



Kuram ve Uygulamada Eğitim Yönetimi
Educational Administration: Theory and Practice
2022, Cilt 28, Sayı 1, ss: 159-173
2022, Volume 28, Issue 1, pp: 159-173
www.kuey.net



Research on Inheritance of Campus Education to Local Students Based on the Intangible Cultural Heritage of Inner Mongolia Yurts

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	Abstract
<p>Article History</p> <p>Article Submission 21 October 2021</p> <p>Revised Submission 18 November 2021</p> <p>Article Accepted 01 February 2022</p>	<p>The study focuses on creative behaviour as a determinant in the social acceptance of students, cultural identity on students' learning performance, and the mediating effect of students' happiness with on-campus education. The constructivism idea was the foundation for the current study. To gather the data for the analysis, 380 students from different Chinese universities participated in an online and in-person survey. The results of structural equation modelling (SEM) show that social acknowledgement improves student learning outcomes. The study's findings also revealed a link between cultural identification, social acceptance, student satisfaction, and academic achievement. Additional research can be carried out to keep the understanding of our model accurate. There was yet another drawback to using a quantitative, closed-ended questionnaire. The cross-sectional form of the study makes it challenging to demonstrate a cause-and-effect relationship. During class discussions and interactions with peers or teachers, students who collaborate to learn to create solid ideas and opinions. There are significant policy recommendations, requests for further research, and recommended theoretical and practical implications.</p> <p>Keywords: Social Recognition; Cultural Identity; Students Satisfaction; Constructivism Theory; Students Learning Performance</p>

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Introduction

The number of university students in China increased from 3.41 million in 1998 to 13.33 million in 2004 due to the growth of higher education infrastructure in that country (Giray, 2021). With the entry of private colleges, public universities increasingly face fierce competition for students. The number of high-graduating students is currently dropping a year as a consequence of China's one-child policy. Though there were 21.45 million students enrolled in universities in 2009 (Salinda Weerasinghe et al., 2017). Several higher education institutions now take greater attention to student happiness as they think more attentively about how they might gain a market advantage to draw in more students.

In order to promote instruction and learning, educational institutions are continually integrating cutting-edge technologies into their instructional strategies. University education has gradually embraced information and communication during the past ten years to give students access to educational materials and activities wherever they are and at any moment (Sharma & Gupta, 2022). While most university students must cope with their new educational and behavioral surroundings, this process may be particularly difficult for university visitors, who frequently encounter feelings of isolation, a lack of education, language challenges, cultural difference, and academic failure (Peng & Patterson, 2022; Salinda Weerasinghe et al., 2017). Students' and teachers' real lives, educational achievement, and psychological health may all be hampered by a poor adjustment to the majority culture (Qureshi et al., 2021; Zhang et al., 2020). Consequently, teachers and universities can offer more educational and personal support to aid adjustment to the majority culture and encourage the safety of university visitors by gaining a better understanding.

The foundation for individual freedom and social involvement is social recognition moments that people have in the social realm. According to Kristiawan et al. (2022), make a distinction between three types of social recognition: demand concern, justice and fairness respect, and success social respect. Universities profit in order to attract the best faculty and students, receive more outside financing, and being able to demand the most expensive tuition rates. As a result, the term student satisfaction has grown in importance in higher education (Yan & Chiou, 2021). Other ways that institutions might profit from student contentment include the fact that happy students are more likely to do well in universities, get better grades, and spread good word of mouth (Qureshi et al., 2021).

People are becoming more conscious of their culture and identification of the cultural community to which they belong are both important components of cultural identity, which is a complicated concept (Hamdan et al., 2021). It consists of three components: a person's affiliation with a group and its traits, their attitudes toward the organization, and their ideas about how much of the group's attributes are reflected in their own selves (Giray, 2021).

A quick perspective that results from an assessment of a student's academic experience is their level of contentment. It is the effect and consequence of a university environment and a favorable consequence of students' satisfaction. Once more, Keržič et al. (2021) describe student satisfaction as the attitude of students as determined by their subjective assessment of their academic opportunities and results. Thus, according to Annamdevula and Bellamkonda (2016) considering the relative degree of achievements and performance in educational facilities over the course of the study, student satisfaction can be described as a consequence of both. The assessment of students' educational opportunities, resources, and equipment can be used to describe students' satisfaction from a relatively brief perspective.

The current study determined the research on the inheritance of campus education to local students based on the intangible cultural heritage of Inner Mongolia yurts. The present study focuses on student's social recognition, cultural identity on students learning performance, and the mediating role of student's satisfaction in campus education. The current study established constructivism theory. It is described as "learners construct knowledge rather than just passively take in information" (Siti Fatimah, 2022). The remainder of the text is structured as follows. The study begins by providing a summary of the available literature. The conceptual framework and hypothesis are then developed. The research technique follows this. The statistical technique is then used to empirically test the conceptual framework. The final discussion covers management

implications, restrictions, and future directions.

Literature Review

The present study focuses on student's social recognition, cultural identity on students' learning performance, and the mediating role of student satisfaction in campus education, as well as established own constructivism theory.

Constructivism theory

As the dominant educational ideology, constructivism has a significant influence on the contemporary learning and teaching process. It is predicated on the notion that "meaningful learning happens when people actively try to make sense of the world", that is, whenever they create an understanding of the manner in which phenomena are by passing fresh information and experiences through their store of previously acquired knowledge (Kristiawan et al., 2022). The concepts of Piaget and Vygotsky have an impact on constructivist-based approaches to education and learning methodologies (Zhang et al., 2020). According to the constructivism theory, in an interactive learning strategy, the student assumes the role of the knowledge function and participates actively. The notion of constructivism is largely credited to Siti Fatimah (2022) development viewpoints about constructivists who stated many methods via which learners can absorb knowledge, as well as Keržič et al. (2021) explanation of inventive learning and conceptualism. Constructivism is a philosophy that holds that education is a continuous and comparative process of creating new conceptions while utilising knowledge from previous exchanges.

The main tenet of the idea is that individuals construct their reasonable interpretations of existence from their experiences and actions. Links between the information and their past knowledge were formed. Constructivism is a hypothesis about how people learn that is based on observation and research. It illustrates how knowledge acquisition results in learning. The process of learning is also influenced by human connection, and as a result, is encouraged by culture and society (Yan & Chiou, 2021). Therefore, in order to accomplish the goals of the study, the theory was used to measure student learners' performance while concentrating on the elements that influence students' participation in order to raise university students' average learners' performance. It is the primary foundation around which the research design was built.

Social recognition and student satisfaction in campus education

Social recognition events that people have in the social realm, according to Keržič et al. (2021), are what underpin both individual liberty and societal responsibility. Keržič et al. (2021) makes a distinction between three types of social recognition: demand care, fairness esteem, and accomplishment of social regard. A strong sense of self-worth is facilitated by others' continuous kindness (Qureshi et al., 2021). Furthermore, equal opportunity recognition describes the extent to which others recognize the individual as a responsible, human being with racial equality. An individual's perception that they have equal rights, as demonstrated through respect experiences, is a key requirement for consciousness (Hamdan et al., 2021). Last but not least, social recognition describes the admiration that people receive for their accomplishments and services. People can only grow a sense of confidence in terms of competence to the degree that many others value their contributions. Demand care is universal and hasn't changed much over time, but equal opportunity respect and accomplishment of social satisfaction were predominantly developed in Western nations during the Revolution. More particularly, although rank- or social standing condition (based, for example, on nobility) lost relevance, the dignity of individuals as people and their individual accomplishments acquired significance as the foundations for recognition events (Annamdevula & Bellamkonda, 2016; Keržič et al., 2021; Sharma & Gupta, 2022).

Student satisfaction is a complex process that is affected in different ways by many circumstances. According to Keržič et al. (2021), a key factor in deciding whether students usually, institutions, and programmes are successful or unsuccessful is student happiness. A complicated process, comprising many aspects, such as instructor assistance, student engagement and participation, and studies strongly, goes into formulating and creating a proper and effective educational environment that satisfies students (Peng & Patterson, 2022). According to Keržič et

al. (2021), teacher support is a crucial variable impacting student satisfaction. Student satisfaction is crucial for both learning and student pleasure. Student freedom is a term used to indicate how much control students have over their own education and is considered a key component of student happiness (Giray, 2021; Yan & Chiou, 2021).

H1: Social recognition in campus education significantly impacts student's satisfaction in campus education.

Cultural identity and student's satisfaction in campus education

The increase in awareness of their culture and understanding of the cultural community to which they belong are both important components of cultural identity, which is a complicated construct (Peng & Patterson, 2022). It consists of three components: a person's affiliation with a group and its traits, their attitudes toward the group, and their ideas about how much of the group's attributes are reflected in their own selves (Gopal et al., 2021). Cultural identity for foreign students studying in the US might involve a sense of identification with one's own cultural minority, the China group, or both. Cultural tradition could be further characterized as a subjective knowledge of belonging to one's ethnicity. When examining cultural identity, there are primarily two methods. Although the principles for each of these strategies were later applied to research with foreign students, they were first designed for research with immigrants. One is the one-dimensional bipolar paradigm, which contends that local identification and ethnic identity are incompatible with one another (Annamdevula & Bellamkonda, 2016; Keržič et al., 2021).

Due to the fact that most states now require students to pay for university in order to pursue higher education, university students are frequently seen as subscribers. University management has started to concentrate more focus on meeting the requirements and expectations of learners due to the competitive atmosphere that most universities find themselves in (Peng & Patterson, 2022; Zhang et al., 2020). Student satisfaction is the primary indicator of an individual's happiness following the acquisition of a study and knowledge in a company. According to Keržič et al. (2021), a student's assessment of their interactions with the educational services offered by institutions in the short term is what is meant by student satisfaction. When real or imagined events exceed or surpass a person's goals, there is student satisfaction.

H2: Cultural identity significantly impacts student's satisfaction in campus education.

Social recognition and student learning performance

Keržič et al. (2021) used the theory to explore the elements influencing students' recognition that shed light on the significance of students' involvement in their fulfillment and academic success. This hypothesis contends that students are performing well if they are aware of the variables that affect their success. In relation to the aforementioned variables, institutional elements influence student learning performance. That which requires pupils to act and be aware of their actions is considered active learning (Giray, 2021). Due to the fact that most governments now require students to pay fees for tuition in order to pursue university education, university students are constantly seen as clients. University management has started to concentrate more focus on meeting the requirements and student expectations due to the competitive atmosphere that most schools find themselves in (Annamdevula & Bellamkonda, 2016; Sharma & Gupta, 2022). Student's satisfaction is the primary indicator of a participant's happiness following the acquisition of a good or service in a company.

According to Keržič et al. (2021), a student's assessment of their interactions with the educational services provided by universities in the short term is what is meant by student satisfaction. When real or imagined activities meet or surpass a person's aspirations, there is student satisfaction. According to Keržič et al. (2021), productive learning involves student participation in class discussions, keynotes, trying to promote actual memories, and other activities in addition to watching and reading to knowledge. It also calls for a high level of social recognition from the students during the learning process. According to the idea of learning, students benefit from social recognition when teaching. Sharma and Gupta (2022) found that the selected learning decreases graduation rates by enhancing students' integration, conduct toward the program, and dedication to their education.

H3: Social recognition in campus education significantly impacts student's learning

performance.

Cultural identity and student's learning performance

Keržič et al. (2021) noted that some factors are crucial to how an individual's identity develops; these factors are included in cultural identity. Erikson focused on how young people make decisions regarding philosophy, romantic relationships, and jobs in order to develop a distinct sense of self within their community (Xiao & Wilkins, 2015; Zhang et al., 2020). Making decisions regarding the cultures with which one connects, though, is a necessary part of developing a cultural identity. Or, to put it differently, cultural identity focuses on the process of creating a unique identity beyond one's specific culture, while the process of creating a cultural identity entails choosing the communities in which one participates. The students' learning performance can be used to identify students who are at risk for learning difficulties with the use of learning methods. According to a study of the evidence, educational strategies help students achieve better academic results. For instance, Keržič et al. (2021) revealed that people who received significant advice had a higher chance of passing a program than someone who did not. Keržič et al. (2021) found that individual communications with a particular traffic light colour that represented how well each student was going in the course and greatly enhanced students' final program scores monitored and evaluated. It is clear that individualized learning and educational achievement have been positively impacted by learning treatments that cater to each student's unique needs. The study of students' actions and intended learning with personalized treatments in the educational setting is increasingly unusual, and research on effective interventions based on educational data is not thorough enough.

H4: Cultural identity significantly impacts student's learning performance.

Student's satisfaction with campus education and student's learning performance

According to Keržič et al. (2021), satisfaction is the end result of any educational institution's performance. Sharma and Gupta (2022) assert that fulfilment is the intended result of any goal that arouses anyone's admiration. Student happiness is influenced by the instructor and student experiences (Annamdevula & Bellamkonda, 2016; Keržič et al., 2021; Yan & Chiou, 2021). Student satisfaction is increased by good outcomes thanks to high-quality instruction and course materials (Sanderson, 1995). Student passion, understanding, certainty, and engagement are all related to satisfaction (Keržič et al., 2021). According to Keržič et al. (2021), performance is the outcome of student-teacher efforts and demonstrates students' dedication to their studies. The learning performance of students is the most important factor in education. As a result, it is regarded as the center pole around which the entire educational system revolves. According to Sharma and Gupta, (2022), the academic achievement or failure of research universities is determined by the students' learning performance.

According to Keržič et al. (2021), student intellectual achievement has a direct impact on the economic growth of the country. According to Sharma and Gupta (2022), all faculties' top priorities are the academic achievements of their students. Furthermore, a student's learning performance serves as the cornerstone for knowledge acquisition and skill enhancement. Zhang et al. (2020) contend that regular evaluations or tests are crucial for gauging students' learning progress over a specific time period in order to provide better results. Consequently, this study contained the hypothesis that student learning performance is significantly impacted by satisfaction.

H5: Student's satisfaction in campus education significantly impacts student's learning performance.

Mediating role of student's satisfaction

Student satisfaction is multifaceted, dependent on the understanding of the objectives a student wishes to attain at their institution and in their learning, and it results from frequently reoccurring events in campus life (Peng & Patterson, 2022). Numerous factors affect student satisfaction. According to Keržič et al. (2021), a crucial component affecting student satisfaction is trust. Students may be more inclined to trust professors who they believe care about their success academically and personally. Fulfilling or exceeding students' objectives, which may include treating students politely and consistently, providing assistance and feedback on assessments in a

helpful manner, and responding to issues and concerns swiftly and effectively, can help to establish trust in higher education.

Many investigators have come to the conclusion that learning environments and the perceived level of education obtained are the primary factors of student satisfaction, even though student satisfaction may be affected by the perceptions a student has of university administrators, processes, practices, and institutional support. Keržič et al. (2021) discovered that factors affecting student satisfaction included the lecturers and the way they conducted themselves in the classroom, the feedback they provided to students during learning and on coursework, and the rapport they had with the lecturers. According to academic evidence, student satisfaction and performance assessments are significantly influenced by how students perceive their learning. Sharma and Gupta (2022), for instance, discovered that student learning performance had no discernible impact on teacher evaluations if the observed amount of knowledge was taken into consideration.

H6: Student's Satisfaction in campus education mediates the relationship between significant social recognition in campus education and student's learning performance.

H7: Student's Satisfaction in campus education mediates the relationship between significant cultural identity and student's learning performance.

The conceptual framework is shown in Figure 1.

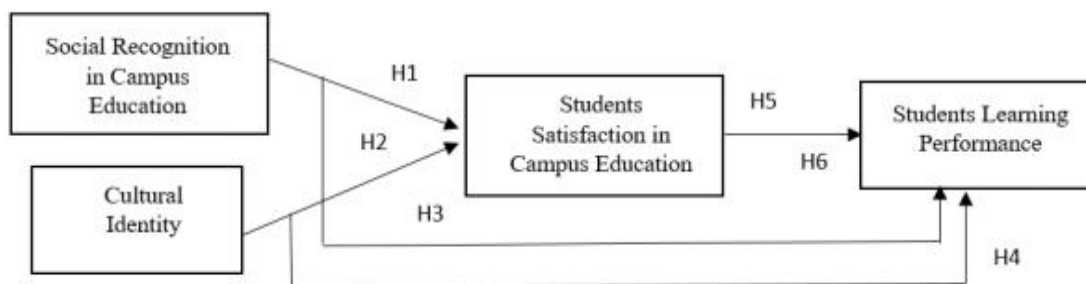


Figure 1. Conceptual Model

Methodology

To create the conceptual framework for the inquiry and its hypotheses, constructivism theory was utilized. The current study focused on the influence of cultural identity and social recognition on students' academic performance, the mediating function of student happiness with campus education, and the pertinent constructivism theory in Chinese higher education students. Furthermore, all respondent answers were completely kept confidential, and only the study's overall data results were publicly disclosed.

Participants

Chinese university students who are enrolled in higher education are research subjects. Following necessary department approval, a cover letter and survey questionnaire were sent to each contact to solicit their voluntary participation in this study. The survey was then conducted online and in person. Because the survey was conducted in both Chinese and English, participants were also asked to answer questions about their language proficiency in the cover letter. Furthermore, all volunteer feedback was completely kept confidential, and only the study's overall findings were made available to the public. 380 people participating who were acquainted with the survey's vocabulary and were willing to engage voluntarily, according to the researchers, gave their permission. After six days, researchers started calling those who hadn't answered. The entire data collection process was underway from November 1st, 2021, to May 1st, 2022. The authors made the decision to stop collecting data after obtaining 380 completed surveys. 90% of the 420 higher education students who participated in the study provided thoughtful and informed survey

responses, totaling 380. All of the personnel are from China and are fluent in Mandarin. These researchers employed a face-to-face and online survey, an invitation to participate, a brief explanation of the study's objectives, and other methods to collect data. In this study, non-probability sampling predicated on a practicable sample method was used due to the size and scope of the study. The required information will be provided by 390 Chinese students in higher education. The sample for the study was chosen using a comprehensive, deliberate selection procedure. This is referring to (Hamdollah & Baghaei, 2016) "method of collecting samples by capturing samples that are conveniently available close to a location or Internet service". In this study, the data are analyzed and the research hypotheses are evaluated using the PLS-SEM Smart PLS 3 approach (Avotra et al., 2021; Yingfei et al., 2021).

Measurement Scale

A 15-item questionnaire was devised to determine the areas based on predetermined objectives to examine the effect of student's social recognition, and cultural identity on students learning performance and mediating role of student's satisfaction in campus education, as well as established own constructivism theory.

A 4-item scale of social recognition in campus education includes "Close the interaction between myself, the community, and others and connects the relationship between my daily life and traditional culture" was adopted by Yan and Chiou (2021). A 3-item scale of cultural identity include "The seriousness of the decorative pattern and the authenticity of embroidery skills" which was adopted by Yan & Chiou (2021). A 5-item scale of student satisfaction in campus education including "Satisfaction with online classes and satisfaction with online tutorials/seminars and practical classes" was adopted by Keržič et al. (2021). A 4-item scale of student's learning performance including "I gain knowledge through collaborative work and I develop skills through collaborative work" which was adopted by Hamdan et al. (2021).

Results

Based on the analysis of measured, descriptive statistics of the demographics for the current study (N = 390) were created. To evaluate the structural and measurement models, SmartPLS3 was employed.

Demographics

In addition to demographic information, Table 1 also includes the results of recent studies on the influence of student social recognition, and cultural identity on learning performance, and the mediating role of student satisfaction in campus education, as well as the constructivism theory that has been in place for a while. The three most important factors in the model's appraisal of Chinese university students were determined to be gender, age, and educational achievement.

Table 1. Demographic Profile

Demography	Description	No. Of Responses	%
Gender	Male	205	53
	Female	185	47
Age	20-35	210	52
	Above 35	180	48
Education	BS	180	46
	MS	130	33
	PhD	80	21

In Table 1, the gender of male students was (53%) and female was (47%). University students age 20-35) was (52%), while age above (35) was (48%). Education in BS students was (46%) of respondents, MS University students was (33%) while PhD students was (21%) in China.

Measurement model

Partial least squares (PLS) structural equation modelling was used in the current study to measure the model's performance improvement. To make this measurement, Smart PLS was used.

This quality indicator takes into account average variance extracted (AVE), confirmatory factor analysis (CFA), convergent validity, and discriminant validity. Validity and reliability are the two main criteria used in PLS analysis (Hamdollah & Baghaei, 2016). This is due to the fact that estimating the model's quality is the primary goal of model measurement. Both discriminant and convergent validity evaluations were done to make sure the construct under investigation is valid. The average variance extracted (AVE) values and item loading values were used to test convergent validity, sometimes referred to as the internal consistency of the variables. The consistency of the items was evaluated in this convergent validity analysis.

Composite Reliability and Validity

Furthermore, the factor loadings, validity, and reliability of the data gathered from 390 students were evaluated using PLS-SEM. Information on the item factor loading, validity, and reliability for the PLS measurement model is detailed in Table 2. The Cronbach's alpha test value, which must be 0.70 or greater, is typically used to evaluate an item's internal consistency (Fornell & Larcker, 2014). Cronbach's Alpha and CR scores for the variables under investigation were both higher than 0.70. Since the average variance extracted (AVE) values for discriminant validity were higher than 0.50, convergence validity and high reliability were demonstrated (Fornell & Larcker, 2014). The CR values were over the threshold range of 0.70, ranging from (0.814) to (0.889).

Table 2. Composite reliability, Cronbach's Alpha and AVE values

Construct	Item	Loadings	CA	CR	AVE
Cultural Identity	CI1	0.891	0.756	0.891	0.803
	CI3	0.902			
Social Recognition	SR1	0.956	0.796	0.814	0.634
	SR2	0.954			
	SR3	0.822			
Students Learning Performance	SP1	0.863	0.892	0.925	0.755
	SP2	0.886			
	SP3	0.881			
	SP4	0.844			
Students Satisfaction	SS1	0.764	0.844	0.889	0.617
	SS2	0.771			
	SS3	0.706			
	SS4	0.844			
	SS5	0.835			

"Note: CR = composite reliability; AVE = average variance extracted; CA = Cronbach's Alpha"

Table 2 demonstrates that there is no problem with any other variables besides "CI2". Delete from the structures any indicators having outside loading of less than 0.40 (Hair & Sarstedt, 2021). Using a PLS-SEM technique, the exterior loading of lower-order constructs was examined. The results show that Cronbach's Alpha values for all builds are higher than 0.789. The survey's measurements all show a high level of accuracy as an outcome. Because the average variance extracted (AVE) is more than the threshold value of 0.50, the measurement model is legitimate.

Discriminant Validity

Every research approach must also demonstrate that it has discriminant validity. Discriminant validity describes how one predictor variable differs from some of the other latent constructs (Fornell & Larcker, 2014). To assess the discriminant validity, the AVE value, associated factor variability, and other range of fundamental should all be lower than the AVE value of the independent factors (Hamdollah & Baghaei, 2016). Discriminant validity, which includes comparing an idea to other constructs, serves to validate it. As soon as we were confident that the variables' reliability and validity fulfilled all standards, we conducted the additional study for structural analysis (Table 3). The HTMT results below 1 support the discriminant validity even

more.

Table 3. Discriminant Validity

	CI	SR	SP	SS
Cultural Identity	0.896			
Social Recognition	0.690	0.797		
Student's Learning Performance	0.652	0.602	0.869	
Student's Satisfaction	0.696	0.616	0.759	0.786

R Square

The researcher employed SmartPLS 3.0 as a tool in this study. The R square will be noted first in this study, also known as the main regression model, before the inverse relationship is considered. R2 values of 0.13 should be regarded as weak, 0.33 as moderate, and 0.67 as strong, according to. The variable approximation coefficient of determination is shown in the table. The table below shows the R square value of student's learning performance (0.617) and student's satisfaction value of R square value (0.519) (Table 4 and Figure 2).

Table 4. Assessment of R Square

	R2
Student's Learning Performance	0.617
Student's Satisfaction	0.519

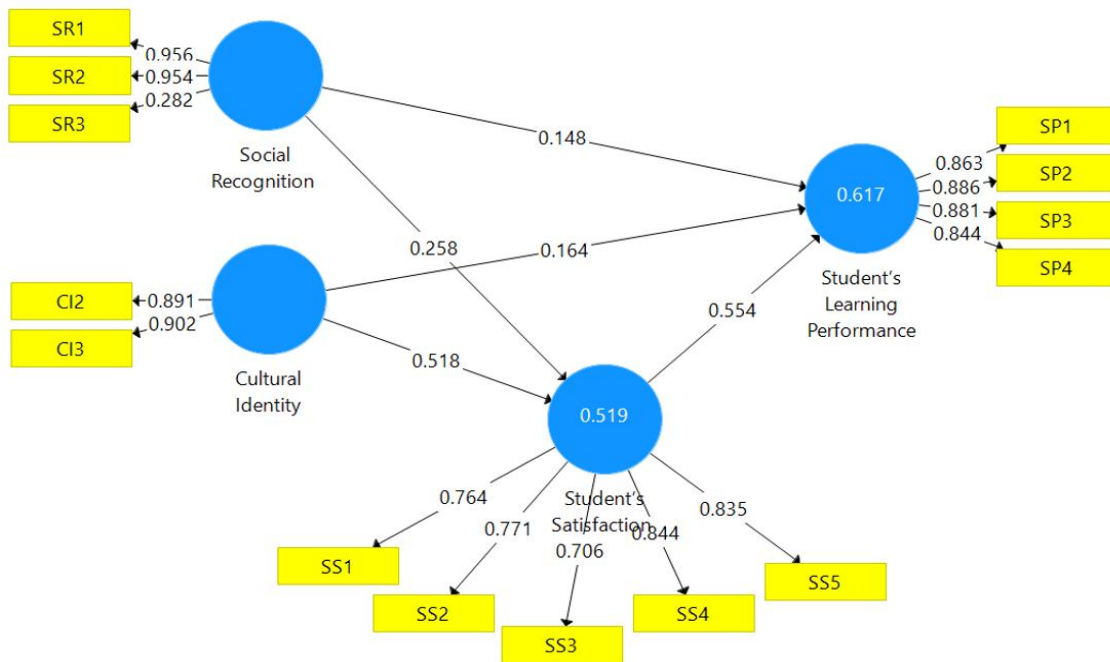


Figure 2. Assessment of Algorithm

Structural Equation Model

The structural model route coefficients expressing the hypothesized correlations were statistically determined using a PLS-SEM bootstrapping approach. This study serves as an illustration of constructivism theory as well as the PLS-SEM evaluation for the function of student social recognition, cultural identity on learning performance, and the mediating effect of student pleasure in campus education. Accuracy ratings for bootstrapping are given for biases, variance, standard errors, coefficient of determination, and other factors. This technique can be used to

estimate the sample distribution for almost any statistic that applies the survey method. Additionally, it can be used to develop tests for hypotheses. An alternative to statistical approaches is generally used when a parametric model is imprecise, difficult to use, or requires the use of complicated formulas to calculate standard errors (Hair & Sarstedt, 2021).

Direct relation

As shown in Table 5, the results indicate a relationship link between social recognition and student's satisfaction ($\beta = 0.258$, $t = 3.974$, $p = 0.0001$). H1 is therefore acceptable. The results demonstrate a relationship between cultural identity and student's satisfaction ($\beta = 0.518$, $t = 9.465$, $p = 0.0001$). H2 is therefore accepted. The results demonstrate a relationship between social recognition and student's learning performance ($\beta = 0.148$, $t = 2.094$, $p = 0.037$). H3 is therefore accepted. The results demonstrate a relationship between cultural identity and student's learning performance ($\beta = 0.164$, $t = 2.409$, $p = 0.016$). H4 is therefore accepted. The results demonstrate a relationship between student's satisfaction and students learning performance ($\beta = 0.554$, $t = 7.847$, $p = 0.0001$). H5 is therefore accepted.

Table 5. Direct Relation

	Original Sample	T Statistics	P Values	Decision
Social Recognition -> Student's Satisfaction	0.258	3.974	0.0001	Supported
Cultural Identity -> Student's Satisfaction	0.518	9.465	0.0001	Supported
Social Recognition -> Student's Learning Performance	0.148	2.094	0.037	Supported
Cultural Identity -> Student's Learning Performance	0.164	2.409	0.016	Supported
Student's Satisfaction -> Student's Learning Performance	0.554	7.847	0.0001	Supported

Mediating effect

After adding student's satisfaction in campus education as a mediating variable, the link between cultural identity and student's learning performance remained significant ($\beta = 0.380$, $t = 7.199$, $p = 0.026$, respectively) (Table 6 and Figure 3). After adding student's satisfaction in campus education as a mediating variable, the link between social recognition and student's learning performance remained significant ($\beta = 0.082$, $t = 2.142$, $p = 0.033$, respectively). In mediation, "the parties meet with a mutually agreed-upon neutral third party who aids them in the discussion of their differences," according to the Hamdollah & Baghaei (2016).

Table 6. Mediating Effect

	Original Sample (O)	T Statistics	P Values	Decision
Cultural Identity -> Student's Satisfaction -> Student's Learning Performance	0.287	6.001	0.0001	Accepted
Social Recognition -> Student's Satisfaction -> Student's Learning Performance	0.143	3.584	0.0001	Accepted

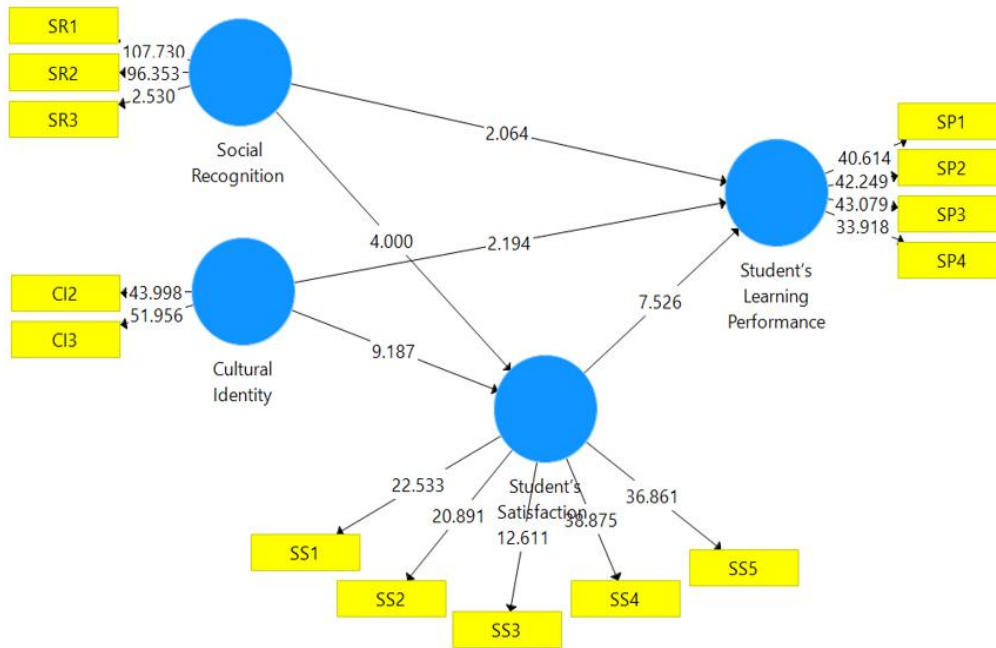


Figure 3. Assessment of Bootstrapping

Discussion

This study looks at the impact of social recognition in campus education and cultural identity on students learning performance and the mediating role of student's satisfaction in campus education adoption in China, as well as the constructivism theory involved. The impact of social recognition in campus education and cultural identity on student's learning performance is also determined. The evidence strongly supports each of the hypotheses. People are becoming more conscious of their own cultural identity and social recognition of the cultural community to which they belong are both important components of cultural identity, which is a complicated formation (Keržič et al., 2021). It consists of three components: a person's affiliation with a group and its traits, their attitudes toward the group, and their ideas about how much of the group's attributes are reflected in their own selves.

The results show a significant relationship between social recognition and student's satisfaction in campus education. Better performance levels are required in the field of higher education in China due to the evolving nature and demand of such services as well as the intensifying competition (Salinda Weerasinghe et al., 2017). These can be met by having a clear understanding of what students anticipate from their education and how much value they place on things like instruction, management services, accommodation amenities, library access, and internationalization. The results show a significant relationship between cultural identity and student's satisfaction in campus education. As from the standpoint of public participation, cultural identity focuses on encouraging students' ability to participate in cultural democracy, particularly influenced by cultural existence and creativity, decision-making frameworks for cultural identity, and governance. It considers the methods or methods of involvement (Qureshi et al., 2021). An additional argument is that even those students who chose to pursue long-term education abroad while also demonstrating a strong attachment to the cultural identity may consider as part of that society.

The results show a significant relationship between student's satisfaction in campus education and students learning performance. Higher-educated students reported greater levels of student's satisfaction than lower-educated students, which may be attributed to the fact that final students also were actively participating in education and had stronger social ties to their teachers and surroundings (Hamdan et al., 2021). According to the research, student engagement in active learning increases with the quality of the institution's public interactions. According to the scholarship, student satisfaction has been identified as a crucial factor in helping students engage

in students learning performance.

Conclusion

The results of this study offer insight into the academic achievement of university students as well as their interactions with classmates, teachers, and other people in public as well as their social recognition, social networking sites use, participation, and students learning performance. Furthermore, the findings suggest that group learning with classmates is advantageous for students as it may result in high-quality student performance. Students who work together to learn to develop strong thoughts and ideas during group meetings and interactions with peers or teachers. When students interact with instructors, they receive assistance, quality assurance, and academic direction, which is reflected in their behaviour and performance in the student workforce. In summary, this study offers a fresh viewpoint on the connections between student's satisfaction and cultural identity among higher education students. According to our understanding, this research is the only one to use a quantitative approach to investigate the combined effects of social recognition and cultural identification on students learning performance. In addition, whereas earlier studies have discovered a direct correlation between identification and linguistic ability, nothing is understood about the processes supporting this link.

Implication

The decision-makers, administrators, and policymakers could benefit much from this study. New determinants need to be examined in order to reduce unknowable contributory effects. Professionals and professors should also give students access to educational materials. To get pupils actively involved in learning and raise their academic performance, educators can make use of the social aspects influencing academic development. Universities play a vital part in active learning by incorporating social variables and by looking into new opportunities for undergraduates to improve their learning. The safety and ease of communication among group members that learning projects offer are crucial because participation and the exchanging of opinions foster a sense of community. Universities should promote knowledge acquisition for projects since it fosters interaction between learners and teachers for information exchange and idea generation, which will improve learning performance and workplace efficiency. The report offers a few recommendations for higher education institutions. Every kid needs to be treated as a unique learner with unique learning interests, requirements, and accomplishments. Last but not least, the assessment of students' features and learning behaviour should help teachers identify the different preferred learning styles, requirements, abilities, and limitations in each student's learning capacity while also offering them tailored educational services.

Limitation and Future Recommendation

Even though the study had a number of severe faults, fresh directions were recommended to fix them. It's probable that survey participants don't always provide truthful responses. Participants could give varied answers to questions. Sometimes answers are selected without reading the question or every response. The validity of the statistics will typically be impacted by respondents' tendencies to omit information or make hasty decisions. Due to the small number of participants, this study's significant limitations rendered it difficult to get better and more reliable results. The entire body of research depends on independent variables including students' cultural identification and social acknowledgment as learners. The researcher was forced to aggregate and synthesize the data into a plan in order to make sense of the findings. The outcomes are organized more successfully using a dual technique, first by the degree of satisfaction and second by the impact of learning. The inability to comprehend participant attitudes and cultural norms was the other challenge. Because there were so few participants, the mediator student satisfaction with on-campus education could not be correctly aligned. Results would have been more accurate had there been more participants. However, despite some assistance from university authorities, it was challenging to incorporate the data into a universal system using the questionnaire method.

Future research should involve more people, and case studies will be conducted in novel ways in addition to questionnaires. The study might have been conducted using focus groups, surveys, and interviews. Face-to-face interactions may enable probing and follow-up to gather details that are very difficult to find with a conventional survey. They can be configured to create data that is incredibly useful.

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