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Analysis on The Negative Influence of Smoking Behavior in the Process of the Integration of University Culture and Citizen Culture

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Abstract

Culture has a subtle and huge influence on people, and advanced culture should have the function of educating people. University is the carrier of excellent cultural inheritance and the holy land of ideological and cultural innovation. The role of education is not only reflected in professional knowledge, but also reflected in moral values. All kinds of university cultures are a process of edification for both students and teachers. As one of the urban cultures, university culture is closely related to the development of the city and has an important impact on the urban population culture. University culture not only influences population structure culture, quantity culture, but also population accomplishment culture in urban population culture, which represents the cultural connotation of a city to a certain extent. Smoking is an indispensable activity that some people need to carry out in their daily life. It not only solves people's needs but also produces harms in many aspects. Smoking has become one of the most important public health problems in the world today. This topic in the university culture and urban population culture integration process, further explore the negative impact of citizens smoking behavior.

Key words: university culture, urban population culture, smoking, harm

1. Introduction

With the continuous development of society, people's cultural and moral qualities are required to be higher, so the development of education is more and more important. Not only to receive education, the level of education has become the pursuit of contemporary people. University culture has become a universal pursuit, it is not only academic knowledge culture but also a wide and far-reaching inner culture. In the process of urban modernization, urban economic development must be in harmony with the development of urban population and culture. The development of urban economy will promote the emergence and development of urban culture, and the characteristics of urban economy and urban culture often reflect each other. With the current economic development, the improvement of urban population's cultural literacy has become an urgent problem. In order to adapt to China's economic, political and cultural development, the quality of population has become far more important than the number of people.

Population is one of the most positive factors in urban development. The change of population quantity, quality, structure and spatial distribution leads to the change of urban form, structure and function, and has a profound impact on the sustainable development of cities. As a kind of urban culture, university culture affects urban population culture to a certain extent.

As an important part of city culture, university culture has a very important influence on the development of city culture and citizen culture. In the final process of development, all cultures will move towards integration. In the process of the integration of university culture and urban population culture, the behavior development of people, as the main part of urban existence, is also changing. The daily smoking behavior of citizens all reflects the state of urban cultural development.

2. University culture

2.1 Scientific connotation of university culture

University culture usually includes academic culture, spiritual culture, system culture and environment culture. To some extent, college is culture. University culture refers to a unique social and cultural form gradually formed by university on the basis of long-term practice of running schools and through historical accumulation, own efforts and the influence of external environment. It is based on professional knowledge and disciplines, and is embodied in the profound cultural heritage of the university. It is the sum total of university spirit culture, material culture, system culture and environment culture. It is the cultural foundation of university as the knowledge authority of human society and an important part of advanced human culture. University culture is the core competitiveness of a university, including cohesion, educational power, creativity and influence. University culture is the foundation on which a university depends for survival, development, running a school and undertaking great social responsibilities.

2.2 University culture construction

2.2.1 Fundamental compliance of university cultural construction

The value of social core doctrine is the basic content of university culture construction. General Secretary Xi Jinping has stressed the need to "cultivate and promote socialist core values as a fundamental project to strengthen the foundation and consolidate the foundation". "Three advocated" as the main content of socialist core values is one of the important results of the sinicization of marxist theory of moral values, actively cultivate and practice the socialist core values, are armed with the theory achievements in adapting marxism to the party, education of the people's important content, is the basic content of university culture construction. In the construction of university culture, teachers and students should be guided to be firm believers, active disseminators and model practitioners of socialist core values. Core socialist values should be internalized into people's spiritual pursuit and externalized into people's conscious behavior through education and guidance, publicity, cultural edification, practical cultivation and institutional guarantee.

2.2.2 The significance of university culture construction

The important mission of university cultural construction is to build up the cultural confidence of teachers and students, and to gather people's minds, attract talents and focus the joint force for adhering to and developing socialism with Chinese characteristics and taking the cultural path of socialism with Chinese characteristics.

Developing university culture construction is an inevitable choice to promote the connotative development of higher education. In the report to the 19th CPC National Congress, General Secretary Xi Jinping explicitly called for "realizing the convolution development of higher education". Under the background that socialism with Chinese characteristics has entered a new era and major social contradictions in China have undergone new changes, the development mode of higher education must be reformed, and it is also the internal requirement for the healthy development of higher education in China. Since the 18th CPC National Congress, higher education has made more and more contributions to economic and social development, and China has become a veritable country of higher education. The cultural attribute of university is more prominent, and the connotative development of higher education is more closely related to the university culture. Therefore, the development of university culture is the inevitable choice to promote the convolution development of higher education in the new era.

Developing university culture construction is the necessary condition of constructing first-class university and first-class discipline. The party central committee under the State Council officially determine the 42 schools in 2017 into the university ranks top university construction, 95 schools into the first-class discipline construction in colleges and universities, first-class universities should focus on discipline construction first-class university school on the basis of the whole construction, key construction, improve personnel training level and innovation ability; Construction of first-class disciplines universities should focus on the construction of dominant disciplines and promote the development of characteristics. The designation of first-class universities and disciplines is not only an improvement of the quality of the nearly 150 institutions of higher learning, but also a new "double first-class" standard for national institutions of higher learning. University culture is the comprehensive embodiment of a university's school-running idea, school-running direction and humanistic thought, and also the ultimate goal pursued by the university itself. To develop and construct universities is to highlight the essence of universities, give full play to their functions, and form a certain culture on the basis of training talents, so as to lead social fashion and national spirit. Therefore, university culture is always the inner spiritual motivation and the primary basic condition of university construction.

3. Urban population culture

3.1 Connotation of urban population culture

For the understanding of population culture, population culture is the concept, ethics, morality and code of conduct formed in the process of population change and development, and the ideology reflecting population change and development as well as the materialized form of this ideology. Population culture is specifically expressed as several kinds of population culture phenomena. Specifically, it includes population quantity culture, population quality culture,

population structure culture and population combination culture. Sex and age structure is the most important characteristic of population, and urban population is the population with higher education level. Urban culture is the special history, image and spirit of a city, as well as the unique value concept, way of thinking, way of behavior and way of life of city residents. From the physical point of view, urban culture is the city's cultural facilities, cultural activities, cultural management, etc. The content of urban population culture is dominated by modern new population culture and mainstream culture.

3.2 Construction of urban population culture

In the concrete practice of population culture construction, it can be divided into two categories: urban population culture construction and rural population culture construction according to the geographical and social economic levels. Today, we must also know this background in the understanding of urban population culture construction, and regard urban civilization and development as the fundamental task of population culture construction. Taking the harmonious development of urban population as its direct goal. The construction of urban population culture must take promoting the civilization development and progress of the city as the pursuit, and take the harmonious development of urban population as the fundamental goal. The new population culture mainly includes the modern concept of marriage and rearing, the concept of family, the culture of respecting and respecting the elderly, the positive and healthy culture of generation rearing, diligence and frugality, and the unique outlook on life and so on. In the city form a kind of population features that can not only show the advanced civilization, but also suitable for the community population culture active communication and optimization of the characteristics of the model.

4. Social reasons for urban citizens to smoke

4.1 Traditional Ideas

In people's traditional ideas, in the smoking in the people impression seems to be a kind of take for granted, even have no smoking no normal, how can a man do not smoke, so to stop smoking, the restriction of the traditional ideas, can't stop, justly and reasonably smokers can also to rebut the behavior of the stopper. Traditional ideas make people's thought and behavior not only get fixed-line, also makes the status of the passive smoking is quite common, for smokers, smoking is not only exist in normal daily life time need of things, if someone don't smoke or quit smoking behavior, can appear even the phenomenon of being laughed at, this leads to can't from the most fundamentally solve the problem.

4.2 Social Interaction

According to a report published in the Lancet, smoking is mainly concentrated among people in their 40s and 50s, with well over 50% of men smoking in this age group. At this stage, men have their own career outside, and their wife, children and family responsibilities inside. They have a heavy burden, heavy work and family tasks, life pressure is relatively large. In order to relieve the pressure of life and get temporary relaxation, I choose to refresh myself by smoking to relax myself and relieve pressure. And to some extent, smoking is often regarded as a sign of grace,

sophistication and maturity in social interaction. In particular, group smoking is more common among young peers, thus creating psychosocial dependence on smoking.

4.3 The communication role of new media

The spread of new media has led to the expansion of smoking groups and the development of young people's smoking, which is a bad phenomenon. It is different from adult smoking, which is addictive and habitual. Adolescent smoking is mostly passive and unconscious. Smokers are getting younger and younger, and there is a negative correlation between nicotine dependence and the age at which they start smoking. The lower the age at which they start smoking, the higher the degree of nicotine dependence.

The main culprit is the communication function of new media. New media platforms have become the "gray area" for tobacco advertising. Teenagers are in their growth period, and all organs need a healthy environment. If children are exposed to smoke early, their health risks are three to five times higher than those of adults. The Internet, wechat public number and other new media communication platform, for the tobacco advertising wanton manyan provides a place to ride. Tobacco sellers have shifted their attention from traditional tobacco advertising to new media platforms, not only releasing illegal tobacco advertising, but even revealing illegal cigarette tools. In addition to tobacco advertisements, tobacco communication content on new media platforms has an impact on the values of today's teenagers. Smoking is cool, smoking regardless of age and gender, and other communication contents all affect the values shaped by teenagers when they are still growing up. New media are characterized by fast communication, wide communication content and more personalized communication behaviors. With the development of society, teenagers have become the main group of new media users.

5. The negative impact of urban citizens' smoking behavior

5.1 The impact of lifestyle

Scholars at home and abroad also found that smoking can change a person's lifestyle and eating habits. Smokers like to eat meat and alcohol, and are more likely to suffer from cardiovascular and digestive diseases, resulting in the imbalance of body nutrition. According to the research, smoking leads to a heavier diet of alcohol and meat, as well as poorer sleep. Smoking has an impact on a person's living and eating habits, that is, smoking makes people like to eat alcohol, meat, do not like to eat fruit and coarse grains, poor sleep quality. When smoking, tar, nicotine and other components in cigarettes act directly on the human body, causing changes in taste and metabolism in the body, leading to changes in food choice behavior, and thus changes in eating habits. This diet has brought great harm to people, among which the quality of sleep is greatly reduced. After the change of smokers' eating habits, their blood lipids and lipid peroxides are affected, which is easy to cause the occurrence of cardiovascular diseases.

5.2 Health Impacts

Statistics show that the degree of smoking has a great influence on whether people get sick or not. Tobacco kills more than one million people in China every year. And six of the top eight causes of death worldwide are related to smoking. Smoking is closely associated with diseases,

especially chronic noncommunicable diseases. In recent years, the prevalence of hypertension, coronary heart disease, brain death rate, disability rate and death rate caused by tobacco have risen sharply. Smoking is the main risk factor of many cardiovascular and cerebrovascular diseases, and the incidence of coronary heart disease, disease, cerebrovascular disease and peripheral vascular disease in smokers is significantly increased. The most terrible is carcinogenic effect, epidemiological investigation shows that smoking is one of the important pathogenic factors of lung cancer, the risk of lung cancer of smokers is 13 times that of non-smokers, lung cancer mortality of smokers is 10 ~ 13 times higher than non-smokers. The polycyclic aromatic hydrocarbons in tobacco smoke have cytotoxic and mutation-inducing effects only after the metabolism of polycyclic aromatic hydrocarbon hydroxylase. The concentration of polycyclic aromatic hydrocarbon hydroxylase in smokers is higher than that in non-smokers. Smoking can reduce the activity of natural killer cells, thus weakening the body's ability to monitor, kill and eliminate tumor cell growth, which explains that smoking is a high risk factor for the occurrence of various cancers.

At the same time, smoking harms others, forcing others to "passive smoking". In fact, smog contains more than 7,000 chemicals, of which more than 250 are toxic and do great harm to human health. Adolescents are growing and developing period, harmful and toxic substances are more easily absorbed than adults, and are more toxic. Secondhand smoke exposure is particularly harmful to the health of pregnant women and children. Researchers at Virginia Commonwealth University found that secondhand smoke causes fluctuations in gene expression regulation in infants. Evidence suggests that exposure to second-hand smoke in pregnant women can lead to sudden infant death syndrome and low birth weight. Exposure to second-hand smoke in pregnant women can also lead to premature birth, neural tube abnormalities in newborns and cleft lips and palates. Exposure to second-hand smoke in children can lead to respiratory infections, bronchial asthma, reduced lung function, acute otitis media, recurrent otitis media and chronic middle ear effusion.

5.3 Impact of social civilization

In modern society, no smoking signs are everywhere, reminding people not to smoke in public places. Whether citizens can strictly abide by it is the embodiment of civilized quality. However, the phenomenon still exists in today's society is that there are still many people who turn a blind eye to these regulations and smoke freely in public places, even in non-smoking areas. Some people even smoke in some strictly prohibited private areas with security risks, posing a threat to the safety of others.

In addition to smoking, smoking residual cigarette butts, ash and other garbage, randomly discarded, not only cause pollution to the environment, but also because fireworks are not completely extinguished cause fire and other social safety hazards. The behavior of the masses is conformity, just like crossing the street, when everyone crosses the red light, the rest of the people waiting for the green light will unconsciously follow and run the red light together. Similarly, people who smoke in public places will lead to the next person who wants to smoke, and the more smokers there are. People will not care about the rules and signs that are explicitly prohibited, and the social civilization will deviate from the development.

5.4 Economic Impact

China has become the world's largest tobacco producer. According to the data of the National Bureau of Statistics, the operating revenue of industrial enterprises in China's tobacco products industry increased year by year from 2016 to 2020. From January to June in 2020, the revenue of enterprises in China's tobacco products industry was 640.84 billion yuan, with a year-on-year growth of 5.9%. The tobacco epidemic is severe, causing a huge disease and economic burden. Tobacco industry occupies an important position in China's national economy and has a large market scale. However, every thing has both good and bad sides. Every year in Our country, the loss caused by smoking is also very huge. The number of deaths from smoking-related diseases in China is so large every year that the economic losses are enough to offset the benefits of tobacco. Tobacco increases the risk of morbidity and mortality from cancer, cardiovascular disease and other related diseases. In recent years, the death rate from tobacco-related diseases has risen rapidly. The result of the tobacco epidemic is not only a huge increase in illness and death, but also a decline in productivity and an inevitable surge in health care costs.

The survey found that smoking takes a big chunk out of family budgets. Due to the limited income of the family, they have reduced their spending on education, medical care, agricultural machinery, seeds, and food to buy cigarettes. Tobacco is the single largest preventable risk factor for human health. Low price, effective promotion, lag of health hazards, and inadequate policies against tobacco use, etc., make China's tobacco production and sales rise year by year, resulting in a serious epidemic of tobacco, bringing a huge disease burden and economic burden.

5.5 Environmental Impact

Smoking increases carbon emissions and pollutes the environment. Tobacco smoke is produced by complex organic compounds, tobacco, additives and paper at high temperatures. Smog consists of many kinds of gases and particles, and contains many toxic ingredients that can cause tissue inflammation, cancer and other health hazards. There are as many as 5068 kinds of chemical components in cigarette smoke, 69 of which are carcinogens, including some carcinogens or auxiliary carcinogens, mainly carbon monoxide, heavy metal elements and polymer compounds in the form of gaseous and aerosol toxic substances. Smoking pollution to the environment includes nicotine pollution, particulate pollution and organic pollution. Smoking environment in the air, there are a lot of harmful substances, harmful to human health. At the same time, the pollution caused by tobacco processing is also very serious. Tobacco processing generally goes through seven production processes, including initial curing of tobacco leaves, recuring of tobacco leaves, tobacco fermentation, cigarette formulation, cigarette silk making, cigarette roll making and cigarette packaging. In the process of production, exhaust gas, waste water, noise and tobacco waste emissions will cause different degrees of pollution to the workplace and the environment.

5.6 Impact of urban development

To sum up, the negative effects of smoking have a direct impact on the development of cities. The prevalence rate of smoking is increasing, and the increased burden of treatment has a certain hindrance effect on urban economic development. The environmental pollution caused by

smoking makes the urban living environment governance problems can not be fundamentally eliminated. The survey shows that the general smoking quality of citizens in developed cities is higher than that in underdeveloped cities. For example, the management and publicity of underdeveloped cities are not in place, public facilities are not complete, and the population quality is not high. The smoking ban cannot be compared with that in developed cities, which will have a negative impact on the development of cities.

6. Countermeasures

6.1 Strengthen the publicity of the health hazards of smoking and raise the awareness of smokers' control

At present, the prohibition of smoking in public places is only limited to "departmental regulations", which is mainly restricted by social moral mechanism, leading to the laissez-faire of smoking in public places. Practice has proved that health education is an effective way to prevent chronic non-communicable diseases. It is necessary to strengthen the publicity of health literacy among the general public, improve health skills, and deepen the concept of "prevention first". People don't realize the seriousness of the harm health tobacco, especially to the pathogenic with hysteresis, smoking in the smoking twenty or thirty years later, smoking attribution of death to peak this characteristic understanding insufficiency, plus the country not strict control laws and regulations, promulgated the smoking harm health education and health promotion is not timely follow up, Future health departments should strengthen the propaganda, the harm to smoking to smoking and secondhand smoke exposure facts which cause serious damage to human health, smokers a shorter life expectancy than non-smokers 10 years such as scientific evidence to show the general public, so as to promote people actively involved in the tobacco control act, make yet smokers refuse to smoking, is smokers to quit smoking as soon as possible.

6.2 Help smokers to overcome tobacco dependence, actively participate in the implementation of tobacco control, and speed up the process of tobacco control

Smoking is addictive, and tobacco dependence is an important reason for smokers to continue smoking. It is very difficult for long-term smokers to quit smoking only by their own will. In the process of quitting smoking, due to their weak control and willpower, they cannot resist the temptation to smoke again. The main reason why smokers cannot leave tobacco is that the human body relies on nicotine in tobacco. Actively organize related activities to stop smoking and encourage the public to participate. For smokers who cannot quit smoking, places can be established to help smokers effectively overcome the difficulties of quitting smoking.

6.3 Strengthen supervision over tobacco advertising and set up tobacco isolation zones to keep young people away from tobacco harm

Studies have shown that the rate of attempted smoking and smoking among adolescents increases with increased exposure to tobacco advertising. A study in the United States proved that 37% of all new teenage smokers were influenced by on-screen smoking. Tobacco advertising and promotion affects adolescents three times more than adults. Government departments should strengthen online supervision, formulate relevant strict requirements for the release and

dissemination of tobacco advertisements on the Internet, explicitly prohibit the advertising of tobacco and the illegal sale of products to teenagers under the age of age, formulate a strict punishment system, and deal with relevant illegal behaviors according to law, and severely punish them. At the same time, strictly strengthen the network audit of relevant communication content, do not slip through the net, to create a green and healthy online environment for teenagers.

Conclusion

Smoking is a plague that harms people's health, not a healthy medicine to relieve people's mental stress. Relevant departments should unremittingly carry out tobacco control health education and take scientific measures and methods. At the same time, we should spread some healthy ways to relieve pressure and a balanced healthy and nutritious diet, so that smokers can better understand the health hazards of smoking. This can achieve good tobacco control effect and improve the overall physical fitness of the people. Smoking is harmful to human health, but the most innocent are those passive smokers.

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Measuring policy interventions – assessing the role of local youth education programs in values promotion and civic engagement

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Abstract: Youth values and public participation are the foundation of local cultural governance, and education is a means to promote both, so the government should intervene in conjunction with multiple departments, introduce policies, and improve laws and regulations. Therefore, from the perspective of social governance, this paper puts forward several hypotheses: the intervention policy of local governments can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role; Education and public participation are the means of youth value building, and they are also the main aspects of cultural governance carried out by the government; Youth values and public participation can promote the evaluation of local policy implementation and educational governance, and can improve the effectiveness of local governance. The results show that policy intervention is a guide to guide the development of local education, and education can establish and correct young people's values, enhance the public's awareness of education policy, and form and improve the local education governance atmosphere. At the same time, laws, regulations and public supervision will also ensure the good development of local education governance, promote the adjustment of education policies, and create a good local governance environment.

Keywords: policy interventions, local youth, educational programs, values, civic engagement

1 Introduction

1.1 Question Raised

Policy intervention is a means for local governments to carry out local governance, and youth is the basic unit of local cultural development, so it is necessary to shape and influence the development direction of the younger generation through good education, establish values consistent with local development, and enhance social participation, so as to complete the overall

supervision of youth education. From the perspectives of social governance (Abbas, Tjen & Wicaksono, 2021), policy (Al-Mondhiry et al., 2021), regulations and government behavior, education is a means to influence youth values, while laws and regulations are auxiliary guarantees. In the process of social governance, the government adopts laws, policies and other measures, in conjunction with the elements of justice and education (Baker et al., 2023), including policies, laws, regulations, rules and regulations, etc., to establish the values of young people and synchronize them with the direction of local governance. Education and law not only focus on the promotion of local culture, but also influence young people's perception of government actions and policies, and to accept and implement local policies (Bassin et al., 2022). Through government guidance, young people can be urged to understand and learn about local policies, and local educational institutions can be directed to promote policies. Second, the government's guidance of educational institutions to pay attention to young people's attention to policies and major social events is directly related to the effectiveness of local governance and the guidance of public opinion (Birgili & Kirkiç, 2021). In the process of social governance, many major events occur, and the public will make different judgments, so the government should establish the correct direction of public opinion, and the values of young people directly determine the direction of public opinion and the image of the government (Caves et al., 2021). In the structure of public management, policies, laws, regulations, and education complement each other, and have a complementary influence on public opinion and the education system, ensuring the normative implementation of education and aligning with local governance goals (Boel-Studt et al., 2022). In addition, the government's guidance of youth values has a profound impact on the cultivation of young people's sense of social responsibility, which is conducive to social governance in the later stage and forms a vital force (Bostaph et al., 2021). Therefore, local governments should guide the development of local education through policy interventions, convey positive values to young people, shape correct moral values, and facilitate the implementation of government policies (Boynton et al., 2022). Through education and publicity, the public monitors the actions of the local government, integrates with the values of young people, guides them to better participate in social affairs, and makes them aware of the influence of personal values on the public opinion of the whole society. At the same time, social change and progress also require the government to propose more adaptive education policies to enhance the innovative ideas and innovative spirit of young people to support later work (Callaghan-Koru et al., 2022). The rapid development of society means new educational challenges and opportunities, and social governance needs to be guided by policies and improve laws and regulations to regulate the implementation of local education (Cavanna et al., 2021). Therefore, local governments should not only strengthen education and guidance to teach young people about politics (Caves et al., 2021), but also cultivate the spirit of participation of young people, implement local government policies, better adapt to the development needs of society, and contribute to the improvement of local governance (Çikili & Ünal, 2022). Policy interventions, laws, regulations, and public participation are factors that cannot be ignored in youth value building, as they directly shape the values of adolescents and encourage public participation in society (Cory, Johnston & Nelson, 2021). Through the guidance and governance of education policies, it has a positive impact on the values and public opinion guidance of young people, making it easier for the society to accept the new policies introduced by the government, and the public is also actively participating in the establishment of youth values and the supervision of

policy implementation effects. It is precisely because education plays such an important role in the establishment of young people's values that from the perspective of social governance, the government should introduce education policies to guide it, encourage the cooperation of the judiciary to provide guarantees for education, and promote citizens' enthusiasm for social participation to form a good and sustainable governance environment (Collins, & Zacharakis, 2023).

1.2 Research implications

Social governance needs the support of young people, and their values are the foundation for creating a governance environment. Through policy intervention and the protection of laws and regulations, the education sector can make more use of pluralistic and rich knowledge to establish values for young people, and deepen their understanding of social policies and governance goals (Coskunserçe, 2023). The community and the general public, as participants, provide the conditions for the establishment of values for young people based on the governance goals of the government, promote the integration of different values, and form the ultimate correct values (Cruz-García et al., 2021). Social governance provides more opportunities for young people to align their values with the needs of real society. At the same time, the research on intervention policy and social governance is helpful to deepen the evaluation of youth values in education, and the public can evaluate young people, verify the implementation effect of intervention policies, and feedback the policy effects of the government. Through the in-depth analysis of education, policies, laws and regulations (De Oliveira et al., 2023), quantify the guiding role of social governance goals and policies on youth education, so that adolescents can understand the significance of policy intervention, and look at the effect of government governance in a targeted way, so that it is consistent with the direction of government governance (Deshpande et al., 2023). Laws and regulations establish values for young people, create an environment for education and governance, and give play to the role of public participation. Through the guiding role of laws and intervention policies, young people can see social events from the perspective of the government, analyze the future development direction, and improve their literacy to participate in social governance (Fosgerau et al., 2022), which is conducive to improving young people's sense of responsibility and social participation, and laying the foundation for the improvement of social governance (Gang et al., 2023).

2 Related research

2.1 The role of guiding policies in youth education programs

Local policies guide the content, direction, and methods of education, and the normative implementation of education can promote the establishment of youth values (Gao & Chen, 2023), such as local education policies, education laws, and youth education guarantee norms. First of all, policy intervention is a measure proposed by the government based on local educational resources, forms of education, and future political requirements, with the goal of regulating educational behavior and laying the foundation for the establishment of values among adolescents (García, 2023). Under the protection of laws and regulations, educational institutions convey the core values of society, shape political concepts, and create a good governance environment to young people. The transmission of education is not limited to the transmission of public values,

but also includes local values and political values (Gavin et al., 2024), so that young people can have a more comprehensive understanding of government behavior, support government policies, and improve the effectiveness of policy implementation. Second, youth education is also an intermediary form of policy intervention, helping local governments to cultivate a younger generation with a sense of social responsibility and support for local leadership. Public feedback is reflected in the government's effect on social governance, which in turn affects the development direction of local governance and forms a more perfect governance environment. In the guidance of education, the government focuses on the analysis of knowledge and value, and adjusts it in combination with actual policies (Gerken & Baumgartner, 2023), standardizes the content and form of education through communication between education, justice and other administrative departments, and establishes the values of young people in the policy. At the same time, policy intervention, as an external condition for the establishment of youth values, restricts educational behavior according to the direction and goal setting of national governance, and also provides guarantees for the exercise of young people's right to education (Gleason et al., 2022). The educational behaviors and educational resources needs of young people will be directly reflected in local regulations and laws, so that young people can obtain comprehensive education and training, and accelerate the formation of their values. At the same time, the government will supervise the implementation of laws and regulations, provide support for the improvement of laws and regulations, and integrate the educational resources and forms of education in society. Finally, the influence of the government on education is also reflected in political goals, governance strategies, and governance methods (Groccia et al., 2021). Policy intervention guides education to carry out a comprehensive plan, including policy knowledge, political thinking, policy interpretation ability, departmental coordination and supervision, etc. While guiding education, government policies also accept the values of young people, fulfill their social responsibilities, and urge the improvement of social security laws and regulations, which are consistent with the overall governance strategy of the country (Hains et al., 2021). Generally speaking, local policy is the concretization of national governance strategy, plays an auxiliary role in national governance, and is integrated with laws, regulations, local educational resources, and educational conditions. Education is an important medium for policy implementation and policy goal conveyance, and assists the government in the process of social governance by shaping the social environment and providing educational resources. The synergistic relationship between education and policy not only influences the establishment of youth values, but also has a profound impact on the governance of society as a whole (Haas et al., 2022).

2.2 Strategies for the impact of social governance on youth education programs

With regard to the establishment of young people's values, local governments should clarify the characteristics and objectives of education, form a comprehensive education plan, and help them establish correct values. In terms of education implementation, we should pay attention to the educational resources and conditions rooted in the local area, improve the law, standardize the education procedures, and ensure that the education content is in line with local policies and governance goals. At the same time, local policies should emphasize practicality, pay attention to cultivating comprehensive values among young people, help them understand and analyze

policies, so that they can better adapt to local development goals, and improve the social governance environment (Horvath et al., 2022). In addition, local policies often have an indirect effect on local educational resources and forms of education, which will affect their structural changes, so they should be adjusted according to local conditions and resource conditions to better serve the youth group, and optimize them through actual cases and actual situations. Local governments should clarify their own governance goals, fulfill their responsibilities, balance the relationship between educational resources, education methods and youth values, and use laws and regulations to ensure the development of cultural governance in their regions (Kim et al., 2021). Among them, the guidance of adolescents' sense of social responsibility should be strengthened, and their sense of responsibility should be strengthened, so that adolescents can understand government behavior and support government decision-making to achieve the goal of local governance (Inan et al., 2021). In addition, it is necessary to improve young people's awareness of social responsibility and policy understanding, promote better implementation of local policies (Jang and Lee, 2023), and meet the needs of local social governance with correct values. At the same time, it is necessary to put forward opinions and suggestions on the improvement of laws and regulations (Kang and Do, 2021) to form a benign social governance system. While cultivating young people's values (Karmelita, 2023), we should pay attention to their political awareness, enhance their political literacy, enrich their political knowledge, and improve their ability to supervise and contribute to society. Under the National Youth Values Cultivation Program, local governments should formulate policies based on local education conditions and the actual situation of youth values, strengthen the coordination of the judiciary, education and information departments, provide comprehensive support for the cultivation of youth values, guide the development of youth values in a multi-dimensional direction, and make a benign values cultivation system (Kim, 2021).

2.3 The importance of the role of the government in youth education

The government should assume the main responsibility for the cultivation of young people's values (Kim et al., 2021), help young people understand social practices, participate in local governance, guide them to make social contributions, and clarify their responsibilities and obligations, which is conducive to the formation of values (Kong et al., 2021). At the same time, the government and the public should guide education to establish young people's values, so as to improve their political knowledge and political participation ability. In addition, in the context of education, adolescents should engage with the community to learn about major local events, such as public policies and governance programs, and engage in group discussions and analyses (Kurt and Gumus, 2021). In addition, the society should supervise the establishment of young people's values, correct and establish correct values, and participate in the development of local education. At the same time, it is necessary to establish an interactive mechanism between education and the government, strengthen the discussion of the cultivation of young people's values, create a good public service atmosphere, better conduct educational analysis, and discuss important social issues (Lemisko, Porter & Clausen, 2021). In the process of education governance, it is not only necessary to enhance the sense of responsibility of young people, but also to balance the public awareness and youth cognition, and balance education, law and the public, so as to form an

interactive governance environment. In a balanced environment, young people are not able to consciously assume social responsibilities and be consistent with the government, realize effective interpretation of policies, grasp the direction of government governance and implement policies, help the government govern the social environment, and establish a relatively complete governance system. On the whole, the government guides education, laws and regulations through policies, balances the relationship between resources, provides conditions for the establishment of youth values, and integrates educational resources, laws and regulations to form a comprehensive governance role (Levine et al., 2023). The government promotes the ideological development of young people through the guidance of justice and education, and the community and education departments are directly involved in the process of establishing young people's values, providing them with richer and more practical political cases, and jointly promoting young people's political awareness and fulfilling their obligations more actively and responsibly. There is a balance between government laws, regulations, and policies, which provides a comprehensive foundation for sustainable social governance (Liu et al., 2023).

2.4 On the relevance of policy intervention, local youth education and social governance

Continuous sexuality education can shape young people's cognition at a deep level, correct their wrong ideological structures and ways of thinking, and align them with the goals of government governance. In the process of continuous policy adjustment, education has become a link between society and young people, not only to clarify the governance goals of the local government to young people, but also to convey specific values through actual governance cases to provide support for the improvement of the governance environment. Education integrates multiple factors such as social values, local policies, and social atmosphere into the growth experience of young people, and gradually corrects and establishes their values. In the process of government guidance, laws and regulations play an important role in guaranteeing education and young people, standardizing educational content and behavior, and providing young people with the right to learn. Based on educational resources and young people's ideological conditions, the government continues to influence young people's thinking, forming a good educational environment and providing basic conditions for social governance. The influence of adolescent values is not a one-way street, but the result of a comprehensive response and action in the public, laws, and regulations. In turn, the community and the public will also supervise the establishment of youth values and correct them in conjunction with laws and regulations. Youth values and public participation will also have an impact on the government's education policy, prompting it to fulfill its responsibilities and adjust the policy to meet the actual governance needs.

In summary, this paper proposes the following assumptions:

Hypothesis 1: Local government intervention policies can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role;

Hypothesis 2: Education and public participation are the means of youth value formation and the main aspects of government governance balance;

Hypothesis 3: Adolescent values and public participation have a promoting effect on the evaluation of local policy implementation and educational governance, which can improve the balanced effect of local governance.

3 Empirical analysis

3.1 Research design

In the study, a questionnaire was used for analysis, and a total of 300 government personnel were surveyed, 300 questionnaires were distributed, and 300 were recovered, with a recovery rate of 100%. The questionnaire is divided into 3 parts, the first part: the guidance of government policies on education to the impact on the values of young people; Part II: The impact of the public, laws and regulations on young people's values, and the protection of education; Part 3: The balancing role of policies on educational resources, regulations and the public, and the consistency of youth values and policies. The design content of the questionnaire is in the form of scoring, 1~5 points are the scoring standard, and the high score indicates that it is consistent with the question. The survey topics were mainly obtained from interviews with education experts and political experts, and the questionnaire framework was constructed, and the reliability and validity were analyzed. The results showed that the reliability and validity of the questionnaire were 0.852 and 0.796, both of which met the design requirements of the questionnaire.

3.2 Research variables

In this study, the dependent variable and the independent variable were set, the independent variable, the dependent variable being the social governance effect, and the independent variable is shown in Table 1.

Table 1 Factors influencing local cultural governance

dimension	index	symbol
government	Values Education Policy	VP
	Cultural Governance Policy	CP
	Laws and regulations for the protection of values education and improve policies	JP
	Policies for balancing legal, public, and educational resources	PH
Laws and regulations	Values educate behaviors	VO
	Values content	VC
	Values confirm the process	VL

	Educational foundations	VV
The general public	Comment on adolescent values	PV
	Monitor the effectiveness of policy implementation	JD
	Put forward suggestions for the improvement of laws and regulations	LW

As can be seen from Table 1, in the process of cultivating youth education values, the evaluation is mainly carried out from the perspective of government laws and regulations and the public, and the mediating factors are education and laws and regulations, and the public mainly plays a supervisory role, and makes overall judgments and analyses.

3.3 Data analysis

3.3.1 Descriptive statistics of variables

Table 2: Descriptive statistics of variables

index	N	Mean	SD	Min.	Max.
VP	300	4.94	1.12	0	4.55
CP	300	4.27	0.06	0	4.31
JP	300	4.56	0.15	0	4.36
PH	300	4.52	0.22	0	4.67
VO	300	4.01	0.00	0.00	4.06
VC	300	4.12	0.57	1.68	4.32
VL	300	4.19	0.06	1.11	4.15
VV	300	4.32	0.03	1.36	3.69
PV	300	4.36	0.13	1.06	4.03
JD	300	4.06	0.16	0.05	3.06
LW	300	3.62	0.25	1.45	4.06

Table 2, there is a difference in the independent variables in the descriptive statistical analysis of the variables, with a mean of 0049 with a standard deviation of 0.127. The average CP was 4.27, which was a relatively high result. The average JP is 0.56, indicating that there is a certain difference in policy; The average pH is 4.52, indicating a difference in the mean of legal resources. In terms of other independent variables, LW was relatively small, with a mean of 3.62.

The mean value of JD is 4.06 and the mean value of VO is 4.01, which indicates a low score for the relevant indicators, respectively. However, there was no significant difference in the preliminary description of the independent variables, which could provide a basis for subsequent statistical analysis.

3.3.2 Correlation analysis

From the general description of the independent variables, it can be seen that there is no significant difference between the values, and the statistical analysis can be carried out at a later stage, so the corresponding statistical analysis should be carried out, and the calculation results are shown in Table 3.

Table 3 Correlation analysis

Index	VP	CP	JP	PH	VO	VC	VL	VV	PV	JD	LW
VP	1	\	\	\	\	\	\	\	\	\	\
CP	0.511 _a	1	\	\	\	\	\	\	\	\	\
JP	0.145 _c	0.274 _a	1	\	\	\	\	\	\	\	\
PH	0.644 _{***}	0.504 _{***}	0.655 _a	1	\	\	\	\	\	\	\
VO	0.591 _{***}	0.330 _{***}	0.353 _a	0.463 _a	1	\	\	\	\	\	\
VC	0.337 _{***}	0.133	-0.048 ₀	0.224 _a	0.147 _*	1	\	\	\	\	\
VL	0.680 _a	0.457 _a	0.134	0.566 _a	0.584 _a	0.278 _a	1	\	\	\	\
VV	0.532	0.232	0.251	0.632 _a	0.326	0.252	0.569 _a	1	\	\	\
PV	0.721 _a	0.652 _a	0.423	0.452	0.421	0.362	0.365	0.427	1	\	\
JD	0.332	0.241	0.651 _a	0.369	0.365	0.487	0.632 _a	0.472	0.365	1	\
LW	0.152	0.365	0.241	0.721	0.724	0.657	0.528	0.324	0.685 _a	0.725	1

Note: ^c $p < 0.1$, ^{**} $p < 0.05$, ^a $p < 0.01$

As shown in Table 3 below, the following relationship can be observed by analyzing the correlation coefficients:

The value of the independent variable is improved, and there is a certain correlation with the dependent variable. Among them, the correlation between PH and VP was strong, and the correlation between PV and VP was the strongest, with a correlation coefficient of 0.721. Presentation The significance level < 0.001 indicates that there is a positive correlation between the public, law and policy and the establishment of adolescent values. Secondly, there is a significant positive correlation between government policy and education promotion, with a correlation coefficient of 0.724, indicating a significance level of < 0.05 , indicating that there is an inverse correlation between community, public, government policies and education, and promoting the formation of adolescent values. In addition, there is a correlation between law and education, with a correlation coefficient of 0.566, significance level < 0.001 , indicating that the higher the correlation between law and education, the more obvious the value correction of young people. On the whole, there is a significant positive correlation between government intervention, education, and law and the improvement of youth value, which can promote local education governance, and there is a significant positive correlation between public attention, legal improvement and education policy adjustment.

3.3.3 Regression analysis

For the analysis of independent variables, it is necessary to judge the content of different dimensions, and the judgment results are shown in Table 4.

Table 4 Regression analysis

	At the government level	Laws and regulations	The general public
At the government level	\	0.172 ***(3.63)	\
At the level of laws and regulations	\	\	3.510 ***(3.19)
The general public	0.099 ***(2.78)	0.078 *(2.31)	0.097 ***(3.03)
correlation	-0.024(-1.21)	-0.022(-1.22)	0.098(1.06)
N	300	300	300
Whether it is significant	YES	YES	YES
Degree of correction	10.46	26.56	25.4
correlation	-7.47	-0.66	-2.535

In the government policy, the coefficient of education guidance and youth value has a positive impact, with a coefficient of 0.172 and a significance level of < 0.001 , indicating that the rationalization of the policy can promote the development of local education, integrate educational resources, and improve the establishment level of youth values, and there is a positive correlation between the two. In the laws and regulations, the addition of government intervention found that the clarification of government responsibilities and the establishment of roles also had a positive impact on the establishment of youth values, with a coefficient of 3.510 and a significance level of < 0.001 , indicating that government participation should be considered in the improvement of laws and regulations, which has a positive impact on the improvement of youth values. The results show that public supervision has a significant impact on the promotion of adolescent values, with an adjustment coefficient of 0.14, indicating that public supervision, participation, and evaluation of the implementation of policies can improve the establishment of young people's values. On the whole, the clear role of the government, the intervention of community personnel, and the improvement of laws and regulations can have a significant impact on the cultivation of young people, which can help to correct and establish their values, enhance their sense of social responsibility, and create a good governance environment.

3.4. Summary of results

The overall results of this paper were analyzed, and the local governance balance was used as the dependent variable, and the government responsibility, the public, laws and regulations were used as the dependent variables, and the re-estimated results are shown in Table 5.

Table 5 Hypothesis results verified

hypothesis	content	outcome
Hypothesis 1:	Local government intervention policies can guide the development of education, help young people correct their values, and encourage the public to monitor young people's behavior, so the government has a major guiding role;	establish
Hypothesis 2:	Education and public participation are the means to establish young people's values, and they are also the main aspects of the balance of government governance.	establish
Hypothesis 3:	Youth values and public participation can promote the	establish

	evaluation of local policy implementation and education governance, and can improve the balance effect of local governance.	
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As can be seen from Table 4, there is a significant positive correlation between policy intervention and the promotion of value establishment as a participation factor, with a correlation coefficient of 0.644 and a significance level of < 0.001 , which verifies the impact of policy intervention on education and youth value establishment. At the same time, in the regression analysis, laws and regulations showed a positive effect on values education, with a coefficient of 0.172 significance level < 0.001 , indicating that laws and regulations have a protective effect on guiding youth values education. There was a significant positive correlation between government responsibility, social public participation and the promotion of youth values, with a correlation coefficient of 0.145 and a significance level of < 0.05 . In short, policy intervention and education policy have a significant impact on many factors such as education, laws and regulations, and the public and the improvement of laws have a significant impact on policy correction, and the above factors have a comprehensive effect on local education governance and promote the establishment of youth values.

4. Analysis of the government's measures to balance governance and the establishment of youth values

4.1 Strengthen the guidance of local policies on education, and give play to the role of young people in establishing values

In order to further improve the balance of local governance, the government should give full play to policy intervention, clarify governance responsibilities, and actively cooperate with legal institutions and educational institutions to guide the development direction of education and align it with political goals. Through policy transmission and content analysis, the value awareness of young people will be enhanced and the balance of local governance will be promoted. The participation of social organizations, laws, and regulatory institutions can provide support and guarantee for education, and improve the effectiveness of youth values education. Through the interpretation of government policies and the visit of actual governance effects, the sense of responsibility of local young people is promoted. The guidance of educational institutions can reuse educational resources, standardize educational behaviors, and improve the sustainability of local youth values education. Community participation and legal protection can help increase the effectiveness of education and allow young people to understand and participate in the governance balance. Through public participation and the improvement of the law, the rationality of the policy can be confirmed to the greatest extent, the positive impact of the policy on values can be brought into play, and the governance resources can be balanced to the greatest extent.

4.2 Improve the content of laws and regulations, and promote departmental collaboration

Under the supervision of the government, the judiciary has established mechanisms for the operation, implementation and protection of education, so that educational institutions can provide reasonable education to young people and be consistent with local governance policies. At the same time, we encourage public participation and the supervision of youth values to gain an in-depth understanding of the implementation of youth education, and to discover potential problems in a timely manner and make policy adjustments. The government, in collaboration with the judiciary and educational institutions, conducts in-depth analysis of potential problems in the implementation process, including legal interviews, questionnaires, and governance case studies, to fully understand the problems existing in the establishment of young people's values and propose solutions. At the same time, it actively seeks public supervision to ensure the full implementation of local youth education plans, formulates detailed laws and regulations, and establishes contact with the public to ensure that local youth values are consistent with local governance goals. The improvement of laws and regulations allows the public to evaluate the results of the establishment of local youth values, including social responsibility, political perspectives of key events, etc., to ensure that local policies are reasonable, and to provide feedback when necessary, so as to help the government in education governance. Ensure that there is sufficient support for the establishment of youth values, including laws, regulations, and the public, and promptly update education policies, adopt policy interpretation and content analysis, and increase the ability of local youth to participate in social governance.

4.3 Encourage public participation and integrate social supervision resources

The right of public participation by the government and the law is important in promoting youth values and can verify the effectiveness of education policies. Therefore, the government is considering ways to increase community participation, for example, by organizing community events and seminars to understand the impact of policies on education and the effectiveness of legal and regulatory assistance. Organize youth participation in social governance, such as discussion of major events and participation in social activities, to improve the effectiveness of participation. Through the establishment of feedback platforms, the connection between the community and youth is established, the effectiveness of policy implementation is verified, and the integration of youth and society is strengthened. The government should provide more opportunities for young people to cultivate values, establish a feedback mechanism between the government, young people and the community, realize interaction, and evaluate the social responsibility of young people, verify the effectiveness of policies, and the role of government governance between society, the public and young people. At the same time, the government clarifies its own decision-making, plays a synergistic role in the establishment of youth values, and guides laws and regulations to supervise, improve the corresponding safeguard mechanism, and promote the balance of local governance.

5 Conclusion

As the main responsible persons of society and the bearers of social public services, young people's values directly determine the governance conditions of local governments. Therefore, local governments should play a guiding role and promote education in combination with local educational resources and conditions. At the same time, we should urge local laws and regulations to establish a relatively complete education guarantee system. In addition, the public should play its own supervisory role, comprehensively supervise and promote the introduction of government education policies, improve the social governance environment, and make it develop in a balanced direction. At the same time, the public, legal and regulatory departments can give feedback on the effectiveness of the government's policy implementation and urge it to revise it, so as to provide support for the balance of governance. On the whole, the government, laws, and regulations are the basic conditions for the establishment of young people's values, and the public is the evaluator of the effect of young people's establishment, while the government is the main responsible person and the person who promulgates policies, which plays a vital role in the establishment of values. There are also some shortcomings in this study, mainly in the content of adolescent value evaluation and data collection, because values are related to many factors such as family and society, so the data collection effect is poor. The scope of the study will be expanded in the future to compensate for the lack of data collection.

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Punitive Damages for Environmental Public Welfare: An Empirical Study of Legal Attributes and Attribution

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Abstract: As an important legal mechanism of local social governance, punitive damages for environmental public welfare can have a certain deterrent effect on regional environmental damage, so as to improve the social governance environment and protect regional public interests. In the case of increasingly serious environmental problems, the difficulty of local environmental governance is increasing, and local governments and legal circles have discussed the issue of regional punitive damages to promote the improvement of the regional social governance environment. On this basis, this paper puts forward several hypotheses. the regional attribution of punitive damages for environmental public welfare, and the relationship between the amount and regional environmental restoration; the implementer of regional punitive damages, the relationship between legal regional limitation and regional environmental protection; The impact of the improvement of the regional social governance system and the soundness of the law on the effect of punitive damages, as well as the relationship between the participation rate of governments at all levels and the fairness of the whole society. The results show that whether local governments have an impact on public welfare disposal, as well as regional administrative penalties and environmental damage compensation, have an impact on environmental public welfare punitive damages, and the relationship between regional environmental restoration and governance deterrence. The results show that there is a positive correlation between public welfare punishment and departmental collaboration on environmental restoration, which is helpful to improve the credibility of environmental governance and play a deterrent role in law. Regional environmental public interest punishment has obvious regional autonomy, but it needs to be positively correlated with the two under the legal framework of the Administrative Punishment Law of the People's Republic of China. There is a significant positive correlation between punitive damages for ecological and environmental welfare, social governance, environment, and public cognition, and the two promote each other. In general, punitive damages for environmental public welfare should be in accordance with national laws, combined with

regional governance, and give full play to the deterrent effect of the law to provide support for regional environmental protection.

Keywords: regional law; local autonomy; local laws; environmental public welfare; punitive damages; legal attributes; Attribution

1. Introduction

From the perspective of local governance, punitive damages can facilitate environmental protection, but their legal attributes have a dual nature, punitive damages must comply with the Administrative Punishment Law of the People's Republic of China, but also conform to the actual local situation, but the ultimate attribution of dual legal attributes is to play the role of legal deterrence and social governance(Bernasconi, C., 2023), so it has important social governance and legal significance. In terms of regional attributes, the legal attributes are the embodiment of the local enforcement practice of national laws, and the deterrent effect of national public interest punitive damages can be brought into play by combining the punitive implementation conditions of the region, to facilitate better local management and environmental protection. Some scholars believe that the legal right of punitive damages for environmental public welfare is conferred on the state(Bravo, G. P., et al., 2023), the local government is the executor of the legal right, and the public is the beneficiary of the law. However, punitive damages for environmental public interest should comply with the basic principles of the law and protect the public rights and interests of the public(Chen, S. J., et al., 2022). Therefore, applying punitive damages for environmental public welfare is complex, but it is mainly within the scope of social governance and the main means for local governments to carry out social governance.

At the same time, the local government will supplement the punitive damages based on the local environmental conditions, development conditions, and environmental public welfare needs. The dual legal attributes help balance the needs of the state, the locals, and the public for environmental protection, thereby promoting the sustainable development of the local environment and the balance between the state and the local government. Regardless of whether it is national or local, the attribution of punitive damages for environmental public welfare is consistent, mainly to give full play to the punitive and deterrent nature of the law, deepen the governance of the local environment, and also enhance the public's understanding of punitive damages, so as to promote local laws and systems to be more scientific and systematic(Cheng, H. W., and Y. Feng, 2023), and effectively solve the relationship between legal punishment and environmental protection. Some scholars believe that environmental public welfare punitive damages involve social, national and local aspects, and its main principles are applicability and reasonableness, its scope of adaptation should be increased as much as possible and meet the requirements of various aspects so as to enhance the rationality and fairness of the law and promote the stability of local governance. In terms of the state's guidance on local social governance(Cheng, X. Y., et al., 2022), assessing the relationship between local legal attributes and the national legal framework is helpful to ensure the play of environmental public welfare, carry out environmental governance more efficiently, reduce the incidence of excessive punishment, and improve the management level of local governance. As a supplementary law, punitive damages for the environmental public interest should focus on deterrence and reduce the

severity of punishment. However, appropriate financial penalties should also be imposed based on the funds to restore and protect the environment. At the same time, punitive damages for environmental public welfare have both local and national legal attributes, which are of great significance for clarifying the direction of national environmental protection, the exertion of environmental public welfare, and the satisfaction of the needs of the public. By defining the legal attributes and attribution of environmental public welfare, we can provide experience for local environmental protection and governance, deepen the public's understanding of punitive damages, promote local governments to apply the principle of punitive damages better, and improve the effectiveness of local governance.

2. Literature review

2.1 The scope of regional adaptation of public interest punitive damages

Environmental public welfare punitive damages refer to the basis for the management, legal enforcement and departmental coordination of environmental public welfare punitive damages by the local government, and are the provisions of the national law to be implemented at the local level(Egede, L. E., et al., 2024), so as to facilitate a series of disposal and management of local environmental public welfare activities. Punitive damages include ensuring the implementation of environmental laws and regulations, providing good service support for local governance with the normal operation of regional environmental protection work, and meeting the needs of the public for the environment(Guimond, F. A., et al., 2023), as well as the smooth progress of environmental governance. Therefore, punitive damages have a wide range of applications, mainly playing a guiding role. However, there are bottlenecks in environmental punitive damages, the state cannot fully grasp the local and regional environmental conditions, and there are differences in local homestays, folk customs and public perception, so punitive damages cannot be further promoted. Therefore, local governments need to adjust the content and disposal mode of environmental public welfare punitive damages under the national legal framework in light of the actual situation(Henson, A., et al., 2023), avoid simple enforcement methods(Iordachescu, G., and M. Vasile, 2023), strengthen assistance between different departments, meet the needs of local governance development and environmental construction, and present diversification, sharing, and innovation, to become a booster for the development of national public welfare(Iscanoglu, Z., et al., 2024). Increasing the degree of local freedom in environmental governance is the main direction of punitive compensation for environmental public welfare in the country and one of the key paths of local environmental governance.

2.2 Legal authority of punitive damages

In the implementation of punitive damages for environmental public welfare, legal attributes and attribution have become the key, and the clear subject is the local government. Local governments shall, under the constraints of the national environmental legal framework, clarify the scope of the application of punitive damages, and increase publicity on the legal attributes so that the public can understand the legal attributes of public interest punitive damages(Kedward, K., et al., 2023). At the same time, the legal attribution of punitive damages by the state should be consistent with the legal attribution of the local government, both to improve the public welfare of the environment and promote the improvement of the level of local environmental governance.

Under the framework of the national environmental law, the local government should appropriately revise the content of punitive damages and limit the scope of application to give full play to its legal attributes to enhance the authority and deterrence of the law. Local governments' understanding of the attribution of punitive damages should be twofold. On the one hand, punitive damages should meet the needs of local environmental protection and social governance(Lampert, A., 2024), and be integrated with environmental protection and public welfare, green cultural organizations, and government organizations in combination with local environmental conditions. Local punitive damages are the main basis for regional environmental protection public welfare activities and are also the prerequisite for promoting environmental governance.

2.3 The relationship between punitive damages and the state, local and the general public

Punitive damages are the future of the sustainable development of national and local governance, and it is necessary to uphold the principles of fairness, pluralism, deterrence and development coordination strengthen the construction in environmental policy formulation(Lei, X., et al., 2024), local governance, coordination of government departments and meet the needs of public social management, and take punitive measures against the society guided by environmental friendliness, social responsibility and effective policy implementation. The core goal of punitive damages is to enhance the prestige and deterrence of the law, reduce the realization rate of punitive damages, and aim to create a good social governance environment so that the coordinated relationship between the state and the local government can be balanced and satisfied. The concept of punitive damages originates from the reflection on the traditional environmental governance model, which believes that the traditional poor social governance may lead to chaos among government departments, the decline of the level of social governance(Leonelli, G. C., 2022), and affect the public's cognition. Therefore, punitive damages try to clarify the basic needs of the public for the environment, enhance the deterrence and authority of the law, improve the awareness of the local public, and create a good governance environment(Li, F. Y., et al., 2022). The concept of punitive damages has received more and more attention and support from governments and social organizations worldwide, providing inspiration for local environmental governance. Local governments should clarify the objectives of punitive damages, improve the degree of freedom of enforcement according to their own circumstances(Li, M., et al., 2022), and propose more policies and management strategies that meet the requirements of local governance so as to reduce the negative impact on the environment in the process of local development and construction, improve the implementation effect of national environmental governance laws, ensure the long-term sustainability of national and local governance policies, and improve the governance environment by improving public awareness.

3. Theoretical analysis

In this paper, we clarify the legal attributes and attribution of punitive damages, conduct a hypothesis regression analysis, and put forward the following hypotheses for the state, local and the public through reference literature and expert investigation, and verify the analysis.

3.1 Research hypothesis

Based on the legal basis of punitive damages, local implementation requirements, and the national legal framework, their legal attributes and attribution (Michalovicz, D. T., and P. Bilotta, 2023). Among them, the relevant policies and laws on punitive damages include environmental civil public interest penalties, environmental administrative public interest penalties and ecological and environmental damage compensation. From this, hypotheses can be proposed:

Hypothesis 1 (H1): Whether the Administrative Punishment Law of the People's Republic of China, as a national legal framework, has guidance on punitive damages and the effect of local freedom of enforcement on local environmental governance.

Hypothesis 2 (H2): Whether the enforcement effect of punitive damages is relevant to local safeguard policies and public awareness of environmental protection.

Hypothesis 3 (H3): The interpretation of punitive damages by local legal institutions can promote the improvement of environmental protection policies and public awareness and improve the effectiveness of local environmental protection governance.

3.2 Explanation of Research Variables

The model of multiple linear regression model was carried out by taking the effect of local environmental governance as the dependent variable (Moosavian, S. F., et al., 2022), the national environmental governance law, the degree of freedom of implementation of local punitive damages, the public's perception of punitive damages, and the interpretation of punitive damages by regional legal institutions as independent variables. In the actual case analysis, the legal attribution and attributes of punitive damages are analyzed by using the fit, reliability, validity and freedom as auxiliary coefficients, as shown in Table 1.

Table 1 Variable names

Table 1 covers the legal attributes and attribution of punitive damages, as well as the three scopes of national, regional and public, with the aim of sustainable local environmental public welfare management and analyze the deep-seated causes of local governance by clarifying that legal attributes are related to attribution. Among them, the effect of local environmental governance is the dependent variable, which is obtained through the connection with the national legal structure, different local departments, and the widespread perception of the people. The dependent variable reflects the attribution of punitive damages, represents the enforcement goal of the law, and is the result of both national and local enforcement. Civil public interest penalties, administrative public interest penalties and compensation for ecological and environmental damage are defined as the degree of freedom in the enforcement of local punitive damages, and the data are from the enforcement and management departments of environmental public interest punitive damages, respectively, to provide information on the effect of environmental public interest punitive damages. The study of independent variables such as legal institutions and the public helps understand the enforcement guarantee and sustainability of environmental public welfare punitive damages. The attribution and legal attributes of environmental public welfare penalties are listed as control variables, mainly because the in-depth analysis of the two can change the scope of application of the independent variables and the local enforcement authority of national laws. The

influence of the control variables on the independent variables is obvious, so it is necessary to refer to the potential results of the control variables on the punitive damages for environmental public welfare, to more comprehensively consider and analyze the possible impacts between national environmental laws, local environmental governance and the public.

3.3 Descriptive Statistics

Questionnaires were distributed to ethnic minority areas through questionnaires and interview outlines, and the surveyors were government officials, community directors and law firm leaders. 300 questionnaires were distributed, and 290 were recovered, with a recovery rate of more than 99%. The survey was conducted as a combination of online and offline surveys, excluding irrelevant questionnaire data, and the following results were obtained, as shown in Table 2.

Table 2: Descriptive statistics

As can be seen from Table 1, the specific presentation results meet the requirements, the survey results do not have large differences, and the data values are within a reasonable range, and the variability analysis of the results is carried out. In Table 1 descriptive statistics, the mean value of NL as the dependent variable is 4.202, and its standard deviation is 0.131, and the degree of NL variability is relatively small. ND, NE and NS were taken as independent variables, and the minimum, maximum, mean and standard deviations were 4.195 ± 0.131 , 4.194 ± 0.130 and 4.213 ± 0.125 , respectively, and the coefficient of variation was relatively small. The mean and variance between GS and LS are the same, but the coefficient of variation is large, indicating that the attributes of punitive damages have significantly changed, mainly regarding the interpretation power of local governments to the law. There is no dispute about the attribution of punitive damages, which indicates that the goal of punitive damages is to improve the effect of local environmental governance, and the local government should take the national laws and regulations as the framework to carry out a certain degree of legal interpretation and promote the implementation of national laws.

4. Empirical analysis and results

4.1 Reliability and validity analysis of survey results

To improve the validity of the survey results, the reliability and validity of the results were analyzed, and the specific results are shown in Table 2.

Table 2 Analysis of the validity of the survey results

Note: If the numbers in the table are colored, blue means that the absolute value of the load factor is greater than 0.4, and red means that the commonality (common factor variance) is less than 0.4

The results in Table 2 show that there are controversies in the survey results regarding local environmental governance and local freedom over punitive damages, so it is necessary to analyze the survey hypothesis as a whole, as shown in Table 3.

Table 3 Overall validity of the survey results

As can be seen from Table 3, the validity of the survey results meets the requirements of 0.788, which is greater than 0.7, indicating that the survey results can be analyzed and calculated later. The reliability analysis found that the survey result was 0.756, which was greater than 0.7, which could be calculated later. At the same time, the weights of different assumptions should be analyzed to verify the weights of each index and avoid weight bias, as shown in Table 4.

Table 4 Comparison of weights

The results of the weight survey from 4 show that the weight deviation is small, and the maximum special value is 4, which is almost close to 5, and the consistency is 0, indicating that each index can be hypothetically calculated in the later stage.

4.3 Regression results for different hypotheses

The regression results are analyzed for the hypotheses presented in this paper, as shown in Table 5.

Table 5 Regression results for different assumptions

Note: → indicates that the path affects the relationship

As can be seen from Table 5, LS→LP, GS→LP and NL→LP are negative values, indicating that the three contents hurt punitive damages, while law, social cognition and legal guarantee, as well as legal attributes all have a positive effect on punitive damages. Among them, the coefficient value of the local government's freedom of implementation is 0.095, indicating that the degree of local government's freedom of implementation can more clearly define the legal attributes and attribution. The state should improve the regional autonomy rights of local governments, improve the effect of environmental public welfare punishments, and improve the public's awareness of punitive damages. In addition, there was no significant difference in the SE and z values between different variables, and the P value was greater than 0.05, indicating that there was no correlation between the assumptions, indicating that the interpretation of the law, the public cognition, and the freedom of enforcement of local governments all had an impact on the implementation of punitive damages for environmental public welfare, and the legal attributes could be clarified. However, there is a weak correlation (0.89) between the legal attribution issue and environmental public interest punitive damages, indicating that the ownership of punitive damages still belongs to the state, but local governments need more freedom to achieve effective governance of environmental protection. Indirectly, local governments have certain constraints on environmental governance, and the policies formulated cannot meet the needs of social management, especially in the interpretation and deterrence of punitive damages.

4.4 Regression analysis

According to different hypotheses, the fitting analysis was carried out to analyze the legal attribution and attributes of punitive damages, and to judge the impact of public perception(Pulvers, K., et al., 2022), national policy and local government freedom on the implementation of compensation, as shown in Table 6.

Table 6 Degree of fit for different assumptions

In Table 6, the degree of fit between the different hypotheses is relatively ideal, which shows that there is a positive correlation between the different hypotheses and the local governance environment, which verifies the rationality of the hypotheses proposed in this paper and the relationship and coefficients between the different hypotheses are shown in Figure 1.

Fig. 1 Correlation coefficient between different assumptions

In Figure 1, the coefficients of NL, LP, NS, etc., are similar but slightly changed, there is no correlation between different constructions, but there is still a positive correlation with the dependent variable, and the attribution of punitive damages still shows a large fluctuation, indicating that there is a significant variation in the control variable, which is a moderating factor in all assumptions. The explanations of the three independent variables for punitive damages for environmental public welfare all showed a significant positive correlation, while the LS change in the control variable had a slightly different impact on the independent variable, and the overall moderation change is shown in Table 7.

Table 7 assumes the adjustment process of the variables (n=299).

Note: Dependent variable = LP; * $p < 0.05$ ** $p < 0.01$

As can be seen from Table 7, the independent variable has a significant correlation with the dependent variable during the adjustment process, which promotes the development of the dependent variable. Among them, the change of LS itself is relatively large, and has a significant impact on the dependent variable's positive nature and degree of influence. Among the independent variables, NE and NL both play a significant role, indicating that the local government's freedom of enforcement of punitive damages and the legal interpretation of compensation by the judicial department can enhance the authority of laws related to environmental public welfare, enhance their deterrent effect on the public, and provide support for local environmental governance.

4.5 Centralized analysis of hypothetical analysis results

Therefore, it is necessary to judge the centrality of the results and analyze the attributes and attribution of different results to obtain the influence of attributes and attribution on the governance effect in the process of local environmental governance, as shown in Table 8.

Table 8 Centers of change for different hypotheses

Note: Average profile factor = 0.040

As can be seen from Table 8, it is assumed that there is no large fluctuation in the legal attributes, but there is a large fluctuation in the attribution, indicating that the attribution issue is still the key to enforcing punitive damages by local governments. Among them, the freedom of local government and the judiciary interpretation are the main moderating independent variables. This

illustrates. Local governments' interpretation of punitive damages and the freedom to enforce the national environmental public interest compensation law are key. The following hypothesis results can be obtained by combining the above analysis results, as shown in Table 9.

Table 9 Summary of hypothetical results

As can be seen from Table 9, the assumptions of the results of this paper are all valid, indicating that the local government's freedom of enforcement of punitive damages, and the interpretation of compensation by the judiciary can promote the improvement of the effect of local environmental governance, improve public awareness, and improve the local environment and give full play to the public welfare of environmental governance. Based on the above analysis, assuming that H1, H2 and H3 are initially supported, the relevant policies of compensation enforcement are conducive to playing a role and enhancing legal deterrence. Among them, the legal attributes are very clear, but the ownership is ambiguous, and the ownership power should be given to the local government by improving the freedom of local government enforcement, so as to facilitate better legal enforcement, but the right to formulate the compensation law should be attributed to the state.

5. Conclusions and Recommendations

5.1 Increasing the freedom of local governments to enforce punitive damages is conducive to the advancement of punitive damages

The punitive damages system has both the two-way function of national law formulation and local enforcement, and the focus of the performance function of the punitive damages system is not the same in different legal scopes, so it is necessary to improve the degree of enforcement freedom of local governments, and better adjust the compensation intensity in combination with the local judicial situation and the environmental situation. Among them, to enhance the government's freedom of implementation, is to uphold the principle of proportionality of punishment, facilitate local environmental governance, and improve the public welfare of the environment. At the national level, more refined design should be carried out at the level of institutional design, the enforcement rights of local governments should be appropriately liberalized, and the content of compensation should be supplemented to ensure that punitive damages play a deterrent role. Therefore, local governments need to further optimize systems and policies, and implement the national punitive damages law to the greatest extent through scientific management and planning. At the same time, local governments should adopt supplementary policies and regulations to improve environmental protection and reduce the frequency of policy changes. In addition, through reasonable policy implementation, the efficiency of compensation disposal can be improved, the efficient disposal of environmental protection incidents can be ensured, and local governance can be promoted. Form a balance between local governments and national laws, reduce the unfavorable constraints of the national legal framework, enhance the freedom of local governments, better carry out local environmental governance, and promote the development of environmental public welfare.

5.2 Interpreting the judicial content of punitive damages is conducive to clarifying the legal attributes and attribution

Improving the legal content of punitive damages for public interest, and improving the content in light of the actual local situation, can more clearly define the legal attributes and attribution, and clarify the enforcement power of punitive damages. The adoption of more comprehensive laws and regulations can reduce disposal costs, improve disposal efficiency, and reduce the occurrence of environmental pollution and ecological damage incidents. By improving the content of the law and comprehensively interpreting the compensation law, punitive damages can not only gain the effect of legal enforcement from the enforcement level, but also gain high support in terms of public awareness, so as to enhance its legal deterrence in the outside world and achieve sustainable enforcement. The improvement of legal attributes and attribution in terms of punishment content not only has a positive effect on the local implementation of national laws and regulations, but also has a great help in the integration of national laws and local regulations. In the actual punishment process, local governments can increase supervision in areas such as ecological environment and resource protection, water safety, land resource protection, and the transfer of mine use rights. At the same time, the people's procuratorates of administrative organs with supervision and management responsibilities initiate procuratorial work to formulate laws and regulations, so that they can perform their duties in accordance with the law, and promote assistance between different departments. By improving the content of punitive damages, the cost of environmental public welfare protection has been reduced, and the efficiency of its disposal has been improved, giving full play to the enforcement capacity of local governments. In addition, through the implementation of a positive environmental public welfare punishment policy, it is not only in line with the principles of local environmental governance, but also in line with the country's expectations for local environmental friendliness, and establishes a green image of laws and regulations.

5.3 Increasing the publicity of punitive damages can improve the governance conditions of local environmental public welfare

The disposal of compensation for ecological and environmental damage is applicable to the occurrence of large, major and particularly major environmental emergencies, so the public has less understanding of punitive damages. Local governments should increase publicity, conduct case and content analysis, and improve the public's understanding of the issue of compensation; Local governments play an important role in the implementation of punitive damages at the national and local levels, and should increase the publicity of relevant laws to ensure that environmental pollution and ecological damage occur in key ecological function zones and prohibited development zones. In terms of the disposal of environmental punitive damages, it can take the form of public trial and publicity, which is the main opportunity for the implementation and publicity of environmental protection, and the case of environmental protection is promoted to the life of the public, which is conducive to improving the relevant content, enhancing the public's awareness, and also helping to increase the public's participation in the environment and avoid the further expansion of environmental damage. Therefore, increasing the publicity of punitive damages is in line with the concept of environmental protection, and it is more important to enhance the participation of the public in protection, so as to create good conditions for environmental governance. Increasing the publicity of punitive damages can achieve sustainable protection, contribute to the development of local environmental protection governance, and also

provide support for the implementation of national environmental public welfare punitive damages, which has the feasibility and practical value of social management.

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Sustainable Language Planning in Subnational Jurisdictions – A Case for English Language Curriculum Reform

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Abstract: As a common language tool for communication between countries, the English language is of great significance for the improvement of national administration and related administrative levels. However, in the process of reforming English language courses, due to the influence of many policies, the reform cannot be carried out accurately, and the teaching effect of English language courses has stagnated. Sub-national institutions should introduce policies to ensure the smooth implementation of language curriculum reform. There is a coupling relationship between language curriculum reform and sub-national institutions, and local policy sustainability reform programs will have varying degrees of impact on English language. By comparing the continuous language reform method, it is found that this method can optimize the content of English language courses and promote the improvement of curriculum reform effect. Among them, policy measures, teaching resources and teacher resources will also have a certain impact on language reform. Therefore, subnational institutions should have a sustainable programme for language reform in order to promote their effective development.

Keywords: sub-national, jurisdictional, sustainable

1 Introduction

1.2 Background

In the wave of globalization, the importance of English as the lingua franca of international communication and business cooperation is reflected in many aspects, and its importance has become more prominent with the development of the times, and those who are proficient in excellent English skills can make an important contribution to the development of the country. However, in the country's jurisdiction, English language education faces many challenges(Amoamo, 2017), such as the teaching content of English language courses is slightly outdated, the teaching methods are outdated and boring, and there is no scientific way to evaluate the curriculum(Barnes et al., 2019). Therefore, it is important to reform the English language curriculum not only to improve the effectiveness of linguistic, but also to help develop globally competitive English language skills.English language curriculum reform in subnational jurisdictions plays an important role in sustainable language planning(Bell et al., 2021). First of all, through the reform, the updated curriculum content and teaching methods will help stimulate students' enthusiasm and interest in learning(Boyce et al., 2023) , promote students to improve

their professional ability in listening, speaking, reading and writing, cultivate professional talents, and inject strong impetus into the country's development. Secondly, reform the assessment method to make it more scientific and accurate, to comprehensively assess whether students' English has improved, and provide students with more targeted guidance and support. This individualized learning method is more effective in improving students' English ability and can further improve the learning(Eaton, 2020) .In addition, a key part of the reform is focusing on training and developing relevant courses for English language teachers. Improving teachers' teaching ability and professionalism will help improve the quality of English language courses and provide students with better classroom learning (Edmonds, 2020). At the same time, the improvement of teachers' professional standards will also lay a solid foundation for the sustainable development of English language education. Through this reform, the sub-national jurisdiction is expected to produce globally competitive English language talents and contribute to the country's sustainable development(Grydehoj, 2020).

1.2 Significance

In conclusion, the reform of English language curriculum in subnational jurisdictions is of great significance in the context of globalization. This reform aims to improve the quality and effectiveness of English language education and provide strong support for the country's sustainable development process(Jang, 2022).

2 Literature review

2.1 Current status of domestic research

At home and abroad, the cases of English language curriculum reform in sustainable language planning in subnational jurisdictions have attracted attention from all walks of life, and in-depth research has been carried out at multiple levels.

In China, the research mainly focuses on the current situation of English language education in sub-national jurisdictions, explores the current and future problems faced by English language courses, and discusses the direction of English language curriculum reform. Part of the research focuses on selecting and compiling English language textbooks(Lee et al., 2023), aiming to update the teaching content of English courses and appropriately upgrade and innovate their teaching methods. Other studies have assessed whether English language assessments are scientific and valid. These studies provide important theoretical support and valuable practical experience for reforming the English language curriculum(Newman et al., 2021).

2.2 Current status of foreign research

In foreign countries, the research on English language education involves many aspects, such as whether the curriculum design is reasonable, whether the teaching methods are appropriate(Lee et al., 2023), and whether the evaluation methods are perfect. Studies in some countries have focused on the internationalization of English education to determine whether it can produce students with a global perspective, global competitiveness, and intercultural communication skills. In addition, there are studies dedicated to exploring the integration of technology in language teaching to promote the motivation of linguistic and the effectiveness of teaching(Palacios et al.,

2021). These foreign academic achievements have important reference value for the reform of English language courses in subnational jurisdictions. On the whole, the research on the reform of the English language curriculum at home and abroad shows the importance and urgency of the reform to conform to the development trend of language in the era of globalization (Popelka et al., 2020). These research results provide valuable reference experience for the implementation of the reform, and help to further promote the development and improvement of English language education.

2.3 Research Hypothesis

Hypothesis 1: The reform of the English language curriculum can significantly improve the linguistic of students. This assumption is based on the assumption that this reform is expected to enhance the quality of student learning by comprehensively reviewing and updating curriculum content, teaching methods and assessments.

Hypothesis 2: Through jurisdictions, the reform plan for the introduction of English language courses includes listening, speaking, reading, writing, and English language, etc., to identify the key factors influencing English language reform.

Hypothesis 3: The continuous planning of the English language in the subnational jurisdiction, as well as the implementation of relevant policies and measures, can promote the reform of the English language curriculum, improve the practical ability of the English language curriculum, and give full play to the relevant role of the English language to achieve comprehensive judgment and analysis of the English language.

3 Method

3.1 Case study method

A total of 200 questionnaires were distributed to English language teaching institutions in areas under national jurisdiction, and the questionnaire recovery rate was more than 95%. Among them, some documents have vague questions and unclear answers, and some data are lost, so a questionnaire is conducted to eliminate anomalies. The survey questions are mainly divided into 4 dimensions, which involve national and local governments, English and language institutions and education students, and 3~4 questions are set in each dimension, and each question is scored by a scoring mode of 1~5, and the average, maximum and minimum value of each question are calculated. In order to ensure the validity of the calculation results, the maximum and minimum values of the data values should be eliminated, and the abnormal data values should be removed. In the process of formulating the questionnaire, reference was made to relevant domestic literature, and the questionnaire was distributed to experts and the investigation team for verification and scoring. In the scoring process, the questions of each questionnaire were all greater than 0.7, indicating that the validity and reliability of the questionnaire were valid, which could provide support for the later investigation and analysis, and the reliability and validity results of all survey documents are shown in Figure 1.

Figure 1 Comparison of the reliability and validity of the questionnaire

3.2 Questionnaire Method

In addition, this research method can better show the trend of the data, which helps the researcher to calculate and analyze the data and its frequency, proportion, average, etc., through which the respondents can have a deeper understanding of the feedback in all aspects, and have a better grasp of the overall situation, so as to discover potential problems in language planning and reform. This has important reference value for the formulation and reform of language policy, The distribution process of the questionnaire is shown in Figure 1.

Fig. 1 Distribution process of questionnaire

4 Analysis and Results

4.1 Background to sustainable language planning in sub-national jurisdictions

Many countries are rich in linguistic diversity and play an important role in society, culture, education, and politics. Language is not only a bridge for people to communicate, but also an important symbol of people's identity. Therefore, the protection and promotion of the survival and development of these languages is of vital significance for maintaining social harmony and contributing to the development of national diversity. Language education and subnational jurisdictions are a coupling relationship with complex implications and different outcomes under the influence of policy and local governance. As a foundational tool for subnational justice, English language courses can improve the administrative level of subnational jurisdictions. At the same time, the effect of local governance and national policies will also have a promoting impact on the reform of the English language curriculum, so the two interact and have a more complex impact relationship. As an essential means of communication between China and foreign countries, the English language can help sub-national institutions eliminate language misunderstandings, promote foreign exchanges and improve official diplomacy. Therefore, it is necessary to conduct a multi-angle and multi-factor analysis of the reform of the English language curriculum to discover the factors affecting the reform of the English language curriculum and play a promoting role as a national institution. The English language and sub-national institutions have developed positively, forming a win-win and mutually beneficial relationship. The English language involves the language of Western countries and the language content, so it is necessary to use self-made or flexible methods to improve the effectiveness of language courses. Sub-national institutions should play a catalytic and supervisory role in bringing together various influencing factors to improve the effectiveness of English language curriculum reform.

4.2 Status of sustainable language planning in local jurisdictions

Subnational judicial institutions should make use of their local policies and governance conditions to optimize and reform the English curriculum, give full play to the resource advantages of the English curriculum, and use the English curriculum to build a corresponding

language framework. The questionnaire is able to identify the current state of development of English language courses in the region and conduct targeted analysis. At the same time, it is necessary to identify the abnormal data and abnormal information in the research results, reduce the influence of interference factors on the results, and improve the accuracy of the analysis results. However, some countries face problems and challenges related to linguistic diversity. For example, individual languages decay and extinction and do not get equal linguistic opportunities. Due to the loss of interest of the younger generation in some unique languages, the particular languages cannot be passed on, and the number of speakers of the language gradually decreases until it disappears, and the language is also at risk of disappearing. In addition, resources and opportunities for learning are not evenly distributed, and language education and access are not available to all. In order to address these challenges, these countries need to take relevant scientific and effective measures to promote the sustainable development of languages. For example, measures to encourage people to use and learn specific languages have been adopted, multilingual churches have been set up in schools, multilingual education has been provided, relevant language policies have been formulated to protect language rights, and language protection projects and language revival projects have been carried out to protect and promote the transmission of endangered languages.

In summary, different countries have different formulations and developments on language planning and sustainability, some countries have taken active measures to address the challenges of language sustainable development, and to protect and pass on languages, while others still face huge challenges in language sustainability and need to continue to make corresponding measures and efforts.

4.3 analyses of sustainable language planning in national jurisdictions

4.3.1 Case Study

The sub-country in this example is a multilingual country, with a corresponding diversity and complexity of the linguistic environment in the jurisdiction under which English has not developed significantly as an important second language. In order to solve the dilemma of English language learning and expand the ways to learn English, the reform of English education has been put on the agenda. Reform goal: to strengthen students' perception of English learning and improve their practical application ability. Starting from the main students, we should increase the financial investment in English education, improve the environment of English learning, optimize the allocation of English learning resources, and provide personalized English education according to the characteristics and needs of different students, so as to cultivate students' motivation and fun in English learning. Finally, they will be close to the international level, with a global perspective of linguistics wit and awareness of cross-cultural communication. In terms of teachers, it is necessary to simultaneously improve the professional quality of teachers and the continuous updating and innovation of education and teaching skills and methods. Reform measures: Actively play the main role of students in learning and activities as a springboard to enhance students' sense of participation and acquisition in the English classroom. Teachers can expand the interactive learning interactive module, whether it is teacher-student interaction or student-student communication and discussion, they can create a good environment for English communication,

and then improve students' oral communication, English dictation, thinking and logic skills imperceptibly. At the same time, we can actively use modern Internet information and other educational technologies to carry out micro-grid teaching, smart classrooms, and be good at using information resources to add icing on the cake to students' English learning, create a relaxed, interesting and in-depth English classroom, so that as many students as possible can experience the joy of English learning.

From an international perspective, in order to meet the needs of international cross-cultural communication, English textbooks should fully take into account the cultural differences of different regions and countries, and provide students with rich and diverse learning and resources, as well as extracurricular extended reading, etc., to adapt to the interests and priorities of different students' English learning. At the same time, learning English is not an independent process, and the teaching needs to work together with other disciplines to help students develop interdisciplinary logical thinking skills and integrated divergent thinking. If the combination of English and history, it can further guide students to improve their English language skills from a cultural perspective. Teachers should also develop and improve in tandem, with teachers adhering to the concept of lifelong learning and constantly pursuing their own professional development, and the relevant education system should also provide opportunities to help teachers continue to learn and improve their teaching methods. At the same time, teachers can also play a group role, actively exchange learning with each other, and share advanced and useful knowledge and experience of learning through cultural salons, academic exchange meetings and other activities. In addition, it is necessary to improve the corresponding education and teaching evaluation and supervision system, comprehensively monitor and evaluate students' learning effect as much as possible, and put forward reflection and improvement methods for problems. However, the evaluation criteria should be diversified and feeble, and the different advantages and characteristics of students' language learning and should be discovered, and students should be encouraged to cultivate their English reading, writing, or listening and speaking skills. In the process of implementing and further improving the reform measures of these English linguistics, the country will make the of English language deeply rooted in the hearts of the people, internalized in the hearts and externalized in the of education. Make the boring English classroom "live", and the interactivity, participation, depth and breadth will be greatly improved. Specifically, students will have more opportunities to learn English and love English. Taking into account the experience of linguistics at home and abroad and conforming to the trend and trend of the times, the reform of English education in this country is not only open and shared, but also retains its own advantages, and builds a sustainable linguistic system, which promotes the openness and freedom of the environment of linguistics in the Chinese, as well as an international environment that respects the essence of diverse languages.

4.3.2 Quantitative analysis of questionnaires

The questionnaire in this paper is mainly used to evaluate the effectiveness of the reform measures and the satisfaction and support of the sub-national English linguistics. The questionnaire covers a number of major aspects and contents. First, it looked at whether respondents participated in the reformed English language curriculum. Second, the questionnaire assessed whether the reform had resulted in a change in students' interest in the English language.

It then analyzes the effectiveness of the reformed English language curriculum in improving students' English language skills and communication skills. In addition, the questionnaire also examines whether the teaching methods introduced after the reform help students improve their oral expression and listening comprehension skills, and the extent to which multimedia and technical support improve the effectiveness of English learning. In addition, the questionnaire also focuses on the diversity of teaching materials and resources after the reform, and the role of English courses in cultivating students' cross-cultural awareness and global perspective. At the same time, it considers the impact of the reform on teachers' professional development and innovation in teaching methods. In addition, the questionnaire evaluated the effect of the reform on the cultivation of students' comprehensive ability and interdisciplinary thinking, as well as the impact on the improvement of students' comprehensive English ability. Finally, the questionnaire also provided an opportunity for respondents to provide additional suggestions or opinions on the reformed English language curriculum. Through the evaluation and analysis of these aspects, we can fully understand the effectiveness of the reforms and provide targeted recommendations and improvement measures for future reforms.

Table 2 Questionnaire results

Based on the mean and standard deviation, we can see that the average score of the participants for the increased interest in the English language after the reform was 2.6, with a standard deviation of 0.9, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 2.11 and the p-value is less than 0.001. This means that the increase in interest in the English language is statistically significant. Based on the mean and standard deviation, we can see that the respondents gave a high average score of 4.2 and a standard deviation of 0.8 for the effectiveness of the reformed English language curriculum in improving students' English language and communication skills, indicating that the responses to this question were relatively consistent. Through the t-value and p-value, we can observe that the t-value is 3.43 and the p-value is less than 0.001. This suggests that statistically, participants generally believe that the reformed English language curriculum is effective in improving students' English proficiency and communication skills. Based on the mean and standard deviation, we can see that the participants gave a high average score of 4.1 and a standard deviation of 1.8 for the help of the reformed teaching methods to improve students' oral expression and listening comprehension, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 5.76, and the p-value is less than 0.001. This indicates that statistically, the survey participants generally believe that the teaching methods introduced after the reform help improve students' oral expression and listening comprehension skills. Based on the mean and standard deviation, we can see that the participants gave a moderate mean score of 3.8 and a standard deviation of 1.2 for the effectiveness of the reformed multimedia and technical support in improving English language learning, indicating that the responses to this question were relatively discrete. From the t-value and p-value, we can observe that the t-value is 2.34 and the p-value is 0.021. This indicates that statistically, the participants believe that there are some differences in the effectiveness of multimedia and technical support in improving English learning after the reform, but the difference is not as significant as the previous problems. The p-value of 0.021 is lower than the usual significance level (typically 0.05), which means that we can statistically reject the null

hypothesis that the improved effect of reformed multimedia and technical support on English learning is significant, but the effect may not be as pronounced as in the previous questions. Overall, the reformed English language curriculum seems to impact students' English proficiency and communication skills positively, and the teaching methods introduced after the reform are helpful for students' oral expression and listening comprehension. At the same time, multimedia and technical support are also more effective in improving the effectiveness of English learning.

4.3.3 Data analysis

Different local self-government bodies were classified as control and experimental groups. Control group: The control group will continue to use the traditional English language curriculum, including traditional course content, teaching methods and assessment methods. Traditional English language courses will continue to be used, where the quantity and quality of practical and communicative activities are relatively small. Teachers will continue to teach according to traditional teaching methods, with no special teacher training and development programs. Experimental group: The experimental group will receive a reformed English language curriculum in which the course contents, teaching methods and assessment methods have been comprehensively reviewed and updated. The experimental group will introduce more practical and communication activities to cultivate students' listening, speaking, reading and writing skills, and provide richer learning and resources. A reformed English language curriculum will be accepted, in which more practical and communicative activities will be introduced. Students will have more opportunities to participate in hands-on activities such as oral expression, listening comprehension and writing. Teachers will receive specialized teacher training and development programs to enhance their teaching abilities and professionalism. They will learn new teaching methods and knowledge and will be encouraged to teach in the context of reformed curriculum content and assessment. ANOVA (analysis of variance) was used to compare the differences between the experimental and control groups and to assess the validity of the individual hypotheses. For each hypothesis, ANOVA was performed with the corresponding measure as the dependent variable and the group (experimental vs. control) as the independent variable. By comparing the significant differences between the groups, it is possible to infer whether the differences in the individual hypotheses between the experimental and control groups are significant (on a 10-point scale). This is shown in Table 2

Table 2 Experimental data table

According to the tabular data, after the reform of the English language curriculum, the quality and effect of linguistic of students in the experimental group were significantly better than those in the control group. After adding practical and communicative activities in the reform, the language skill development of the experimental group was significantly better than that of the control group. According to the tabular data, the mean of the control group was 3.9, the standard deviation was 1.2, and the sample size was 100, while the mean of the experimental group was 4.4, the standard deviation was 1.2, and the sample size was 100. According to the t-value calculation, the t-value between the control group and the experimental group was 5.76, and the p-value was less than 0.001. This showed that after teacher training and development, the teaching ability and professionalism of teachers in the experimental group were significantly better than those in the

control group, the effect of continuous reform of the English language curriculum, as shown in Figure 3.

Fig. 3 The impact of continuous language planning on English language curriculum reform

In terms of the comparative effect of language teaching, the improvement of continuous language planning is larger, while the improvement of standard language teaching is smaller. Comparatively speaking, subnational judicial policies have contributed significantly to the reform of English language courses, but have relatively little impact on the introduction of English language courses. Based on the above analysis, based on the given data, it can be concluded that in these three experiments, the reform measures have a positive impact on the quality of students' linguistic, the development of language skills, and the teaching ability of teachers. The mean value of the experimental group in these aspects was significantly higher than that of the control group, and the statistical analysis results showed that these differences were significant, and the p-value was less than 0.001. This shows that the reform measures have had a positive effect on students and teachers, and have positive significance for improving the and teaching quality of linguistics.

Table 3 ANOVA analysis results table

The fitted values of the above survey data are shown in Table 4.

Table 4 Fitting values between different factors

The f-value between the groups was 8.57, and the p-value was less than 0.001. Since the p-value is less than the significance level (usually 0.05), we can reject the null hypothesis that the mean values of the three groups are not exactly equal. This means that there is a significant difference between at least one pair of groups. In summary, based on the data presented and the ANOVA analyses performed, we conclude that there was a significant difference in the mean between the three groups, with between-group variance being significantly greater than within-group variance. This suggests that there is a significant difference in a variable between the three groups.

5 Discussion

5.1 Hypothesis verification of research conclusions

According to the ANOVA analysis performed, the f-score between the groups was 8.57 and the p-value was less than 0.001, indicating that there were significant differences between the quality and effectiveness of linguistic among students in different groups after the reform of the English language curriculum. Hypothesis 1 is thus supported. It can be found from the results of ANOVA that the f-value is 8.57 and the p-value is less than 0.001, which shows that the measures in the reform policy to promote more practical communication in the English curriculum can improve students' English linguistic ability, and their are differences in different groups, and the hypothesis can be successfully verified. According to the analysis of ANOVA results, the f-value was 8.57, and the p-value was less than 0.001, indicating that teachers' professional development

could be achieved through academic exchange training and communication, and there were apparent differences in teachers' professional abilities in different groups. Hypothesis 3 is also true. According to the above data and analysis, it can be concluded that the effect and process experience of students' linguistic will be improved with the deepening of the English curriculum reform. In particular, the uncle's practical exchange activities in the reform have played a positive role in promoting the use of students' English language skills. The teaching capacity of teachers has also been improved and developed.

6 Conclusion

6.1 Countermeasures

First of all, the reform of the English curriculum should deliberately use the evaluation and feedback mechanism, take students' learning as the main purpose, formulate different teaching methods according to the student's learning effect, and continue to implement them in the whole process of education and teaching, so that students will get a more real learning experience and sense of participation, and their learning effect will also be improved(Sato et al., 2023).Practice and communication are the most important links in language education and teaching. All words or grammar are the foundation for actual oral communication, so in education and teaching reform, practical activities such as role-playing, group activities, and English-speaking competitions can be appropriately introduced to exercise students' oral communication skills(Stevens, 2022). Schools can also give full play to the advantages of resources and invite professional English personnel to give lectures and interact with students to substitute students into a more real and specific English learning context, on the one hand, to help students understand the differences in different cultures and languages, and on the other hand, to establish correct English learning values and cultivate their foreign language learning ability(Stickler et al., 2020).In order to meet the urgent needs of teachers' self-ability cultivation and education and teaching ability improvement, the following measures can be taken. First, development opportunities need to be further expanded, and educational institutions should provide teachers with a broader space and more opportunities for learning and as much as possible to improve themselves, reduce unnecessary work, reduce teachers' burdens, ensure that teachers truly serve education and teaching, and encourage teachers to participate in academic seminars, study abroad and other activities closely related to education and teaching. Practical and theoretical learning are equally important(Travesí et al., 2021), and by improving the educational evaluation and monitoring mechanism, teachers can better adjust and improve their teaching methods promptly according to different practical feedback(Yuen et al., 2020). Finally, resource sharing can also build a suitable environment for growth, and the exchange and academic atmosphere of mutual learning sharing is also more conducive to the professional development and ability level of the entire teaching profession(Zhang et al., 2021).

6.2 Conclusion

In the face of in-depth global development, English needs curriculum education and to be developed in a benchmark. The era of globalization has placed higher demands on cross-language communication and application. At the same time, language ability is also used as one of the evaluation criteria for the utility of linguistics. The reform of language learning must first of all

be to change the English curriculum, and the teaching content of the curriculum, the teaching methods used by teachers or new educational technologies, and new evaluation methods must keep pace with the times to meet the expanding needs of students for English learning. A good language environment is critical. Listening, speaking, reading, and writing is the foundation of linguistics, and integrating linguistics into life can also provide students with a lower entry threshold for English learning and then follow up the difficulty, from simple to difficult, from shallow to deep to cultivate students' English learning and ability. In addition, the abundance of extracurricular materials can further enhance students' interest and curiosity in learning English, which is not limited to learning textbook content but also helps students get in touch with English skills in more situations.

The training and growth of teachers themselves have also been emphasized in the reform. Teachers should also receive professional development and learning to improve their knowledge, skills and teaching ability. For example, you can constantly update and upgrade your knowledge by participating in various knowledge discussions, educational forums, knowledge and skill competitions and other activities. In addition, in educational practice, teachers should actively observe, summarize feedback from students' learning effect, and constantly reflect on and improve teaching methods to achieve their own growth. Finally, the exchange and sharing of practical experience among teachers can help teachers break the information cocoon and achieve win-win cooperation to improve the teaching ability of the whole teaching profession. After the reform, the country's English education capacity will be significantly improved. On the one hand, the students will have stronger cross-cultural English communication and learning skills, and the students themselves will realize their personal development needs. At the same time, they can provide more internationally competitive language talents for the country and promote the country's development. The professional competence of teachers will be improved accordingly, creating a good linguistics ecosystem, promoting the sustainable development of the Chinese language, and helping the country to occupy the high ground of talent training and establish advantages.

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The Impact of Local Education Policies on The Integration of Digital Technology and Art Education: Integration and Development

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Abstract: This study aimed to explore the guiding role of local education policies in integrating digital technology and art education and verify the relationship between the two through regression analysis. Based on the questionnaires, the following hypotheses were studied: 1) whether local education policies intervened in the integration of digital technology and art education; 2) whether the research atmosphere of digital technology and art education in local society, including local integration guidance, public integration support, and local public integration supervision, is affected by local education policies; 3) the impact of laws and regulations on local policies, the integration of digital technology and art education, and the impact of government intervention policies; The results show that local education policies have a positive guiding impact on the integration of digital technology and art education, laws and regulations have a positive supporting role in the integration of digital technology and art education, and the public has a positive impact on the integration and supervision of digital technology and art education. This shows that local education policies, laws and regulations, and the social public play multiple roles in supporting and supervising the integration of digital technology and art education, and the three aspects are effective means to promote the integration of digital technology and art education.

Keywords ·local education policy·digital technology·art education; integration·development

1 Introduce

1.1 Research background

In the current art education, there are too many governance difficulties. In terms of local policies, laws and regulations, many schools lack policy guidance. Due to the relatively low public recognition of digital technology, the government tends to support traditional science, technology, engineering and mathematics when allocating resources, resulting in a lack of space and conditions for developing digital technology in local university education. Local governments lack corresponding guidance in curriculum design, and the art education curriculum in some schools is too theoretical, lacking practical and creative expression opportunities (Aguirre-Muñoz et al., 2021). The government's interventionist policies have failed to make it difficult for local officials to develop practical skills and creative thinking, limiting their room for development in the arts. The evaluation of local digital technologies is a very complex issue (Aldowaiash et al., 2022). Unlike other teaching, it is difficult to grade local digital technologies in a standardized way. For governments to play their intervention role, they must combine subjective and objective factors (Arribas et al., 2020). Local quality education assessments are very complex and subjective, easily leading to unfair and inconsistent results. In the context of the current policy ambiguity, the lack of interventional means and guidelines for the integration of digital technology and arts education (Assadi et al., 2022), there seems to be a clear direction, both from the perspective of insufficient funding and resources, and from the perspective of curriculum (Avci et al., e.g., Local policies can establish virtual art studios and online creation platforms to compensate for the lack of equipment caused by the lack of funding and encourage the participation of the general public (Azizi et al., 2019). Digital education policies can also be used to bring more flexible teaching methods to arts education for digital online teaching. In addition, digital technologies provide a more objective and transparent means of assessing and measuring the performance of local awareness education. The digital work, display and evaluation platform, can more intuitively present local science and technology art characteristics, making it easier for the public to participate in the evaluation process. The introduction of local policies should reduce the influence of subjective factors on assessment results (Babenko et al., 2021). In general, the support of local policies for the integration of digital technology and art education provides new possibilities for overcoming the current difficulties faced by art education in terms of funding, curriculum, evaluation methods, etc., which is conducive to promoting the development of art education in a more comprehensive and innovative direction and improving the sustainability of local education.

1.2 Research significance

In a theoretical sense, studying the impact of local education policies on digital technology and art education can provide a new paradigm for education policy theory, help to deepen the understanding of the complex interrelationships in the process of policy formulation and implementation, help to deepen the understanding of the intersection of these two fields, and provide theoretical support for the innovation of the future education system. In a practical sense, targeted support for digital technology and arts education in local education policies can help improve the quality of education. The introduction of digital technology has provided richer

resources for art education, which helps cultivate educational institutions' digital concept and practical ability. At the same time, it also promotes the upgrading of local industries. By cultivating talents with artistic innovation and digital technology application capabilities, it is expected to inject new vitality into the development of local digital cultural industries, which is of great social significance for promoting the change of social values, promoting the promotion of culture, and the common development of science and technology.

2 Literature Review

2.1 Local education policy

Local education policies refer to educational policies, measures, and programs that are developed and implemented in a particular region or locality. These policies are usually developed by local governments and relevant local education governing bodies and need to meet local educational needs (Barrenengoa, 2022). The role of local education policies is crucial. It can address local educational issues according to local conditions and provide the necessary support for local economic, social and cultural development (Bix et al., 2020). Local education policies can help to improve the adaptability of education. By understanding and considering the specific socio-environmental and economic and cultural contexts (Blanchet et al., 2019), local education policies can formulate more practical education plans that are more in line with local conditions, help the education system better meet the actual needs of the digital development of educational institutions, and make education more practical and targeted (Bogiannidis et al., 2022). Local education policies contribute to the development of the local economy. Local economy and local education are actually two-way (Boichenko et al., 2022). With the help of local education policies, educational assistance can be provided to meet the needs of local industries and job markets. Educational output More talent that meets the needs of the local labor market will not only improve the employment opportunities of graduates, but also help to optimize and upgrade the local economic structure. Local education policies can also contribute to the development of social equity (Brehmer et al., 2023). Education is an area that focuses on equity. Local education policies can address issues such as unequal distribution of resources and urban-rural disparities, which can help promote universal and equitable education and narrow the gap between urban and rural areas (Bruszt et al., 2020). Local education policies also play a key role in ensuring cultural consignment. Different regions have different regional and cultural characteristics (Bursa et al., 2019), and local education policies can integrate diversified education programs through policy guidance, so that educational institutions can obtain more data support in the conduct of arts education. Maintain good local cultural traditions so that culture can be passed on and innovated (Campbell et al., 2023).

2.2 Integration of digital technology and art education

Digital technology is an emerging field, but its integration with arts education plays an important role in the current field of education (Cao et al., 2023). It can provide educational institutions with more digital technologies and promote interdisciplinary collaboration and development. From the perspective of art education, the integration of digital technology has injected new vitality into art education. Whether combined with virtual reality, augmented reality, or digital creation tools, educational institutions related to art education can conduct relevant courses online

through digital technologies (Cao et al., 2021). In terms of creation and expression, digital technology has expanded the boundaries of art education, providing educational institutions with a broader creative space and stimulating their artistic creativity and imagination (Carrete-Marin et al., 2023). The convergence of digital technology and arts education has helped improve educational institutions' diverse skills (Chai et al., 2019). Through digital painting, 3D modeling, and audio and video editing technologies, educational institutions can innovate in traditional art creation, cultivating digital learning behaviors and innovative thinking (Couto et al., 2020). In addition to interdisciplinary competencies such as teamwork, this is very useful for breaking disciplinary boundaries between art education and digital technologies. The integration of digital technology into arts education also provides a more interactive and engaging learning experience for educational institutions. Both digital platforms and online resources (Cummins et al., 2021) are different from the face-to-face learning methods used in art education in the past. Through this online education method, educational institutions can participate in more courses, learn more different knowledge, and learn through online teaching in a targeted manner according to their own shortcomings (Cuyvers et al., 2019). It's not just for their direction of study. At the same time, it broadens the horizons of art education institutions, increases their interest in learning, and makes them more targeted and actively involved in the learning process. The integration of digital technology and art education can also help practitioners related to educational innovation, especially art education with digital technology, to design and adjust relevant teaching content more flexibly through digital technology, and to carry out targeted teaching according to the needs of educational institutions (De Melo et al., 2020). Instructional design can meet the needs of individual educational institutions, and the introduction of digital technology in arts education can quantitatively evaluate and analyze the learning methods that educational institutions cannot quantify (Deryahanoglu et al., 2021), which can provide comprehensive data support for educators to help them better understand the learning process of educational institutions and optimize teaching strategies.

2.3 The role of local education policies in the integration of digital technology and art education

Local education policies play a crucial role in the convergence of digital technology and arts education, especially in both directions of guidance and support (Durnik, 2020). Local education policies can guide the development of digital technology and arts education by setting clear policy directions. Fusion. For example, governments can explicitly support the use of digital tools by developing policies that support the use of digital technologies in arts education (Expósito et al., 2020), encourage schools to establish relevant integration components, and provide educational institutions with corresponding digital teaching and learning resources. From the perspective of resources, implementing local education policies can promote the rational allocation of resources for integrating digital technology and art education. Local policies can ensure that schools and educational institutions have adequate digital technologies by providing additional political support, investment in equipment, and professional training (Dussart et al., 2021). Measures and related teachers enable them to integrate digital technology into art education effectively, help to make up for the lack of digital resources and the inconsistency of technical level, and improve the quality and level of the art education system. From a comprehensive perspective, local education policies are the driving force behind the integration of digital technology and arts education. After all, digital technology and art education are two

areas that don't have much to do with each other. They need executive power or other external forces to help facilitate the union of the two (Fang, 2021). Local policies play this role through local education. Policies can encourage schools to undertake interdisciplinary projects that enable art education and digital technology to intersect and integrate the two disciplines, thereby cultivating the comprehensive capacity of educational institutions to better adapt to the changing needs of society in the digital age (Fang et al., 2023). Finally, in the field of quality assurance, local education policies also play an important role in the integration of digital technology and art education. Education policies can provide appropriate evaluation criteria and quality monitoring mechanisms to ensure that the integration of digital technology and arts education can reach a certain level (Feng et al., 2023). Teaching quality and water. In terms of policy, it provides a sustainable development influence for integrating digital technology and art education, and better serves education development.

2.4 Research hypothesis

Therefore, by analyzing the role of local education policies in the integration of digital technology and art education, we can propose hypotheses:

Hypothesis 1: Whether local education policies intervene in the integration of digital technology and art education;

Hypothesis 2: Whether the research atmosphere of digital technology and art education in local society, including local integration guidance, public integration support, and local public integration supervision, is affected by local education policies;

Hypothesis 3: The impact of laws and regulations on local policies, the integration of digital technology and art education, and the effect of government intervention policies.

3 Methodology

3.1 Data source

In this on-site survey and online release of the questionnaire, feedback was collected in two ways, and a total of 1,000 questionnaires were obtained, of which 987 were valid. In order to gain an in-depth understanding of the implementation of local education policies and the integration of digital technology and art education, the questionnaire is divided into two main parts. The first part focuses on the survey participants' perceptions of the implementation of local education policies. This part of the data will be used to calculate the local education policy index, which aims to quantify participants' perceptions and evaluations of local education policies. The second part shifts the focus of research to the measurement of the integration of digital technology and art education. This part is divided into three dimensions: the guidance of government policies on education, the support of regulations and laws, and the supervision of the public. Through the participants' feedback, understanding the guidance, support and supervision of local policies on the integration of digital technology and art education can help to understand the integration conditions of digital technology and art education, to provide strong data support for future policy formulation and improvement. In terms of statistics, the regression analysis method was used to

score the indicators of local education policy, the integration of digital technology and art education, etc.

3.2 Variable selection

For a more in-depth analysis of the integration of digital technology and art education, the indicators can be judged from the perspectives of education policy, local law and the public, and the following indicators can be proposed in combination with relevant references, as shown in Table 1.

Table 1: Variables

variable	accord with	quantity	average value	standard deviation	maximum	minimum
The impact of local policies on digital technology	IGD	987	3.8	1.2	5	1
Support for intervention policies by laws and regulations	ISD	987	4.2	1.0	5	1
Comprehensive supervision of integration by the public	IS	987	3.9	1.3	5	1
Number of local education policies	PRETTY	987	4.0	1.1	5	1
Degree of legal support	HELP	987	8.9	0.1	9.2	8.5
Regulatory Perfection Rate	NET	987	3.4	0.4	3.7	2.7
Public participation	BECAUSE	987	5.7	0.3	6.0	5.3
Social governance environment	IS THE	987	416	12	605	2

In Table 1, several key variables related to the integration of digital technology and art education are statistically analyzed. Dependent variables include IGD, ISD, and IST. The average of these three is 3.8, 4.2, and 3.9, respectively. The standard deviations are 1.2, 1.0, and 1.3, respectively, reflecting how discrete the data is. The maximum and minimum values show the highest and lowest levels in the sample, respectively. In the study, LEP was introduced as an independent variable. The index has a mean of 4.0 with a standard deviation of 1.1, a maximum of 5, and a minimum of 1. The index is designed to measure participants' perceptions and evaluations of the implementation of local education policies. In addition, a number of control variables are

considered, including EDE, NET, NES, and TEI. The logarithmic mean of education expenditure was 8.9 with a standard deviation of 0.1, and the mean of the number of public members in arts education was 3.4 and 5.7, respectively, with a standard deviation of 0.4 and 0.3. The mean of legal versus public support is 416 with a standard deviation of 12.

4 Results

4.1 Regression analysis

According to the analysis results of local education policies, the specific analysis results are shown in Table 2 from the perspective of the integration of digital technology and art

Table 2 : Regression analysis

	At the government level	At the level of laws and regulations	At the level of the public
IGD	0.1369* * (2.13)	0.1248*** (2.95)	0.2011*** (2.67)
ISD	0.0452* (0.89)	0.0921* (1.84)	0.0075 * · (0.12)
IS	0.0343 (0.58)	-0.0567 (1.05)	0.1202** (2.30)
PRETTY	0.2112*** (3.20)	0.1786*** (2.75)	0.2643*** (3.46)
HELP	0.0021 (0.31)	0.0097 (1.42)	-0.0045 (0.67)
NET	0.1508** (2.45)	0.0276** (0.47)	0.0632** (1.21)
BECAUSE	0.3021** (1.32)	0.0102** (0.44)	0.0110** (0.72)
IS THE	0.403** (0.86)	0.0702** (0.11)	0.0085** (0.96)
N	987	987	987
Type R2	0.356	0.298	0.405
F	48.23	38.14	56.78

Note: The t values are in brackets, and "*", **, ***" represent significance at the 10%, 5%, and 1% significance levels, respectively, as shown below.

Table 2 In (1), taking the impact of education integration as the dependent variable, it is found that the implementation of local education policies has a significant positive impact on the integration effect (0.1369*, t=2.13). In Yancheng, where local education policies have been implemented, the level of integration of digital technology and art education has also improved. In addition, the integration coefficient at the government level is 0.0452*, indicating a positive correlation between the degree of integration guidance at the government level. However, it should be noted that the number of government intervention policies, the degree of digitalization,

and legal and public support show significant effects in this model. (2) With the support of laws and regulations as the dependent variable, laws and regulations significantly positively impacted the implementation of local education policies (0.1248***, $t=2.95$). This shows that the support rate of laws and regulations is increasing, and the integration of digital technology and art education is also increasing. At the same time, the support coefficient of laws and regulations is 0.0921*, indicating that the increase in laws and regulations is positively correlated with improving the integration level. The influence of other control variables on fusion is relatively weak, but there is a certain effect. In (3), local education policies significantly positively impacted the degree of integration with public participation as the dependent variable (0.2011***, $t=2.67$). This means that the involvement of the public can promote the implementation of local education policies and improve the level of integrated supervision, which is significantly correlated. Similar to the first two levels, there was a positive correlation between the public (0.0075*, $t=0.12$), and the influence of control variables was relatively strong.

4.2 Robustness analysis

The error analysis of various indicators of local education policies is shown in Table 3.

Table 3: Impact error of each index

variable	Data shrinking	Substitute variables
IGD	0.1462** (1.98)	0.1601*** (2.74)
ISD	0.0251 ** (0.87)	0.0153** (0.52)
IST	0.0376*** (1.21)	0.0418*** (1.35)
LEP	0.0123*** (0.48)	0.0087** (0.33)
EDE	0.0255** (1.98)	0.0885*** (0.365)
NET	0.0103 ** (1.03)	0.0102** (0.421)
NES	0.0014*** (1.06)	0.0418*** (1.35)
TEI	0.0102*** (0.86)	0.0074** (0.42)
N	987	987
R2	0.312	0.287
F	42.19	35.78

The data in Table 3 shows that even after considering the contraction effect and using different surrogate variables, local education policies still maintain a significant positive impact on integrating digital technology and art education. This suggests that although some of the coefficients have changed due to the substitution of the data variables, it can be seen that the importance of the key variables remains in most cases.

Hypothesis 1: Whether local education policies intervene in the integration of digital technology and art education;

Hypothesis 2: Whether the research atmosphere of digital technology and art education in local society, including local integration guidance, public integration support, and local public integration supervision, is affected by local education policies;

Hypothesis 3: The impact of laws and regulations on local policies, the integration of digital technology and art education, and the effect of government intervention policies.

4.3 Discussion of empirical results

Regarding hypothesis 1, regression (1) results show whether local education policies have a significant positive impact on the integration of digital technology and art education (0.1369*, $t=2.13$). This means that as the number of local education policies increases, so does the level of integration and guidance of digital technology and arts education, which supports Hypothesis 1. Regarding hypothesis 2, regression (2) results show that the research climate of digital technology and art education in local society also has a significant positive impact (0.1248***, $t=2.95$). This shows that there is a significant impression of integration guidance, public integration support, and local public integration supervision. Therefore, hypothesis 2 is supported: Local education policies positively support the integration of digital technology and arts education. For hypothesis 3, the regression (3) results show that laws and regulations have a significant positive impact on local policies, the integration of digital technology and art education (0.2011***, $t=2.67$), which indicates that there is a significant correlation between the increase of the impact of government intervention policy. This supports hypothesis 3 that local education policies positively impact the integration of digital technology and arts education.

5 Discussions

5.1 Actively play a leading role in the integration of digital technology and art education in local education policies

In terms of the integration of digital technology and art education, the guiding role of local education policies is mainly reflected in the formulation and implementation of policies. Local education policies set clear integration goals, provide resources and support to encourage the adoption of new and high-quality technologies and lead schools to develop two-way cooperation in digital technology and arts education (Frantz et al., 2021). This kind of guidance can stimulate the local government to intervene and make the school more active. Local governments identify delivery points between digital technology and arts education through practical policy adjustments, and promote the integration of digital technology and arts education (Frazier-Bowers et al., 2023). In addition, government departments should also strengthen inter-departmental cooperation to identify problems in the process of policy implementation by local governments so as to provide a reference for policy implementation. Local education can guide local educational institutions through administrative power, so that educational institutions can strengthen digital alliances and promote the integration of art education and digital technology (Gan et al., 2020). In the process of local governance, the continuous adjustment of policies and the integration of

science and technology and art can promote the development of local education and enhance the relationship between the two.

5.2 Enhance the role of laws and regulations in the integration of digital technology and art education

The supporting role of local education policies in the integration of digital technology and art education is mainly reflected in the support of laws and regulations (Gan et al., 2022). The government should encourage legal institutions in the society and the legal departments of local departments to participate in digital education and art education, and promote the integration between the two, and the government should improve and guide legal and regulatory institutions to participate in the comprehensive education department in combination with the implementation of local laws and regulations and the overall atmosphere of the society, so as to enhance the protection and role of laws and regulations in education and culture (Garg et al.). At the same time, local governments can also issue temporary regulations and policies to restrain and guide schools and related institutions that have made remarkable achievements in the integration of digital technology and art education, so as to enhance the confidence of educational institutions in the integration of art education and enable them to actively promote digital technology (Georgieva et al., 2021). Therefore, laws and regulations are the basis for ensuring the integration of digital technology and art education, which can improve the continuity of the integration between the two, and make the field shift from passive to active (Golovko et al., 2019).

5.3 Increase the participation of the public in the integration of digital technology and art education

The original intention of integrating digital technology and art education is good, but no matter how good the original intention, there must be a certain amount of supervision to get it on the right track. The public has a participatory and supervisory role in digital technology and art education, and can better supervise local education policies to ensure their effective implementation (Gou et al., 2021). With the public's participation, local education policies can be effectively implemented, and laws and regulations can play their role in ensuring that the integration of digital technology and art education has corresponding quality and fairness. The supervisory role of the public mainly includes reporting the non-implementation of policies or policy violations, answering questionnaires on the development of digital technology, and providing feedback on the integration of art education. By establishing effective monitoring mechanisms, local education policies can provide a platform for digital technology and arts education (Grumbach et al., 2020). A healthy, sustainable environment for high-quality arts education in educational institutions. Local education policies coordinate guidance, support, and oversight of the integration of digital technology and arts education (Nyberg et al., 2021). Through social supervision, we can ensure the implementation of education policies, laws, and regulations, and create a good environment for social development. This interdisciplinary collaboration between art education and digital science in the context of social participation can not only meet the needs of contemporary society to cultivate comprehensive talents, but also inject new vitality into the innovation of the education system (Haini et al., 2023).

6 Conclusion

Through an in-depth analysis of the research results, the following conclusions are drawn: local education policies play a leading role in the integration of digital technology and art education. The development and implementation of policies enables schools to participate more actively in the practice of digital technology and arts education, contributing to the development of the field. Secondly, local education policies have played an obvious supporting role in the integration of digital technology and art education. The policy investment of resources, financial support and incentive mechanisms provide more development opportunities for schools, motivate local educational institutions to combine digital technology with art, and stimulate the vitality of educational innovation. Finally, local education policies play a moderating role in the integration of digital technology and arts education. By establishing an effective regulatory mechanism, the policy ensures the quality and fairness of digital technology and arts education, providing a broader space for developing digital technology in local educational institutions. Based on the role of local education policies in guiding, supporting and supervising the integration of digital technology and art education, the following suggestions can be put forward: In view of the positive role of local education policies in guidance, it is suggested to strengthen the pertinence and forward-looking nature of local education policies. Local education policymakers can gain an in-depth understanding of the cutting-edge trends of digital technology and arts education, formulate more instructive and targeted local education policies, and encourage schools to more actively integrate digital technology with arts education. Promote the integration of disciplines in the innovation and development of all fields. Second, it is recommended that resources be increased in digital technology and art education. Local education policies can increase investment in many aspects, including increasing financial support and providing special incentives to encourage schools to participate in digital technology and arts education actively. In addition, support mechanisms must be put in place to meet the specific needs of different schools and districts. Finally, it is recommended that the monitoring mechanism be further improved to ensure the quality and equity of digital technology and art education. The government should strengthen the evaluation and supervision of school integration practices, ensure the fairness of the distribution of educational resources, and encourage schools to engage in digital technology and arts education. Create a more practical teaching model in education. Although the study concludes that local education policies have positively impacted the integration of digital technology and arts education, there are also many shortcomings. For example, the study did not adequately consider the long-term impact of changes and updates in local education policies on the integration of digital technology and arts education; Second, the analysis of impacts is also broad, without an in-depth study of resource inputs, financial support, and incentives – the specific operations of different schools and districts. In this regard, future research can further improve the research on the impact of the integration of digital technology and art education through more detailed and refined case studies, long-term follow-up studies, and in-depth exploration of the mechanisms behind the policy, so as to improve the comprehensiveness and credibility of the research conclusions.

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Youth and Social Justice: The Role of Moral Values in Activism and Civic Engagement

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Abstract: In order to explore the impact of moral values on social governance, it is necessary to analyze the relationship between youth and social justice in order to clarify the role of moral values on action and social governance. At the same time, the following hypothetical analysis is proposed. The role of moral values in promoting the improvement of the level of social governance and the improvement of laws and regulations, whether moral values have an impact on government policies and citizen participation, whether there is an inevitable relationship between activism, citizen participation and the environment of social governance, and whether youth and moral values are the objective conditions of social governance. The results show that the establishment of moral values has an impact on social governance, and activism can create a reasonable governance environment, and moral values and citizen participation in administration can promote the introduction of government policies and the improvement of laws, so as to create a good social governance environment.

Keywords: youth, social justice, moral values, activism, civic engagement

1. Introduction

1.1 Background

As an important force in society, the moral values of young people have become particularly important and prominent in activism and civic engagement. How to translate young people's moral values into positive actions and cultivate young people's sense of civic engagement. Although there is a large body of research showing that moral values can promote activism and civic engagement, there is still a lack of in-depth research and empirical analysis on how youth moral values can be combined with social justice, and the extent to which activism and civic engagement play a role in moral values. This paper aims to delve into the relationship between youth and social justice and to analyze the role of moral values in activism and civic engagement (Acebes-Sánchez et al., 2022). Through empirical research, this paper analyzes whether moral values affect activism and civic participation, discusses the specific role of moral values in activism and civic participation, proposes to guide young people to transform moral values into practical actions, improve the awareness of civic participation, solve the problem that there may be a disconnect between young people's moral values and practical actions, and provide theoretical support and practical guidance for adolescents to establish correct moral values (Bartling et al., 2023) .

1.2 Purpose of the study

Through in-depth discussion of the role of moral values in social governance and the impact of administrativeism and citizen participation on the improvement of social laws and regulations, it is necessary to find out the actual history of moral strategy, and at the same time, it is necessary to analyze the establishment of moral values from the perspective of social governance, put forward corresponding theories and strategies, improve and make up for the shortcomings of existing laws, and deeply analyze the role of moral values in missionism and citizen participation, the impact of meaning on the creation of social environment, and the promotion effect of social governance. Through practical cases, the degree of influence of moral values and the relationship between values, activism and social governance are found, with the aim of improving social governance and providing support for the introduction of relevant government policies, strategies and regulations.

1.3 Implications of the study

From the perspective of youth and social justice, this paper conducts an in-depth analysis at the level of social governance, finds out the relationship between moral values, administrative deliberation and citizen participation, and provides theoretical support for related research, which is of great theoretical guiding significance. In recent years, the issue of social justice has attracted widespread attention around the world, and countries have become increasingly aware of the very important role that social justice plays in achieving social progress, especially in society as a youth group of new hope for the nation (Bornstein et al., 2022). Young people are the backbone of society, the hope and main force of the future of society, they have the vitality and innovative spirit, lead the development of society, promote social progress, and shoulder heavy responsibilities. At the same time, young people are a critical stage in the development of life, and their moral values will influence the future direction of their lives and society (Colang, 2022). In this process, ethical values play a key role in youth activism and civic engagement. This paper aims to examine the existing literature on the role of activism and civic engagement in the general direction of youth and social justice from the perspective of moral values in order to better delve into this topic (Del Real et al., 2023). Moral values are the core values of social governance, which play an important role in promoting the direction of social governance, the leadership of policies and regulations, and the leadership of government behavior, but the role of youth and social justice in the establishment of moral values and the influence of activism and citizen participation still lack case qualifications.

2. Literature review

For the research on moral values and youth justice, it should be improved from the perspective of social governance and citizen participation, and the problems of imperfection in social governance should be corrected, the direction of social governance and the content of policy introduction and guidance should be found, and a good social governance environment should be created

2.1 The impact of moral values on social governance

In the study of adolescent moral concepts, the moral cognition, moral emotions and social responsibilities of adolescents are discussed, and adolescents' moral concepts are an important part of social governance (Hurst et al., 2022). Adolescents' moral cognition is closely related to the level of social governance, and adolescents with higher moral cognition are able to actively participate in social welfare activities, pay more attention to the expression of social problems, and promote the creation of a social environment (Kalla et al., 2022). Through the study of adolescents' moral concepts, it is found that adolescents with strong moral concepts have firmer views on social justice issues, cultivate adolescents' moral values, enhance their attention and participation in social justice, and create a reasonable social environment (Kil et al., 2023). Analyzing the motivation, influencing factors and effects of youth participation in social activities from the perspective of social governance is helpful to discover the problems of relevant policies and regulations. Youth activism is the source of improving the effectiveness of social governance, and youth participation in social activities is mainly due to suspicion and dissatisfaction with certain things in society (Lokhvytska et al., 2022), so the effect of youth participation in social activities seems to play a certain positive role in maintaining the conditions of social governance. The results of the research show that youth participation in social activities is not only the spontaneous influence of individuals, but also the impact of social governance and policy effects, and a more inclusive (McConnell et al., 2023) and open and democratic social environment should be established in order to better play the role of youth activism in justice. In the research on youth citizen participation, attention is paid to the political participation, community participation and social responsibility fulfillment of young people, so that everyone is the protagonist of social governance. Civic engagement is one of the key ways to achieve social justice (Niv et al., 2023), and those young people who are actively involved in politics and community affairs are more concerned about social justice issues and can work for social justice. Youth civic participation is closely linked to the fulfillment of social responsibility, and by cultivating youth awareness of social responsibility, it can promote the active participation of youth in civic affairs, thereby promoting social justice and equality.

2.2 Activism and citizen participation can guide the direction of social governance

On the one hand, in social governance, the study of young people's moral concepts is equally important, involving the shaping of young people's values and moral education, as well as the introduction of policies and regulations. The accurate formation of young people's moral concept has an important impact on social justice, and positive values and moral education can enhance young people's moral cognition, enable them to have a better sense of social responsibility and citizenship, and establish a correct concept of social governance. At the same time, it is also pointed out that it is necessary to pay attention to the joint participation of government policies, restraint laws and regulations, laws, and other aspects, form a joint force for comprehensively cultivating young people's moral concepts, create a good social environment, and correct erroneous social awareness. In the study of adolescent moral values, the response to social justice issues has a decisive impact, and through education and guidance, young people can be stimulated to have positive emotions towards social justice issues, so that they can participate more actively in activities to promote social justice. On the other hand, there is a growing body of research on youth activism and civic engagement in China, focusing on youth political participation, community governance, and philanthropic activities. The degree of youth

participation in politics is positively correlated with their attention to social justice, and the attention and participation of young people in social justice issues can be increased by broadening the channels and methods of youth participation in politics. Youth participation in community governance can directly affect the effect of social governance, build a more inclusive and open community environment, encourage and support youth to actively participate in community governance, and promote the formation of a good social atmosphere. On the other hand, domestic scholars have conducted in-depth studies on the role and role of specific groups such as rural youth and urban youth in social development (Obiagu, 2023). Rural youth play an important role in the process of social development, and attention should be paid to the protection and development of the rights and interests of rural youth, to the promotion of justice and equality in rural society, and to expand the scope of urban social governance. Urban youth also play an important role in social development, and attention should be paid to the education and career development of urban youth to stimulate their innovation and creativity, and promote justice and equality in urban society (Pratiwi et al., 2023). In summary, the role of youth moral values in activism and citizen participation has been achieved from the perspective of social governance, legal improvement, and regulations, but there are still some problems and deficiencies, such as insufficient research on youth in different regions and regions, and there is a certain one-sidedness (Silva et al., 2023). There is not enough research on the intrinsic links between youth morality, activism and civic engagement and their influencing factors, and there are relatively few empirical studies. In order to solve these problems, future research needs to further expand the breadth and depth of research, pay attention to the differences and characteristics of young people, strengthen empirical research, and provide more accurate and effective conclusions and recommendations for social governance (Tuncay-Yüksel et al., 2023). In summary, the following hypotheses are proposed, as shown in Table 1.

Table 1 The relationship between social governance, moral values and activism

hypothesis	content
Hypothesis 1	Moral values can promote the improvement of social governance
Hypothesis 2	Social justice, activism, and civic engagement help governments intervene in the development of policies and laws
Hypothesis 3	Youth and social justice are the objective conditions for the positive development of social governance

Based on the assumptions in Table 1, the regression analysis equation is established, as shown in equation (1).

$$Y_{it} = \alpha_0 + \alpha_1 A_{it} + \alpha_2 CP_{it} + \alpha_3 \sum \text{Controls}_{it} + \mu_t + \lambda_i + \varepsilon_{it} \quad (1)$$

Among them, the explanatory variables were the moral values of youth in Liaoning Province, Guangdong Province and Hubei Province in year t, and Y_{it} the core explanatory variables were activism and civic participation A_{it} in year t in Liaoning Province, Guangdong Province and Hubei Province CP_{it} . In order to verify whether there is an influence and the affected relationship

between the core explanatory variable and the explanatory variable, the control variables were added $Controls_{it}$, which were socioeconomic status (SES), gender (GEN), ethnicity (ETH), and education level (EDU), α_0 which were constant terms, time-fixed effects, individual fixed effects, and random error terms.

3. Research Methodology

3.1 Research Subjects

In this paper, we will refine hypotheses 1~3, extract the corresponding indicators, and refine the indicators from the perspectives of social justice, governance environment, values, activism, citizen participation, and youth development, and the results are shown in Table 2.

Table 2 Refinement of survey indicators

hypothesis	index	symbol	Description of the variable
Hypothesis 1	Social justice	MV	Society's perception of right and wrong, and the importance of social justice and ethical behavior.
	Youth values	A	The extent to which personal values influence social activities
Hypothesis 2	activism	CP	The degree of attention paid to public affairs, as well as the degree of participation in civic activities such as voting and expressing political opinions.
	Civic engagement	HIS	Government policies, social governance levels, etc., may affect young people's moral values, activist tendencies, and civic participation.
Hypothesis 3	The law is perfect	GEN	The law has an impact on young people's moral values, motivational tendencies and civic engagement.
	Regulations are introduced	ETH	Regulations influence how they think and act on social justice.
	Social governance environment	EDU	The social governance environment influences their moral values, activist tendencies, and civic engagement.

The moral values of 320 young people were selected as the research object, and the role of youth moral values in activism and civic participation in the region was collected through in-depth analysis of the existing literature, through field research, survey, interviews and other methods, focusing on the role of youth moral values in activism and civic participation, so as to ensure that

the measurement indicators were scientific and reasonable. The design of the measurement index fully considers the actual situation of adolescents' moral values in Liaoning Province, Guangdong Province and Hubei Province, and the SPSS17.0 software is used for empirical analysis. The validity and reliability of the questionnaire were greater than 0.7, and the questionnaire was corrected by more than 3 experts, which met the actual survey requirements. At the same time, in order to confirm the reliability and validity of the variables, this study assumes that the measurement indicators of the relevant variables are carried out on the basis of the existing relevant literature and data, and the construction and operation of the relevant studies in this paper have reference value, and the survey results are shown in Table 3.

Table 3: Descriptive statistics

variable	Observations	average value	standard deviation	minimum	median	maximum
MV	320	26.42	12.43	11.85	55.735	99.62
A	320	22.55	11.85	8.43	45.87	83.31
CP	320	23.33	13.47	9.32	50.77	92.22
HIS	320	24.46	14.53	10.55	52.905	95.26
GEN	320	4.42	3.64	3.656	5.946	8.236
ETH	320	6.72	5.46	3.523	5.383	7.243
EDU	320	6.68	5.85	3.885	5.404	6.923

Note: T values are in parentheses; *, **, and indicate significant at 10%, 5%, and 1% levels, respectively.

From the contents of Table 2, it can be seen that the integrity of the survey results is good, the mean, minimum and maximum values meet the requirements, and the normality of the data is reasonable, which can be investigated and analyzed in the later stage, as shown in Figure 1.

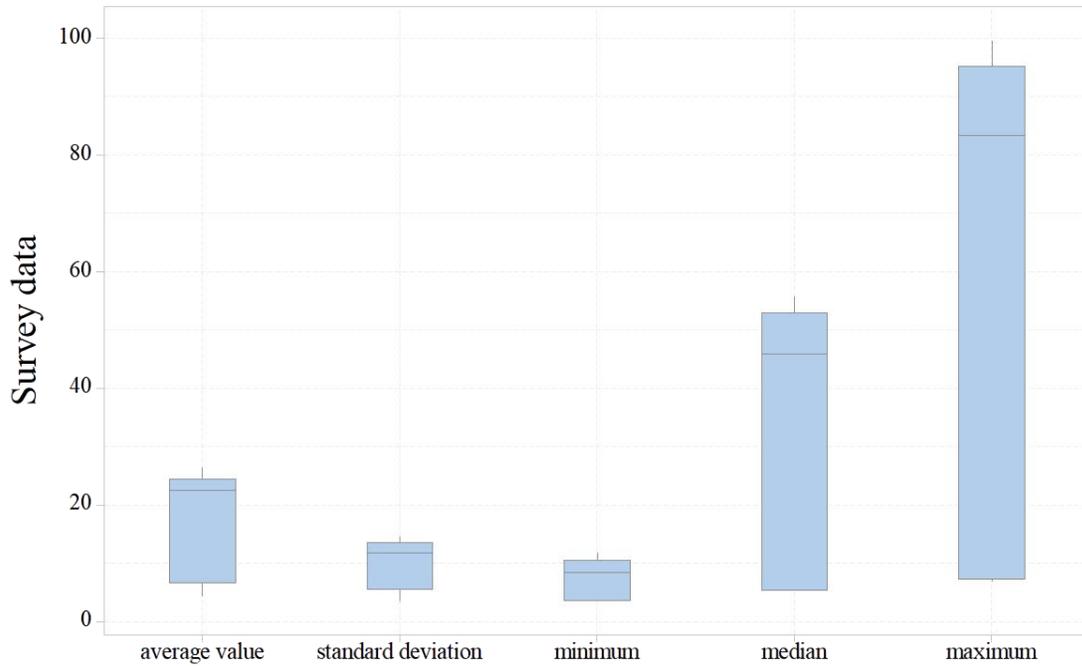


Figure 1 Distribution of survey results

4.2 Correlation analysis

In order to avoid the problem of multicollinearity between variables and improve the reliability of the test results, the Pearson correlation coefficient test was performed on the main variables. The Pearson correlation test was used to test the actual validity of the sample data and to test the correlation between the dependent variables present in the model and its different independent variables, as shown in Table 4.

Table 4: Correlation analysis

	MV	A	CP	HIS	GEN	ETH	EDU
MV	1						
A	0.96	1					
CP	0.97	0.94	1				
HIS	0.64	0.95	0.94	1			
GEN	0.73	0.89	0.84	0.54	1		
ETH	0.56	0.92	0.56	0.54	0.52	1	
EDU	0.89	0.46	0.55	-0.45	0.54	0.73	1

	MV				CP				HIS				GEN				EDU			
	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value
H	0.0	8	0.8	0.93																
CP	0.046	0.054	0.843	0.400																
HIS	0.115	0.053	2.148	0.032*																
GEN	0.001	0.055	0.026	0.980																
EDU	0.061	0.052	1.175	0.241																
Sample size	350				350				350				350				350			
R ²	0.026				0.001				0.000				0.000				0.000			
Adjusted R ²	0.004				-0.005				-0.005				-0.005				-0.006			
F-value	C (7,342)=1.326, p=0.237				C (1,348)=0.407, p=0.524				C (1,348)=0.130, p=0.718				C (1,348)=0.101, p=0.751				F (1,348)=0.009, p=0.925			

MV				CP				HIS				GEN				EDU			
β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value	β	HE RSE LF	t-value	p-value
* p<0.05 ** p<0.01																			

the influence between activism and youth moral values was significant (0.097***), and the t-statistic was 4.62, indicating that there was a positive relationship between activism and youth moral values. the relationship between citizen participation and youth moral values was significant (0.085***), and the t-statistic was 3.06, indicating that there was a positive relationship between citizen participation and youth moral values. At the same time, the control variables of socioeconomic status (SES), gender (GEN), ethnicity (ETH), and education level (EDU) had significant effects on activism and civic participation, and the t-statistic was significant.

4.5 Robustness analysis

Direct effects can identify the key elements in the analysis process and identify the key points in the analysis. The robustness of the relevant indicators is shown in Table 6.

Table 6: Regression analysis

level	Horizontal values	Effect	HERSELF	t-value	p-value	LLCI	ULCI
Low level (-1SD)	1.050	-0.041	0.076	-0.544	0.587	-0.191	0.108
average value	2.488	-0.041	0.054	-0.755	0.451	-0.147	0.065
High level (+1SD)	3.925	-0.041	0.079	-0.514	0.607	-0.195	0.114
Note: LLCI refers to the lower end of the 95% range of the estimate, and ULCI refers to the upper end of the 95% range of the estimate							

Note: *** indicates a significant correlation at the 0.01 level (bilateral), ** indicates a significant correlation at 0.05 (bilateral), and * indicates a significant correlation at 0.1 (bilateral).

This paper uses the Heckman two-stage test to solve the problem. On the basis of the existing control variables, all the data were re-regressed. The regression results of Heckman's test in Table 3-5 show that the regression coefficients are all significant, indicating that there is no sample selection bias for the regression of Hypothesis 1 and Hypothesis 2. After the regression for hypothesis 2 corrects the sample selection bias, the significance and sign direction of the regression results are still consistent with the previous paper, proving the results' robustness. Comparatively speaking, the indirect effect can verify the rationality of the results, and the indirect results are shown in Table 7.

Table 7 Analysis results of indirect effects

项	Effect	BootSE	BootLLCI	BootULCI
Total	0.004	0.010	-0.017	0.025
CP	0.002	0.004	-0.006	0.012
HIS	0.002	0.007	-0.012	0.019
GEN	0.000	0.003	-0.007	0.006
EDU	-0.000	0.004	-0.009	0.009
Remark:BootLLCI Boot strapLower limit of the 95% interval for sampling,BootULCI BootstrapUpper limit of 95% interval for sampling,bootstrapType: Percentilebootstrap method				

From the contents of Table 7, it can be seen that the indirect effect of the test variables is better, indicating that the indicators proposed in this paper have direct and indirect effects on social governance. Among them, the influence of CP and HIS is large, and the role of EDU is negative, which further indicates that the effect of moral values on social governance is poor, and the corresponding analysis needs to be strengthened.

4.6 Regression Results

The regression results in hypothesis 1~4 are summarized and the results are shown in Table 8.

Table 8 Summary of the regression impact of each indicator

	MV	CP	HIS	GEN	EDU
constant	2.224**(5.223)	2.469**(15.217)	2.562**(15.623)	2.386**(15.046)	2.417**(14.356)
A	-0.042(-0.385)	0.035(0.638)	0.020(0.361)	0.017(0.318)	-0.005(-0.094)
ETH	-0.065(-0.566)				
A*ETH	0.000(0.008)				
CP	0.046(0.843)				
HIS	0.115*(2.148)				
GEN	0.001(0.026)				
EDU	0.061(1.175)				
Sample size	350	350	350	350	350

	MV	CP	HIS	GEN	EDU
R 2	0.026	0.001	0.000	0.000	0.000
Adjust R 2	0.004	-0.005	-0.005	-0.005	-0.006
F-value	C (7,342)=1.326, p=0.237	C (1,348)=0.407, p=0.524	C (1,348)=0.130, p=0.718	C (1,348)=0.101, p=0.751	F (1,348)=0.009, p=0.925
* p<0.05 ** p<0.01 The t-value is inside the parentheses					

From the analysis in Table 8, it can be seen that A and ETH have a negative regression, and the regression of EDU has a greater impact, followed by ETH, indicating that hypotheses 1 and 3 are the focus of perfection and the main aspects affecting social governance. Moreover, assumptions 1 and 3 have a greater degree of influence. For this reason, this paper assumes that the results of the study are shown in Table 9.

Table 9 Summary of assumptions

hypothesis	content	Findings:
Hypothesis 1	Moral values can promote the improvement of social governance	establish
Hypothesis 2	Social justice, activism, and civic engagement help governments intervene in the development of policies and laws	establish
Hypothesis 3	Youth and social justice are the objective conditions for the positive development of social governance	establish

As can be seen from the results in Table 9, although there is a negative difference in the indicators in hypothesis 1~3, the overall results are valid. Moreover, the regression in hypothesis 1 and 3 is negative, which is the focus of the improvement of government, laws and regulations, so it is necessary to strengthen the guidance and intervention of government policies, improve the content of laws and regulations, promote adolescents to establish moral values, and guide adolescents to take righteous actions, as shown in Figure 2.

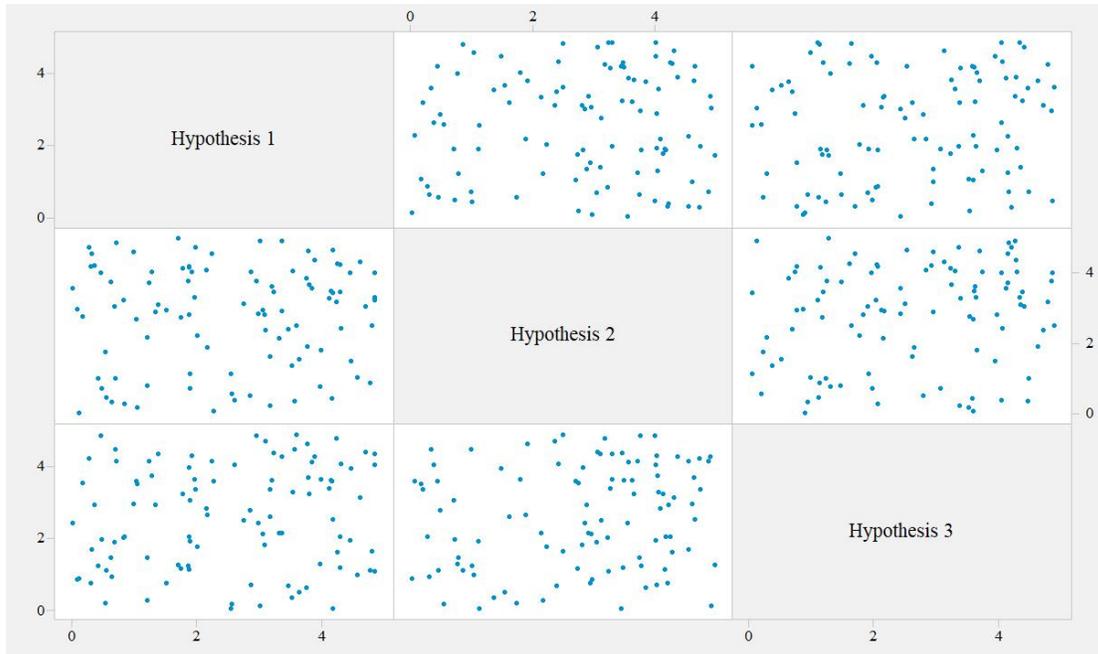


Fig. 2 Detailed data of regression analysis for different hypotheses

As can be seen from Figure 2, the concentration of hypothesis 1 and 3 is higher in the sample regression data, and the sample distribution of hypothesis 1~3 is relatively scattered, which verifies the results of this paper.

5. Discussion

From the above analysis, it can be seen that the moral values of youth play a guiding role in activism, which can promote the establishment of activism and improve civic participation, but this influence is not active, but needs to be combined with youth activism and civic participation, so the following suggestions are put forward:

5.1 The establishment of moral values can create a good social environment

First of all, cultivating young people's sense of social responsibility and citizenship has positive significance and value for their own development. In the process of participating in social activities, young people can gradually enhance their sense of responsibility and mission to the society, build their own organizational and social skills, better meet the needs of the society and give full play to their own energy, fully reflect their own abilities, and make the society full of positive energy. The second is to cultivate young people's sense of social responsibility, and positive citizenship has a positive impact on society. Although many social problems have emerged in the course of social progress and development, the solution of these problems also requires the joint efforts and cooperation of all sectors of society. Among them, it is particularly important to cultivate young people's sense of social responsibility and civic awareness, which can promote the young generation to actively participate in social and public affairs, improve the public's attention and awareness of social problems, so as to better reduce the occurrence of adverse social problems and effectively promote the benign development of society. Third, to

correctly respond to social problems, the state needs to create a good social atmosphere and give play to the positive guiding role of moral values. The government has introduced policies to encourage citizens to actively participate in social and public affairs, and has strengthened the supervision and management of the rights defense movement. At the same time, the media and all sectors of society should establish a good public opinion environment and encourage young people to treat and actively participate in social and public affairs. The first is to strengthen environmental support. The media and all sectors of society should strengthen publicity and reporting on young people's participation in volunteer service and other social practice activities, increase the public's understanding of the activities, and make the social environment more stable and reliable. It is necessary to attach great importance to the education and training of young people, improve their quality and ability, and provide a more effective guarantee for enhancing their ability to participate in society. The second is to strengthen the integration of resources. Fully tap and make use of various resources to promote the integration and innovation of young people's participation in social practice activities. Governments, enterprises, social organizations, and so forth should jointly organize social activities to jointly promote the sound development of young people's values. The third is to strengthen innovation leadership. Use innovative thinking to promote the upgrading and development of young people's participation in social practice activities. Through the introduction of new ideas and new technologies, social activities with local characteristics will be carried out, the efficiency and quality of social practice activities will be improved, and the attractiveness and influence of youth participation activities will be enhanced. Fifth, it is necessary to strengthen practical exploration, carry out pilot project exploration activities according to the personality characteristics of the younger generation, summarize and test the achievements and experiences of young people in participating in social practice activities, and promote the comprehensive development and improvement of positive social activities.

5.2 Activism can promote the introduction of laws and policies

The first is to educate young people not to be bothered by excessive self-sacrifice and excessive sense of social responsibility. In real life, some young people ignore the interests of others because they attach too much importance to their personal interests, or ignore their own interests and needs because they are overly socially responsible. It is particularly important to educate young people to establish a correct concept of interests, pay attention to their own needs, respect the rights of others, and maintain a balanced orientation toward justice. The second is to cultivate young people's critical thinking and independent thinking skills. In the face of moral values, young people should learn to analyze and think rationally, rather than blindly following the opinions and opinions of others (Türkmen et al., 2023). The younger generation should have the courage to express their own views and opinions, give full play to their unique creativity and imagination, and contribute to the progress and development of society. The third is to strengthen psychological counseling and emotional care for young people. In the face of moral values, some young people will have psychological problems and emotional distress due to confusion, confusion or social pressure, and the society should strengthen the psychological guidance of adolescents and pay attention to personal emotional care (Woollard, 2022). Enhance the positive attitude of young people towards social problems, and enhance their self-confidence and adaptability to enter the society. Strengthening the government's guidance and supervision of

activism and citizen participation has become an important issue that needs to be paid attention to and discussed in today's society. It is assumed that the government cannot effectively strengthen the supervision and supervision of these social activities. In such a situation, it is easy to face serious risks that cannot be overcome, and if there are some bad behaviors in society, it will inevitably cause confusion and negative effects. Governments must do a better job of guiding and monitoring the activism and civic engagement of the younger generation. Throughout history, government guidance and norms for activism and citizen engagement have been adapted to respond to societal needs and changes in the times. In modern societies where the democratization process is more mature, governments place greater emphasis on encouraging and supporting activism and civic participation, as well as on monitoring undesirable behavior. Correspondingly, in some periods of social change (Yusoff et al., 2022), the government needs to strengthen the deep intervention and regulation of activism and citizen participation to avoid social unrest and chaos. It can be seen that the government's support and supervision of the younger generation's activism and citizen participation is necessary and complex, and the government needs to use appropriate ways and means to strengthen social leadership, establish and improve the legal system and institutional mechanisms, and enhance the sense of identity and dedication of young people to society. Strengthen the crackdown on negative social behavior, create a social atmosphere of honesty and integrity, and increase the legitimacy, fairness, and transparency of young people's participation in social justice and action.

5.5 Citizen participation can enable governments to play a leading role

In a good public opinion environment, the media and all walks of life are an important part of the public opinion environment in modern society, and they have given full play to their important role in promoting the public opinion environment. A good public opinion environment can motivate young people to actively participate in social and public affairs, improve the degree of integration of young people into society, reflect a good sense of ownership, help enhance social trust and sense of cooperation, and promote social harmony and stability. On the one hand, objective and fair media reports can help young people understand the social situation more correctly and objectively, and the media should strengthen public opinion attention and reporting on social justice, and improve young people's understanding of social justice events. On the other hand, all sectors of society should establish a good public opinion orientation for the younger generation. Government organs and public institutions should strengthen information disclosure and the positive nature of public opinion, so that young people have a correct understanding of public affairs, and provide young people with more positive information and views through various effective channels, so as to help young people accurately view and participate in social and public affairs. It can be seen that the media and all sectors of society should strengthen supervision at the information level to ensure that public opinion plays a positive and uplifting role. Moral values can motivate oneself to actively participate in social activities and promote social justice and fairness. Young people are morally driven to achieve the goal of contributing to society through positive action and participation, and this catalytic effect is reflected in activism and civic engagement. Young people contribute to social progress and development through their participation in political, social and cultural activities, through the expression of their moral will and the fulfilment of their civic duties. Social justice issues should be given attention at a young age, which has a direct impact on the future development of the individual and the future of the

nation. They are the hope of the future, the sensitive issues and the focus of social attention. Studying the thoughts, behaviors, and social relationships of adolescents can better understand their actions and participation in social justice, which is the key group of social practitioners and the key to promoting the development of social justice. Activism and civic engagement are interrelated and interactive, but not identical, and are relatively separate concepts, each with its own concepts and characteristics. At the same time, the moral values of youth have a positive impact on both activism and civic engagement. Efforts should be made to foster the moral values of young people, promote the civic awareness and participation of the younger generation, and enable young people to become active promoters of social justice. Young people's moral values have a positive impact and play an important role in both activism and civic engagement. The moral values of young people can stimulate their sense of social responsibility and justice, and guide the younger generation to actively participate in social activities, which is not only reflected in individual behavior, but also in collective behavior. It can be seen that cultivating the moral values of young people can improve their awareness of action and participation in social justice, and promote the younger generation to become active defenders of social justice.

6. Conclusions and prospects

6.1 Conclusion

From the perspective of social governance, this paper analyzes the influence of moral values, administrativeism and public welfare participation, and studies the impact of moral values on social governance, and puts forward three hypotheses, and the results show that the three hypotheses are newly established, in which the impact of hypothesis 1 is negative, and the impact of hypothesis 3 is negatively correlated, so hypothesis 1 and hypothesis 3 are the focus of research. Among them, social governance is affected by moral values, administrativeism and citizen participation can promote the introduction of political policies, and can provide support for the research and analysis of government policies, so the establishment of moral values is an important direction and content of social governance, and activism and citizen participation are also the main factors for the introduction of government policies and the improvement of laws and regulations, value creation and activism can guide the government's behavior, so that the government can play its duties and roles, promote young people to establish a correct moral outlook, and guide young people's political behavior, and lay a good foundation for social governance, but the establishment of moral values belongs to the long-term influence role, and the government should introduce necessary laws and regulations. In this way, it ensures that values are formed and that in the process of citizen participation, government actions can be monitored and laws and regulations can be pushed in the right direction. Therefore, strengthening the construction of moral values plays an important role in social governance, and the government should pay attention to the improvement of laws and the introduction of laws and regulations, so as to achieve the development of social justice and improve the overall level of social governance.

6.2 Outlook

There are some deficiencies in the research of this paper, mainly reflected in the analysis of data and the acquisition of samples, how to carry out data analysis of moral values, improve the

content of samples, and improve the level of social participation is an urgent problem to be solved.

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