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## Cognition and Attitude of Secondary Students towards Based on Tea Cultural Heritage Education Situation in Wuyi Mountain

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### **Abstract**

*Wuyi Mountain is globally renowned as a site of immense natural and cultural significance, designated as a world natural and cultural heritage site. Its profound tea cultural heritage amplifies its overall importance. Local students serve as the primary custodians and proponents of this heritage, making their understanding and attitudes pivotal for its sustainable development. Despite this, there is a noticeable lack of research delving into the current state of students' awareness and attitudes regarding tea cultural heritage, particularly in the context of local school education. This study seeks to bridge this gap through quantitative research methods, shedding light on local students' cognition and attitudes towards tea cultural heritage. The findings reveal that local students' cognition of tea cultural heritage, particularly in advanced cognitive skills such as "synthesis" and "application," is limited. While students generally hold a positive view of tea culture, they encounter challenges in translating these values into their daily lives. To foster a more comprehensive understanding and appreciation of tea cultural heritage among students, it is essential to critically assess and adapt educational strategies, ensuring the effective preservation and sustainable development of this invaluable heritage.*

**Keyword:** Tea Cultural Heritage, Heritage Education, Cognition, Attitude, Wuyi Mountain.

### **Introduction**

Nestled in the Fujian province of China, Wuyi Mountain stands as a World Natural Cultural Heritage site, with its tea cultural heritage deeply interwoven into the tapestry of Chinese tea culture history. As the heartland of tea production and cultivation, this region boasts an intricate and extensive legacy of tea culture, serving as a cradle for both Chinese and worldwide tea traditions. Historical records attest to the existence of a relatively comprehensive tea culture system in Wuyi Mountain, dating back to the Tang and Song dynasties. This system encompassed not only the knowledge, technology, and art of tea cultivation, production, and consumption but also held profound connections with and influences on local folklore, the natural environment, and philosophical concepts, as noted by Chen (1999) and Ding (2011). Against this rich backdrop, the tea culture in Wuyi Mountain emerges as a global treasure, firmly embedded in the tapestry of Chinese tea culture.

The preservation and advancement of the tea cultural heritage in Wuyi Mountain hinge significantly on the cognition and attitudes of local students. As direct beneficiaries and future stewards of this cherished tea culture, the cultural cognition and attitudes of these students lay the crucial groundwork for

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safeguarding this heritage.

In the preservation and development of the tea cultural heritage of Wuyi Mountain tea, the cognition and attitudes of local students are of paramount importance. Firstly, as direct beneficiaries and future inheritors of tea culture, the cultural cognition and attitudes of local students serve as the foundation for the preservation of tea cultural heritage. Guo et al., (2019) underscore the importance of active participation and identification of the younger generation within the local community, asserting that the sustainability of cultural heritage rests upon their engagement. Yao and Chen (2017) stress the necessity of local students' profound comprehension and positive disposition toward tea culture, as this is vital for integrating it into modern society. Such understanding and appreciation ensure that tea culture adapts to and meets the evolving needs of contemporary society. Furthermore, Shao and Chen (2021) contend that through learning and practical experience, local students can extend their knowledge and skills in tea culture to a broader audience. This, in turn, promotes the international dissemination and recognition of tea culture, contributing to its enduring legacy.

Amid the backdrop of global sustainable development, local students in Wuyi Mountain confront distinctive challenges and elevated expectations concerning their cognition and attitude on the tea cultural heritage. Tea cultural heritage in Wuyi Mountain, viewed from a sustainable development perspective, has transitioned from a historical artifact into a vibrant cultural entity actively pursuing innovative growth through protective measures (Wang & Tian, 2022). Local students now face a higher bar; mere rudimentary knowledge of Wuyi Mountain tea's cultural heritage won't suffice. They are called upon to fuse critical thinking skills, crafting holistic strategies dedicated to the preservation and advancement of this rich legacy (Xu, 2021; Derafshi et al, 2023). This profound understanding empowers individuals to skillfully exploit the unique benefits of tea cultural heritage, fortifying a resilient groundwork for its lasting and sustainable development (Chen, 2019; Isaei et al, 2021). Additionally, it is essential for students to recognize the tea cultural heritage as an integral component of their own cultural identity and to actively engage in its conservation and progression, motivated by their emotional connection to it (Peng et al., 2019). Establishing a profound and extensive emotional bond between individuals and the tea cultural heritage is instrumental in safeguarding and nurturing it for the benefit of future generations (You et al., 2014). Therefore, the global context of sustainable development establishes heightened standards for the cognition and attitudes of local students concerning tea cultural heritage. The educational objective of tea cultural heritage encompasses not only the transmission of cultural values but also the future growth and prosperity of the culture.

In recent years, the Wuyi Mountain government has implemented various educational strategies aimed at enhancing students' cognition and attitudes regarding tea cultural heritage. However, the effectiveness of these strategies remains inadequately assessed. Prior research has revealed that residents' understanding and attitudes towards tea cultural heritage are still lacking (You et al., 2014). Given this context, it becomes imperative to conduct a comprehensive analysis of the current state of students' cognition and attitudes, particularly within the local tea cultural heritage educational context (Chen, 2019). By conducting a thorough examination of students' cognition and attitudes, valuable insights can be garnered regarding their knowledge level, emotional engagement, and recognition of the significance of tea cultural heritage. These findings serve as a significant scientific foundation for tea cultural heritage education, enabling the formulation of more coherent and effective educational strategies (Hu, 2018). Furthermore, a comprehensive assessment of students' cognition and attitudes aids in identifying their individual needs and areas for improvement in tea cultural heritage education. This knowledge serves as a guide for enhancing tea cultural heritage education and ultimately enhancing its overall effectiveness (Chen, 2019).

Building upon the preceding context, this study endeavors to scrutinize the status of students' cognitive understanding and attitudes regarding the education surrounding the cultural heritage of tea in Wuyi Mountain. Meanwhile, it seeks to formulate strategic recommendations to enhance tea cultural heritage education in this locale, hence the following two exploratory research questions: 1) What is the level of cognition among local students regarding tea cultural heritage? And 2) What is the depth of attitude towards tea cultural heritage among the local students?

Through a comprehensive investigation of both research questions, this study contributes not only robust theoretical foundations for the conservation and development of tea cultural heritage in Wuyi Mountain but also provides invaluable insights and directives for educational initiatives in this domain, extending its applicability beyond the local context and facilitating the preservation and sustainable development of tea cultural heritage on a broader geographic scale.

## Literature Review

In recent years, there has been a growing recognition within the academic community of the importance of local students' awareness and attitudes towards cultural heritage. Garzón-Paredes and Royo-Vela (2022) emphasize the importance of local young students' cultural heritage cognition and attitudes in innovative preservation and creative advancement. Delgado-Algarra and Cuenca-López (2020) point out education is the most vital variables of impacting on local students' cognition and attitudes towards cultural heritage. UNESCO has consistently encouraged the young pupils in the conservation and dissemination of world heritage, thereby enhancing their understanding of its importance (UNESCO World Heritage Centre, 2013). Based on this, scholars have also emphasized the connections between civic education, sustainable development, and education about cultural heritage. They argue that changing the goals of cultural heritage education should focus on developing in students a sense of accountability and critical thinking (Dorri, 2020; Marabini, 2022; Röhl & Meyer, 2020).

In the research context of tea cultural heritage education in Wuyi Mountain, the literature review reveals the limited cognition about cultural heritage among the students, which have a negative impact on the long-term inheritance and development of tea cultural heritage, in addition to diminishing the intrinsic value of cultural heritage (Peng et al., 2019). In terms of attitudes, the local students' concern for tea cultural heritage is also pessimistic (Wang & Tian, 2022). Long's (2020) research find that many students perceive cultural heritage as incongruous with their contemporary lifestyles. Many tea cultural heritage is in danger of extinction (You et al., 2014).

It is noteworthy that most of these investigations primarily employed qualitative research methodologies, which made it challenging to precisely assess the cognitive and attitudinal levels of residents and students. While there were a few instances of quantitative studies, such as the Cultural Heritage Awareness Scale developed by Dönmez and Yeşilbursa (2014) and the Attitude Scale created by You et al. (2014), they did not provide explicit insights into the hierarchical differences in cognition and attitudes. Consequently, these studies failed to distinctly outline the specific variations in cognitive and attitudinal aspects within this unique context. Furthermore, even though local educational institutions in Wuyi Mountain have adopted comprehensive tea cultural heritage educational programs, the criteria employed to evaluate the effectiveness of these pedagogical approaches remain unclear (Chen, 2021). Thus, the development of a "hierarchical conceptual model of cultural heritage learning" is essential for a more effective discernment of local students' cognitive and attitudinal levels.

After an extensive review of relevant scholarly sources, it is evident that there is no explicit scholarly proposal regarding the cognitive and attitudinal levels of cultural heritage. However, Bloom (1956)'s taxonomy of cognitive domains and Krathwohl et al. (1973) 's classification of the affective domain are widely considered by Achille and Fiorillo (2022), Kovacheva and Dimitrova (2017), Kurniawan et al. (2021), and Qiu et al. (2020), provides useful frameworks.

According to Tan (2010), every category in the learning domain corresponds to a particular learning objective. Thus, drawing upon the works of Bloom (1956) and Krathwohl et al. (1973) theoretical frameworks and relevant studies in the field, this study formulates a hierarchical conceptual model of students' cognition and attitude in cultural heritage learning, in which domain-specific goals (see Table 1 and Table 2) offer more logical indicators for evaluating students' cognitive and attitudinal levels (Dümcke & Gnedovsky, 2013; Gürel & Çetin, 2019).

**Table 1:** Cognitive Domain of Cultural Heritage Learning (Adapted from Bloom, 1956).

Domain	Level of Stage	Specific Aspects of Cultural Heritage Learning
Cognitive Domain	Knowledge	The student learns about the tradition, including its historical roots, its role in the community, and the techniques and materials involved.
	Comprehension	The student understands the cultural significance of the tradition, including its symbolic meanings and its importance in the local identity.
	Application	The student participates in the tradition, such as by learning to perform it or create associated artifacts.
	Analysis	The student examines the tradition in its broader cultural context, comparing it with similar traditions in other cultures or analyzing its evolution over time.
	Synthesis	The student combines their knowledge in new ways, such as by exploring how the tradition could be adapted for modern contexts or by creating their own version.
	Evaluation	The student criticizes aspects of the tradition, such as discussing its social impact or evaluating how well it has been preserved.

**Table 2:** Affective Domain of Cultural Heritage Learning (Adapted from Krathwohl, 1973).

Domain	Level of Stage	Specific Aspects of Cultural Heritage Learning
Affective Domain	Receiving Phenomena	Students show awareness and willingness to engage with cultural heritage. They are open to experiencing cultural traditions, visiting heritage sites, and learning about different cultural heritages.
	Responding to Phenomena	Students participate actively in cultural heritage. They might show interest in a cultural practice, ask questions about cultural heritage, or participate in cultural events.
	Passive Valuing	Students develop an appreciation and respect for cultural heritage. They recognize the value of preserving cultural heritage and express positive attitudes towards different cultural traditions.
	Active Valuing	Student is profound understanding, respect, and participation in tea cultural heritage, encompassing cultural identification, willingness to protect, and the promotion of critical thinking and innovation.
	Organization	Students reconcile different values related to cultural heritage. They might reflect on their own cultural biases, evaluate different perspectives on cultural heritage, or develop a personal philosophy about the importance of cultural heritage.
	Characterization by Value	Students' behavior is influenced by their values related to cultural heritage. Their appreciation and understanding of cultural heritage are evident in their actions, such as advocating for the preservation of cultural heritage sites, regularly participating in cultural traditions, or pursuing further learning about cultural heritage.

In summary, the cognitive and attitudinal understanding of local students towards cultural heritage has been extensively discussed in the field of cultural heritage. Literature further elucidates how students' cognition and attitudes positively influence the protection and sustainable development of cultural heritage, highlighting the crucial position of education in this process. In the context of Wuyi Mountain tea cultural heritage education, although some studies into enhancing students' attitudes and cognition have been conducted, these studies appear to be limited (Chen, 2019). A major contributing factor to this situation is the lack of thorough evaluation and examination of the individual domains of students' cognition and attitudes, as well as their gaps (Karadeniz, 2020; Xu, 2022). More research is still needed in this area. Furthermore, through a review of the literature, this study presents a "hierarchical conceptual model of cultural heritage learning" to assess students' learning outcomes in a variety of cultural heritage domains. Further investigation and validation are still necessary to determine the efficacy and potential utility of this framework in real-world applications.

## **Methodology**

### **Research Design**

As previously mentioned, this study's primary objective is to conduct a detailed investigation into the attitudes and perceptions of local students in Wuyi Mountain concerning tea culture and heritage, particularly within the context of their current education. The aim is to provide strategic recommendations for the enhancement of cultural heritage education. To achieve this, the study centers on the following two primary research questions:

Firstly, the study endeavors to perform a comprehensive and systematic evaluation of local students' cognitive understanding of tea cultural heritage in Wuyi Mountain. This entails a thorough examination of the depth and breadth of their cognitive awareness, including any potential variations among them.

Secondly, the research is dedicated to a comprehensive exploration of students' emotional identification and willingness to actively engage with tea cultural heritage. It seeks to analyze the multifaceted dimensions of their attitudes, as well as any potential variations among these attitudes.

To address the research questions at hand, this study adopted an empirical research philosophy and selected a quantitative research approach. The principal method utilized for data acquisition entailed the distribution of questionnaires and standardized tests (Stockemer, 2019). The researcher leveraged descriptive statistics and supplementary statistical analyses to provide a comprehensive understanding of students' cognition and attitudes towards tea cultural heritage in the Wuyi Mountain area. Subsequently, grounded in the gathered data and analysis, the researcher proceeded to evaluate the effectiveness of existing educational strategies within these domains and pinpoint potential areas for improvement.

### **Sample**

In pursuit of answers to the two primary research questions, a convenience sampling method was used for sample selection (Jackson, 2014). Upon sending formal request letters to six middle schools located in Wuyi Mountain, one institution responded favorably. After careful deliberation and consultation with the relevant school departments, it was decided that the study's target participants would be first-year middle school students. Subsequently, the recruitment process for participants was initiated.

To promote widespread participation, the research team utilized a variety of communication channels,

including emails, brochures, and posters, to disseminate survey invitations. Furthermore, the team furnished parents of the students with a comprehensive research brief that delineated the study's objectives, methodology, and assurances regarding participant privacy and data confidentiality.

As a result, a total of 66 students, aged between 13 and 14 years, with a nearly equal distribution of both males and females, voluntarily took part in this study. All participants were formally involved in the research process after obtaining written consent from their parents or guardians.

It is crucial to note, considering the educational policies implemented in the Wuyi Mountain region, these students had already been introduced to and had studied curriculum content related to tea cultural heritage during their time in elementary school. The findings of this study offer insights not only into the students' fundamental understanding and attitudes regarding tea cultural heritage but also illuminate the practical effectiveness and potential limitations of the existing cultural heritage education in Wuyi Mountain. This sampling strategy was intentionally designed to ensure the study's relevance, practicality, and the seamless progression of the research process (Creswell, 2017).

## **Data Collection**

The selection and design of research tools play a pivotal role in guaranteeing the precision of data collection, processing, and interpretation, consequently influencing the quality and reliability of the research findings (Lerche, 2012). In this study, a quantitative research strategy was embraced to comprehensively investigate the research topic. This involved the utilization of questionnaire surveys and test papers to gather pertinent data. The choice of quantitative methods is rooted in their capacity to furnish objective and quantifiable data for research purposes (Stockemer, 2019). Following statistical analysis, these data can yield research conclusions characterized by a high degree of reliability and persuasiveness (Blackstone, 2018).

To ensure precise evaluation of the students' cognition in the tea cultural heritage of Wuyi Mountain, a test paper devoted exclusively to the Wuyi Mountain Tea Cultural Heritage has been formulated. This test employs a combination of multiple choice and short answer questions to thoroughly assess students' cognition. The questions are structured in accordance with the hierarchical conceptual model of cultural heritage cognition to ensure that each level is thoroughly examined.

Additionally, this study incorporates a comprehensive questionnaire to delve deeper into students' perspectives regarding the cultural heritage of Wuyi Mountain tea. The goal is to gain a more profound understanding of their attitudes. The questionnaire is designed by merging the unique context of Wuyi Mountain tea cultural heritage with references to Krathwohl's affective learning domain and Akbaba's (2014) cultural heritage attitude scale. It primarily explores students' attitudes towards various learning domains of tea cultural heritage and employs Likert's five-level scale for evaluation. The data collected through this hierarchical scale not only facilitates the exploration of students' comprehensive attitudes towards tea cultural heritage but also identifies any potential deficiencies they may have (Srivastava, 2015).

To ensure the accuracy and reliability of the research tools, this study underwent multiple rounds of pretests and revisions before the formal data collection. Initially, experts in the field of tea cultural heritage, educational scholars, and teachers were invited to participate in an extensive review and discussion of the questionnaire and test paper content, ensuring their high relevance to the research objectives and topics. Subsequently, a series of pilot tests were conducted, involving a sample of five first-grade middle school students and two primary school teachers. These pilot tests aimed to confirm

that each question was comprehensible and unambiguous to the respondents. Furthermore, to assess the questionnaire's validity and reliability, internal consistency was measured using the Cronbach's alpha value, and validity testing was performed.

During the data collection phase, strict control measures were taken to ensure the rigor of the research and the authenticity of the data. Specifically, the research team conducted a centralized data collection exercise involving 66 first-year secondary school students in the Wuyi Mountain. Importantly, the students involved in this study willingly participated in the questionnaire and test without any prior preparation or knowledge. This approach was employed to ensure that the data collected is a faithful representation of individuals' cognition and attitudes towards tea cultural heritage (Lerche, 2012). All students who took part were assembled in one classroom. Following explicit instructions, the questionnaires and papers were disseminated to each student, who were subsequently instructed to fulfil them within a designated time frame of 100 minutes. All test papers and questionnaires were collected in full within the designated time frame to guarantee the authenticity and integrity of the data. Following this, the research team compiled and coded the raw data. The real names and personal information of all students were anonymized. The research team scored the students' cognitive tests and attitude scales and checked the results several times to make sure they met the criteria. This data collection endeavors have established a robust groundwork for subsequent statistical analyses and discussions.

## **Data Analysis**

In the data analysis phase, this study utilized SPSS software to efficiently synthesize the collected data, ensuring its accuracy and reliability. With its robust data analysis capabilities and a comprehensive range of analysis techniques, SPSS has become the tool of choice among researchers for conducting quantitative data analysis (Stockemer, 2019).

To gain a deeper understanding of students' cognition and attitudes towards tea cultural heritage, this research initially employed descriptive statistical analyses to provide a comprehensive evaluation of cognition test outcomes and attitude scales. This assessment included key indicators such as means, median, mode, standard deviations, and frequency distributions. Descriptive statistics are considered vital by many academic researchers because they offer an initial glimpse of the data, providing researchers with an overview of the entire data-set and setting the stage for more in-depth analyses in subsequent phases (Stockemer, 2019). Based on the findings of these descriptive statistics, this study reveals the fundamental characteristics of local students' cognition and attitudes towards tea cultural heritage in Wuyi Mountain, thereby establishing a basis for further analysis and discussion.

To gain a more profound understanding of students' awareness and perspectives on tea culture heritage, this study conducted an exhaustive horizontal comparative analysis of their cognitive and attitudinal responses within diverse domains. The aim was to dissect and comprehend the cognitive disparities manifest across these domains, and to unearth any underlying issues. Given the inherent variability in the data, a range of data processing methods were applied, tailored to the distinct characteristics of the cognitive and attitudinal data. For the cognitive aspect, the p-value of 0.147 in the Shapiro-Wilk normality test suggested a normal distribution, warranting the use of Analysis of Variance (ANOVA) for comparing standard scores across different domains, thereby evaluating cognitive variations among students. In terms of the attitudinal data, characterized by its ordinal nature, the Friedman test, a non-parametric statistical approach, was utilized to assess the differences in median scores across the various attitudinal domains.

In summary, this study employs a series of rigorous and systematic data analysis techniques to provide authentic feedback on the cognition and attitude of local students regarding tea cultural heritage. The findings offer a significant body of empirical data that advances the understanding of the real state of local students' attitudes and cognitive abilities regarding this area in a thorough and comprehensive manner.

## Results and Discussion

### Results of Cognitive Survey on Tea Cultural Heritage Among Local Students

Descriptive statistics were used to assess the general awareness of tea cultural heritage among local students. The paper test's mean score was 15.24, with a median score of 15, a standard deviation of 5.446, the highest score of 31, and the lowest score of 4, indicating a significant cognitive deficit among students.

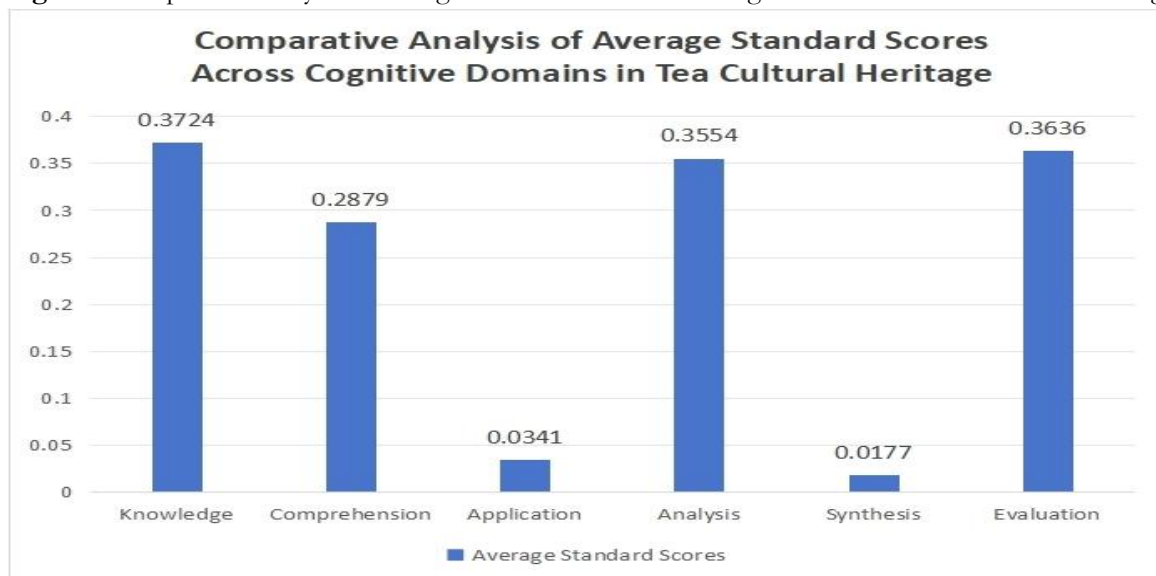
A detailed analysis of student performance in each cognitive domain was conducted, and Table 3 provides basic data such as the mean, standard deviation, and median of students' average standard scores per question in various cognitive domains related to tea cultural heritage.

**Table 3:** Descriptive Statistics of Students' Tea Cultural Heritage each Cognitive Domain.

Cognitive Domain	Mean	Standard Deviation	Median
Knowledge	0.3724	0.151033	0.3642
Comprehension	0.2879	0.217727	0.2857
Application	0.0341	0.065335	0.0000
Analysis	0.3554	0.177377	0.3636
Synthesis	0.0177	0.053739	0.0000
Evaluation	0.3636	0.216759	0.3636

Then, to establish an equitable evaluation of the students' achievements in different cognitive dimensions, the mean percentage score per question was calculated for each cognitive dimension. The data results are clearly displayed in the bar chart depicted in Figure 1.

**Figure 1:** Comparative Analysis of Average Standard Scores Across Cognitive Domains in Tea Cultural Heritage





Furthermore, ANOVA analysis was employed to compare student performance on various cognitive dimensions. The analysis yielded a P-value smaller than 0.001 and an F-value of 68.552. Generally, a p-value greater than 0.5 in an ANOVA test is considered statistically significant. This result suggests differences in local students' performance on cognitive domains related to tea cultural heritage in Wuyi Mountain, with the degree of difference approaching significance.

Lastly, specific differences between the domain of cognition were found using Tukey's HSD test. Table 4 displays the test results in response to the observation that there are significant differences in the perception of various cognitive aspects of tea cultural heritage among local students. These outcomes should be subjected to additional scrutiny and deliberation.

**Table 4:** Results of Tukey's HSD Test on Students' Cognitive Domain of Tea Cultural Heritage.

Dimensional Comparison	Mean Score Difference	P-value	Significance of Difference
Knowledge vs. Comprehension	.0152	.993	No
Knowledge vs. Application	.2689	.000	Yes
Knowledge vs. Analysis	-.0523	.384	No
Knowledge vs. Synthesis	.2854	.000	Yes
Knowledge vs. Evaluation	-.0606	.223	No
Comprehension vs. Application	.2538	.000	Yes
Comprehension vs. Analysis	-.0675	.129	No
Comprehension vs. Synthesis	.2702	.000	Yes
Comprehension vs. Evaluation	-.0758	.060	No
Application vs. Analysis	-.3213	.000	Yes
Application vs. Synthesis	.0164	.991	No
Application vs. Evaluation	-.3295	.000	Yes
Analysis vs. Synthesis	.3377	.000	Yes
Analysis vs. Evaluation	-.0083	1.000	No
Synthesis vs. Evaluation	-.3460	0.000	Yes

### Results of Attitudinal Survey on Tea Cultural Heritage Among Local Students

This study analyzed relevant questionnaires using a Likert scale to determine students' attitudes towards tea cultural heritage in Wuyi Mountain. The first step in the analysis involved using descriptive statistics. The statistical findings indicated a predominantly favorable disposition among students toward tea cultural heritage. Key statistics include median questionnaire score of 3.78, mode of 3.00, and a standard deviation of 0.39. In terms of the frequency distribution, approximately 2.23% of students chose "strongly disagree," 7.15% chose "disagree," 35.48% were neutral, 35.44% chose "agree," and 19.70% chose "strongly agree."

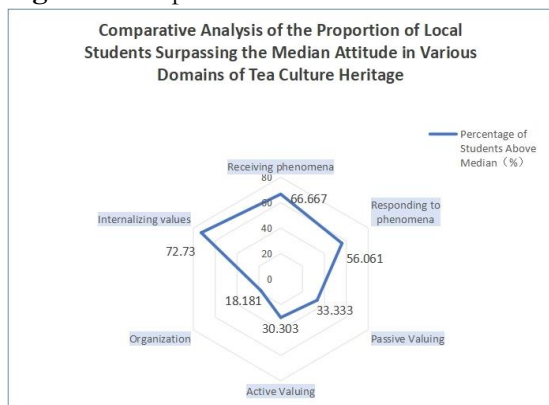
In the subsequent phase of analysis, descriptive statistics was utilized to systematically analyze the variations in students' responses within distinct attitudinal domains pertaining to tea culture heritage, as systematically illustrated in Table 5. These results suggest that although a majority of the students exhibit a 'neutral' or 'agreeable' stance towards all items about tea cultural heritage, such attitudes are not robustly held. Furthermore, there is a discernible disparity in how students articulate their perspectives across various attitudinal domains.

**Table 5:** Frequency of Modes Attained for Tea Cultural Heritage Across Different Attitude Domains Among Local Students (Note: SD = -2, D = -1; N = 0 ; A = +1; SA = +2)

Domain	f of Mode					Scored Items
	SD	D	N	A	SA	
<b>Receiving Phenomena Items (n = 6)</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3/12</b>
Responding to phenomena items (n = 6)	0	0	0	6	0	6/12
Passive Valuing items (n = 6)	0	0	4	2	0	2/12
Active Valuing items (n = 6)	0	0	3	3	0	3/12
Organization items (n = 6)	0	0	6	0	0	0/12
Internalizing values items (n = 6)	0	0	2	4	0	4/12

Given the ordinal characteristics of the data collected through the questionnaire survey, this study employed the Friedman test to analyze the distribution of student scores across six distinct domains. The results indicated significant variations in the distribution of student scores across these domains ( $Chi\text{-suar} = 64.339$ ,  $df = 5$ ,  $p < 0.001$ ), signifying notable statistical differences in student performance across varied domains.

Specifically, Figure 2 provides a lucid visual delineation of the attitudinal stances of local students toward the multifarious domains of tea culture heritage, specifically quantifying the percentages of students whose evaluations exceeded the median threshold in each respective domain. Notably, the domain of 'Internalizing Values' emerges as the epitome of attitudinal affirmation, markedly surpassing its counterparts, whereas the domain of 'Organization' is characterized by a relative paucity of positive attitudinal responses.

**Figure 2:** Comparison of Local Students' Attitudes Towards Different Domains of Tea Culture Heritage.

Moreover, this study used Cronbach's Alpha as a measure of internal consistency to ensure the robustness and reliability of the collected data. In academic research, evaluating the internal reliability and consistency of a questionnaire conventionally necessitates a Cronbach's Alpha value of 0.7 or higher (Tavakol & Dennick, 2011; Juma et al, 2023). In this study, the Cronbach's Alpha value for the questionnaire was calculated at 0.88, signifying a high degree of reliability and effectiveness in the data.

In conclusion, the results derived from this extensive survey reveal an overall unfavorable level of cognition and attitude among local students regarding the cultural heritage of tea. It is noteworthy that significant differences were evident in student performance across learning domains, both in terms of cognition and attitudes. These findings underscore the existence of notable gaps and challenges that students encounter with respect to attitudes and cognitive aspects related to tea cultural heritage. These disparities warrant immediate attention and further investigation to address the underlying issues.

## Discussion

Following a comprehensive quantitative analysis, this study revealed that the overall level of students' perceptions concerning tea cultural heritage in Wuyi Mountain is notably low. This finding is in concordance with previous research, particularly the studies conducted by You et al. (2014) and Guo et al., (2019). Building upon this, Shao and Chen (2021) suggested that the observed cognitive deficiency may be attributed to the marginalized status of tea cultural heritage within the existing educational framework, potentially resulting in students' limited comprehension of its profound values and meanings (Peng et al., 2019).

Moreover, through the conduction of ANOVA statistical analyses and subsequent Tukey's HSD follow-up tests, this study effectively pinpointed significant variations in the cognitive dimensions of the students. Notably, students displayed sub-optimal performance in the higher-order cognitive domains of "Application" and "Synthesis." This indicates a substantial deficiency in their ability to engage in higher-level cognitive processes concerning cultural heritage. Such a shortfall may be associated with the prevailing teacher-centered teaching approach, which prioritizes knowledge transmission over the cultivation of critical thinking and practical application skills among students (Brusaporci et al., 2021; Marabini, 2022). This observation aligns with the research conducted by You et al. (2014) and Guo et al. (2019), who contend that the current teaching methodology overly emphasizes students' rote memorization of basic tea culture knowledge, potentially at the expense of deeper interpretation and practical application.

Furthermore, the substantial disparity between the current student perceptions and the UNESCO-set expectations concerning cultural heritage education is a subject of considerable concern (Penna, 2018). UNESCO explicitly underscores the imperative of aligning cultural heritage education with sustainable development goals. It underscores the importance of embracing learner-centered and action-oriented pedagogical methodologies while focusing on the preservation and advancement of tea cultural heritage and the cultivation of applied and integrated creative competencies (UNESCO, 2017). Expanding upon this notion, Vare and Scott (2020) delve deeper into the concept, contending that authentic cultural heritage education should extend beyond mere knowledge dissemination to foster students' abilities for self-directed exploration and dialectical thinking. Currently, tea cultural heritage education in Wuyi Mountain predominantly relies on a traditional, teacher-centered teaching model (Chen, 2019). However, this pedagogical approach has yielded subpar student performance in the cognitive domains of "Application" and "Synthesis."

On the other hand, the quantitative data related to student attitudes indicate a strong appreciation for tea culture, which contrasts with earlier research findings. This outcome hints at the effectiveness of the tea cultural heritage education strategies implemented in Wuyi Mountain, highlighting their success in nurturing a positive valuation of tea culture among students. However, data analysis revealed more nuanced findings. The Friedman test results showed significant differences in student attitudes across domains. Notably, the students excelled in the Internalizing values dimension. 'Receiving phenomena' and 'Responding to phenomena' scored among the highest, despite not standing out. Students appear to accept and respond positively to tea cultural heritage messages and values. Nonetheless, a significant disparity was noted between the 'organization domain' domain and multiple other dimensions, given their comparatively low scores. This suggests that although students may identify with the values associated

with the tea cultural heritage in Wuyi Mountain, they may encounter difficulties in applying these values to their daily behaviors and organizational activities (Zhang, 2020).

This variations in students' attitudes towards the tea cultural heritage of Wuyi Mountain can be theoretically explained through the lenses of Piaget's cognitive developmental theory and Vygotsky's sociocultural theory (Appel, 2012). According to Piaget, individuals at specific developmental stages may acquire knowledge and concepts but might encounter challenges when applying this knowledge in real-world contexts (Babakr et al., 2019). In contrast, Vygotsky's sociocultural theory posits that knowledge construction and application occur through continuous interaction with society (Kozulin, 2003). However, research by Peng et al. (2019) conducted in Wuyi Mountain tea cultural heritage education suggests that students often struggle to engage in self-directed learning through field experiences and socially authentic activities, primarily due to the prevalent teacher-centered teaching approach. This limitation could provide insight into the challenges students face when attempting to translate their values regarding the cultural heritage of tea into practical behaviors and organizational activities (Wang & Tian, 2022). Moreover, observations made by Achille and Fiorillo (2022) point out that modern cultural heritage education, which emphasizes the intrinsic value of cultural heritage, often neglects the development of students' critical thinking skills, particularly concerning the sustainability of tea cultural heritage. This imbalance may contribute to shortcomings in students' engagement and civic attitudes towards tea cultural heritage (Wang & Wang, 2023).

Upon reflection, the conservation and promotion of sustainable development within the context of tea cultural heritage in Wuyi Mountain necessitate comprehensive reforms in tea cultural heritage education urgently. The proposed reform should encompass the incorporation of curriculum content that is in line with sustainable development goals, along with the implementation of innovative educational concepts and methodologies (Achille & Fiorillo, 2022; Chen, 2023; Xu, 2021). Furthermore, it is imperative to depart from traditional teacher-centered didactic teaching methods in favor of pedagogical approaches that stimulate critical thinking and practical engagement (Marabini, 2022; Van Doorselaere, 2021). In addition, educators and policymakers must reevaluate their strategies to ensure that both content and methods facilitate a profound understanding and active involvement of students in tea cultural heritage (Peng et al., 2019; Wang, 2018; Sabetfar et al, 2019).

## **Conclusion**

In summary, this study investigated the cognitive and attitudinal aspects of local students concerning tea cultural heritage within the framework of tea cultural heritage education in Wuyi Mountain. The results shed light on the cognitive and attitudinal shortcomings exhibited by students within specific dimensions under the existing educational paradigm. Specifically, the teacher-centered didactic educational model impedes students from effectively integrating tea cultural heritage into their daily lives, because this model prioritizes knowledge transfer over practical application and interaction with the community.

Based on the research findings, several recommendations are proposed for the future enhancement of tea cultural heritage education in Wuyi Mountain. Foremost, there is an imperative need for educational content to prioritize achieving both depth and breadth, in alignment with the Sustainable Development Goals outlined by UNESCO at a global scale (UNESCO, 2017). This endeavor entails not only the enrichment of

education related to the preservation, utilization, dissemination, and progression of tea cultural heritage but also the fostering of critical thinking skills among students (Koya & Chowdhury, 2020; Rahimian et al, 2020).

Moreover, there is a critical need to integrate more flexible and diverse pedagogical approaches, departing from traditional teacher-focused approaches, and embracing student-centered methodologies, such as inquiry-based learning. This shift is necessary to enhance students' cognition and attitude towards the tea cultural heritage, while fostering their cultural responsibility and sense of purpose (Brusaporci et al., 2021).

Additionally, considering the evident deficiencies in cognition of tea cultural heritage among local students, it is imperative for local education authorities to augment their funding and support of tea cultural heritage education. To achieve this, educational institutions should actively incorporate social resources that are already available, strengthen the connection between communities and schools, and make sure that students have access to a wealth of relevant and organized learning resources as well as real-world experiences. The establishment of such an educational setting in Wuyi Mountain will not only foster an active learning environment for tea cultural heritage education but also engender a heightened sense of critical thinking among students, prompting them to delve into and address tea culture-related problems with thoroughness and precision (Peng et al., 2019). By doing this, students can develop a deeper understanding of the profound implications of tea culture and improve their ability to recognize its value and use it to transform, which will boost their motivation and level of engagement in the learning process (Jaafar et al., 2014; Karadeniz, 2020). In addition, it is recommended that professional training be provided to educators on a regular basis with the goal of upgrading their educational methodologies and philosophies to ensure the continuity and efficiency of education on tea culture and heritage (Barghi et al., 2017; Gómez-Carrasco et al., 2020).

Meanwhile, it is of paramount importance for educational institutions to systematically devise and implement a strategic plan for the development and integration of educational resources tailored to tea cultural heritage. These materials should be thoughtfully crafted to address the specific needs of students, considering their existing deficiencies in cognitive abilities and attitudes, as illuminated by Achille and Fiorillo (2022). These materials should come in a range of formats, including instructional plans, curriculum, and hands-on activities that highlight tea culture heritage. More importantly, it is imperative to develop a perfect evaluation system for tea culture heritage education to ensure their quality and efficacy (Akbaba, 2014). This system allows educators to consistently assess the outcomes of teaching and learning to gather accurate data that can inform continuous enhancements to instructional strategies.

Furthermore, it is important to recognize the limitations of this research. The generality of this research may be influenced by various factors, particularly in relation to sample selection and potential geographical bias (Stockemer, 2019). Future research should consider a wider range of sample sources and could even expand the research perspective to other areas of cultural heritage education to obtain a more thorough and in-depth understanding (Jackson, 2014). Additionally, future research should also investigate the underlying mechanisms that shape the attitudes and cognition of students, and then recommend and develop educational strategies that are more specifically tailored to these areas of focus.

In conclusion, this study offers comprehensive and methodical academic perspectives and recommended strategies pertaining to the domain of tea culture heritage education. It is strongly recommended that policy-making authorities and educational institutions thoroughly assess and integrate these research findings to support the continuous improvement and progress of tea cultural heritage education in Wuyi Mountain. This measure will contribute to the preservation and safeguarding of the tea cultural heritage, facilitate its transmission, and ensure its enduring societal and cultural significance.

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