



The Influence of Internet Subculture on Civic Values Education in Fujian Province

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Abstract

Background and Aim: This study explores the current development of internet subcultures and their influence on university students' values. It aims to examine how internet subcultures influence students' national consciousness, social responsibility, and individual behavior, with the ultimate goal of proposing effective strategies for civic values education in higher education institutions under the influence of internet subcultures. As a distinctive and dynamic component of contemporary culture, the internet subculture reflects the growing diversity of social values. University students, as digital natives, are highly active on various online platforms and are in a critical developmental stage where their worldview, outlook on life, and values are still forming and susceptible to external influences. This study focuses on analyzing the specific effects of five popular types of internet subcultures among university students in Fujian Province, offering insights to enhance civic values education in this context.

Materials and Methods: This research adopts a combination of literature review, semi-structured interviews, and questionnaires to identify the five most influential internet subcultures among university students in Fujian Province. A multiple regression analysis is conducted to assess the "double-edged" impact of these subcultures on students' national consciousness, social responsibility, and individual behavior. Based on the findings, the study proposes strategies to improve civic values education in universities in the context of internet subcultures.

Results: The study identifies five internet subcultures that are widespread and influential among university students in Fujian Province: Fan culture, Game culture, ACG (Anime, Comic, and Games) culture, Buddha-like/Lying Flat culture, and Live Streaming/Internet Celebrity culture. These subcultures exert both positive and negative influences to varying degrees on students' national consciousness, sense of social responsibility, and individual behavior. The empirical data underscore the pivotal role of internet subcultures in shaping students' civic values.

Conclusion: The study concludes by proposing four strategic approaches to address the impact of internet subcultures on civic values education: optimizing the educational environment, innovating teaching methods, strengthening faculty development, and cultivating students' civic awareness in the digital age. These strategies aim to enhance the effectiveness of civic values education in the context of evolving internet subcultures.

Keywords: Internet Subculture; Civic Values Education; National Consciousness; Social Responsibility; Individual Behavior

Introduction

In the era of rapid digital transformation, the internet has become an essential arena for cultural exchange, identity construction, and social interaction. Within this dynamic digital environment, internet subculture has grown into a significant force shaping the values and behaviors of young people, particularly university students. As the primary bearers of future national development, university students' levels of national consciousness, social responsibility, and personal behavioral orientation are directly linked to the cultivation of civic awareness and the reinforcement of ideological security in China (Bufan, 2023). However, amid the rapid proliferation of diverse online cultural forms, new ideological challenges have emerged. Internet subcultures often contain ambiguous or fragmented value narratives that differ from mainstream ideological discourses. In particular, the individualistic, entertainment-oriented, or escapist tendencies embedded in many subcultural expressions may erode the influence of collective identity and weaken youth engagement in national or civic affairs. At the same time, algorithmic recommendation systems and platform-based media logic further deepen information silos and emotional echo chambers, potentially marginalizing dominant ideological content and intensifying value differentiation.

Currently, there is a growing academic and policy focus on strengthening ideological and political education in universities. It has emphasized the integration of civic education with the realities of digital youth culture. However, most existing research either emphasizes the technical logic of media algorithms

or discusses ideological risks in abstract terms, often overlooking the concrete mechanisms through which internet subcultures shape students' identity, cognition, and actions. There remains a gap in empirically grounded, locally contextualized studies that systematically assess how different types of internet subcultures interact with university students' civic value formation.

Therefore, this study focuses on the university student population in Fujian Province, exploring how internet subcultures affect three core dimensions of civic development: national consciousness, social responsibility, and individual behavior. Through both qualitative and quantitative research methods, this study aims to identify the key pathways and influence patterns of internet subculture, as well as to analyze the possible contradictions and synergies between subcultural values and mainstream ideological education. The findings will provide theoretical insight and practical guidance for refining civic values education strategies in colleges and universities.

By grounding the research in the contemporary Chinese context, this study not only contributes to the understanding of youth internet culture and ideological change but also responds to the urgent need for value-based guidance in a complex media environment. In doing so, it seeks to support the development of a more resilient and culturally confident generation of university students, capable of balancing individual freedom with national commitment, and personal expression with social responsibility.

Objectives

1. To understand the current situation of internet subcultures, university students' national consciousness, social responsibility, and individual behavior.
2. To explore the influence of internet subcultures on university students' national consciousness, social responsibility, and individual behavior.

Literature review

1. Internet subculture:

Internet subculture refers to the distinct sets of values, behavioral norms, and communicative practices that emerge within virtual communities, often diverging from mainstream cultural expectations. Rooted in the affordances of digital platforms, these subcultures provide alternative arenas for identity expression, emotional engagement, and social interaction (Croissant, 2021). As digital natives, university students are especially susceptible to the influence of such online environments, which have become integral to their daily lives and value formation.

Based on literature analysis and semi-structured interviews, this study identifies five dominant types of internet subcultures that exert significant influence over contemporary university students: Fan culture, Game culture, ACG culture, Buddha-like/Lying Flat culture, and Live Streaming/Internet Celebrity culture.

Fan culture centers on the idolization of celebrities and media figures, fostering strong emotional connections and collective identity among followers. While it promotes social cohesion and active participation in online communities, it may also result in irrational consumption behaviors, emotional dependency, and a distorted perception of reality (Ban, 2023).

Game culture offers an interactive space for entertainment, skill acquisition, and stress relief. However, excessive gaming can lead to behavioral addiction, reduced academic engagement, and diminished offline social competence (Bansal & Kranti, 2022).

ACG culture (Animation, Comics, and Games) represents a transnational and highly immersive subcultural sphere where individuals engage in content creation, role-playing, and fan-based communication. This culture encourages creativity, narrative imagination, and intercultural literacy, yet it may also foster escapism and social withdrawal from real-life responsibilities (Liu, 2023).

Buddha-like/Lying Flat culture, characterized by passivity, low desire, and disengagement from societal pressures, reflects youth resistance to intensified academic and professional competition. While it may provide a psychological coping mechanism, its normalization may further erode ambition, civic consciousness, and collective responsibility (Hu, 2024).

Live Streaming/Internet Celebrity culture emphasizes performativity, consumer interaction, and economic opportunity through digital fame. Despite offering new pathways for self-expression and entrepreneurship, it often promotes materialism, superficial success metrics, and fragmented attention spans (Tong, 2023).

Collectively, these internet subcultures have evolved into a vital component of the socio-cultural ecosystem influencing youth. They not only shape university students' daily behaviors but also influence their ideological orientations, value judgments, and social responsibilities. Understanding these subcultures is therefore essential for assessing both the risks and potentials embedded in the digitalization of youth culture.

2. Civic values education

Civic values education plays a vital role in shaping university students' ideological consciousness, moral responsibility, and capacity for active social engagement. In China, it is guided by the framework of core socialist values, with particular emphasis on national identity, collective responsibility, and ethical conduct (Yang & Fan, 2020).

National consciousness, a core objective of civic education, encompasses patriotism, cultural identity, and ideological alignment. While internet subcultures offer students broader global perspectives and platforms for expression, they also introduce fragmented and decentralized discourses that may challenge mainstream ideological narratives and weaken national cohesion (Hou & Wu, 2023).

Social responsibility refers to an individual's willingness to fulfill moral duties and contribute to societal well-being. Certain internet subcultures, particularly those driven by consumerism or passive lifestyles, may foster detachment from civic obligations. However, others—such as activist-oriented or community-based online groups—can enhance students' engagement in social issues and public affairs (Wang, 2020).

Individual behavior, shaped by both internal values and external cultural influences, is directly affected by online subcultural participation. While such spaces offer students new forms of identity expression and community belonging, they may also reinforce materialistic tendencies, escapism, and reduced critical thinking (Chen et al., 2022).

Given these dynamics, it is essential to examine how internet subcultures interact with civic values and education. A nuanced educational approach that acknowledges the dual impact of online cultures can help reinforce positive values, counteract negative tendencies, and cultivate students with strong ideological foundations and a heightened sense of civic duty.

Conceptual Framework

The conceptual framework of this study is shown in Figure 1.

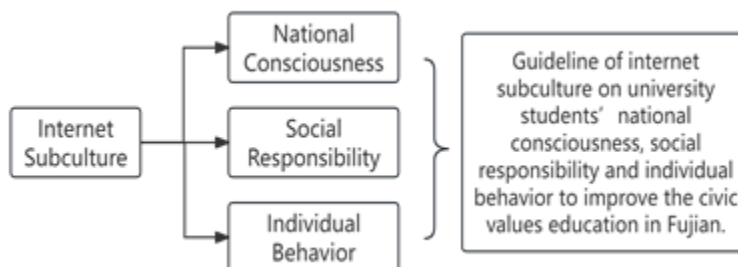


Figure 1 Research Framework
Note: Constructed by the researcher



Methodology

This study employed a mixed-methods approach combining literature review, semi-structured interviews, and quantitative survey analysis to comprehensively investigate the impact of internet subcultures on university students' civic values in central Fujian.

1. Literature Review Method

The initial phase of the study involved an extensive review of academic literature to clarify the core characteristics of internet subcultures and their potential influence on university students' value formation. This review helped construct the theoretical framework of the study and guided the identification of key analytical dimensions—namely, national consciousness, social responsibility, and individual behavior. Furthermore, the literature review supported the selection and classification of prevalent internet subcultures among Chinese youth, particularly in the context of higher education.

2. Semi-Structured Interviews

To validate and contextualize the findings from the literature, semi-structured interviews were conducted with teachers responsible for civic values education in nine public comprehensive universities located in central Fujian (Fuzhou and Putian area). These regions represent the educational core of the province, attracting a demographically diverse student population. The interviews aimed to: (1) identify the most influential and widespread forms of internet subculture among students, (2) understand the modes of student participation in these subcultures, and (3) examine how these cultural engagements correlate with observable behaviors and attitudes related to civic values. Insights from the interviews informed the design and refinement of the questionnaire used in the next stage.

3. Questionnaire Survey and Statistical Analysis

Building upon the qualitative findings, a structured questionnaire was developed to quantitatively assess the relationship between internet subcultures and students' civic values. The instrument comprised four sections: demographic information; frequency and form of internet subculture participation; engagement with five specific internet subcultures (fan culture, game culture, ACG culture, Buddha-like/Lying Flat culture, and live streaming/internet celebrity culture); and indicators of national consciousness, social responsibility, and individual behavior.

The questionnaire contained 82 items measured on a 5-point Likert scale. Content validity was ensured via Item-Objective Congruence (IOC) assessment by five domain experts, with all items scoring above 0.80. A pilot study with 30 participants yielded high reliability, with Cronbach's alpha values exceeding 0.86 for independent variables and 0.90 for dependent variables.

Cluster sampling was used to select participants from nine universities in the Fuzhou and Putian regions. Based on Cochran's formula, a minimum sample size of 383 was determined. To ensure robustness, 530 questionnaires were distributed; after data cleaning, 514 valid responses were retained for analysis using proportional stratified sampling.

Data analysis was conducted using statistical software. Frequency analysis was employed to describe demographic patterns and internet subculture participation. Exploratory Factor Analysis (EFA) was conducted to validate the constructs. Descriptive statistics and correlation analyses explored variable distributions and interrelations. Finally, multiple regression analysis was used to determine the influence of the five internet subcultures on university students' national consciousness, social responsibility, and individual behavior.

Results

1. Current Situation of Internet Subcultures, University Students' National Consciousness, Social Responsibility, and Individual Behavior

With the rapid development of internet information technology, internet subcultures have emerged as a thriving cultural phenomenon that exerts a profound influence, particularly on university students. Internet subcultures are characterized by their reliance on digital media, strong interactivity, and decentralized dissemination. In terms of content, it exhibits diversity, entertainment-oriented features, and



personalization. Regarding group dynamics, it is marked by youthfulness, subcultural segmentation, and a high degree of identity resonance. These attributes have made internet subcultures a popular and widely embraced cultural form among university students.

Through semi-structured interviews, it was found that the types of internet subcultures most frequently accessed and deeply impactful for university students in Fujian Province include fan culture, game culture, ACG culture, buddha-like/lying flat culture, and live streaming/internet celebrity culture. These internet subcultures resonate deeply with students by addressing their emotional needs, fulfilling desires for self-expression, identity affirmation, and social interaction. As a result, they have rapidly gained traction among university students.

The findings indicate that different types of internet subcultures exert a complex and multifaceted influence on university students' national consciousness, social responsibility, and individual behavior, encompassing both positive and negative dimensions. Overall, the results suggest that university students in Fujian Province demonstrate predominantly positive trends in civic values, corroborating the questionnaire data and providing a robust basis for the study's conclusions.

1.1 National consciousness: Most university students exhibit firm political stances and strong patriotic sentiments. They express pride in the nation's recent achievements, recognize the value of traditional Chinese culture, and maintain an active interest in national and global developments. When exposed to diverse ideologies and complex discourse online, they demonstrate a commendable ability to discern right from wrong and actively safeguard national security and interests. These traits reflect the effectiveness of civic values education in strengthening students' national consciousness while highlighting the potential of internet subcultures to foster national identity and pride.

1.2 Social responsibility: Most university students exhibit a strong sense of social responsibility by actively participating in volunteer services and public welfare activities, as well as engaging earnestly in school-organized social practice programs. They display keen awareness of social issues and derive a sense of fulfillment and belonging through their involvement in social affairs. In times of societal crises, students tend to respond rationally and maintain composure, and they actively support national and social policies, reflecting a high level of political awareness and social responsibility. While these traits underscore the success of civic values education in fostering social responsibility, it is also worth noting that internet subcultures can, under certain circumstances, amplify students' sense of social care and responsibility. Conversely, the entertainment-oriented nature of internet subcultures may weaken social responsibility in some cases, necessitating careful attention.

1.3 Individual behavior: University students exhibit diverse and personalized traits in their behavior, including study habits, interpersonal relationships, lifestyles, and career aspirations. Most students display a positive and enterprising spirit, maintaining a conscientious attitude toward academics, actively participating in school events and student organizations, and fostering strong communication skills and teamwork in social interactions. In terms of personal development, they recognize the connection between individual growth and societal progress, striving to achieve self-worth. However, the negative aspects of certain internet subcultures pose challenges. For instance, a Buddha-like/lying flat culture may lead some students to avoid competition and lose ambition, while excessive immersion in game culture or live-streaming culture may impair time management and real-world social skills. These issues warrant significant attention and require targeted interventions through civic values education and psychological counseling.

In conclusion, university students in Fujian Province generally exhibit positive trends in national consciousness, social responsibility, and individual behavior, reflecting the dual influences of internet subcultures on their values. Moving forward, it is essential to harness the positive aspects of internet subcultures while mitigating their potential negative influence to enhance the effectiveness of civic values education for university students.

2. Influence of Internet Subcultures on University Students' National Consciousness, Social Responsibility, and Individual Behavior

2.1 Influence on National Consciousness

Table 1 presents the regression analysis results with Fan culture, Game culture, ACG culture, Buddha-like/Lying Flat culture, and Live Streaming/Internet Celebrity culture as independent variables and national consciousness as the dependent variable. The model yielded an R^2 value of 0.413, indicating that 41.3% of the variance in national consciousness is attributed to the five internet subcultures. The results show that Fan culture ($\beta=0.220$, $P=0.000$), ACG culture ($\beta=0.073$, $P=0.035$), and Live Streaming/Internet Celebrity culture ($\beta=0.234$, $P=0.000$) have significant positive effects on national consciousness, whereas Game culture ($\beta=-0.153$, $P=0.000$) and Buddha-like/Lying Flat culture ($\beta=-0.224$, $P=0.000$) have significant negative effects.

Table 1 Regression Coefficients for National Consciousness

Variable	Unstandardized Coefficients		Standard Coefficients	t	Sig (P)
	B	Std. Error	Beta(β)		
(Constant)	2.605	0.289		9.007	0.000
Fan Culture	0.231	0.044	0.220	5.240	0.000
Game Culture	-0.156	0.040	-0.153	-3.883	0.000
ACG Culture	0.072	0.034	0.073	2.119	0.035
Buddha-like/Lying Flat Culture	-0.221	0.042	-0.224	-5.267	0.000
Live Streaming/Internet Celebrity Culture	0.234	0.044	0.234	5.264	0.000
$R^2 = 0.413$					
Dependent Variable: National Consciousness; $F=71.578$, $P<0.001$					

Fan culture, live streaming/Internet celebrity culture, and ACG culture significantly contribute to the enhancement of university students' national consciousness. These subcultures expose students to national cultural symbols, the promotion of national achievements, and mainstream values, thereby fostering a sense of national identity and patriotism. Additionally, they provide interactive platforms for students to engage with national narratives, enhancing their sense of belonging and pride. While these subcultures and interventions in civic values education have had a positive influence on students' national consciousness, their potential negative effects must not be overlooked. For instance, the radicalization and misinformation within fan culture may propagate incorrect values, underscoring the necessity for careful regulation of online spaces and deliberate guidance in civic values education.

In contrast, game culture and Buddha-like/lying flat culture exhibit significant negative effects on national consciousness. This can be attributed to their escapist nature, which diminishes students' awareness and engagement in societal and national affairs, diverting their focus from macro-level concerns to personal entertainment and leisure.

2.2 Influence on Social Responsibility

Table 2 displays the regression analysis results for social responsibility as the dependent variable. The R^2 value of 0.366 suggests that 36.6% of the variance in social responsibility is attributed to the five internet subcultures. Fan culture ($\beta=0.279$, $P=0.000$) and Live Streaming/Internet Celebrity culture ($\beta=0.173$, $P=0.000$) exhibit significant positive influences on social responsibility, whereas Game culture ($\beta=-0.130$, $P=0.002$), ACG culture ($\beta=-0.091$, $P=0.012$), and Buddha-like/Lying Flat culture ($\beta=-0.177$, $P=0.000$) exert significant negative effects.

Table 2 Descriptive Statistics of Enterprise Information

Variable	Unstandardized Coefficients		Standard Coefficients	t	Sig (P)
	B	Std. Error	Beta(β)		
(Constant)	2.768	0.309		8.957	0.000
Fan Culture	0.301	0.047	0.279	6.409	0.000



Variable	Unstandardized Coefficients		Standard Coefficients	t	Sig (P)
	B	Std. Error	Beta(β)		
Game Culture	-0.137	0.043	-0.130	-3.173	0.002
ACG Culture	-0.092	0.036	-0.091	-2.521	0.012
Buddha-like/Lying Flat Culture	-0.179	0.045	-0.177	-3.993	0.000
Live Streaming/Internet Celebrity Culture	0.178	0.047	0.173	3.744	0.000
R ² = 0.366					
Dependent Variable: Social Responsibility; F=58.703, P<0.001					

Fan culture and live streaming/internet celebrity culture significantly enhance university students' sense of social responsibility. This is achieved through active involvement in public welfare initiatives and the promotion of positive energy by influential figures, encouraging students to participate in volunteer services and charitable actions. Such activities not only nurture students' sense of social responsibility but also deepen their understanding of moral obligations and societal care.

Conversely, game culture, Buddha-like/lying flat culture, and ACG culture negatively influence students' sense of social responsibility. Excessive indulgence in game or ACG culture may cause students to prioritize virtual accomplishments or experiences over real-world responsibilities, thereby weakening their social commitment. Similarly, the "Buddha-like" lifestyle fosters apathy towards societal affairs and promotes an escapist mindset.

2.3 Influence on Individual Behavior

Table 3 presents the regression analysis results for individual behavior as the dependent variable. The model produced an R²value of 0.314, indicating that 31.4% of the variance in individual behavior is explained by the five internet subcultures. The findings reveal that all five subcultures have significant negative effects on individual behavior, including Fan culture (β=-0.237, P=0.000), Game culture (β=-0.091, P=0.033), ACG culture (β=-0.500, P=0.000), Buddha-like/Lying Flat culture (β=-0.173, P=0.000), and Live Streaming/Internet Celebrity culture (β=-0.112, P=0.020).

Table 3 Regression Coefficients for Individual Behavior

Variable	Unstandardized Coefficients		Standard Coefficients	t	Sig (P)
	B	Std. Error	Beta(β)		
(Constant)	6.695	0.326		20.510	0.000
Fan Culture	-0.259	0.050	-0.237	-5.212	0.000
Game Culture	-0.098	0.045	-0.091	-2.144	0.033
ACG Culture	-0.514	0.038	-0.500	-13.379	0.000
Buddha-like/Lying Flat Culture	-0.178	0.047	-0.173	-3.768	0.000
Live Streaming/Internet Celebrity Culture	-0.117	0.050	-0.112	-2.332	0.020
R ² = 0.314					
Dependent Variable: Individual Behavior; F=46.434, P<0.001					

In terms of individual behavior, all five types of internet subcultures have shown a significant negative influence. Excessive involvement in these subcultures can lead to a lack of self-discipline, weakened real-world interpersonal relationships, and reduced time management skills. For instance, overindulgence in game culture may harm academic performance; participation in buddha-like/lying flat culture may erode students' ambition and proactivity; and excessive focus on fan culture can result in the allocation of disproportionate energy to unproductive activities.

The influence of internet subcultures on university students' national consciousness, social responsibility, and individual behavior is marked by complexity and diversity. On the one hand, these subcultures provide opportunities to enhance emotional resonance and value recognition, thus contributing



to the development of students' national consciousness and social responsibility. On the other hand, their negative influence may, to some extent, undermine students' behavioral norms and their ability to adapt to real-world social contexts. This "double-edged sword" effect underscores the need for targeted guidance and educational strategies. By maximizing the positive aspects of internet subcultures while mitigating their negative effects, educators can support the holistic development of university students.

Discussion

The findings of this study reveal the intricate and dual-faceted influence of internet subcultures on university students' national consciousness, social responsibility, and individual behavior. These effects are neither uniformly positive nor entirely negative, but rather depend on the specific type of subculture and the civic value dimension in question.

From the perspective of national consciousness, the results underscore the constructive role of Fan culture, ACG culture, and Live Streaming/Internet Celebrity culture in enhancing patriotic sentiments and identity resonance. These subcultures, often embedded with national symbols, popular discourse, and collective narratives, serve as conduits for youth to engage with the broader national identity. The interactive nature of these platforms enables emotional bonding and community participation, which further reinforces national pride. However, the negative influence observed from Game culture and Buddha-like/Lying Flat culture indicates the risk of ideological detachment and diminished civic engagement, due to their escapist or nihilistic tendencies.

In terms of social responsibility, the dual impact is again evident. Fan culture and Live Streaming/Internet Celebrity culture stimulate public participation and philanthropic awareness, particularly through celebrity-led campaigns or internet-based volunteer activities. These experiences may cultivate a heightened moral awareness and sense of societal care. In contrast, Game culture, ACG culture, and Buddha-like/Lying Flat culture correlate negatively with social responsibility, suggesting that excessive digital immersion may weaken students' sense of civic duty and real-world social concern.

The findings regarding individual behavior are more uniformly negative across all subcultures. While internet subcultures may provide emotional satisfaction or identity confirmation, they can simultaneously erode students' time management, self-discipline, interpersonal relationships, and future orientation. Of particular concern is ACG culture, which shows the strongest negative association, likely due to its immersive and virtualized nature. These behavioral consequences call for the integration of civic values education with psychological support and digital media literacy training.

Compared with existing literature, this study makes several distinctive contributions. First, while prior research often focuses on the influence of single subcultures or isolated dimensions of civic identity, this study adopts a comparative framework to analyze multiple mainstream internet subcultures across three core civic value domains. Second, it combines qualitative and quantitative data to triangulate findings, enhancing validity and explanatory depth. Third, the regional focus on Fujian Province provides empirical evidence grounded in the local sociocultural context, offering insights for localized civic education strategies.

Nevertheless, this study has limitations. The sample, although covering diverse universities in Fujian, may not fully represent all regions or student groups across China. Additionally, the cross-sectional design restricts causal inference; longitudinal studies would be valuable for tracking long-term impacts. Finally, the fast-evolving nature of internet subcultures means that the typology and influence patterns identified here may shift over time, requiring continuous updating of research tools and frameworks.

Conclusion

This study confirms that internet subcultures exert a substantive influence on university students' civic values, particularly across the dimensions of national consciousness, social responsibility, and individual behavior. While different subcultural forms vary in their impact—some fostering identification with national narratives and social engagement, others contributing to individualism and disengagement—their collective presence in students' digital lives underscores their undeniable shaping power.

Given this reality, enhancing the effectiveness of civic values education in the context of internet subcultures is not only necessary but urgent. Traditional approaches to civic education, which often emphasize didactic instruction and normative transmission, may fall short in the face of youth cultures that are participatory, immersive, and emotionally resonant. It is therefore imperative that universities integrate



an understanding of internet subcultures into their civic education strategies, recognizing them not merely as distractions or threats, but also as potential vehicles for value expression, identity formation, and collective action.

This calls for an adaptive and dialogical approach that bridges the gap between institutional civic ideals and students' lived digital experiences. Educators should actively engage with the cultural languages and narratives of internet subcultures, embedding civic content in formats and platforms familiar to students. At the same time, critical media literacy and ethical reasoning must be cultivated to help students navigate the ideological ambiguities of digital subcultures.

Recommendation

1. General recommendation

In response to the dual-edged influence of internet subculture on university students' national consciousness, social responsibility, and individual behavior, universities should adopt a coordinated and targeted approach to comprehensively enhance civic values education. The following are specific recommendations for its optimization.

1.1 Optimizing the Educational Environment

Universities should leverage the positive aspects of internet subculture to create a healthy online space aligned with socialist core values. Platforms like TikTok, WeChat, and Bilibili can be used to disseminate content highlighting national achievements, civic responsibilities, and inspiring stories. Additionally, universities must enhance the role of the “second classroom” by organizing patriotic education programs, volunteer services, and themed cultural festivals. Integrating internet subculture elements into these activities can enhance engagement and effectiveness. Strengthening policies and regulations, including monitoring online discourse and regulating digital content, ensures a positive educational environment that fosters rational expression and responsible online behavior.

1.2 Innovating Educational Methods

A modernized approach to civic values education requires integrating internet subculture content into teaching resources. Short video platforms can showcase national achievements, live-streaming can support social initiatives, and traditional cultural elements such as Hanfu and ACG culture can promote cultural pride. Universities should adopt new media technologies, including interactive Q&A, short videos, and live streaming, to make civic education more engaging. Expanding online and offline educational platforms, such as developing online courses, microlecture videos, and gamified learning, creates an interactive learning experience. A robust evaluation system incorporating self-assessment, peer feedback, and social practice assessment is essential to measure the effectiveness of civic values education.

1.3 Enhancing the Quality of Educators

Teachers play a pivotal role in guiding students' values; thus, improving their digital literacy is critical. Training programs should equip educators with the ability to analyze online trends and effectively integrate the internet subculture into classroom discussions. Educators should also address both students' ideological concerns and practical challenges, fostering a holistic mentorship approach. Universities must establish sound teacher evaluation and incentive mechanisms, focusing on both teaching excellence and moral integrity, to enhance educators' role-modeling influence and ensure their guidance aligns with civic values and education goals.

1.4 Cultivating University Students as Active Participants

Students must develop critical thinking skills to navigate the complexities of the internet subculture. Universities should strengthen media literacy education by integrating case-based learning to help students discern misinformation and cultivate independent judgment. Encouraging morality-based personal development ensures students internalize socialist core values while remaining open to diverse perspectives. Universities should promote responsible internet use by educating students on ethical online behavior and the consequences of misinformation. Students should also be encouraged to actively contribute to a positive online environment by creating content that promotes traditional culture, civic responsibility, and national pride.

2. Further research recommendations

2.1 Deepening the analysis of the differential influence of internet subcultures on university student groups: Internet subcultures are characterized by complexity and diversity, and different types of subcultures may exert varying influences on university student groups. Future research could delve deeper into the pathways of influence of various internet subcultures, investigating their differentiated



manifestations across students of different genders, academic disciplines, and year levels. This would lead to more targeted and universally applicable conclusions, providing more precise guidance for civic values education in universities.

2.2 Expanding the sample scope and regional dimensions: This study primarily focuses on universities in Fujian Province, and its findings are somewhat influenced by the regional cultural context. To achieve more representative and generalizable results, future research could extend to a national scale, comparing the acceptance and responses of university students to internet subcultures across different regions.

2.3 Investigating the dynamic changes and long-term effects of internet subcultures: Internet subcultures are highly fluid and changeable, with their content and forms continually evolving alongside technological advancements and societal trends. Future research could adopt longitudinal tracking surveys to study university students' exposure to internet subcultures and their value changes at different time points. This would help analyze the dynamic influence and long-term effects of internet subcultures. Such research would not only reveal the depth and sustainability of its influence but also provide theoretical foundations for the sustainable development of civic values education in universities.

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