

Exploring Life Values Education among College Students in China

Hou Xianqiang and Wong Siew Ping

Abstract –Currently, the majority of college students exhibit emotional stability, yet there are a few who don't fully appreciate the value of life. Upon investigation, it becomes evident that the primary obstacles impeding the advancement of life values education include inadequate educational content, limited educational methodologies, and challenges in fostering collaborative efforts. These issues stem largely from familial, educational, and societal influences. This research aims to underscore the significance of life values education by presenting real-life instances of cognitive biases in college students' understanding of life values. It will identify and critique the shortcomings of life values education within ideological and political education, analyze the underlying causes of these deficiencies, introduce the concept of consciousness regarding rights and responsibilities related to life values, and propose corresponding solutions to enhance the development of life values education. Emphasizing the concept of life values aids students in recognizing and practicing life values to achieve their life goals effectively. Furthermore, moral values and social education constitute fundamental components of this educational approach, addressing contemporary security issues. With these, students are equipped with strategies to navigate life's challenges more effectively.

Keywords – Life Values, Education, College Students,

I. INTRODUCTION

This paper defines the meaning of life, the value of life and the concept thereof, the effectiveness of life value education for college students in the new era etc., and analyses the relations among all those mentioned above. Second, it explores the theoretical underpinning of life value education. Finally, this paper expounds the value of improving the effectiveness of life value education, which promotes the understanding of the practical effect of life value education of college students in the new age, and lays a theoretical foundation for improving the effect.

The moral and emotional aspects of social responsibility and consciousness can be developed with the help of value education. This is used to increase awareness among the college students of China to understand their social and moral responsibilities. Value education helps to increase the knowledge of college students about moral quality that combines information, emotional and life values to experience a better life (Gamage et al., 2021). Thoughtful curriculum planning is necessary to enable effective teaching methods that are used to provide ideas of life values. This study focuses on encouraging the integration of life values education by showing the political and ideological context of education.

Hou Xianqiang, City University Malaysia (Email address: 289646719@qq.com).

Wong Siew Ping, City University Malaysia (Email address:wong.siewping@city.edu.my).

Analysing the advantages and roles of life values education helps to provide students with a motivated ideological and political education experience. This is used to encourage their interest and involvement towards practical and ideological education. The curriculum-building dimension helps to generate concepts and ideas that investigate the life values of education in current courses. The below discussion focuses on identifying the maintained concept of value education which is used to motivate college students to recognise connections between society and individuals. This study examines the combination of family members, society and educators who are offering value education to increase social and moral awareness among students.

II. PROBLEM STATEMENT

At present, most college students are emotionally stable, but a few do not cherish life. Through the investigation, we can find that the main problems hindering the development of the life values education are the incomplete education content, the lack of education modes, the difficulty in forming the joint effort, etc. The main reasons for the problems are the influence of family, school, and social environment.

Incomplete education content.

The goal of life values education for college students is to make them respect life and establish life values. Therefore, the design of the content of college students' life values education needs to be based on the goals of college students' life values education and the problems in reality. The content of life value education should include life value cognition education and life consciousness education of cherishing life (Jiang Shaorong, 2017).

Make college students realize their life responsibilities and create ideological basis for improving their spiritual life. However, in the survey, we found that there are still deficiencies in education content. Therefore, we should strengthen death education, life value cognition education and responsibility education for college students, so that they can cherish life more (TianNi, 2022).

Lack of education modes

In order to enable college students to set up a stable life value that focuses on life and cherish life, normalized and systematic education modes are needed. However, according to relevant literature and empirical investigation, it is found that there are few ways for college students to establish life values. School education and family education should be the main ways to promote life values education, but according to the survey results, most

college students learn information about life values education through books. Therefore, to improve the effectiveness of college students' life values education, it is necessary to explore the means of normalizing and systematizing life values education, give play to the joint efforts of all parties in education, reshape college students' views on life, guide college students to correctly think about the essence of life value, and establish a life values education system (Jiang Shaorong, 2017).

Lack of the awareness of subject of life.

Through case analysis and questionnaire survey, it is found that some college students hold life cheap and materialize life, which has two forms. One is to pay attention to one's own life, but ignore the lives of others. The second is to ignore all life. College students' suicide and homicide are results of it. According to the cases, some college students choose extreme ways to end their lives when they encounter setbacks, which shows their contempt for life (Duan Shanjun, 2021).

Identification of the opportunities

Help to provide valuable education can be difficult for the teachers and family members. On the other hand, the attitudes and perceptions of college students are not the same, so recognising their ideas and knowledge towards society can be a difficult job for educators. Contemporary education Creates an ideological foundation for college students to improve their spiritual lives and help them recognise their life duties (Gamage et al., 2021). This study tries to discover that the educational material is still lacking which can offer valuable education to college students who are young and dynamic (Cheng, 2022). Accordingly, to help college students work on their social and moral skills and respect, teachers and family members should increase their exposure to mortality, life value, cognition, and accountability.

In recent years universities and colleges located in Shandong Province China focused on the growth of the social and moral knowledge of the students. The cognitive and social knowledge of every student are not the same, so it is very crucial to recognise the behaviour and thought processes of students to increase the popularity of value education. The teacher should pay more attention to speed social and moral knowledge. Therefore, to increase the effectiveness of life values education among college students, it is necessary to investigate ways to normalise and systematise life values education (Li & Qiu, 2018). The teachers should highlight the positive and collaborative factors associated with value education, and reshape the thoughts of college students (Oeschger et al., 2022). Their perspectives can be changed by identifying the essence of life values. Educators should establish a system for life values education by increasing awareness among the college strides who are in the colleges located in Shandong Province, China.

Value of education and its content.

On the other hand, one of them was not able to gain social and cultural knowledge. This is the responsibility of educators to draw the attention of students to provide equal knowledge among students (Oeschger et al., 2022). The main focus of this study is to identify the effectiveness of life value education which helps the students to build their comparative and critical thinking knowledge. This is used to shape the lives of students so that they can make effective decisions. Educators should find better solutions and ways to promote this type of education which can provide political and ideological education among college students (Hernando et al., 2018). On the other hand, along with school education, family members used to increase social and moral knowledge among young students to reshape their thought processes and points of view.

This research will start from the importance of life values education, citing the actual cases of college students' life value cognitive bias, summarize and put forward the deficiencies of life values education in ideological and political education, analyze the causes of the problems, introduce the concept of life value rights and obligations consciousness, and give the corresponding solutions, to make the life values education develop better.

III. LITERATURE REVIEW

This part reviews the literature on improving the effectiveness of life value education, so as to lay rationality and feasibility basis for studying how to improve the effectiveness. It summarizes the problems existing in the life value education of college students and analyses the factors restricting the enhancement of the effectiveness thereof by undertaking review of relevant literature. This provides practical basis for solving the problems existing and is beneficial to improving the effectiveness of education.

In the 1980s, Chinese scholars began to study human nature, human value and human subjectivity. Although these issues are not directly related to life values, they have laid a foundation for the study of life values. With the development of science, technology and society, the problems about life and life values have attracted the attention of scholars, and the research on college students' life values education has also begun. The research on the value of human life has received the attention of many scholars. At present, scholars mainly study the connotation, characteristics and implementation path of the value of life. First of all, the connotation of the value of life is defined. In recent years, Chinese scholars have defined life values from the perspective of "need theory", "meaning theory", "attribute theory", "Labor theory", "relationship theory" and "effect theory". When studying life from different perspectives, scholars will naturally give different explanations for the value of life. Representative views are: the value of life is a person's life to meet their own needs and social needs. Then, the value of life can be defined as: the value of human life to self and to society (Wang Xiaohong, 2019). Similar definitions include: the value of life is the positive effect of the life of

an individual from birth to death, and it is the unity of the natural value and social value (Lu Riliang, 2018). Some scholars also explored the connotation of life value from the perspective of subject-object relation, which is established between the existence of life and the overall development of human beings (Tang Ying, 2020). Some scholars emphasized that the value of life is the value generated by the satisfaction of life to the survival and development needs of the subject. Therefore, life is the basis of the value of life, and the value of life will disappear with the end of life (Wang Dinggong, 2018). Scholars have explored the worth of human life from a variety of angles, and each one has added to a complex knowledge. The study by Wang Xiaohong (2019) offers a viewpoint based on "need theory," characterising life values as a complex balancing act between one's own needs and those of society. The worth of life, on the other hand, is posited by Lu Riliang (2018) as a combination of personal experiences and society contributions. Lu Riliang (2018) emphasises the oneness of natural and social value. The discussion goes beyond just philosophical topics. The investigation of Tang Ying (2020) offers the idea of subject-object relations, according to which the worth of life is derived from the interaction between a person's existence and larger human growth. However, Wang Dinggong's (2018) work emphasises the importance of life's continuation and claims that worth decreases with death. Despite being helpful, these opposing perspectives also leave a hole in the synthesis of the literature. A complete understanding of life's worth that recognises the dynamic relationships between people, society, and existence itself would result from integrating various viewpoints. Additionally, nothing is known about how these definitions will really affect social norms and educational systems.

In the 1990s, life education has gradually become a hot topic in China. In 1992, Ye Lan, a famous educator in China, advocated paying attention to life itself from the perspective of educational reform, returning the initiative of life development to students, and making the classroom full of vitality and vigor. Since then, other scholars have also expressed their views from the perspective of educational reform. Although the research on college students' life education in China started late, scholars have made great achievements. Scholars have explored life education from different perspectives and put forward some views. The main works include: Liu Jiliang's *Theory of Life Education* (2004), *Meditation on Life* (2004), *Values Education* (2007), Feng Jianjun's *Life and Education* (2004), Liu Zhijun's *Rhythm of Life* (2004), Wang Beisheng's *Imagination of Life* (2004), Liu Hui's *Life Moral Education* (2005), Gu Hailiang's *College Students' Reading Book on Life Education* (2007), Wang Xiaohong's *Outline of Life Education* (2009), Mei Ping's *Research on Contemporary College Students' Life Values Education* (2009), He Renfu's *Introduction to Life Education* (2010), *Theory and Practice of College Students' Life Education* (2015), Wang Dinggong's *Theory of Life Values* (2018), Li Fang's *Research on College Students' Life Values Education* (2020), and Lu Yang's *Contemporary College Students' Life Education*

(2021). Colleges and universities in China have also carried out the practical exploration of life education, including the exploration of life values education and life priceless education. In the 1990s, Wuhan University offered the elective course *Philosophy of Death* to inspire students to think about the meaning of life. In 2004, Henan University established the *Life Education Research Center*, and gradually introduce master's degree and doctor's degree programs. In December, 2010, many experts and scholars in Beijing discussed the development status of life education in China and the construction of its system (Qiao Dan et al., 2018). In the autumn of 2015, the activity with the theme of "life · survival · life" was carried out in Yunnan Province, and achieved good results. After 2015, many colleges and universities began to pay attention to the important role of life education. In July, 2010, the Chinese government issued the *Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2021)*, which for the first time issued a "license" for life education. At present, many colleges and universities in China guide college students to recognize the value of life and explore the meaning of life through courses such as *Ideological and Moral Education and Basis of Legal*. Chinese academics have actively investigated the subject of college students' life education, bringing a variety of perspectives to this developing conversation. Ye Lan, a well-known educator, promoted a student-centric philosophy of education in 1992, encouraging a setting where students may discover the vibrancy of life. On top of this foundation, Liu Jiliang's "*Theory of Life Education*" (2004) emphasises the need of bringing life and vigour to the classroom environment.

The need for educational reform has been underlined by academics like Feng Jianjun (2004) and Liu Zhijun (2004). They place a strong emphasis on the interaction between life's dynamics and educational vitality, arguing that by emphasising life's innate energy, pupils would be more engaged with the lessons being taught. Beyond philosophical debates, practical endeavours have also gotten a lot of traction. Universities like Wuhan University and Henan University respectively built specialised research centres for life education and pioneered courses like "*Philosophy of Death*". These activities highlight how crucial it is to include moral principles into the classroom. To close the gap between theoretical discussion and actual execution, various points of view must be combined. While several academics have emphasised the importance of life education, there isn't yet a complete framework to tie different viewpoints together. This synthesis may give insight on practical strategies, curricular design, and multidisciplinary partnerships to enhance the life education of college students.

From 1999 to 2021, there were only 73 records about college students' life values education on the website of Chinese academic journals, including 63 academic journals, 10 doctoral and master's theses, and 1 conference paper. Scholars' discussion on college students' life values education focuses on its necessity, connotation and implementation.

The necessity and connotation of college students' life values education

Firstly, scholars discussed the necessity of life values education for college students from the perspectives of social environment, education and students' characteristics. From the perspective of social environment, some scholars pointed out that the development of material civilization provided opportunities for college students. However, the excessive pursuit of material gain also has a negative impact on college students, making them blindly pursue a luxurious life (Chen Wenbin, 2017). This has led to the disrespect of life, which must be paid attention to. From the perspective of education, some scholars believed that the standardized education process makes students only focus on material life, difficult to understand the meaning of life, and even towards self-destruction (Jia Yuzhen, 2017). From the perspective of students' characteristics, some scholars stressed the important role of college students' life values education. Therefore, promoting the comprehensive and healthy development of college students has important theoretical and practical significance (He Caile, 2018). Some scholars also analyzed the problems of college students' weak life consciousness and wrong life values through a questionnaire survey, and thus believed that college students' life values education is of great importance (Wang Ying, 2020). Some scholars believed that college students bear great physical pressure, psychological pressure and the pressure of employment, and even doubt the significance of self-existence and the value of life. The excessive pursuit of material gain makes them feel less happy in life. Therefore, it is imperative to carry out the education of college students' life value (zhengaiming, 2017). Secondly, the analysis of the connotation of college students' life values education is the basic premise of carrying out college students' life values education, but the academia has not yet given a comprehensive definition of the connotation of life values education. According to the existing literature, there are not many researches on the connotation of college students' life values education. Some scholars pointed out the connotation of college students' life values education when they pointed out that the course of modern and contemporary Chinese history contains rich resources of life values education (Ren Xiaowei, 2020). Some scholars also pointed out that the goal of college students' life values education is to enable college students to establish correct life values, respect life, make more contributions to society, achieve self-growth, and promote the harmonious development of society. (Liu Yi, 2019). Although scholars have different views on the connotation of college students' life values education, they all emphasized that college students should cherish life and establish positive life values.

The goal of college students' life values education

There is little research on the goal of life values education for college students. Representative views are: the purpose of college students' life values education is to

make college students pay attention to their own, others and human lives, understand the value of human life, and understand the value of other lives in nature (Wang Xiaohong, 2019). Some scholars also believed that college students' life values education should take harmonious development as the ultimate goal, cultivate the spirit of cooperation and mutual assistance of college students, and promote harmonious interpersonal interaction (He Caile, 2018). Another view is that the ultimate goal of college students' life values education is to help college students to establish positive life values (Zhou Hongyan, 2019).

The path of college students' life values education

How to implement college students' life values education is a key issue related to the success of college students' life values education. Scholars mainly discuss it from the aspects of educational philosophy, teaching methods, the relationship between family and school, social forces, and teachers' quality. First, from the perspective of educational philosophy, the representative views are: the basic point of life values education is "where does life come from", "where are we going after we die", and "what should be done", and emphasizes the establishment of modern life value concept (He Caile, 2018). Another view is that colleges and universities should help college students understand how to "respect life and face death calmly" according to the characteristics of college students (Yan Weihong, 2018). Second, from the perspective of classroom teaching, some scholars believed that life values education can be carried out in the ideological and political theory courses in colleges and universities, which is of great significance to improve the effectiveness of the ideological and political education (Ren Xiaowei, 2019). Some scholars have also conducted multidimensional analysis of the value of life, advocating a combination of in class and out of class life values education for college students (Yang Dongling, 2018). Other scholars discussed the path of life values education from the perspective of ideological and political education in colleges and universities, and clarified that the favourable factors of life values education for college students are also contained in society and daily family life, which can make families, schools and society play a synergistic role and jointly promote college students' life values education (Wang Xiaohong, 2019). Finally, from the perspective of teachers' quality, some scholars, starting from the importance of college students' life values education, analyzed the role of teachers in college students' life values education, and stressed that teachers had the initiative in life values education. Therefore, teachers should not only impart theoretical knowledge, but also set an example in action (Zhu Xiaoming, 2019). Some scholars emphasized the influence of teachers' personality charm on the effectiveness of college students' life values education, and advocated that teacher can use their personality charm to inspire college students, so that college students can acquire knowledge and skills (Shi Yanhua, 2020).

Chinese academics have started in-depth investigations on the importance, meaning, and implementation methods

of life values teaching for college students. When taking into account its alignment with social contexts, educational institutions, and students' characteristics, scholars have underlined the varied relevance of life values education for college students. College students are affected by materialism, and Chen Wenbin (2017) emphasises the need of teaching life values to counteract the mindless pursuit of monetary gain. Jia Yuzhen (2017) emphasises the need to address students' propensity to place a higher value on worldly things than on the deeper significance of life, calling for a well-rounded and balanced approach to education. He Caile (2018) emphasises the importance of life values education in fostering college students' holistic development, especially in light of the difficulties they confront in today's society. The meaning of education in terms of college students' life values has also been defined by scholars. According to Ren Xiaowei (2020), life values education may be based on the development of modern and current Chinese history. Liu Yi (2019) highlights the significance of imparting good values in college students, encouraging respect for life, and making a beneficial impact on society. Scholars have highlighted many aspects while defining the objectives of college students' life values education. College students' awareness of their own lives and those of others should be raised, according to Wang Xiaohong (2019), in order to build a profound grasp of human values. In order to foster cooperative growth and interpersonal harmony among college students, Zhou Hongyan (2019) focuses on these issues. Diverse techniques have been put out for the implementation of life values education for college students. Ren Xiaowei (2019) advocates combining life values education with larger educational goals by including it into ideology and political theory courses. In order to provide thorough coverage of life values education, Yang Dongling (2018) emphasises a multi-dimensional strategy that blends in-class and outside-of-class education.

In conclusion, Chinese academics have provided a rich tapestry of viewpoints on life values education for college students, evaluating its importance, objectives, and implementation methodologies. Together, these observations establish the groundwork for a strong and successful strategy to instill good values in Chinese college students.

IV. METHOD

This paper adopts Qualitative research information was obtained through interviews. This is because Qualitative research is used to uncover trends in thoughts and opinions instead of purely data and statistics, so it better explains the 'why' and 'how' of my research questions (Cook & Campbell, 1979). Moreover, this research method is explanatory therefore can be used to define the certain problem and further approach to the problem.

Interview method belongs to empirical research, which mainly collects data through interviews etc. on the basis of certain program design, and then forms investigation reports, analyses research results and summarizes research conclusions. This paper investigates the status quo of

college students' life value and related issues of education mainly by case investigation, focusing on the realization of the education results of college students' life value. Interviews takes college students as the main object to know about the actual effect of life value education of college students. The case analysis takes the social cases of some college students' disregard for life as the carrier to study and analyze the existing problems and causes of life value education in universities, so as to lay the foundation for solving the effectiveness of life value education in college students. Designing effective programs for students to conduct the interview is the most complicated and vital step in the research. Gathering valuable information from the students is the initial target of the interview which has included steps to design the program. Clearing the objectives of conducting the interview is the initial task which has shared knowledge in students to make active participation in the process. Motivating students has become more important to reduce challenges related to time consumption in the interview process. Determining the target population is another major segment which has taken the current students from colleges in Shandong to prioritize the current situations faced by students to gain life values. However, questions have been designed to gather current situational factors and behavioural elements relevant to the topic. Creating a platform to ask well-structured open-ended questions aligning with the objectives has helped to consider the different experiences of students (Ozer, and Bertelsen, 2020). There are different types of situational and behavioural questions included in the interview to compare the responses of students to clear the objectives. Developing the programmer has included an initial stage of becoming familiar with the student's nature to standardize the interview process. Setting a timeline for participants is the most vital task in the interview process which includes a qualitative format to consider the individuality of students. There are clear instructions provided to participants to maintain reliability while sharing their responses to increase the quality. Using the pilot testing system has helped to segment the program into the small scale to identify issues before implementing the process (Ozer, and Bertelsen, 2020). Offering platforms to provide feedback has added value in the process to increase transparency which is required to gain a positive experience by conducting the interview.

V. FINDINGS

Life values education is an essential component of a comprehensive educational system, shaping the ethical, social, and moral fabric of individuals. In the context of Shandong, China, where higher education plays a pivotal role in shaping the future generation, it is imperative to explore successful international models and practices in life values education (Pappas & Woodside, 2021). This exploration can provide valuable insights into designing effective programs that cater to the diverse needs of college students in Shandong.

Exploring fruitful international models and practices in life values education gives valuable insights to Shandong

colleges. By integrating values into the educational program, adopting understudy-focused learning approaches, encouraging experiential learning and local area engagement, developing ethical leadership, embracing cultural variety, and fostering emotional intelligence (Anthony Jnr, 2021). Shandong College can create a nurturing educational climate that shapes morally upstanding, empathetic, and socially mindful individuals.

VI. DISCUSSION

Developing courses related to life values in education is a complicated task which has been understood by analysing the situations faced by Chinese academic institutions. Competing with changing academic trends has taken the attention towards skills and academic development which has reduced the focus on generating life values in students. Neglecting the concept of value generation related to societal, economic and educational factors has created several miscommunications among students to develop a holistic nature. Exploiting the reasons behind developing life values among students has included the responsibilities of teachers, parents and educational authorities in China. There are some core reasons which have been discussed in the research to explore the transformation made by the institutions to develop education systems and training processes. Preparing students to include characteristics beyond academics is the main target of developing approaches to reduce the lack of essential skills to add value to life. There are real examples given in the research to highlight the complexities faced by students to adopt skills to add life value. Parents are indicated as the primary guides who have the power and capabilities to inspire students to gain skills to understand other emotions and prioritize the needs of other individuals. Sharing thoughts with skilled and experienced individuals can develop a sense of morals and ethics by increasing emotional connections and awareness. Colleges in China aim to develop educational structures by hiring experienced teachers to educate students about social responsibilities, and empathy. Maintaining integrity has become a crucial part of value education which has included advanced technologies to increase visualization skills. Developing technologies and virtual-based classrooms have helped to provide personalized services to students to share knowledge on ethical conduct. Demonstrating ethical and moral values has highlighted the training systems used by the Chinese education system to develop the skills of teachers. Analysing students' expectations is an important concept discussed in the research which has included empowerment of both technical and soft skills. Technical skills are provided to develop to provide better careers for students by developing competitive advantages. Generating life values has included emotional components to reduce stressful situations in academics. Creating an environment in colleges for developing life values in learners is a complicated task due to increasingly stressful elements. Developing training and courses to include life values has increased concern about the changing dynamic of the environment in colleges. Students have faced different

types of ethical dilemmas during their teenage years which are reduced by providing life-value equipment to enhance critical thinking systems. Students cannot understand the reasons behind facing ethical dilemmas which creates problems in sharing innovative thoughts and ideas (Ayalon et al., 2021). Navigating societal trends has become a vital part of students' lives to get a balanced and less stressful lifestyle.

VII. CONCLUSION

Observing the above discussion, it can be summarised that, life Values education can assist students in cultivating the moral and emotional dimensions. This is used to ensure societal responsibility and consciousness. The major point of discussion of this study is to find out the impact of life values education among the students who are in the colleges living in Shandong province. Observing the evidence of the study, it can be stated that College students should understand moral quality, which boosts their social and moral insights. Identifying life values helps to increase the knowledge of studies so that they can identify the difference between right and wrong. On the other hand, College students should develop their moral quality, which is used to identify life values to live a better life.

The life value of education is greatly influenced by social education and moral values. The discussion of the significance of this study indicates the dominant factors such as moral, social and cognitive awareness which are used to mintage challenges that can be faced by the students. The other definition of terms shows the defamation and connection of the used terms with the present study to recognise the role of life values, moral values, life values of education and social education. The scope of the study helps to recognise the areas where educators and family members require changes to promote the life values of education. Students should learn about the qualities of life, by understanding different social principles and concepts. Showing respect to every individual and their moral thoughts and popsicles can help the students develop their learning environment in college. The focus of life values education is to provide a better quality of life to the students.

REFERENCES

- Akech, M. (2021). Democracyk Capture in Kenya. *COMPARATIVE PERSPECTIVE*, 80.
- Huang, P. (2021). Existing problems and Countermeasures of college students' Life education. *Education Exploration*.
- Huang, D. (2022). Digital communication of Lingnan traditional sports culture in the perspective of psychology. *Psychiatria Danubina*, 34(suppl 5), 482-482.
- Li, F. (2020). Research on College Students' Life Values Education. *Ideological and theoretical education*.
- Ren, X. (2019). Teaching of "Outline of Chinese Modern History" and Life Value Education. *Ideological and theoretical education*.

- Tian, N. (2022). Research on the Effectiveness of College Students' Life Values Education in the New Era. Lanzhou: Doctoral Dissertation of Northwest Normal University.
- Wang, Junhua. (2023). Factors Affecting the Educational Achievement of Chinese College Students. *Journal of Education, Humanities and Social Sciences*. 17. 207-214.