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Youthization of Marxism: Analyzing the Current Situation of Colleges and Universities in Guizhou

Yao Dong[1] Lin Anqi[2*] & Yuan Gang[3]

1. Business College of Guizhou University of Finance and Economics, School of Information, Qiannan, Guizhou, P.R China
2. Business College of Guizhou University of Finance and Economics, School of Public Administration, Qiannan, Guizhou, P.R China
3. Business College of Guizhou University of Finance And Economics, School of Marxism, Qiannan, Guizhou, P.R China

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Corresponding Author: Lin Anqi

linanqiedu@gmail.com

ORCID: https://orcid.org/0009-0005-2297-9074

ABSTRACT

This study aims to analyze the current state of Marxist youthization (青年化) in colleges and universities in Guizhou Province. The primary objectives are to identify the factors influencing the dissemination of Marxist views among university students and to determine the most significant predictors of this process. The target population comprised university students in Guizhou Province during the 2023 academic year. A stratified random sampling technique was employed to ensure comprehensive representation, resulting in a sample size of 700 students. A cross-sectional correlational research design was utilized, with a structured questionnaire distributed to collect data. Multiple linear regression analysis examined the impact of Marxist youth views' perception, identification, and practice on their dissemination. The findings reveal that all three factors—perception, identification, and practice—significantly influence the dissemination of Marxist views, with perception having the most substantial effect ($B = 0.206$, $p < 0.001$), followed closely by identification ($B = 0.202$, $p < 0.001$) and practice ($B = 0.140$, $p < 0.001$). The model explains 39.6% of the variance in dissemination, indicating robust explanatory power. These results highlight the importance of enhancing students' understanding, identification, and practical engagement with Marxist principles. The study suggests that educational strategies focusing on these areas can effectively promote Marxist ideologies among youth. The implications for educators and policymakers include adopting interactive and experiential learning methods to foster a deeper connection with Marxist views.

Keywords: Marxist Youthization, Politics, Social Investigation, Dissemination and Identification

1. INTRODUCTION

The Youthization (青年化) of Marxism is a shift in how Marxist ideas are taken to young people or applied to the young generation, particularly in learning institutions (Feixa & Nofre, 2012). It has gathered much momentum in distinct areas such as Guizhou in the People's Republic of China. This particular subject is set in the context of the culturally diverse and constantly evolving socioeconomic environment of the provincial region, thus offering a provocative backdrop against which the process of how Marxist

ideas are being currently repurposed and incorporated into the present young college and university generations' lives can be effectively explored. To discuss the status and development of the youthization of Marxism in Guizhou's higher education institutions, point out its trends, problems, and prospects. Over the past years, youthization has gained specific importance among various scholars and political figures. The concept that has been advanced as a replacement for politicization is youthization, which focuses on efforts to popularize ideologies of selected generations in power among the younger generation by presenting the ideologies in their present form while relating them to current issues and general experiences (Schildt & Siegfried, 2005). Due to its historical base and principles of revolution, there are both prospects and threats on this issue (Storey, 2019).

As a part of the efficient and impactful reconceptualization of Marxism, the process of youthization has hit the colleges and universities across Guizhou both at the governmental and grassroots levels. Since the founding of the People's Republic of China, Marxist education has been signified by the Chinese government as one of the most essential ideological systems (Zhao, 1998). However, in Guizhou, this aspect has been received with unique propositions used to reach out to the youth in contemporary society using Marxist literature. Guizhou's educational systems have adopted different procedures and lessons to enhance the students' understanding of Marxist ideals. The initiation strategies currently adopted in many programs include topical discussions, multimedia materials, and learners' action-based activities (Besley, 2003).

In this process, the Marxism of Guizhou youth has been demonstrated that younger cadres learned Marxist theory and applied it to Guizhou's social and cultural context. Thus, this context offers a considerable potential for contextualizing Marxist ideas. Guizhou is multiethnic and faces socioeconomic conditions that make it an ideal place to study Marxism. This localized approach makes it easier for students to understand Marxist principles as they are made to intimidate their individual lives and society. Themes like rural poverty, ethnic disparity, and sustainability are discussed through the lens of Marxism, thereby enabling student engagement with problem-solving strategies that stem from Marxian ideology (Larrain, 1991).

The youthization of Marxism means that this current must address the diverse ideological factors that define youthful attitudes in the present day (Xuduo, 2019). Like others in China, students in Guizhou are inundated with a vast array of global beliefs and values accessible through the internet, social media, and interpersonal interactions with individuals from different parts of the world (Mouzelis, 1988). This scattering of influences may water down Marxist education, where educators need to make Marxism an ideology in the process of constant transformation rather than a fixed way of thought. In this way, they can assist the students in understanding how to apply the Marxist theories in the modern context and, thus, how relevant they are in the current society (Fangbin, 2021). In Guizhou, autonomous Marxist learning groups and societies among students have infused. Some of these organizations include associations through which students can debate, arrange, and participate in events, form groups and undertake activities to advocate for Marxism (Nilan & Feixa, 2006). The effectiveness of these efforts can be seen in the increased response of the students of Guizhou to the study of Marxist theory.

The study found that the number of students who declare that they understand and appreciate the Marxist ideology to a great extent has risen notably. Therefore, the fact that the youth is turning towards Marxism proves that such a concept is possible and valuable to develop a new generation of scholars and activists who can effectively explain the modern world through its lens (Feldman, 2009; Latham, 2007).The rebranding of Marxism toward the youths in the colleges and universities of Guizhou province has become

an essential area of study for several problems that present themselves and prompt research. This study examines how the younger generation in today's rapidly evolving socioeconomic structure is following and even modernizing many traditional Marxist concepts. This process of adaptation, which is by its very nature a process of cost and benefit, is essential for the carrying forward of Marxism into the present epoch of civilization. Furthermore, the study aims to discuss how new this phenomenon is, arguing that innovative education (Fangbin, 2021; Valentine et al., 1998).).

It is necessary to highlight the focus on the topic, emphasizing the specifics of Guizhou's socio-cultural context, issues of ethnic diversity, and economic development. Culturally and economically developed areas of China differ significantly from Guizhou, so there are genuinely Chinese circumstances in which ideas and principles of Marxism should be implemented (Fangbin, 2021). The novelty of this study is how digital media and technology have facilitated youth involvement in Marxism. Thus, today's ideology has extended beyond classroom lectures and buzzwords, manifesting in social networks, forums, and active online campaigns. According to the present study, the investigated digital tools are being employed by the educators and students of Guizhou province to advance the Marxist ideology. Thus, based on exploring the case study of the successful new-style digital programs, the research tries to contribute to a better understanding of the effective strategies for constructing the new Marxist educational ideology (Wen & Cheng, 2022).

In addition, this research will uncover how peer groups and students' endeavors influence the youthization process. Community organizing and its equating with the latter regarding peer-to-peer discourses are now increasingly understood ideologically. The observation is made in the context of student Marxist study and activism organizations developed in Guizhou that enable the young's critical, discursive, and collective discussion and enactment of Marxism regarding current social issues. Such a student-driven concept not only improves the applicability of Marxism but also makes the students proactive in shaping the change (Fangbin, 2021).

2. LITERATURE REVIEW

Marx considered education an essential way of promulgating the requisite working-class consciousness and molding the young to revolutionize society (Marx, 2000). He stressed combining the concepts with the developments to foster a critical disposition of the communities and advocate for social justice (Marx, 2000). Marx opined that education's function was to teach knowledge and the culture of collectivism and socio-political consciousness that makes youths transform unjust structures. Marxist approaches in education have focused on changing the social context and assisting in preparing a politically aware and sensitive youth. According to Burawoy and Wright (2002), some issues concern the incorporation of Marxist perspectives into education reviewed their Potentials and risks. They emphasize the need to change Marxist theories' basic approaches and ideas to consider young learners' views.

Valentine et al. (1998) have paid considerable attention to the youthization process; as they define it, this process is considered the continuation and development of Marxist education. They say that the new generation cannot be exempted from Marxism because they have different experiences and outlooks that should be described to make the ideologies relevant. This includes modifying the educational process's content and using forms of interaction with students that imply critical thinking skills and active participation.

Youthization cannot be regarded as merely introducing new and bright colors to the educational material; it implies using teaching and learning strategies that engage the students. Rupert (2007) hints at several methods that may be useful in this respect. These are the debate, the mock legal trials, and the project work, as these activities assist students in understanding Marxist concepts even better and enable them to relate to health facilities. The youthization process also ensures that the Marxist concepts taught are connected to present-day issues that the students can easily relate to (Jiang, 2021). This way, the students start perceiving the real-life applicability of the Marxist theories in dealing with existing societal and economic issues. Thus, educators will be able to enhance the young people's awareness and appreciation of Marxist theories.

Marxist education has become one of the significant curricular paradigms in China since 1949, when the People's Republic of China was founded (Althusser, 1978). Marxist education has, for instance, been supported in China by the government as a tool that will be used to educate the youth on socialist values. Jiang (2021) mentioned that the reviewed cases elevate Marxist education depending on local socioeconomic and cultural circumstances. Hence, because of the characteristic ethnic structure and socioeconomic conditions in Guizhou province, it is possible to start implementing Marxist education. Implementing Marxist principles into the local education framework is essential to solving numerous problematic issues today, such as poverty or ethnic discrimination (Xiaomin & Xue, 2023).

Consequently, the teachers can address more people and explain Marxist education, making it popular among youth using digital media resources. The given platforms' interactivity also enhances the possibility of engaging with Marxist theories more closely, as the students can freely post comments and opinions and receive feedback. Wang (2022) has stressed the grassroots mobilization for ideological education and influence by peers. Currently, education, Marxist study and social activism are some of the most vibrant student organizations found at Guizhou University that create a platform for discussion and execution of various activities and projects related to Marxist ideologies (Chu, 2021).

Jelfs (2021) appropriately underlines the importance of introducing Marxism, a versatile worldview to remain a powerful instrument to address today's challenges. This characteristic is essential if Marxist education continues to be effective in the current society, which is rapidly evolving. Guizhou party members are urged to enhance their thinking and nascent Marxist-Leninism to the corresponding social conditions (Resnick & Wolff, 2013). In this context, educational policies, as well as state programs, can be considered significant prerequisites for the implementation of Marxist education. Chu (2021) observes that academic institutions in Guizhou have effectively managed to respond to the governmental policies and create ways and means of modifying the curriculum content for effective delivery as identified in the region's needs. Thus, it is critical to emphasize this delicate interrelationship to achieve Marxism's youthization.

These policies also identified another goal of the Chinese government to incorporate Marxist education into the Chinese education system and make it a part of general education so that the youth is trained in Marxist theories right from school. The government wants to raise a politically aware and civically oriented youth to help the nation's development. The literature reveals a comprehensive framework for understanding the youthization of Marxism in educational institutions, particularly in Guizhou province. Studies underscore the importance of adapting Marxist principles to local contexts, utilizing digital media, and engaging students through active learning methodologies. By aligning educational strategies with socioeconomic realities and leveraging peer networks, Marxist education can effectively resonate with the youth and address contemporary societal challenges (Deng et al., 2022). Figure 1 illustrates the trend in the number of CNKI articles focusing on the intersection of "Marxism" and "youth" from 2002 to 2021. The

data, sourced from (Chinese Social Sciences Citation Index) CSSCI statistics and retrieved on March 10, 2022, highlights the evolving academic interest in this subject over the past two decades.

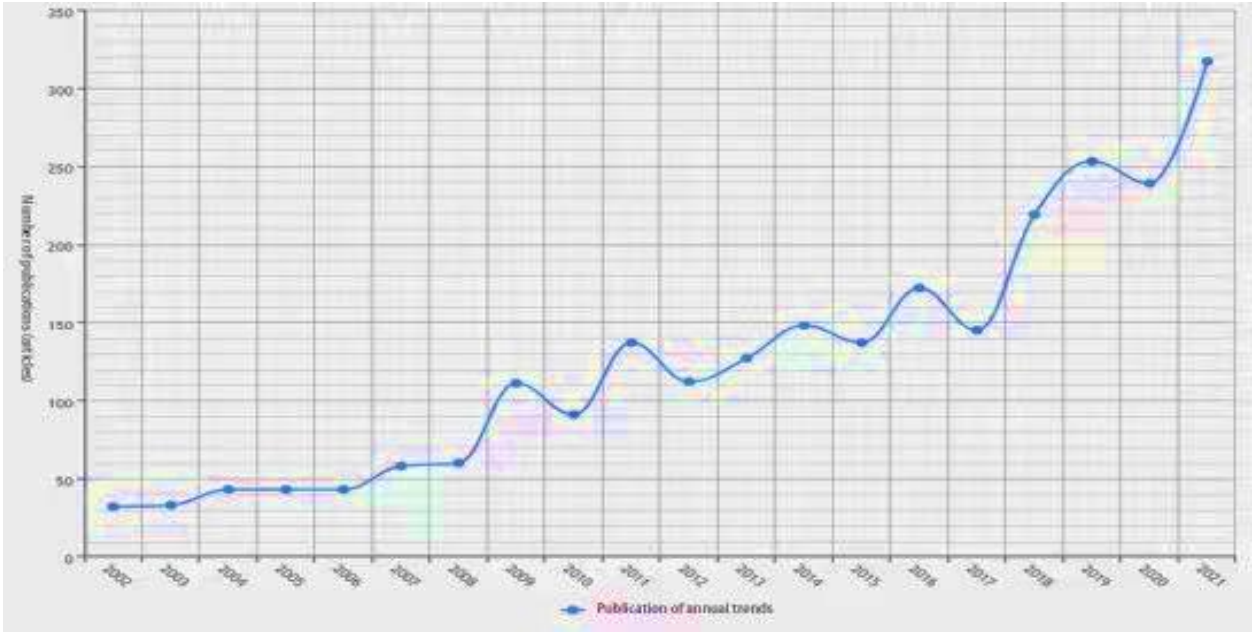

Figure 1: Trend of CNKI articles on "Marxism" with "youth", 2002-2021 (CSSCI statistics only, retrieved 2022-3-10)

Although there are many studies about the youthization of Marxism in colleges and universities in Guizhou province, several Study gaps can still be observed, meaning there are areas yet to be studied to understand better this phenomenon of youthization of Marxism (Zheng, 2023). It is also important to note that there is a noticeable shortage of long-term investigations that would explore the extended consequences of youthized Marxist education in particular (Wang, 2022; Kirby, 2022). More longitudinal studies would help disclose how various severe prolonged impacts of the youthized Marxist education agenda affect its audiences, including their ideological leanings, career paths, and civically beneficial engagements (Zhou, 2020). Such a study would help establish the method of measuring the long-term effect of educational intercession alongside what promotes ideological consciousness sustainability (Seda & Muwonwa, 2023).

The third drawback in the literature is that students' viewpoints must be more sufficient to explore interconnections among different factors in the student population. All the prior research instead focuses considerable attention on addressing the students as a single entity overall, but it neglects the ethnic difference, gender, and socioeconomic status of the students to examine how Marxist education might influence Marxist education (Lyu et al., 2022; Deng et al., 2022).

There is a growing academic understanding of digital media and technology as formative in youth Marxism. However, there needs to be a more explicit discussion of its efficacy in the long term or repression (Yu, 2021). Again, general trends reveal the benefits of digital participation while stressing various advantages, including openness and interactivity. While seeing more of this kind of study would be helpful, there is also paradigmatic pressure to examine how new media may present difficulties, such as the risk of antisocial uses or shallow engagement (Lyu et al., 2022). A study that explores whether the depth and quality of learning promoted by utilizing technology differs from those achieved through more conventional

approaches would offer a fair understanding of how beneficial technological resources are to Marxist education (Naftali, 2021). However, it also becomes clear that there needs to be theoretical and empirical studies of the process of Marxism and the implications for teachers and educators in this process. It is pertinent to note that although there have been several papers on students' perceptions, the role and concerns of educators have been occasionally addressed (Boer, 2023; Su, 2023).

Therefore, the role of organization initiatives is believed to strengthen engagement from narratives and case studies; moreover, a quantitative approach to systematic studies must be present. This pertains to determining how involvement in peer networks affects their Marxist concepts, cognition, and attitude towards civil activities. It could guide the development of more efficient interventions that utilize peer influence and mentorship and identify effective ones that could be emulated across other learning environments (Yu & Fu, 2023). Exploring these studies could reveal issues and approaches shared in youthization of Marxism to extend comprehension of the application of this theory in various cultural and educational contexts (Singer,1971). Finally, more research needs to be done on how youth Marxism impacts society and politics, especially in the postmodern culture. More specifically, although some available works raise issues related to the educational programs' capacity to initiate the processes of forming socially responsible and politically engaged citizens, it is crucial to design further investigations into how these educational initiatives affect the change. Figure 2 discusses the conceptual model.

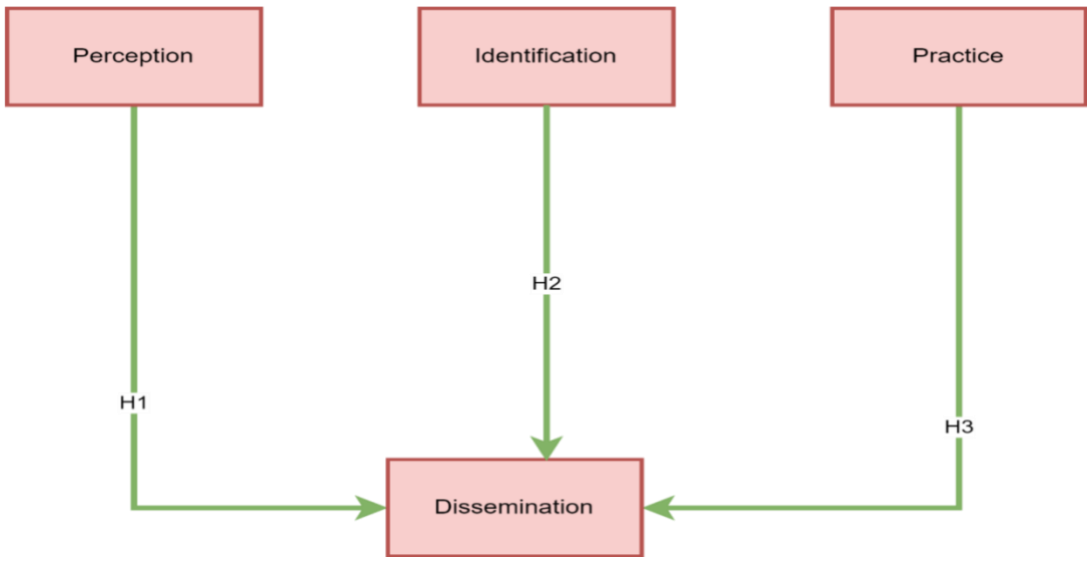

Figure 2: Conceptual Model

3. METHODOLOGY

3.1 Research Design

This study adopts the Cross-sectional correlational research method to establish the factors that affect the spread of the Marxist vision of youth among university students of Guizhou Province. Using a cross-sectional design is fitting for this study, as the purpose is to understand students' attitudes, opinions, and behaviors regarding Marxist youth perspectives at a specific time. Since the studied design offers a

view of the current state and does not attempt to trace the development process, it covers the current state of affairs, providing insight into the existing dispersion of Marxist ideology in the university environment. Applying cross-sectional design is appropriate for this research since it enables investigation of the datasets that involve several independent variables but require only one dependent variable without following the subjects over time. Specifically, the study investigates three primary independent variables: students' awareness of Marxist youth ideologies, their degree of endorsement of these beliefs, and their application of Marxist notions in democratic practices. These variables are important because they refer to the main domains, cognitive, affective, and psychomotor, of how students participate in enacting Marxist theories. This study's dependent variable is sharing Marxist opinions about the youth.

This correlational design will establish the activities' flow as they naturally happen in the independent and dependent variables. Unlike experimental designs in which the researcher manipulates the values of the independent variable to establish a causal relationship with the dependent variable, the correlational strategy helps process the data that represents actual and potential real-life relationships between two variables. This is especially the case in education and social and behavioral studies, where issues of ethics and feasibility can effectively rule out some forms of control.

In the context of the present study, it implies that the current patterns of education promotion, background of students, and socio-political conditions are natural, which renders the analysis of the dissemination process more legitimate. For this reason, this study uses reliable statistics to establish these relations for an efficient and comprehensive research result. A comparative description will be employed to establish the extent of the relationship between the independent variables and the dissemination of the Marxist view of youth. This involves assessing values of correlation coefficients to help articulate how related or unrelated the variables are and using multiple regression analysis to predict the effects of each independent variable on the dependent variable.

3.2 Research Instrument

The study's data-gathering technique employs a standardized Survey Questionnaire that assesses different facets of the Marxist perception of youth. The questionnaire comprises four sections: perception, identification, practice, and dissemination of knowledge within healthcare facilities. It also contains five statements in each kind, using the Likert scale, ranging from 1, strongly disagree, to 5, strongly agree. The items were formulated as per the objectives, and the existing literature was analyzed to identify important concepts to be measured and then checked by experts to reduce ambiguity and relevance and minimize any bias. The work with a pilot group of students was conducted to test the reliability and validity of the instrument in its initial applied form, and the final reliability of the form was determined by Cronbach's Alpha Co-efficient of 0. The result was 7, showing internal consistency within the set value of 1, which portrays high reliability.

3.3 Ethical Statement

The present research adhered to ethical guidelines to protect participants' rights while investigating the circulation of Marxist views among university students in Guizhou Province. The study received approval from the first author’s affiliated university. Participants were provided with informed consent forms outlining the study's goals, emphasizing confidentiality and anonymity, and ensuring voluntary participation. They were informed of their right to withdraw at any time without repercussions. Data were

securely stored in digital form, accessible only to the research team, and all data handling complied with relevant data protection legislation. The consent process included addressing participants' questions to ensure they fully understood the study's purpose and procedures.

3.4 Sample Size and Sampling Techniques

This section describes the target population as all university students in Guizhou Province at the beginning of the 2023 academic year. A stratified random sampling method was used to achieve a representative sample, accounting for the heterogeneity of academic subjects and student diversity. The student population was categorized into strata based on disciplines, such as humanities, social sciences, natural sciences, engineering, and business. Within each stratum, students were randomly selected using a computer-aided random number generator, ensuring equal selection chances and reducing biases, thus enhancing the overall representativeness of the sample.

The sample size for this study consisted of n=700 students distributed across the various strata. Table 1 provides a detailed breakdown of the number of respondents.

Table 1: Distribution of Respondents by Academic Stratum

Stratum	Total Population	Sample Size
Humanities	2,500	140
Social Sciences	3,500	210
Natural Sciences	3,000	180
Engineering	2,200	120
Business	2,000	110
Total	13,200	700

3.5 Data Collection

The data collection for this study focused on efficiently and accurately gathering information on the spread of Marxist views among university students in Guizhou Province. The online survey tool, Questions, was chosen for its ease of use and effectiveness in distributing and collecting survey responses. The survey link was shared through official university email lists and popular social media platforms like WeChat and Weibo, reaching a diverse and inclusive sample of students. The survey was available in Mandarin and English to accommodate the linguistic diversity. The flexibility of the online survey allowed students to complete it at their convenience, resulting in a high response rate of 67% with 700 completed questionnaires. Clear and straightforward questions, motivational messages, and rewards further encouraged participation.

3.6 Research Analysis

Using a systematic approach to data analysis, this research aimed to explore the relationship between cognitive, attitudinal, and behavioral variables in the communication of Marxist views among college students in Guizhou Province. The data was analyzed using SPSS version 26.0, ensuring accurate and dependable results. Initial data scanning involved pre-processing to handle and manage missing values and outliers. An exploratory factor analysis (EFA) confirmed the consistency of the survey instrument's

structure, with a KMO coefficient of 0.77 and significant Bartlett's test of sphericity ($\chi^2 = 614.91$, $p < .05$). Cronbach's alpha confirmed the internal consistency reliability of survey dimensions. Using R-squared and Adjusted R^2 coefficients, regression analysis assessed the model's effectiveness. ANOVA results showed an F-value of 108.308 ($p < 0.001$), indicating that the independent variables significantly predict the spread of Marxist views among the youth.

4. RESULTS AND DISCUSSION

Table 2 shows the demographic data gathered to minimize non-probability sampling bias among the selected university students in Guizhou Province across different faculties and departments.

Table 2: Demographic Information

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	252	50.1
	Female	251	49.9
Age	18-20	180	35.8
	21-23	220	43.7
	24-26	103	20.5
Year of Study	Freshman	120	23.9
	Sophomore	140	27.8
	Junior	130	25.8
	Senior	113	22.5
Faculty	Humanities	120	23.9
	Social Sciences	130	25.8
	Natural Sciences	103	20.5
	Engineering	100	19.9
	Business	50	9.9

Table 2 shows the demographic characteristics of the respondents who took part in the study with 503 respondents. The ratios of students between males and females were almost split: 252 males (50. 1%) and 251 females (49. 9%). In the view of age distribution, it was found that most of the respondents fell in the age group 21-23 years (43. 7%), the second most common age group was 18-20 years (35. 8%), and a third was 24-26 years (20. 5%). Regarding the year of study, it was seen that the sophomore students were the majority of the students at 27. 8%, while the junior students were 25. 8%, the first-year students constituted 23. 9%, and the seniors comprised 22—5% of the students. In terms of the academic disciplines of the respondents, the most significant proportion came from the Social Sciences faculty (n=106, 25. 8%), seconded by Humanities (n= 97, 23. 9%), Natural Sciences (n= 87, 20. 5%), Engineering (n= 88, 19. 9%) and Business (n= 42, 9. 9%).

Table 3: Descriptive Statistics of Key Variables

Variable	N	Mean	Median	Mode	Standard Deviation
Perception of Marxist Youth Views	503	3.45	3.5	4	0.72
Identification with Marxist Youth Views	503	3.5	3.5	4	0.7
The practice of Marxist Youth Views	503	3.3	3.3	3	0.68
Dissemination of Marxist Youth Views	503	3.4	3.4	3	0.71

The descriptive statistics of the study variables for analytical use in the research models are provided in Table 3. By averaging the survey answers, the mean value for the variable "Perception of Marxist Youth Views" was 3. There was a mean of 45 for a median of 3. The mean is equal to 5, the median is equal to 5, and the mode is equal to 4. At the same time, the standard deviation is equal to 0. 71 reflects an average range in variation different from what was reported in human scoring, whereby the scores varied from a least of 1 to a maximum of 5. The mean in the "Identification with Marxist Youth Views" measure was 3. 5. This indicates that the distribution is symmetrical, with a median and mode of 4 and standard deviation of 0. 7 They are, therefore, moderately stable as indicated by values close to 7, which imply moderate variation within the middle two values of the scale. As for self-reported measures, the mean scores for the scales were mild; the "Practice of Marxist Youth Views" obtained a mean of 3. 3, which, in other words, has a median equal to 3. Using these measures, the mean value turns out to be 3, the median value is also 3, and the standard deviation is 0. 68, which means that the level of practice is in the middle of perception and identification and lower than the level of actual participation or real experience. The m-value of the variable "Dissemination of Marxist Youth Views" is 3. 4 There are still 4, but the median is 3.

Table 4: Correlation Matrix

Variable	Dissemination (D)	Perception (x1)	Identification (x2)	Practice (x3)
Dissemination (D)	1	0.629	0.624	0.594
Perception (x1)	0.629	1	0.468	0.421
Identification (x2)	0.624	0.468	1	0.435
Practice (x3)	0.594	0.421	0.435	1

Table 4 shows the correlation coefficients for the significant factors identified in the research. The performance of the proposition of spreading Marxist youth views (D) has good positive correlations with perception (x1), identification (x2), and practice (x3) of Marxist youth views with correlation coefficients = 0. 629, 0. 624 and 0. 594, respectively. This suggests that students' perception, identification, and or practice at a superior level is positively related to the extent of dissemination of Marxist youth views. In this model, the Hurt and Oak man measure of Marxist youth views (x1) is moderately associated with Mills and Peterson's measure of identification (x2) and Mueller's measure of practice (x3) with correlation coefficients of 0. 468 and 0. 421 respectively, this again confirmed the hypothesis that students who perceive

Marxist views more positively are more inclined to the practice and visibility of Marxist opinions within them. Also, the level of identification (x2) is relatively related to the level of practice (x3) with a coefficient equal to 0. 435; which implies that the more they identify with Marxist views, the higher their level of practice.

Table 5: Summary results of the model

Mould	R	R-square	Adjusted R-square	Errors in standardized estimates
1	0.629[a]	0.396	0.392	0.25292

Table 5 provides the result of the multiple linear regression analysis of personal perception, identification, and practice regarding the views of Marxist youth on result dissemination to students. The graph used in this model provides the R-value of 0, which means there is no significant correlation in this model. The overall values for the Influential predictors and the dependent variable are 0.629, establishing a substantial link between the two. The R-square value of 0 indicates that the exploratory regression performed did not allow for the identification of a model with significant explanatory power for the data. The adjusted R-square value of 0 means no residual variance or unexplained systematic variation in the data. 0.392, which shows a regenerative adjustment based on the number of predictors in the model yet again highlights good fitness. The fixed effects analysis produced zero for the standard error of the estimate. 0.25292 and we will consider this figure instead representative of the adequacy of the predictions made using the given model.

Table 6: Model Summary for Multiple Regression Analysis

Model	R	R-Squared	Adjusted R-Squared	Standard Error of the Estimate	F	Significance (p)
1	0.629	0.396	0.392	0.25292	108.308	0

Table 6 presents the multiple regression analysis and indicates that the r value 0 will be marked. The study of the interdependency of the variables shows that the dissemination of the Marxist youth views largely depends on the perception/identification and practice of Marxist views among youth: coefficient of determination, r 2 = 0. 629. The overall testing of the statistical model resulted in an r-squared of 0. 396, which signifies that 39. Thus, the proposed model explains 6% of the variance in the dissemination of Marxist youth views. The model demonstrates an adjusted r-squared of = 0. The model, which is 392, ensures the inclusion of the number of predictors, showing the model's excellent ability to articulate while making a slight adjustment related to the predictors. The value of the standard error of the estimate of 0. 25292 tells about the success rating of a particular model prepared based on the set of data parameters.

Table 7: ANOVA results

Mould	In the end	Square sum (e.g. equation of squares)	(Number of) degrees of freedom (physics)	Mean Square	F	Significance
1	regression (statistics)	20.784	3	6.928	108.308	0.000[b]
	residual	31.728	496	0.064		
	(grand) total	52.512	499			

Table 7 shows the ANOVA; the regression sum of squares in the output is 20. 784, denoting the Model Variance in this case. This indicates that there are total degrees of freedom of 3 for the regression; hence, the mean square is 6. 928. The residual sum of squared is 31, which is the total variety unaccounted for by the model. 728 with 496 degrees of freedom indicated a slight mean square of 0. 064. The F-statistic is 108. 308 and p-value = 0. 000. The F value is 1224—732, more significant than the F critical of 135. Two hundred fifty-seven were obtained from the F distribution table at 001 significance level, thus showing the regression model is statically significant.

Table 8: Coefficients' Result

Mould		Unstandardized coefficient		Standardized coefficient	T	Significance	Covariance statistics	
		B	Standard error	Beta			Tolerances	VIF
	(Constant)	-0.151	0.094		-1.603	0.110		
1	A	0.206	0.018	0.397	11.366	0.000	0.998	1.002
	B	0.202	0.018	0.394	11.297	0.000	0.999	1.001
	C	0.140	0.019	0.260	7.437	0.000	0.998	1.002

Table 8 provides the coefficients results from the multiple linear regression analysis of the variables considered in this study. It shows that the intercept is a constant term and equal to -0. 151 ± 0,029 with a standard error of 0. 094, which is not significantly different from 0 and hence disagrees with the null hypothesis with p = 0. 110 at a t = -1. The unstandardized coefficients (B) regarding the antecedent variables, which include perception (A), identification (B), and practice (C) concerning Marxist youth views, are 0—206, 0. 202 and 0. 140, respectively. Every coefficient is significant with probability <0. The model had an R-squared of 0. 001, reflecting the high predictability of the results. The remaining coefficients are Beta, the standardized coefficients. A probable reason for these matrixes' similarity is that the LVs' effect size may significantly differ. This means that while the researchers standardized the variables in Kramer's (2007) study before conducting their analysis, the standardized coefficients (Beta) are 0 or near this. A possible cause of these matrixes being similar is that the LVs' impact may vary significantly in size. It could be that in 397 for perception, 0. 394 for identification and 0. “261 for practice and each predictor's position in the relative strength sense. The t-values further substantiate the importance of the studied variables as the calculated t-values are considerably high, 11. 366 for perception, 11. 297 for identification and 7. 437 for practice. The tolerance values are almost equal to 1, which is 0.998, 0. 999, and 0. 998, and

VIF values are nearly 1, which is 1. 002, 1. 001, and 1. 002, respectively, which does not imply multi co-linearity for the predictor variables.

Table 9: Regression Coefficients with Confidence Intervals

Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (Beta)	t	Significance (p)	95% Confidence Interval
Constant	-0.151	0.094	-	-1.603	0.11	[-0.335, 0.033]
Perception (x1)	0.206	0.018	0.397	11.366	0	[0.170, 0.242]
Identification (x2)	0.202	0.018	0.394	11.297	0	[0.166, 0.238]
Practice (x3)	0.14	0.019	0.26	7.437	0	[0.102, 0.178]

A two-tailed p-value of <0. 01 signifies that both the overall regression coefficients and the comparison of the macro scale and mesoscale coefficients are statistically significant. Table 9 shows the regression coefficients and 95% confidence intervals. The intercept term, the constant, equals - 0. 151 +/- SE 0. 22, with an 'it' value of -1. 603 and 'p' value of 0. 110, so it can be concluded that the average difference is not significant with the 95% confidence interval at between -0. 335 to 0. 033. These estimates depict the unstandardized coefficients, which are as follows: perception (x1) = 0. 206, ±0,028.) socioeconomic factor; (mean=0.206, standard error= stderr 0. 018 and Standardized Coefficient (Beta) as 0. 397. This coefficient is highly significant, t=11. 366 p<0. 001, and the 95% confidence interval is (0. 170 and 0. 242. The unstandardized coefficient is fixed as '0' for the x2 value to identify the GAD model. Two hundred two in the estimation with a standard error of 0. 018 and a Beta coefficient of 0. 394, which was also proved to be highly significant (t=11. 297, p <0. 001) with a confidence level of 95% and confidence interval of 0. 166 to 0. 238. Last, the standardized coefficient for practice (x3) is 0. Recall O was equal to 140 with a standard error of 0. 019, which has a standardized coefficient (Beta) 0. 95, p < 0. 001) and a significant difference for infancy and early social experiences (t = -5—102 to 0. 178).

Table 10: Covariance Diagnostics Results

Mould	Dimension	Eigen value (math.)	Conditional indicators	Variance ratio (Constant)	A	B	C
1	1	3.909	1.000	0.00	0.00	0.00	0.00
	2	0.042	9.666	0.00	0.19	0.69	0.12
	3	0.038	10.129	0.00	0.52	0.00	0.51
	4	0.011	19.025	1.00	0.29	0.30	0.37

Table 10 displays the covariance diagnostics – used to check the multicollinearity between the independent variables in the regression model. The first dimension reflects the evaluation with the eigenvalue of 3.909 and their variance proportions are 0.00 and can conclude that there is no multicollinearity in this dimension as all variables are not strongly correlated; A=0. 00 (perception), B=0. 00 (identification) and C=0. 00 (practice).

For the second dimension, the eigenvalue is 0.042 and the condition index are 9. 666, compared to the variance proportion and 0 for the coefficient, and 00 for the continuous. 19 for A Comparing the results obtained to the ideal values, the efficiency of A is 0. 25, B is 69, and 0. Twelve in the case of C, suggesting moderate multicollinearity is occurring. It is also essential to recognize the third dimension of cube fragmented reality, and it has an eigenvalue of 0. 038 and a calculated conditional index of Ø 10. s = 4.03, these variance proportions amounted to 0. In other words, the correlated constant value is 00, whereas the value of 0 stands for the correlated constant. 52 for A, 0. The value of B is to be 050 to 000, and equally, a value of 000 to 050 is allotted to A, and hence 000 for B. High multicollinearity is apparent for C, with a value of 51. Its fourth Eigen scalar has an eigenvalue of 0.011, a conditional index of 19—022, and difference proportions of 1/025, respectively. Stock variances are mainly in the issues of small portions where the actual portion is more significant than the planned portion in stock. The variances may be caused by overstocking or lack of proper control over materials used in the production area. 1 for the slope, 0. 29 for A, 0. 5 for C, 15 for D, 30 for B, and 0. 37 for C, indicating relatively higher multicollinearity, as 0 signifies no multicollinearity. At the same time, 1 represents the maximum multicollinearity.

4.1. Discussion

The results of this study can provide valuable insights into the factors that affect the spread of Marxist youth perceptions among university students in Guizhou Province. This study has applied multiple regression models to examine the factors significantly influencing the promotion of Marxist ideas among youth, specifically perception, identification, and practice. The findings showed that perceived awareness of Marxist youth views emerged as a strong positive predictor with the unstandardized estimate (B) of 0. 206 and a highly significant value of $p < 0.001$. This implies that the students who view the Marxist belief system in a positive light are more likely to embark on its propagation. This agrees with other research by Xuduo (2019), who noted that something must be done to popularize Marxist principles and make the youth embrace Marxism. The strong positive link of 0.629 between perception and dissemination underscores the significance of notions regarding Marxist concept improvement among learners for promoting these ideologies.

Concurrence with Marxist youth perspectives also emerged as another critical determinant, with an alpha of 0. Found a mean of 202 and a similarly significant p-value of <0. 001. This particular result supports the assumption that Marxist-inclined students are willing participants in the sharing of Marxist assets and views. This concurs with Deng et al. (2024), urging that internalization and identification can help develop Marxian beliefs. The relatively moderate positive coefficient between identification and dissemination (0. 624) equally portrays that common ideological identification between the students and the institution should be enforced to enhance the dissemination of Marxist ideology. The practice of Marxist youth views also appeared to be a significant determinant, as demonstrated by the coefficient of 0. 140 and p-value < 0. 001). this implies that the students who practice the kind of activism prescribed by Marxism are most likely to champion Marxist values. This finding supports Schildt and Siegfried's (2005) and Storey's (2019) argument that youth's guidance and self-positioning should be based on the practical experience of engaging with Marxist ideas.

The results of the summary of the elaborated model allow us to determine that its adjusted R-squared is 0. 396, revealing an R^2 value of .39, meaning that all the independent variables together account for 39% of the variation in the dependent variable. The results also showed that the interaction between the two

factors explained 6% of the variance in disseminating Marxist youth views. Their substantive findings reveal the importance of perceiving, identifying, and practicing such ideologies in transmission. There is also adjusted R-squared, which in this case is 0. Similarly, 392 supports the fact that the presence of stars recognizes the different areas within the university setting, hence supporting the reliability of the findings. Following the regression model, the ANOVA results further confirm the model's importance by producing an F-value of 108. 308 and $p < 0.05$). 001. Adding to this, the derived p-value has a statistical significance of 0. 000, signifying that the independent combined factors make a significant difference in the dependent variable; this study implies that the university courses used to promote Marxist opinions should be working on the student's feelings, subjective recognition, and propensity to adopt related ideas and knowledge obtained. They might entail pedagogy involving fun and exercise, as suitable for use in class. By using these methods, universities will help establish a favorable ground for the proliferation of Marxist theories among students.

6. CONCLUSION AND RECOMMENDATIONS

This work synthesizes empirical findings explaining the diffusion patterns of Marxist youth views among university students in Guizhou Province. Using highly reliable multiple regression analysis, it concludes that perception, identification, and practice are factors that can accurately predict the proportion of variance in the diffusion of Marxist ideas globally. In this case, the conclusions identified show that the likelihood of contributing to Marxist view dissemination increases when the students have positive attitudes toward Marxist opinions. They are more likely to incorporate Marxist views into their activities and show adherence to Marxism. These studies show that students should be provided with an education system that will improve human understanding, change the general students' political beliefs and attitudes, and encourage their engagement in practical lessons. Such findings are noteworthy since sign and magnitude changes reveal the interdependency of such factors, which means that enhanced development of these factors may enhance the others. As the development of students' awareness of Marxist beliefs via entertaining and highly informative educational activities and ensure that such identification with these principles is also promoted by trying to encourage learners to pursue these ideologies actively. As such, this study supports and advances the existing knowledge on how the Marxist milieu can be successfully spread among young people. This paper found that the four elements from the perspective of university students' perception, identification, and practice can promote the dissemination of Marxist youth views among university students in Guizhou Province and put forward specific suggestions for improvement. All these elements mentioned above can be combined in educational institutions to create an informed, active, and affirmative student electorate.

7. PRACTICAL IMPLICATIONS

As shown in the following points, there are several implications for practitioners, including educators, administrators, and policymakers, who seek to increase the spread of Marxist youth views in Guizhou Province. Therefore, the significant factors to be addressed should be perception, identification and practice patterns, towards which more specific measures can be designed to enhance Marxism within the academic context. On this note, it is essential to note that students' perceptions of Marxist youth views have to be enhanced first. Educational institutions should spend their resources on offering meaningful classes to students to improve their knowledge of Marxist tenets. This could include the inclusion of Marxist theory in other disciplines to relate present-day social and economic events to the principles of Marxism. Communicative arrangements like debates, role plays, or case analyses applied to the pedagogical process

can help teach Marx's ideologies more excitingly, interestingly and realistically from students' perspectives and, therefore, be more meaningful.

Secondly, schools must ensure that the youth in the country identify with Marxist youth views. Universities should provide platforms and chances for learners to adhere to the principles of Marxism. This can be done through political parties on campus or through an association of students who debate on issues regarding ideologies. In bricks-and-mortar terms, knowledge of Marxist theory can be endowed by engaging suitable faculty members as student mentors and cultivating a community that appreciates and promotes such knowledge. However, it can also enhance students' engagement by providing examples of narratives and case studies associated with critical Marxist ideology and movements. Another approach involves promoting the use of commonly applicable Marxist concepts as well.

8. LIMITATION AND FUTURE STUDIES

Several suggestions for future research are presented based on this study's research findings and limitations. Longitudinal designs are crucial for evaluating changes in student perceptions and practices regarding Marxist perspectives and their impact on the diffusion of Marxist beliefs. Future studies should also use cross-sectional studies, including surveys, interviews, and focus group discussions, to investigate the causes of these perceptions and identifications. Expanding the study to include a broader range of areas and universities could enhance understanding of how Marxist theories circulate in different settings. Additionally, it is essential to investigate other variables, such as students' socioeconomic class, family political leanings, media exposure, and peer pressure, that may influence the spread of Marxist ideas among students.

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Ethical Statement: Before conducting this research study, the researcher has obtained permission from the host department at the Business College of Guizhou University of Finance And Economics. The researcher explained the objectives of the study before interviewing the respondents. The respondents were assured that the information would only be used for research purposes. The respondents were told that they could withdraw from the interview at any stage if they felt uneasy or did not want to continue the interview.
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