

EMPIRICAL STUDY ON TALENT CULTIVATION IN PERSPECTIVE OF ACADEMIC COMPETITION AMONG BACHELOR STUDENTS IN PUBLIC UNIVERSITIES GUANGXI CHINA

Tang Ying¹, Wu Zhaohui²

¹(College of Business, University Baise, China)

²(College of Tourism, University Baise, China)

ABSTRACT: Skilled human resource is the core competitiveness to the country. Higher education plays vital role to train high-quality skill human resource. At present, Academic competition brings the innovations in higher education. Academic competition can cultivate the innovative and practical ability of university students. Meanwhile it also reflects the education quality of application-oriented universities. In order to promote the development of academic competition better and promote more college students participate in academic competition to improve their ability, this paper empirically analyzes the students' intention to attend academic competition from Baise University with underpinning the theory of planned Behavior (TPB). The results show that attitudes, perceived behavior and perceived justice have positive effects on students' intention to participate in academic competitions other than Subjective Norms.

KEY WORDS: TPB, Academic Competition, Intention.

INTRODUCTION

To cultivate talents, the education industry is carrying heavy responsibility. Relevant scholars believe that education is the key path to cultivate talents and the key to social development; For example, Xie Qianyun and Cai Yifei (2021) mentioned that educational human capital is the most important part of human capital since it is playing vital role on the whole society human capital; thus it is crucial to achieving sustained and rapid economic growth. Xie & Cai (2021) gave the further explanation, they believed that educational human capital, which consists of the skills and abilities given to the labor force through education, is most important part of human capital. Therefore, education has a very important impact on the development of talents and the development of China. As an important participant in China's higher education, universities play a very important role in China's education industry.

At present, in higher education, students' competition has experienced more than 30 years of development in university, and has become an effective way to train university students' critical thinking ability and cultivate their hardworking spirit. It has also encouraged students to show their innovation ability and achievements in the new era (Zhang Daliang, 2019). As an important part of the innovation and entrepreneurship education system, academic competition aims to cultivate university students' practical ability and innovation ability (He Chunbao etc. 2020). Students can enhance their own innovative thinking and innovative ability, by understanding the competition questions, designing, creating and improving the competition works; meanwhile this process can help the students connect of theory with practice, thus it can improve the teaching quality with cultivating innovative talents (He Chunbao etc. 2020). As a competition instead of compulsory courses in education, participation on competition requires students to have the desire and intention of active learning. However, at present, the proportion of students participating is low (He Chunbao etc. 2020), so how to improve students' intention to participate in academic competition is very important. This paper will make an empirical analysis of students' intention to participate in academic competitions by using the theory of planned behavior and provide relevant suggestions.

Framework on Student's Intention towards Participation on Academic Competition

In developing an in-depth understanding of student's intention Towards Participation on Academic Competition, a framework (Figure 1) was built up based on previous research on the rational behavior. The core construct of the framework underpins the Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1975). This theory has been applied by many scholars in many fields, and has successfully explained many manifestations of human behavior (Huang Yuxin, 2021). The model assumes that most behaviors are under volitional control. It means that the intention to perform a specific behavior is the best and immediate predictor on that behavior. According to TRA, the intention was determined by two basic determinants: attitude towards the behavior and subjective norm. Generally, people will have strong choices to perform a specific action when they evaluate that behavior positively (attitude effects) and when they believe that important others think they should perform that behavior (subjective norm effects).

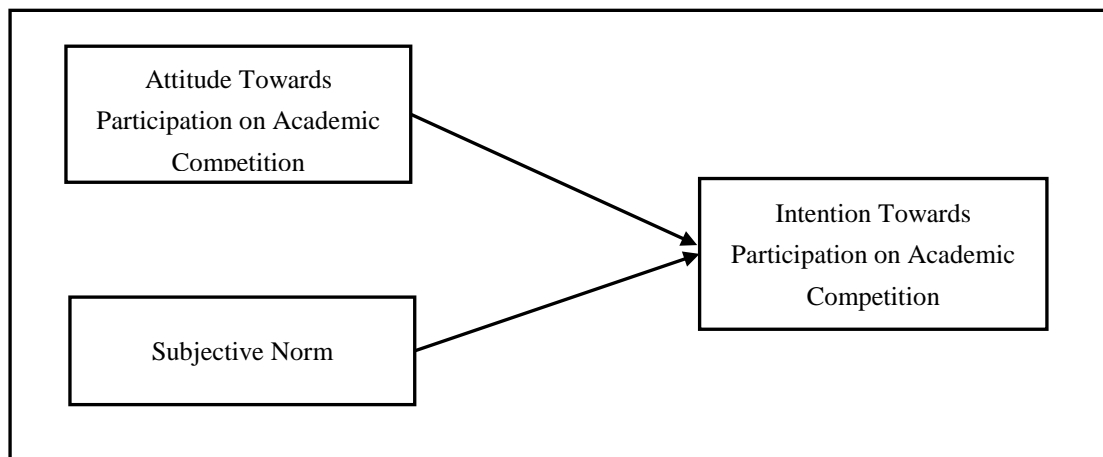


Figure 1. Research Framework

2.1 Intention towards Participation on Academic Competition

According to Ajzen (1991), TRA is suitable to predict on the rational choice behavior. And the behaviors on Participation on Academic Competition should be considered as self-interested behaviors then as rational choice behaviors, since by those participation behavior, the students can sharpen and improve their skill and related knowledge. Consequently, it is suitable to predict this behavior by underpinning TRA. In detail, TRA holds that intention will lead the behavior. Meanwhile, the intention is influenced by (1) individual attitude towards performing a particular behavior and (2) subjective norm that the individual perceives. The next paragraphs will discuss and test how these two factors will affect the intention towards participation on academic competition.

2.2 Attitude Towards Participation on Academic Competition

Attitude can refer to "good", "bad", "positive", "negative", "favorable," and "unfavorable" evaluation on consequences of performing the particular behavior (Chu and Chiu, 2013; Tang, Chen and Luo, 2011). Many studies believed that a positive attitude towards behavior may cause a positive intention towards the behavior in a high possibility level (Sidique, Lupi, & Joshi, 2010; Latif & Omar, 2012; Wan et al., 2012; Ramayah et al., 2012; Botetzagias et al., 2014; Echegaray & Hansstein, 2017, Tang Ying, 2020). However, some studies argue that a positive attitude towards behavior would not cause a positive intention towards the behavior significantly (Aini et al., 2002; Mahmud and Osman, 2010). Thus, there is some inconsistency in attitude effect. Consequently, it is worth finding out whether there is a relationship between attitude towards participation on academic competition and its intention among the bachelor degree students in Guangxi, China. Thus, the Hypothesis is:

H1: Attitude Towards Participation on Academic Competition has a significant relationship with Intention Towards Participation on Academic Competition.

2.3 Subjective Norms

According to Ajzen (1991), Subjective norms are related to social factors, and social norms referred to the perceived social pressure by the individual to perform or not to perform the specific behavior. In TRA, subjective norm also can be considered as an important predictor of behavioral intention. TRA assumes that subjective norm is a direct determinant toward the individual behavioral intention, which can finally affect real behavior. There are many previous studies on the subjective norm, and most of them can support this statement (Conner & Armitage, 1998; Moons & De Pelsmacker, 2015). However, some studies argue that positive subjective norms would not cause a positive intention towards the behavior significantly (Knussen et al., 2004; Rhodes et al., 2015). Thus, there is some inconsistency upon predicting the effects between the subjective norms and the different behavioral intentions. Consequently, to improve the rate of participation on Academic Competition, it is worth finding out whether there is a relationship between subjective norms and its Intention. Thus, the Hypothesis is:

H2: Subjective norms have a significant relationship with intention on Towards Participation on Academic Competition.

RESEARCH METHODOLOGY

The survey explores the intention on Towards Participation on Academic Competition. The questionnaires used in the survey towards the intention are adapted from different scholars (Nduneseokwu et al., 2017; Moons and De Pelsmacker, 2015; Khatimah, 2016). Meanwhile, the independent variables (attitude and subjective norms) are adapted from Chu and Chiu (2003). Therefore, the main data collection technique applied in this research is questionnaires. A seven-point scale is used in this study to calculate the variables. Meanwhile all items of them are translated into Chinese. A total of 421 questionnaires were distributed from 23rd September 2022 until 11th July 2023 in 24 public universities in Guangxi, China. In the end, a total of 411(97.62%) questionnaires were valid and accepted for the analyses.

3.1 Reliability Analysis

Reliability analysis ensures the accuracy and the precision of a given measurement to meet standard (Thorndike, Cunningham, Thorndike & Hagen, 1991). Based on Nunnally (1970), each evaluation criterion has fulfilled the threshold (Coefficient Alpha>0.6) as shown in Table 1

Table 1: Summary of Reliability Test

No.	Variables	Cronbach's Alpha	No. of Items	Item Deleted
1	Attitude	0.915	3	Nil
2	Subjective Norms	0.938	5	Nil
3	Intention Towards Participation on Academic Competition	0.937	4	Nil

3.2 Convergent Validity

The main idea about convergent validity is to explain the level to which indicators of a particular construct can converge or share a common variance in proportion. Convergent validity shows the extent, to which two measures of the same concept correlate, and validate the absence of multicollinearity (Cooper & Schindler, 2003; Sekaran, 2003; Pallant, 2011). Convergent validity can confirm that all factor loadings of manifesting observed items have converged substantially into their family or vice versa (Hair et al., 2006). Thus, by convergent validity test, it can be proved that the

constructs are strongly interrelated (Brown, 2006). In this section, the exploratory factor analysis (EFA) is used to assess this validity to determine whether the items converge satisfactorily or contrary.

Table 2: *KMO and Bartlett's Test for All Variable*

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.931
Bartlett's Test of Sphericity	Approx. Chi-Square		4947.358
	df		66
	Sig.		.000

Table 2 shows the KMO and Bartlett's Test for all variables. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is .931. Meanwhile, in the Bartlett's Test of Sphericity, the significant value is approximately zero. Since the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is higher than a threshold, which is 0.5 (Kaiser, 1958), the significant value for the Bartlett's Test of Sphericity is lower than 0.05. Thus, the data is suitable for process factor analysis.

Table 3: *Rotated Component Matrix for All Variables*

Rotated Component Matrix

	Component		
	1	2	3
att1 I feel participation on academic competition is helpful for my study.	.307	.303	.832
att2 I am willing to attend the academic competition in heart.	.367	.380	.732
att3 I feel the academic competition is full of meaning.M	.379	.327	.777
sn4 The university has huge effects on me upon the participation of academic competition.	.626	.288	.572
sn5The students in neighbors have huge effects on me.	.800	.288	.370
sn6 My roommates have huge effects on me.	.853	.256	.229
sn7 The associate I attend has huge effects on me.	.784	.215	.302
sn8 My friends have huge effects on me.	.833	.293	.256
Itt1 I have intention to participate the academic competition.	.244	.825	.309
Itt2 I want to attend the academic competition soon.	.288	.812	.255
Itt3I would like to share the benefits of academic competition soon.	.269	.868	.209
Itt4I am willing to encourage the persuade other people to join in the academic competition.	.236	.851	.301

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

Table 3 shows that factor loading value on all items is higher than a threshold, which is 0.3 (Hair et al., 2006). Thus, all the loading factors are accepted. Meanwhile, all the loading factors are located at Component 1 to Component 3 separately, which means the data should be separated into three groups. It indicates that the data should present three different variables. Thus, it matches the construct of the current theory in this paper. Thus, the Convergent validity test is passed. Further data analysis can be continued.

3.3 Discriminant Validity

Table 4: Pearson correlation among the variables

		Correlations		
		ATT	SN	ITT
ATT	Pearson Correlation	1	.761**	.686**
	Sig. (2-tailed)		.000	.000
	N	411	411	411
SN	Pearson Correlation	.761**	1	.634**
	Sig. (2-tailed)	.000		.000
	N	411	411	411
ITT	Pearson Correlation	.686**	.634**	1
	Sig. (2-tailed)	.000	.000	
	N	411	411	411

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

According to Nunnally (1970), discriminant validity is able to indicate the extent to which the scale correlates positively with the measures of the same construct and is distinct from those that do not belong to what it is measuring. Discriminant validity reveals the extent to which each predictor differs from another (Byrne, 2010). In other words, discriminant validity is measuring each distinct construct in the theoretical model (Byrne, 2010). Thus, it can infer that the constructs should not interrelate (Compeau, Higgins & Huff, 1999). In order to find out the relation effect of each construct, the discriminant validity in this study is calculated through the Pearson correlation values. Mayer (1999) suggested that a moderately weak correlation of 0.2 to 0.8 or -0.8 to -0.2 can be accepted for any variables. Table 4 shows that all the Pearson Correlation Values are in the accepted area. Thus all the constructs have passed the discriminant validity test.

3.4 Regression Analysis

To determine whether the residuals are normally distributed, a normal Predicted Probability (P-P) plot was examined. Figure 2 shows the Normal Predicted Probability (P-P) Plot of Regression Standardized Residual for IVs and DV. The graph can be seen to conform to the diagonal normality line indicated in the plot. Thus, the residuals are normally distributed.

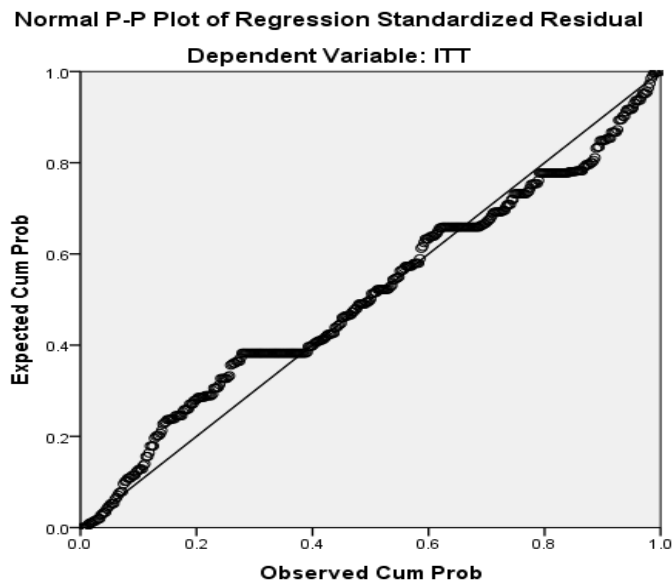


Figure 2. Normal Predicted Probability (P-P) Plot of Regression Standardized Residual for IVs and DV.

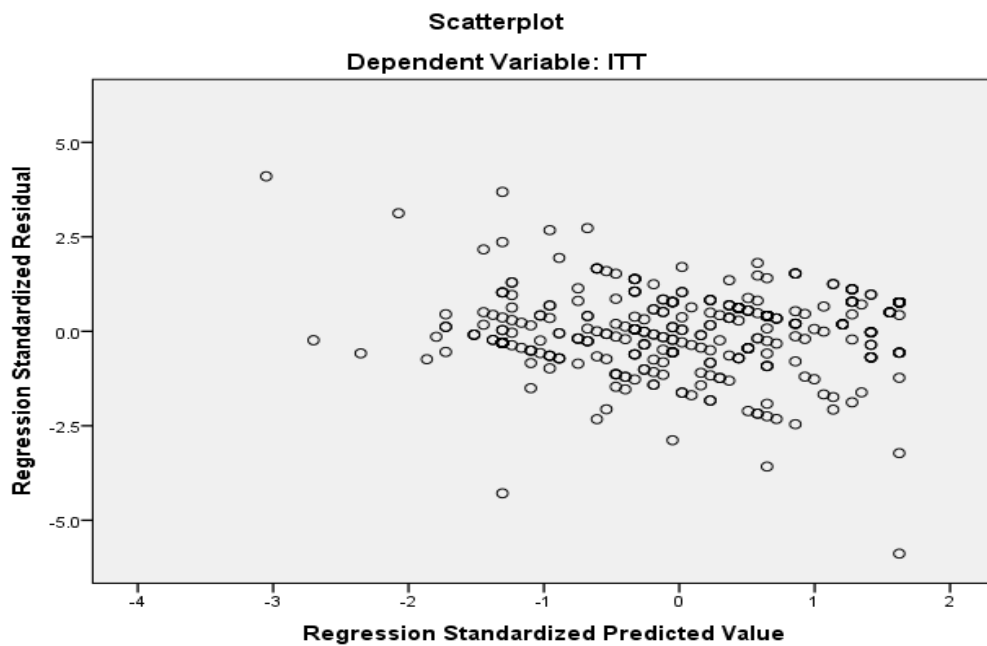


Figure 3. Scatterplot for IVs and DV

The test for homoscedasticity (scatter plot of ZPred on ZResid) would reveal any variance of errors in analysis across all the levels in the predictor variables (Hair et al., 2006). Figure 3 shows no obvious pattern for the scatter plots in the regression standard scatterplot between IVs and DV. Thus, there is no heteroscedasticity.

The Statistics Solutions (2020) stated that linearity should be accepted when the residuals are normally distributed and homoscedastic. Statistics Solutions (2020) stated that if VIF values for each value are below 10, the assumption of no Collinearity is met. Thus, Non-Multi-collinearity in this current model also should be accepted since the result in Table 5 indicates that VIF for all values is lower than 10.

Table 5: Coefficients^a and collinearity for Hypotheses Test Among IVs and DV

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
	1 (Constant)	1.291	.198				6.531	.000		
ATT	.472	.053	.485	8.981	.000	.686	.406	.314	.421	2.377
SN	.262	.053	.265	4.904	.000	.634	.236	.172	.421	2.377

a. Dependent Variable: ITT

Table 6: ANOVA^a Test for Hypotheses Test Among IVs and DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	231.024	2	115.512	204.151	.000 ^b
	Residual	230.853	408	.566		
	Total	461.877	410			

a. Dependent Variable: ITT

b. Predictors: (Constant), SN, ATT

Table 6 shows the ANOVA test for hypotheses test among IVs and DV. The result shows the p-value is 0.000, which is less than 0.05. This means at least one of the two predictor variables can be used to model itt (intention).

From table 5 above, the significant value for att (attitude) is 0.000, which is lower than 0.05; meanwhile, t-value is 8.981, which is higher than 1.96. Thus, attitude Attitude Towards Participation on Academic Competition has a significant positive relationship with Intention Towards Participation on Academic Competition Furthermore, since the Unstandardized Coefficients B is .472, thus for every unit increase in att (attitude), itt (intention) will go up by .472 units, provided other variables, sn (subjective norms) remains unchanged. From the same table, the sn (subjective norms) shows that the significant value is 0.000, which is lower than 0.05; meanwhile, the T value is 4.904, which is much higher than 1.96. Thus, the Subjective norm has a significant positive relationship with return intention on paper wasted boxes from online shopping. Furthermore, since the Unstandardized Coefficients, B is .262, thus for every unit increase in sn (subjective norms), itt (intention) will go up by.262 units, provided other variables, att (attitude) remains unchanged.

Table 7 shows the model summary for the hypothesis test among IVs and DV. The result shows that the R-square value is 0.500. This means 50.0% of the variation in itt (intention) can be explained by (or accounted for by) the variation in att (attitude) and sn (subjective norms).

Table 7: Model Summary^b for Hypotheses Test Among IVs and DV

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.707 ^a	.500	.498	.75221	1.898

a. Predictors: (Constant), SN, ATT

b. Dependent Variable: ITT

DISCUSSION

This research provides and tests a framework that may help scholars understand the psychological factors that will affect the Intention Towards Participation on Academic Competition. This research tests two factors from TRA, which are attitude and subjective norms. Although TRA claims that attitude and subjective norms will have a positive effect to the intention toward behavior, some researchers have some inconsistent comments on attitude (Aini et al., 2002; Mahmud and Osman, 2010) and subjective norms (Knussen et al., 2004; Rhodes et al., 2015). Concerned about these two factors, they already showed different effects on the intention toward rational behavior in different contexts. Thus, it is worth testing whether these two variables can increase participation intention level, aiming to improve the higher education performance among bachelor degree students in Guangxi, China.

In this study, hypothesis 1 is accepted that Attitude Towards Participation on Academic Competition has a significant relationship with Intention Towards Participation on Academic Competition. It matches the TRA and many studies related to rational behavior (Sidique, Lupi, & Joshi, 2010; Latif & Omar, 2012; Wan et al., 2012; Ramayah et al., 2012; Botetzagias et al., 2014; Echegaray & Hansstein, 2017, Tang Ying, 2020). In addition, hypothesis 2 is accepted that Subjective norms have a significant relationship with intention on Towards Participation on Academic Competition. It matches the TRA and previous studies related to rational behavior (Conner & Armitage, 1998; Moons & De Pelsmacker, 2015). Of the two variables, attitude is a more powerful predictor than subjective norms since its coefficient is 0.472, which is higher than 0.262 of subjective norms.

4.1 Implication

The result shows Attitude Towards Participation on Academic Competition play a more important effects on Intention Towards Participation on Academic Competition. Consequently, the authors suggested that all the lecturers in university must point out the importance and benefits of Academic Competition unintentionally or intentionally during their class or even when they chat with their students. By repeated those actions, the students may directly link the benefits of Academic Competition with themselves, then the attitude Towards Participation on Academic Competition is formed up intrinsically in students' mind. Besides the attitude, subjective norms also effect the intention significantly. Thus the authors suggested that the university should provide a university atmosphere that students attend the Academic Competition. Of course, it is not easy to require everyone to attend the Academic Competition at the beginning. However, the university can request the communist students who have willing to listen to the university. After they attend those activities, their intimate friends, boyfriends, girlfriends, or good friends will be affected. Then those people will affect other people. Then the subjective norms may have its functions.

4.2 Limitation

As with any conceptual model, this model also has its limitations. Although the current framework is on a combination of results from many different studies relating to rational activities, there can always be psychological factors, which can affect intention to perform relative activities, which are not included in the literature to date, or which is addressed in other literature studies. Thus, the number of previous researches which were discussed in this study may also be limited. The second limitation of the current paper is that this framework is that the result only has been tested on university students in Guangxi, China. This implies that caution should be taken in applying this finding to other groups of people.

4.3 Contributions

This study has made a further theoretical and methodological contribution on the theory of reasoned action since this article has studied university students' Participation on Academic Competition in Guangxi, China. Meanwhile, for

practical contribution, this study will help increase the rate of Participation on Academic Competition, which will bring enormous development on higher education, since academic competition can be used to cultivate university students' practical ability and innovation ability (He Chunbao etc. 2020).

4.4 Suggestion for Further Study

This study is underpinning on the theory of rational action but limited to the intention. TRA holds that intention is viewed as a direct predictor of the actual behavior. Thus, future researchers should extent the theory proposed in the study to the behavior. Future studies can identify what other factors will affect the actual behaviors and can identify which factors can moderate or mediate the relationship between intention and actual behaviour.

Acknowledgments

We are very grateful to the contribution of the reviewers from *International Journal of Latest Research in Engineering and Management*. Meanwhile we would also be thankful to University Baise for funding. This work was supported by PROJECT TRANSFORMATION OF EDUCATION IN 2019 (Grant No.2019JG43).

REFERENCES:

- [1] Xie Qianyun, Cai Yifei (2020), *The Supply And Demand Analysis Of Education Of Human During 14th Five-Year, Development of Human Resources China*, 2020,37(12):17-33.DOI:10.16471/j.cnki.11-2822/c.2020.12.002.
- [2] He Chunbao, Ni Chunlin, Li Gengying and Hu wei, *Approaches on Improving the Practical Education in Perspectives of Academic Competition Among University Students, Technology and Management*, 2020, 10 (37).
- [3] Ajzen, I. (1991), *The theory of planned behavior. Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [http://doi.org/10.1016/0749-5978\(91\)90020-T](http://doi.org/10.1016/0749-5978(91)90020-T)
- [4] Aini, M., Fakhru'l-Razi, A., Lad, S. M., & Hashim, A.. (2002). *Practices, attitudes and motives for domestic waste recycling. International Journal of Sustainable Development & World Ecology*, 9(3), 232–238. <https://doi.org/10.1080/13504500209470119>
- [5] Sidique, S. F., Lupi, F., & Joshi, S. V. (2010). *The effects of behavior and attitudes on drop-off recycling activities. Resources, Conservation and Recycling*, 54(3),163–170. <https://doi.org/10.1016/j.resconrec.2009.07.012>
- [6] Latif, S. A., & Omar, M. S. (2012). *Recycling behaviour in Tioman island: A case study. Procedia - Social and Behavioral Sciences*, 36(June 2011), 707–715. <https://doi.org/10.1016/j.sbspro.2012.03.077>
- [7] Wan, C., Cheung, R., & Shen, G. Q. (2012). *Recycling attitude and behaviour in university campus: a case study in Hong Kong. Facilities*, 30(13/14), 630–646. <https://doi.org/10.1108/02632771211270595>
- [8] Ramayah, T., Lee, J. W. C., & Lim, S. (2012). *Sustaining the environment through recycling: An empirical study. Journal of Environmental Management*, 102, 141–147. <https://doi.org/10.1016/j.jenvman.2012.02.025>
- [9] Botetzagias, I., Dima, A., & Malesios, C. (2014). *Extending the Theory of Planned Behavior in the context of recycling : The role of moral norms and of demographic predictors. Resources, Conservation & Recycling*, 95(2015), 58–67. <https://doi.org/10.1016/j.resconrec.2014.12.004>
- [10] Echegaray, F., & Hansstein, F. V. (2017). *Assessing the intention-behavior gap in electronic waste recycling: the case of Brazil. Journal of Cleaner Production*, 142, 180–190. <https://doi.org/10.1016/j.jclepro.2016.05.064>
- [11] Mahmud, S. N. D., & Osman, K. (2010). *The determinants of recycling intention behavior among the Malaysian school students: an application of theory of planned behaviour. Procedia - Social and Behavioral Sciences*, 9, 119–124. <https://doi.org/10.1016/j.sbspro.2010.12.123>
- [12] Moons, I., & De Pelsmacker, P. (2015). *An extended decomposed theory of planned behaviour to predict the usage intention of the electric car: A multi-group comparison. Sustainability (Switzerland)*, 7(5), 6212–6245.

<https://doi.org/10.3390/su7056212>

- [13] Knussen, C., Yule, F., MacKenzie, J., & Wells, M. (2004). An analysis of intentions to recycle household waste: The roles of past behaviour, perceived habit, and perceived lack of facilities. *Journal of Environmental Psychology*, 24(2), 237–246. <https://doi.org/10.1016/j.jenvp.2003.12.001>
- [14] Rhodes, R. E., Beauchamp, M. R., Conner, M., de Bruijn, G.-J., Kaushal, N., & Latimer-Cheung, A. (2015). Prediction of depot-based specialty recycling behavior using an extended Theory of Planned Behavior. *Environment and Behavior*, 47(9), 1001–1023. <https://doi.org/10.1177/0013916514534066>
- [15] Chu, P.-Y., & Chiu, J.-F. (2003). Factors influencing household waste recycling behavior: Test of an integrated Model. *Journal of Applied Social Psychology*, 33(3), 604–626. <https://doi.org/10.1111/j.1559-1816.2003.tb01915.x>
- [16] Tang, Z., Chen, X., & Luo, J. (2011). Determining Socio-Psychological Drivers for Rural Household Recycling Behavior in Developing Countries. *Environment and Behavior*, 43(6), 848–877. <https://doi.org/10.1177/0013916510375681>
- [17] Conner, M., & Armitage, C. J. (1998). Extending the Theory of Planned Behavior: A review and avenues for further research. *Journal of Applied Social Psychology*, 28(15), 1429–1464. <https://doi.org/10.1111/j.1559-1816.1998.tb01685.x>
- [18] Pallant, J. (2011). *SPSS Survival Manual: A step by step guide to data analysis using SPSS.4thEdition*. Berkshire: McGraw-Hill Education.
- [19] Nunnally, J. C. (1970). *Introduction to Psychological Measurement*. New York McGraw-Hill.
- [20] Hair, J., Black, F., William, C., Anderson, R., & Rolph, E. (2006). *Multivariate Data Analysis,7th edition*.
- [21] Bartlett, E. J., Kotrlik, W. J., & Higgins, C. C. (2001). Organizational research determining appropriate sample size in survey research. *Information Technology, Learning and Performance Journal*, 19 (1) 24-31.
- [22] Mayer, J. D. (1999). Emotion intelligence: Popular or scientific psychology? *APA Monitor*, 30-50.
- [23] Statistics Solutions (2020), *Testing Assumptions of Linear Regression in SPSS*, Retrieved at: <https://www.statisticssolutions.com/>.
- [24] Tang Ying (2020), *AN APPLICATION OF THEORY OF PLANNED BEHAVIOUR IN PREDICTING PAPER BOXES RETURNING INTENTION AMONG UNIVERSITY STUDENT IN CHINA*, Doctor Dissertation, University Utara Malaysia.
- [25] Zhang Daliang, *Conference on Cultivation of Human Resources among university students 2019, The institution of China Higher Educaiton*, Retrieved at: <http://edu.people.com.cn/n1/2019/0224/c1053-30898906.html>
- [26] Huang Yunxin (2021), *Research on Influencing Factors of Netizens' Opinion Expression Willingness from the Perspective of Theory of Reasoned Action*, Master Dissertation, Shanghai International Studies University.