

The Empirical Research of the Correlation Between the Subject Characteristics and the Effectiveness of the Ideological and Political Education

QIAO Haixiang^{[a],*}

^[a]Master, Qingdao Binhai College, Qingdao, China.
*Corresponding author.

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Abstract

In the teaching of ideological and political theory course, the subject does not accept the object passively. But the cognition, emotion, will and ability of the subject will be used in the acceptance process, and influence the acceptance effect. Different subjects have different cognition, emotion, will and ability, so as have different acceptance aims; background, interests, and ability, which eventually leads to different acceptance effects. There is no empirical test to explain the relationship between the acceptance subject characteristics and acceptance effect of ideological and political theory course. This paper has important practical significance to study the relationship between acceptance subject characteristics and the acceptance effect.

Key words: Subject characteristics; Curriculum reform; Teaching effect; Implementation path

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INTRODUCTION

The acceptance of ideological and political education refers in particular to the acceptable activity of ideological and political education, the activity process is continuous, completed, and consist by five following actions, and

that is the acceptance subject to meet its needs to reflect, select, integrate, internalize, externalize the acceptance object through certain intermediary under the role of the environment, an acceptable result is that the formation of internal spirit and external actions (Wang, 2002). During the acceptance process of ideological and political theory course, acceptance subject is the college students who receive education; the acceptance object is that teachers impart “thoughts, ideas and skills” to acceptance subject. The acceptance of ideological and political theory course is a complex process, in which there are many influence factors, such as: teaching content, teaching methods, course teachers, teaching environment etc.. But it is undeniable that there is a subjective characteristics in the process. The acceptance process of ideological and political theory course that is educated people consciously identify with educational goals and educational requirements, independently making judgments and choices, self-regulating behaviors and improving their moral character, enrich and develop independence, activeness and creativity of social ethics in practice (Zhang & Zheng, 2006).

That is, during the acceptance activities of ideological and political theory teaching, the acceptance subject is not passively accept, identify with and accept object, but the personalized factors of self subject awareness, subject emotion, subject will, subject ability and others will act on acceptance process and have an impact on acceptable results. And different acceptance subject has different subject awareness, subject emotion, subject will and subject ability, so as there are different acceptance purpose, acceptance background, acceptance interest, and acceptance ability, eventually leading to the different acceptance effects. So, what kind of connection there could be between the acceptance subject characteristics and acceptance effect of ideological and political theory course is lack of empirical test, therefore, the exploitation of connection between the acceptance subject

characteristics and acceptance effect of ideological and political theory course has become a necessity.

1. RESEARCH DESIGN

1.1 Research Methods

Using SPSS21.0 software for data statistical analysis, mainly for *T*-test and *F*-test, Based on extensive literature study and assurance of ideological and political theory teaching law to make the “ acceptance effect questionnaire of ideological and political theory course “, the questionnaire has 30 questions, using Likert Scale technology, using five options to distinguish different levels and satisfaction degrees of project issues, the higher score shows the more positive attitude of tested people on this question item. After questionnaires were collected to carry out inspection, excluding invalid questionnaires, KMO coefficient of the questionnaire was 0.9254, it was suitable for factor analysis. After the exploratory factors analysis, the questionnaire can be divided into five dimensions, namely course value (including four

questions), course content (including six questions), course teaching(including ten questions), learning state (including four questions), teaching effectiveness (including six questions), coefficients of each dimension of Chronbach’Alpha were 0.9324, 0.8432, 0.7563, 0.7789, 0.8951 total questionnaire Chronbaeh’Alpha coefficient was 0.8520, indicating good reliability and validity, that is in line with the authorized principle of the scale.

1.2 Data Sources and Sample Characteristics

Using random survey to collect data, this survey uses entirety stratified random sampling method to extract test samples, extracting students from the freshman and sophomore youngster of the ten secondary colleges of Mathematics and Information Science College, Humanities College, Foreign Languages College, Music College and others in the one of Zhejiang Universities. A total of 1,000 questionnaires were given, and returned 963 copies, excluding invalid ones, got 928 valid questionnaires, the effective rate was 92.8%. The specific sample distribution and characteristics shown in Table 1:

Table 1
Sample Distribution and Feature

Grade subject		First grade liberal	Science	Art	Second grade liberal	Science	Art	Total
Sex	Male	95	72	20	126	106	36	455
	Female	112	58	47	125	78	53	473
Education	Specialty	26	27	0	43	33	0	129
	Undergraduate	181	103	67	208	151	89	799
Politics	Party member	4	6	2	16	16	9	53
	Activist	25	19	14	21	20	15	114
	Members	176	108	57	224	157	77	799
	Other	5	3	0	7	5	2	22
Family	Works	48	22	15	55	36	17	193
	Famer	99	65	31	122	99	45	461
	Liberal professions	30	22	8	43	19	16	138
	Intellectual	30	21	13	31	30	11	136

Sources of data: Statistical finishing, October 2015.

2. RESULTS AND DISCUSSION

2.1 Sex Characteristics and Acceptance Effect

First, let’s explore the influence and cause analysis of

students’sex characteristics for the acceptance effect of ideological and political theory teaching. From Table 2 testing results, sex characteristics lead to the differences of college students’ acceptance effect on ideological and political theory teaching.

Table 2
Differences in Teaching and Learning of Different Gender Students

Factor	Mean and standard deviation (<i>M</i> ± <i>SD</i>)		Correlation		
	Male	Female	PC	Sig.	
Value of curriculum	3.84±0.73	3.01±0.82	.011	0.22	
Content of courses	3.68±0.58	3.12±0.56	.070**	.000	
Course teaching	3.62±0.81	3.84±0.62	.069**	.000	
Learning state	3.14±0.76	3.43±0.61	.052**	.000	
Teaching effectiveness	3.34±0.56	3.54±0.55	.084**	.000	
Mean	3.52±0.69	3.39±0.63	.066*	.002	

Note. *M*=Mean, *SD*= Std.Deviation, PC=Pearson Correlation, Sig.=Test of Significance. * indicates a significant level of 10%, ** indicates a significant level of 5%, *** indicates a significant level of 1%. (The same below).

The data can be found in Table 2: The average value of boys overall satisfaction is 3.52, significantly higher than girls' 3.39. In each factor index, boys' average values in course value and teaching content both are significantly higher than girls', may be because boys' divergent thinking is better, attention aspect is broader, as well as more political attention and sensitivity, concern domestic and international events, the teaching content of ideological and political theory courses just can meet their needs in this aspect; girls' average values in learning attitude, course teaching, and teaching effect are significantly higher than boys', because girls are generally more well-behaved, good at following the teachers' teachings, and learning is relatively harder, it is easier to absorb the teachers' views and ideas, so the course teaching and teaching effect's evaluation will be higher. It can be seen that boys' expectations and demands for ideological and political teaching are higher than girls', girls' learning attitude and course evaluation for ideological and political teaching are higher than boys', but boys' final acceptance effect is higher than girls'.

Therefore, it means great significance for stimulating students' interests and demands on acceptance effect of ideological and political course, and that will demand higher requirements for teachers, for example, the teaching methods to balance male and female are still under study that based on the difference.

2.2 Affiliated Disciplinary and Acceptance Effect

Let's further explore the influence and cause analysis of students' affiliated discipline for the acceptance effect of ideological and political theory teaching. Taking science and engineering, the humanities, and art as independent variables to analyze the acceptance difference of college students from different disciplinary on ideological and political theory teaching. Test results in detail are shown in Table 3. Table 3 shows the average value comparison of each factor of the students from science and engineering, the humanities, and art, in addition to courses teaching dimension has no significant difference, the other four factors are progressively decreasing according to the order of humanities, science and engineering, as well as art.

Table 3
Differences in Teaching and Learning of College Students in Different Disciplines

Factor	Mean and standard deviation(<i>M</i> ± <i>SD</i>)			Correlation	
	Science	Liberal	Art	PC	Sig.
Value of curriculum	3.33±0.89	3.64±0.74	3.17±0.72	.012	.014
Content of courses	3.43±0.63	3.71±0.71	3.22±0.63	.003*	.113
Course teaching	3.80±0.71	3.69±0.66	3.82±0.82	-.013	.102
Learning state	3.22±0.55	3.58±0.61	2.94±0.59	.028***	.055
Teaching effectiveness	3.25±0.58	3.36±0.53	3.14±0.68	.017**	.108
Mean	3.40±0.67	3.59±0.65	3.25±0.61	.008*	.006

A great relationship with this situation is that disciplinary nature of the various disciplines of university students. For liberal arts students, they are more familiar with the content of ideological and political course, and that also their interest and expertise lies in, therefore they take a more correct attitude towards study, learning effect is relatively good. The students of science and engineering who need and are willing to put more effort and time into study of specialized courses, and their basis of ideological and political course content is also relatively poor, it is more difficult for them to learn it, and coupled with the lack of interest, so as the overall effect will be relatively poor. After interviews, we got to know that some arts students have no interests and basis in ideological and political course, poor acceptance is taken for granted, but they are not attributing the reason for this situation to the teacher or the environment, and that is self-inflicted. Thus, although art students' acceptance effect is the lowest, but their evaluation for course teaching is the highest.

2.3 Times of Arrival School and Acceptance Effect

According to the survey, different grades' students have different effects of acceptance effect on ideological and political course teaching, taking grade as independent

variables to analyze differences in students 'acceptance effect of ideological and political teaching. It can be seen from Table 4 that the course acceptance effect of freshman is significantly higher than the sophomores', and each factor index showed freshman is higher than the sophomores'. The reason is that first, freshman came to school for not a long time, they are fresh and curious for various courses, they are easy to accept teachers' guidance and education in this state.; Second, the course of "ideological and moral cultivation and legal basis" is set up in the first year of college, according to the survey, students think this course is most closely to their learning lives in the four political theory lessons, so it is most popular among students. but through the learning of more than one year, and the improvement of experience and knowledge level, sophomores find that theoretical nature and lag of the teaching content of ideological and political theory teaching have been further underlined, under the pressure of today's social life, employment, and competition requirements, students think that ideological and political course teaching did not play much of a role for the embodiment of their values, leading to differences in above-mentioned awareness and acceptance effects.

Table 4
Different of Teaching Effectiveness in Different Grades

Factor	Mean and standard deviation (<i>M ± SD</i>)		Correlation	
	First Grade	Second grade	PC	Sig.
Value of curriculum	3.58±0.76	3.34±0.57	.091***	.000
Content of courses	3.56±0.57	3.28±0.63	.112**	.000
Course teaching	3.55±0.43	3.56±0.74	.092**	.000
Learning state	3.61±0.66	3.33±0.81	.107**	.000
Teaching effectiveness	3.51±0.74	3.32±0.58	.122**	.000
Mean	3.56±0.63	3.36±0.66	.115**	.000

Note. Survey of four schools of Political Theory Course (including the “situation and policy”) in the first grade, grade four, a total of two semesters have been studied. Bi, three or four grade because no longer open the ideology and political course is not a survey.

2.4 Educational Level and Acceptance Effects

Preliminary research showed that different educational level of students has different influence on the acceptance effects of ideological and political teaching, taking educational level of students as independent variables to analyze the differences of acceptance effect of ideological and political course teaching. As can be seen from Table 5, in addition to the average scores of the factor index of course teaching that technical school students and three-year-program students are higher than undergraduate

college students, undergraduate college students are higher than them in other factors index and final acceptance effects. The reason for this situation is that undergraduate college students give higher evaluation on the course value of ideological and political course than three-year-program students, so their interest in learning and motivation are also higher; in addition undergraduates are slightly better in the knowledge base, the level of cognition, learning ability than three-year-program students.

Table 5
Different Levels of Education to Accept the Effect of Differences

Factor	Mean and standard deviation		Correlation	
	Specialty	(<i>M ± SD</i>)	PC	Sig.
Value of curriculum	3.25±0.74	3.42±0.54	.024**	.000
Content of courses	3.35±0.67	3.48±0.63	.014*	.001
Course teaching	3.55±0.65	3.50±0.66	.059**	.000
Learning state	3.33±0.86	3.66±0.70	.075**	.005
Teaching effectiveness	3.37±0.69	3.61±0.63	.140**	.000
Mean	3.37±0.72	3.53±0.63	.080**	.000

After investigation they learned that, some three-year-program students, especially girls said they have no interest in the ideological and political course, do not want to listen and not understand, in particular, the course of “Mao Zedong Thought and Introduction to Theoretical System of Socialism with Chinese Characteristics”. As similar to art students, some students do not externalize this situation, they think that it is caused by their interest and thought patterns, so this factor index scores of “Course Teaching” of three-year-program students is higher than undergraduates.

2.5 Political Status and Acceptance Effect

Different political status of students show different

influence of acceptance effect in ideological and political course teaching, taking students’ political status as independent variables to analyze the different acceptance effect of ideological and political course teaching. As can be seen from Table 6, the student party members and activists to join the communist party is higher than ordinary members and students on various factor indicators, as well as ultimate average values, showing the student party members and activists to join the communist party have high political consciousness as well as support and trust for the content and the concept of the ideological and political theory teaching, showing interest and desire in knowledge of ideological and political course, correct attitude to learning, they can play an exemplary role in learning.

Table 6
Influence of Political Outlook on Teaching Acceptance

Factor	Mean and standard deviation(<i>M ± SD</i>)				Correlation	
	Party	Activist	Members	Other	PC	Sig.
Value of curriculum	3.62±0.73	3.65±0.73	3.44±0.71	3.42±0.79	-.102	.000
Content of courses	3.56±0.75	3.54±0.79	3.46±0.74	3.46±0.63	.110**	.000
Course teaching	3.61±0.68	3.56±0.65	3.61±0.63	3.59±0.61	.216**	.000
Learning state	3.49±0.54	3.59±0.64	3.21±0.54	3.30±0.55	.064**	.000
Teaching effectiveness	3.58±0.51	3.55±0.71	3.34±0.85	3.35±0.58	.012*	.000
Mean	3.57±0.64	3.57±0.70	3.41±0.69	3.42±0.63	.130**	.000

2.6 Family Background Characteristics and Acceptance Effect

Students' family background characteristics also result in the different acceptance effect of ideological and political teaching, taking students' family background as independent variables to analyze its influencing differences for the acceptance effect of ideological and political course teaching. As can be seen from Table 7, family background has no significant impact and significant in each factor indexes difference on final

acceptance effect of ideological and political theory. The reason is that as a university student, everyone has been completely out of sight of their parents, become an independent entity in the ideological and personality. Value judgment on learning, learning interest and others are completely by their own decision, and they are so much under the influence of the environment and public opinion, it is beyond the reach of parents, so that the influence effect of family background characteristics was not significant.

Table 7
Influence of Family Background on Teaching and Learning

Factor	Mean and standard deviation ($M \pm SD$)				Correlation	
	Works	Famer	Liberal professions	Intellectual	PC	Sig.
Value of curriculum	3.44±0.73	3.41±0.66	3.44±0.69	3.47±0.65	.005	0.17
Content of courses	3.48±0.75	3.42±0.72	3.46±0.72	3.46±0.59	-.021	.000
Course teaching	3.60±0.68	3.56±0.72	3.58±0.54	3.59±0.72	-.018	.000
Learning state	3.37±0.54	3.44±0.63	3.39±0.63	3.43±0.64	.011	.007
Teaching effectiveness	3.46±0.51	3.45±0.78	3.46±0.78	3.44±0.55	.032	.012
Mean	3.47±0.65	3.45±0.70	3.46±0.67	3.47±0.63	.020	.011

CONCLUSION

There is obvious relevance between the acceptance effects of ideological and political theory course teaching and some main characteristics of students, mainly in: (a) Sex characteristics. In each factor index, boys' average values in course value and course content both are significantly higher than girls' in the acceptance effect of ideological and political teaching; but girls' average values in learning attitude, course teaching, and teaching effect are significantly higher than boys' and boys' final acceptance effect is higher than girls'. (b) Professional features. Among science and engineering, the humanities and arts students, except courses teaching dimension has no significant difference, the other four factors are progressively decreasing according to the order of humanities, science and engineering, as well as arts. (c) Grade characteristics. The course acceptance effect of freshman is significantly higher than the sophomores', and each factor index showed freshman is higher than the sophomores'. (d) Educational level characteristics. In addition to the average scores of the factor index of course teaching that three-year-program students are higher than undergraduate college students, undergraduate college students are higher than them in other factors index and final acceptance effects. (e) Political status features. The student party members and activists to join the communist party are higher than ordinary members and students on various factor indicators, as well as ultimate average values. (f) Family background characteristics. Family background has no significant impact and significant in each factor indexes difference on final acceptance effect of ideological and political theory.

INTERRELATED RECOMMENDATIONS

(a) According to the subject characteristics of students to arrange matched teachers, so as to improve the overall acceptance effect of ideological and political course.

As can be seen from above investigation, different gender, grade, specialty, educational level of students have different value expectations and teaching requirements on ideological and political theory course, only as far as possible to meet their expectations and demands under the existing conditions, so as to improve acceptance and effectiveness of ideological and political theory course teaching, completed the task of ideological and political course train and shape socialism successor with Chinese characteristics given by the party and the nation. On the evidence of recent situation, there are levels of expectations and demands of ideological and political course, course teachers' level of ideological and political course also exists differences in objective, which requires carefully matching when arranging courses, so that the needs of students at different levels can be fully satisfied. For example, boys, humanities major students, and undergraduate students are showing a higher value expectation and teaching requirement for the ideological and political curriculum, Full consciousness should be paid by the school. Of course, the community, schools, ideological and political course teachers have responsibilities to continuously improve the professional quality of teachers and teaching level, in order to better accomplish the task of teaching.

(b) Letting students play an active role in enhancing the attractiveness and appeal of ideological and political teaching.

As can be seen from the research results, the students with different main characteristics show different interest

in ideological and political course, the student party members and activists to join the communist party, some of the men and liberal arts students have higher interest in ideological and political course. Teachers should give full play to the enthusiasm of some part students in the teaching process, reflecting the main role of students in the classroom to actively participate in class, so as enhancing the attractiveness and appeal of ideological and political course. The current ideological and political teaching still mainly depends on “teacher and multimedia teaching” in a whole, interspersed with some of the topics to be discussed and video playback in class, giving full play of teachers’ leading role, but the dominant position of students has not been given due attention. With the accelerated development of the Internet age, the popularity of Microblog, micro message and other mobile phone networks, the phenomenon of “all eyes on the phone” grows in intensity in the classroom of ideological and political course, this teaching method has become increasingly weak. In the teaching process of ideological and political theory, only teachers give full play the main role of students that allowing students to participate in the whole teaching process of ideological and political theory, changing teachers’ single “Solo” for the collective “ensemble” of teachers and all students, changing teachers’ one-way teaching into two-way communication of teachers and students, enabling interaction in teaching process so as to achieve the best teaching results (Li, 2007). With the help of moderate guidance and encouragement from teachers, students who give a higher evaluation to ideological and political course can reflect the main role of the student and actively participate in class, thus breaking the phenomenon of teachers always talk alone”, injecting into teacher-student interaction, enhancing attraction and appealing of ideological and political lesson.

(c) Integrating theory with practice to enhance the effectiveness of ideological and political teaching.

Ideological and political theory course has laid the theoretical foundation for the practical construction of the socialist construction with Chinese characteristics, develop and enhance the theoretical thinking level of the whole nation, this course is definitely indispensable, teaching effect is also not insignificant. There is still a distance to arrive the requirement of “constructing the college ideological and political theory courses into excellent courses that become lifetime unforgettable courses and really loved by students” (Yuan, 2010). The survey found that students best like the course of “ideological and moral cultivation and legal basis” in the four political theory courses, because the teaching content of the course is more closely to the actual contact of students’ life and study; the teaching acceptance effect of sophomores on ideological and political theory is lower than freshman is that because students think ideological and political course teaching did not provide much help for social life, employment and competitive pressures. It requires our teaching of

ideological and political course is not just the transmission of knowledge and explanation of theory, because students’ ideological issues and life confusion are derived from their real life, it is impossible rely on pure thinking method to solve these problems, should be based on real life, and integrating theory with practice. The “reality” includes social reality and actual lives of students to help students to analyze social problems correctly, relieving personal thoughts confusion, which is the only way to improve the effectiveness of ideological and political course teaching.

(d) Bring the advanced education of party organization into play to improve students’ initiative and consciousness of learning ideological and political theory courses.

The results show that the student party members and activists to join the communist party are higher than ordinary members and students on the acceptance effect of the course teaching of ideological and political theory, indicating that the student party members and activists to join the communist party have formed higher political consciousness under the education and guidance of the Party, making the most of the party’s political and organizational advantages to mobilize the students’ initiative and consciousness on learning ideological and political theory courses, and made effectiveness. Therefore, in order to enhance the acceptance effect of college ideological and political theory teaching roundly, all colleges should further play a central role of the colleges’ Party organization in the ideological and political education. As the CPC Central Committee and State Council “on further strengthening and improving university students’ ideological and political education that indicates that bring the party’s political and organizational advantages into play, do well ideological and political educational work,” which clearly put forward the important position and role of the Party in college students’ ideological and political education, which is the need and requirement to meet college students’ spiritual development and realize their values of life and is initiative and self-awareness in training college students’ learning ideological and political theory course, it is an important way to improve the acceptance effect of ideological and political theory courses teaching.

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