Exploring College Students' Meaning of Life According to Marxism in Chinese Ideological and Political Education

Bin Liu[1], Ratna Roshida Ab Razak[2], Lee Yok Fee[3] and Mohd Sabri Md. Nor[4]

Abstract

The research is about exploring the college student meaning of life according to Marxism in Chinese ideological and political education. For this purpose, teachers and students from 10 colleges in the region of Henan and Shanxi have been approached. The use of questionnaire with the help of SPSS-based analysis has been deployed to assessing the college students meaning of life. The significance of the concerned interventions in the case of ideological and political teaching is high and it allows the college students to diversify their position and the meaning of life is aligned accordingly. The creation of a consensus with the social change and the understanding of the ideology and class differences is associated with the students and they are aware of the situation.

Keywords: *College Students, Meaning of Life, Marxism, Education.*

INTRODUCTION

Background

The purpose of the study is to assess the ideologies that prevail in the vicinity of China and how the Marxism perspective related to meaning of life reflects upon the individuals. The number of students in the Chinese colleges have been considerably rising. In numeric terms, the number of students in the tertiary education of China were 31.05 million in the year 2010; however, it reached to a value of 36.99 million in the year 2016 and in the year 2022, there were 46.55 million students. So, there has been a rapid increase in enrolment levels that come into play (Statista, 2022). The Marxist related teaching has been carried out in the Chinese colleges. The Marxist philosophy has been taught and it serves as a mandatory course in the Chinese colleges. The thinking patterns of the students revolve around the fact that Marxist philosophy is not linked to their lives. The socialist perspectives have been aligned accordingly (CGTN, 2018). The role of Marxist ideology and political teaching has been a source of improvement related to stress among the students in colleges of China. The psychological pressures being exerted on the concerned students has been dealt in an accordingly manner through this and mental health education has been aligned (Guo, 2022).

Research Problem

The problem under consideration is based upon evaluating the concerned meaning of life of the college students. The meaning of life from the perspective of Marxism has been evaluated and it has been linked with that of the Dewey's educational philosophy. The focus has been towards assessing the thinking patterns and the variation involved within it. Moreover, the student sense of purpose and values are relatively unknown and it is important to assess it from the political ideology and Marxism perspectives. The variations in the principles and core elements related to Marxism and political education is important to align.

[1] PhD in Philosophy and Civilization,Faculty of Human Ecology, Universiti Putra Malaysia, Serdang 43400, Selangor, Malaysia, Email: liubin198946@126.com, (Corresponding Author)

[2] PhD in Civilisational Studies,Faculty of Human Ecology, Universiti Putra Malaysia, Serdang 43400, Selangor, Malaysia, Email : ratna_razak@upm.edu.my

[3] PhD in Anthropology and Sociology: Ethnicity and Identity Studies,Faculty of Human Ecology, Universiti Putra Malaysia, Serdang 43400, Selangor, Malaysia, Email : leeyokfee@upm.edu.my

[4] PhD in History of Politics,Faculty of Human Ecology, Universiti Putra Malaysia, Serdang 43400, Selangor, Malaysia, Email : msabri@upm.edu.my

Research Objectives

On the basis of the background information, following research objectives have been shaped up,

To explore the concept behind Marxism and the meaning of life surrounding it from the perspective of ideological and political theory

To evaluate the link between meaning of life and ideological and political theory along with the theories

To explore the college students meaning of life according to Marxist ideological and political education interventions

To provide recommendations on how the colleges in China can revitalize their position and enhance the meaning of life among the students

Research Significance and Scope

As far as the research significance is concerned, the research is more likely to benefit the policy makers within the Chinese environment that aim at empowering the students and to ensure that the meaning of life is depicted effectively. The policy makers can somehow understand about the most appropriate intervention related to the college students. The research is also influential for the academicians who aim to transform the existing body of knowledge i.e., understand the role of Marxism within the context of college students. The overall positioning has been based specifically related it. In terms of research scope, the research is somehow incremental to the cause of the Chinese college students and it is specifically linked towards it. Moreover, the region of Henan and Shanxi has been approached; thus, the college students in these locations have been addressed accordingly.

LITERATURE REVIEW

Key Concepts

As per Banda (2020), the division of society is based upon two classes according to Karl Marx. Firstly, it is the capitalist class which aims at transforming the means of production and better positioning can be deployed related to it. Other than this, there exist the proletariat class is exploited and employed by the ruling class in a considerable manner. The role of class struggle is evident in this regard as a conflict emerge among these two classes with varying interest. On the other hand, Bowell (2021) highlighted that the relationship of the terminology of Marxism is relatively complex with that of ideology. As a matter of fact, the ruling class or the class that is capitalist tend to shape up the ideology. They have the power to make or break the overall ideas and beliefs within a society. Moreover, the ideology of the capitalist class can get the better of the working class. The reason is that the working class is ready to accept the ruling class that works against their overall ideology; thus, it can be ascertained that false consciousness is there. In addition, Nilsson (2020) presented that the social relations are being hampered and Marxist reveal that the economic inequality as well as social conflict emerge. From a broader context, the capitalist class aims at exploiting the labour class and the surplus is gained from it; however, this particular exploitation results in social injustice and the overall positioning is being harmed accordingly. The concept of power dynamics is also linked with that of Marxist and it has been ascertained by Jessop (2012) that the capitalist class has optimum level of economic power and they use this particular power to control the state of affairs. They have control over the society as well as the politics being shaped up. The cultural values and norms along with the political ideologies are constructed on the basis of it. In addition, the power dynamics are linked with alienation and it has been ascertained that the isolation and powerlessness get the better of the society and the true meaning of life is revealed accordingly.

The emphasis of Dewey has been pointed out by Ord (2012) in a way that the cognitive development of the individuals is similarly important as compared to that of their social development; thus, the teacher occupies a focal position in the minds of the concerned students and their learning process is aligned accordingly. The experiential learning affirms that the exposure of the students towards learning situation is noteworthy and it is more likely to help them in reflective thinking. On the other hand, Santi and Gorghiu (2017) presented that the thought process of Dewey reflects upon the fact that student centred education approaches are essential in dealing with the curiosity and the intention to explore different viewpoints from a multiple perspective. The

Dewey's educational philosophy affirm that the learning activities are required to be related to the lives of the individuals. Therefore, in the context of the ideological and political perspective, the current thinking patterns can be aligned. The John Dewey's philosophy affirmed that the democracy serves as a way of life. The democratic values such as freedom and equality are required to be included within the context of education and the concerned students must learn the democratic perspective that prevail in the society to align their life patterns accordingly. The creation of democratic society and the overall existence within the society is based upon the level of education being aligned. The role of active citizenship is required to be diversified to ensure that the democracy is addressed (Chambliss, 2004). The role of education in social reform has been emphasized upon by Williams (2017) in a way that the relevancy of education to the people it serves is an integral part and it helps in serving the community at the fullest level. The critical thinking being promoted among the entities can be diversified so that it is relevant to the lives.

Point of Intersection Between Dewey and Marxism

When it comes to identifying the intersection between John Dewey's philosophy as well as the Marxist theory, it is evident that there are certain shared concerns such as social change. The focus of Marxist is to bring about social change because Marxist view social change as the changes in the economic base of the society. When the society shifts towards capitalism, the social classes being highlighted play a pivotal role; however, in the case of John Dewey's philosophy, it can be affirmed that the role of pragmatism is highlighted accordingly. The circumstances tend to change within the society and there is a growing need that the societies should adopt to the situation. On the other hand, education with the help of experiential learning paves the way for effective returns and the Dewey's philosophy affirm that education helps in changing the perception towards life and the transformation of the thought process is certainly witnessed. On the other hand, Marxist point out that the concept of hidden curriculum is there and the social hierarchies are exploited and adjusted in terms of academic knowledge (Bogusz, 2012). The following theoretical framework has been addressed.
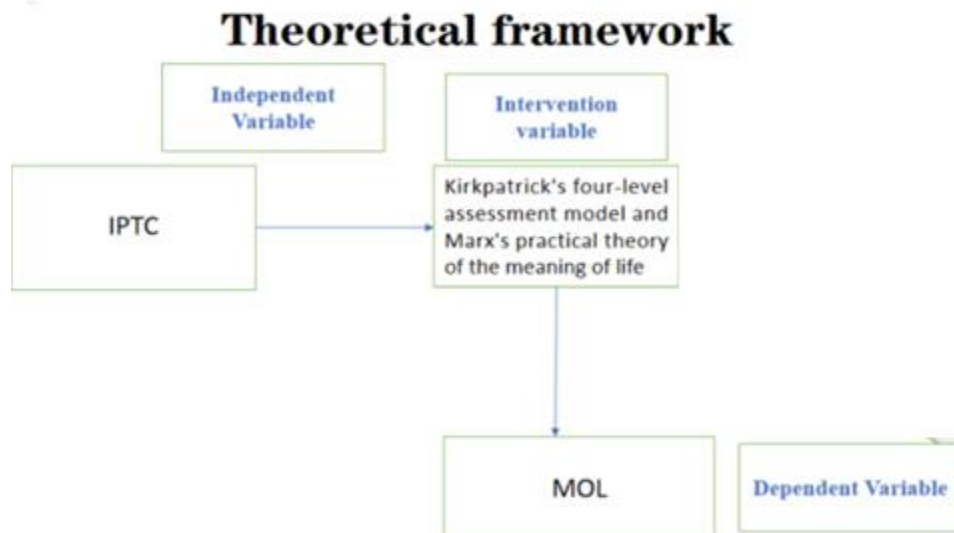

Figure 1: Theoretical framework

Marxist Principle Aligning Towards the Dewey's Educational Philosophy

In order to establish connection between Marxist principle with that of Dewey's educational philosophy, it can be ascertained that the thinking patterns of Dewey as well as Marx has been relatively similar when it comes to understanding the social context of learning. Dewey and Marxist affirm that the education should be deployed in a way to ensure that the active participation within the society is being carried out. The focus is required to be upon avoiding any kind of isolation from the social and economic realities (Moreno and Frey, 1985). The

critique of the traditional education has been carried out by the two entities. In the case of Dewey, the traditional education has been associated with that of rote memorization. The use of passive learning practices has been there. Marxist review that the power structures are required to be indulged. Both these entities emphasize upon participatory elements in the form of learning in education to pave the way for effective returns (Harris, 2014). A key similarity in between the Dewey and Marxist philosophical underpinning is related to the practical application. Within the education, the role of practical knowledge and hands on experience related to different societal elements is important to align the core outcomes accordingly. Other than this, Marxist and Dewey emphasized upon democratic education system in which the social class have been ignored and the focus is largely placed upon just within the society so that the basis of social transformation is aligned in a proactive manner accordingly (Kent, 2000).

When it comes to linking critical consciousness with that of the experiential learning, the focus of Marxist has been towards transformative change; however, when it comes to Dewey, the core focus is on gaining direct experiences of what is required to be done in an accordingly manner. The exposure of students towards real world issue is a core component and it helps in aligning the state of affairs proactively. The exposure towards the issues helps the students to analyse the social structures and ensure that the economic inequalities are notified (Sikandar, 2016). On the other hand, the creation of a class less society has been emphasized upon and the participation of students within the decision-making process in the classroom. When it comes to aligning the Marxist and Dewey's philosophy, the role of social justice in curriculum design is important to align. The Marxist perspective emphasize upon eradication of any kind of distinctions within the class. The basis of social justice is important to align as the curriculum design in the case of students can focus on social reform. The availability of education for all is a core component and the involvement of inclusive education and inclusive pedagogy helps in dealing with the state of affairs. Not only this, the equal opportunity is required to be provided and both the philosophers affirm it (Harris, 2006). The perspectives of Marxism are reliant upon collective action and social transformation can be carried out effectively; however, in the case of Dewey, the focus is on the active participation within the society. So, the educational dynamics are required to be aligned then the focus is upon active involvement within the society. In terms of collective responsibility, it is important that the positioning of the education institutions is to focus upon collaborative learning and the active participation in the society. Both the philosophers tend to affirm this perspective. The adherence towards the Marxism as well as the Dewey's perspective can somehow lead towards effective returns and it allows the entities to prioritize experiential learning as well as keeping up with the pace of the environment through addressing social and economic inequalities accordingly (Boyer, 2010; Ford, 2014). The alignment of the two philosophies has been there and the perspectives are relatively similar when it comes to social equality and social transformation.

Meaning of Life of College Students According to Marxism

When it comes to depicting the meaning of life for the college students as per Marxism, Shah (2015) revealed that the meaning of life can be understood effectively when class consciousness is tapped. This means that the college students are required to understand the class structures in which they exist and the positioning of the concerned entities can be aligned accordingly. The author emphasized upon the concept of alienation in order to understand the meaning of life for the college students. The aliening aspects of the capitalism work has been there and it leads towards complete isolation of the college students towards involvement in a particular labour or work routine. The perspective of Marxist ensures that the college students are required to have free mind so that they can explore their perspectives and live their passions to lead towards desired outcomes. A civilized college student is fallen prey to the environment in which the existence is. Due to the hostile environment being created, college students are somehow helpless in dealing with the state of affairs. In contrast to this, Lu and Chen (2019) elaborated that there are various perspectives of Marxism. From the perspective of essence of life, Marx revealed that the social relationship being formulated between the college students and the other key actors within the environment provide the true essence of life. Moreover, the human life is dependent upon the communication being done and the degree of interactivity. Apart from this, the perspective of value of life, it has been ascertained that the higher level of unity in contributing towards the society certainly matters a lot and the interactivity of the college students to understand each other's issues and dealing with them accordingly

is important to align. The meaning of life in this regard is to ensure that a collective good is attained rather than addressing the needs of oneself only. Therefore, the college students are somehow focused upon working on a collective good accordingly. In addition, Xiaofeng (2016) presented that the preparation for social change is an important determinant to align. As a matter of fact, the meaning of life is about transformation of the social and economic structure; thus, the meaning of life for the college students is to ensure that the social change is being addressed and a collaborative effort is in place to overcome the negative implications accordingly.

METHODOLOGY

Research Design

From the perspective of the methodology, the philosophy that has been adopted is positivism. The logical reasoning is required to be deployed in order to ensure that the link between meaning of life as well as the ideology and political theory is required to be deployed. The positivism philosophy has been tapped to ensure that single nature of reality is tapped. The emphasis is upon depicting whether or not the ideology and political theoretical patterns are influential enough to diversify the overall position related to meaning of life or not. Other than this, the research approach that has been followed is deductive in nature. The creation of hypothesis has been there in which the independent variable is ideological and political theory and the meaning of life serves as the dependent variable. The focus is upon testing already established theory. As there is ample data available related to Marxism as well as John Dewey philosophy, thus, the college student perceptions are required to be evaluated accordingly. The research design that has been followed is explanatory. As the variables are clearly defined; therefore, the focus is upon depicting whether a causal connection is there. The use of survey strategy has been adopted. The deployment of questionnaire has been considered influential in this regard. There are two variables in this regard to ensure that the flow of survey is aligned. For this purpose, the use of Likert scale has been considered influential i.e., 5-point Likert scale. For each of the variable namely ideology and political theory as well as meaning of life, eight statements have been involved. The information about the variable of ideological and political theory have been assessed through the teachers; while, students provide information related to the meaning of life variable.

Sampling

The sample size being involved include 150 college students in the region of Henan and Shaanxi; while, 150 college teachers have been approached in the same geographical location. The reason for 150 students and 150 teachers is to ensure that the statistical procedures are easily carried out through SPSS. The respondents are evaluated from 10 different universities of Henan and Shaanxi and the 10 universities are Xian Jiatong University, North Western polytechnic university, Shaanxi normal university, Xidian University, Xian Jiaotong Liverpool university, Henan university, Henan agricultural university, Henan normal university, Kaifeng University and Zhengzhou University. In terms of Henan and Shanxi, these two tend to be considered as provinces that have a strong historical context and they tend to align the patterns of economic development; thus, the role of central government in diversifying the position has relatively been there. The core statistical tests that have been involved include reliability, regression, correlation, descriptive and validity. The sampling technique that has been involved is convenience and the focus is to ensure that the initial 150 respondents for each sampling frame are involved.

Data Analysis

In terms of identifying the data analysis related to the present topic, the focus has been upon assessing the respondents through SPSS. For this purpose, the core testing procedures that have been deployed include the reliability analysis. It is backed up with validity statistics to evaluate the questions accordingly. Moreover, the descriptive statistics have been carried out in which the central tendency or the mean value is depicted. Apart from this, the linear regression has been carried out in which the effect of variables is evaluated and the correlation statistics is also aligned.

Ethical Considerations

In terms of the ethical considerations being deployed, the focus is upon ensuring that the confidentiality is tapped. The personal information of the respondents has been kept confidential. It has been backed up with anonymity and no biasness has been involved in selecting the respondents. The liberty has been provided to the concerned respondents to withdraw from the research at any given time and the overall outcomes are aligned accordingly.

Data Analysis and Findings

Demographic (Students and Teachers)

The first step under consideration for data analysis is the depiction about the demographic patterns. For this purpose, the first table displayed below is about the gender of students. Out of the 150 students being approached, 52 % have been female while 48 % have been male.

Table 1: Gender of students

Gender of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	72	48.0	48.0	48.0
	Female	78	52.0	52.0	100.0
	Total	150	100.0	100.0	

In terms of identifying the age of students as displayed below, 53.3 % are above 17 years of age in the associated colleges of Henan and Shanxi respectively; while, 46.7 % are in between 15 to 17 years of age.

Table 2: Age of students

age of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 -17	70	46.7	46.7	46.7
	17 +	80	53.3	53.3	100.0
	Total	150	100.0	100.0	

Table 3: Gender of teachers

Gender teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	60.7	60.7	60.7
	Female	59	39.3	39.3	100.0
	Total	150	100.0	100.0	

As per the table above, the gender of teachers has been depicted. 60.7 % of the teachers are male; while, 39.3 % of them are female. In addition, the table displayed below depicts that the age of majority of the teachers is in between 37 to 44 years old with a value of 28 % being highlighted. Moreover, 27.3 % of the respondents are above 45 years old. 23.3 % of the respondents are in between 22 to 28 years old.

Table 4: Age of teachers

age of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-28	35	23.3	23.3	23.3
	29-36	32	21.3	21.3	44.7
	37-44	42	28.0	28.0	72.7
	45+	41	27.3	27.3	100.0
	Total	150	100.0	100.0	

Table 5: Experience of teachers

experience of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2 years	42	28.0	28.0	28.0
	2-5 years	54	36.0	36.0	64.0
	More than 5 years	54	36.0	36.0	100.0
	Total	150	100.0	100.0	

The table above depicts that 36 % of the respondents have experience of 2 to 5 years while 36 % have experience of more than 5 years.

Reliability Analysis

The reliability statistics are important to align in order to ensure that the credibility and the consistency of the results is evaluated. The reliability of the current research is 0.931 of the 16 statements being aligned. The value is above 0.6 and it is somehow above the standard value. The value is closer to 1 and it can be depicted that majority of the data points refer towards credibility and the data is reliable of the 150 respondents involved in the study.

Table 6: Reliability statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.931	16

Validity Analysis

The next testing procedure related to statistical inference is validity analysis. As per the validity analysis, the first test to be carried out is KMO and Bartlett's test. The KMO value is 0.50 and it is the exact value of the standard for the sampling adequacy. Thus, it can be depicted that the sample is just about adequate. The significance value of 0.00 is there and it can be affirmed that the value is lower than the standard value of 0.05 and the optimum level of significance has been achieved.

Table 7: KMO and Bartlett's test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.500
Bartlett's Test of Sphericity	Approx. Chi-Square	242.052
	df	1
	Sig.	.000

Table 8: Communalities

Communalities

	Initial	Extraction
meaning_of_life	1.000	.949
ideology_and_political_teaching	1.000	.949

Extraction Method: Principal Component Analysis.

As per the communalities, the desired level of variance tends to exist among the variables with 0.949 being the extraction value. The values above 0.4 are considered to be noteworthy and it reflects upon optimum variation.

Descriptive Statistics

The descriptive statistics tend to point out the central tendency. It tends to reflect upon the direction of the responses. The responses can be in terms of agreement or disagreement; however, the mean values are important to review for the two variables highlighted. The statements of each of the variable has been evaluated and it has been depicted whether the meaning of life for the college students in China as well as the ideological and political teaching is aligned together or not. The table displayed below tends to point out the mean values and standard deviation of meaning of life being asked from the college students of Henan and Shanxi. As per the table, the first statement has a mean value of 4.38 and it has been depicted that majority of the respondents affirm that their understanding of the society has been transformed and developed in an effective manner. The standard deviation is 0.99 and it affirms that majority of the data points are closer to the mean value. Moreover, the perception of the students regarding meaning of life also depicted that the political and economic challenges are clarified with the teaching method being exposed to them and they tend to get accustomed to the meaning of life. From a broader context, the mean value is 4.46. Moreover, the mean value of 4.44 indicates that the class struggle and identities has been highlighted to the college students and they tend to know about their existence and the identities they are linked with. The meaning of life is dependent upon the power and control within the society; thus, the students affirm that they are guided about the varying thought process related to power and control and the dynamics of teaching are aligned accordingly. The economic inequality and social unrest give a clear picture about the proceedings and the meaning of life is aligned accordingly with the mean value of 4.29 being highlighted. The mean value of 4.39 depicts that the dominant ideology is highlighted among the students and they know about the status quo; thus, the meaning of life is aligned accordingly. In addition, majority of the respondents with mean value of 4.44 indicate that there has been an agreement among the college students regarding the anti-approach towards the ideologies. The different ideologies in which the dominant class rules the overall practices is somehow ignored as per the meaning of life. The mean value of 4.25 indicate that the students are focused upon advocating for social change when the Marxist principles are being taught to them; thus, there is a sense of urgency among them and the standard deviation is 1.13.

Table 9: Meaning of life

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I believe that teaching Marxist ideology is essential for shaping students' understanding of society.	150	1.00	5.00	4.3867	.99520
Marxist theoretical frameworks provide valuable insights into contemporary political and economic challenges.	150	1.00	5.00	4.4667	.86441
Teaching Marxist ideology enhances students' awareness of class struggle and inequality	150	1.00	5.00	4.4400	.91578
Marxist theories promote a deeper understanding of the dynamics of power and control.	150	1.00	5.00	4.4533	.90921
Teaching ideological and political theory from a Marxist perspective is essential for a well-rounded education for me.	150	1.00	5.00	4.2933	1.09020
Integrating Marxist concepts in education encourages me to question the status quo	150	1.00	5.00	4.3933	1.00933
A curriculum rooted in Marxist principles can empowered students to challenge prevailing ideologies.	150	1.00	5.00	4.4400	.89353
Integrating Marxist ideology into the curriculum can inspire students to advocate for social change.	150	1.00	5.00	4.2533	1.13626
Valid N (listwise)	150				

Table 10: Ideological and political teaching

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My college education has helped students to reflect on the meaning and purpose of life.	150	1.00	5.00	4.3667	1.01939
Teaching ideological and political theories has increased my awareness of societal issues, contributing to my sense of purpose.	150	1.00	5.00	4.4333	.88550
My teaching has encouraged students to seek a life path that aligns with the ideological and political convictions.	150	1.00	5.00	4.3867	.92531
I am able to distinguish effectively between working and capitalist class	150	1.00	5.00	4.2800	1.09985
The college education has made my students more conscious of the impact they can have on society	150	1.00	5.00	4.3733	.95921
I believe that understanding societal structures and political systems is crucial for finding meaning in life.	150	1.00	5.00	4.4067	.92029
College has inspired the students to align their life choices with their beliefs and values	150	1.00	5.00	4.4267	.83019
Through experiential learning, the college students able to reflect upon the social justice	150	1.00	5.00	4.3467	.96924
Valid N (listwise)	150				

As per the table displayed above, the ideological and political teaching has been pointed out. The mean values tend to range from 4.28 to 4.43 and it depicts that majority of the responses are referring towards stronger agreement related to the statements under consideration. As per the first statement, the mean value is 4.36 and it depicts that the sense of urgency among the students to reflect upon the meaning of life through ideological and political teaching has been deployed effectively. The mean value of 4.43 indicates that the teaching has ensured that the sense of purpose has been created and the societal issues are evaluated accordingly. The scope of thinking for the teachers has been broadened; thus, the teaching interventions have been diversified in an accordingly manner. The standard deviation is 0.88 and it depicts that majority of the data points are closer to mean value. The teaching pathways being deployed by the teachers has been crucial in aligning the thinking patterns of the students and they are able to make life choices effectively on the basis of ideological and political education being provided with the mean value of 4.38 is highlighted. The mean value of 4.28 indicates that the information about working and capitalist class has been clarified to the college students by the associated teachers effectively. Moreover, the mean value of 4.37 indicate that the degree of consciousness among students has been enhanced due to the political and ideological teaching done by the teachers. The mean value of 4.37 is aligned related to it. Majority of the teachers believe that the stance towards students has been diversified. In addition, the mean value of 4.40 indicates that the information about the societal structure can help in diversifying the overall position for the teachers to maximize the flow of information. The mean value of 4.42 affirmed that majority of the teachers believe that the college students have been able to align their life choices accordingly. The emphasis has also been placed upon social justice with the help of experiential learning being provided to the college students.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898[a]	.806	.805	.30498

a. Predictors: (Constant), ideology_and_political_teaching

Table 11: Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.529	.158		3.354	.001
	ideology_and_political_teaching	.882	.036	.898	24.814	.000

a. Dependent Variable: meaning_of_life

The linear regression has been carried out to assess the impact of ideological and political education and training interventions in the 10 Chinese colleges towards the meaning of life of the college students. For this purpose, the most influential value to be aligned is of the R value. The R value that is below 0.3 then it is considered to be weak impact; however, when the value is in between 0.3 to 0.6 then it reflects upon a moderate effect; however, when the value is above 0.6 and closer to 1 then it means that the impact is strong. In the present case, the value is 0.898 and it depicts that the meaning of life has been strongly impacted related to ideological and political teaching. The role of Marxism and Marxist thought process in teaching has revolutionized the positioning of the students and they are able to distinguish between class struggles and the overall identities. A common good is required to be achieved in this regard. Moreover, the R square value is 0.806 and it depicts that 80.6 % of the variation within the dependent variable of meaning of life is related to the independent variable. The adjusted R square value is 0.805. The coefficient table is also important to depict the level of significance. The value of 0.000 is highlighted and this means that the ideological and political teaching is statistically linked with that of the positioning of meaning of life.

Correlation Analysis

Table 12: Correlation

Correlations

		meaning_of_life	ideology_and_political_teaching
meaning_of_life	Pearson Correlation	1	.898[**]
	Sig. (2-tailed)		.000
	N	150	150
ideology_and_political_teaching	Pearson Correlation	.898[**]	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation test is largely dependent upon the Pearson correlation values and it affirms that there is a positive and strong association among the variables. Any kind of change in the political and ideological patterns of teaching can somehow impact on the ongoing state of affairs and the meaning of life for the college students is more likely to be impacted.

DISCUSSION

As far as the discussion related to the topic of interest is concerned, the findings revealed that the college students in Henan and Shanxi are able to understand the meaning of life and they are focused upon social change and emphasize upon the learning related to ideologies that prevails within the state of affairs. Due to this aspect, the meaning of life associated with the students is somehow better and it tends to advocate for social change. They came to know about class struggles as well as the identities that tend to change the perception and thinking patterns of the students. The findings are in line with the study of Shah (2015) in a way that the concept of alienation is important and if the students are isolated in the environment in which they exist then the meaning of life tends to change; thus, the social change is important and if the students are advocating for social changes then favourable actions can be deployed accordingly. The findings are incoherent with the study of Lu and Chen (2019) in a way that the emphasis on the social relationships has not been highlighted. The focus has been upon identifying the dynamics of power and control and how the society tends to prevail in the concerned state of affairs. The role of communication has not been emphasized upon and the overall consensus being attained in this regard has been harmed considerably. As a matter of fact, the curriculum design and the curriculum interventions are relatively important to align the ideological. The ideological perspectives are crucial to understand in order to reach towards a consensus. So, the focus is largely placed upon how the ideological teachings are deployed to ensure that the right kind of meaning of life is structured. In addition, the principles of Dewey can be applied in the present context and the findings of Harris (2014) reveal that the role of rote memorization is there to pave the way for certain returns. It has been ascertained that the memorization of a certain aspect about the social dynamics and the ideologies tend to get the better of the students; however, if the teaching is in accordance with the Marxist philosophical underpinning then better outcomes can be attained accordingly. Harris (2006) reviewed that the achievement of common good and equality in terms of education is very important. The role of inclusive education holds the key and it paves the way for favourable returns. Not only this, the creation of a viable mindset among the college students to be proactive in their approach is there. In the present case, the concerned ideological and political teaching being done with reference to Marxism can help in changing the mindset.

The findings of Boyer (2010) emphasized upon the experiential learning. The parameters of experiential learning can diversify the position and the basis of social justice can be created. The practice related to experiential learning enables the college students to broaden the scope of affairs and their positioning is transformed accordingly. In addition, the research of Xiaofeng (2016) clarified that the meaning of life is all about understanding the need for social change and the ability of the college students to undergo collaborative efforts in order to manage the social inequalities as well as the social issues that tend to exist. The overall dynamics of the providing equal opportunities to the rich and the poor within the educational environment tends to work well in shaping up the social change. The responsibility of the teachers to help students understand about the need of the movement and guiding them through the process of collaborative thinking is essential to the cause of the students and the meaning of life is aligned in an appropriate manner with the help of it. The research has been reliant upon the intersection between Dewey and Marxism principles. The findings of Bogusz (2012) revealed that the social changes are mandatory within the society. For this purpose, the main source of social change tends to include the education. The educational curriculum is adjusted and the amount of input of the teachers certainly holds the key in diversifying the overall position. The meaning of life is also linked with the principles of Dewey. It has been ascertained from the study of Chambliss (2014) that the role of freedom and equality express within the context of the education certainly matters a lot. It paves the way for better construction of the mindset. The teaching practices that ensure that the students are encouraged to be expressive enough is essential to maximize the flow of activities accordingly. Other than this, the research of Williams (2017) revealed that the ability of the education stakeholders to serve the interest of the community matters a lot. The overall positioning in this regard is aligned when the community-based interventions are being deployed. The flow of activities in terms of educational practices are relatively important and they tend to acknowledge the social classes that exist in the society. When there is clear cut indication about the social classes that exist then the overall practices of the students are adjusted in a viable manner. Nilsson (2020) revealed that the exploitation of the different classes tends to pave the way for ineffective returns. The capitalist

class tend to exploit the labour; however, if clear cut indication is not provided within the educational environment then the meaning of life cannot be clarified with the help of it.

Conclusion and Recommendations

The exploration of the meaning of life among the college students in the region of Henan and Shanxi and colleges of Xian Jiatong University, North Western polytechnic university, Shaanxi normal university, Xidian University, Xian Jiaotong Liverpool university, Henan university, Henan agricultural university, Henan normal university, Kaifeng University and Zhengzhou University revealed that the teaching ideologies and political education being provided helps the students to distinguish among classes and the phenomenon of class struggles is clarified to them. The focus has been upon primary data collection and quantitative assessment has been deployed. For this purpose, the role of 150 college students of the respective colleges have been approached in order to identify the meaning of life among the college students. The meaning of life is an integral part of the educational journey for the college students in the respective colleges. It has been ascertained that the political and ideological teachings have clearly illustrated the points of learning and how the social change is essential to pave the way for better application of the Marxism principles. From a broader context, the teachings have been inspirational for the students to reflect upon the Marxism perspectives and align their lives accordingly. The information being extracted from the primary data analysis confirmed that there is a difference in the ideological perspectives being deployed; therefore, the focus is largely placed upon how well the dynamics of the social change are being presented. As far as the implications of the findings are concerned, it has been determined that a clear-cut understanding about the societal structures as well as the power and control interventions within the society is crucial and if this knowledge is being presented to the concerned college students then the overall returns being attained are promising. The college students emphasized upon the quote of 'Marxist theoretical frameworks provide valuable insights into contemporary political and economic challenges' and they tend to believe that the Marxist theoretical perspectives by reviewing the broader perspectives and information about the Marxist perspective and the role of class struggles along with the political and economic challenges arising from it.

The approach of the teachers should be transformed in order to depict the recommendations related to the present findings. It has been ascertained that the practice related to critical pedagogy is essential to encourage critical thinking. Along with this, the educators and policy makers should compare and contrast the teaching parameters on the basis of western philosophies and other philosophical perspectives are required to be aligned through this. Moreover, the policy makers should indulge in assessing the current state of affairs related to Marxism and the associated policies involved in dealing with the state. The ability of the students to question the existing social and economic structures is important to revitalize the position and the thinking patterns of the students can be aligned accordingly. Moreover, the findings depict that the inclusive curriculum and equal opportunities being provided to each and every student within the college environment is noteworthy to maximize the flow of activities and better positioning is deployed related to it. Moreover, the community engagement practices should be deployed to ensure that the flow of information is diversified. The overall positioning of the students and the clarity of the thought process is pivotal to the long run interest of the students. Not only this, the discussion about the contemporary issues related to social environment must be carried out to ensure that the flow of tactics is aligned appropriately. Not only this, the role of social relationships and collaborative actions is important to highlight. In the present study, it has been on a lower side when it comes to discussion; however, the focus should be upon guiding the students about social relationship and enhancement of the collaborative actions. The key limitations related to the research tend to include the sample size. As the KMO values depict that the sample is just about adequate; therefore, in order to generalize the findings to a broader population, the role of sampling adequacy and increasing the sample size is essential to align. When it comes to determining the areas of future research study, it has been depicted that the other provinces in China with rising number of colleges such as Guanxi and Guangdong can be considered in the future studies.

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