

New Characteristics of the Development of Ideological Concepts of Poor Students in Colleges and Universities

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Abstract: Under the background of the popularization of higher education, colleges and universities continue to expand the number of students enrolled, and poor students have gradually become an important part of college students. Based on the current situation of poor students in colleges and universities in China, the new characteristics of the development of ideological concepts of poor students were analyzed from the aspects of ideological understanding, psychology, comprehensive ability, study life and employment choice. The 16PF personality factors questionnaire was used as a tool to conduct a questionnaire survey on 450 randomly selected college students. Due to family reasons, there are obvious differences between poor college students and non-poor college students in world outlook, outlook on life, values, ideology, ideals and beliefs.

1. Introduction

With the development of society, the thinking and psychology of poor college students are undergoing profound changes. Due to family poverty, poor college students are under greater pressure of study, psychology and employment. Compared with non-poor students, poor students have huge differences in world outlook, outlook on life and values, and are more prone to psychological and ideological problems. In addition, colleges and universities do not pay enough attention to the ideological and political education of poor students, insufficient exploration of the system and mode of ideological and political education for poor students in colleges and universities leads to the increasingly serious ideological and psychological problems of poor students in colleges and universities. Therefore, it is necessary to study the new characteristics of the ideological development of poor students in colleges and universities in the new era, fully understand the ideological, psychological and behavioral status of poor students in colleges and universities, and then carry out ideological education.

2. The Current Situation of Poor Students in Colleges and Universities

The so-called poor students in colleges and universities, that is, students themselves and their families can't afford to study and live in school [1]. Since the implementation of the "consolidated and expanded recruitment" policy in China's colleges and universities, the number of poor students in colleges and universities has increased dramatically. According to "A Survey Report on Poor College Entrance Examinees in China" published by China Youth Development Foundation in 2006 and "2007 National Educational Development Statistics Bulletin" and other reports and statistics, the number of poor students in China's colleges and universities is large and increasing year by year [2][3]. The problem of poor students in colleges and universities has become quite serious and has become a focus issue that cannot be ignored in China's higher education, and also a hot issue that needs to be solved urgently.

Table 1 Number and proportion of poverty-stricken students in colleges and universities in recent years

Year	Total number of students in Colleges and universities nationwide (ten thousand)	students from poor families		Students with special financial difficulties in their families	
		Number of people (ten thousand)	Proportion	Number of people (ten thousand)	Proportion
2006	1923	500	26%	-	-
2007	2000	200-400	10%-20%	100-200	5%-10%
2008	2042.6	473.9	23.2%	-	-
2009	2285.15	527	23.06%	166.1	7.27%
2010	2800	560	20%	-	-

3. New Characteristics of the Development of Ideological Concepts of Poor Students in Colleges and Universities

Poor college students are a special group on campus. Their ideological and behavioral status quo not only has the common characteristics with the general college students, but also has its own particularity [4]. Generally speaking, the ideological behaviors of poor students in colleges and universities are healthy, positive and upward. However, their thoughts and behaviors also have negative aspects, which are embodied in the cognitive biases of ideological opinions, psychological behaviors, interpersonal relationships, learning motivations, and employment mentality. These deviations hinder the healthy growth and success of poor students to a certain extent.

3.1. Deviation in thought and understanding

With the infiltration of multiculturalism and the impact of values, all kinds of erroneous thoughts and concepts in society have an important influence on the ideological understanding of contemporary college students [5]. Poor students in colleges face enormous economic and psychological pressures, and family economic difficulties have a profound impact on the formation of their world outlook, outlook on life and values. In addition, some poor students have weak sense of gratitude, lack of honesty, lack of hard struggle, self-reliance and self-improvement spirit. Most poor students in colleges and universities hope to solve economic difficulties through their own efforts. However, there are also a small number of poor students who have a weak sense of “self-help” and have strong dependence on the government, schools and families, lack the spirit of hard work and self-reliance.

3.2. Psychological crisis

The biggest psychological pressure for poor students in colleges and universities comes from economic difficulties. The psychology of poor students in colleges and universities is neither stable nor mature. Poor students in colleges and universities often cannot fully and objectively know themselves and can easily deny themselves because of one aspect of their own, and then fall into the state of blind inferiority, which leads to deviations in their cognition and thinking behavior [6]. Poor college students, like ordinary students, are eager to communicate with others and hope to be appreciated and affirmed by others. However, factors such as economy, clothing, and conversation limit their social and personal development. In addition, due to livelihood, poor students in colleges and universities have to work part-time in their spare time, and negative emotional emotions are not promptly and reasonably vented, which in turn causes great psychological problems.

3.3. The limited development of comprehensive ability and quality

Most of the poor students come from remote and backward areas with poor economic development, cultural environment and limited educational conditions, which make poor students have a narrower knowledge, lack of full development of personality, slower acceptance of new things, and poor overall ability. [7]. After entering the university, the limitations of economic

conditions and study time have affected their communication, organization and coordination, and the cultivation of innovative ability, which becomes an obstacle to the development of the comprehensive ability of poor students and restricts the overall development of poor students.

3.4. Difficulties in study and life

Economic pressures make poor students unable to devote themselves wholeheartedly to learning. Most poor students have to do some part-time jobs to protect their learning and living needs, thus compressing the time and energy invested in learning, leading to unsatisfactory academic performance or having to repeat or drop out of school due to poor academic performance [8]. In addition, college students are in the period of physical development and mature physiological changes, and at this time they need good and reasonable nutrition to promote good physical development [9]. However, due to financial constraints, poor students do not have the financial ability to afford reasonable dietary nutrition, which leads to poor physical fitness.

3.5. The dilemma of employment and career choice

Nowadays, in the overall social environment, the employment situation of college students has become more and more severe. There are no advantages for poor students in employment selection. They do not have a solid family economic foundation and good personal connections and can only rely on themselves. Under the circumstance of heavy family expectations and ideological burdens, poor students show a more pragmatic and livelihood-driven orientation in employment choices. Income factors become the primary consideration in their career choices [10]. In addition, some poor students in colleges and universities have too high salary requirements when choosing a job, and when job hunting is frustrated, they are often more likely to show negative pessimism.

4. Investigation and Analysis of Ideological and Political Quality of Poor Students in Colleges and Universities

4.1. Survey method

In this paper, 450 college students were randomly selected from Sichuan University and Sichuan Normal University. Among them, 230 students from poor college student bank were randomly selected, including 110 male students, accounting for 47.8%, and 120 female students, accounting for 52.2%; A total of 220 non-poor college students were randomly selected, including 115 male students, accounting for 52.2%, and 105 female students, accounting for 47.8%. The test was conducted in a group test and 440 questionnaires were collected. The recovery rate was 97.8%, including 503 valid questionnaires, including 241 poor students and 189 non-poor students. In this paper, the 16PF personality factors questionnaire was used as a survey tool, and all data obtained from the test was processed and analyzed by using SPSS11.5.

4.2. Results and analysis

Through the 16PF personality factors questionnaire, the poor and non-poor students in colleges and universities were compared, as shown in Table2

It is not difficult to see from the above Table that poor and non-poor students in colleges are basically similar in terms of dominance, excitability, social boldness, sensitivity, fantasy, privateness, apprehension, experimental and self-discipline. The stability, smart, independence and constancy of poor students are higher than those of non-poor students. This is because the poor students grow up in a relatively difficult environment and their individuality makes them more independent, and they are more determined and persevering in doing things. However, the poor students are significantly lower than the non-poor students in the three aspects of tension, gregariousness and skepticism. This is because poor economic and family environment leads to some poor students' indifference, suspicion and social timidity.

Table 2 Comparison of poor and non-poor students 16PF

Personality factor	Poor students (n=241)	Non-poor students (n=189)	t
A gregariousness	10.57±3.458	11.50±4.094	-2.740**
B smart	8.44±2.262	7.86±2.649	2.610**
C stability	14.55±3.831	13.79±3.418	2.318*
E dominance	12.51±3.632	12.60±3.813	-0.284
F excitability	14.22±4.492	14.50±4.350	-0.718
G constancy	12.01±3.085	10.94±3.085	3.875***
H social boldness	12.12±4.939	12.06±4.575	0.141
I sensitivity	10.79±3.457	10.80±3.477	-0.007
L skepticism	8.98±2.904	9.82±3.028	-3.161**
M fantasy	13.30±4.015	12.83±3.094	1.459
N privateness	9.06±2.951	9.24±2.379	-0.740
O apprehension	9.99±3.809	10.43±3.730	-1.286
Q1 experimental	10.41±2.794	10.31±2.432	0.403
Q2 independence	10.83±3.290	9.93±3.023	3.134**
Q3 self-discipline	12.19±3.146	12.10±3.332	0.317
Q4 tension	11.89±5.020	12.94±4.151	-2.520*

Note:* P<0.05, ** P<0.01, *** P<0.001

In addition, poor male and poor female were compared. The detailed data are shown in the following Table:

Table 3 Comparisons of 16PF between poor male and poor female

Personality factor	Poor students (n=136)	Non-poor students (n=146)	t
A gregariousness	9.60±3.582	11.48±3.085	-4.722***
B smart	8.35±2.469	8.52±2.055	-0.648
C stability	15.38±3.606	13.79±3.887	3.548***
E dominance	12.38±3.708	12.62±3.568	-0.556
F excitability	13.53±4.611	14.86±4.296	-2.502*
G constancy	12.06±3.131	11.97±3.052	0.253
H social boldness	12.06±5.188	12.18±4.712	-0.214
I sensitivity	9.87±3.510	11.66±3.183	-4.490***
L skepticism	9.30±2.884	8.68±2.900	1.808
M fantasy	12.85±4.361	13.73±3.626	-1.863
N privateness	9.09±3.235	9.04±2.670	0.134
O apprehension	9.55±4.018	10.40±3.569	-1.872
Q1 experimental	10.71±2.705	10.12±2.855	1.778
Q2 independence	11.31±3.522	10.38±3.001	2.397*
Q3 self-discipline	12.09±3.235	12.29±3.069	-0.531
Q4 tension	11.80±5.780	11.97±4.209	-0.274

Note:* P<0.05,** P<0.01,*** P<0.001

As shown in the above Table, poor boys and girls have significant differences in gregariousness, stability, excitability, sensitivity and independence. Most poor girls are more enthusiastic, more adaptive, and more socially active than poor boys, but poor girls are more volatile and more susceptible to the surrounding environment. Compared with poor boys, poor girls lack patience and perseverance, have no opinions and like to depend on others. In contrast, poor boys are more mature and rational, able to face and deal with problems objectively and independently. In addition, they are better and more arbitrary than girls.

5. Conclusion

As a special group in colleges and universities, in addition to the characteristics of ideological behaviors of non-poor students, college poor students also have their own unique ideological behaviors. Colleges and society should attach importance to the ideological and ideological development characteristics and ideological and political education of college poor students. Under the new situation, only with firm belief, scientific attitude, open thinking and rigorous style, and constant innovation of the ideological and political education mechanism of poor students, can we do a good job in political education and management of poor students in colleges and universities, so as to better cultivate students' healthy growth and development. Due to limited personal ability, randomly selected poor students were surveyed, and the data obtained were not universal and can't accurately reflect the actual situation of poor students in the country. In practice, further tests were needed.

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