Examining the Impact of Young People's Involvement in Cultural Heritage Preservation and Promotion

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Abstracts

Culture is vital in preserving history and continuity of traditions, and that is why cultural practices should be protected and supported. It is important to understand young people's participation in these activities first because they are the key to sustaining the efforts in the future. This study examines the impact of young people's involvement in cultural heritage (CH) through four key variables, knowledge (KNW), engagement in activities (EIA), interest in participation (IIP), and impact perception (IP). The data were administered through a structured questionnaire, which was distributed among 300 students from schools and colleges. Several statistical tests were conducted such as reliability tests, analysis of variance (ANOVA), Chi-Square tests, and descriptive analysis using SPSS version 20. The results of the reliabilities of the scales showed that KNW and IIP are very reliable and EIA and IP are comparatively slightly less reliable. The outcome of the ANOVA revealed differences in the variables with a notable F-value signifying variability in responses. Results of chi-square tests showed that KNW and IIP were significant at $p < 0.05$ while EIA and IP were not significant. The mean score for all the variables was determined using descriptive statistics, and results showed that IIP had the highest mean score meaning that youths were willing to participate in cultural heritage activities. The study also identifies KNW and IIP as key elements that affect youth engagement

in the preservation of cultural heritage. It indicates or rather underlines the possibility of harnessing this, interest to improve further on cultural heritage programs.

Keywords: Cultural Heritage, Youth Involvement, Knowledge (KNW), Engagement in Activities (EIA), Interest in Participation (IIP), Impact Perception (IP), Preservation, Promotion.

Introduction

Cultural heritage refers to the traditions, artifacts, and practices that continue the history and identity of a people. In this manner of evolving societies, the preservation and promotion of cultural heritage offer a very valuable means for achieving identity and continuity [8]. In recent times, one key area of concern has been the engagement of young people in the preservation and promotion of CH. The demographic, considered the torchbearers of the future, holds immense potential to contribute toward shaping the future of CH [6]. The role of youth regarding CH is manifold and embraces different forms of engagement, from volunteering and education to digital activism. Their involvement is crucial for several reasons: young people create new ideas and innovative approaches to the care of heritage. Familiar with technologies and social media, they can get involved with cultural heritage in dynamic ways, reaching larger audiences and raising awareness more than others might [13]. Digital platforms empower them to produce and share content where the relevance of cultural traditions, historical sites, and traditional crafts is in focus, expanding the impact and influence of the material [3].

Moreover, young people's involvement in projects of cultural heritage allows for a potential sense of ownership and responsibility. When they are engaged in the protection processes, they grow closer to their cultural heritage [10]. Such a situation contributes to the preservation of the same traditions but also to their revival and cognition in contemporary society. One such example could be, youth-led initiatives in community festivals, cultural workshops, and educational programs to make cultural heritage alive, adapt it to modern contexts, and retain its essence in an appealing form [1]. The identification of involving young people has been increasingly important to institutes of education and cultural organizations alike. On the one hand, schools and universities should incorporate heritage education into their curricula while cultural organizations should offer internships and volunteer opportunities that align with the interests of the age group [17]. Most such heritage activities have to do with bridging gaps between generations to ensure that knowledge and appreciation of cultural heritage are passed down. Difficulties are recorded in the maximization of the involvement of youth in cultural heritage; there have been certain barriers to be addressed, like lack of access to resources, general unawareness of the significance of heritage, and the apparent disconnection of youth from traditional practices [16]. The study's goal is to determine the impact of young people's involvement in cultural heritage preservation and promotion by evaluating their knowledge, engagement in activities, interest in participating, and perception of the impact. The research effort aims to better understand how these factors impact young involvement and to indicate methods to improve their role in preserving and spreading cultural heritage practices.

Review articles

China's intangible cultural heritage was the focus of the author [18], which aimed to create a value identification scale for informal educational institutions. The techniques used were factor analysis, Structural Equation Modeling (SEM), questionnaires, and interviews. The findings pointed to four important value indicators, social recognition, cultural identity, authenticity, and performed value.

Examined community involvement in the protection of CH was the goal of the research [11]. A framework consisting of 23 indicators was created and tested on 36 World Heritage sites in China. The results showed differences in the degrees of engagement and advancements made to the framework.

Established a structure for estimating the effects of the creative and cultural industries (CCI) on sustainable tourism and CH was the goal of the study [7]. It developed indicators for project and policy evaluation through brainstorming and desk research.

To investigate the implications of CH for global concerns and its role in sustainable development in study [4]. United Nations Educational, Scientific and Cultural Organization (UNESCO's) efforts in North Africa and the Middle East, an interdisciplinary perspective. Outline the difficulties and achievements of incorporating CH with development goals.

Article [5] used a circular economy concept to improve local community roles in the adaptive reuse of cultural resources. Heritage mapping, community workshops, and stakeholder involvement are some of the methods used. The outcomes demonstrated increased civic engagement, sustainable development, and heritage rehabilitation.

Research [2] investigated the role of non-Government organizations, such as Riwaq in conserving Palestinian architectural heritage during the occupation. It demonstrated their conservation accomplishments while emphasized the worldwide significance of cultural identity preservation.

Increasing awareness about CH and promoting active aging was the aim of the paper [14]. Surveys and video recordings in standard categories were used, along with translation and metadata. The findings underscore the elderly's significance in cultural preservation.

Author's [15] goal was to determine if 360° virtual reality (VR) recordings improved user immersion in protecting intangible cultural heritage, with Stari Most viaduct diving as an instance. The results show that VR has a considerable influence on performance expectancy, although effort expectancy endures unchanged.

The purpose of the qualitative study [9] was to investigate intangible cultural heritage (ICH) practitioners' perspectives on promoting and preserving ICH as a sustainable tourist resource in South Korea. The results stress authenticity, localized awareness, and equitable development.

The value-belief-norm (VBN) framework was employed in the study [12] to investigate Carthage locals' support for cultural heritage tourism. Following factor and structural equation modeling analysis of data from 475 residents, 15 valid hypotheses were identified, accounting for 28% of the variance in behavioral intention.

I. Development of hypothesis

H_1: The level of involvement in cultural heritage activities is positively related to knowledge of cultural heritage among the youth.

H_2: A higher level of involvement in activities of cultural heritage is related to a greater interest in future participation in similar activities.

H_3: The youth who are more engaged in the activities of perceived involvement in cultural heritage, the preservation and promotion of cultural values would be higher.

H_4: Cultural heritage institution is positively related to the level of engagement in cultural heritage activities.

Methodology

The study's purpose was to establish and analyse the levels at which youth were involved in the preservation of cultural assets and the promotion of their ideals in a tourist destination. The research depends on offered quantitative and qualitative data. The study conducted 300 young school and college people for activities associated with the promotion and preservation of cultural heritage, Fig1 illustrates the research design.

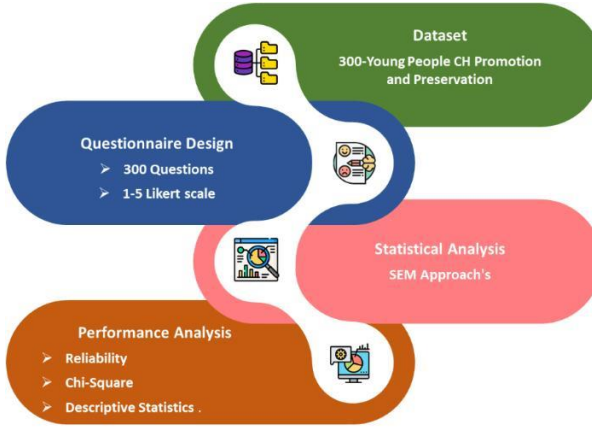

Fig 1 Research design

This analysis requires evaluating several elements of youth involvement in cultural heritage preservation and promotion (YP-CHPP involvement), knowledge (KNW), engagement in

activities (EIA), interest in participation (IIP), and impact perception (IP). Fig 2 shows the model of conceptual.

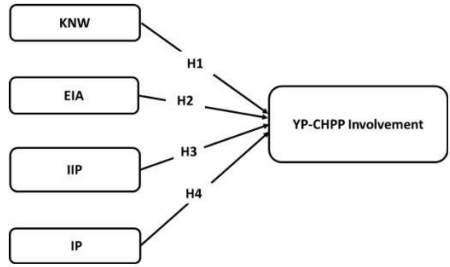

Fig 2 Research conceptual model

I. Participants and data collection

A study was conducted with 300 young people from schools and colleges about activities related to cultural heritage promotion and preservation. The age groups range from 17 to 27 years old. Gender distribution includes males and females. Educational level, location, field of study, previous coursework/training in cultural heritage, and interest in cultural heritage knowledge are described in the demographic profile shown in Table I.

Table I Data demographics

Demographic Variables	Category	Frequency (N=300)	Percentage (%)
Age Group	15 to 19 age group	120	40%
	20 to 24 age group	105	35%
	25 to 29 age group	75	25%
Gender	Male	150	50%
	Female	150	50%
Educational Level	High School Students	95	31.6%
	Undergraduate	120	40%
	Postal graduate	85	28.3%
Location	Urban	210	70%
	Rural	90	30%
Field of Study (Related to Cultural Heritage)	History Students	60	20%
	Geography Students	45	15%
	Archaeology	30	10%
	Non-Heritage Related Fields	165	55%
Previous Coursework/Training in Cultural Heritage	Yes	105	35%
	No	195	65%
Interest in Cultural Heritage Knowledge	High Interest	90	30%
	Moderate Interest	120	40%
	Low Interest	90	30%

II. Questionnaire design

A total of 400 questionnaires were distributed, and 300 were returned with all the questions answered; these were valid to be used in this analysis. One hundred of the questionnaires were returned either empty or incomplete and excluded from this study. The research developed a questionnaire with four sections, each with questions to collect data for the study. The questionnaire has a 1-5 Likert scale.

A) How knowledgeable do you feel about the local cultural heritage sites and their historical significance?

B) To what extent have you been involved in activities related to the CH preserves and promotion?

C) How interested are you in participating in future activities aimed at preserving and promoting cultural heritage?

D) How significant do you believe your involvement in cultural heritage activities is for the preservation and promotion of cultural values?

300 survey participants were rated on a 1 to 5-point Likert scale. The comments ranged from (1) very unknowledgeable to (5) highly knowledgeable, (1) not involved at all to (5) involved in extremely, (1) not interested at all to (5) interested in extremely, and (1) not significant (5) highly significant.

III. Statistical analysis

This study employed the SEM approach, which allows for the assessment of hidden variables using observable variables. These observed variables are referred to as indicators, and they are frequently used in surveys and questionnaires to provide a qualitative depiction of evaluation. The responses in the questionnaires were analysed by using SPSS v.20 for the important statistical tests. Descriptive statistics summarized participants' responses and gave a general view of cultural heritage preservation. The reliability analysis by Cronbach's Alpha assured equality among the items on the Likert scale. Comparisons, such as ANOVA, tested significant attitude differences between demographic groups and how factors like age and gender influence perceptions. These tests, in effect, provided a comprehensive overview of the reliability of the data, how it was distributed, and the differences between groups.

Result and analysis

The research seeks to investigate the influence of the involvement of young people in CH preservation and promotion. The study employs many statistical tests, including reliability, ANOVA, chi-square test, and descriptive statistics test. These studies aim to assess and quantify the relationships between youth involvement in cultural heritage and its preservation and promotion.

I. Reliability test

A reliability test determines the reliability and repeatability of a test or measurement instrument throughout time. It determines if the results are reproducible and reliable under constant conditions.

Table II Outcome of reliability test

Variable	Cronbach's Alpha	Coefficient R	Result
KNW	0.85	0.87	Excellent (≥ 0.80) (Reliable)
EIA	0.78	0.80	Good (0.70 - 0.79) (Reliable)
IIP	0.82	0.84	Excellent (≥ 0.80) (Reliable)
IP	0.77	0.79	Acceptable (0.70 - 0.79) (Reliable)

The above table II presents the reliability of the various parts of the questionnaire, measured by two different measures: Cronbach's Alpha and Coefficient R. The KNW and IIP sections show the most strength in this reliability test. Each has a high range of Cronbach's Alpha, which is 0.85 and 0.82, respectively. Also, the Coefficient R is high as 0.87 and 0.84, respectively. This indicates that the questions in these two sections are highly consistent and reliable, measuring exclusively their possible values. These could be considered "Excellent"-rated sections based on reliability. In contrast, the sections about EIA and IP are less reliable. They had Cronbach's alpha values of 0.78 and 0.77 and coefficient R values of 0.80 and 0.79, respectively. These sections would be rated as "Good" and "Acceptable," respectively, which means that while they could be considered reliable, some refinement may be necessary to realize consistency. Overall, KNW and IIP are superior because their scores were higher in terms of reliability in this test.

II. ANOVA

To find out whether the averages of three or more independent (unrelated) categories differ significantly according to statistical significance, an ANOVA table III is utilized.

Table III Outcome of ANOVA

S/v	SS	df	MS	F	P
Between Groups	300	3	100		
Within Groups	2400	296	8.11	12.5	0.0001
Total	2700	299			

Note: Degrees of Freedom (df), Mean Square (MS), Sum of Squares (SS), and Source of Variation (S/v),

The ANOVA table III analyzes the variation in the difference between four variables: knowledge, interest to participate, engagement in activities, and impact perception, for 300 young people. It gives the amount of response variability that is accounted by these differences between the variables, labeled Between Groups, relative to the amount of variability in each variable, labeled in Groups. For example, the relatively high $F = 12.50$ and very low $P = 0.0001$ indicate that there are significant variations across the averages for the variables. It follows that the inference is the levels of KNW, IIP, EIA, and IP vary meaningfully across participants for distinct patterns or impacts in these variables relate to the activities dealing with CH.

III. The chi-square test

A chi-square, also known as a chi-square distribution, is used to determine the threshold value of chi-squared statistics using its df and the significance level ($p < 0.05$). It can assist in determining whether observed data deviates considerably from predicted data.

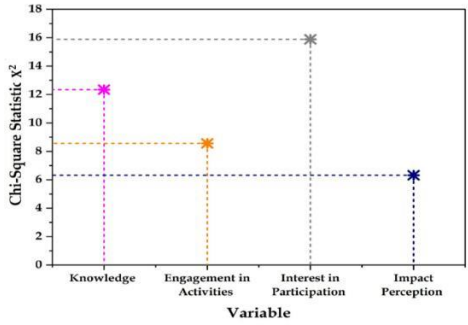

Fig 3 Plot of chi-square statistic (χ^2)

Table IV Outcome of chi-square test

Variable	Chi-Square Statistic (χ^2)	Degrees of Freedom (df)	p – value
KNW	12.34	4	0.015
EIA	8.56	4	0.075
IIP	15.89	4	0.003
IP	6.32	4	0.176

Table IV and Fig 3 illustrate the results of Chi-Square tests, checking the relationship of four variables: knowledge, engagement in activities, interest in participation, and IP with cultural heritage activities. Of these, the p-values of KNW (0.015) and IIP (0.003) are below the 0.05 significance level and, hence, significantly related to the variable in the study. In contrast, the p-values for EIA and IP are 0.075 and 0.176, respectively, which are above the threshold of 0.05 for not being statistically significant. Therefore, KNW and IIP are those variables that show significant associations.

IV. Descriptive statistics

Descriptive statistics are statistics that summarize the important features of a data set. Examples of these are mean, median, and standard deviation (SD). They enable one to take certain attributes of the data, like central tendency and variability, distribution-no inference is made beyond the data themselves.

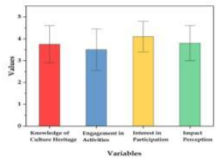

Fig 4: Plot of descriptive statistics test (mean ± SD)

Table V Outcome of descriptive statistics

Variable	Mean	SD	Min	Max	Median
KNW	3.75	0.85	1	5	4
EIA	3.50	0.95	1	5	3.5
IIP	4.10	0.7	2	5	4
IP	3.80	0.8	2	5	4

The following descriptive statistics in Table V and Fig 4 depict the responses of 300 young people about their active participation in the CH preserves and promotion. The average score is modest to high on items related to KNW about cultural heritage, with a mean = 3.75; interest in participation, with a mean = 4.10; slightly lower but positive EIA of mean = 3.50; and IP mean = 3.80. These standard deviations denote that even though most of the responses of the participants lie close to the mean value, there is a small variation in engagement and perception of the impact. Therefore, the median values support the idea that the central tendency of the data is close to the mean, representing a consistent response pattern among the participants. Accordingly, the mean scores indicate that interest in participation, with a mean of 4.10, is the strongest variable, showing that young people are highly interested in participating in activities concerning cultural heritage. This is supported by the lower standard deviation of this variable, which also suggests more consistent responses among participants and therefore stands to be the most reliable indicator in this study.

V. Discussion

This paper evaluates, through different statistical analyses, the participants of young people in the CH preserves and promotion. The reliability test reveals that KNW and IIP sections are highly reliable (Cronbach's alpha ≥ 0.80), while EIA and IP are less reliable, even if within an acceptable rate. The ANOVA results indicate a significant difference among the variables, wherein the F-Value = 12.5, $p < 0.0001$. Hence, there was a variation of significance in KNW, IIP, EIA, and

IP regarding YP-CHPP involvement. This simply means that each variable contributes differently to the involvement of people with cultural heritage. The chi-square test can be utilized to determine if various factors such as participants' KNW ($p = 0.015$) and IIP ($p = 0.003$) are significantly correlated with the cultural heritage activities. In the case of EIA and impact perception, no significant relationships were found ($p > 0.05$), and the study found that those kinds of activities could be less relevant. Descriptive statistics show that IIP has a maximum mean score of 4.10, indicating that there was a higher interest of the young people in the activities regarding cultural heritage. The variable also has a relatively low variability, which was a measure showing that respondents answered similarly to the questions. KNW and IP also show positive scores, although a bit more scattered, while EIA scores the lowest, though nevertheless positive. According to the findings, the KNW and IIP factors were significant. The chi-square test finds significant associations with $p < 0.015$ for KNW and $p < 0.003$ for interest in participation, each of which is less than the 0.05 level of statistical significance. This suggests that these characteristics have a significant impact on youth involvement in cultural heritage activities.

Conclusion

The research explores the active engagement of youngsters in the protection and enhancement of cultural heritage, based on variables such as KNW, EIA, IIP, and IP. The results showed that KNW and IIP were highly reliable indicators for youth involvement, EIA and IP were moderately reliable. The statistical tests, such as ANOVA and Chi-Square tests, were significant for KNW and IIP at $p < 0.05$, indicating that these variables are strong drivers of young people's participation in the activities of cultural heritage. A high mean score for IIP was recorded, which implies that young people have a huge interest in taking part in the activities of cultural heritage; this agrees with their engagement and perception of the impact being positive. These findings bring into focus the need for the development of interest and knowledge related to sustainability and development in the field of cultural heritage among young people. The study finds that specific strategies oriented toward building on young people's high interest in participation could appreciably enhance efforts at cultural preservation and promotion.

Limitation and future scope

Due to the reliance on self-reported data in this study, potential bias might be introduced; besides, any firm causal inference is limited by the cross-sectional design. Longitudinal designs that track change over time and involve qualitative methods that allow for deeper insights into the phenomenon under study might be a fruitful avenue for future research. Diverse demographics may allow a sample that could offer more integrated understanding of youth involvement in cultural heritage.

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