

The Empirical Research on the College Students' Belief in Marxism—a Case Study of Chongqing, China

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Abstract

Applying the empirical research method, this research investigated the current status of 575 Chongqing college students' belief in Marxism. The results suggested that college students' believe in Marxism had significant differences in gender, grade, academic performance and political status, college students' cognition of Marxism affect their attitude. college students' belief in Marxism is basically satisfactory, and universities need to strengthen belief education for different types of students.

Key Words

College students; Marxism; Belief

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1 Introduction

Belief is individuals' faith and follow of certain life view, value view and world view, which is an important part of individual inclination (Li, Lv,&Li, 2003). Belief is premised on cognition, including individuals' emotional input and performing as individuals' volition act (Li &Zhang, 2002).We defined that belief is individuals' reverence and persistent pursue action to certain doctrine or theory based on the cognition of them. Belief in Marxismis individuals' faith in this scientific theory based on the cognition of Marxism, engendering reverence and persistent pursue action to it. College students are pillars of our nation so that their belief in Marxism concerns the future of construction of Chinese characteristic socialism. College students have higher knowledge level and their own value pursuit. They concern the situation of society while they are sequacious sometime (Yi, 2011). In the social background of economic transition, transition from the old system to the new and reform and opening, our nation is suffering great change of social hierarchy, economic structure and moral principles. As a result, people's social cognition and Communication methodsbegin toturn to a new direction which significantly influences each youthful student's value view and national cultural psychology, making some students feeling perplexed and pessimistic under such impact (Jiang, 2011; Dong, 2003). Therefore, investigating the current status of college students' belief in Marxism has significant meaning to current college students' ideological and political education.

2 Research method

2.1 Research objects In China, there is no Institutional Review Board (IRB) or an equivalent committee. However, the study conducted the random survey in universities of Chongqing and the college students voluntarily took part in the survey(oral consent). As return, we gave a little gift(a pen) to each participants. And the the data were analyzed and reported anonymously.

In total, 620 college students voluntarily participated in the questionnaire survey, and this research acquired 575 valid questionnaires, and the was 92.7%. Among participants, there were 262 males and 313 females. The average age of the sample was 20.42, and the standard deviation was 1.206.

2.2 Research Tools

2.2.1 Questionnaire of Belief in Marxism This questionnaire is self-designed questionnaire, borrowing Likert5-point scale, with 29 items and coefficient of Cronbach α is 0.892. The questionnaire investigates the current status of college students' belief in Marxism from three perspectives: cognition, emotion and behavior. It investigates college students' cognition of Marxist nature and value, positive and negative emotion, active and passive behavior. The higher score in this questionnaire means the better status of belief in Marxism, and scoring of negative emotion and inactive behavior is inverse.

2.2.2 Questionnaire of Marxist cognition-attitude Based on semantic analysis, this questionnaire is consisted of 12 seven-point scales and its Cronbach α coefficient is 0.882. Both ends of scale are adjectives of contrary meaning, requiring participants marked their own cognition and attitude to Marxism in these seven-point scales. For these scales, positive adjectives represent positive poles and negative adjectives represent negative poles. It scores as 7, 6, 5, 4, 3, 2, 1 from positive poles to negative adjectives. When the average score is < 3.50 , it will be regarded as negative results, and results will be regarded as positive when the average scores is ≥ 4.50 , and neutral when the average scores is between 3.5 to 4.49.

2.2.3 Data processing Using SPSS17.0 processing the data, this research conducts variance analysis, correlation analysis and regression analysis.

3 Research results

3.1 Sex characteristics of Marxist Belief Table 1 indicates that college students, whether the male or the female, have the highest scores in the factor of positive emotion, 4.14 and 4.17 respectively and this means positive emotion of students on Marxism. And the scores of nature cognition and value cognition are comparatively high, which means correct understanding of the nature and value. The lowest score is on the factor of passive behavior, and the score of active behavior is comparatively low, so students lack initiative in the learning process or practice period of Marxism.

Tab.1 Gender differences in Marxist Belief

	Male		Female		<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Nature cognition	3.86	0.79	3.93	0.71	-1.155	.249
Value cognition	3.97	1.03	4.01	0.75	-0.550	.582
Positive emotion	4.14	0.76	4.17	0.78	-0.424	.672
Negative emotion	3.35	0.57	3.36	0.53	-0.269	.788
Active behavior	3.36	0.93	3.19	0.84	2.230	.026
Passive behavior	3.21	1.10	2.98	0.89	2.715	.007
Total in Belief	108.74	19.10	107.58	16.72	0.744	.475

The male and the female have significant differences in the factors of active behavior and passive behavior that the male score significantly higher than the female. The female are more passive than the male in the acceptance and learning process.

3.2 Grade characteristics of Marxist Belief Table 2 illustrates that each grade have significant differences in the factors of nature cognition, value cognition, positive emotion and the total in Belief. The multiple comparison shows that the freshman score significantly higher than the sophomore and the junior.

Tab.2 Grade differences in Marxist Belief

	Grade				<i>F</i>	<i>P</i>
	Freshman	Sophomore	Junior	Senior		
Nature cognition	4.05±0.66	3.84±0.84	3.76±0.67	4.10±0.66	5.261	.001
Value cognition	4.17±0.97	3.89±0.85	3.88±0.79	4.21±0.74	5.122	.002
Positive emotion	4.33±0.66	4.03±0.88	4.11±0.70	4.33±0.72	5.802	.001
Negative emotion	3.34±0.58	3.39±0.55	3.31±0.48	3.32±0.59	0.569	.636
Active behavior	3.31±0.91	3.27±0.85	3.15±0.81	3.50±0.93	1.441	.230
Passive behavior	3.19±0.90	3.05±0.90	2.99±1.26	3.13±1.03	1.212	.305
Total in Belief	111.29±17.92	106.77±18.50	105.11±17.48	112.50±17.06	4.012	.008

3.3 Academic performance characteristics in Marxist Belief Table 3 Shows that in terms of academic performance, students have significant differences in the factors of nature cognition, value cognition, active behavior and the total in Belief. Those academic performance ranking top one-third have scores higher than the other two groups on those factors.

Tab.3 Academic performance differences in Marxist Belief

	Academic performance			<i>F</i>	<i>P</i>
	Ranking top one-third	Ranking the middle	Ranking bottom one-third		
Nature cognition	4.01±0.67	3.85±0.77	3.82±0.81	3.295	.038
Value cognition	4.14±0.99	3.93±0.83	3.87±0.79	4.691	.010
Positive emotion	4.24±0.70	4.14±0.80	4.07±0.80	2.065	.128
Negative emotion	3.36±0.52	3.38±0.59	3.30±0.52	0.949	.338
Active behavior	3.35±0.89	3.29±0.87	3.08±0.84	4.100	.017
Passive behavior	3.19±1.10	3.04±0.96	2.98±0.89	2.164	.116
Total in Belief	110.85±17.99	107.50±18.28	105.06±17.91	4.290	.014

3.4 Political status characteristics in Marxist Belief As illustrated by the table 4, politic status have significant differences in all factors: scores of students with party membership are significantly higher than the others without exception; league members' scores are significantly higher than the public students' in aspects of nature cognition, value cognition, negative behavior and the total in belief.

Tab.4 Political status differences in Marxist Belief

	Political status			<i>F</i>	<i>P</i>
	Party member	League member	Public students		
Nature cognition	4.13±0.76	3.88±0.74	3.55±0.69	6.880	.001
Value cognition	4.25±0.76	3.97±0.90	3.58±0.83	6.370	.002
Positive emotion	4.54±0.66	4.11±0.77	3.83±0.73	14.076	.000
Negative emotion	3.60±0.56	3.32±0.54	3.16±0.54	10.927	.000
Active behavior	3.78±0.78	3.19±0.86	2.94±0.93	19.465	.000
Passive behavior	3.74±0.96	2.99±0.96	2.45±0.87	27.575	.000
Total in Belief	119.40±18.63	106.64±17.26	96.92±17.80	24.442	.000

3.5 Descriptive statistics of Marxist cognition-attitude Table 5 tells that college students are positive in the scales except for the scale of realistic-ideal, students' cognition on which is neutral. Thereinto, the highest score of the cognition scale is on the factor of scientific-superstitious, and the highest one of the attitude scale is

adoring-contemptuous. In virtue of the great role of the Marxism in Chinese socialist revolution and construction, the attitude of college students towards Marxism assumes positive, so they consider Marxism as scientific, initiative, and reasonable. And cognition is the foundation of attitude. Since Marxism is a scientific belief, students have adoring and worshipful emotion for it and have glorious yearning. The collision of book knowledge and reality, however, raise doubts about reality of Marxism among students. There are considerable negative phenomena in society so that students' cognition on Marxism have changed. Communist society and the harmonious society are deemed as an unattainable ideal society. With the progress of science and technology, college students are confronted by an increasing number of sundry information, which has impact on students' belief in Marxism. They may therefore have religious beliefs, in favor of Western cultural values, and cannot stand their Marxist ground.

Tab.5 Descriptive statistics of Marxist cognition-attitude

	<i>M</i>	<i>SD</i>
Realistic-ideal	4.38	1.892
Open-conservative	4.60	1.360
Reasonable-absurd	5.86	1.223
Objective-subjective	5.65	1.449
Advanced-backward	5.96	1.129
Scientific-superstitious	6.07	1.116
Active-passive	6.01	1.140
Marxist cognition	5.65	0.891
Worshipful-scornful	5.28	1.229
Convinced-doubtful	5.46	1.273
Adoring-contemptuous	5.59	1.213
Single-minded-	4.85	1.555
Yearning-repellent	5.47	1.329
Marxist attitude	5.33	1.106

3.6 Relationship between Marxist belief and Marxist cognition-attitude To study the relationship between Marxist cognition and attitude and Marxist belief, this research made correlation analysis between scales of Marxist cognition-attitude and factors of belief in Marxism, and the results are shown in Table 6.

Except for the scale of realistic-ideal, other scales of Marxist cognition-attitudpositivelt correlates with all the facators of Marxistbelief.The more college students think Marxsim as open, reasonable, objective, scientific and initiative and they feel worshipful, convinced, adoring, single-minded and yearning, the more they are included to Marxism in terms of cognition, emotion, and behavior. On the other hand, the scale of realistic-ideal correlates with nature cognition, value cognition and total in belief in negative way, that is, the more realistic students considering Marxism as, the lower level of their cognition on Marxist nature and value, as well as their belief in Marxism.

3.7 Multiple regression analysis of Belief in Marxism To further explore the relationship between Marxist cognition and attitude and Marxist belief, this research using 12 scales of Marxist cognition-attitude as predictive variables, and 6 factors of Marxist belief and the total as dependent variables, made multiple stepwise regression analysis, see table 7.

As illustrated by table 7, the scale of realistic-ideal is negative predictor of nature cognition; scales of reasonable-absurd, scientific-superstitious, adoring-contemptuous have positively predictable effect on nature cogntion. Scales of reasonable-absurd, advanced-backward, adoring-contemptuous predict value cognition and positive emotion in positive way; the scale of adoring-contemptuous is positive predictor of negative emotion. Scales of reasonable-absurd, worshipful-scornful, adoring-contemptuouspositively predict active behavior. As for

the total in belief, the scale of realistic-ideal is negative predictor, and Scales of reasonable-absurd, advanced-backward, and adoring-contemptuous are positive predictors.

Tab.6 Relationship between Marxsisit belief and Marxsit cognition-attitude

	Cognition of essence	Cognition of value	Positive emotions	Negative emotions	proactive behaviors	Negative behaviors	Scores of Marxist belief
Realistic-ideal	-.104*	-.087*	-.620	-.080	-.064	-.080	-.108*
Open-conservative	.251**	.237**	.196**	.174**	.173**	.161**	.269**
Reasonable-absurd	.460**	.435**	.381**	.223**	.298**	.261**	.461**
Objective-subjective	.321**	.283**	.221**	.184**	.211**	.169**	.311**
Advanced-backward	.425**	.423**	.371**	.234**	.298**	.248**	.447**
Scientific-superstitious	.459**	.419**	.362**	.233**	.275**	.230**	.442**
Active-passive	.347**	.341**	.307**	.169**	.239**	.197**	.359**
Marxist cognition	.411**	.390**	.338**	.215**	.272**	.223**	.414**
Worshipful-scornful	.379**	.359**	.319**	.202**	.334**	.257**	.416**
Convinced-doubtful	.423**	.412**	.356**	.243**	.361**	.258**	.462**
Adoring-contemptuous	.444**	.416**	.374**	.308**	.363**	.295**	.491**
Single-minded-	.263**	.269**	.240**	.148**	.254**	.199**	.314**
Yearning-repellent	.393**	.379**	.335**	.232**	.349**	.252**	.435**
Marxist attitude	.447**	.433**	.383**	.266**	.393**	.298**	.500**

* $P < .05$, ** $P < .01$

Tab.7 Multiple regression analysis of Belief in Marxism

Dependent variables	Predictive variables	B	t
Cognition of value	reasonable-absurd	0.125	3.705**
	advanced-backward	0.113	2.497*
	adoring-contemptuous	0.163	4.795**
Positive emotions	reasonable-absurd	0.113	3.077**
	advanced-backward	0.083	2.034*
	adoring-contemptuous	0.133	4.357**
Negative emotions	adoring-contemptuous	0.140	7.619**
proactive behaviors	reasonable-absurd	0.099	2.910**
	worshipful-scornful	0.100	2.470*
	adoring-contemptuous	0.139	3.176**
Negative behaviors	reasonable-absurd	0.120	3.034**
	adoring-contemptuous	0.178	4.472**
Scores of Marxist belief	realistic-ideal	-0.781	-2.265*
	reasonable-absurd	3.006	3.728**
	advanced-backward	2.079	2.330**
	adoring-contemptuous	4.572	6.826**
Cognition of value	reasonable-absurd	0.125	3.705**
	advanced-backward	0.113	2.497*
	adoring-contemptuous	0.163	4.795**
Positive emotions	reasonable-absurd	0.113	3.077**

* $P < .05$, ** $P < .01$

4 Suggestions for Strengthening the Marxist Belief of College Students

4.1 Drawing conclusion from results of two questionnaires, the current status of college students' belief in Marxism is positive. This conclusion is consistent with other studies indicating that college students have rather high belief identity in Marxism (Zhu, 2011). But college students' scores of cognition and emotion of their belief in Marxism is higher than scores of behavior. The research results of Xiongying (2011) indicates that college students' cognition and behavior are separated, and their initiative is not strong. This is probably because college students begin their study of Marxism related knowledge since middle school, and have quite profound understanding on the essence and value of Marxism. At the same time, our nation's economic construction and modernization construction have obtained the huge achievement under the guidance of the Marxism. As a result, along with the deepening of the understanding on the Marxism, college students produce more reverence and admiration to the Marxism. Still, there is a lack of innovation in the Marxism courses. To most college students, the Marxism courses in college are only the repetition of those theories which studied in middle school. People always expect novelty, but the college Marxism courses cannot satisfy their need for novelty. Under this situation, college students' learning motivation of the Marxism will weaken and they will not study relevant theories initiatively. Moreover, the Marxism courses are focusing on theoretical teaching and insufficient in practical teaching, so that college students have few opportunities to integrate knowledge into the real situations. Makarenko, the famous educationalist of Soviet Union, indicted that among people's knowledge, belief and behavior, there is a mesh which must be filled up by experience of attending some kind of activities (as cited in Wu, Xu, 2011). To make college students study and apply the Marxism initiatively, colleges should connect students' cognition and emotion with their behavior through various kinds of practical teaching. Therefore, our colleges should change non-interactive method, enlightening and teaching college students through organizing various kinds of activities. Besides explaining the Marxism theories systematically, colleges can organize sociology investigation making students feel and experience the party lines, principles and policies; college can also change non-interactive method into discussion and experience exchange among students and teachers (Liu, 2011). Meanwhile, college Marxism courses must be diversified, integrating those college students' favorite artistic forms, such as drama, movie and DV, into education of the Marxism belief.

4.2 Boys' score on active behavior and passive behavior is significantly higher than girls' ($P < .05$). During college years, boys are more willing to do things well and gain consent than girls (Zheng, 2012). Because of gender differences in individual mind, boys are more initiative and competitive than girls; the social culture also requires boys have more competence than girl. Based on this, college boys are more inclined to attend all kinds of activities of Youth League branches or party branches voluntarily than girls. They will submit their comments and show their abilities and gain the approval of others. Therefore, colleges should strengthen girls' self-efficacy and confidence, encouraging them to join in practical activities of the Marxism and understanding the Marxism through practices.

4.3 Scores on the cognition of essence, the cognition of value, positive emotion factors and the belief are significantly different among grades ($P < .01$). Scores on these three factors of freshmen are significantly higher than sophomores' and juniors'. This is probably because freshmen focus more on the college and keep curious about surroundings. With small communication range and relatively limited information, their life satisfaction is higher. However, as the longer time stay in colleges, they are no longer only focused on the colleges but also livelihood issues. They gradually discover that those corruption, favoritism and inequities in society are inconsistent with the Marxism they knew. These phenomena influence their cognition of the Marxism and hurting their emotion to the Marxism seriously (Wei, 2012; Chen, & Mo, 2010). Meanwhile, western culture and western ideological trend also make great influence on college students' belief of the Marxism. College students prefer to new things, and they will be interested in western culture when they come to know them. Some college student may even compare western ideologies with the Marxism theories and finding out the Marxism theories are jejune which they have been taught repeatedly for years. Therefore, our government must punish severely corruption among cadres of party and government, launching anticorruption campaign and building incorruptible culture. To realize common prosperity, we should put more efforts to narrow the wealth gap between rural and urban areas and share benefits of China's prosperity and progress with people. As to the impact on college students' the Marxism belief from western culture and ethos, our teachers cannot avoid those problems but guide students to understand their essence and strengthen Value clarification. From the essence and value of Marxist theory, teachers should

help students focus on the essence of Marxist theory, understand the Marxism system precisely, and guide students to set up the correct life view, values view and world view.

4.4 Those students, whose academic performances are in the top one-third of classes, score significantly higher than other students on the cognition of essence, value and the belief ($P < .05$). This is probably because students with better academic performance will study relevant courses more extensively and understand knowledge more clearly so that they can cognize the essence and value of the Marxism more correctly. Those students, whose academic performances are in the top one-third of classes, score significantly higher on proactive behavioral factors than those students whose academic performances are in the last one-third of classes ($P < .05$). Foreign research shows that self-monitoring abilities the key factor that influences students' academic records (Zhu, 2007). Students, with lower Self-monitoring ability, have weaker initiative of study and practice of Marxist theory. Their learning behavior stems from the external pressure, and their self-monitoring and self-regulation ability of learning need to be improved.

4.5 Student Party members score significantly higher than league members and non-partisan students on all factors and total scores ($P < .01$) which indicating that colleges' belief education to student Party members is effective. Student Party members understand the Marxism more correctly than other students, and they have more positive emotions to the Marxist political party, communism and socialism with Chinese characteristics, and are more willing to study and apply the Marxism. League members score significantly higher than non-partisan students on the cognition of essence, the cognition of value and the passive behavior factors ($P < .01$). League members understand the Marxism more correctly than other non-partisan students, while non-partisan students are more passive than league members on studying and applying the Marxism. This is probably because colleges Marxist theory teaching and practicing activities are mainly aiming at student Party members and league members, and non-partisan students have few chances to participate in. As a result, they are putted into a comparative obliged condition, and their cognition of the Marxism is not as profound as student Party members and league members. Therefore, colleges should continue to strengthen the education of the Marxism among student Party members and league members, improving their level of the Marxist theories and practice ability. As to other students, although a very small proportion of the total college students, the colleges should attach great importance to the Marxist belief education among them. Besides regular curriculum, all levels of party branches' and Youth League branches' studies activities should allow these non-partisan students to join in, and pay more attention to their benefits and needs. Through integrating the Marxism theories and basic viewpoints into their lives, these measures will not only strengthen their connection to the Party and the Youth League but also enhance their emotional connection with organizations.

4.6 The belief on the Marxism is based on college students' cognition and attitude to the Marxism which means that believers not only have reasonable cognitions but also emotional specificity. Good cognition and attitude have a positive effect on fostering college students' belief on the Marxism. College students' attitude to the Marxism may change with their cognition of the Marxism. If college students can understand its scientificity, rationality, progressiveness and importance to China's social stability and development, they may foster positive attitude and emotion to the Marxism. If college students consider the Marxism as superstitious, preposterous, out-dated and conservative theories, they may develop attitude of rejection and negative emotions to it. Attitude is the individual's evaluation and behavior disposition of certain objects. When college students hold positive or negative evaluations to the Marxism, they also have behavior disposition of believe or disbelieve the Marxism. Only when teachers make college students correctly understand the relation between scientific essence and scientific status of the Marxism; college students can correctly understand the Marxism; can understand national differences on its scientific status; can foster admiring emotion to it, can endure their belief. The Marxism belief, which is different from illusory religious believes, demands the realization of communism on the basement of indicating the capitalistic social contradictions and struggle. It is the belief about reality and the communist society is achievable. The research result shows that if college students consider the Marxism as the belief about reality, they will wave in the Marxist belief. In the communist society, there will be abundant material wealth, highly developed productive forces, well improved ideological consciousness and moral quality, and vanishment of class antagonism and the three major differences. However, our nation is still during transformation period, in which our gap between rich and poor is growing and social problems are arising although the well-off society gradually built and

the material civilization progressed impressively. As a result, college students find out the disparity between realities and the ideal socialist society which will make them doubt about the essence of the Marxism and also shake their faith to it. Jiang zhengjun considered the authentic meaning of extinction of state and realizing communism, "is not the ideal condition of extinction of state, but the human's struggles and pursuits guided by a kind of hope, through the cognition of historical inevitability, which is based on the reality but beyond it. Then human criticize, negate and surpass the realistic existence constantly in practice. At last, human will turn hopes into reality." Therefore, teachers should analyze possibility and inevitability of realizing the communism which is based on the Marxist theories and combined the reality of our nation's development. The realization of communism are long processes which require us constantly strive to criticize, to negate and to surpass generation by generation. Teachers should help students understand the reality rationally and encourage them to devote in socialist practices, pushing the social progress continuously.

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