
An Empirical Research about Xinjiang Minority College Students' Value Recognition in Inner-Mainland's Universities of China¹

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1. Introduction

At present, Xinjiang minority college students studying in 370 inner-mainland universities of China are 44,000, involving 15 minorities which being Uygur, Kazakhstan, Russia and so on (China Education News 2013). The value education is the core content for their civic education and scholars have carried out a long-term research. Nevertheless, because of close relation between the values and implicit cognition, people cannot judge directly from the presentation, showing a mysterious atmosphere. And the result caused relative research in this field still stay in experienced judgment from phenomenon to phenomenon in China, and lack of empirical research which being with mature questionnaire which can accurately reflect the Xinjiang minority college students value characteristics especially. In view of this, the study with self-complied questionnaire of Xinjiang minority college students' Value recognition in inner-mainland universities lasted one year and got interesting conclusions.

2. Forming the Initial Questionnaire

Try to form the initial questionnaire with political value, moral value, cultural psychology, language pressure and ambient pressure dimensions. Sending 300 open questionnaires which number of the male and the female are same to Xinjiang minority college Students of the Beijing Normal University, Tianjin University, Guangdong University of Foreign Studies, Central China Normal University, South China University. And asked them to set out 10 kinds of corresponding behaviour after each dimension, such as 'I feel very unhappy when people commend me for my well Mandarin speaking,' 'I do not think we have more special powers than classmates of Han nationality.' and so on. Taking back all the questionnaires on the spot, remove the incomplete answer questionnaires, we got 274 valid questionnaires with the efficiency reaching 91.3% finally. Analysed each dimension which corresponding different behaviours and took most similar top 10 acts to prepare as the initial

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questionnaire about the value recognition of Xinjiang Minority College Students in inner mainland, universities with 50 questions totally. The subjects of different dimensions were staggered, with Likert scoring method which 1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = totally agree. Set the opposite titles, and compiled the initial questionnaire finally.

3. The Reliability and Validity of the Initial Questionnaire and Forming the Formal Questionnaire

3.1. Reliability and validity

Using the initial questionnaire to pre-test and verify the reliability and validity, and selected the undergraduates of Guangdong University of Foreign Studies and South China University of Technology as the test object. Random cluster sampling was used to send out 150 questionnaires, besides, I was experimenter in 30 minutes. Taking back the questionnaires on the spot, of which 129 being valid questionnaires, using SPSS16.0 for statistical treatment. The result showed that the initial questionnaire's Cronbach Alpha was 0.897, Spearman - Brown split-half reliability was 0.816. For the validity, because the test items were from the relevant document literature as well as open-ended questionnaire, interview findings, we also invited experts of moral education, teachers from Xinjiang, and Xinjiang minority students to assess and correct every project repeatedly. So the questionnaire ought to be good content validity. Meanwhile, KMO and Bartlett's spherical detection to verify validity of the initial structure of the questionnaire, based on the requirements of measurement statistics. The value of KMO is the closer to 1, it means the correlation between variables is the stronger, and the questionnaire will have construct validity finally. The original variables for factor analysis are more compatible (Rogers 1959). The measurement result showed that $KMO = 0.840$, P was smaller than 0.01, means that the initial questionnaire having good construct validity.

3.2. Forming the formal questionnaire

In order to process factor analysis, using independent sample T-test, which being based on the factor loading, and wiped off the poor discrimination related issues. We found that the P value of T4, T11, T14, T15, T19, T23, T28, T24, T30, T33, T38, T40, T46, T49 were greater than 0.05, which statistical result explained poor discrimination, so we deleted them, and remained 36 questions. In order to determine the dimension of factor from the remaining items in the questionnaire, exploratory factor analysis should be processed and selected characterization value which greater than 1 as a dimension with principal component analysis. The completed orthogonal rotation by the method of maximum variance showed the factor contribution.

Based on the rule which taking the characteristic value greater than 1 within this process, it can be seen that eigenvalues of the first to fourteenth were greater than 1. The result explained that the 14 principal components can cover most of the information. So we extracted the first 12 public factors which have obvious effect to the description of original variable. In order to facilitate explaining the common factor, and then, the orthogonal rotation was proceed. According to factor analysis, principal component analysis and discrimination, we continued deleting the poor subjects and finally hold 31 questions which eigenvalues being greater than 0.5 and having better explanation of the questionnaire after the rotation. Each item has a corresponding load factor greater than 0.5, the cumulative explanatory variables was 83.675%, 12 common factors that have obvious effect to the original variables within all political values, moral values, cultural psychology, language pressure and ambient pressure. So we formed the formal questionnaire '*Value recognition of Xinjiang Minority College Students in inner mainland universities Of China*'. This questionnaire has high reliability, being reliable to study Xinjiang minority college students.

4. Measuring and Comparing the Values of Xinjiang Minority College Students in Mainland Universities

Measured on Xinjiang minority college students from 36 universities which of Central University For Nationalities, Sun Yat-Sen University, Beijing University of Technology, Central China Normal University, Guangdong University of Foreign Studies, South China University of Technology and South China Normal University those with the self-complied questionnaire. 1200 formal questionnaires were sent and 1128 valid questionnaires which including 591 boys and 537 girls returned. The effective rate reached 94%. The questionnaire 'Cronbach Alpha reliability coefficient is 0.911, split-half reliability is 0.887. Likert score 5 was used and made the groups as a unit to test. The results of descriptive statistics about value recognition of Xinjiang minority college students showed in table 1:

	N	Minimum	Maximum	Mean	Std. Deviation
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Total	1128	2.81	4.90	4.255	0.428
Political value	1128	2.41	5.10	4.193	0.445
Moral value	1128	2.20	5.10	4.216	0.548
Cultural psychology	1128	2.23	5.10	4.231	0.601
Language pressure	1128	2.53	5.10	4.058	0.524
Ambient pressure	1128	1.65	5.10	4.032	0.516
Valid	1128				

Table 1. Value recognition of Xinjiang minority students in mainland universities in general.

Xinjiang minority college students' scores in five dimensions from high to low are cultural psychology, moral values, political values, language pressure and ambient pressure in table 1. Table 2 showed the average score of the male was higher than the female. Namely, the male' value tendency is more obvious:

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Total	male	591	4.220	0.388	0.028
	female	537	4.105	0.423	0.012
Political value	male	398	4.131	0.389	0.027
	female	370	4.096	0.521	0.023
Moral value	male	398	4.223	0.627	0.024
	female	370	4.145	0.566	0.032
Culture psychology	male	398	4.331	0.715	0.032
	female	370	3.853	0.580	0.029
Language pressure	male	398	4.057	0.510	0.024
	female	370	4.075	0.526	0.028
Ambient pressure	male	398	4.001	0.475	0.025
	female	370	4.080	0.515	0.029

Table 2. Group statistics about value recognition of minority students in mainland universities.

The independent sample T-test showed that distinct differences stayed in cultural psychology and moral values of Xinjiang minority college students on

the dimensions. But there were significant differences in political values, language pressure and ambient pressure dimensions, as shown in Table 3:

	Sex	t	Sig(2-tailed)
Total	male	3.296	0.001
	female	3.275	0.002
Political value	male	4.209	0.000 ***
	female	4.055	0.000 ***
Moral value	male	2.185	0.058
	female	2.117	0.058
Cultural psychology	male	2.884	0.375
	female	2.820	0.375
Language pressure	male	1.816	0.017*
	female	1.921	0.017*
Ambient pressure	male	2.486	0.026*
	female	2.472	0.026*
* indicates P <0.05 level significant difference; ** indicates P <0.01 level of significant difference; *** indicates P <0.001 on a significant difference			

Table 3. Independent samples T-test.

In order to grasp the specific differences in values recognition clearly between them and Han nationality college students in inner- mainland Universities, 350 college students selected randomly from the 1128 samples of Xinjiang minority college students to compare with Han nationality college students. The result showed the P value in political values and moral values was greater than 0.05 in Table 4, confirming that there were no significant differences between them. But there are significant differences in cultural psychology, language pressure and ambient pressure dimensions.

	T	Sig(2-tailed)
Total	-0.527	0.606
Political value	-0.542	0.598
Moral value	-1.873	0.067
Culture psychology	1.936	0.034*
Language pressure	-2.464	0.021*
Ambient pressure	-1.189	0.011*
* indicates P <0.05 level significant difference; ** indicates P <0.01 level of significant difference; *** indicates P <0.001 on a significant difference.		

Table 4. Independent samples T-test.

5. Experimental Results

5.1. The value recognition of Xinjiang minority college students in inner-mainland universities exist sequential tendency

The M value of Table 2 can be known that the value recognition of Xinjiang minority college students in inner-Mainland universities exist sequential tendency. The scores from high to low came from cultural psychology, moral values, political values, language pressure and ambient pressure. The score in cultural psychological was the biggest of them. Judging from the current ethnic composition, the Xinjiang Minority College Students in inner-mainland Universities are mainly consisted of Uygur, Kazakh, Hui, Uzbeks and other ethnic minorities. Islam is their main religion. There are also some non-Muslim ethnic college students such as Mongolian, Russian and so on. Each one has her/his own religious beliefs, communication environment and psychological identity breed by national culture. Even though they left Xinjiang province and attended inner-mainland universities, they did not weak their national identity because of changing regional environment.

On the contrary, it strengthened their psychology identity and the sense of interdependence some extent. In this way, it is not difficult to understand why cultural psychology rank the top in these five value dimensions. At the same time, we must see that, regardless of culture, religion, language style are different, moral values are always superior and universal, which represent esteem for human nature, pursuing virtue and bounding the behaviour. Minority national students are also included which reflects the objectivity of their moral value recognition. Political value, language pressures and ambient pressures are divided involving metaphysical realm of ideology and physical realm of life in the city and the language environment. Political value is abstracted from the basis of minority cultural psychology and moral value (Giddens 1998, p. 66). The degree of identity fell behind the culture psychological and moral values which reflect the authenticity, level and nationality of Xinjiang minority college students' cognitive degree. The following language pressure and ambient pressure reflected periodicity characteristics on the adaptation process of life.

5.2. Xinjiang minority college students value recognition exist gender gap

According to the independent sample T test in table 3, the P value of Xinjiang minority college students in political value, language pressure, ambient pressure dimensions are 0.000,0.017 and 0.026. They are all less than 0.05, indicating that there are significant gender gap. Combining M value on groups between the male and the female in Table 2, the political pressure and language recognition of the males are higher than the female, but in the perception of environmental pressures, the male are lower than the female. In addition, there

is no significant difference in the culture psychological and moral value dimension between the male and the female.

Xinjiang minority college students are mainly belonging to Muslim groups. So they recognize Islamic culture deeply in cultural psychology. The relatively independent culture also breeds corresponding moral values. For exactly that reason, no matter the male and the female, wherever they live, they always recognize deeply in cultural psychology and moral value dimensions. Meanwhile, for the recognition of political value and language pressure, the male are deeper than the female, that is to say the males are more sensitive to political value and they have the strong interest in it. On the values, the female still exhibits the characteristics of Islamic culture that women male must adherence to men dominant position. Female college students rarely talk about political issues and mainly play a subordinate roles. So they are not sensitive to the political value identity. On the contrary, impacted by their father, husband and boyfriend deeply. But compared with the female, the male are poor in speaking Chinese and English, Therefore, the male feel bigger pressure than the female in language.

5.3. Coexistence and difference between the Xinjiang minority college students and Han nationality college students exist in the same time

From Table 4, the P value of the Xinjiang minority college students and Han nationality college students in political value and moral value dimensions are both greater than 0.05, in cultural psychology, language pressure and ambient pressure three dimensions are less than 0.05. It shows that does not exist significant difference on the political values and moral values dimensions between Xinjiang minority college students and Han nationality college students in inner-mainland universities, while existing significant differences in other dimensions. As you know, due to differences in their own cultural identity, religious beliefs and academic ability, *t* extinct difference still exist.

As far as the minority is concerned, culture and religion can consolidate national identity, and stabilize national sentiment. The two factors are the most secretive mental performance too. As long as a certain scale groups still exist, there would not be fundamental change. That is why although the Xinjiang minority college students living in inner-mainland Universities are most graduated from senior school in inner-mainland and had been learning more than four years of high school, they still showed significant differences with Han nationality classmates after entering the universities. In addition, the poor academic level made them feel obvious pressure than Hans nationality classmates to adapt new environment and learn the language. Under the pressure, they are more likely to seek value recognition and psychological security in their own ethnic group, which not in favour of further ethnic integration. Above all, even though significant differences exist in cultural

psychology, language and ambient pressures between them, but they have not similar difference in the recognition of political values and moral values, indicating that Xinjiang minority college students recognize country ideology, and political system, regardless of culture and religion. Because of general guidance in moral value which can transcend ethnic differences, therefore, understanding and utilizing moral value for the Xinjiang minority college students and Han nationality college students in inner-mainland Universities do not exist significant difference.

6. Some Advices for the Following Education to Universities

6.1. Focus on adaptive education in cultural psychology

As a minority group, Xinjiang minority college students in inner-mainland universities have their own strong cultural identity which being particular a certain degree. So, they also showed significant sequence on values recognition. Ranking the first is cultural psychological identity, and political identity are ranked third place. Therefore, giving priority to the cultural psychology of them when universities carry on the education of political value and moral value. This kind of education should start from minority culture, then deep into the moral value, and penetrate to political value. Thereby, we can promote minority education matching smoothly. What should be seen clearly is that integration with the Han nationality culture and minority culture is a slow and gradual process. Xinjiang minority college students not only gradually adapt to cultural psychology in inner-mainland, but also adapt to mandarin and environment. For universities, they should have a rational understanding of the cultural psychological adaptation not to rush things. But in accordance with the minorities cultural psychology law, carry on a gradual "infiltrated formula" education (Yue Daiyun 2001).

6.2. Strengthening civic identity education

The prerequisite of nice values education is complete understanding to Xinjiang minority college students in language customs and cultural psychology dimension. But respecting for the particularity don't mean endow them the privilege which go beyond other citizens. On the contrary, value should be based on citizenship effectively, equality system and identity. Above on, the civic awareness of 'everyone is equal in front of law' must be sent to them by universities firmly. By strengthening civic identity education, help Xinjiang minority college students to be confluent with social life in inner-mainland universities.

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Abstract. In order to understand value recognition deeply, the research was taken to 1128 Xinjiang minority college students in inner-mainland 36 universities of China by the questionnaire with five dimensions which political value, moral value, cultural psychology, language stress and environmental stress. The result showed that there was an order tendency in their values, in order, cultural psychology, moral values, political values, language stress and environmental stress. At the same time, there are gender differences. Male and female college students do not exist significant differences in cultural psychology and moral value dimensions. But the differences being in the political values, language stress and environmental stress. Xinjiang minority college students are fundamentally the same as Han nationality students in political values and moral values, but obvious differences in cultural psychology, language stress and environmental stress.

Keywords: Xinjiang minority college students, inner-mainland, universities, value, recognition

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