

ISSN electrónico: 2172-9077

DOI: 10.48047/fjc.28.01.25

THE INFLUENCE OF CHINESE TRADITIONAL CULTURE ON THE CULTIVATION OF POSITIVE PSYCHOLOGICAL QUALITY AND CHARACTER HEALING OF COLLEGE STUDENTS

Zichun Zhao

Master, Faculty of Education,
University of Malaya,
Kuala Lumpur, 50603, Malaysia
E-mail: zichunz999@163.com

Wei Wang

Master, Faculty of Education,
University of Malaya,
Kuala Lumpur, 50603, Malaysia
E-mail: jinmeiwangwei@163.com

Juan Hao

Master, Department of Stage Art,
National Academy of Chinese Theatre Arts,
Beijing, 100073, China
E-mail: suonanrm@163.com

Fecha de recepción de la reseña: 17 March 2024

Fecha de aceptación definitiva: 10 April 2024

Abstract

The views, attitudes, and psyches of Chinese people are heavily influenced by traditional culture. We need to understand the influence of culture on people's psychology and behavior as well as the link between psychological quality and character healing in China. Traditional Chinese philosophy is at the heart of Chinese culture, and examining the inner human existence afforded by traditional Chinese concepts is essential. Some modern college students are

conflicted about their political convictions, ambiguity regarding their values and beliefs, lack of honesty and trustworthiness, lack of social duty, and poor psychological health. Traditional culture may help psychological inadaptability by resisting the setbacks of detachment and tolerance. Exploring the positive impact of Chinese formal culture education on college students may assist in relieving and promoting psychological quality and character healing in college students. The participants were 564 university students from nine departments at a public university in Macau, China, SAR. The students were randomly divided into two groups: one as the control group, which provided conventional education, and the other as the study group, which set up a course on traditional Chinese culture. Students' performance was assessed using a student t-test, Cronbach's alpha, and the panel unit root test. Finally, the proposed approach is examined and compared with existing methods. Before the experiment, no significant differences were observed between the two groups. Still, after the investigation, the experimental group's psychological quality and character healing were better than before the experiment. Integrating traditional Chinese culture into a college education and personality development can help develop and improve the psychological qualities and characteristics of college students.

Keywords: Chinese Traditional Culture; Positive Psychological Quality; Character Healing; Student T-test; Panel Unit Root Test

1. INTRODUCTION

The quality of education in China is inextricably linked to both the traditional and cultivation of Chinese cultures. University education should be tailored to every varied cultural, social, and institutional identity. The college and university are cultural institutions that pass along culture and traditions. Cultural education and educational culture are inextricably linked. Chinese university education's identity will have its attributes and characteristics, which contain both traditional and modern Chinese ideals. According to this reasoning, the phrase "higher education with Chinese features" is recommended as a way to investigate the connections between Chinese cultures and higher education in China. Higher education independence is critical for the growth of a country's higher education and the development of a country and a nation. China's gross student enrollment in university education was 42.7 percent, much higher than the average for medium to high nations (Zhu & Li, 2018). Several people suffer from mental and psychological discomfort due to increased competitive strategy, fast societal changes, and pressure to be "successful." Although a straight causal link between recent social shifts and the increased popularity of psychological treatment and mental health is challenging, that is the larger backdrop where a new counseling movement in modern China is starting to emerge. A psychological terminology of personal feelings, ego, and identity has been given to Chinese culture, coupled with such a biologically based language of controlling

anxiety, depression, and stress, altering the ways its person and mind are conceived. This phenomenon raises crucial concerns about how Chinese individuals nurture happiness, cope with adversity, and define self-identity when personal and societal relationships weaken in post-socialist periods (Zhang, 2018). The interconnectedness of individual students and the environment in which students interact carries on the business and is influenced at the center of an adult's lifetime rehabilitation and change from substance use and addiction. The healing process "involves the continual strengthening of a positive identity as well as individually meaningful relationships that encourage hope, empowerment, choices, and possibilities regardless of the hardships one has endured." To fully comprehend recovery in all of its complexities-physical, emotional, religious, ideological, cultural, as well as ethical they must keep in mind the personal factors that both contributed to a participant's actual content utilization route along with those that helped the personal change to a route of enhanced health and well-being, identity, as well as highest capability (DiRosa & Scoles, 2020; Mody & Bhoosreddy, 1995). Figure 1 shows the framework of the psychological quality service for students.

Figure 1 presents the framework of psychological quality of service for students, which is a model designed to measure and enhance the quality-of-service delivery in educational settings. This framework is based on the premise that students' psychological well-being is closely linked to the quality of the services they receive from educational institutions, including their academic performance, social and emotional support, and overall satisfaction with their learning experiences. The



Fig. 1 The frame of psychological quality service for students.

framework comprises seven interdependent elements that are essential for ensuring the delivery of high-quality psychological services to students. These elements include leadership and organizational culture, human resource management, service delivery, student feedback, staff development, research and evaluation, and community engagement.

External controller communications, little matter how benign they seem on the surface, may leave significant mental health damage. Racial inequality is often related to trauma and stress, which may lead to poor mental and physical health. Minority students, in particular, experience significantly high levels of anxiety of racial inequality by white educators and students. Treating Black students as though they are “unknown,” academically lesser, but do not fit or blend into their college community significantly affects their quality of life, physical health, and identity. Deeply ingrained racial injustices may lower a student’s academic self, impair their ability to concentrate, and cause psychological-emotional pain (Robinson-Perez, Marzell & Han, 2020; Garg, 2021).

College students are one group that may be especially susceptible. College students are transitioning from teenagers to adults, a time known as “young adulthood,” throughout which students observe their personalities and potential life paths and gradually come into touch face their future roles. Due to academic obligations, interpersonal interactions, and concerns with post-graduation life, university students might endure significant stress during this critical period. University students must deal with issues relevant to the growth of an independent private life for psychological health and their usual academic commitments. These compounded pressures may threaten this group’s mental health and enhance their chances of depression. Depression may harm college students’ physical and emotional health, interpersonal problems, and academic progress and can even significantly contribute to suicide attempts. Further, depression in early adulthood is linked to long-term adverse effects in later life, such as workforce disadvantage and chronic physical health issues (Fu et al., 2020).

China’s education system is divided into elementary, middle, and high schools, followed by higher education institutions (Waters et al., 2022). English is taught to students from elementary schools, as are other foreign languages such as Japanese, French, and Russian. Chinese students face fierce competition in entering top-rated universities. It is a rigorous and demanding test that lasts for two days and covers different subjects; the education strategies followed in China are rote learning and memorization, which are often criticized as lacking creativity. However, this system has produced high achievers who are good at problem-solving and reasoning. The Chinese education system emphasizes discipline, hard work, and the importance of education as a means of ensuring a good future. Traditional Chinese culture plays a significant role in the education system, where values, such as respect for authority, benevolence, and harmony, are highly regarded and taught in schools (Mody & Bhoosreddy, 1995). Chinese culture also emphasizes the importance of education for moral and intellectual growth and respect for the elderly. The Chinese education system is a highly competitive and disciplined learning environment where hard work and discipline are highly valued. The system’s success is attributed to the cultural values embraced in Chinese society, which emphasize the importance of education and the cultivation of moral character (Mody & Bhoosreddy, 1995; Wang et al., 2020).

The Chinese educational system offers a unique way of encouraging students. This is deeply rooted in Confucianism, which emphasizes the importance of respect for the elderly and authority. Chinese students are encouraged to work hard and persevere through challenges. Additionally, Chinese

schools often have a highly competitive environment, with students competing for top grades and entrance to prestigious universities. Competition can motivate students to work harder and achieve their goals. Furthermore, Chinese students face a lot of pressure from their parents and society to succeed academically. This pressure can be viewed as a negative aspect, but it can also motivate students to strive for success.

Traditional Chinese culture also plays a significant role in student psychology. Confucianism emphasizes group harmony and collective responsibility, which may encourage students to prioritize the needs of the group over their individual needs. This can lead to a strong sense of community and belonging among Chinese students. Traditional Chinese values such as filial piety and respect for authority can also have a positive impact on students' relationships with teachers, parents, and peers. The Chinese educational system and traditional culture encourage students to work hard and value education. Although there may be some negative aspects, such as high pressure and a competitive environment, many Chinese students are able to thrive in this system and achieve great academic success.

2. PROBLEM STATEMENT

Constructs have been demonstrated to significantly impact Chinese traditional culture on the cultivation of positive mental health throughout a past analysis of Chinese pupils. Specifically, the Chinese students' support for collective cultural ideals led to a substantial preference for the prominence of others' thoughts, which was only relevant to the Chinese students. Individual students' decision-making has been linked to depression among university students. Since many college students find that the academic demands are far more complex than those of high education, poor academic performance increases their susceptibility to severe mental health issues. Students who lack social support are more likely to suffer from mental health issues, such as depression, which negatively influences the overall positive physiological quality of life. Psychological problems such as depression and stress are seen in analyses to have a strong negative correlation with a lack of social support.

Motivated by this, they may be ready to adapt to the new traditional culture to expand their education (challenge-approach) in China. Therefore, if individuals begin to encounter difficulties and the possibility of defeat is created, their conduct can change. Students attempt to lessen their effort to protect their identity by identifying factors other than their abilities sometimes may not be successful. The paper's main contribution is that Chinese traditional culture education may positively influence college students' mental health and character.

Initially, 564 participants' data are collected from nine disciplines of a major university in Macau. The college students use statistical analysis tools of the student's t-test, Cronbach's alpha, and panel unit root test.

Finally, performance analysis of the Chinese traditional culture education on college students. The further part of this paper is organized as follows: Part II contains related works and a problem statement. Part III contains the proposed work. Part IV provides the result and discussion. Part V contains the conclusion.

3. LITERATURE REVIEW

The proposed research needs a literature review. Further study is necessary based on the findings of several academic assessments, including their contributions to the topic. This paper reviews several research papers and technical reports authored by diverse writers. The difficulties of dispersed and integrated systems are discussed, and other writers propose solutions. Work on the Chinese traditional culture on the cultivation of positive psychological quality and character healing of college students, as well as a range of models and approaches, were also given in this study.

Waters et al. (2022) analyzed nine psychological issues: adaptability, identity, bravery, thankfulness, personality factors, positive feelings, good interpersonal interactions, and more significant relationships. A catastrophe like COVID-19 is understood when research is based on how individuals are hurt and debilitated. Salihu and ZayyanuIyya (2022) evaluated the relationship between direction in life and total mental health, defined as the absence of psychological symptoms. The analysis comprised 392 college students whose ages ranged from 18 to 43 years and were mostly subjected to remaining restrictions against coronavirus as soon as Turkey's COVID-19 limitation notice was made public. Sheldon et al. (2021) showed the impact of various risk factors for poor mental health among undergraduates. The study of college students is complicated through the use of inaccurate words in both aspects of characterizing health risks and the effects of mental illness. Such differences restrict the usefulness of combining information. Ferrari et al. (2019) evaluated that healthy self-relationships are built on the foundation of a desire to do good rather than damage. Diverse demographics and achievements have been the focus of unique self-compassion therapies. Throughout this meta-analysis, randomized controlled trials of identity therapies were found to assess their impact on psychological health. Keratocystitis is common in several of these conditions. There were many odontogenic keratocysts in a 12-year-old female child (Mody & Bhoosreddy, 1995).

Wang et al. (2020) looked at the efficacy of psychodramatic interventions. Psychodrama trials in Chinese populations are few and few between, partly because it is a relatively new concept in the country. However, western nations have a wealth of documentation supporting its efficacy. Fine-grained data is used in customized medicine to pinpoint deviations from the norm. Engineers used 'Digital Twins' to analyze these updated information health care systems philosophically and morally (Garg, 2021). Lambert et al. (2022) described that anxiety and instability of pleasure are connected with poorer psychological well-being and cluster with other behavioral variables, such as physiological health indicators, including physical stress and sleep. The tremendous academic significance of cultural identity evaluates the present status, including impacting factors of college students' cultural personality, and analyzes how to cultivate college students' cultural identity (Zong, 2021).

Ahmed and Ali (2020) discussed that traditional Chinese medications are the most regularly prescribed treatments in Taiwanese hospitals. Allergy rhinitis has been the most common chronic condition treated with inpatient rehabilitation in traditional Chinese medicine. Xie, Zang and Ponzio (2020) examined whether the COVID-19 pandemic's coverage has a substantial influence on college students' virtual active learning. It is significant because it has the potential to have a considerable

influence on how students think about the communication of knowledge within the real world. Shahabaz and Afzal (2021) were interested in determining whether and how Chinese international students' cultural power and students' psychological health are linked to different forms of SNS connections. The usage has a beneficial indirect influence on mental well-being via forming bonds and preserving cultural power. Mosanya (2021) examined whether the concepts may serve as a buffer against mental stress caused by psychological distress and an inability to control amongst international students. There is a threat to world health posed by the SARS-CoV-2 viral pandemic, which produces the COVID-19 virus disease. A remedy to this problem may be found in the concepts of toughness and learning to make better, which are related to psychological health. Li (2021) investigated how personality qualities and academic success are linked by concentrating our attention on two dimensions of global competency and success in college students' expression of the Chinese traditional culture. They gathered the responses of 555 Chinese university students using an online poll. Chen (2021) used for the development of a nation, the creation of high special education in China, the implementation of the group's national curriculum, quality education, and the strengthening of character education in colleges; analysis of students' counseling services is an important step.

4. PROPOSED WORK

Several hypotheses can be formulated in this regard. First, it can be hypothesized that college students' exposure to Chinese traditional culture will contribute to the cultivation of positive psychological quality. Firstly, it can be hypothesized that exposure of college students to Chinese traditional culture will contribute to the cultivation of positive psychological quality. This can be attributed to the fact that Chinese traditional culture emphasizes aspects such as kindness, respect, modesty, and harmony, which are vital to the development of positive psychological qualities. Second, it can be hypothesized that exposure to Chinese traditional culture will aid in the character healing of college students. Traditional Chinese culture places great emphasis on the concepts of self-cultivation and self-discipline, which are crucial to the process of character healing. Moreover, Chinese traditional culture advocates for healthy lifestyles, including practices such as Tai Chi, Qigong, and Meditation, which can contribute to mental and emotional well-being.

This work aimed to assess the Chinese traditional culture education on college students' mental health and character. Five hundred sixty-four participants' data are collected for this study. The study participants are split into control and study groupings. The control group will be given conventional education, and the study group will be provided the Chinese traditional culture education. Finally, the statistical analysis of student performance is evaluated using the student t-test, Cronbach's alpha, and panel unit root test. Figure 2 shows the schematic representation of the methodology.

Figure 2 provides a schematic representation of the methodology used by researchers. This study aimed to investigate the impact of Chinese traditional culture on the psychological well-being and character development of college students. The research methodology involved a combination of quantitative and qualitative data collection techniques. The study recruited a sample of 282 college

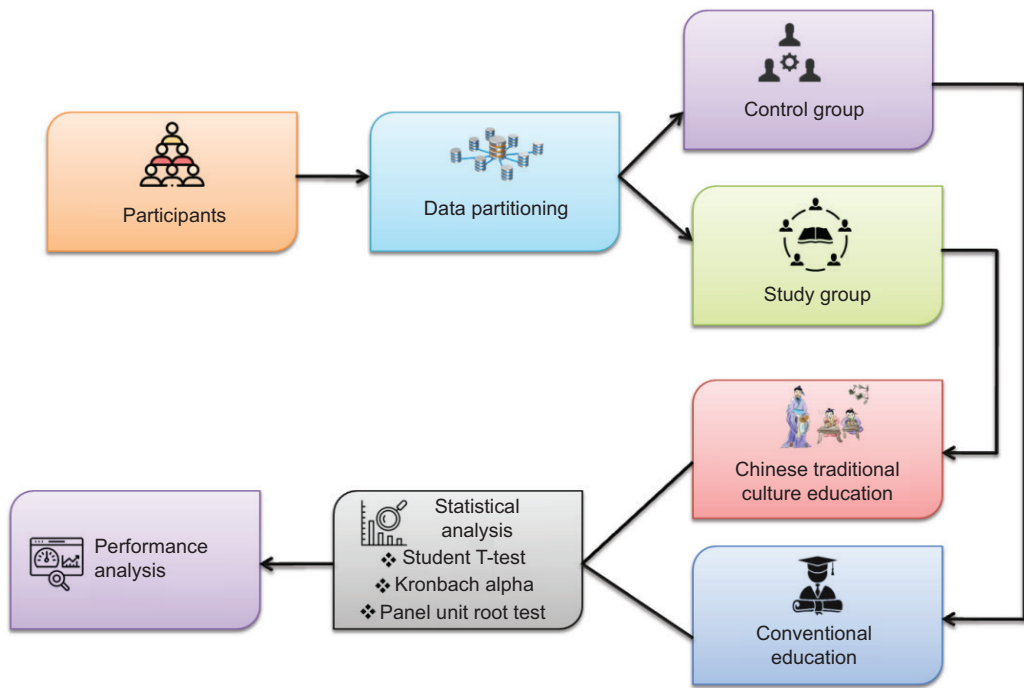


Fig. 2 Schematic representation of the methodology.

students from three universities in China and used a self-reported questionnaire to collect data on their personal characteristics, cultural identity, psychological well-being, and character traits.

(A) Participants

Students representing nine disciplines of a major university in Macau, China SAR, participated in the present research. A considerable number (93.7 percent) were engaged in Bachelor's degree programs, while the remainder was in Master's and Ph.D. degree programs. To put it another way, are females, and 232 (41.1%) are males (Teo, Zhou, Fan and Huang, 2019).

In pursuit of a better understanding of the influence of traditional Chinese culture on the positive psychological quality and character healing of college students, a sample size of 568 participants was carefully selected. The selection process involved identifying a comprehensive list of top universities with departments of Psychology in the country. The students who were ultimately selected for the sample were enrolled in the departments of psychology of the identified universities, were within the age range of 18 to 25 years, and were willing to participate in the study. Regarding the inclusion and exclusion criteria, students diagnosed with any existing psychological or physiological illnesses were excluded from the study. Students without previous experience or knowledge of Chinese traditional culture were also excluded. On the other hand, students interested in Chinese traditional culture and actively seeking ways to better understand and apply it in their daily lives were included in the study. This provided a

sample of students who were open, willing, and able to learn from the rich cultural heritage of traditional Chinese culture. This study aimed to provide a deeper understanding of the extent to which this culture can help cultivate positive psychological qualities and promote character healing among college students.

(B) Data partitioning

Datasets were split into the control group (139 participants) and the study (143 participants) group. The participants were female, and male university students enrolled in degree-program education programmes. The control group received conventional education, whereas the study group received traditional Chinese cultural education. In this study, the specific reasons for splitting participants into different groups varied based on the research design, objectives, and considerations of the study. Initially, 286 participants were selected for the study, and they were divided into 143 participants in the control group and 143 participants in the study group. However, only 139 participants in the control group completed the questionnaire, and four participants were unwilling to provide the details and continue with the work. Surveys and questionnaires: We administered surveys and questionnaires to collect standardized data from a large number of participants. These were electronic surveys that all participants completed individually. The parameters selected and evaluated in the study were positive psychological quality (Figure 5), learning accuracy (Figure 6), comparison of learning time (Figure 7), comparison of student enrolment (Figure 8), and performance level (Figure 9).

(a) Conventional education

When we talk about traditional teaching, we mean “a teaching method that involves teachers and students engaging directly in the classroom. These teachers lead classroom discussions and concentrate only on the material in textbooks and notes”. Conventional education relies on teachers and other authority figures (instructors) to provide traditional viewpoints and voices and student-to-student interaction in a physical space (the classroom). Although this paradigm is not strictly a standard method, its use of the word “conventional” underscores its seeming normative aspect in another learning to contrast to this conventional pattern.

A student’s tuition is virtually entirely the instructor’s responsibility, who also serves as the principal arbiter of all matters about the course.

In the classroom, attending lectures and classes exposes students to the intellectual energy, ambition, and depth of understanding of their teachers and their peers, who are all engaged in the same method of assessing and debating the same ideologies.

The suddenness of conversation, the chance to ask teachers’ questions, as well as the artifacts of college and timeframe all end up serving to enhance education and lifelong the student understanding of education careers.

The planning process involves scheduling lectures and classes, student cohorts, on-campus amenities, deadlines, and teacher-to-student ratios.

(b) Chinese traditional culture education (CTCE)

Educating Chinese in a university setting must not only motivate learners’ cultural intelligence and information, but also widen and develop educators’ cultural knowledge. The traditional Chinese culture has played a crucial role in the formation of the Chinese

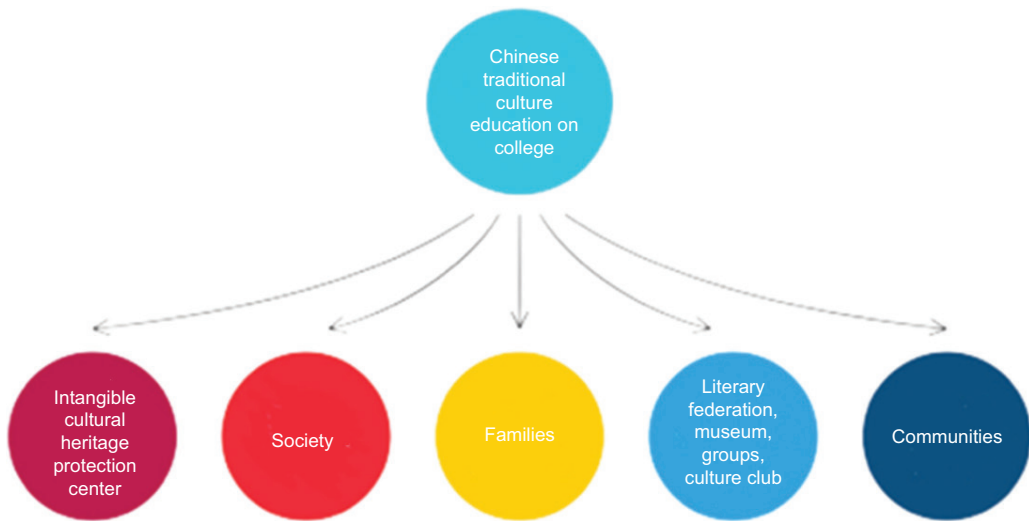


Fig. 3 Chinese traditional culture in college.

nation for more than 5,000 years, making it imperative that it be included in university Chinese curriculums. Figure 3 shows the Chinese traditional culture education in college. Figure 3 provides a comprehensive overview of the various facets of traditional Chinese culture.

Chinese parents emphasize that their children receive a good education from a prestigious institution. They place a high value on education and consider academic excellence to be one of the trademarks of Chinese society. In Chinese culture, a degree from a reputable institution is a source of tremendous pride. China's educational system is a primary vehicle for instilling ideas and providing necessary skills to its citizens. Education was valued highly in traditional Chinese society to increase one's worth and employment opportunities. Figure 4 shows the Chinese traditional culture education for college students.

(i) Inevitability

Improvement in current Western culture is growing as China's population becomes more diverse, adversely influencing Chinese traditional culture's transmission and advancement. Traditional cultural components must be included in Chinese college education as part of the college educational system's responsibility for cultural communication. In the psychosocial qualitative design structure, Chinese traditional culture education serves as the basis for college students' humanistic quality growth. Humanistic quality support from traditional culture may broaden students' perspectives and help them develop into well-rounded individuals with strong personalities, noble worldviews, and complete qualities.

(ii) Unity

The term "college Chinese" refers to a course thoroughly grounded in traditional Chinese culture while also emphasizing values and ideals. Nevertheless, Chinese

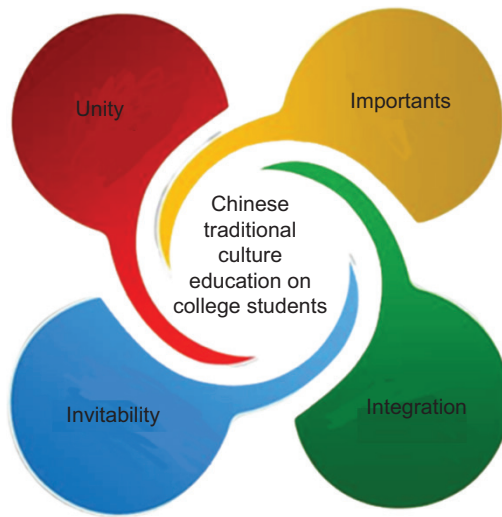


Fig. 4 Chinese traditional culture education for college students.

college classes are frequently employed as oval tracks that are not stringent with college students, and as a result, they are being sidelined from university curricula. With an eye toward future employment, colleges focus more on students' relevant skills than on college Chinese. Although the role of the teacher of different languages and capabilities is increasing, college Chinese is declining.

(iii) Integration

There should be an emphasis on incorporating traditional cultural components into collegiate Chinese education, regardless of how rational the content's design may seem. Teaching materials for Chinese classes in colleges should be based on traditional cultural elements as closely as possible, making it easier to locate additional materials that support and enhance that content's inclusion in the curricula. It is especially true when developing materials for college classes that teach Chinese as a second language. Traditional Chinese culture may be taught in Chinese college classes using a variety of approaches, including classroom theory instruction, practical instruction, online instruction, and other new media. Such techniques are more suited to including traditional cultural components. "Educational idea instruction" is the practice of using texts, images, recordings, and other resources to make the standards of advanced Chinese civilization the primary fusion object and to guarantee that students comprehend Chinese traditional culture concepts in class. In order to impart "practical" lessons, students must go to the field and experience the attractiveness of traditional culture firsthand; they must also embrace the impact of traditional cultural aspects. Traditional culture may be better understood, and students' knowledge horizons broadened via virtual networks in network education and media technology teaching methods.

(iv) Importance

Throughout time, China's traditional culture has evolved into one that has unique national traits and depth. China accomplishes a great deal in opening up in terms of politics, business, and science and technology. If China wishes to continue exerting its influence in the global arena, it must continue strengthening its cultural might. In today's colleges, how to nurture high-quality and compound talents has become a pressing issue. There are indeed several issues that need to be addressed in colleges and universities: a lack of integrity, a lack of feeling of responsibility, the desire for utility, and comparison. To fix these issues, Chinese traditional culture has to be infiltrated. In order to ensure the survival of traditional culture, institutions must not only educate today's college students but also take on a significant role in preserving it for future generations. One of the most critical challenges in creating colleges and universities is how to include suitable elements of traditional culture, assist students in building character, and form ideas.

(C) Statistical analysis

(a) Traditional cultural performances may provide helpful information on China's range and volume of student success. There is more to the assessment than simply a numerical score. Finding out how far along students are in their mental health has a significant role. As a result, students' mental health should be evaluated according to its outcome or how well students do in their traditional Chinese education.

(b) Student t-test

The student's t-test is used to prove the hypothesis that there is no variance between the 3 groups. It's used for several circumstances, including:

To get to a conclusion whether a test indicates (as an estimate of a group mean) differs significantly from a certain group mean.

$$s = \frac{z - q}{VH} \quad (1)$$

Where z = sample mean, q = population mean, and VH = standard error of the mean.

$$S = \frac{z_1 - z_2}{VH_{Y_1 - Z_2}} \quad (2)$$

Wherein signifies the distinction

It is determined to predict the data shown from the two variable samples differ considerably. Whenever variables are measured on the same participants during a drug, a paired t-test is commonly used.

The paired t-test equation is:

$$n = \frac{g}{VH_g} \quad (3)$$

Where \bar{g} stands for the overall mean and \bar{s} stands for the standard error of the variance.

To evaluate component variations, the F-test can be utilized. The F-test employs the proportion of deviations. It is presumed that the subgroup variances are distinguishable if H is distinguishable from 1.0.

(c) Cronbach's alpha

Cronbach's alpha was used to verify the "internal consistency", "validity", and "reliability" of mental health estimators (dependent variables) in the survey data prior to statistical analysis. In order to use Cronbach's alpha, all data must be on the same scale. As a result, we employed a variety of estimators and the intermediate variable of mental health change to arrive at our alpha estimates. The Cronbach's alpha for the mental health estimators was 0.78, which is regarded as an excellent value in the social sciences. Other inquiries are being carried out as well. It may be deduced from this that the instrument used to measure mental health was well-designed, one-dimensional (i.e. just concerned with mental health), and the answers were significant ($\alpha = 0.78$). Cronbach's alpha may be expressed as the average inter-correlation between test items. The formula for Cronbach's alpha is shown here for conceptual purposes:

$$\alpha = \frac{N\bar{f}}{\bar{v} + (N-1)\bar{f}} \quad (4)$$

For example, \bar{f} is the average inter-item covariance among the items, and \bar{v} is the average variance. Cronbach's alpha increases as the number of items in the study increases. Alpha will also be low if the inter-item correlation is poor. Cronbach's alpha rises in tandem with the average inter-item correlation (holding the number of items constant).

(d) Panel unit root test

Consider the following data generation methods assuming V cross-section units and H time series observations:

$$x_{j,k} = b_j + v_{j,k'} \quad (5)$$

$$x_{j,k} = b_j + c_{j^k} + v_{j,k'} \quad (6)$$

$$x_{j,k} = b_{1,j}J(p \leq H_0) + b_{2,j}J(p > H_0) + v_{j,k'} \quad (7)$$

$$x_{j,k} = b_{1,j}J(p \leq H_0) + b_{2,j}J(p > H_0) + c_{1,j}J(p \leq H_0) + c_{2,j}J(p > H_0) + v_{j,k'} \quad (8)$$

For $j = 1, k$, and $p = 1, \dots, H$. We also assume that the starting observation is $x_{j,0}$ and that it is observed, resulting in a total of $H + 1$ time-series observations per unit for notational convenience.

Individual (or accidental) intercepts are included in model 1, and individual intercepts and individual trends are included in model 2. The models in (3) and (4) take into account a single structural break in the series intercepts and trends at time H_0 . For all units, the

break is assumed to be the same. The intercept and trend individual effects before the break are $b_{1,j}$, and while those after the break are $b_{2,j}$ and $c_{2,j}$. The error term is assumed to be a one-dimensional autoregressive process, as follows:

$$v_{j,k'} = \rho v_{j,k-1'} + \varepsilon_{j,k'} \quad (9)$$

For $j = 1, \dots, k$, and $t = 1, \dots, k$. The autoregressive parameter, which controls the panel process's stationery, is the essential parameter of interest. $H_0: \rho = 1$ is the null hypothesis of non-stationary for models (1) and (2), while $H_1: \rho < 1$ is the alternative hypothesis of stationary. The null hypothesis for models (3) and (4) is dependent on whether or not there is a structural break under the null hypothesis. The results in terms of missing values, on the other hand, do not change qualitatively, thus we will only investigate the case where a structural break occurs only in the alternative. The null hypothesis for (3) is $H_0: \rho = 1 \ \& \ b_{1,j} = b_{2,j}$, and for (4), $H_0: \rho = 1 \ \& \ b_{1,j} = b_{2,j} \ \& \ c_{1,j} = c_{2,j}$ (4). We'll also assume that the researcher is aware of the break's date because the analysis of the missing values remains unchanged if the break's date is unknown.

We use the annihilator matrices Q to remove the individual effects from $x_{j,k}$, where $k = 1, 2, 3, 4$ corresponds to models (1)-(4). The following notation is introduced: Let $\mathbf{1}$ be a $K \times 1$ vector of ones, \mathbf{d} be a $q \times 1$ identity matrix, and $\mathbf{h} = (1, 2, 3, \dots, H)'$.

Let \mathbf{d}_1 and $\mathbf{1}$ be $H \times 1$ vectors, with $c_1 = c_k$ and $\mathbf{1}_{1,k} = H$ if $k = H_0$ and 0 respectively. Otherwise, let \mathbf{d}_2 and $\mathbf{2}$ be $H \times 1$ vectors, with $c_2 = c_k$ and $\mathbf{2}_{2,k} = H$, respectively. If k is greater than H_0 and 0, the vectors \mathbf{c}_j and \mathbf{j} are "breaking" versions of \mathbf{d} and $\mathbf{1}$, respectively. The converted model has the following properties:

$$\hat{\theta}_k = \left(\sum_{j=1}^q \mathbf{z}'_{i,-1} \mathbf{Q} \mathbf{z}_{i,-1} \right)^{-1} \left(\sum_{j=1}^h \mathbf{z}'_{i,-1} \mathbf{Q} \mathbf{z}_j \right) \quad (10)$$

Where

$$(\mathbf{y}_{i,-1} = \mathbf{z}_{i,0}, \mathbf{z}_{i,1}, \dots, \mathbf{x}_{i,k-1})' \quad \mathbf{y}_i = (\mathbf{z}_{i,1}, \mathbf{z}_{i,2}, \dots, \mathbf{z}_{i,k})' \quad (11)$$

The estimator (11) is unreliable because it suffers from the well-known generated expressions for this bias when $k = 1$ and demonstrates that it is dependent on the deterministic component definition. They also demonstrate that the bias may be calculated and corrected. The null hypotheses are then tested using the following test statistic and its asymptotic distribution:

$$k_h = \frac{\hat{P}_h - G_h - 1}{\sqrt{\text{Var}(\hat{\theta}_h)}} \xrightarrow{g} N(0, 1), \quad (12)$$

Where is the bias correction and the probability limit of $h = 1$ determines it. and explicit formulas for models (1)-(4). The expressions are also dependent on the date of the break.

Because the date of the break has no bearing on the theoretical outcomes of the study, we have suppressed this reliance in our notation. The first contribution is to look at how missing data affect the aforesaid statistic and its limiting distribution. In the following part, we'll talk about missing values.

5. RESULTS

We proposed the Chinese traditional culture education for college students. China has been one of the four ancient cultures with a lengthy historical context and a significant impact on the world's cultural development. The nationwide spirit of Chinese culture can be revealed and relatively stable in the continuous production of traditional Chinese culture, which encompasses a wide range of topics, like the way people think, perspective ideology, morals, traditions, lifestyle, religious beliefs, recognition, behaviour, educational technology, cultural relics and based on culture books. A wide variety of topics are covered in this article, making it very difficult to understand. Traditional culture may be described as inclusive and filled with emotion. This paper compared the existing methods like music education, physical education, art education, and drama education.

Figure 5 depicts the positive psychological qualities. Positive emotion has higher than the other positive psychological quality like engagement, meaning, relationship, and accomplishment.

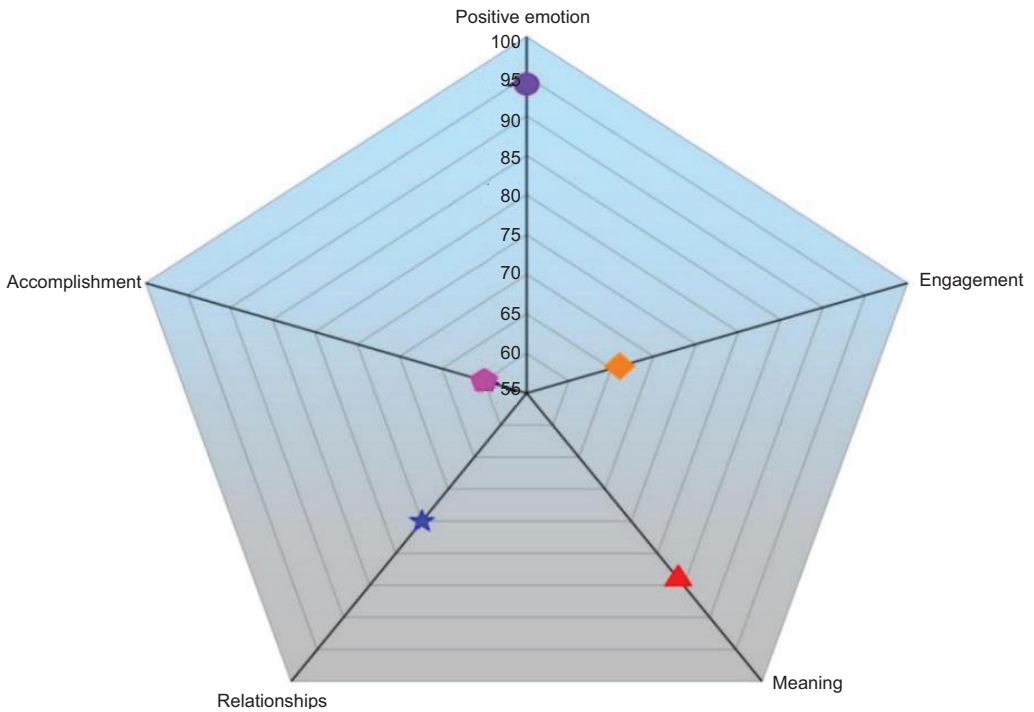


Fig. 5 Positive psychological quality.

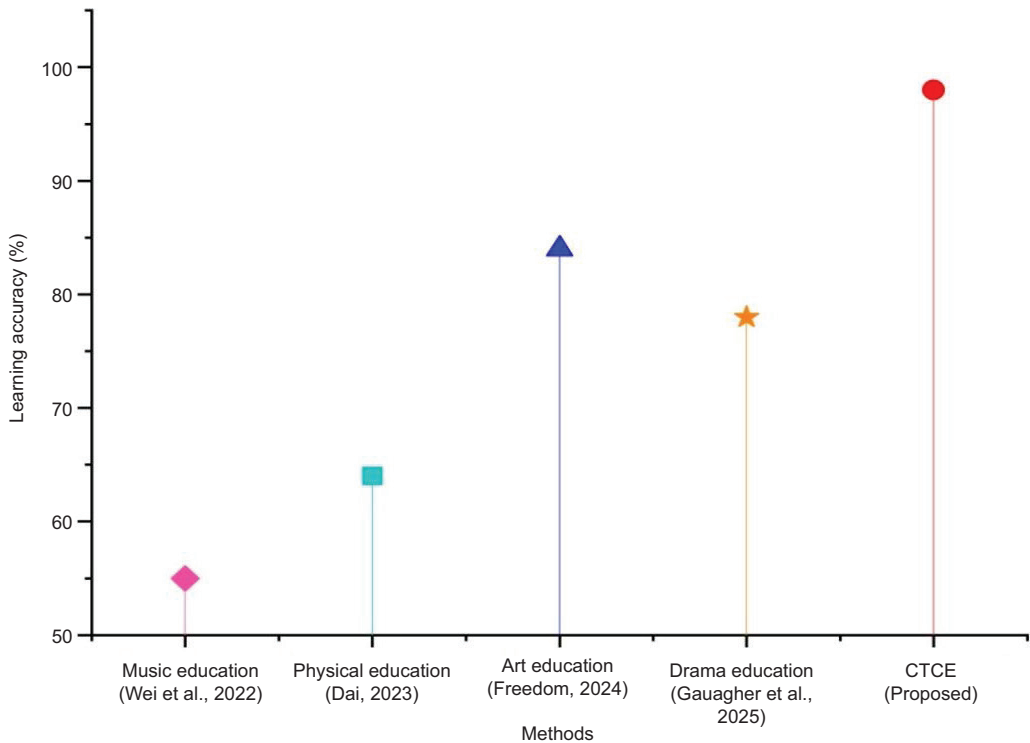


Fig. 6 Comparison of the learning accuracy.

emotions' impact on health and well-being has been extensively studied. People may feel both happy and negative emotions simultaneously; nevertheless, data shows that frequent manifestations of positive emotion and participation in activities that promote positivity help people thrive. It has also been called "flow," someone who is so absorbed in an activity that they lose track of time and their own identity. Positive connections have significantly impacted one's mental health and well-being. Understanding ourselves and our place in the world is essential to having a sense of meaning. Personal reflection and social engagement serve to exchange and improve it continually. Accomplishment may also be thought of as a success. Even if it does not elicit favorable feelings or meaning, it is often assessed and sought scientifically. Accomplishment is a subjective thing that has been included in the concept of well-being since it involves setting goals and working toward them, which may lead to developing specific abilities and a feeling of personality.

Figure 7 depicts the comparison of learning accuracy. Throughout this investigation, the suggested work was more accurate than the existing methods. Using a measure that considers how well a method works throughout its aspects is essential. The accuracy of a method may be determined. It is worthy to note that all of the concerns are equally important. Figure 7 depicts the comparison of learning time. The proposed work CTCE has a minimal learning time than the existing methods. Both parameters of learning accuracy and time are compared to existing methods like music,

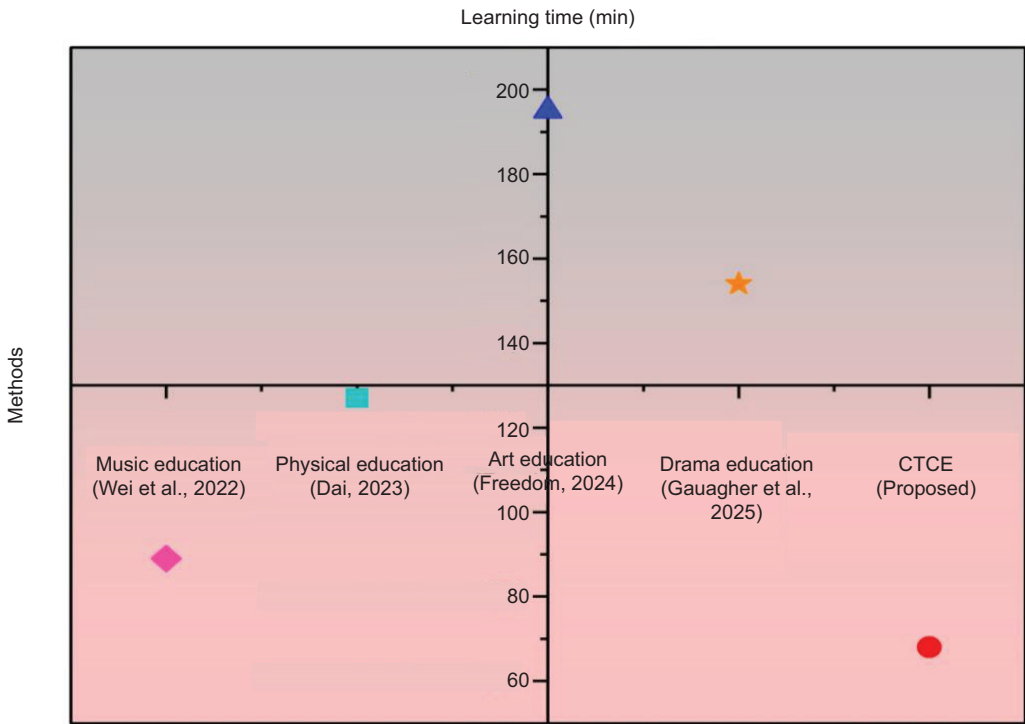


Fig. 7 Comparison of the learning time.

physical, art, and drama education. Strenuous effort and productive learning are the hallmarks of this period for student education. Time spent continuously, effectively, and usefully acquiring necessary undergraduate courses is called student learning time. These two terms are commonly used by students and instructors worldwide. During the whole test, pupils will have spent more than 60 minutes of extra learning time than have under the current framework.

Figure 8 depicts the comparison of student enrolment. This investigation found that the proposed work had a higher student enrolment than the existing methods. A method of organizing for a student to join a college or university program is known as student enrolment. It refers to the number of students presently enrolled in a college or course. The term “enrollment” refers to registering for a college course or extracurricular activity. Once a student has been accepted into a college, the enrollment procedure is done. A participant’s independent student information service may then be used to pick courses. Figure 9 depicts the comparison of the performance level. When current approaches are compared to the proposed work, CF-DNN has a more significant performance level. Both parameters of the student’s enrolment and performance level are compared to the existing methods like music education, physical education, art education, and drama education. A student’s ability to perform at a different cultural and educational program level may be evaluated. College students may be identified, and a suitable college can be determined using the probability distribution function metric and the performance levels.

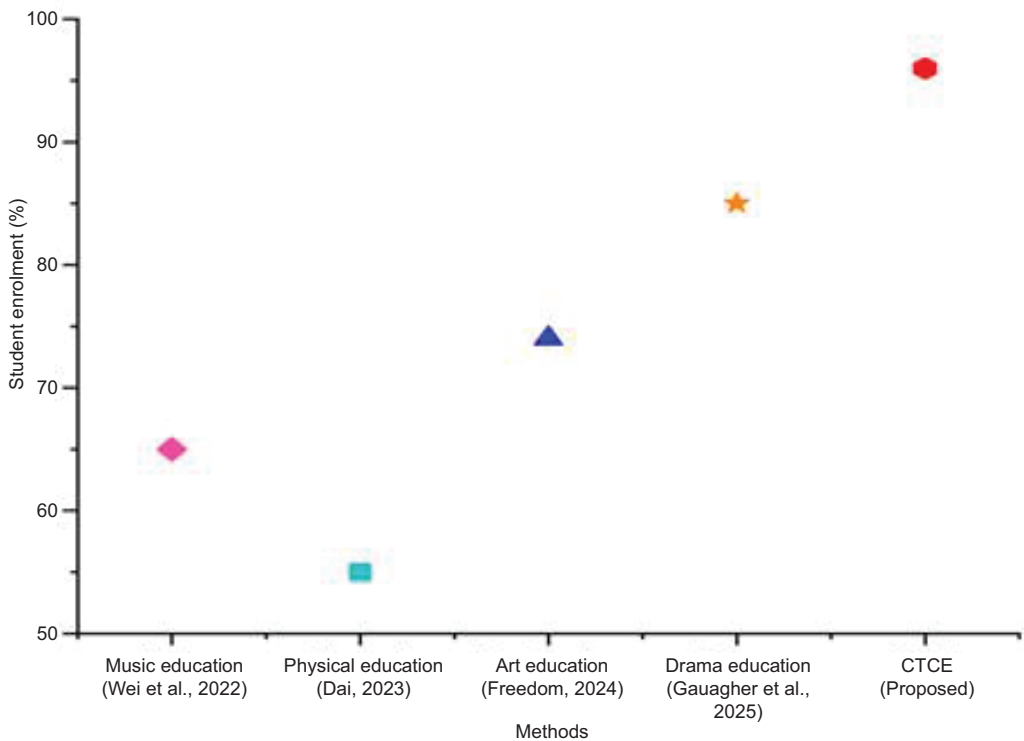


Fig. 8 Comparison of the student's enrolment.

6. DISCUSSION

In this paper, we proposed the Chinese traditional culture education (CTCE) to cultivate the positive psychological quality of college students. Our proposed method is matched with other standard methods like musical education [ME], physical education [PE], art education [AE], and drama education [DE]. According to Wei, Karuppiyah and & Prathik (2022), when it came to potential drawbacks, most educators felt that emergency remote instruction presented no danger. Uncertainty regarding music education's future and current state was evident in specific responses to open-ended inquiries. There were worries regarding staff recruiting procedures, and college circumstances of applying for an open supply teacher position might be rejected or neglected owing to the present situation' For others, the issue was more personal mental health. According to Dai (2020), very few students lacked sufficient facilities to keep track of the educational method.

In some cases, even though the facilities occurred for most students, information sharing with lecturers was inadequate. A complete absence of capacity to execute practical uses; the lack of particular students' academic achievement as well as ineffectual interactive inquiry; due to the absence of learning and social communication and interaction of students Students' interactions with professors as well as collaborators may have an impact on their mental and physical health. According

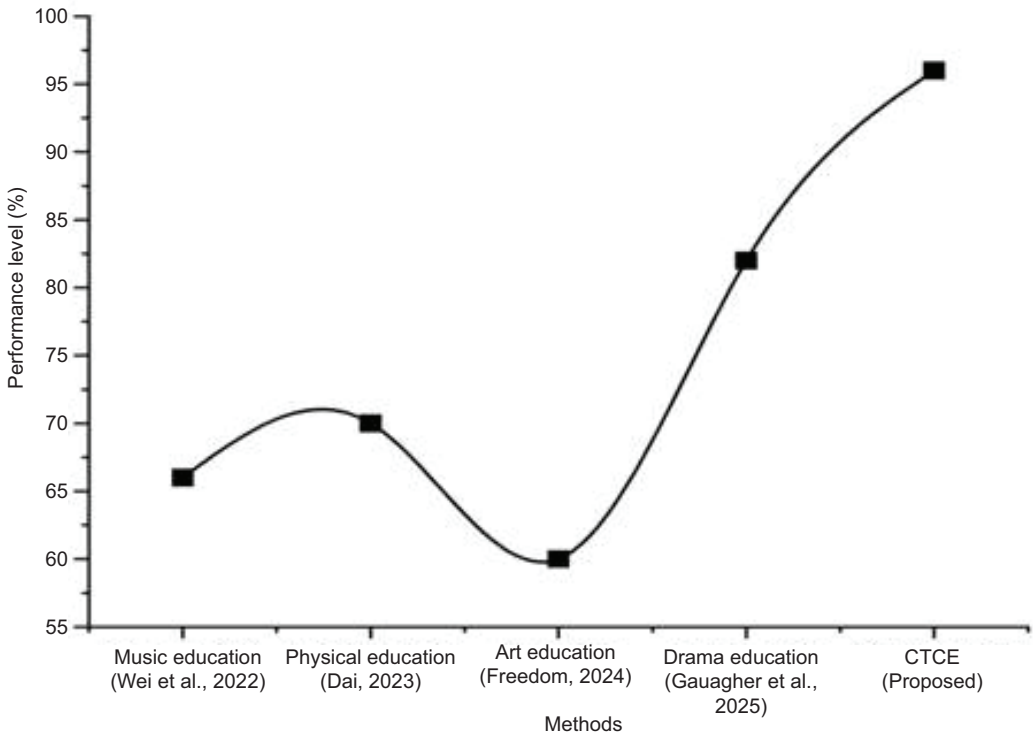


Fig. 9 Comparison of the performance level.

to Freedman (2018), the majority of students, professors, and parents supporting Arts College is minimal because the reasons for this include a lack of network connectivity, a lack of learning habits, and a low-cost price structure, among others. Similarly, before the closure, neither the professors nor the students had received enough training to conduct virtual lessons. In the application portal of every lecture, the proper tools and gadgets play a critical role, but the absence of such needed preparations was another disadvantage for students, professors, and parents. According to the study proposed by Gallagher, Balt, Cardwell & Charlebois (2020), the performers' challenges were grouped under such a group. Throughout the analysis, the students had a positive mental ability toward drama and noted the problematic portion of the implementation stage. The drama may affect lecture hall organizational challenges, could be improperly used with only those learner types, and could be time-consuming. The drama may necessitate lengthy teaching programs, and could require minimal student numbers among the flaws discussed by the pupils, according to the personal information. In this paper, we used mean score, learning accuracy, learning duration, student enrollment, and performance level as parameters. The mean score represents the psychological quality of the students, and the Chinese traditional culture education has a minimal learning time. The Chinese traditional culture education has a high-efficiency level in terms of student enrolment, learning

accuracy, and performance level. Consequently, we accomplish the suggested analysis of traditional Chinese culture education on cultivating the positive psychological quality of college students.

The influence of Chinese traditional culture on the cultivation of positive psychological quality and character healing among college students is an important topic in today's academic world. The role of traditional culture in shaping Chinese society and providing a unique set of values and beliefs has been well-documented. However, the potential impact of this culture on students' psychological health and personality development has not been sufficiently explored, and the cultivation of positive psychological qualities is essential for the overall well-being of students. Traditional Chinese culture strongly emphasizes moral education, which focuses on developing students' moral characters, emotional resilience, and self-awareness (Waters et al., 2022). Through the study and practice of traditional culture, college students are equipped with a better understanding of their inner selves and a more profound appreciation of the world around them, leading to greater appreciation and empathy towards others. Furthermore, traditional culture can play an important role in improving the characteristics of college students. With the increasing pressure and challenges faced by college students, character growth is essential to academic achievement. Emphasis on traditional moral education helps students develop a more positive attitude, a stronger sense of self-worth, and a greater sense of personal responsibility. The influence of Chinese traditional culture on the cultivation of positive psychological quality and character healing among college students cannot be overlooked. The incorporation of traditional Chinese culture and values into the curricula of colleges and universities will provide a more holistic approach to the education of future generations (Sheldon et al. 2021).

The influence of Chinese traditional culture on the cultivation of positive psychological quality and character healing among college students is a topic that has been researched extensively. Earlier studies have shown that traditional Chinese culture has a significant impact on the development of individual characters, personality, and psychological well-being. This culture is characterized by Confucianism, Taoism, and Buddhism, which emphasize moral values, self-improvement, and spiritual enlightenment. One of the previous studies found that students who participated in traditional Chinese cultural activities experienced better psychological well-being and character development, compared to those who did not participate. These activities included learning about Chinese calligraphy, participating in tea ceremonies, and practicing meditation. Another study showed that Confucianism, which emphasizes virtues such as loyalty, filial piety, and propriety, plays a crucial role in shaping individual characters and morality. Furthermore, research suggests that traditional Chinese culture can help individuals cope with stress and overcome difficult situations. This is because traditional cultural beliefs and practices provide individuals with a sense of purpose and direction in their lives. They also promoted a positive outlook and appreciation of the present moment. Therefore, the cultivation of traditional Chinese culture can be an effective tool for promoting positive psychological qualities and character healing among college students (Ferrari et al. 2019).

Limitations: Firstly, it is important to note that traditional Chinese culture is not a monolithic entity. Rather, it is a complex and varied set of customs, beliefs, and values that has evolved over thousands of years. Therefore, any exploration of the influence of Chinese traditional culture on college students must be done with caution. Secondly, the concepts of positive psychological quality and character healing are relatively new fields of study. While there is some research on this topic, it is

still in its infancy, and much more work needs to be done before definitive conclusions can be drawn about the impact of Chinese traditional culture on these areas. Finally, it is important to consider the cultural context in which Chinese traditional culture is being studied. College students in China may have a different relationship with traditional culture from their counterparts in other parts of the world.

7. CONCLUSIONS

Maintaining a consistent level of positive activity and general psychological fitness is essential for college students. Students should be able to motivate themselves and devote adequate time and effort to concentrating on their peers' mental health regularly. We proposed Chinese traditional cultural education (CTCE) to improve technical courses. Students' mental and physical well-being improved because of the cultural education in college. Students in this course may use real-world applications of transferable knowledge and talent that can be adapted to their specific needs and interests. Self-reported assessments of moral priorities have low reliability. Therefore, the findings are not definitive and are responsive to cultural preferences and source credibility impacts. This study provides a foundation for further research on the influence of traditional and modern Chinese culture on moral thinking, sentiments, and actions. Future studies should include a broader range of people than college students, such as people of different ages, people from rural areas, people of other ethnicities and religions, or people with various intercultural backgrounds. Since China's cultural transformation has been profound, the results will encourage additional high-quality research into the dynamic interaction between culture and morality.

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