

The Shaping Mechanisms, Constituent Dimensions, and Practical Pathways of College Students' Conceptions of Happiness in Non-Ethnic-Minority Regions from the Perspective of Forging a Strong Sense of Community for the Chinese Nation

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Abstract: *On the new journey of building a modern socialist country in all respects, forging a strong sense of community for the Chinese nation constitutes the guiding principle of the Party's ethnic work in the new era and a strategic thread through which universities fulfill their fundamental task of fostering virtue through education. As a major force in national development, college students in non-ethnic-minority regions hold conceptions of happiness whose formation concerns not only their individual quality of life but also the effectiveness of building a shared spiritual home for the Chinese nation and safeguarding national ideological security. From the contemporary perspective of forging a strong sense of community for the Chinese nation, this paper examines how such consciousness empowers the conceptions of happiness held by college students in non-ethnic-minority regions through the underlying mechanisms of value isomorphism, spiritual nourishment, and cognitive guidance. It then explains the structural progression of these conceptions from an unreflective state to conscious self-direction across the dimensions of emotional resonance, value cognition, and behavioral practice. On this basis, it proposes cultivation pathways that include establishing a comprehensive ideological and political education system, creating an immersive cultural environment, and building practice platforms that integrate knowledge and action. By jointly developing theoretical logic and practical strategies, the paper seeks to guide college students in non-ethnic-minority regions to locate an appropriate coordinate for happiness within the grand narrative of the community for the Chinese nation, thereby bringing individual development into resonance with the destiny of the country.*

Keywords: Forging a strong sense of community for the Chinese nation, College students in non-ethnic-minority regions, Conception of happiness, Shaping mechanisms, Practical pathways.

1. Introduction

On the new journey of building a modern socialist country in all respects and advancing courageously toward the Second Centenary Goal, the outlook and values of young people directly affect the course of realizing the great rejuvenation of the Chinese nation. The report to the 20th National Congress of the Communist Party of China clearly called for making the effort to forge a strong sense of community for the Chinese nation the main line of the Party's ethnic work and for strengthening and improving that work. This requirement not only provides fundamental guidance for the Party's ethnic work in the new era but also reveals the underlying logic of the spiritual development of the younger generation. General Secretary Xi Jinping has emphasized the need to continuously consolidate the identification of people of all ethnic groups with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics. This important statement points the way for educating college students about happiness in the new era. As a major force in national development, college students in non-ethnic-minority regions have conceptions of happiness whose formation has moved beyond the sphere of individual psychology to become a strategic issue involving national ideological security and the construction of a shared spiritual home for the Chinese nation. Deeply integrating the community ethos of sharing weal and woe, honor and disgrace,

life and death, and a common destiny into young people's understanding, experience, and pursuit of happiness—and guiding them from the material satisfaction of the “small self” toward the value realization of the “greater self”—is both a contemporary requirement for fulfilling the fundamental task of fostering virtue through education and an inevitable choice in serving the building of a strong country. Accordingly, this paper examines the shaping mechanisms and practical pathways of the conceptions of happiness held by college students in non-ethnic-minority regions from the perspective of forging a strong sense of community for the Chinese nation, with the aim of providing theoretical support and practical guidance for cultivating a new generation capable of shouldering the mission of national rejuvenation.

2. Shaping Mechanisms: How a Strong Sense of Community for the Chinese Nation Influences the Conceptions of Happiness of College Students in Non-Ethnic-Minority Regions

Forging a strong sense of community for the Chinese nation is not a project of value formation directed only at ethnic-minority regions and their members; it is a profound spiritual undertaking that encompasses all Chinese youth and connects national development with individual growth.

Although college students in non-ethnic-minority regions live in everyday settings characterized by relatively extensive ethnic interaction and considerable cultural homogeneity, the emergence, development, and refinement of their conceptions of happiness remain embedded in the historical trajectory, value system, and spiritual home of the community for the Chinese nation. Through the core mechanisms of value isomorphism, spiritual nourishment, and cognitive guidance, a strong sense of community for the Chinese nation organically connects the individual pursuit of happiness at the micro level with the broader mission of national rejuvenation, integrating the personal narrative of self-realization into the grand narrative of the shared destiny of the Chinese nation. At the levels of goal coordination, psychological empowerment, and cognitive guidance, it systematically shapes scientific, positive, and substantive conceptions of happiness among these students, giving their understanding of happiness greater historical depth, their experience of happiness greater emotional warmth, and their pursuit of happiness greater value significance. This process is not one of externally imposed indoctrination. Rather, it follows the laws of young people's psychological development and value construction, enabling community consciousness to permeate and guide their conceptions of happiness through the dialectical unity of history and reality, the collective and the individual, and culture and everyday life.

2.1 The Mechanism of Value Isomorphism: Goal Coordination between a Strong Sense of Community for the Chinese Nation and the Conceptions of Happiness of College Students in Non-Ethnic-Minority Regions

Value isomorphism is the core logical starting point through which a strong sense of community for the Chinese nation influences the conceptions of happiness held by college students in non-ethnic-minority regions. In essence, it refers to the intrinsic alignment, shared direction, and organic unity between the overall values of the community and individual goals of happiness. With the fourfold solidarity of sharing weal and woe, honor and disgrace, life and death, and a common destiny as its core value, a strong sense of community for the Chinese nation takes the great rejuvenation of the Chinese nation, common prosperity for all, and the free and well-rounded development of the individual as its fundamental objectives. It thus highlights the deep interdependence of collective and individual happiness, national flourishing and personal growth, and national strength and the people's well-being. Although college students in non-ethnic-minority regions may express happiness most directly through academic achievement, life satisfaction, and self-realization, their deeper aspirations invariably depend on a stable social environment, a prosperous country, harmonious interpersonal relationships, and positive value guidance. The two are therefore highly isomorphic in their value foundations, goal orientations, and ultimate ends.

In terms of their value foundation, a strong sense of community for the Chinese nation is rooted in fine traditional Chinese culture, adheres to a people-centered position, and takes the happiness and well-being of all people as its point of departure. It therefore closely corresponds to the integrated system of happiness sought by college students, which

encompasses self-realization, social recognition, and a sense of belonging to family and country. The patriotism, dedication, unity, inclusiveness, and mutual assistance advocated by the community provide the value foundation through which students can move beyond narrow egoism and attain enduring happiness, while also supporting the consolidation and elevation of their conceptions of happiness. In terms of goal orientation, the great rejuvenation of the Chinese nation is both a collective vision for the country and nation and the fundamental guarantee of individual happiness for college students. Their further education, employment, entrepreneurship, and realization of ideals all resonate with national development. By strengthening identification with the country, the nation, and a shared destiny, community consciousness enables young people to understand that personal happiness depends on the prosperity of the community and that contributing to national rejuvenation is itself a path toward higher-order happiness, thereby integrating the happiness of the "small self" into the great undertaking of the "greater self." In terms of their ultimate end, both point toward the free and well-rounded development of the individual. They guide young people beyond the misconceptions of materialism and hedonism, help them recognize happiness as a unity of contribution and gain, the individual and the collective, and present and long-term interests, and foster a scientific conception of happiness aligned with the direction of the country and nation.

2.2 The Mechanism of Spiritual Nourishment: The Empowering Support of the Shared Spiritual Home of the Chinese Nation for the Individual Psychology of College Students in Non-Ethnic-Minority Regions

Spiritual nourishment is the internal supporting mechanism through which a strong sense of community for the Chinese nation shapes the conceptions of happiness of college students in non-ethnic-minority regions. Its core function is to provide psychological belonging, emotional comfort, value support, and spiritual empowerment through the construction of a shared spiritual home for the Chinese nation, thereby consolidating the psychological foundation of their conceptions of happiness. Amid accelerating social transformation, intensifying competition, and increasingly pluralistic values, college students in non-ethnic-minority regions likewise face psychological difficulties such as identity anxiety, a loss of meaning, restlessness, and a weakened sense of belonging, all of which directly affect their perception and experience of happiness. The shared spiritual home of the Chinese nation carries common historical memories, values, national spirit, and cultural heritage, and can therefore provide young people with stable psychological grounding and positive spiritual strength.

The shared spiritual home gives college students a profound sense of psychological belonging. Through the bonds of a common cultural heritage and national identity, it endows them with a stable identity as members of the Chinese nation, reduces loneliness and alienation, and establishes a psychological basis for perceiving happiness. It also provides rich emotional comfort by filling their inner world with devotion to family and country, a spirit of endeavor, and an ethos of inclusiveness. This enables young people to derive pride and confidence from national history and contemporary

achievements, transforming superficial emotional pleasure into profound and enduring spiritual fulfillment and enriching the emotional content of happiness. Furthermore, the shared spiritual home provides strong spiritual empowerment. The national spirit of unrelenting self-improvement and perseverance enhances psychological resilience, improves the capacity to withstand setbacks, and creates a positive cycle of experiencing happiness through endeavor. Finally, it offers clear value coordinates. By guiding young people with the core socialist values, it helps them distinguish right from wrong, correct utilitarian and short-sighted understandings of happiness, and root their conceptions of happiness in sound values so that these become a spiritual force supporting lifelong development.

2.3 The Mechanism of Cognitive Guidance: Positive Guidance of College Students' Understanding of Happiness through the Shared Historical Narrative of the Chinese Nation

Cognitive guidance is the key mechanism through which a strong sense of community for the Chinese nation shapes the conceptions of happiness held by college students in non-ethnic-minority regions. Through immersion in the shared historical narrative of the Chinese nation, it reconstructs the logic of young people's understanding of happiness, broadens their cognitive horizons, and deepens the meaning they assign to happiness, thereby guiding them toward a scientific and comprehensive conception. Cognition is central to any conception of happiness, yet the understanding of happiness among college students in non-ethnic-minority regions is easily constrained by everyday experience and online public opinion, and may consequently become fragmented, superficial, and utilitarian. With its coherent historical trajectory, accumulated wisdom, and profound historical laws, the shared historical narrative of the Chinese nation offers essential guidance for young people's understanding of happiness.

The shared historical narrative broadens the temporal and spatial horizons of happiness cognition by guiding young people to examine personal happiness within the grand sweep of the development of the Chinese nation. It helps them recognize that today's happiness stems from the endeavors of earlier generations and that personal well-being is tied to the rise and decline of the nation, thereby fostering an understanding of happiness informed by historical depth and an overall perspective. The shared historical narrative also reveals the essential laws of happiness. Through historical inheritance and practice, it demonstrates that happiness arises from endeavor, depends on the collective, and is achieved through dedication, helping young people correct misconceptions such as equating happiness with material enjoyment and establish a scientific understanding of its essence. It further enriches the cultural foundations of happiness cognition by carrying fine traditional Chinese culture, revolutionary culture, and advanced socialist culture, enabling young people to appreciate a cultural orientation that values spirituality, family and country, and endeavor, and thus to transcend material and utilitarian concerns. Finally, the shared historical narrative clarifies practical pathways for pursuing happiness. The endeavors of previous generations show that happiness is created through hard work and

dedication, encouraging young people to turn their understanding into action, gain genuine and lasting happiness by serving the country and shouldering responsibilities, and integrate cognition with practice.

3. Constituent Dimensions: A Structural Interpretation of the Conceptions of Happiness of College Students in Non-Ethnic-Minority Regions under a Strong Sense of Community for the Chinese Nation

3.1 The Emotional Dimension: From Biased Cultural Understanding to Cultural Identification and Emotional Resonance

Emotion is the most direct and authentic psychological expression of a conception of happiness and the first level at which efforts to forge a strong sense of community for the Chinese nation take effect. Amid the impact of cultural pluralism and fragmented information dissemination, some college students in non-ethnic-minority regions have had a partial understanding of Chinese culture, a weak perception of national history, and emotional distance from community values. Such ambiguity in cultural cognition, loose emotional connections, and insufficient value-based empathy directly lead to shallow sources of happiness and an absence of spiritual belonging.

Forging a strong sense of community for the Chinese nation drives a profound transformation in college students' conceptions of happiness from their emotional foundations. On the one hand, it moves them from fragmented and partial cultural cognition toward holistic and systematic cultural identification. Immersion in shared historical memories, a common spiritual home, and commonly held values breaks down misunderstandings and biases concerning traditional, ethnic, and contemporary cultures and enables students to develop identification with the Chinese nation in terms of identity, culture, and values. On the other hand, it moves them from individual emotional experience toward emotional resonance with the community. As they understand the formation of the Chinese nation as a unity in diversity, appreciate the history of interaction and integration among all ethnic groups, and share in the country's great developmental achievements, they develop a strong sense of national pride, fulfillment in the new era, and belonging to family and country. Through this emotional transformation, college students' experience of happiness is no longer confined to personal emotional gains and losses but is elevated into a profound form of emotional fulfillment in step with the nation, resonant with the times, and united with family and country. Cultural identification gives the mind firm roots, while emotional resonance brings spiritual abundance. Together, they allow young people to gain a more enduring and profound sense of happiness through stable emotional belonging and provide the most sincere emotional foundation for their conceptions of happiness.

3.2 The Cognitive Dimension: From Materialist Orientation to the Pursuit of Value and Meaning

The cognitive dimension determines the value significance

and intellectual depth of a conception of happiness. Under the influence of the market economy and consumer culture, some college students in non-ethnic-minority regions have displayed materialistic, utilitarian, and short-sighted tendencies in their understanding of happiness, treating material enjoyment, a comfortable life, and personal interests as its central standards. They consequently fall into the predicament of growing spiritual emptiness amid increasing material abundance and struggle to understand the essence and true meaning of happiness.

Forging a strong sense of community for the Chinese nation reshapes college students' understanding of happiness through its value logic, promoting a fundamental shift from seeking material goods externally to seeking meaning internally. Guided by devotion to family and country, responsibility, dedication, and shared ideals, community consciousness helps students move beyond the cognitive constraints of individualism, hedonism, and materialism and reconsider the essence of happiness: happiness lies not in taking but in giving, not in comfort but in endeavor, and not in merely perfecting oneself but in contributing to the well-being of all. Through this cognitive transformation, students gradually develop a scientific understanding of happiness that unifies personal development with national needs, personal value with social value, and individual happiness with national rejuvenation, incorporating meaning in life, ideals and convictions, and social responsibility into their framework of happiness. This cognitive advancement frees their conceptions of happiness from utilitarian constraints, gives them a clear value orientation and contemporary significance, and forms a rational, mature, and stable system of judgment about happiness that becomes the spiritual core sustaining their long-term development.

3.3 The Behavioral Dimension: From Passive Identification to Active Practice and Joint Contribution and Shared Benefits

The behavioral dimension is the external expression and practical destination of a conception of happiness, for happiness can be truly realized only through action. In the past, some college students in non-ethnic-minority regions expressed their identification with the country, nation, and society mainly through passive acceptance, verbal agreement, and the stance of an observer. They lacked the conscious motivation to translate devotion to family and country into concrete action. Their practice of happiness was therefore individualized, superficial, and passive, making it difficult to gain a genuine sense of achievement and happiness through responsible action.

Forging a strong sense of community for the Chinese nation promotes a crucial behavioral leap in college students' conceptions of happiness: from passive acceptance to active responsibility and from individual pursuit to joint contribution and shared benefits. Community consciousness emphasizes the joint endeavor, solidarity, prosperity, and development of all ethnic groups, as well as the agency of young people in national rejuvenation. It therefore encourages students to transform their identification with the country, love for the nation, and pursuit of happiness into actions in learning, practice, and responsible service.

In this behavioral transformation, college students actively integrate their personal ideals into the building of a strong country and the great cause of national rejuvenation. They develop their abilities through professional study, serve others through social practice, contribute to society through volunteer service, and support cultural inheritance. This behavioral pattern—gaining through participation, experiencing through joint contribution, and finding happiness through sharing—turns happiness from an idea into reality and from an experience into tangible outcomes. The leap in the behavioral dimension enables students' conceptions of happiness to take root and forms a complete closed loop of cognition, emotion, and behavior, demonstrating the practical character and sense of mission of young people's conceptions of happiness in the new era.

4. Practical Pathways: Cultivating the Conceptions of Happiness of College Students in Non-Ethnic-Minority Regions under a Strong Sense of Community for the Chinese Nation

From the perspective of forging a strong sense of community for the Chinese nation, cultivating appropriate conceptions of happiness among college students in non-ethnic-minority regions is a systematic, long-term, and immersive educational undertaking. It cannot be accomplished through fragmented publicity, campaign-style activities, or slogan-based inculcation. Instead, it should follow the laws governing the formation of young people's values, psychological development, and ideological and political education; coordinate curricular, cultural, and practical education; and establish an integrated cultivation system that organically connects classroom teaching, cultural immersion, and social practice. Theoretical guidance should consolidate the intellectual foundation, cultural nourishment should enrich the inner world, and practical tempering should strengthen conscious action. In this way, a strong sense of community for the Chinese nation can be fully integrated into every stage of students' learning and daily life, value formation, growth, and development, enabling them to develop an emotional sense of belonging, a high degree of cognitive identification, and active behavioral practice. Ultimately, they can form a scientific conception of happiness aligned with national development, synchronized with national rejuvenation, and responsive to the demands of the times.

4.1 Curriculum-Based Education: Building a Systematic Educational Framework for College Students' Conceptions of Happiness within a Comprehensive Ideological and Political Education Structure

Curriculum-based education is the principal channel and arena for shaping college students' values and cultivating appropriate conceptions of happiness, and it plays a foundational and guiding role within a comprehensive ideological and political education structure. Deeply integrating efforts to forge a strong sense of community for the Chinese nation and education about happiness into the curriculum is not only an inherent requirement of ideological and political education but also a crucial measure for guiding young people to pursue long-term happiness and transcend the

constraints of materialism. In light of the cognitive characteristics and developmental needs of college students in non-ethnic-minority regions, universities should break down the barriers separating ideological and political courses, specialized courses, and general education courses. They should coordinate all types of courses in the same direction, establish a systematic educational framework with comprehensive coverage, clear levels, and gradual progression, and integrate community values, devotion to family and country, the spirit of endeavor, and education about happiness throughout the entire process of talent development.

In developing curriculum content, universities should fully explore the values relating to happiness embedded in a strong sense of community for the Chinese nation. The fourfold solidarity of sharing weal and woe, honor and disgrace, life and death, and a common destiny; the history of the Chinese nation's development as a unity in diversity; the great achievements and transformations of the new era; and the vivid practice of all ethnic groups working together in solidarity for common prosperity and development should be systematically incorporated into the core content of ideological and political courses. Teaching should clearly explain the intrinsic connection between national strength and personal happiness, the deep coupling of national rejuvenation and youth development, and the dialectical unity of collective well-being and individual value. At the same time, value guidance should be strengthened in general, humanities, history, and cultural education, extending education about happiness from ideological and political classrooms to specialized courses. This will enable young people to appreciate responsibility while acquiring knowledge and elevate their outlook through cultural cultivation, so that they genuinely understand the profound principles that "happiness is achieved through hard work" and that "personal ideals must be integrated into the cause of the country and nation."

Educational methods should be differentiated by stage and category and delivered with precision. For lower-year students, emphasis should be placed on basic knowledge of the community for the Chinese nation, national identification, cultural cognition, and introductory education about happiness, helping them establish an appropriate understanding of identity and a sound starting point for their values. For middle- and upper-year students, greater emphasis should be placed on mission and responsibility, career choices, life planning, and social responsibility, guiding them to connect personal development, family happiness, and social contribution with the great cause of national rejuvenation. Classroom methods should also be innovated to make theoretical explanation more approachable and relevant. Grand narratives should be translated into everyday language that young people can understand, accept, and relate to, ensuring that curriculum-based education truly reaches both mind and heart and lays a solid intellectual foundation for appropriate conceptions of happiness among college students in non-ethnic-minority regions.

4.2 Culture-Based Education: Creating an Immersive Cultivation Environment within the Shared Spiritual Home of the Chinese Nation

Culture-based education is a profound educational approach that develops, nourishes, and grounds people through culture. Its distinctive strength lies in its subtle and imperceptible influence, making it the most enduring and profound force for forging a strong sense of community for the Chinese nation and cultivating college students' conceptions of happiness. Although universities in non-ethnic-minority regions may have relatively homogeneous ethnic compositions, they likewise shoulder the important mission of building a shared spiritual home for the Chinese nation. They should therefore give full play to cultural immersion, enabling young people to strengthen their sense of belonging, deepen identification, and gain happiness within a rich cultural environment.

Universities should fully activate the educational functions of fine traditional Chinese culture, revolutionary culture, and advanced socialist culture and integrate them into the campus environment, cultural activities, spiritual symbols, and everyday education. Drawing on such essential ideas in fine traditional Chinese culture as the unity of family and country, unremitting self-improvement, the carrying of all things through profound virtue, and harmony among nations, universities can organize classical reading, cultural experiences, traditional etiquette, and intangible cultural heritage activities. These activities help students find spiritual support in their cultural roots and move beyond restless utilitarianism and materialism. Universities should also vigorously promote revolutionary culture, make good use of revolutionary resources, tell revolutionary stories well, and pass on the revolutionary heritage. This will enable young people to understand where today's happy life came from and appreciate the noble orientation toward happiness embodied in sacrifice and dedication, solidarity and endeavor, and fidelity to ideals, thereby helping them stand firm, remain steady, and go far in spiritual terms. At the same time, the great achievements of the new era—including poverty alleviation, scientific and technological innovation, major national projects, ecological conservation, and ethnic unity and progress—should serve as vivid teaching materials. They allow young people to directly experience the dignity, sense of gain, and happiness brought by national development and continuously strengthen national pride and confidence in the times.

In developing campus culture, universities should create immersive, scenario-based, and life-oriented educational settings. Community values, devotion to family and country, solidarity, and a conception of happiness grounded in endeavor should be integrated into cultural landscapes, university history education, new-media communication, student organizations, and signature programs, turning every part of the campus into an educational space. Through cultural immersion, students' spiritual worlds become richer, their emotional belonging stronger, and their value pursuits firmer. They thereby naturally develop positive experiences of happiness rooted in Chinese culture, attentive to the country and the wider world, and endowed with spiritual strength.

4.3 Practice-Based Education: Building Practice Platforms that Integrate Knowledge and Action for College Students' Conceptions of Happiness

Campus practice is the foundational setting for cultivating

conceptions of happiness. Through regular activities such as volunteer service, public-interest labor, peer-assisted learning, cultural communication, and collaborative student - organization projects, universities can guide students to learn respect, practice inclusiveness, and strengthen responsibility in collective life. By helping others, serving the collective, and building consensus, students experience the fulfillment and happiness generated by joint contribution and shared benefits, transforming the “community” from an abstract concept into a form of everyday practice in which they can participate, which they can experience, and from which they can benefit.

Social practice is an important means of elevating conceptions of happiness. College students should be encouraged to leave campus, engage with society, and work at the grassroots level by participating in social research, community service, rural revitalization initiatives, public-interest assistance, and cultural outreach. Such activities allow them to personally experience the achievements of national development, changes brought by social progress, and improvements in people’s lives, and to understand through concrete realities the intrinsic relationships between the individual and society, youth and the country, and the “small self” and the “greater self.” When young people truly see that their efforts can bring change, their actions can serve others, and their responsibilities can contribute to society, the happiness they gain will far exceed material satisfaction and become an enduring and profound spiritual force.

Practice-based education in the new era should be closely tied to the mission of building a strong country and achieving national rejuvenation. It should guide students to align their professional strengths with national needs and integrate their personal ideals into the currents of the times. By taking initiative and developing their abilities in scientific and technological innovation, cultural inheritance, social governance, green development, and other fields, young people can genuinely understand through personal participation, endeavor, and achievement that “endeavor is the brightest color of youth” and that “dedication to the motherland and the people is the greatest happiness.” Tempered through practice, their conceptions of happiness become increasingly mature, firm, and self-conscious. Ultimately, they can achieve a high degree of unity between personal happiness and national rejuvenation and grow into young people of the new era capable of shouldering major responsibilities.

5. Conclusion

Cultivating appropriate conceptions of happiness among college students in non-ethnic-minority regions is an important component of forging a strong sense of community for the Chinese nation and fulfilling the task of fostering virtue through education. This paper has explained the internal logic through which community consciousness shapes young people’s conceptions of happiness through the three mechanisms of value isomorphism, spiritual nourishment, and cognitive guidance. It has also clarified their complete composition across the emotional, cognitive, and behavioral dimensions and examined the process by which young people move from superficial individual pleasure

toward happiness grounded in the symbiosis of individual, family, and country.

In response to the fragmented understandings of happiness found among some college students today, this paper has proposed an integrated cultivation plan based on the three educational pathways of curriculum, culture, and practice. Young people’s happiness is never an isolated individual feeling; it is deeply connected to national development and the destiny of the country. Only by locating themselves within the community narrative, consolidating their emotional foundations through cultural identification, correcting cognitive biases through value-based reflection, and fulfilling responsibility through personal practice can young people move beyond the misconception of material enjoyment. In contributing to national rejuvenation, they can gain an enduring and profound sense of happiness and achieve the organic unity of individual growth and national development.

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