

Emotional and Educational Characteristics of Patriotism of College Students

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Abstract: Patriotism needs innovation in theory. But patriotism faces challenges in theory: the challenge of individualism to collective values, the misplacement of traditional cultural perspective, the abuse of evolutionism and the vulgarization of materialism. We should accurately understand traditional culture and fully understand the value rational tendency of traditional culture. Chinese traditional culture, centered on morality, provides a low-cost, highly spiritual freedom way of life. In the theoretical innovation of patriotism education, we should seek the effective combination of individualism and collectivism, and tap the support point of national self-confidence.

1. Introduction

Patriotism refers to the thought, feeling and behavior of loving and loyal to one's own country. Nationalism mainly contains two meanings: one is introverted nationalism, which is manifested in arousing the identity consciousness of the nation and enhancing the cohesion of the nation; the other is extroverted nationalism, which is manifested in showing the difference between the self and the other and trying to surpass other ethnic groups [1-2]. Once the export-oriented nationalism is not well grasped, it is easy to form extreme nationalism, resulting in ethnic conflicts. Nationalism may be a double-edged sword. Active nationalism can play a role in uniting and revitalizing a nation. Extreme and narrow nationalism is not only detrimental to the interests of the nation, but also may bring disaster to other nations and even to the whole mankind [3]. Therefore, in the context of globalization with peace and development as the theme, we need not only high patriotic feelings, but also rational nationalistic feelings [4].

At present, the academic research on patriotism and nationalism has the following characteristics [5-6]: (1) The research on patriotism and nationalism is mostly carried out separately, and some even make no distinction between the two, which easily leads to confusion of concepts; (2) Theoretical research is more than empirical research; (3) In the empirical research of patriotism and nationalism, most of them are aimed at the analysis of college students, but few at middle school students [7]. Therefore, on the basis of previous studies, this study attempts to use empirical research methods (questionnaire survey method) and expand the research object to middle school students, and to study and compare the middle school students and college students together, so as to explore the development status and laws of patriotism and nationalism emotion of contemporary young students [8-10].

2. Objects and Methods

2.1. Object

3469 college and middle school students were selected to carry out the survey. 3390 valid questionnaires (97.72%) were sent out. The subjects were from 2 junior high schools, 1 senior high school and 6 universities in rural areas. There are 840 junior high school students (283 in grade one, 253 in grade two, 204 in grade three), 953 senior high school students (675 in grade one, 278 in grade three), 1597 college students (511 in grade one, 831 in grade two, 252 in grade three, and 3 in grade four); There are 1631 male students and 1759 female students; 797 urban students (29 junior high school students, 52 senior high school students and 716 college students), 2593 rural students (811 junior high school students, 901 senior high school students and 881 college students); among college students, there are 923 science and engineering students and 674 liberal arts students. The

age range of subjects was 12-22 years old.

2.2. Method

The patriotism scale (12 questions in total) and the nationalism scale (8 questions in total) compiled by Kosterman and Feshbach were translated as the survey tools of this study. Since the original scale was used to measure the patriotic and nationalistic feelings of American citizens, all the words "America" in the original text were changed into the word "China", which was used for the investigation of Chinese subjects. The Cronbach α coefficients of the original patriotism scale and nationalism scale were 0.90, 0.81 (247 American students) and 0.92, 0.86 (329 ordinary American people), respectively. In this study, the Cronbach α coefficient of patriotism scale is 0.79, and the Cronbach α coefficient of nationalism scale is 0.71. These two indexes meet the requirements. Both scales were scored with 5 points (1 = totally disagree to 5 = fully agree). Transform the reverse questions into scores before statistical analysis. The higher the score of the two scales, the higher the level of patriotism and nationalism. This study stipulates that if the average score of the questionnaire is less than the median value of 3 (note: the comparisons here are all significant differences in t-test, i.e. $P < 0.05$), then the subjects' patriotic emotion or nationalist emotion is not obvious. $3 < \text{the average score of the questionnaire} \leq 4$, the subjects show weak patriotism or nationalism emotion; If the average score of 4 $< \text{quantity form questions} \leq 5$, the subjects show strong patriotism or nationalism emotion.

2.3. Statistical treatment

SPSS software was used for statistical analysis.

3. Result

3.1. The expression of patriotism emotion and nationalism emotion of college and middle school students

See Table 1.

Table 1 Patriotism and national emotion of subjects of different ages

Age stage	Affective types	$\bar{x} \pm s$	T test with intermediate value 3	T-test of and 4
Junior high school students (n = 840)	Patriotism	4.59 \pm 0.38	121.40	45.28
	Nationalism	3.46 \pm 0.61	22.14	-25.76
High school students (n = 953)	Patriotism	4.64 \pm 0.35	143.44	56.06
	Nationalism	3.38 \pm 0.65	17.88	-29.43
College students (n = 1597)	Patriotism	4.42 \pm 0.52	109.68	32.49
	Nationalism	2.96 \pm 0.70	-2.42	-59.27

Note: * $P < 0.05$, * $P < 0.01$, the same below

It can be seen from table 1 that the average score of patriotism of subjects of all ages is significantly greater than 4, which shows that both college and middle school students in China show strong patriotism. The average score of nationalism of middle school students is significantly higher than the middle value of 3, but less than 4, indicating that middle school students show weak nationalism emotion; while the average score of nationalism of college students is significantly lower than the middle value of 3, indicating that the nationalism emotion of college students is not obvious.

The results showed that patriotism $f = 87.04$, $P < 0.01$. After the event test (LSD) showed that senior high school students $>$ junior high school students $>$ College Students ($P < 0.05$), which showed that senior high school students showed the strongest patriotic emotion, followed by junior high school students, and finally college students; nationalism $f = 205.25$, $P < 0.01$. After the event

test (LSD) showed that junior high school students > senior high school students > College Students ($P < 0.01$), which showed that junior high school students showed the strongest nationalist emotion, followed by senior high school students, and finally college students.

3.2. The differences between the two kinds of emotions in different genders, sources and subjects

See Table 2. In addition, because the subjects of middle school students in this study are mainly from rural areas and few from urban areas, and the proportion of college students from rural areas and urban areas is the same, so only the differences between the two kinds of emotions in college students from different sources are analyzed. In the same way, only the differences between science and engineering students and arts students are analyzed.

Table 2 Differences of two emotions between subjects from different genders and different sources

Subject characteristics		Patriotism		Nationalism	
		$\bar{x} \pm s$	t	$\bar{x} \pm s$	t
Junior middle school	Male (n= 419)	4. 57± 0. 40	-2. 12	3. 50± 0. 62	1. 62
	Female (n= 421)	4. 62± 0. 35		3. 43± 0. 59	
High school	Male (n= 432)	4. 61± 0. 39	-2. 53	3. 40± 0. 66	0.86
	Female (n= 521)	4. 66± 0. 32		3. 36± 0. 65	
University	Male (n= 780)	4. 38± 0. 56	-2.91	2. 96± 0. 75	0. 04
	Female (n= 817)	4. 46± 0. 47		2. 96± 0. 66	
Town	(n = 716)	4. 40± 0. 53	-1. 67	2. 85± 0. 66	-5. 84
Rural	(n = 881)	4. 44± 0. 51		3. 05± 0. 72	
Science and Engineering	(n = 923)	4. 44± 0. 52	1. 38	3. 01± 0. 74	3.52
Arts	(n = 674)	4. 40± 0. 51		2. 89± 0. 65	

From Table 2, it can be seen that girls of all ages show significantly higher patriotic feelings than boys, while nationalist feelings have no significant gender difference. The nationalism emotion of college students from rural areas is significantly higher than that of college students from cities and towns, while the difference of patriotism emotion between the two types of college students is not significant. The nationalism emotion of science and engineering college students is significantly higher than that of liberal arts college students, while the difference of patriotism emotion between the two types of college students is not significant.

The results show that the scores of nationalism of college students from rural areas are significantly higher than 3 ($t = 1.97$, $P < 0.05$), and the scores of the other three types are either significantly lower than 3 or not significantly different from 3. This shows that only college students from rural areas show weak nationalistic feelings, while the other three types of college students show no obvious nationalistic feelings.

3.3. Correlation analysis between two kinds of emotions

The experiment result is shown in Table 3.

Table 3 Patriotism and nationalism of college and middle school students
Correlation between emotions (R)

Project	All subjects	Junior high school	High school	University
Patriotism and Nationalism	0. 17	0.08	0.07	0.13

It can be seen from table 3 that the correlation between patriotism and nationalism of subjects of

all ages is relatively low. In addition, regression analysis shows that the regression equation of patriotism and nationalism is not tenable, indicating that they cannot explain each other.

4. Discuss

The results of this study show that at present, both college and middle school students in China show strong patriotic feelings. China has a history of civilization for thousands of years, but in modern times, it has been subjected to external humiliation, internal worries and external troubles, and its national strength has nearly collapsed. Therefore, the Chinese people have been striving for national rejuvenation, and patriotism has always been the main theme. The results of this study also reflect the positive values of Chinese youth and the effect of effective patriotism education. This study also found that the development level of different age groups is significantly different while the students show a high level of patriotism. That is to say, from junior high school to senior high school, the level of patriotism is rising, and to college stage, patriotism is still very high, but compared with senior high school students, it is lower.

From the perspective of development psychology, high school students belong to the early youth stage, which is the transition stage from adolescence to adolescence. They have a high level of identity to group identity. With the development of body and mind, their emotional intensity increases. While college students are in the middle of youth, at this time, their self-awareness develops rapidly, and their group identity is lower than that of teenagers. At the same time, in the current network information age, the impact of the network on College Students' values is more than that of schools and families, and various value orientations have a great impact on them. Therefore, it is still necessary to carry out effective patriotism education according to the actual situation.

This study shows that boys and girls of all ages show strong patriotism, but girls are stronger than boys. This may indicate that, although boys are more political in the traditional concept, in this kind of survey that needs to reflect political enthusiasm, girls are more delicate and involved than boys, while boys may be more cautious.

This study also shows that middle school students in our country show weak nationalist emotion, while the nationalist emotion of college students is not obvious. Some studies have found that the nationalist emotion of college students gradually decreases with the increase of grade. In addition to the study of college students, this study also extended the subjects to junior and senior high school students. The results show that with the growth of age, nationalism emotion is gradually reduced. Generally speaking, middle school students are in the process from germination to formation of outlook on life and world outlook. Therefore, the plasticity is very large, not very mature and unstable, and it has yet to be further formed and developed. Some studies have shown that teenagers have more obvious radical and free emotional characteristics on how to form national decision-making. College students have high patriotic feelings, but they have more knowledge about the world, wider horizons, and less approval of narrow nationalism. They will think calmly, independently and rationally about the national problems of the country. Their vision and angle are more human. Therefore, it can be understood that their nationalism tendency is not obvious, and this result is almost consistent with the survey results of ordinary consumers in the United States by Lee and others. Lee et al. Used the same scale as this study, but this study replaced the word "America" with the word "China" in the nationalism scale, and other descriptions did not change. Lee et al. Investigated 347 American ordinary consumers (44.9% male and 54.5% female), and finally received 336 valid subjects. Results the average score and standard deviation of nationalism of 336 consumers were (2.74 ± 0.91). In this study, the average and standard deviation of nationalism of Chinese college students were (2.96 ± 0.70). It can be seen from this that the level of nationalism emotion of ordinary adults in China and the United States is equal, which shows that this tendency of college students in China belongs to the normal range.

In addition, this study found that the nationalism emotion of science and engineering students is higher than that of arts students, which is similar to the research results of song Xingchuan and others. Song Xingchuan and others found that in the nationalism belief, the average value from high

to low was engineering, agriculture, normal education, medicine and law. At the same time, this study found that the nationalism emotion of college students from rural areas is higher than that of college students from urban areas. This shows that science and engineering students and students from rural areas are more likely to form nationalism. However, in view of the fact that only college students from rural areas show weak nationalistic feelings, while the overall nationalistic feelings of students from different disciplines and college students are not obvious, therefore, from the overall perspective, the above differences are not essential differences.

From the results in Table 3, it can be seen that the correlation between patriotism emotion level and nationalism emotion level of college and middle school students is relatively low, which shows that in the minds of young students, patriotism and nationalism cannot be equated. Although young students' patriotism is very strong, their market economy values of equality, freedom, self-development and equal exchange are also very strong. The values of hedonism and individualism are also recognized to some extent. At the same time, because of the influence of modern education and extensive information, they have more knowledge of the world, wider horizons, and less approval of narrow nationalism. Therefore, their understanding and tendency of patriotism and nationalism are not the same, and their ideas are quite separated, so the correlation between these two aspects is very small.

The conclusion of this study is as follows: (1) Both college and middle school students show strong patriotic feelings; From junior high school to senior high school, the level of patriotism emotion rises, but it decreases in college. (2) Both junior and senior high school students show weak nationalist feelings, while the nationalist feelings of college students are not obvious. From junior high school to university, the level of nationalism emotion gradually decreases. (3) There is a low correlation between patriotism and nationalism among college and middle school students.

5. Conclusion

Individualism and collectivism can be combined in patriotism education. On the one hand, from the material point of view, the individual always plays a certain role in the state. Compared with the individual, the state is not only a collection in quantity, but also a concept of community of interests. The state reflects the commonality and generality of individual interests. The honor, disgrace, existence and death of the individual and the state are the same. Only by making contributions to the country and society can individuals get the return of the country and society. The national interest is the surface, the individual interest is the ship, only when the water rises can the ship be high. On the other hand, from the spiritual point of view, the individual is a kind of spiritual existence to some extent, people's food, clothing, housing and other needs are a kind of mental state, and people's desire to be recognized and appreciated by themselves, others, society is also a kind of mental state. As a part of an individual, whether it is out of national pride or national confidence, patriotism is an inherent value pursuit of an individual. As college students, they are the elites in the future society, and they should have the values of material and spiritual unity, personal and national integration. Patriotism is not only a responsibility, but also an honor. Patriotism is the necessity of individual high quality life and the inevitable choice of elites.

Acknowledgements

If any, should be placed before the references section without numbering.

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