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Ethnic Stereotypes and Economic Discrepancy: The Illusion of Differences between Han and Uyghur Chinese

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This paper presents a rare study on ethnic identity and perception of psychological differences among different ethnic groups in China. The objective is to offer an empirical test on the long standing stereotypes of cultural differences between Han Chinese, the majority ethnic group in China, and Uyghur Chinese, the Muslim minority in Xinjiang region of China. A total of 1600 students from four Chinese universities have been selected and examined in aspects ranging from self-esteems to desires for cross-cultural communication, and the result shows that the psychological differences between Han Chinese and Uyghur Chinese are considered by the majority of the students from these two groups to be great, which, however, are actually even smaller than the differences among different Han Chinese majority groups. What's more, contrary to the popular belief that economic discrepancy between Han and Uyghur Chinese is the main cause of ethnic misconceptions, our study demonstrates that self-perception of economic status has no effect on psychological measurements over this subject. Finally, a question can be raised whether assumptions about cultural differences are still in line with the constant social economic changes in China, and implications for improving ethnical relations in China have also been provided.

Key Words: Ethnic identity; Psychological differences; Psychological measurements; Han Chinese; Uyghur Chinese; Economic discrepancy.
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1. INTRODUCTION

The majority of the countries in the world are composed of fundamentally diverse cultural groups, thus it becomes increasingly important to understand how people define and maintain their ethnic identity as well as how they perceive each other. Cross-cultural research, which is meant to understand an individual's actions, behaviors and thought processes in communication with people from a different culture, particularly from perspectives of business and psychology, has thrown light on our ethnic study within a given country.

Scholars from across the social science field have come to recognize that ethnic identification — one's sense of belonging to a racial or ethnic groupshapes personal beliefs, inter — group relations, and other important human behaviors(Cross, 1991; Helms, 1994; Perry, 2002; Phinney, 1996; Rowley, Sellers, Chavous, & Smith, 1998; Knowles & Peng, 2005). The great majority of this line of research was conducted in the United States of American (Phinney, 1996). Nevertheless, the fact is that the problem of ethnic inequality and discrimination is not unique in the US but prevailing in most of the societies, which is agreed by increasingly more and more social scientists. At the same time, the degree of cultural diversity held by the US is not even the highest, with China being equally culturally and ethnically diversified. However, we have not seen any empirically sound researches in China investigating people's attitudes toward different ethnic groups and their perception of ethnic differences. Especially, while the ethnical conflicts between Han Chinese and Uyghur Chinese in Xinjiang Province of China have recently caught a lot of attention from Chinese people and the rest of the world (the New York Times, July 5, 2009; July 6, 2009), the relations between the two groups in the area as well as their perceived differences have never been tested empirically.

A common problem associated with perception of ethnic difference is that of stereotype. Almost all the researches on stereotype phenomenon around the world are exclusively focused on the contents of in-group and out-groups stereotypes among a wide variety of national and racial/ethnic groups. These groups include Americans and Hong Kong Chinese (Bond, 1986), Latin Americans (Kiang & Fuligni, 2009), residents of English-speaking countries (Richard, 1990), Western Europeans (Anthony, 1992), and Eastern Europeans (Poppe, 2001). In these studies, members of each cultural group are asked to describe their in-group and relevant out-group(s) in terms of traits and behaviors. Several common themes have emerged from this research: high levels of in-group favoritism, a high degree of consensus in aspect of out-group stereotype held by raters from multiple countries, and recurring patterns of stereotype among pairs of nations whose relations are characterized by conflict or tension. These models allow researchers to

predict, for example, which specific stereotypes two cultural groups are going to hold of each other, based on the intensity of resource competition between them, or which stereotypes majority-group members are going to hold of minority groups within their culture, according to the degree of status inequity between the two groups.

This study surveys two culturally distinct groups in China: Uyghur Chinese, the Muslim minority in Xinjiang region and Han Chinese in different parts of China. We have developed an effective and economic measure over students' psychological attributes in various aspects, such as self-esteem, self-evaluations of family economic status, cognitive styles, and global perspectives. Five groups of college students in China have participated in this survey, among which are respectively engineering majored students from Tsinghua University, a top engineering school in China, social science majored students from Peking University, a top social science school in China, students from Zhongshan University, a top school from the southern China, students who are Han Chinese and those who are Uyghur Chinese, and both of the last two groups are from Shehezhi University, a top school from the Xinjiang Muslim region. We have selected over 1600 students from these universities so to make the sample sizes meaningful for each group.

The rest of the paper is organized as follows: in Section 2 we identify psychological variables that are important for psychological well-being and human competence; in Section 3 we describe the statistics methodology for analysizing the data; in Section 4 we compare the psychological difference between Han Chinese and Uyghur Chinese students; in Section 5 some concluding remarks are made; finally, in Section 6 implications of the current study for improving ethnic relations and the development of China into a healthy and respectable nation are discussed.

2. METHODS

Four universities with strong academic competence, Peking University, Tsinghua University, Zhongshan University and Shihezhi University were selected for the study. These universities have their own academic institutions with a wide range of cultural diversities. 1600 undergraduate students were examined in terms of conceptual and research applications. Research methods that are qualitative, quantitative or a combination of both were practiced in the studies.

400 freshmen from each university were selected as samples, accounting for 15% of the total. The samples were selected by stratified random sampling. Based on the list of the whole class, we select subjects randomly while following the proportional gender and major distributions.

There are three major parts in the survey. 1) The psychological profiles of these Chinese college students, particular seven psychological variables

that are important for psychological well-being and competence for young Chinese; 2) the perceptions of differences between the Han and Uyghur Chinese on these important psychological dimension; 3) the social, demographic and econometrics factors that may lead to the perceived psychological differences.

By reviewing literature on ethnic identity and perception of ethnic difference, the authors identify seven factors that represent positive potentials for psychological well-being and human competence of Chinese college students. Previous researches in psychology have shown positive links between these variables and life success. However, many of these links have never been tested in China's cultural contexts, nor linked to education practices of any institution. These attributes are:

- Self-efficacy, having self-confidence (Bandura, 1997) and make necessary efforts accomplish challenging tasks;
- Optimism, making a positive attribution about succeeding now and in the future (Martin Seligman's attribution style and Rotte's locus of control scale) (Seligman, 1991);
- Hope and aspiration, persevering toward goals and when necessary redirecting paths to goals (Carl, 2009) in order to succeed; It represents a motivational drive — a goal-oriented plan to achieve the goals;
- Resilience, sustaining and bouncing back and even beyond to attain success when best by problems and adversity (Luthans, Vogelgesang & Lester, 2006);
- Positive cognitive styles, ways of thinking or orientation that encourage open, innovative thought process, including perspective thinking, dialectical thinking, diverging thinking and counter-factual thinking;
- Cross-cultural perspectives, having cross-cultural competency and global leadership skills;
- Moral integrity, having compassion, caring, and moral senses related to judgments of self and others.

3. DATA AND RESULTS

We believe the data we collected to be unique, and the variables we were interested in are the domain specific self-esteems, such as self perceived physical attractiveness, social status, perceived family relations, family background and their relations with psychological well-being and human competence among Chinese college students.

In this section, firstly, we will list the descriptive statistics for the six variables that are important for psychological well-being which are Moral integrity, Self efficacy, Resilience, Holism, Emotion stability, and Cross

cultural orientation in Table 1 to Table 6, so we can clearly see the characterization differences of students from different colleges. Secondly, we will use the sum (moral + seff + resilenc + holism + emotion + crosscul) as the index of positive potentials for psychological well-being and human competence among Chinese college students, and report the descriptive statistics for this index in Table 7. Finally, we will describe the variables that may have influence on the positive potentials of college students, such as Physical Self-esteem, Social Self-esteem, Family Self-esteem, and Economic Self-esteem.

Participants' scores on each variable have been grouped into the following schools: students from Peking University, Tsinghua University, Shihezi University, and Zhongshan University. The groupings are used merely for exposition purposes. Moreover, the descriptive statistics include the number of observations in each group, the mean, the standard deviation, the maximum, the minimum, the skewness and the kurtosis for each variable in each category.

TABLE 1.

Moral Integrity Scores by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	4.45	4.31	4.57	4.50	4.45
Median	4.58	4.33	4.67	4.58	4.50
Maximum	8.50	8.50	5.00	5.00	5.00
Minimum	2.58	2.58	3.17	3.25	2.75
Std. Dev.	0.48	0.59	0.40	0.42	0.45
Skewness	−0.30	0.87	−1.12	−0.88	−1.01
Kurtosis	8.49	12.84	3.92	3.24	3.89
Observations	954	233	225	170	305

Table 1 shows the average moral integrity scores of students from the four universities mentioned above, and students from Shihezi University is with the highest scores among all, while students from Peking University exhibits the lowest scores which is 4.31. The results are surprising, but we can see that the maximum value of moral integrity of Peking University students is significantly higher than students from other universities, and the summit of Peking University students' moral integrity score distribution is partial to the right, indicating that a relatively larger percent of students from Peking University has relatively higher moral value than students from other universities.

Table 2 reports the Self-efficacy scores of students from the four universities, in which the students from Tsinghua university has the highest mean value, followed by Zhongshan, Shihezi, and Peking university. And

TABLE 2.

Self-Efficacy Scores By Universities

	All regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.66	3.64	3.66	3.68	3.69
Median	3.60	3.60	3.60	3.70	3.60
Maximum	9.80	9.60	5.00	4.90	9.80
Minimum	1.70	1.70	2.10	1.80	2.10
Std. Dev.	0.66	0.70	0.60	0.62	0.70
Skewness	1.48	2.55	−0.23	−0.36	2.18
Kurtosis	16.81	24.17	2.68	3.39	20.94
Observations	954	233	225	170	305

at the mean time, due to the high maximum value, skewness and kurtosis, we conclude that overall students from Tsinghua did have higher scores in self-efficacy dimension. As for students from Peking Universality, similarly as for moral integrity dimension, the summit distribution is partial to right, we can find that a larger percent of students from Peking University has relatively higher self-efficacy compared with the students from Shihezi and Zhongshan universities.

TABLE 3.

Resilience Scores by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.70	3.64	3.79	3.72	3.66
Median	3.69	3.69	3.77	3.77	3.69
Maximum	9.54	9.54	5.00	5.00	5.00
Minimum	1.62	1.62	2.23	2.00	2.00
Std. Dev.	0.63	0.69	0.62	0.56	0.61
Skewness	0.80	2.82	−0.30	−0.11	−0.10
Kurtosis	10.74	25.85	2.38	2.96	2.77
Observations	949	233	225	167	303

Table 3 reports the Resilience scores of the students from the four universities; the results are similar to moral integrity scores. The average resilience scores of students from Shihezi University are the highest among all. As for students from Shihezi, Zhongshan, Tsinghua university, the resilience distribution curve are all partial to left, while the skewness of Peking University is positive, and the kurtosis of Peking University is significantly higher than 3, indicating that the summit distribution of Peking University is partial to right and resilience value of students from Peking University has a larger stand density than the others.

TABLE 4.

Holism Scores by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.66	3.61	3.72	3.68	3.67
Median	3.64	3.59	3.68	3.64	3.68
Maximum	4.86	4.82	4.82	4.73	4.86
Minimum	2.36	2.41	2.45	2.77	2.45
Std. Dev.	0.42	0.41	0.44	0.38	0.43
Skewness	0.05	0.15	0.03	0.32	−0.10
Kurtosis	2.95	3.09	2.73	2.98	2.93
Observations	954	233	225	170	305

From table 4, we can see that students from Shihezi University again get the highest mean value, while students from Peking University again has the lowest when it comes to Holism. The resilience distribution curves are all partial to right, except that Tsinghua students' scores are with a negative skewness value. Table 4 also shows that the maximum, minimum value, the standard deviation and kurtosis of the five groups are more or less the same. Therefore, to some degree, we can conclude that students from these four universities do not differ very much from one another in terms of holism.

TABLE 5.

Emotion Stability Scores by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.40	3.46	3.39	3.42	3.35
Median	3.43	3.43	3.36	3.43	3.36
Maximum	8.43	8.43	4.79	5.00	4.71
Minimum	1.29	1.57	1.29	1.36	1.43
Std. Dev.	0.57	0.64	0.55	0.59	0.52
Skewness	0.72	2.51	−0.27	−0.60	−0.12
Kurtosis	10.88	20.84	3.43	4.30	3.27
Observations	954	233	225	170	305

As we can see from table 5, regarding emotion stability, Peking University students shows the highest mean value, followed by Zhongshan university students, Shihezi University students, and Tsinghua University students which also has a significantly larger maximum and minimum value compared with others. In addition, the summits of Emotion Stability distribution curve are all partial to left, except that Peking University students scores with a positive skewness value. All these statistics have indicated

that students from Peking University did much better in emotion stability in terms of Emotion Stability.

TABLE 6.

Cross cultural Orientation Scores by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.27	3.23	3.35	3.27	3.25
Median	3.22	3.17	3.33	3.22	3.22
Maximum	5.78	5.78	5.00	5.00	5.00
Minimum	1.00	1.00	1.22	1.44	1.17
Std. Dev.	0.72	0.79	0.75	0.67	0.68
Skewness	−0.07	−0.13	−0.25	0.23	0.02
Kurtosis	3.10	3.16	3.00	3.48	2.87
Observations	954	233	225	170	305

Table 6 reports the Cross-cultural orientation scores of students from the four universities, and the average value of students from Shihezi University is the largest among all groups, but not differ much from the others, so are the maximum and minimum values of each group. The distribution curves of Peking University students and Tsinghua University students are partial to left, while the other two are partial to right. And their kurtosis is around 3. So we can see, students from Zhongshan and Tsinghua universities do relatively better than students from Peking and Shihezi universities in terms of cross-cultural orientation.

Thus far, we have compared the performance of students from four different universities in terms of Moral Integrity, Self-efficacy, Resilience, Holism, Emotion Stability, and Cross-cultural orientation respectively. Next we will use the sum (moral + seff + resilenc + holism + affect + crosscul) as the index of positive potentials for psychological well-being and human competence among Chinese college students to see the differences of performance among students from different universities in terms of this index in table 7.

Table 7 reports that region factor included in the average index of students from Shihezi University ranks the highest, with the value slightly higher than the other groups. The index distribution curve of Peking, Shihezi and Zhongshan universities are partial to left, while Tsinghua University is partial to right. And the kurtosis is all less than 3 except that of Peking University students. Noted that Tsinghua University also has a higher maximum and a relatively positive skewness value, we may conclude that a relatively larger percentage of students from Tsinghua University has a higher value compared with others. Although students are from different universities, table 7 shows that the mean value of index is 22.12, and the median value is 22.10. The summit of index distribution curve is partial to

TABLE 7.
The Index of Positive Potentials for Psychological Well-being and Human Competence by Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	22.12	21.90	22.48	22.19	22.05
Median	22.10	21.83	22.61	22.07	22.10
Maximum	29.95	29.95	27.51	26.31	29.08
Minimum	12.43	12.43	17.77	17.30	17.17
Std. Dev.	2.08	2.23	2.04	1.93	2.04
Skewness	−0.06	−0.08	−0.20	−0.04	0.09
Kurtosis	3.24	4.37	2.50	2.71	2.90
observations	954	233	225	170	305

the left. This can be seen as a benchmark and will be used in the following regress model, when we test the models for both the regions included and not included.

In the following section, we will explore the descriptive statistics of factors that may have influence on the index of positive potentials for psychological well-being and human competence among Chinese college students, such as Physical self-esteem, Social self-esteem, Family self-esteem, and Economic self-esteem.

As we can see from Table 8, students from Shihezi University actually have better scores on Physical self-esteem, since it has the highest mean value, maximum value, and positive skewness. Students from Peking University do not perform well, with the lowest mean value 2.95 which is also lower than the mean value of all regions. Similarly, when it comes to the social self-esteem (see table 9), on average, students from Shihezi University still get the highest mean value, while students from Peking university exhibit the lowest. The summits of social self-esteem distribution curves are all partial to left, and their standard deviations are almost the same.

As to Family Self-esteem, we can see from table 10 that students from Tsinghua University gets the highest mean value, followed by students from Zhongshan, Shihezi and Peking universities. And the summits of family self-esteem distribution curves are all partial to left. When it comes to the Economic Self-esteem, table 11 shows that on average students from Peking and Tsinghua universities have higher economic self-esteem scores, while students from Shihezi University have lower scores. And the economic self-esteem distribution curves are all also partial to left with a kurtosis around 2.47. This result suggested the economic discrepancy could be a factor contributing to any possible psychological differences among different groups, an hypothesis we ultimately tested in section 4.

TABLE 8.

Physical Self-Esteem By Universities

phys	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.11	2.95	3.27	3.15	3.13
Median	3.09	3.00	3.27	3.18	3.09
Maximum	5.00	4.91	5.00	4.73	4.91
Minimum	1.09	1.18	1.09	1.36	1.09
Std. Dev.	0.78	0.78	0.74	0.76	0.78
Skewness	0.03	0.25	0.02	−0.13	0.03
Kurtosis	2.53	2.51	2.95	2.26	2.47
observations	938	232	223	162	301

TABLE 9.

Social Self-Esteem By Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	4.01	3.89	4.10	4.00	4.05
Median	4.05	3.91	4.14	4.05	4.09
Maximum	6.50	6.00	5.00	5.00	6.50
Minimum	1.09	1.36	1.09	2.09	2.50
Std. Dev.	0.56	0.59	0.52	0.56	0.54
Skewness	−0.51	−0.59	−0.93	−0.70	−0.01
Kurtosis	4.86	5.84	6.78	3.63	3.70
observations	936	229	217	166	303

TABLE 10.

Family Self-Esteem By Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	4.52	4.43	4.51	4.57	4.59
Median	4.64	4.50	4.64	4.66	4.73
Maximum	7.09	7.09	5.00	5.00	5.00
Minimum	2.09	2.64	2.09	2.59	2.77
Std. Dev.	0.48	0.57	0.50	0.39	0.41
Skewness	−1.27	−0.13	−2.02	−1.80	−1.77
Kurtosis	7.14	6.33	7.96	8.07	6.77
observations	931	227	222	166	296

TABLE 11.

Economic Self-Esteem By Universities

	all regions	Peking	Shihezi	Zhongshan	Tsinghua
Mean	3.55	3.74	3.19	3.45	3.72
Median	3.67	3.92	3.25	3.58	3.88
Maximum	6.67	6.67	5.00	4.75	5.00
Minimum	1.17	1.75	1.17	1.33	1.83
Std. Dev.	0.82	0.77	0.83	0.80	0.77
Skewness	−0.37	−0.38	−0.05	−0.41	−0.59
Kurtosis	2.47	3.29	2.30	2.29	2.38
observations	946	230	223	170	302

4. ESTIMATION OF THE PSYCHOLOGICAL DIFFERENCE BETWEEN THE HAN CHINESE AND UYGHUR CHINESE STUDENTS

In this section, we have constructed models to discuss the relationship between the domain of specific self-esteem and positive potentials of college students. In the meantime, the influence of regions and scores achieved by an individual is also examined. With the index of positive potential modeled as a linear function of factors, it is affected by the basic equation.

We first research into people's perceptions of cultural differences with the same question: "In your opinion, to what extend are the Han Chinese and Uyghur Chinese students psychologically different?" We find that people generally believe that there are psychological differences between the Han Chinese and Uyghur Chinese students, and the Uyghur students even tend to believe there are much more differences between the Han Chinese students and their own group.

Then we compare the aspects of differences between the Han Chinese and Uyghur Chinese on the seven psychological variables we studied, and found that the actual differences are much smaller than the perception (See table 12). As a matter of fact, the differences between the two Han Chinese students are much greater than that between the Han Chinese students and the Uyghur students but they are not statistically significant.

We also study the relationship between social demographical variables and psychological variables. More specifically, we examined the relationship among family background, religious background, academic achievements and their impacts on psychological well-being.

We use the sum of (MORAL+SEFF+RESILENC+HOLISM+AFFECT+CROSSCUL) as the index of positive potentials for psychological well-being and human competence among Chinese college students. And these data are collected from the students, to name some of them, Self-perceived

TABLE 12.

Perceived and Real Psychological Differences Between Han and Uyghur Chinese

	Uyghur-shihezi	Han-shihezi	Han-Peking	Han-Tsinghua
Perceived Difference	3.35	3.15	3.10	2.95
Self-efficacy	3.71	3.68	3.70	3.78
Optimism	3.69	3.66	3.71	3.72
Hope and Aspiration	4.10	3.90	4.00	3.90
Resilience	3.75	3.73	3.64	3.68
Cognitive Styles	3.85	3.65	3.65	3.60
Cross-cultural	3.34	3.27	3.26	3.24
Moral integrity	4.45	4.50	4.40	4.30

Moral Integrity, Self-efficacy, Resilience, Holism, Emotion Stability, Cross Cultural Orientation, Physical Self-esteem, Social Self-esteem, Family Self-esteem and Economic Self-esteem.

To see how those factors such as physical attractiveness, social self-esteem, family self-esteem and family economic background affect the positive potentials of college students, we are supposed to consider the following estimation equation.

$$(\text{MORAL}+\text{SEFF}+\text{RESILENC}+\text{HOLISM}+\text{AFFECT}+\text{CROSSCUL}) = C + \beta_1\text{PHYS} + \beta_2\text{social} + \beta_3\text{family} + \beta_4\text{econ} + \varepsilon$$

Another issue of interest is whether the university which one attends affects the positive potential of college students, then four zero-one dummy variables are introduced for the university of the respondents, in the anticipation that different university will have different influences on the positive potential of college students. More specifically, we define

$D1 = 1$ if the Han college student from Shihezhi University -han, $D1 = 0$ otherwise.

$D2 = 1$ if the Uyghur college student from Shihezhi University, $D2 = 0$ otherwise.

$D3 = 1$ if the college student from Peking University, $D3 = 0$ otherwise.

$D4 = 1$ if the college student from Tsinghua University, $D4 = 0$ otherwise.

Then the regression function becomes

$$(\text{MORAL}+\text{SEFF}+\text{RESILENC}+\text{HOLISM}+\text{AFFECT}+\text{CROSSCUL}) = C+\beta_1\text{PHYS}+\beta_2\text{social}+\beta_3\text{family}+\beta_4\text{econ}+\beta_5 D1+\beta_6 D2+\beta_7 D3+\beta_8 D4+\varepsilon.$$

These equations were estimated by ordinary least squares (OLS).

Table 13 confirms that the differences of physical attractiveness, social self-esteem, family self-esteem affect the positive potentials for psychological well-being and human competence among Chinese college students, while the economic self-esteem term is not statistically significant, nor the

TABLE 13.

regression coefficient

not consider region			consider region		
Variable	Coefficient	t-Statistic	Variable	Coefficient	t-Statistic
C	10.8425*	13.5903	C	10.61*	11.4417
PHYS	0.3838*	3.7220	PHYS	0.4046*	3.9069
SOCIAL	1.377*	8.6570	SOCIAL	1.4156*	8.8156
FAMILY	1.8515*	4.7611	FAMILY	0.8865*	4.9146
ECON	0.1028	1.0921	ECON	0.0585	0.5929
			D1	−0.1180	−0.2056
			D2	0.3672	0.6495
			D3	−0.0876	−0.1556
			D4	−0.0940	−0.1652
R-squared		0.1923	R-squared		0.1976

note: * represent statistically significant at the 1% level.

difference is economically great. More precisely, with other things equal, a unit increase in physical attractiveness will increase the index of positive potentials of college students by 0.3838 units. Similarly, a unit increase in social self-esteem will increase the index by 1.377 units, and a unit increase in family self-esteem will increase the index by 1.8515 units. The results are sensitive.

The equation was then estimated by ordinary least squares (OLS), with four zero-one dummy variables introduced for the university of the respondents. Results in Table 14 are astonishing. All the dummy variables are insignificant, and the R-squared changes slightly. That is to say, universities have little influence on students' positive potentials.

TABLE 14.

Regression Coefficient

Score not included			Score included		
Variable	Coefficient	t-Statistic	Variable	Coefficient	t-Statistic
C	11.3946**	14.2739	C	10.9417**	11.1091
PHYS	0.372**	3.5054	PHYS	0.49217**	4.5337
SOCIAL	1.3579**	8.3308	SOCIAL	1.2504**	7.5663
FAMILY	0.8268**	4.5480	FAMILY	0.6600**	3.6128
ECON			SCORE	0.0020*	2.1578
R-squared		0.1698	R-squared		0.1741

note: *, ** represent statistically significant at the 5%level, 1% level, respectively.

From Table 14, economic self-esteem can be rejected at the significant level of 10%, and it is necessary to drop it from the regression; the equation is then estimated with physical, social, family self-esteem. The results from Table 14 suggest that all the three variables are significant at the level of 1%. However, the R-squared is only 0.1698. So it is clear that some variables need to be introduced to better explain the positive potentials of students. Here, a score variable is included in the anticipation that high score means the college students are more intelligent; more motivated and can develop better. The results from Table 14 also show the R-squared increases to 0.1741 when score is included and the results are significant at the level of 5%, which suggests that score can explain the positive potentials of college students, but not economically significant.

In summary, physical self-esteem, social self-esteem and family self-esteem, do have great influence on the positive potentials for psychological well-being and human competence among Chinese college students, while economic self-esteem and the university which one attends have little relevant to it. With other things equal, to some extent, one's high score on intelligence and other good psychological qualities suggests that the score variable should better serve the students than other variables in the long run.

5. DISCUSSIONS AND CONCLUSIONS

The research indicated Chinese culture-specific ethnic stereotypesalthough widely accepted by people from different ethnic groups, have no validity. It is clear from the study that most students including ethnic minority participants have attained their perceptions of differences according to the false stereotypes. Although there may be reasons, either religious or economic, supporting these stereotypes, yet rapidly changing cultures and subcultures indicate that these stereotypes really need to be retested and debated constantly in China. Obviously, ethnic identity is constantly evolving among all cultures and subcultures. There may be good reasons for ethnic minority members to maintain certain sense of uniqueness or differences, however, the question can be raised whether such difference based on false information are still in line with constantly evolving social, economic and cultural changes in a world that is increasingly multi-culture and mutually dependent.

Lessons from psychology and behavioral economics suggest that individual perception of social realities is often results of interactions of society influences and individual psychology. In the past, we have found that Chinese perceptions of educational fairness are results of social comparisons not actual resource distributions in communities (Peng, Peng, & Peng, 2009). The current study seems to illustrate again the limits of economic

explanations of human social behaviors. However, we by no means are criticizing economic models or economic approach for understanding human behaviors. Instead we are simply arguing the importance of uniting psychology and economics. We believe the psychological approaches to human behaviors may help us to understand how the economics model which often is results of extraordinary mental activities actually act out by ordinary people in different times, domains, places and cultures.

The current study also indicates that in many ways, social psychological researches are particularly important for ensuring full understanding of social-cultural phenomena. A better understanding of how individuals perceive others and compare the perceptions with real differences also has practical applications in education and ethnic policy making. The contributions from the social psychology area can be seen as helpful in determining differences between cultures and subcultures, and strengthening the ability to communicate with ethnic minorities. For example, efforts related to encouraging ethnic minority members to seek jobs outside their usual habitats can be adjusted to equip them with knowledge of human similarity and strength, in order to reduce the anxieties of cross-cultural experience and to increase the reach of communication attempt. Overall, this is one research area that contributes much to understanding ethnic minority in a multicultural society as China.

6. IMPLICATIONS FOR THE DEVELOPMENT OF CHINA

Over the last 30 years, rapid economic reform in China and its momentous achievements have brought global attention to its developments. Combined with advanced modernization and strong sense of national characteristics, China is uniquely positioned to be a super power in this world. Along with the progressive market economy in the socialist society and the rising importance of China in a globalized world, the mindset of China's citizens is also going through dynamic changes. As a global power on the rise, its people's social consciousness will play a role in deciding how China will exercise its influence on the world, and also will determine whether the rise of a great China can receive support and recognition from the rest of the world. Given that the development of a civil society and its social outlook will influence the face of the country and its future directions, China's leadership should pay attention to national sentiments of its people and perhaps embark on comprehensive research and analysis to adapt to the changing societal dynamics. As China aspires national prosperity through peaceful development, its social outlook should be rational, open, forgiving, mature, healthy and harmonious.

At this historical juncture, China's youth should be paid special attention; in particular a scientific and systematic research targeting the under-

graduate population should be made so as to learn current mindset of the educated youth of China. This is why this particularly researches project look into young Chinese people and their values toward ethnic identity and multiculturalism. This study differentiates itself from previous psychological studies by studying a topic that used to be taboo in China. The authors hope this study represents a new approach to ethnic issues that encourages more open, rational and objective dialogues in China.

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