



Based on the Big Data College Students' Perception of Rituals and Reflection on Ritual Education

Yuewei Bai

School of Marxism, Civil Aviation University of China, tianjin,300300, China

Corresponding Author E-mail: 77074521@qq.com

Abstract. Rituals, as a form of expression of human understanding of nature, society, and oneself, serve as the carrier of ritual education. Ritual education, through the performance of rituals, aims to evoke a sense of ritual and a sense of responsibility among participants. The survey findings reveal that: (1) a considerable proportion of college students believe that life requires a sense of ritual, yet they feel a lack of it, thus highlighting the necessity of ritual education; (2) students from different ethnicities, genders, political backgrounds, and academic levels exhibit differences in their perception and attitude towards rituals. Recommendations are as follows: (1) strengthen ritual education to enhance college students' sense of ritual, identification, and responsibility through rituals; (2) refine ritual education to maximize its effectiveness by tailoring it to different groups using various mediums.

Keywords: college students; rituals; perception; ritual education; big data

1 Introduction

China Youth Daily once conducted a survey shows about 82.8% respondents hoped to enhance Chinese own ceremony, 72.0% respondents felt daily ceremony activity was absence of ceremonial sense, and 67.7% respondents believed that such ceremony about traditional culture connotation was too little at present. ^[1] This article aims to understand college students' cognition and attitudes towards rituals and propose targeted suggestions for ritual education.

2 Rituals and Ritual Education

2.1 Rituals

Rituals often refer to the ordered forms of various ceremonies. it takes such symbolic significance for its core of action. Learn from the Anthropology, ceremony is one way of behaving, developing from traditional customs, processing under such scheduled program or established procedure, and is generally accepted by people. ^[2] In the Pedagogy, ceremony is defined as one way or manner of teaching, there the educator or

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instructor has found an acting, situation or atmosphere to lead or guide students implementing life education, psychological education, humanistic education etc. e.g., School Opening Day, the Degree Ceremony, the Flame-raising Ceremony and so on. [3] A ceremony is taken by human being as a kind of performed style for personal awareness of the nature, the society and themselves, to go through a ceremony having the consciousness of safety, the sense of identity, the sense of belonging, satisfying for the psychological needs of human. [4]

2.2 The ceremony education

Those ceremony education is a form of education where educators purposefully and systematically influence the education recipients. It utilizes ritual procedures or standardized processes that carry cultural traditions as its vehicle. [5] Through the expressive forms of rituals, it aims to evoke emotional experiences and foster a sense of ritual and responsibility in the participants, ultimately achieving educational objectives. The successful ceremony education leads educators to often appear unconscious identify of values at any ceremonial behaviors, which bring mental power externalized and promoted. [6]

2.3 The psychological basis of ritual education

2.3.1. Role-playing.

In ritual behavior, the participants form self-perception of their roles and internalizes information of their role identity into their own behavioral norms, ultimately completing role-playing and achieving the expected outcomes of ritual education.

2.3.2 Behavior reinforcement and imitation learning.

In ritual education activities, the ritual itself brings pleasant emotional experiences to college students, thereby reinforcing their behavior. At the same time, ritual behavior as an activity can play a role in reinforcing cognition, allowing individuals to clarify their behavior during the activity. Through repeated reinforcement, individuals can successfully complete the activity and enhance their sense of responsibility for successfully completing the activity. [7] Additionally, college students observe and imitate the attitudes and behaviors of others in the ritual, fulfilling ritual behavior and achieving the goals of ritual education.

2.3.3 Cognitive consistency and attitude change.

The ritual behavior in which college students participate helps individuals clarify their cognition of the activity. When an imbalance between cognition and ritual behavior, individuals may form new attitudes or change their behavior. [8] The fact that college students participate in the ritual is itself an attitude, whether they are consciously aware of the impact of the ritual on themselves or not. Because in the ritual,

the educational information received by college students is within their sphere of acceptance, their attitudes will gradually change through ritual behavior. [9]

3 Objects and Methods

3.1 Object

The stratified random sampling method was used to select Civil Aviation University of China undergraduate college students and graduate students to conduct a survey. A total of 2200 students were selected to issue questionnaires. The questionnaires that missed more than 80% of the answers were removed from the returned questionnaires. A total of 2040 valid questionnaires were recovered, with an effective recovery rate of 92.73%.

3.2 Method

Organize teachers and counselors with teaching and student work experience to jointly develop the "College Student Ritual Attitude Survey Questionnaire". The questionnaire content includes a general survey, attitudes towards the current situation of rituals, attitudes towards daily rituals, and the types of rituals that affect oneself.

3.3 Statistical Analysis

Statistical analysis was conducted using SPSS 19.0 social statistical software, with a significance level of 0.05.

4 Result Analysis

4.1 General Situation

Table 1. General Situation

	category	frequency	percentage
Gender	male	1239	60.7
	female	801	39.3
Nationality	Han Ethnicity	1880	92.2
	Ethnic minority	160	7.8
Grade	Grade1	193	9.5
	Grade 2	268	13.1
	Grade 3	662	32.5
	Grade4	633	30.0
	Graduate student	284	13.9
Political affiliation	masses	88	4.3
	Member of Youth Organization	1800	88.2

	Member of CPC	48	2.4
	Missing data	104	5.1
Religious belief	No	1842	90.3
	Yes	48	2.4
	Missing data	150	7.4

*Table 1 is quoted at "4.4 Analysis" in this context.

4.2 Cognition and Attitude Regarding Rituals

4.2.1 Life needs a sense of ceremony.

Table 2. I believe that life needs Ritualistic Sensation

		frequency	percentage	Effective Percentage	Cumulative Percentage
Valid	Strongly disagree	76	3.7	3.7	3.7
	Tend to disagree	161	7.9	7.9	11.7
	General agree	587	28.8	28.9	40.6
	Slightly favor	694	34.0	34.2	74.9
	Strongly agree	510	25.0	25.1	100.0
	Sum up	2028	99.4	100.0	
Missing	system	12	.6		
	total	2040	100.0		

Against the Table 2, about Life Needs Ritualistic Sensation shows that the proportion of slightly favor (somewhat agree) and strongly agree is 59.3%. College students have a positive attitude towards rituals and the sense of ritual.

4.2.2 Life lacks a sense of ceremony.

Table 3. I feel absence of Ritual behavior in my life

		frequency	percentage	Effective Percentage	Cumulative Percentage
Valid	Strongly disagree	209	10.2	10.3	10.3
	Tend to disagree	643	31.5	31.7	42.0
	General agree	802	39.3	39.5	81.5
	Slightly favor	295	14.5	14.5	96.0
	Strongly agree	81	4.0	4.0	100.0
	Sum up	2030	99.5	100.0	
Missing	system	10	.5		
	total		100.0		

Showing from table 3, 209 people strongly disagreed with the absence of ritual behavior in their lives, while 643 people somewhat disagreed, amounting to a total of

42.0%. The remaining 58.0% of students either mildly or strongly agreed that there is a lack of ritual behavior in their lives. Therefore, a slightly higher proportion of students believe that there is a certain degree of absence of ritual behavior in our current lives.

4.2.3 College students affirm the value of ritual education.

Table 4. I think ritual education, to college student

	frequency	percentage	Effective Percentage	Cumulative Percentage
Not any necessary at all	41	2.0	2.0	2.0
Not any necessary relatively	97	4.8	4.8	6.8
valid No need	362	17.7	17.9	24.7
Quite necessary	1026	50.3	50.7	75.4
Very necessary	499	24.5	24.6	100.0
Sum up	2025	99.3	100.0	
missing system	15	.7		
total	2040	100.0		

Based on the Table 4, the results show that over 75% of college students believe that ritual education is very necessary or somewhat necessary.

4.3 Comparative study

4.3.1 There are differences in the cognition and attitudes towards rituals among different ethnic groups.

4.3.1.1 There are ethnic differences in the perception and attitudes towards large ceremonial rituals.

Table 5. Ethnic differences in the perception and attitudes towards large ceremonial rituals

	Ethnic minority, yes or no?	N	mean	Standard deviation	Standard error of mean
Chairman Xi Jinping The constitutional oath of office ceremony instills in me a sense of mission and responsibility.	N	1870	4.21	.959	.022
	Y	160	4.50	.854	.068

Against the Table 5, the large-scale ceremonies, such as Chairman Xi Jinping's constitutional oath-taking ceremony, allow university students to experience a sense of mission and responsibility through their solemn and dignified behavior. Students also exhibit a positive attitude towards grand events like the ceremonies honoring

Huangdi and Confucius. Therefore, university students possess a consistent and generally positive perception of large-scale ceremonial events. However, minority university students tend to have even more favorable responses than Han Chinese students. Hence, we believe it is necessary to examine the influence of unique ethnic characteristics and cultural factors on university students, specifically their perception of large-scale ceremonial events. Further research in this area is warranted.

4.3.1.2 *There are ethnic differences in attitudes towards ritual oaths.*

Table 6. The attitudes towards ritual oaths among ethnic differences

	Ethnic minority, yes or no?	N	mean	Standard deviation	Standard error of mean
I feel the oath in some ceremony (such as marriage vows or medical student oaths)	N	1863	4.26	.968	.022
	Y	160	4.46	.882	.070

Showing from the Table 6, college students consider certain oaths in rituals, such as marriage vows and medical student oaths, to be highly necessary. This indicates that the content of oaths carries characteristics of strictness and responsibility, and college students have a positive attitude towards them. Regarding attitudes towards oaths, both minority and Han students responded positively. However, the responses from minority students were even more positive. This may be influenced by certain religious rituals and beliefs within minority groups.

4.3.2 **There are differences in the cognition and attitudes towards rituals among different genders.**

I believe that life lacks ritual behavior, and the opinions of college students of different genders tend to be more in favor of this (sig=0.768). Both male and female students lean towards giving affirmative answers to the statement "I believe that life needs a sense of ceremony" (sig=0.395). However, when asked about their attitudes towards statements such as "Every time I participate in a flag-raising ceremony", "Chairman Xi Jinping the inauguration ceremony where the Constitution is sworn in makes me feel a sense of mission and responsibility", there are differences in the responses of male and female students.

Male students show a more positive attitude towards rituals and ceremonial education. For example, they express sentiments like "When I see the guards changing shifts, I seem to sense their sense of responsibility," "Whenever I see the national flag rise and hear the national anthem play, it fills me with a sense of pride," "Days like May 4th, September 3rd, and December 9th, I believe should be commemorated seriously," and "I think student enrollment and graduation ceremonies are necessary for students", while female students show less emotional influence in their responses to these types of questions.

4.3.3 Comparative Results of College Students from Different Political Backgrounds

There are differences between the responses of the general public and members of the youth league and the Communist Party on the question "Chairman Xi Jinping's inauguration ceremony with constitutional oath makes me feel a sense of mission and responsibility." ($\text{sig}=0.009$) Additional questions such as "Attending the flag-raising ceremony at school on Monday mornings, besides the early wake-up, does not emotionally touch me" and "I believe there is a necessity for ceremonial education among college students" and "Whenever I see the flag rise and hear the national anthem, it makes me feel a sense of responsibility." Moreover, in terms of self-evaluations such as "Friends' perception of my sense of responsibility," there tends to be an increasing degree of evaluation from the general public to the youth league members and Communist Party members, with differences between the general public and the youth league members and Communist Party members. From these results, it can be seen that there are differences in terms of political identification regarding ceremonies, ceremonial education, and the perception of responsibility.

4.3.4 There are varying degrees of differences among college students across different grades on many issues.

In summary, 1) the responses of freshmen are generally more positive compared to other grades, such as in terms of their perception of ceremonies, attitudes towards daily life ceremonies, attitudes towards traditional ceremonies, and ceremonial education, which are relatively positive. 2) In the process of answering the above questions, sophomores and juniors tend to have greater differences compared to freshmen. 3) There is a phenomenon of a reversed parabolic curve in the responses to ceremonies, where the attitudes of sophomores and juniors are less positive than those of freshmen and seniors, including graduate students.

4.4 Analysis

* Implementing data analysis against the Table 1 and the mentioned above that.

4.4.1 College students affirm the value of ritual education.

The results show that over 75% of college students believe that ritual education is very necessary or somewhat necessary. The attitude towards the "gratitude dance" before a Thai boxing match or the etiquette of judo reflects college students' recognition of the sense of ritual in life from another perspective. Compared to the realization that there is a certain lack of ritual behavior in our lives. We can integrate the characteristic of different ethnic groups and strengthen the ritualized education related to traditional culture in certain fields.

4.4.2 Discrepancy between etiquette behavior and perception in daily life.

Taking flag-raising as an example, as a form of ritual, have a greater influence on college students. Hoisting the national flag and playing the national anthem can generate a sense of responsibility and pride, especially among male students who show a more positive affirmation. On the other hand, female students exhibit less emotional impact in their responses to such issues. However, in practical observation, there does exist a phenomenon of perfunctory behavior.

4.4.3 The Role Perception of College Students Affects their Sense of Responsibility

The increasingly positive evaluation of the attitudes towards the ceremony from different political standpoints indicates that college students' perception of their own identity may influence their understanding of the ceremony and their behavior during the ceremony. Therefore, it is necessary to enhance students' role awareness, especially in terms of cultivating and educating their political identity.

4.4.4 Insufficient focus on ceremonial education in higher education institutions

1) the responses of freshmen are significantly better than other grades in multiple aspects. Freshmen have just entered college, and their expressed viewpoints are mostly influenced by their high school education. 2) Considering the results, it is also possible that the changes experienced by college students during their growth process at this age play a role. Starting from their entrance into college, college students begin to independently and seriously think, reflect, and gain insights on various issues, which may explain the convergence of responses between seniors and juniors, as well as the reversed parabolic curve phenomenon. 3) The results of freshmen are not compared with high school students in a lateral study, so further lateral or longitudinal research is needed.

5 Suggestion

5.1 To strengthening ritual education

5.1.1 Define the corresponding rituals at the legal level.

Standardize them through legislation and administrative regulations. For example, constitutional oath-taking can be regulated in this way, and other industries such as medical and law students can establish their own industry regulations.

5.1.2 Clear and standardize management aspects.

1) Special significance ceremony. Conduct ceremonial education activities during special historical events, life ceremonies centered around life, and significant milestones to deepen individual impact.

2) Standardize rituals in daily life. Studies have shown that rituals can increase happiness. For example, classroom etiquette such as starting and ending classes. As student's progress to higher grades, the level of attention from teachers decreases. Therefore, it may be considered to establish guidelines for classroom etiquette for college students. Reinforce ritualistic behavior in daily life to enhance the sense of responsibility that comes with experiencing rituals.

5.2 Implementation-level refinement of rituals

5.2.1 Large Ceremonial Events.

For repeatable ceremonies with traditional cultural characteristics, they can be presented in the form of performances. The solemnity of the rituals can enhance college students' national and cultural identity.

5.2.2 Rituals in which college students can participate: Flag-raising ceremony

Patriotic education for college students should not be limited to educating them about national symbols. If their participation is only superficial, the impact will be limited. Therefore, encouraging college students to actively participate in flag-raising ceremonies may enhance the effectiveness.

5.2.3 Ritual Education and Role Perception for Different Groups.

Although the definition of daily life rituals may be consistent, there may be discrepancies between knowledge and practice. Therefore, universities can conduct relevant ritual education within their own context, such as implementing quasi-military management in civil aviation programs. Ritual education aimed at enhancing emotional experience for female students, as well as ceremonial participation education for college sophomore and junior students.

In addition to strengthening the standardization of ceremonial education in higher education institutions, it is important to incorporate ritual education from primary and secondary schools and develop a continuous ritual education that aligns with the psychological characteristics of college students.

6 Conclusions

Ritual education uses symbolic and culturally laden ceremonial procedures or standardized processes as a carrier to satisfy people's psychological needs through the expressive form of rituals. This helps members of the ritual to develop a sense of ritual, security, identification, belonging, and responsibility. ^[10] Therefore, it is necessary to strengthen ritual education and develop targeted forms for different educational groups based on their characteristics.

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