

Research On The Practice Of Traditional Chinese Culture Education For Asean Students Studying In China Under The New Media Environment

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Abstract—This study examines the impact of entrepreneurship education courses on the entrepreneurial willingness of students majoring in Intelligent Construction at Chinese higher vocational colleges. It uses a cross-sectional survey with a positivist approach, examining four dimensions: quality (curriculum structure and effectiveness), knowledge (integration of professional and entrepreneurial knowledge), ability (teaching capabilities and student skill development), and evaluation (satisfaction and feedback). Based on the Theory of Planned Behaviour and Social Cognitive Theory, the study targets postgraduates in vocational institutions, employing random sampling and statistical analysis. The findings aim to enhance entrepreneurship education programs to meet China's economic innovation goals and prepare students for the digital construction ecosystem.

Keywords— *ASEAN Students, Chinese Traditional Culture, New Media Environment, Universities in Guangxi, Cultural Identification, Interactive Participation, Types of Communication.*

I. INTRODUCTION

In 2023, China marked the 10th anniversary of its initiative to build a closer China-ASEAN community of shared future, an initiative aimed at promoting mutual growth and cooperation. Central to this vision is the "Belt and Road" initiative, which has become a significant framework for fostering economic and cultural links between China and ASEAN countries. Over the years, the "Belt and Road" initiative, alongside ASEAN's own development strategies, has resulted in progressively deeper economic integration between the two regions. As of October 2023, cumulative two-way investments between China and ASEAN countries surpassed \$380 billion, with over 500 direct investment enterprises established across ASEAN Sun, Z. (2025). In parallel with this economic cooperation, China has prioritized enhancing talent cultivation and collaboration with ASEAN countries, recognizing the importance of human capital in fostering sustainable development. Li (2023) emphasized that education, science and technology, and talent development are foundational to the construction of a modern socialist country. In this context, strengthening educational cooperation and

integrating China's rich cultural heritage into the educational experiences of ASEAN students is of paramount importance (Chen & Li, 2023).

Chinese traditional culture, as a spiritual treasure accumulated over thousands of years, provides an ideal foundation for cross-cultural exchange and understanding. The rise of new media, characterized by its interactivity and immediacy, has created opportunities for more effective dissemination of Chinese culture. As pointed out by Yuan, Y. (2023), leveraging new media to spread Chinese culture, particularly in cultural interactions and exchanges with Southeast Asian countries, has paved the way for enhancing the transmission of traditional Chinese culture. By utilizing these digital tools, China can present the essence of its culture to ASEAN students quickly, accurately, and comprehensively.

As such, integrating Chinese traditional culture into the educational processes for ASEAN students, particularly in a new media environment, holds profound strategic significance. This approach can enhance ASEAN students' understanding and appreciation of Chinese culture while also strengthening the collaborative efforts in talent cultivation between China and ASEAN countries.

Research Hypotheses

H1: The new media environment influences ASEAN students' identification with traditional Chinese culture.

H2: There are differences in the level of identification with traditional Chinese culture among ASEAN international students in China, with different demographic factors.

Research Objectives

- 1) Explore the impact of the new media environment on ASEAN students' identification with Chinese traditional culture.

- 2) Analyze the impact of demographic factors on ASEAN students' identification with Chinese traditional culture

II. LITERATURE REVIEW

The literature review identified new media environmental factors that influence the level of identification with traditional Chinese culture among ASEAN international students in China. The references are listed in the Table.

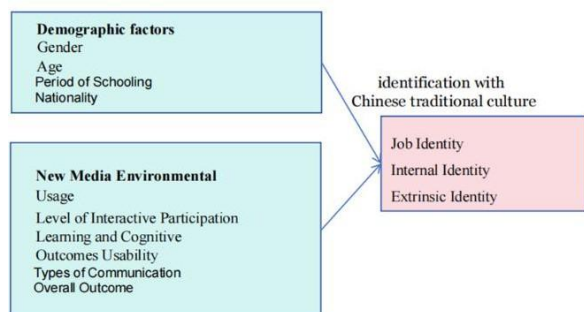
TABLE I. NEW MEDIA ENVIRONMENTAL FACTORS INFLUENCING ASEAN INTERNATIONAL STUDENTS' IDENTIFICATION WITH TRADITIONAL CHINESE CULTURE AND THEIR REFERENCES

Factor	References
New Media Environmental Usage	Yao, D. (2023); Chen, S. (2023); Wang, Z. (2023); Zang, Y., & Yang, Y. (2022); Wei, H. (2024); Guo, L., & Zhang, L. (2022); Guo, L. (2022); Tang, W. (2018); Li, M. (2024); Yan, Q. (2024); Wang, Y. (2024); Wang, Y. (2024); Zhang, Y., Yousaf, M., & Xu, Y. (2017); Wang, D., Zhang, B., Li, K., & Others. (2019); Chen, G. M., & Zhang, K. (2010); Zhang, H., & Zhou, X. (2020); Huang, C., & Guo, H. (2019); Li, R. (2016); Li, D. (2024); Yang, B. (2018); Lü, Z., & Dai, H. (2024); Liu, N., Chen, T., Peng, Y., & others. (2023); Zhu, J., Li, G., Wan, M., & others. (2022); Liu, Y. (2022); Lin, C. (2025); Chen, J. (2023).
Level of Interactive Participation	
Learning and Cognitive Outcomes	
Usability	
Types of Communication	
Overall Outcome	

According to the literature review, all the above subfactors are identified as key subfactors of the main factor; therefore, this study focuses solely on these subfactors.

A. Conceptual framework

TABLE II. DEMOGRAPHIC FACTORS



The framework classifies the six key sub-factors as main factors. These key sub-factors, together with demographic data, serve as independent variables, while the internal and external cultural identity of Chinese traditional culture, as well as the overall evaluation, serve as dependent variables.

III. RESEARCH METHODS

To accommodate the dynamic characteristics of an infinite population, this study adopts a non-probability sampling method. The research focuses on ASEAN students studying in higher education institutions in Guangxi, aiming to identify the key factors influencing their identification with traditional Chinese culture and to analyze the differences among groups with varying demographic characteristics.

Using an online sample size calculator, the ideal sample size was determined to be 300, based on a 95% confidence level, a total population size of approximately 6,000 ASEAN international students registered in Guangxi, Liao, D., & Deng, Q. (2025, May 9), and a margin of error of 5%. The

study successfully collected all 300 samples, ensuring sufficient precision for subsequent analyses. Questionnaires were distributed via the online data collection platform Credamo. To ensure broad representation and enhance the completeness and generalizability of the sample, data collection was conducted through a combination of online and offline distribution channels.

The questionnaire includes:

Screening: A single question designed to determine whether the respondent is an ASEAN student studying in China.

Demographics: Four closed-ended questions were used to collect demographic information (gender, age, period of schooling, and nationality).

Identification with traditional Chinese culture in the context of the new media environment and its key subfactors was assessed using a five-point Likert scale, which allowed respondents to evaluate their identification with traditional Chinese culture and its influencing subfactors in this context. These subfactors include Usage, Level of Interactive Participation, Learning and Cognitive Outcomes, Usability, Types of Communication, Overall Outcome, Internal Identification, External Identification, and Recognition of the educational path of traditional learning.

The researchers designed the questionnaire and utilized a 5-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). All items were rigorously selected and revised to ensure their applicability and validity in this study. The questionnaire covers two established scales: Part 1: New Media Environment (including Usage, Level of Interactive Participation, Learning and Cognitive Outcomes, Usability, Types of Communication, and Overall Outcome with 24 items) and Part 2: Identification with Educational Approaches to Traditional Chinese Culture (including Internal Identification and External Identification with 8 items).

Questionnaire Validity and Reliability

Content validity was assessed using the Item-Objective Congruence (IOC) index. Two management scholars and one education practitioner working in China independently evaluated the questionnaire items. An acceptable IOC value was considered to be 0.5 or higher, confirming that the questionnaire aligns with the research objectives.

Reliability was measured using Cronbach's α values, with all sections exceeding the minimum acceptable value of 0.71. This indicates that each Likert scale section meets the "Good and Acceptable" standard, as defined by Konting et al. (2009), confirming the questionnaire's reliability for future data collection. These α values are: Usage(0.906)、Level of Interactive Participation(0.880)、Learning and Cognitive Outcomes(0.824)、Usability(0.797)、Types of Communication(0.853)、Overall Outcome(0.878)、Internal Identification (0.967) , External Identification (0.863) 、Recognition of the educational (0.834) .

Data Collection

The questionnaire was distributed via the online survey platform Credamo, which is well-regarded for its user-friendly interface and seamless integration with WeChat. The researchers' prior experience with this platform further ensured its suitability and ease of use. To obtain a diverse and

representative sample, the questionnaire was primarily shared in WeChat groups affiliated with universities in Guangxi, China. Additionally, to enhance the comprehensiveness and generalizability of the data, an offline distribution strategy was also adopted, resulting in a combined online and offline data collection approach. Invalid responses—such as incomplete questionnaires or inconsistent answers—will be excluded to ensure data reliability and accuracy. Data will be analyzed using SPSS for descriptive statistics, correlation, regression, and ANOVA to explore direct and indirect effects. Ethical principles will guide the research, ensuring voluntary participation, informed consent, and data confidentiality.

Descriptive Statistics: This study employs frequency and percentage analysis to examine the characteristics and preferences of ASEAN students in China, including gender, age, study duration, and nationality, to identify relevant patterns and trends. Additionally, other sections utilize mean analysis to process the Likert scale data.

Inferential statistics: This study examines the influence of two factors (H1–H2) on the perceptions of Chinese culture among ASEAN international students. To test the hypotheses, independent samples t-tests, one-way ANOVA, and multiple linear regression analyses were employed as part of the validation process. Through SPSS, one can gain a deeper understanding of the relationships and trends between data and validate research hypotheses.

IV. RESULT AND DISCUSSION

Gender: Among the respondents, 166 were male, accounting for 55.3%, indicating a male majority in the sample. **Age:** The age distribution was as follows: 42% were between 18 and 24 years old, 32% between 25 and 34 years old, 15% between 35 and 44 years old, and 11% were over 45 years old. This suggests that the majority of students fall within the 18–24 age range (42%). **Nationality:** Students from Thailand (10.7%) and Malaysia (10.3%) represented the largest proportions. Other nationalities included Singapore (9.7%), Myanmar (9.7%), Laos (8.0%), and Cambodia (6.3%). **Length of Study:** Respondents with a study duration of 3–5 years accounted for the largest group (46.3%). Short-term students (less than 1 year) comprised 14.7%, those studying for 1–3 years made up 24.7%, and long-term students (more than 5 years) were relatively few, at only 14.3%. **Key Sub-factors:** The study assessed 9 sub-factors influencing cultural identity using a Likert-scale approach. The mean scores indicate a moderate level of agreement (2.51–3.50) across all dimensions. Specifically, Usage ranked the highest (3.39), followed by Level of Interactive Participation (3.19), Types of Communication (3.18), Learning and Cognitive Outcomes (3.15), and Overall Outcome (3.12), while Usability scored the lowest (3.09). The overall mean score across all six sub-factors was 3.19, suggesting that ASEAN students in Guangxi generally exhibit a moderate level of identification with Chinese culture, reflecting multiple dimensions of consideration. **Recognition of Educational Pathways:** Among the three sub-factors related to educational pathway identification, Recognition of the Educational dimension scored the highest (3.65), followed by External Identification (3.53), and Internal Identification (3.39). The overall mean score across these three dimensions was 3.52, indicating a moderately high level of identification with traditional Chinese culture as influenced by the respondents' educational experiences. Notably, the overall level of identification was higher than the level of internal identification alone.

A. Inferential Statistics and Verification

1) *H1: The new media environment influences ASEAN students' identification with traditional Chinese culture.*

2) *H1a: The new media environment has exerted an influence on the internal sense of identity.*

Multiple linear regression is used to analyze the data and develop a forecasting equation at a 95% confidence level. A multiple regression analysis using the stepwise method was employed to analyze the data, and the analysis results are presented in Tables 4.2–4.3.

TABLE III. A SUMMARY MODEL OF THE IMPACT OF THE NEW MEDIA ENVIRONMENT ON INTERNAL IDENTITY

Table 4.3: A Summary Model of the Impact of the New Media Environment on Internal Identity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.444	0.197	0.191	0.869	1.996

^a. Predictor Variables: Usage, Types of Communication

^b. Dependent Variable: Internal Identity

Tables 4.3, usage patterns, and types of communication are positively correlated with internal identity. The multiple correlation coefficient (R) is 0.444, indicating predictive value. The explanatory power of the regression equation is 19.10%, and the results are statistically significant at the 0.05 level of significance. All tolerance values are greater than or equal to 0.2, suggesting no multicollinearity among the independent variables.

TABLE IV. MULTIPLE LINEAR REGRESSION ANALYSIS OF THE INFLUENCE OF THE NEW MEDIA ENVIRONMENT ON INTERNAL IDENTITY

Table 4.4 Multiple Linear Regression Analysis of the Influence of the New Media Environment on Internal Identity

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.366	.250		5.462	.000		
Usability	.392	.056	.367	6.955	.000	.970	1.031
Types of Communication	.219	.060	.193	3.656	.000	.970	1.031

^c. Dependent Variable: Internal Identity

Table 4.4 includes two predictor variables: Usability and Types of Communication. The coefficient of determination (R²) obtained from the predictive equation is 0.197, indicating a relatively weak relationship between the dependent variable and the independent variables. Nevertheless, the analysis suggests that both Usability and Types of Communication can effectively enhance students' internal identity in the context of the new media environment. *H1b: The new media environment has had an impact on external identity.*

Multiple linear regression is used to analyze the data and develop the forecasting equation at a 95% confidence level. The multiple regression analysis using the stepwise method was used to analyze data, and the analysis results are shown in Tables 4.5–4.6.

TABLE V. A SUMMARY MODEL OF THE IMPACT OF THE NEW MEDIA ENVIRONMENT ON EXTERNAL IDENTITY

Table 4.5 A Summary Model of the Impact of the New Media Environment on External Identity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.571	0.326	0.319	0.712	1.895	

^d.Predictor Variables: Usage, Level of Interactive Participation, Learning, and Cognitive Outcomes

^e Dependent Variable: External Identity

Tables 4.5, usage patterns, interactive engagement, and learning and cognitive outcomes are positively correlated with external identity. The multiple correlation coefficient (R) is 0.571, indicating strong predictive power. The explanatory power of the regression equation is 31.90%, and the results are statistically significant at the 0.05 level of significance. All tolerance values are greater than or equal to 0.2, suggesting no multicollinearity among the independent variables.

TABLE VI. MULTIPLE LINEAR REGRESSION ANALYSIS OF THE INFLUENCE OF THE NEW MEDIA ENVIRONMENT ON EXTERNAL IDENTITY

Table 4.6 Multiple Linear Regression Analysis of the Influence of the New Media Environment on External Identity

	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.179	.207		5.689	.000		
Usage	.376	.049	.395	7.643	.000	.853	1.172
Level of Interactive Participation	.162	.079	.166	2.050	.041	.349	2.862
Learning and Cognitive Outcomes	.178	.080	.170	2.213	.028	.386	2.590

^f. Dependent Variable: External Identity.

Table 4.6 presents three predictor variables: Usage, Level of Interactive Participation, and Learning and Cognitive Outcomes. The coefficient of determination (R^2) derived from the predictive model for external satisfaction is 0.326, indicating a moderate level of explanatory power and suggesting that the independent variables are not strongly correlated with one another. The results of the analysis indicate that the level of usage, interactive participation, and improvements in learning and cognitive outcomes contribute positively to the enhancement of external identification.

In summary, the analysis results indicate that the new media environment—specifically in terms of usage level, interactive participation, and learning and cognitive outcomes—significantly influences external identification, with p-values of 0.000, 0.041, and 0.028, respectively.

H1c: The new media environment exerts an influence on overall perceptions of identification with traditional Chinese culture.

Multiple linear regression is used to analyze the data and develop a forecasting equation at a 95% confidence level. The multiple regression analysis using the stepwise method was used to analyze data, and the analysis results are shown in Tables 4.7-4.8.

TABLE VII. SUMMARY MODEL OF THE INFLUENCE OF THE NEW MEDIA ENVIRONMENT ON OVERALL PERCEPTIONS OF IDENTIFICATION WITH EDUCATIONAL PATHWAYS FOR TRADITIONAL CHINESE CULTURE

Table 4.7 Summary Model of the Influence of the New Media Environment on Overall Perceptions of Identification with Educational Pathways for Traditional Chinese Culture

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.552	0.305	0.301	0.697	2.129	

^g. Predictive Factors: Usage, Interactive Participation, and Identification with Educational Pathways of Traditional Chinese Culture

^h Dependent Variable: Overview of Identification with Educational Pathways of Traditional Chinese Culture

Tables 4.7, usage, level, and interactive participation have a positive impact on the overall evaluation of identification with educational pathways of traditional Chinese culture. The multiple correlation coefficient (R) is 0.552, and the predictive analysis equation explains 30.10% of the variance, which is statistically significant at the 0.05 level. All tolerance values are greater than 0.2, indicating no correlation between the independent variables.

TABLE VIII. MULTIPLE LINEAR REGRESSION COEFFICIENTS FOR OVERALL PERCEPTIONS OF IDENTIFICATION WITH THE EDUCATIONAL PATHWAY OF TRADITIONAL CHINESE CULTURE IN THE CONTEXT OF THE NEW MEDIA ENVIRONMENT.

Table 4.8 Multiple Linear Regression Coefficients for Overall Perceptions of Identification with Educational Pathways of Traditional Chinese Culture in the Context of the New Media Environment

	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.597	.185		8.625	.000		
Usage	.357	.048	.388	7.503	.000	.876	1.142
Level of Interactive Participation	.265	.049	.280	5.420	.000	.876	1.142

ⁱ Dependent Variable: Overview of Identification with Educational Pathways of Traditional Chinese Culture

Table 4.8 includes two predictor variables: Usage and Interactive Participation. The coefficient of determination (R^2) for the predictive model of identification with traditional Chinese cultural education pathways is 0.305, indicating that the independent variables are not significantly correlated with each other. The analysis results suggest that increases in both the level of usage and interactive participation contribute to an overall enhancement in the degree of identification.

In summary, the analysis results indicate that factors such as usage and interactive participation have a significant impact on identification with educational pathways of traditional Chinese culture, with p-values of 0.000 and 0.000, respectively.

H2: There are differences in the level of identification with traditional Chinese culture among ASEAN international students in China, with different demographic factors.

H2a: Gender differences have different effects on the recognition of traditional Chinese cultural education paths.

To determine whether there was a statistically significant difference in mean values between the two groups of data, an independent sample t-test was employed at the 0.05 threshold. Table 4.9 displays the analysis results.

TABLE IX. RESULT OF INDEPENDENT SAMPLE T-TEST FOR GENDER

Table 4.9: Results of Independent Samples t-test for Gender

	Gender	N	Mean	Standard Deviation	t-value	df	sig
Internal identity	Male	166	2.97	.849	-9.562	298	.000*
	Female	134	3.91	.845			
External recognition	Male	166	3.16	.804	-9.417	298	.000*
	Female	134	3.99	.699			
Recognition of the educational path of traditional	Male	166	3.27	.750	-10.263	298	.000*
	Female	134	4.13	.676			

Table 4.9: Gender differences have varying impacts on external satisfaction, internal satisfaction, and identification with pathways of traditional Chinese cultural education. In the overview of identification with traditional Chinese cultural education pathways, the results show a t-value of -10.263 and a significance level of 0.000, which is less than the statistically significant threshold of 0.05. This indicates that gender differences among international students have a significant impact on their level of identification with traditional Chinese culture.

Regarding internal and external satisfaction, the t-values are -9.562 and -9.417, respectively, with corresponding significance levels of both at 0.000, again below the 0.05 threshold. It can thus be concluded that there are significant differences between male and female respondents in terms of internal satisfaction, external satisfaction, and overall identification. Specifically, female students demonstrate higher levels of internal satisfaction compared to male students, and this difference is statistically significant, with a very low p-value ($p = 0.000$).

H2b: Age Differences Have Varying Impacts on the Identification with Pathways of Traditional Chinese Cultural Education.

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.10 presents the analysis' findings.

TABLE X. THE ONE-WAY ANOVA OF AGE

Table 4.10 The One-way ANOVA of Age

		Gender	df	Mean Square	F	Sig.
Internal identity	Between Groups	4.792	5	.958	1.026	.402
	Within Groups	274.578	294	.934		
	Total	279.370	299			
External recognition	Between Groups	2.416	5	.483	.645	.665
	Within Groups	220.250	294	.749		
	Total	222.667	299			
Recognition of the educational path of traditional	Between Groups	2.921	5	.584	.838	.524
	Within Groups	205.026	294	.697		
	Total	207.947	299			

Analysis: The results of the one-way ANOVA in Table 4.10 indicate that the significance values for all variables are greater than 0.05. Specifically, the age variable affects identification with pathways of traditional Chinese cultural education, with significance values of 0.402, 0.665, and 0.524, respectively. This indicates that there are no statistically significant differences in the identification with

traditional Chinese cultural education pathways or other related variables based on age differences.

H1c: Differences in Length of Study Have Varying Impacts on the Identification with Pathways of Traditional Chinese Cultural Education, on age differences.

One-way ANOVA was used to analyze the data and evaluate the differences in mean values among more than two groups at a statistically significant level of 0.05. Table 4.11 presents the analysis' findings.

TABLE XI. ONE-WAY ANOVA ON THE LENGTH OF STUDY

Table 4.11: One-Way ANOVA on the Length of Study

		Sum of Squares	df	Mean Square	F	Sig.
Internal identity	Between Groups	2.537	3	.846	.904	.439
	Within Groups	276.833	296	.935		
	Total	279.370	299			
External recognition	Between Groups	6.832	3	2.277	3.123	.026*
	Within Groups	215.835	296	.729		
	Total	222.667	299			
Recognition of the educational path of traditional	Between Groups	4.441	3	1.480	2.153	.094
	Within Groups	203.506	296	.688		
	Total	207.947	299			

The results of the one-way ANOVA in Table 4.11 show that the significance levels (Sig.) for internal satisfaction and identification with pathways of traditional Chinese cultural education are 0.439 and 0.094, respectively, both of which are greater than 0.05. This indicates that the differences in identification with traditional Chinese cultural education pathways and overall identification with traditional Chinese culture have no statistically significant impact.

For external satisfaction, the significance level (Sig.) is 0.026, which is less than 0.05, indicating that the differences in work experience have a statistically significant impact on external satisfaction.

In conclusion, the one-way ANOVA results in Table 4.11 demonstrate that there are significant differences in the impact of the length of study on external satisfaction, but no significant differences in internal satisfaction or the identification with traditional Chinese cultural education pathways. Therefore, pairwise comparisons of mean values are conducted using LSD, as shown in Table 4.12.

TABLE XII. THE IMPACT OF DIFFERENCES IN WORK EXPERIENCE ON THE RECOGNITION OF EDUCATIONAL PATHWAYS IN TRADITIONAL CHINESE CULTURE WAS EXAMINED USING LSD PAIRWISE MEAN COMPARISONS.

Table 4.12: The impact of differences in work experience on the recognition of educational pathways in traditional Chinese culture was examined using LSD pairwise mean comparisons.

		Mean Difference (I-J)			
Working experience Group (I)	X	Group J			
		1-5 years 3.36	6-10 years 3.49	11-20 years 3.50	> 20 years 3.88
<1 years	3.36	-	-.123 (.450)	-.140 (.344)	-.520 (.005*)
1-3 years	3.49		-	.017 (.889)	-.397 (.016*)
3-5 years	3.50			-	-.380 (.011*)
>5 years	3.88				-

Table 4.12 presents the pairwise mean comparisons of the groups classified by years of work experience regarding their recognition of educational pathways in traditional Chinese culture. The group with more than five years of work

experience reported higher mean scores compared to the groups with less than one year, 1 -3 years, and 3 -5 years of experience, with significance levels of 0.005, 0.016, and 0.011, respectively. These results indicate that years of work experience have a significant impact on external recognition, particularly among individuals with more than five years of experience. This may be related to factors such as family responsibilities and life stability.

H2d: The impact of national differences on the recognition of educational pathways in traditional Chinese culture varies across groups.

One-way ANOVA was used to analyze the data and evaluate the difference in mean values among more than two groups at a statistically significant level of 0.05. Table 4.13 presents the analysis's findings.

TABLE XIII. ONE-WAY ANOVA OF NATIONALITY

Table 4.13 One-Way ANOVA of Nationality					
		Sum of Squares	df	Mean Square	F Sig.
Internal identity	Between Groups	5.664	10	.566	.598 .815
	Within Groups	273.706	289	.947	
	Total	279.370	299		
External recognition	Between Groups	12.465	10	1.247	1.714 .077
	Within Groups	210.201	289	.727	
	Total	222.667	299		
Recognition of the educational path of traditional	Between Groups	6.629	10	.663	.952 .486
	Within Groups	201.318	289	.697	
	Total	207.947	299		

Table 4.13 shows that the significance values for all variables exceed 0.05. Specifically, the significance values for the nationality variable, which reflects its influence on the recognition of educational pathways in traditional Chinese culture, are 0.815, 0.077, and 0.486, respectively. These findings indicate that nationality differences do not have a statistically significant impact on the overall recognition of traditional Chinese cultural educational pathways or other related variables.

CONCLUSION

This study empirically examines the impact of the new media environment on ASEAN students' identification with traditional Chinese culture through a questionnaire-based survey. The findings confirm that, under the influence of new media, Usage, Level of Interactive Participation, and Learning and Cognitive Outcomes all have significant effects on Extrinsic Identity. Among these factors, Usage exerts the most substantial influence, followed by Level of Interactive Participation, and then Learning and Cognitive Outcomes. Furthermore, the analysis of demographic variables reveals a noteworthy insight: ASEAN students of different genders exhibit varying degrees of cultural identification. This highlights the critical role of strengthening educational cooperation in promoting innovation.

The Impact of New Media Usage Patterns on the Identification with Chinese Culture

This study examines the impact of new media usage patterns on the awareness of Chinese culture from multiple dimensions. The findings suggest that how individuals engage with new media has a significant influence on their cultural cognition. This result aligns with previous studies

suggesting that exposure to new media can enhance cultural understanding and identity. Huang, C., & Guo, H. (2019) found that the more frequently college students use new media, the higher their level of awareness of traditional Chinese culture. This positive correlation highlights the pivotal role of new media platforms in cultural dissemination. Similarly, Li, R. (2016) emphasized that, in the context of China, new media serve not only as a channel for information transmission but also as a key medium through which young users construct their cultural identity. By offering selective content, interactive mechanisms, and unique platform ecologies, social media strengthens users' sense of cultural belonging. This further substantiates the significant function of new media in fostering cultural recognition and identification. Drawing on the Uses and Gratifications Theory (Li, 2024) and Cultural Identity Theory (Yang, 2018), it becomes evident that individuals actively select cultural content in the new media environment to meet their personal cognitive needs while simultaneously deepening their understanding of and emotional attachment to Chinese culture.

The Impact of the Level of Interactive Participation in the New Media Environment on the Identification with Chinese Culture

This study confirms that, in the context of new media, the Level of Interactive Participation has a significant impact on the recognition of Chinese culture. This conclusion is supported by empirical analysis and previous research. Lü, Z., & Dai, H. (2024) found that interactive communication on social media plays a key role in shaping cultural identity. Their study revealed that higher levels of interaction result in a stronger sense of local cultural identity, particularly in multicultural societies. Meanwhile, Fan, S., & Wu, D. (2025) further pointed out that interactive participation on digital platforms helps enhance users' recognition and understanding of traditional culture. Particularly in the dissemination of Chinese culture, interactivity is considered a key factor that significantly strengthens cultural identity. By increasing the degree of interaction, users not only gain a deeper understanding of cultural content but also develop a stronger sense of cultural belonging through interaction. In the new media environment, the spread and recognition of culture increasingly rely on the interactivity of the platform.

The Impact of Learning and Cognitive Outcomes in the New Media Environment on Chinese Cultural Identity

In the context of new media, learning and cognitive outcomes have been shown to influence individuals' recognition of Chinese culture significantly, a conclusion supported by both empirical analysis and prior studies. Liu, N., Chen, T., Peng, Y., & others. (2023), through structural equation modeling based on survey data from 642 Malaysian Chinese participants, demonstrated that emotional closeness to Cantonese media partially mediates cultural identification with China via two pathways: "perceived media value" and "cognitive understanding of Chinese culture." In the new media environment, learning and cognitive outcomes play a particularly vital role. They not only directly enhance individuals' comprehension and acceptance of Chinese culture but also strengthen cultural identity and a sense of belonging through the development of media consumption habits and the perception of cultural values. This dual pathway of cognition and emotion not only amplifies the

effectiveness of cultural communication but also provides both theoretical and practical insights for the transmission of Chinese culture across multicultural contexts.

The Influence of Demographic Factors on Identification with Chinese Culture

This study examines the influence of demographic variables—namely gender, age, length of study, and nationality—on the level of cultural identification with China among ASEAN international students. Gender. In alignment with prior studies, our findings reveal significant gender-based differences in cultural identification. Female participants demonstrated higher levels of intrinsic satisfaction, extrinsic satisfaction, and overall cultural identification through Chinese cultural education pathways. Zhu, J., Li, G., Wan, M., & others. (2022), in their survey on Southeast Asian students in China, reported that female students outperformed their male counterparts in classroom engagement, cultural integration attitudes, and self-expression. This finding is consistent with the existing literature, which suggests that women generally exhibit stronger engagement in cultural adaptation processes. Our results underscore that gender remains a key factor shaping both the experience of cultural learning and emotional responses to cultural education content. Age. Consistent with certain earlier studies (Liu, 2022), this research found that age had no significant effect on participants' cultural identification. Within the specific context of ASEAN students, age did not emerge as a direct cognitive or affective driver in the learning experience of Chinese culture or the length of Study. The duration of study in the host country also showed no statistically significant impact on levels of cultural identification. This finding aligns with the work of Lin, C. (2025), who also reported a lack of significant correlation. We attribute this result to the complex nature of mediated cultural contact, which may dilute the influence of mere physical time spent in the host country. Nationality. Similarly, nationality was not found to be a significant factor in shaping cultural identification with China. This supports the earlier view of Wang and Chen, J. (2023), who argued that nationality itself is not a decisive factor. The non-significant effect of nationality in our study may be explained by the multidimensional, fluid, and communication-dependent nature of identity and cultural adaptation, which is also deeply intertwined with individual characteristics. These findings highlight the importance of considering individual-level differences and broader sociocultural contexts when studying the development of cultural identification among international students. Future research could benefit from incorporating intersectional and contextual variables beyond traditional demographic categories, enabling more nuanced analyses

CONCLUSION

TABLE XIV. TABLE OF RESEARCH RESULTS

Hypot hesis	Content	Verificati on Results
H1	The new m	Establish ed
	Usage	Establish ed

	Level of Interactive Participation	Establish ed
	Learning and Cognitive Outcomes	Establish ed
H2	The Influence of Demographic Factors on Cultural Identity.	Partially establishe d
	Gender	Significa nt
	Age	Not significan t
	Period of Schooling	Not significan t
	Nationality	Not significan t

From Table 13, it can be seen that the hypothesis H1 states that the new media environment influences ASEAN students' identification with traditional Chinese culture. This hypothesis was validated across three positively correlated sub-dimensions: Usage Frequency. Frequent exposure to new media enhances the reception and assimilation of cultural information. Level of Interactive Participation: Interactive engagement—such as commenting, sharing, and liking—helps deepen understanding of cultural content. Learning and Cognitive Outcomes: New media serve not only as a platform for entertainment but also as an effective channel for cultural education. The study demonstrates that new media provide ASEAN international students with enriched pathways to engage with Chinese culture, significantly enhancing their emotional, cognitive, and behavioral identification with traditional Chinese culture. These findings support the notion that mediated cultural contact facilitates cultural identification. Accordingly, it is recommended that the content and interaction mechanisms on new media platforms be optimized to strengthen their educational function, enhance emotional resonance, and improve their effectiveness in constructing cultural identity. H2: The Influence of Demographic Factors on Cultural Identity. This section explores whether demographic factors—such as age, gender, duration of study, and nationality—affect cultural identity. The findings suggest partial support for this hypothesis: ASEAN international students with different demographic profiles exhibit varying levels of cultural identity, although not all factors significantly influence innovative behavior. Specifically, gender demonstrates a statistically significant impact on cultural identity, with female students showing more positive attitudes toward emotional engagement and cultural integration. In contrast, age differences do not yield significant variations in cultural identity, and neither the length of study nor nationality appears to have a direct effect. The absence of significant differences among ASEAN member countries highlights the highly individualized nature of cultural adaptation processes. Overall, gender emerges as the only demographic variable with a statistically significant effect on cultural identity, indicating that female students are more likely to participate in cultural learning and identification actively. Therefore, gender differences should be given greater consideration in the design of cultural

integration initiatives—particularly in instructional content, media platforms, and mechanisms of cultural engagement. The lack of significance for other variables such as age, study duration, and nationality may be attributed to the current media environment, the availability of diverse educational resources, and individual cultural adaptation strategies, which have likely diminished the distinctiveness traditionally associated with demographic factors.

Based on the findings of this study, several key recommendations are proposed to enhance the integration of Chinese traditional culture and the education of ASEAN international students within the new media environment.

Developing a High-Quality Cultural Teaching System Backed by New Media.

Universities should prioritize the development and improvement of their new media platforms by offering a wide array of engaging and accessible cultural learning resources, such as online courses, virtual exhibitions, and interactive digital experiences. These tools can significantly enhance the cultural engagement of international students. At the same time, it is essential to enhance teacher competency through comprehensive training programs that focus on traditional Chinese culture, the effective use of new media technologies, and cross-cultural pedagogical approaches. Equipping educators with these skills will enable them better to address the cultural learning needs of international students and deliver high-quality educational content.

Curriculum Design, Campus Environment, and Collaborative Research.

The development of culturally responsive, school-based textbooks tailored to the backgrounds and learning characteristics of ASEAN students is crucial. Such materials should emphasize both practical relevance and cultural resonance to bridge intercultural gaps and foster a deeper understanding. Furthermore, universities are encouraged to create a vibrant campus cultural environment through a wide range of activities, including cultural festivals, art exhibitions, and traditional folk events, thereby promoting cultural exchange and community building among international and local students. Lastly, the promotion of interdisciplinary research that spans education, communication, and cultural studies is vital. This collaborative approach will provide a robust theoretical foundation and innovative strategies to support the sustainable development of Chinese traditional culture education in the context of internationalization and digital transformation.

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