

Identity of Agent Heterogeneity, Mobile Network Effect and Mainstream Ideology: Based on Empirical Test of 56 Universities in Zhejiang

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Abstract

With the rapid development of the social information network, the contact time and content of college students for mobile network will necessarily affect the Identity of mainstream ideology. Focus on the effects of agent heterogeneity, mobile network contacts and interaction effects on the identity of mainstream ideology to overcome the past or only the main features, or simply break through from single marginal side of network contacts, focusing on break through from double marginal sides of agent heterogeneity and mobile network contacts, constructing interaction theoretical framework and the discrete choice models. The research results showed that browsing time has no significant influence on recognition degree of mainstream ideology, browsing contents has a positive role in promoting the degree of recognition of mainstream ideology; browsing time has no significant regulatory role on recognition degree of mainstream ideology, while browsing contents has significant effects of positive reinforcement, there is part difference on men and women inspection. According to it to construct main principles, implementation path, specific means and supporting measures that should be followed by the recognition degree of mainstream ideology.

Key words: Agent heterogeneity; Mobile network effect; Mainstream ideology; Moderating effect

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INTRODUCTION

Mainstream ideology is the spiritual bond to maintain national politics and social development, as a social idea and ideological superstructure that have a great reaction on economic basis and social existence. But the reactions of ideology are not spontaneous; only widely getting social recognition from social members and internalize it into individuals’ thought value system that can really play a role. University students are the builders and successors of the socialist cause with Chinese characteristics, charged with the realization of the glorious mission of the great rejuvenation, their identity and directions of the mainstream ideology decide the future of Chinese socialist cause. General Secretary Xi Jinping stressed that it is necessary to strengthen the ideological guidance and stick the leadership of the work of University Ideology Education (Xinhua Net, 2014). With the rapid advance of the information network and the further development of Chinese reform and opening up, the university is becoming front Strip where is full of several ideological intersection, the gathering, exchange, and collision of various cultures, ideas, values and way of life, which form powerful impact on identity of mainstream ideology of college students. Meanwhile, with the popularity of mobile networks, such as micro-news and events constitute from microblog, QQ, micro-letters with a variety of mobile clients, etc., as well as mass communication of network news politics, college students can keep abreast of national and even world news events. In order to enhance the new generation of college students’ self-confidence of socialist road with the Chinese

characteristics, theoretical self-confidence and system self-confidence to improve the identity of mainstream ideology with the guiding ideology of Marxism, so as to correctly understand, evaluate and disseminate mainstream ideology, which has become a political task. And there is a great theoretical and practical significance to assess the identity status of college students' mainstream ideology, explore the factors that impact mainstream ideology, and improve the realization approach of identity degree of mainstream ideology under this background of reality.

Studies have shown that identity of ideology is closely related with the internal needs of individuals, value judgment, personality characteristics, different individuals have different inherent needs, value standards, and characteristics, namely that the presence of "agent heterogeneity" (Freud, 2008). the internal microscopic heterogeneity of Individuals will affect the identity of mainstream ideology or not that has become an important topic, and the research involves theoretical and empirical aspect, theoretical study aims to reveal the action mechanism of agent heterogeneity, empirical study aims to test the direction and magnitude of the identity of mainstream ideology influenced by heterogeneity, but have not yet come to a more consistent conclusion. The disagreement of empirical study makes research focused on the indirect effects of mobile network touching acts on the identity of mainstream ideology, that is, except the agent heterogeneity factors; micro-news / micro events carried over mobile network influence on the identity of mainstream ideology increasingly attracts scholars' attention, which has become a new trend of identity of mainstream ideology. The studies get rid of the limited thinking that merely analyzes the identity of mainstream ideology from agent heterogeneity itself, and then cut in from space, the review that emphasizes particularly on adjustment effect that mobile networks play in influencing identity of mainstream ideology.

Therefore, it means strongly that studying the influence about agent heterogeneity acts on the mainstream ideology, and giving an objective assessment of the impact direction and effectiveness, it should take into account the adjusting effects of mobile network in which it plays. Including the "agent heterogeneity" and "mobile network effect" into the empirical research of the identity of mainstream ideology, taking the research data of 56 colleges and universities in Zhejiang as samples to test the impact of agent heterogeneity acts on the identity of mainstream ideology, exploring the action mechanism, main effects and adjust effects of agent heterogeneity and mobile network communication accordingly.

1. LITERATURE REVIEW

Foreign academics did not explicitly distinguish the ideology district into mainstream ideology and non-

mainstream ideology; and also did not talk about the issue of identity of mainstream ideology from the perspective of college students. Foreigners set out to study the identity of ideology starts from the word "identity" that first proposed by the Austrian psychologist Sigmund Freud (Adorno et al., 1950). About the research of identity mechanism of ideology and influencing factors, Western scholars believe that people's identity of ideology is determined by satisfying its own needs. Giddens (1947) discusses the influence of modernity acts on personal identity occurring from the experience field. Adorno (1950) suggested that ideology has varying degrees of attraction for different individuals, mainly depending on individual needs and the extent to be met. After Jost (2003) carried out the analysis and integration for the data from 12 countries in 44 years, obtained that motivation structure of ideology mainly made up by three kinds of psychological variables: cognitive needs, existence needs and relational needs. For the influencing factors of ideological identity are mainly personality motivated theory and information contact theory, information contact theory thinks that individuals acquire political knowledge through various means of family environment, school education, the communication with others, media contacts, etc., and formed their political leanings in this process (Adorno, 1950), as McCombs (2008) proposed, "news indeed gives a profound impact on the minds of the audience about the world picture." Judging from the literature search, there is no empirical study about aspects of the main feature and identity of ideology abroad.

As viewed from the domestic research, Chinese scholars have done a lot of research in the ideological identity, mainly related to the comprehensive study of the mainstream ideology concept, connotation, function, and development process (Zheng, 2002; Yu, 2009; Ji, 2010; Yang, 2014); ideological security research (Yang, 2005; Guo, 2007; Wu, 2014; Wang, 2014; Fan, Nie, 2015); the study of ideological identity (Zheng, 1992; Li, 2000; Zhang, 2006; Meng, 2003; Jin, 2003; Liang, 2004). With the synthesis of philosophy, political science, sociology, pedagogy, psychology, culture and other disciplines of knowledge, according to empirical research and theoretical approach to widely study of the status quo of contemporary mainstream ideological identity, influencing factors, realization approach, recognition mechanism, etc. (Nie, 2010; Chang, 2014). Strategies and methods for enhancing the mainstream ideological identity under different perspectives, some strengthen mainstream ideological construction from the perspective of the social and psychological changes to create a favorable social environment for the mainstream ideological Identity (Yang, 2012); some conduct analysis based on cultural identity, following the culture laws of its own to enhance the cohesion and solidarity of the socialist ideology, and maintain the vitality of the socialist ideology (Wei,

2012). About students' research of mainstream ideological identity, Zhou (2012) investigated the status of students' mainstream ideological identity, noting the problems that can not be ignored in students' mainstream ideological identity, and analyzing the causes as well as proposing measures. Students' mainstream ideological identity is the result of interaction between internal mechanisms (individual mechanisms) and external mechanisms (social mechanisms), the identity formation is the result of taking the initiative in choice and adjustment driven by their internal needs, and it is also the integration process with external education, guidance and normative interaction (announced in 2012) (Xiao, 2012).

Existing studies show that individual characteristics play a very important role in the value of identity, education, occupational status, income, personality, his father's job fame, family collection of books, age, political affiliation in individual characteristics are considered to be a few important study factors (Hou & Sun, 2010). The influencing factors of college students' identity of core value also include school education that seen as a key factor (Lin, 2010), of course, there are also some scholars referred to the influence of individual characteristics during the relevant content identity of college students' mainstream ideology (Ye, 2011), during the cognition of college students on scientific development, also referred to of the influencing factors of age, education, occupation, income, place of work and the degree of political attention in the individual characteristics (Ning, 2010).

Under the realistic background of mass communication network, the network environment expands the living and cognitive space of college students, but because of no regional, weak normative, virtual characteristics and others of network, college students will access to a wealth of useful academic information and news from the network, at the same time they will also exposed to a lot of negative information of violence, pornography, superstition, reactionary, etc. (Wan, 2011). Some students without strong political and ideological acumen are easily to make wrong judgment on political ideology, values, criteria of right and wrong, and appeared swaying and dazed confusion for the identity of mainstream ideology when face complex and a variety of mixed negative information, (Wei & Xiao, 2014). Network Communications "decentration, get rid of authority, difference discourse in network" are bound to produce a variety of ideological discourse noise, emit some debate on the mainstream ideology, so it changed the original recognized authority model of mainstream ideology, also have some inhibitory effect on students' identity of mainstream ideology (Wang & Yao, 2015). Based on this theme, Wan and Ye (2011) found the main significant factors that affect College Students' mainstream ideological identity include the students' quantity of CCP members, monthly household per capita income, students area, ego-media contacts, time

of watching CCTV News, television programs of main theme, the effect of colleges' ideological and political theories course in publicity and education of mainstream ideology, the awareness of related university personnel in the publicity and education of the mainstream ideology through the empirical test of college students sample data in Panyu District, Guangzhou City.

As stated above literature, most studies of the mainstream ideological identity are simply cut in from the "main feature", or simply from the "network contacts" to singly cut in, there is no meticulous research of combining two ones to carry out the joint study to be found. Based on this, the study overcomes these shortcomings, trying to cut in double edges of "main feature" and "network effects" to construct interaction theoretical framework and discrete choice models between two ones, focusing on the "agent heterogeneity," "mobile network effect" and their interactions on the identity of mainstream ideology, and with the widely distributed microscopic survey date as the research sample to systematically examine the main effects and moderating effects that impact the mainstream ideological identity, so as to enrich the academic thought in this area.

2. RESEARCH DESIGN

Research aims to the reveal the main effects and moderating effects of agent heterogeneity, mobile network contacting and its interaction on the identity impact of mainstream ideology, sequentially presented two empirical test propositions: one is the internal mechanism, agent heterogeneity is the antecedent that decided the influence results of mainstream ideological identity, the positive and negative effects distinction of mainstream ideological identity are largely transferred by the characteristic of heterogeneity. The other one is extrinsic mechanism, namely that the content and time of mobile network contacting have important regulatory effects for the identity of mainstream ideology, the differences between the content and time of mobile network contacting and the type of docking as well as the degree of integration of agent heterogeneity, leading to another important regulatory factor that influences the identity of mainstream ideology. Constructing discrete choice model and carrying out empirical test for two propositions to build adaptive-control program on this basis.

2.1 Formation Mechanism and Logical Framework of Mainstream Ideological Identity

This study will carry on further discussion for the formation mechanism and influencing factors of ideological identity combined with related theory of psychology and education on the basis of existing literature at home and abroad to build ideological identity mechanism at psychological perspective (Figure 1).

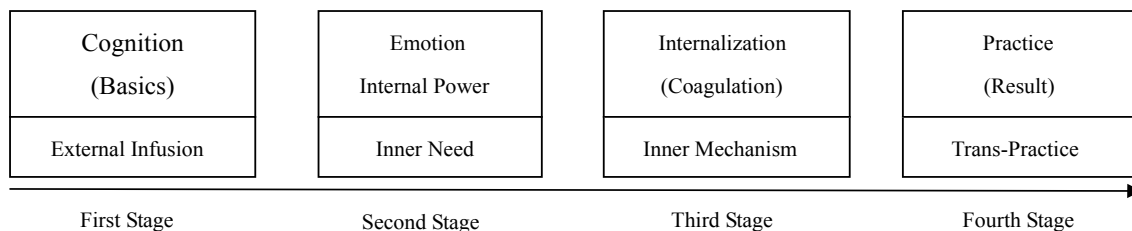


Figure 1
Identity Mechanism of Psychological Ideology

Clearly realizing standards and levels of distribution of ideological identity, and build conceptual model and logical framework of agent heterogeneity and mobile network effect with the mainstream ideological identity (Figure 2).

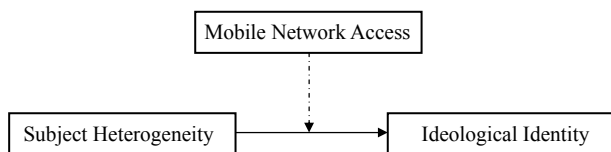


Figure 2
Conceptual Framework

2.2 Data Sources and Sample Distribution

Taking the students from 56 colleges and universities within Zhejiang as specific samples collected data, specifically in Hangzhou (undergraduate 6+ college 4+ private 3), Ningbo (undergraduate 3+ college 3+ private 2), Jinhua (undergraduate 1+ college 2+ private 2), Wenzhou (undergraduate 2+ college 3+ private 2), Zhoushan (undergraduate 1+ private 1), Quzhou (undergraduate 1+ college 1), Lishui (undergraduate 1+ college 1), Taizhou (undergraduate 1+ college 2+ private 1), Shaoxing (undergraduate 1+ college 3+ private 2), Huzhou (undergraduate 1+ college 1+ private 1), Jiaying (undergraduate 1+ college 1+ private 2) (independent Institute regarded as private). Adopting random sampling and anonymous surveys manners to conduct large sample surveys within scope, samples cover gender, grade, subject, educational background and other classification variables, so the choice results of all options are completely reliable. With the reference form of Likertscale to elaborately design survey questionnaire of mainstream ideological identity on the basis of reliability and validity, distributing 100 copies of survey questionnaire to each school, a total of 5,600 copies, and then recovering, evaluating, and selecting questionnaires to cull invalid questionnaires of data missing and answer randomness strongly, so as to form an effective questionnaire 4,862 copies, the effective questionnaire rate was 86.8%, then making grouped, valued and data processing for the questionnaires.

2.3 Variable Measurement

Variables Being Explained: Variables being explained from three dimensions of “identity of Marxist theory”, “identity of socialism road with Chinese characteristics”, “identity of the ruling party’s status and ability of

administration” to measure “Students’ mainstream ideological identity”, each dimension is constituted with a certain number of same number questions, in accordance with the quartering assignment of unified scale provides evaluation and value for each question item, the score of variables being explained is valued by the mean of each question score.

Core Explanatory Variables: The core explanatory variables are the students’ “agent heterogeneity”, this study temporarily focused on examining three segments core explanation variables of “political landscape (POL)”, “family background (FAM)”, “character (CHA)”, they are all discrete dummy variables. The evaluation of party member of political status is 1, the evaluation of masses is 0; the evaluation of rural family background is 0, the evaluation of the town is 1; the evaluation that the answer of character is inward-looking is 0, the evaluation of export-oriented is 1.

Control Variables Include: “Grade (GRA), level of education (EDU), subject (SUB), parental occupation (OCC), the nature of school (SCH), and regional sources (REG)”. Control variables are all discrete dummy variables, in which the grades as the freshman, sophomore, junior, senior are assigned 1,2,3,4; level of education is college assigned 0, undergraduate and above is 1; the evaluations of discipline of art and physical training, literature and history, science and engineering are 1,2,3; literature research finds that his father’s influence on career development and value orientation of children is more significant, whereby taking his father occupation of parental occupations as consideration, his father’s occupation is a public officer or freelance is 1, as a farmer is 2; the nature of public schools and private schools are 1,2; area source is for the coastal developed provinces is 2, other provinces is 1 (the coastal developed provinces defined as Beijing, Tianjin, Shanghai, Shandong, Jiangsu, Zhejiang, Fujian, and Guangdong provinces).

Moderating Variables: Given the current college students more access to mobile devices to get the Internet information, the moderating variables of the study take “mobile network contacts (INTE)” as agent variables, they are specifically further divided into secondary consideration variables of the time (INTE-T) and content (INTE-C) that students browse daily news event on the

mobile network, and the time of browsing online news on an hourly basis. Browsing content is divided into positive and negative news events, as discrete dummy variables, namely that the time (number of times) of browsing daily positive news events is greater than the time (frequency) of browsing negative news events, the time (number of times) of browsing daily positive news events is less than the time (frequency) of browsing negative news events, or the answer is that the evaluation of more interested in negative online news and information is 1.

2.4 Model Building and Data Processing

Discrete choice model (Probit) was constructed, and the descriptive statistics, the co linear test, the elimination of the different variance and false regression.

$$CONT_i = \alpha_1 GRA_i + \alpha_2 EDU_i + \alpha_3 SUB_i + \alpha_4 OCC_i + \alpha_5 SCH_i + \alpha_6 REG_i, \quad (1)$$

$$IDEN_i = \beta_0 + \beta_1 POL_i + \beta_2 FAM_i + \beta_3 CHA_i + CONT_i + \varepsilon_i \quad (2)$$

$$IDEN_i = \delta_0 + \delta_1 POL_i + \delta_2 FAM_i + \delta_3 CHA_i + \delta_4 INTE_i + \delta_5 POL_i * INTE_i + \delta_6 FAM_i * INTE_i + \delta_7 CHA_i * INTE_i + CONT_i + \varepsilon_i. \quad (3)$$

Because the web content and there is a strong correlation between the mobile web browsing time, if the two are also included in the regression equation, it will produce multicollinearity problems lead to bias the regression results, therefore, to take a separate regression method, which uses the following two independent model:

$$IDEN_i = \delta_0 + \delta_1 POL_i + \delta_2 FAM_i + \delta_3 CHA_i + \delta_4 INTE-T_i + \delta_5 POL_i * INTE-T_i + \delta_6 FAM_i * INTE-T_i + \delta_7 CHA_i * INTE-T_i + CONT_i + \varepsilon_i, \quad (4)$$

$$IDEN_i = \delta_0 + \delta_1 POL_i + \delta_2 FAM_i + \delta_3 CHA_i + \delta_4 INTE-C_i + \delta_5 POL_i * INTE-C_i + \delta_6 FAM_i * INTE-C_i + \delta_7 CHA_i * INTE-C_i + CONT_i + \varepsilon_i. \quad (5)$$

Where the Model (1) is the governing equation, the Model (2) is the standard regression equation, the model (3) is the standard interaction equation (4) is the time based interaction equation (5). Table 1 is a variable measurement method and symbol expectation.

Table 1
Variables Measurement and Expectation

	Variables	Measurement	Anticipation symbol
Variables explained	IDEN	Mainstream ideology identity	
Core explanatory variables	POL	Party members assigned to 1, the masses assigned 0	+
	FAM	Assignment in rural areas is 0, and the town's assignment is 1	+
	CHA	Inbound assignment 0, outward oriented Assignment 1	+
Control variables	GRA	Grade 1 to 4, respectively, assigned to 1-4	+
	EDU	College assignment 0, undergraduate and above Assignment 1	—
	SUB	Art, literature and history, science and engineering, 2, 1 were assigned to 3	Unknown
	OCC	Public or freelance, farmers were assigned 1, 2	—
	SCH	Public and private respectively assigned 1, 2	Unknown
Moderating variables	REG	Developed coastal provinces assigned to 2, the other assigned to 1	Unknown
	INTE-T INTE-C	Mobile web browsing time Mobile web browsing content	Unknown +
Interaction term	POL * INTE-T	The interaction between political landscape and browsing time	Unknown
	FAM * INTE-T	Family background and browsing time interaction	Unknown
	CHA * INTE-T	Personality traits and browsing time interaction	Unknown
	POL * INTE-C	Political landscape and browsing content interaction	+
	FAM * INTE-C	Family background and browsing content interaction	+
	CHA * INTE-C	Personality traits and browsing content interaction	+

3. EMPIRICAL TESTS AND RESULTS DISCUSSION

With the help of SPSS21.0 statistical software to conduct empirical test for students' mainstream ideological identity, testing the "core explanatory variables" for the influence effect of identity, observing that if there exist moderating effect and moderating direction between "moderating variables" for the core explanatory

variables and variables being explained, and at the same time concerned about the "control variables" affect the characteristics of the ideological identity. And carrying out the tests of total sample and classifiable sample etc, ultimately exploring the key factors affecting the mainstream ideological identity of students to reveal the action mechanism, influence effects and basic rule of mainstream ideological identity.

Table 2
Correlation Matrix of Key Variables (N = 4,862)

Variables	POL	FAM	CHA	INTE-T	POL*INTE-T	FAM*INTE-T	CHA*INTE-T
POL	1						
FAM	0.320	1					
CHA	0.318	0.606	1				
INTE-T	0.253	0.157	0.418	1			
POL*INTE-T	-0.201	0.256	-0.168	0.532	1		
FAM*INTE-T	0.125	0.236	0.178	0.411	0.021	1	
CHA*INTE-T	0.344	0.112	0.539	0.633	-0.361	0.237	1

Continued:

Variables	POL	FAM	CHA	INTE-C	POL*INTE-C	FAM*INTE-C	CHA*INTE-C
POL	1						
FAM	0.219	1					
CHA	0.322	0.542	1				
INTE-C	0.211	0.325	0.426	1			
POL*INTE-C	0.387	0.428	0.146	0.603	1		
FAM*INTE-C	0.155	0.207	0.243	0.352	0.151	1	
CHA*INTE-C	0.502	0.324	0.418	0.284	0.446	0.275	1

Before testing the model, firstly testing if there is multi-collinearity among variables, the test results show that there is no significant linear correlation among the

major variables of two models (see Table 2 in detail), Table 3 is some statistical summary of the regressive variables.

Table 3
Statistical Summary of Regressive Variables

	All departments		Male		Female	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
IDEN	2.3314	0.5007	2.4301	0.5217	2.2051	0.5102
POL	1.6446	0.4482	1.7309	0.4368	1.5836	0.4645
FAM	1.3221	0.2143	1.2160	0.1860	1.4312	0.2390
CHA	1.6624	0.3209	1.7516	0.2604	1.4942	0.3964
GRA	2.1041	0.7736	2.1032	0.7794	2.1098	0.7616
EDU	1.2154	0.5892	1.3254	0.7365	1.1205	0.2546
SUB	2.3710	0.3125	2.3268	0.3498	2.3014	0.2584

To be continued

Continued

	All departments		Male		Female	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
OCC	2.2315	0.1982	2.1750	0.2826	2.3905	0.2914
SCH	1.3154	0.1684	1.4283	0.1752	1.1826	0.1305
REG	1.6349	0.1365	1.4416	0.1298	1.7402	0.1396
INTE-T	2.0541	0.0574	2.5713	0.1274	1.7836	0.2419
INTE-C	1.5247	0.0612	1.3658	0.2737	1.7409	0.0527
POL*INTE-T	1.8032	0.2488	1.9514	0.0108	1.7106	0.0041
FAM*INTE-T	1.5286	0.0598	1.6207	0.0722	1.4274	0.0651
CHA*INTE-T	1.7158	0.0049	1.8243	0.0057	1.6287	0.0031
POL*INTE-C	1.7821	0.0092	1.9243	0.0121	1.5726	0.0042
FAM*INTE-C	1.5291	0.1506	1.6027	0.0924	1.4820	0.0241
CHA*INTE-C	1.8253	0.2140	1.9024	0.0472	1.7138	0.0650
Observed value	4862				2046	

First of all return all samples, and then by gender to estimate male and female group, grouping return based on this consideration: There is difference between boys and girls in the aspects of ways of thinking, interested social events, personality traits, community participation and others, and also contains the subtle changes in the aspect of mainstream ideological identity.

From all of the samples' estimation results can be seen, the political status has a significant impact on the identity of mainstream ideology, students as political party members have higher identity of mainstream ideology than the students of masses, and it is consistent with expectations. Although family background is positive, it did not pass the test of significance, indicating that family background does not affect the identity effect of mainstream ideology. Character is through the test of significance and it is in line with expectations, indicating that extroverts have higher identity of mainstream ideology than the introverts. Although student grades owned a 10% significance test, smaller coefficient is negligible. Academic level is through the significance test, and the results showed that the higher education level, the higher evaluation on mainstream ideology, which is consistent with the expected sign. Students have no significant influence on the identity of mainstream ideology. Parental occupations have more significant influence on mainstream ideology, in which identity of parental occupations are public officers is higher, the identity of farmer is low, school nature and affiliated district have no effect on the identity of mainstream ideology. Browsing time has no significant effect on the identity of mainstream ideology, browsing more positive news or events has a positive role in promoting the identity of mainstream ideology.

Table 4
Estimated Results of All Samples

	Model (1)	Model (2)
POL	0.145*** (5.051)	0.133** (4.542)
FAM	0.301 (0.012)	0.295 (0.058)
CHA	0.086*** (3.025)	0.073*** (2.121)
GRA	0.005* (1.001)	0.004* (1.027)
EDU	0.054*** (4.205)	0.043*** (4.112)
SUB	0.159 (0.074)	0.201 (0.856)
OCC	-0.790* (1.115)	-0.751* (1.902)
SCH	0.082 (0.311)	0.051 (0.201)
REG	0.255 (0.281)	0.036 (0.058)
INTE-T	1.409 (0.631)	
INTE-C		0.329** (3.231)
POL*INTE-T	0.209 (0.533)	
FAM*INTE-T	0.075 (0.328)	
CHA*INTE-T	0.071* (1.052)	
POL*INTE-C		1.144*** (3.382)
FAM*INTE-C		0.962** (2.127)
CHA*INTE-C		2.411*** (3.814)
_CONS	-10.416*** (-4.351)	-6.204*** (-5.274)
N	4862	4862
R ²	0.8802	0.7952
Adj R ²	0.8605	0.7916

Through observing the interactions of browsing time and core explanatory variables can find that browsing time has no significant regulatory role for the identity of mainstream ideology, but browsing contents have significant regulatory role for the identity of mainstream ideology, namely that browsing contents of positive nature have a strengthening effect for the positive relationship between the core explanatory variable and identity of mainstream ideology.

From the estimated results of male and female group to observe that political status and character of core explanatory variables have no influence difference of mainstream ideological identity in the male and female group, it is in line with all sample estimated results, keeping more robust, and the influence of family background differed between two groups, the estimation is in line with all samples, the boys' group did not pass the test of significance, but the girls' group adopted a 10% significance test, this possible explanation of

differentiation is the influence of family background is more sensitive for the girls, good family background is more easy to culture the values and self-confidence for girls. Affiliated grades of students appear in the directional differences for the influence of mainstream ideology in the male and female groups, with the increase of grades, boys' identity of mainstream ideology began to decline, girls began to rise, but the coefficient is little can be ignored, this distinction may be explained that with the increase of age and grade, boys pay more attention to social events and political information, received information is richer and more complicated, some negative information in society will arouse more attention of boys, boys are more prone to this negative reviews, girls give more attention to friends, love, learning and dress, they are not sensitive for social negative information, they are difficult to have a negative evaluation for society, so it is not affect the identity of mainstream ideology.

Table 5
Estimated Results of Groups

Dependent variable	IDEN			
	Male		Female	
	Model (1)	Model (2)	Model (1)	Model (2)
POL	0.141*** (5.284)	0.136** (5.027)	0.146** (4.953)	0.132** (4.608)
FAM	0.285 (0.014)	0.311 (0.027)	0.307* (0.042)	0.320* (0.085)
CHA	0.108*** (4.123)	0.095*** (3.244)	0.084*** (3.152)	0.106*** (3.373)
GRA	-0.007* (1.250)	-0.005* (1.721)	0.006** (0.898)	0.012** (0.925)
EDU	0.065*** (3.814)	0.033*** (4.003)	0.058*** (3.924)	0.047*** (4.852)
SUB	0.107 (0.061)	0.220 (0.803)	0.174 (0.069)	0.119 (0.651)
OCC	-0.774* (1.325)	-0.805* (2.034)	-0.811* (1.472)	-0.792* (1.807)
SCH	0.141 (0.325)	0.095 (0.420)	0.152 (0.330)	0.087 (0.336)
REG	0.242 (0.334)	0.043 (0.052)	0.205 (0.381)	0.041 (0.061)
INTE-T	0.877* (1.204)		0.638(0.617)	
INTE-C		0.665*** (4.251)		0.476* (3.691)
POL*INTE-T	0.563*** (6.628)		0.055 (0.087)	
FAM*INTE-T	0.482* (1.401)		0.041 (0.122)	
CHA*INTE-T	0.156*** (4.105)		0.106 (0.083)	
POL*INTE-C		0.191** (4.221)		0.145* (1.250)
FAM*INTE-C		0.587*** (5.115)		0.926* (1.303)
CHA*INTE-C		0.182*** (2.127)		0.564** (2.143)
_CONS	-7.752*** (-4.84)	-14.423*** (-3.67)	-6.852*** (-4.18)	-12.014*** (-4.28)
N	2816	2816	2046	2046
R ²	0.8240	0.8153	0.9024	0.8576
Adj R ²	0.7955	0.8021	0.8651	0.8364

Note. *,**,*** are significant level of 10%, 5% and 1%, respectively, and the data in brackets are *t* statistics.

From moderating variables to get the observation that influence of the time of browsing internet for mainstream ideological identity is more significant in boys group, girls group is not significant, indicating for boys group, the longer web browsing time, the higher, reasons for this difference may be boys more focused on social or political content when browsing network, while girls more focus on leisure content. From the interaction, political affiliation, family background, personality traits and the interaction term of browsing time in the boys' group are through the test of significance, indicating that browsing time has a certain degree of strengthening effect for positive influence of core explanatory variables and mainstream ideological identity, but the browsing time of girls' group does not have strengthening effects.

Web browsing contents in male and female groups have passed the test of significance (boys group 1% significance level, girls group 10% significance level), that is, whether boys or girls, browsing more positive information is more help to improve the identity of mainstream ideology. There is no significant difference of moderating effect of web browsing content in male and female groups, as for boys and girls groups, web browsing content has a strong positive effect on strengthening the core explanatory variables and mainstream ideological identity.

CONCLUSION AND RECOMMENDATIONS

This paper takes students from 56 colleges and universities of Zhejiang as research sample, empirically testing the influence of agent heterogeneity on the mainstream ideological identity, observing moderating effect of mobile network contacting for the mainstream ideology, and ultimately explores the key factors that impact the mainstream ideological identity of students. The results showed there is no significant influence about browsing time for mainstream ideological identity, more positive news or events browsed has a positive role in promoting mainstream ideological identity. Browsing time has no significant regulatory role in mainstream ideological identity, but browsing content has a significant positive reinforcement effect for mainstream ideological identity. The influence of Internet browsing time in the mainstream ideological identity is more significant in group of boys, while girls' group is not significant. Political affiliation, family background and personality traits in the boys' group as well as the interaction term of browsing time are all through the test of significance, suggesting that browsing time has reinforced effect in a certain degree for the positive impact of core explanatory variables and mainstream ideological identity, while browsing time of girls' group does not have reinforced effect in this respect. Web browsing content has passed the test of significance both in male and female groups, for the boys' group and

girls' group, web browsing content has strongly reinforced effect on core explanatory variables and mainstream ideological identity.

According to above test results, in order to improve college students' identity on contemporary mainstream ideology, society and schools join forces to optimize the external environment, clean cyberspace, for the goal:

(a) National public opinion supervision department and mainstream ideology control department should actively publicize the transform policy of network civilized environment; comprehensively restrict some irregular communication channels and publicity ways, adjusting positive publicity mechanism to strengthen the architecture guidance of mainstream ideology. Government should stabilize the legislation rhythm of network, and strengthen the application of real-name registration system for mobile phone to curb network spam information, based on cleaning up sources to supervise the main responsibility of network information dissemination to avoid hidden effects of undermining social order and ideological influence brought from the We-media.

(b) School teaching should mainly pay attention to the ideological trends of students' particular stage, mediating and interpreting systematically the bad information of outside world, objectively assessing events in society, and educating students of not blind faith, not misinformation, and not indulge in something. Teaching can establish positive Thought Forum, build three-dimensional sense control model, and integrate decentralized individual consciousness, so as to build mutual trust and interactive mechanism with students, as well as taking the comparison, explanation, discussion and correction for the pluralistic information, under special circumstances, teaching management department can partly restrict we-media usage to establish standardized use policies, so that the effect of Internet age will not derivative risk characteristics. In short, the university must adhere to the leadership and speech power in the ideological field, struggling with a variety of non-mainstream ideology, propagandizing and indoctrinating socialist mainstream ideology.

(c) Bringing the role of main channel of classroom education into play, and enhancing the permeability of mainstream ideology. Classroom education is the main channel of identity education of students' mainstream ideology, it is also the main path for students to understand, accept Marxist ideology and agree with it. Therefore, we should give full play of the effect of main positions, main classroom and main channels of students' ideological and political education, so that each course has a function of educating people, achieving the goal of merging mainstream ideology into the education of college students, so we should all-directionally promote students' ideological and political education, and ultimately improve the identity of ideological mainstream.

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