ANALYSIS ON THE RELIEVING EFFECT OF LOCAL CULTURAL SPIRIT INHERITANCE ON COLLEGE STUDENTS' ANXIETY

Xue Wu*, Yu Feng & Yuhong Hao

Xi'an Traffic Engineering Institute, Xi'an 710300, China

SUMMARY

Background: On the one hand, with the development of the world's anti-globalization trend, the spread of the COVID-19 and the continuation of the Russian Ukrainian war, the psychological pressure on domestic college students' employment has increased, and some college students even suffer from anxiety. On the other hand, the rural revitalization strategy provides another way of thinking for the employment and anxiety relief from college students in China, that is, through the spiritual education of local culture, to change the employment outlook and world outlook of college students.

Subjects and methods: To test the effectiveness and feasibility of local culture spirit inheritance education in alleviating college students' psychological anxiety by analyzing relevant literature and carrying out group teaching experiments, and to interview the selected research objects to understand the causes of their psychological anxiety and the impact of local culture spirit inheritance education.

Results: Before and after the education experiment, the students in each group were tested by SAS (Self-rating Anxiety Scale). It was found that there was no significant difference in the SAS score data onto the students in each group before the experiment, but the SAS score of the group that received local culture education after the experiment was significantly lower than that of the control group that did not receive the intervention.

Conclusions: The education of local culture and spirit inheritance to students can enable students to learn a lot of Chinese traditional cultural knowledge, so as to achieve the effect of self-cultivation and reduce students' psychological anxiety, especially the degree of employment anxiety.

Key words: local cultural spirit - cultural inheritance - college students - anxiety

* * * * *

INTRODUCTION

Geographically, various human civilizations from ancient times for the present can be divided into nomadic culture, agricultural culture and marine culture. Chinese culture is agricultural culture, that is, earth culture or local culture (Lajambe et al. 2020). China's local culture has a long history, including clay sculpture, ancient music, local opera, folk customs, landscape culture, folk martial arts, peasant paintings, folk acrobatics, folk wonders, paper cutting, ancient buildings, sculpture, folk songs, local festivals, national customs, etc. (Tian & Mahmud 2018). In recent years, the successive outbreak of major political and military events in the world and the continuous spread of the COVID-19 have led to a significant decline in China's domestic employment demand. In addition, China is in a critical period of industrial upgrading. Various types of jobs represented by high-tech technologies such as artificial intelligence, big data, 5g and new materials are emerging in an endless stream, while the recruitment demands for traditional jobs such as workshop technicians, accountants and administration shows a downward trend (Duan et al. 2021). The above factors have led to a significant increase in the employment pressure in a considerable number of college students in China. Students are worried that their majors will not be able to obtain employment smoothly or find satisfactory jobs. Some of them even suffer from mental depression due to their introverted personality (Wang et al. 2018).

Mild or moderate anxiety can help individuals better prepare for unknown risks and improve their concentration. However, excessive or severe anxiety symptoms will have a huge negative impact on college students' life and learning, resulting in their inability to calm down to learn important professional knowledge and skills, lose their goals, and even become depressed and have suicidal thoughts (Shin 2018). Experts and scholars in the industry have conducted a lot of research on these problems and found a variety of solutions, mainly including set up psychological counseling stations in schools to provide professional psychological counseling on students, carrying out special training as psychology and employment skills for teachers of humanities and social sciences and professional courses, and set up compulsory courses for graduates to prepare for employment (Lee et al. 2018). Some of these solutions play a significant role, but for schools, the operating cost is high (Yun 2020). At the same time, the spirit of local culture, as an important part of China's traditional culture, is of great significance to promote the maturity of students' three outlooks and improve their mental stress resistance. It can also change students' employment concept and fundamentally alleviate and solve students' employment anxiety (Papakostas 2020). In addition, the local culture mental anxiety course can also be uploaded to the Internet through Internet calculation for students' low-cost and convenient learning. For schools, it is a potential cost-effective method to deal with students' mental

anxiety. However, the effect and feasibility of this method has not been verified in practice. At present, few schools use this method, which is the purpose of this study.

SUBJECTS AND METHODS

Study setting

Human beings will react to unknown risks. When individuals assess the loss caused by unknown risks to a certain extent, they may have anxiety. Common clinical manifestations of anxiety include panic disorder, such as sense of dying, sense of loss of control, sense of mental breakdown, and somatic symptoms of panic attacks, such as trembling, rapid heartbeat, asthma, etc., followed by generalized anxiety disorder, which is divided into mental anxiety, somatic anxiety, and motor restlessness of nerves and muscles (Budnick et al. 2018). The treatment of moderate and mild anxiety symptoms is generally psychological guidance or comprehensive treatment based on psychological guidance. The patients with severe symptoms can be treated with medication (Goldstein et al. 2018). As a group of college students, they have just left high school life with a high degree of control and narrow social horizons, and their psychology is not mature enough. They pay high attention to various hot events in the current society, such as the war between Russia and Ukraine, the Sino US trade war, the spread of the COVID-19, etc. However, due to their lack of ability and personality, they may have various pessimistic emotions and views, such as anxiety, anxiety, fear, depression, etc., thus affecting their own life and learning (Joshi & Thomas 2020). At the same time, relevant studies have shown that traditional culture education can play a role in cultivating students' moral character, so as to alleviate the negative psychology and emotions of the educated to a certain extent, and broaden students' thinking (Lebois et al. 2019). The spiritual education of local culture in China is an important form of traditional culture education, because as Mr. Qian Mu said, in a geographical sense, human civilization can be divided into nomadic culture, agricultural culture and marine culture (Odunaiya et al. 2021). Chinese culture is agricultural culture, that is, the earth culture. Of course, it can also be said to be local culture. In essence, local education refers to the education of Chinese traditional culture. Referring to the domestic and foreign literature on the spiritual education of local culture and anxiety disorder published in the past 10 years, it is found that the spiritual education of local culture can bring about the psychological impact on the educated as shown in Figure 1.

The influence of the spirit of local culture on the psychology of the educated is mainly divided into three types: improving the psychological pressure resistance, improving the psychological regulation ability, and reducing the duration of negative psychology (Cao et al. 2021). First of all, those who receive the spiritual education of local culture will be able to better and more clearly understand the historical, cultural and national life normality of our country, so as to have a more objective understanding of the current social problems, know what they can do and what they cannot change, and fundamentally remove the "soil" caused by anxiety, so that they can maintain a high level of pressure resistance and psychological regulation ability in the face of difficulties and bottlenecks (Meng & Zhang 2022). At the same time, the duration of negative emotions will also be greatly shortened due to the faster adjustment of their own thinking and negative psychology.
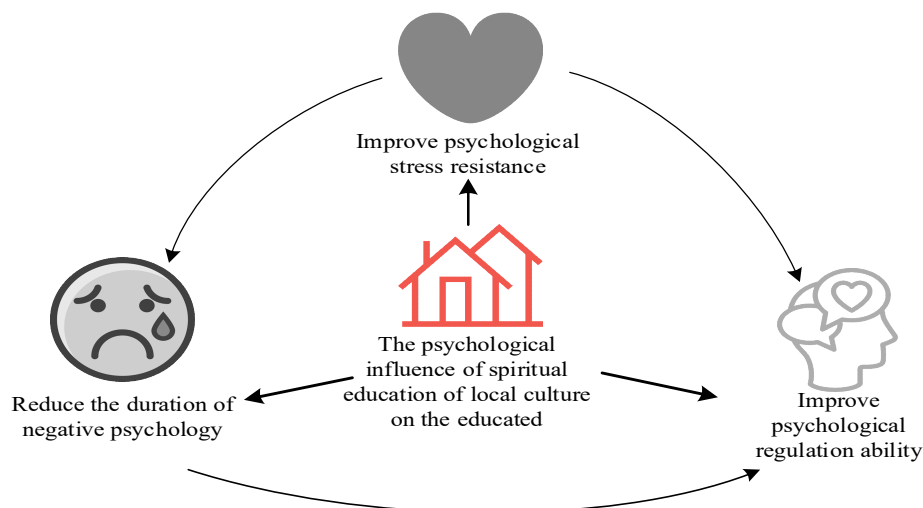

Figure 1. The psychological impact on local cultural spirit education on the educated

Design

In order to explore the practical effect of spiritual education of local culture on college students' anxiety, this study designed a series of social experiments. The experimental scheme is described in detail below. First, the research team needs to understand the causes and

current situation of the research object's mental anxiety by analyzing the highly cited literature in the fields of psychology, local cultural spirit, anxiety symptoms, etc., so as to design a more suitable local cultural spirit education model and countermeasures for college students. Then find a representative university in terms of teaching scale, students' willingness to learn, teachers' teaching level, etc. in China, and then select 428 students with different degrees of anxiety symptoms (screened through SAS test) to participate in the research. These students are divided into two groups, namely, the control group and the experimental group, each group contains 214 students. Before the experiment, the differences in personal information related to the experiment such as gender, age, grade and anxiety level between the two groups were counted. The statistical results are shown in Table 1.

It is found in Table 1 that the data difference in all personal information items of the two groups involved in the experiment is relatively small, indicating that the grouping of research objects is reasonable and does not need to be adjusted. Then the group teaching experiment was carried out. In the experiment, the experimental group was taught the spirit of local culture. The teaching content included China's main local cultural heritage, such as local characteristic embroidery, shadow play, folk food, folk stories, myths and legends, the deeds of local outstanding historical figures and the history of regional development. However, no intervention was given to the control group. The teaching experiment lasted for 3 months and was carried out in the way of conducting at least 2 classes per week for 45 minutes. In addition, before teaching, in order to ensure that teachers have sufficient relevant knowledge reserves and teaching ability, teachers need to receive special

training on the theme of local culture spirit. After the training, they can teach the experimental group students only after passing the assessment of the research team. Otherwise, other teachers of the same school should be selected for training and assessment until they can find teachers who can meet the teaching requirements. Before and after the experiment, all students should be tested by SAS to master the changes of anxiety symptoms before and after the experiment. After the experiment, some college students in the experimental group were randomly selected for one-on-one offline interviews. The interview contents were consistent, which were the students' views on the causes of the impact on local culture and spiritual education on their own anxiety, and the impact effects of each cause were rated. It was stipulated that the level of impact could only be selected from five categories: extreme, strong, moderate, mild and no, the numbers 1, 2, 3, 4 and 5 are respectively assigned to complete quantification. The purpose of quantification is to optimize the scientific of the survey results. Note that the calculation rules for the average quantized score of the impact level of a single object are shown in formula (1).

$$\overline{d} = \frac{\sum_{i=1}^{n} k_i \cdot di}{W} \tag{1}$$

Among them, W is the number of people in the experimental group, di and di are the quantitative values corresponding to the number of people in the experimental group of the i th impact level, and $\overline{d}$ represents the average impact level of an object.

Table 1. Statistics of personal information of two groups of students related to the experiment

Personal information items		Experimental group (n=214)	Control group (n=214)	P
Professional grade point		2.45±0.52	2.51±0.55	1.843
Anxiety level	Slight	104	111	
	Moderate	79	74	0.926
	Severe	31	29	
Age / year		19.7±1.9	19.5±1.8	1.190
Gender number	Female	112	107	
	Male	102	107	0.757
Specialty type	Science and engineering	36	40	
	Medicine	84	88	
	Normal school	52	49	0.554
	Art	42	37	

RESULTS

After the second survey, all the test data onto the students in the control group and the experimental group were input into the personal computer, and the SPSS21.0 software was used for statistical analysis to

sort out Table 2. In addition, according to the practice in the field of psychology, subjects whose total SAS score is lower than 50, 50-59, 60-69 and above are divided into non anxiety, mild anxiety, moderate anxiety and severe anxiety.

As shown in Table 2, the SAS scores of the subjects

before the experiment have little difference, which again shows that the grouping of the subjects is reasonable enough and will not affect the reliability of the analysis results. After the intervention, the difference between the two groups became significant or statistically significant. After the local culture and spirit education intervention, the average test score of the experimental group was 41.9, which was smaller than that of the control group, and the former was less than 50 in a state of no anxiety. Finally, the interview results of the students in the experimental group are analyzed, as shown in Table 3.

The integer in the cell in Table 3 represents the number of students in the experimental group that believe that the corresponding effect of local culture spirits teaching intervention in their own anxiety has a positive effect of a certain level. By analyzing the data onto Table 3, it is found that the students in the experimental group think that "improving psychological regulation ability" has the most significant impact on their anxieties. The second and third effects are "improving psychological stress resistance" and "reducing the duration of negative psychology". The two effects of less impact are "having a more mature world view" and "cognitive ability optimization". The number of people that choose the above items to have a positive impact on the "general impact" level is 153, 116, 107, 52 and 35 respectively.

Table 2. SAS data of the two groups of subjects before and after the local culture spirit teaching intervention

Test time point	Experimental group	Control group	t	P
Before intervention	54.0±2.6	54.3±3.2	1.774	1.493
After intervention	41.9±2.8	54.2±3.0	0.315	0.008

Table 3. Statistics of students' views on the influence of local cultural spirit of their anxieties in the experimental group

Cause of impact	No impact	Minor impact	Moderate impact	Strong influence	Extreme impact
Improve psychological stress resistance	3	22	73	96	20
Improve psychological regulation ability	0	13	48	125	28
Reduce the duration of negative psychology	11	34	62	85	22
Have a more mature world view	16	37	109	42	10
Cognitive ability optimization	20	74	85	21	14

DISCUSSION

It is found that the spiritual education of local culture needs to pay attention to the following aspects. First, the natural environment where the spirit of local culture originated. By providing college students with educational content of the unique natural ecological view of the local area, let them understand the natural background of the birth of the local culture. The second is the local culture. It is suggested to carry out local cultural inheritance by combining reflection and innovation, provide college students with cultural content such as transmission myths, folk stories, customs and habits bred from the local, and build the foundation of cultural identity for college students' local identity. The third is the living custom of local labor. Local education should teach college students agricultural production skills, the use of agricultural production tools and other labor education contents, so as to provide college students with the basis of local work life and promote their understanding of local culture. Fourth, the spiritual basis of local identity. The essence of local education is a kind of cultural identity education, which is to promote local love and national love, and cultivate patriotic students with national feelings in this spirit, and reduce students' anxiety.

In the process of carrying out the special education for local culture college students, teachers need to give priority to the life wisdom and culture that have strong vitality in the local tradition, promote social development and improve the quality of life of the local people, including not only the natural ecological environment of the region, such as climate and soil, but also the relationship between the changes of history and times and lifestyle and livelihood, various material and intangible cultural heritages, as well as various cultural symbols that can represent local characteristics, such as local traditional festivals, customs, folk songs and dances.

The study also found the main reasons for the marginalization or lack of local education, as shown below. First of all, the cultural foundation inherited by local education is declining. Due to the development mentality of breaking away from the countryside and entering the city, some young people of rural origin have abandoned the inheritance goal of local education, and the local cultural spirit has lost its former attraction under the impact on industrialization and urbanization. Folk customs, customs and crafts are gradually fragmented under the iron heel of industrial civilization, resulting in the large-scale escape of cultural inheritance subjects (i.e., young people with certain knowledge

background) from the countryside, the inheritance to local roots faces the dilemma of no successor. Secondly, contemporary people are lack of interest in the ethical values that local education should shape. As the frequency of local education in the mass media is getting lower and lower, the role of local ties is gradually disappearing, and the rural ethical value system is disintegrating. Finally, qualified teachers of local education are becoming scarce. Due to the lack of teachers that really have the knowledge reserve of local culture spirit, and the lack of qualified local culture spirit teaching materials, students' interest in local education is declining, and the local identity of youth groups is shaken. But from another point of view, these causes of the decline of local culture also provide a direction for the revitalization of local culture and education

CONCLUSIONS

In view of the problem that the anxiety group of college students has gradually expanded on recent years, this study attempts to analyze the role of local cultural spirit teaching in alleviating college students' anxiety. On the basis of studying a large number of literatures and books in related fields, a group teaching intervention experiment was carried out with college students with anxiety disorder as the research object. Analysis of the experimental results showed that there was no significant difference in SAS scores between the two groups before the experiment, but there was significant difference in SAS scores between the experimental group and the control group after the local culture and spiritual education intervention, and the scores of the experimental group were lower than those of the control group as a whole, while the former was in a state of no anxiety with less than 50 points. The interview results of the students in the experimental group show that the students in the experimental group think that "improving psychological regulation ability" have the most significant impact on their anxieties. The second and third effects are "improving psychological pressure resistance" and "reducing the duration of negative psychology". The two effects with less impact are "having a more mature world view" and "cognitive ability optimization". The number of people that choose the above items to have a positive impact on the "general impact" level is 153, 116, 107, 52 and 35 respectively. The results show that the local cultural spirit education for college students with anxiety disorder can help to reduce the severity of their psychological anxiety symptoms. The main reason is that after receiving the local cultural spirit education, the students' three outlooks has changed due to their understanding of more traditional cultural knowledge, resulting in the improvement of their psychological pressure resistance and self-regulation ability of negative emotions.

References

1. *Budnick CJ, Anderson EM, Santuzzi AM, Grippo AJ & Matuszewich L: Social anxiety and employment interviews: does nonverbal feedback differentially predict cortisol and performance? Anxiety Stress & Coping 2018; 32:1-15*
2. *Cao Q, Wang J, Hao Y, Zhao F, Fu R, Yu Y & Sun Z: Exercise ameliorates fluoride-induced anxiety- and depression-like behavior in mice: role of Gaba. Biological Trace Element Research 2021; 200:678-688*
3. *Duan Y, Wei J, Geng W, Jiang J, Zhao X, Li T & Yu X: Research on cognitive function in anxious depression patients in China. Journal of Affective Disorders 2021; 280:121-126*
4. *Goldstein-Piekarski AN, Greer SM, Saletin JM, Harvey AG, Williams LM & Walker MP: Sex, sleep deprivation, and the anxious brain. Journal of Cognitive Neuroscience 2018; 30:565-578*
5. *Joshi B & Thomas B: Barriers faced by persons with disabilities in formal employment in India. Disability CBR & Inclusive Development 2020; 30:125-132*
6. *Lajambe CM, Shaffer VN & Brown FM: 1101 daytime interactions of anxiousness, stressfulness, sleepiness, and fatigue in college students: a longitudinal cluster analysis. Sleep 2020; 43:A419-A419*
7. *Lebois LA, Seligowski AV, Wolff JD, Hill SB & Ressler KJ: Augmentation of extinction and inhibitory learning in anxiety and trauma-related disorders. Annual Review of Clinical Psychology 2019; 15:257-28*
8. *Lee SH, Kwon TS & Baek YS: Effects on organizational commitment and safety behavior of employment anxiety for PSD maintenance workers. Journal of the Korean society for railway 2018; 21:413-423*
9. *Meng X & Zhang J: Anxiety recognition of college students using a Takagi-Sugeno-Kang fuzzy system modeling method and deep features. IEEE Access 2020; PP:1-1*
10. *Odunaiya NA, Agbaje SA, Adegoke OM & Oguntibeju OO: Effects of a four-week aerobic exercise programme on depression, anxiety and general self-efficacy in people living with HIV on highly active anti-retroviral therapy. AIDS Care 2021; 1:1-9*
11. *Papakostas G, Fava M, Freeman M, Shelton R, Thase, M, Jha M & Stankovic S: P.094 Evaluate effects of pimavanserin on anxious depression in patients with major depressive disorder - secondary analysis of the CLARITY study. European Neuropsychopharmacology 2020; 40:S58-S59*
12. *Shin JY: "Will I find a job when I graduate?": employment anxiety, self-compassion, and life satisfaction among South Korean college students. International Journal for Educational & Vocational Guidance 2018;*

19:239-256

13. *Tian S & Mahmud M: A study of academic oral presentation anxiety and strategy employment of EFL graduate students. Indonesian EFL Journal Journal of ELT Linguistics and Literature 2018; 3:149-170*

14. *Wang W, Mather K & Seifert R: Job insecurity, employee anxiety, and commitment: the moderating role of collective trust in management. Journal of Trust Research 2018; 8:220-237*

15. *Yun YD: The effects of attentional bias to emotional faces among employment anxiety college students. Advances in Psychology 2020; 10:2037-2043*

Correspondence:
Xue Wu,
Xi'an Traffic Engineering Institute, Xi'an 710300, China
E-mail: snowing881118@163.com