

Research on the Influence of Social Expectation on College Students' Role Responsibility in Major Public Health Emergencies: The Mediating Role of Role Identity

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ABSTRACT

In order to investigate whether social expectation will have an important impact on the role responsibility of college students in major public health emergencies and its mechanism. The social expectation scale, role identity scale and role responsibility scale of college students in major public health emergencies were used to investigate 358 college students. The results show that: (1) the fulfillment of college students' role responsibilities is at the upper-middle level; (2) Social expectation has a significant positive predictive effect on college students' role responsibility; (3) Role identity plays a partial mediating role between social expectation and college students' role responsibility. The research results not only have theoretical value for the in-depth study of social expectations and college students' role responsibilities, but also provide possible ideas and ways for correctly guiding college students to actively fulfill their role responsibilities to better promote the high-quality development of college students.

Keywords: *Social expectation, Role identification, Role responsibility, College students*

1. INTRODUCTION

The frequent occurrence of major public health emergencies puts forward new requirements for young college students to fulfill their corresponding responsibilities and endows them with new connotations of the times. The report of the 18 th National Congress of the Communist Party of China clearly stated that "taking Lide Shuren as the fundamental task of education, and focusing on improving the quality of education and cultivating students' sense of social responsibility." [1] The newly revised Education Law and Higher Education Law, which came into effect in June, 2016, especially added such clauses as "enhancing the social responsibility of the educated" and "the task of higher education is to train senior professionals with social responsibility". The Medium-and Long-Term Youth Development Plan (2016-2025) issued by the Central Committee of the Communist Party of China and the State Council also clearly pointed out that it is necessary to "guide

the broad masses of young people to enhance their sense of mission and responsibility and consciously integrate their pursuit of life into the cause of the party and the state." It can be seen that the active implementation of responsibilities is not only an important embodiment of the good quality of contemporary college students, but also the community has high expectations for the all-round development of college students in the new era. The outbreak of pneumonia in COVID-19 in December 2019 is regarded as a typical major public health emergency with "grey rhinoceros" and "black swan" [2]. In the face of this major public health emergency with great influence, it is a question worth considering how to shoulder the mission and responsibility entrusted by the times for college students who are advancing with the new era. In February 2020, the Ministry of Education issued "A Letter to College Students All over the Country", calling on college students to actively fight against the epidemic and fulfill their corresponding responsibilities, that is, to be "guardians", "practitioners" and "passers-by". That

is to say, the role responsibility that college students need to perform is a major issue that is close to the development of the times, the needs of the country and the individual growth of college students, which has significant historical significance and practical value. Then, in the context of major public health emergencies, how to correctly guide college students to understand their role and responsibility? What is its internal mechanism of action? How to set up a more reasonable training plan for college students' sense of social responsibility according to this internal mechanism, so as to better promote college students to actively fulfill their role responsibilities? In view of this, on the basis of existing research, this paper will introduce role identity as an intermediary variable, explore and verify the influence mechanism of social expectation on college students' responsibility behavior through questionnaire survey, and try to answer such questions as "to what extent college students' active performance of role responsibility is due to their recognition of social role", in order to enrich the theoretical research on the influence of social expectation on college students' role responsibility and give full play to the role and value of education in cultivating college students' courage to take responsibility.

2. LITERATURE REVIEW

Role responsibility refers to the individual's responsibility for the social role he plays. Throughout the existing studies, different scholars have different definitions of the concept of role responsibility. Tian Xiuyun expounded the ideological connotation of role responsibility from the "theory of birthright" of Chinese traditional culture. Among them, "name" refers to people's identity and status, that is, social roles, and "division" refers to the responsibilities and obligations associated with individual identity and status. "Name" and "sub" are interrelated, and only when they fulfill their duties can they conform to their status and identity [3]. Lin Ruiqing discussed the concept of role responsibility from the perspective of responsibility generation and responsibility education for college students. He believes that the responsibility carried by each role constitutes the role responsibility, which is the concretization and subjectivity of human common responsibility and becomes the foothold of responsibility education. This also shows that role responsibility is one of the influencing factors of college students' responsibility education, and it is of great significance to improve college students' sense of responsibility and guide them to take active responsibility behaviors. Studies have shown that college students' role responsibility and performance of role responsibility are not only related to self-awareness, family, life experience, teachers, peers, schools and social atmosphere, but also closely related to the social expectation of the

role they play, and it is often necessary for college students to have a high sense of identity with the role they play to promote their personal development consistent with social expectations. Therefore, the influencing factors and mechanism of college students' active performance of their role responsibilities under major public health emergencies have attracted wide attention of scholars today.

There are two definitions of social expectation: First, from the social level, social expectation refers to the hope or requirement put forward by society or group according to the social status of individuals and their social roles, which reflects the socially recognized value standards or behavioral norms [6]; Second, from the individual subjective level, social expectation refers to the individual's dependence on social recognition and avoidance of disapproval, which is a broader motive that affects individual behavior [7]. This study is inclined to the social level, and holds that social expectation is the hope or requirement put forward by society or group according to the social status of individuals and their social roles, which reflects the socially recognized value standards or behavioral norms. In his book "Social Psychology", Zhou Xiaohong holds that social expectation is the basis of role behavior, which sets corresponding rights and obligations for individuals in a certain social position in the form of social norms. Cognition of social expectation is the individual's understanding of the rights, obligations and norms of the social role he plays, and the process of social expectation cognition is also the process of role cognition. Social expectation is essentially an ideological concept, its formation and development are influenced by social and cultural factors, and it also plays a regulatory role in role behavior. When social expectation changes, individuals must adapt to this new social expectation with new role behavior [8]. Therefore, it can be said that social expectation is a dynamic process in which individuals recognize their own roles and form corresponding role behavior patterns. The cognition of role responsibility and the generation of responsibility behavior patterns are important components of social expectations, which are influenced by them. At the same time, the influence of social expectation on role responsibility is also reflected in previous studies. For example, Jin An pointed out in his book *Responsibility that role responsibility is the deep expectation of society for role norms* [9], and social expectation may exert an influence on role responsibility through role norms. Liu Mingfang proved that social expectation has a positive impact on college students' sense of social responsibility from the behavioral and electrophysiological aspects through behavioral experiments and ERPs experiments [10]. Based on the above analysis, this study puts forward hypothesis 1:H1: Social expectation can positively predict the role responsibility of college students.

Role identity refers to the process in which individuals recognize and experience their role identity and adopt the same behavior as role [11]. When discussing the mechanism of role identity, Burke pointed out that the standard of people's role identity comes from the self-meaning formed by integrating self-expectation and social expectation [12]. On the basis of the definition of social expectation, Zheng Yan pointed out that social expectation is the recognition of the role played by individuals by the whole society. At the same time, social expectation, as an ideological concept, has an impact on role behavior. Once understood by the role identity, it will cause the change of its internal driving force, and make the individual's behavior play a dynamic role in the desired direction [13]. Therefore, social expectation has an influence on role identity. In addition, previous studies have found that role identity is also one of the influencing factors of role responsibility. In his research, Lin Ruiqing pointed out that the effective performance of any role responsibility and the generation of teenagers' responsibilities are inseparable from their corresponding role recognition [14]. The higher the degree of role recognition, the greater the motivation to actively perform the corresponding role responsibility [15]. To sum up, this study puts forward hypothesis 2: H2: Role identity positively predicts college students' role responsibility, and partially mediates the relationship between social expectation and college students' role responsibility.

3. STUDY DESIGN

3.1. Research object

By means of random sampling, 358 undergraduates were selected as subjects in China, 11 invalid data were eliminated, and the remaining 347 were eliminated, with an effective rate of 96.9%. Among them, there are 141 boys, 206 girls, 85 freshmen, 107 sophomores, 105 juniors and 50 seniors.

3.2. Measuring tools

3.2.1. The measurement of social expectations

According to Liu Mingfang's Experimental Study on the Influence of Social Expectation on Social Responsibility [16], the self-made scale of college students' social expectation in major public health emergencies is divided into three dimensions: knowledge (knowledge of public health events), behavior (response to public health events) and mind (psychological state during public health events).

Specifically, it includes 20 items, such as "I often feel depressed and depressed". Five-point scoring is adopted, from 1 to 5, which means "very different" to "very agree". There are six reverse scoring questions. The higher the total average score after reverse scoring, the higher the social expectation of the subjects. In this study, Cronbach α coefficients of internal consistency reliability of knowledge, behavior and mind are 0.934, 0.806 and 0.735 respectively.

3.2.2. The measurement of role identity

Using Li Xiuqin's "Research Questionnaire on Role Identity of Full-time Professional Degree Postgraduates in China" and Zhou Yongkang's "Questionnaire on Role Identity of College Students" [18] for reference, and combining with the event characteristics, the questionnaire was revised and supplemented to form the "Scale for Role Identity of College Students in Major Public Health Emergencies". Divided into two dimensions: positive identity and negative identity. There are 10 items in the scale, such as "As a college student, I know the expectations and requirements of society in major public health emergencies" and "I don't care whether my behavior in major public health emergencies meets the requirements of society". A 5-point score is adopted, from 1 to "very different" to 5 to "very agree". There are 5 reverse scoring questions. The higher the total average score after reverse scoring, the higher the role identity. In this study, Cronbach α coefficients of internal consistency reliability of positive and negative dimensions of the scale are 0.935 and 0.836, respectively.

3.2.3. The measurement of college students' role responsibility

According to "A Letter to National College Students" issued by official website, Ministry of Education, the self-compiled scale of college students' role responsibility in major public health emergencies consists of 12 topics, which are subdivided into three dimensions: guardian, practitioner and passer-by, for example, "I can learn independently through the network resource platform". Guardians are responsible for protecting themselves and caring for their families in public health events, practitioners are responsible for self-study in public health events, and passers-by are responsible for personal protection and return planning in public health events. A 5-point score is adopted, from 1 to "nonconformity" to 5 to "conformity". The higher the total average score, the stronger the college students' sense of role responsibility during the epidemic. In this study, Cronbach α coefficients of internal consistency reliability in three dimensions of the scale are 0.913, 0.876 and 0.931, respectively.

3.3. Data processing

SPSS26.0 statistical software was used to analyze and process the data. Firstly, SPSS26.0 was used for descriptive statistical analysis and Pearson correlation analysis. Then, the macro program PROCESS of SPSS is used to verify the mediating effect of role identity between role expectation and role responsibility.

4. RESULT ANALYSIS

4.1. Common method deviation test

Because this study adopts the questionnaire survey method of self-report, there may be common method deviation. In order to avoid the influence of common method deviation, anonymous survey was adopted, and the scale with high reliability and validity was selected for investigation, in which the reverse scoring question was added. After the data collection is completed, Harman single factor test is used to check whether there is common method deviation. The results show that the eigenvalues of seven factors are greater than 1 without rotation, and the interpretation rate of the first factor is 30.035%, which meets the requirement of less than 40%, which indicates that the common method deviation effect is not significant.

4.2. Descriptive statistics and related analysis

Descriptive statistics and related analysis results of each research variable are shown in Table 1. The results show that the scores of college students' social expectation, role identity and role responsibility are in the range of 3.5-4.5, which reflects that college students are endowed with higher social expectation and their own role identity in major public health emergencies, and they can perform their role responsibilities well. There is a significant positive correlation between social expectation, role identity and college students' role responsibility, which provides conditions for intermediary analysis.

Table 1 Mean value, standard deviation and correlation coefficient of each variable

Variable	Mean	SD	1	2	3
1.Social expectation	3.99	0.47	1		
2.Role identity	3.74	0.63	0.47***	1	

3.Role responsibility	4.28	0.67	0.49***	0.53***	1
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Note: * $p < 0.05$; ** $p < 0.01$, *** $p < 0.001$, the same below.

4.3. The mediating effect of role identification

In order to test the mediating effect of role identity between social expectation and college students' role responsibility, Model 4 in the PROCESS program developed by Hayes is used to test the mediating effect, and the results are shown in Table 2. After controlling gender and grade, taking social expectation as a dependent variable, college students' role responsibility as an independent variable and role identity as an intermediary variable, this paper explores the specific mechanism of the interaction between social expectation and college students' role responsibility.

It can be seen from the table that in Equation 1, social expectation has a significant positive predictive effect on role responsibility ($\beta=0.49$, $P < 0.001$); In equation 2, social expectation has a significant positive predictive effect on role identification ($\beta=0.46$, $P < 0.001$). In equation 3, role identity has a significant positive predictive effect on role responsibility ($\beta=0.39$, $p < 0.001$). According to the criterion of mediating effect, after introducing role identity, the direct predictive effect of social expectation on role responsibility decreased from 0.49 to 0.31, and $p < 0.001$, indicating that role identity plays a partial mediating role in the relationship between social expectation and role responsibility.

Table 2 Mediating Effect Test of Role Identity

Variable	Equation 1		Equation 2		Equation 3	
	(Role responsibility)		(Role identity)		(Role responsibility)	
	β	t	β	t	β	t
Social expectation	0.49	1.06***	0.46	9.87***	0.31	0.49***
Role identity					0.39	8.11***

Gender	0.1	1.06	0.15	1.53	0.04	0.49
Grade	0.11	2.45*	0.02	-0.38	0.12	2.83**
R ²	0.26		0.22		0.37	
F	40.44***		33.56***		52.31***	

5. SUMMARY AND ENLIGHTENMENT

5.1. Summary

5.1.1. The overall situation of college students' role responsibility

The research results show that the role responsibility of college students in major public health emergencies is generally at the upper-middle level, that is to say, college students generally have a higher sense of responsibility and can fulfill their role responsibility. This is closely related to our country's emphasis on the responsibility education of college students and the continuous development and improvement of ideological and political education in colleges and universities over the years. The Ministry of Education has put the ideological and political construction of curriculum in an important position of implementing the fundamental task of cultivating people by virtue and improving the quality of personnel training in an all-round way, and has further defined the objectives, requirements and contents of the ideological and political construction of curriculum, which plays an important role in cultivating the responsibility of college students. With the continuous development of network information technology, the ideological and political education in colleges and universities is constantly merging with big data. In the survey in Wu Tingting, 92.6% of college students think that the "two micro-ends" bring vitality to ideological and political education, and 85.6% of college students think that this way can better interact with ideological and political educators [19]. The emphasis on ideological and political education and continuous reform make the fulfillment of college students' role responsibilities at a higher level.

5.1.2. The positive predictive effect of social expectation on college students' role responsibility

The results show that the social expectation level of college students can significantly predict their role responsibility level in major public health emergencies, that is, the higher the social expectation level, the higher the role responsibility of college students, which is consistent with the conclusion drawn by Liu Mingfang's research [20]. Under the background of major public health emergencies, the higher the society's expectation for college students, the easier it is for college students to perceive the responsibilities given by their roles, and ultimately, the more beneficial it is for them to enhance the performance of their role responsibilities according to social expectations. According to Rosenthal's experiment of Pique Marion effect, teachers' expectations of students will significantly improve students' academic performance [21], so people can not only act according to the expectations of others, but also become the people expected by others [22]. When college students have a weak sense of role responsibility, if the society can pay attention to the particularity of their role identity and give them higher expectations in knowledge, behavior and psychology, it will prompt them to fulfill their responsibilities.

5.1.3. The mediating role of role identity

Role identity is an important mechanism for social expectation to act on college students' responsible behavior and exert their educational efficacy. The results show that role identity plays a partial mediating role between social expectation and college students' role responsibility in major public health emergencies, that is to say, part of the influence of social expectation on college students' role responsibility is produced through the mediating variables of role identity. Because people's recognition of their roles comes from the expectation of society to a certain extent, the higher the degree that college students can perceive the social expectation in the context of major public health emergencies, the easier it is to have a sense of identity with their college students. At the same time, the fulfillment of role responsibility must be based on the subject's recognition of the role, so the higher the degree of recognition of the role of college students, the more actively they can fulfill their role responsibility and make responsible behaviors matching the role responsibility. As an intermediary variable, role identity has not only been logically explained, but also tested by data.

5.2. Enlightenment

The research conclusion shows that social expectation can positively predict college students' role responsibility, and role identity, as an intermediary variable between social expectation and college

students' role responsibility, can also positively predict college students' role responsibility. This shows that the generation of college students' role responsibility is influenced by external social factors and plays a role through the inner psychological mechanism of college students. This enlightens us that under the background of frequent occurrence of major public health emergencies, it is necessary to guide college students to perceive the expectations of the society from three aspects: knowledge, behavior and mind, and improve their responsibility ability to reach the level consistent with the social expectations. At the same time, it is necessary to further enhance the college students' sense of identity with their own roles, and on this basis, promote their initiative to fulfill their role responsibilities independently.

5.2.1. Pay attention to the cultivation of college students' awareness of responsibility

Under the background of major public health emergencies, to enhance the role responsibility of college students, it is necessary to cultivate their sense of role responsibility, help them correctly understand their role identity in major public health emergencies, and make clear the role responsibility they should bear. This requires universities, society and families to strengthen publicity and education: First, do a good job of popularizing medical and health knowledge and emergency response knowledge in major public health events. Second, it is necessary to guide college students to establish a correct public opinion cognition, enhance their ability to identify public opinion information, help them to rationally look at major domestic and international events, and clarify the society's expectation of the role of college students in major public health emergencies. Third, it is necessary to extensively carry out the courses of situation, policy and ideological and political education, and earnestly carry out the education of socialist core values, so that students have a clear understanding of personal interests and social interests, civic obligations and social responsibilities.

5.2.2. Pay attention to the guidance of college students' responsible behavior

In the event of a major public health emergency, there are significant differences in the level of understanding of their own roles and responsibilities among college students, so there will be different responsibility behaviors among college students. For example, in the process of prevention and control of the COVID-19 epidemic, college students who have a high level of understanding of their own roles and responsibilities actively cooperate and participate in the prevention and control of the epidemic. "Consciously isolate at home, wear masks and wash

hands frequently, go out less, don't meet, don't believe in rumors"; However, some college students who have a low level of understanding of their own roles and responsibilities have some anomie behaviors, such as gathering for dinner, concealing their trips, publishing false epidemic information, and returning to school early without authorization, which have a negative impact on epidemic prevention and control. Therefore, it is necessary to guide the responsible behavior of college students correctly. On the one hand, it is possible to standardize college students' responsibility behavior through rigid rules and regulations such as school rules and regulations, and put forward clear requirements for "what to do" and "what not to do" in major public health events, and punish those who violate the requirements. On the other hand, we should pay attention to the role of moral education and spiritual infection, vigorously publicize the outstanding deeds in major public health emergencies, play a leading role by example, and commend and reward college students with outstanding performance in major public health emergencies.

5.2.3. Pay attention to the mental health of college students

Studies have shown that the occurrence of major public health emergencies will put people in a state of stress, and even individuals may fall into a state of psychological crisis [23]. Because college students are faced with multiple pressures of academic employment, and their mental development is not yet mature, their emotional response to such events is more obvious, and they have become the focus of psychological intervention in China [24]. Therefore, college educators should pay more attention to college students' mental health in their daily work, especially when publishing relevant news of major public health events, they should give some guidance to college students to help them understand the situation correctly. Secondly, we should strengthen the popularization of relevant professional knowledge of college students to avoid unnecessary panic caused by false news on the Internet. At the same time, strengthen students' mental health education through online and offline psychological counseling and consultation, and further enhance students' psychological endurance and adaptability [25].

5.2.4. Improve college students' recognition of their roles

Role identity is the premise of role responsibility identity [26]. When major public health emergencies occur, higher role identity can promote college students to fulfill their role responsibilities. When college students' role identity is at a low level, they will be at a loss and at a loss about their life and study,

and even some abnormal phenomena will appear [27]. Therefore, college workers should first focus on strengthening the professional education of college students, deepen their understanding of their majors through the introduction and interpretation of their majors in the early stage, and provide high-quality teaching resources and course training to improve their professional quality. Secondly, it is necessary to improve the comprehensive quality of college students, carry out diversified activities competitions, encourage students to participate in social practice and voluntary activities, and provide them with a platform for professional practice, so as to enhance their sense of identity with their roles by improving their abilities. Finally, to strengthen the guiding role of educators, teachers' beliefs, attitudes and values have a direct impact on students' seeking knowledge, belonging and desires [28]. Educators should also pay attention to their goals and demands while imparting knowledge to students, help students establish a long-term goal and career plan, guide them to form correct ideas and values by words and deeds, and improve college students' recognition of their roles and responsibilities.

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