



Influencing Factors and Improvement Paths for College Students' Sense of Acquisition of Ideological and Political Theory Courses

Yuanyuan Xu^{1,2(✉)} and Li Tao³

¹ Anhui Technical College of Mechanical and Electrical Engineering, Wuhu, China
ahjdxxy@163.com

² Suan Sunandha Rajabhat University, Bangkok, Thailand

³ Anhui Technical College of Mechanical and Electrical Engineering, Wuhu, China

Abstract. Taking students from five colleges and universities in the city of Wuhu, Anhui Province China as the research object, 500 participants were selected by stratified random sampling method to obtain relevant data on the sense of obtaining ideological and political theory courses of college students. The study found that the sense of acquisition of ideological and political theory courses was at a slightly lower level, which have a positive correlation with sense of course identity. Individual characteristics such as gender, grade, subject and only child are not related to the sense of acquisition of ideological and political theory courses, and there are significant differences between urban and rural college students. College students have the highest degree of approval for the three measures to enhance the sense of acquisition of ideological and political theory courses: “classroom teachers are open-minded and dare to criticize social reality”, “curriculum knowledge is useful to themselves”, and “teaching materials are vivid and interesting”.

Keywords: ideological and political theory course · sense of acquisition · influencing factors · improvement path

1 Introduction

As the main channel of ideological and political education, ideological and political theory courses are the main front for consolidating students' ideological foundation, which involve fundamentals, have a bearing on the overall situation, and have far-reaching influence. In 2017, the Ministry of Education proposed to “improve the quality and level of ideological and political theory courses, meet the needs and expectations of young students' growth and development, and thus enhance students' sense of gain.” “The sense of acquisition of ideological and political theory course refers to the conscious, positive, positive and positive psychological feelings formed by students based on harvest in the process of learning and practice [1]. It is an important indicator to measure the quality of teaching, not only the value appeal of comprehensively deepening curriculum reform, but also the fundamental compliance of students to the curriculum. However, the current

curriculum has shortcomings of weak appeal, insufficient appeal, and insufficient affinity. How to crack the teaching paradox of “one deep is boring, one vivid is boring”, so that students in the classroom is full of “thrilling” “sense of gain” is an urgent problem to be solved. [2] Domestic scholars have done in-depth research and useful exploration of this phenomenon, but the existing research is mostly qualitative speculative research, and there are few quantitative empirical studies. For example, Qiu Qilin (2022) proposed a path to improve the sense of acquisition of the curriculum from five dimensions: cognitive identity, emotional resonance, will character, lofty beliefs, and behavior methods [3]. Tang Juan (2022) analyzes the influencing factors of teaching effectiveness and believes that only when students are interested in the curriculum in their hearts, they can learn hard and gain something [4]. Based on this, taking students from five colleges and universities in the city of Wuhu as the survey object, the current situation and influencing factors of college students’ sense of obtaining ideological and political theory courses are outlined and presented, and attempts to propose coping strategies to crack them are of great importance to enhancing the effectiveness and pertinence of ideological and political education.

2 Research Methodology

2.1 Questionnaire Design

A questionnaire was prepared on the basis of a literature review and in-depth interviews with 19 teachers. The questionnaire design adopts the five-level scale design of Rickett, of which 1 represents “very disagreement”, 2 represents “relatively agreeable”, 3 represents “general”, 4 represents “relatively agreeable”, and 5 represents “very agreeable”, the higher the value, the more the sample is inclined to use a certain strategy.

2.2 Data Collection

Taking 5 college students from five colleges and universities in Wuhu City, Anhui Province as the survey object, 500 participants were selected by stratified random sampling method, and the gender, enrollment method and subject background of the sample were relatively balanced, and the sampling sample had a certain representativeness. Collect data through the questionnaire star platform, a total of 500 questionnaires were distributed, 500 copies were recovered, the recovery rate was 100%, after excluding invalid data, 480 valid questionnaires, the effective rate was 96%, and the sample details were shown in Table 1. The questionnaire data was analyzed and processed by SPSSAU22 software, and the alpha coefficient of Cronbach’s questionnaire was $0.866 > 0.7$, indicating that the reliability of the questionnaire was good.

Table 1. Course satisfaction

category	N	Minimum value	Maximum value	mean	Standard error value
Teaching attitude	480	1	5	4.14	.037
Teaching content	480	1	5	3.91	.037
Teaching methods	480	1	5	3.85	.039
Teaching effectiveness	480	1	5	3.70	.042

3 Results and Findings

3.1 Sense of Status Quo

1) Overall Level.

The survey found that the minimum value of the sense of acquisition was 1.832, the maximum value was 4.165, and the average value was 2.984, which was lower than the average of 3 points, indicating that the sense of acquisition is at a low level. Among them, the sense of acquisition is at a “very high level” accounting for 3%, “relatively high level” accounted for 16.88%, “general level” accounted for 47.83%, “relatively low level” accounted for 20.42%, “very low level” accounted for 11.88%.

2) Source Analysis of the Sense of Acquisition.

61.7% of college students said that the sense of acquisition mainly comes from “colorful teaching content”, 48.8% of college students said that the sense of acquisition is mainly from “vivid and lively teaching methods”, 34.20% of college students said that the sense of acquisition is mainly from “teaching materials with novel knowledge”, and 31.7% of college students said that the sense of acquisition is mainly derived from “teachers’ meticulous teaching attitude”.

3) Satisfaction Analysis of Ideological and Political Theory Courses.

The average teaching attitude is the largest, reaching 4.14, followed by the teaching content and teaching methods, and the average teaching effect is the smallest, which is 3.7. It shows that college students have the highest satisfaction with the teaching attitude of teachers of ideological and political theory courses and the lowest satisfaction with teaching effects, See Table 1 for details.

3.2 Correlation Analysis

1) Individual Characteristics of College Students.

The SPSS software was used to analyze the correlation between individual characteristics such as gender, grade, subject, and only child and the sense of achievement in ideological and political classes, as shown in Table 2. Individual characteristics such as gender, grade, subject and only child of college students are not related to the

Table 2. Correlation analysis of individual characteristics of college students

Dependent variable	Minimum value	Maximum value	Mean	Gender (P)	Grade (P)	Birthplace (P)	Child (P)	Discipline (P)
Sense of gain	1.832	4.165	2.984	.607	0.728	.036*	0.711	0.402

sense of acquisition, there are significant differences between urban and rural college students, and the sense of acquisition of rural students is higher than that of urban students.

2) Sense of Course Identity.

42.9% of students said that the course was important and interested in the course, 41.3% said the course was important but not interested, 7.9% said the course was not important but interested in the class, and 7.9% said the course was not important or interested. The Correlation Analysis of Sense of Acquisition and Identity, Pearson Correlation Coefficient was 0.379, $P = 0.000$, indicating that the sense of acquisition is positively correlated with the sense of identity, and when students accept or recognize the course, the sense of acquisition will increase.

3.3 Analysis of the Causes of the Sense of Loss

Multiple response variables and frequency analysis were done on 480 sample data, and the reasons for the sense of loss in the course were: indoctrination-type teaching mode, low student participation accounted for 45.4%, students were not interested in the course, only for the exam accounted for 39.8%, textbook text was boring, theory and reality were disconnected accounted for 36.7%, classroom teachers read the textbook, lack of creativity accounted for 31.7%, practice links missed accounted for 15%, students and classroom teachers have a generation gap, communication is more difficult accounted for 7.1%.

3.4 Measures to Enhance the Sense of Acquisition of Ideological and Political Theory Courses

Spss analysis of the sample data, kmo and Bartlett tests showed $0.796 > 0.7$, so it is suitable for principal component analysis of the approval of the acquisition improvement initiative. Preset value: X1 = advanced teaching methods. X2 = The textbook is lively and interesting. X3 = Highly engaged in the teaching process and able to express opinions freely. X4 = Classroom teachers are open-minded and dare to attack social reality. X5 = Theory is combined with practice, which can solve our ideological problems. X6 = Classroom teachers have personal charisma. X7 = Course knowledge is useful to oneself. The analysis results are shown in Table 3. Because the cumulative contribution rate of the first three items reached 75.699%, three principal components were selected.

The rotated factor loads are shown in Table 4.

Table 3. The total variance of the interpretation

Ingredient	Initial eigenvalue			Extract the sum of squares and load		
	Total	Variance (%)	Cumulation (%)	Total	Variance (%)	Cumulation (%)
1	3.283	46.894	46.894	3.283	46.894	46.894
2	1.143	16.330	63.224	1.143	16.330	63.224
3	.973	12.475	75.699			
4	.556	7.948	83.647			
5	.430	6.147	89.794			
6	.402	5.743	95.537			
7	.312	4.463	100.000			

Extraction method: Principal component analysis

Table 4. Of rotational components matrix

Rotate the composition matrix ^a			
	Ingredient		
	1	2	3
Adopt advanced teaching methods (X1)	.338	.370	.704
The materials are lively and interesting (X2)	.321	.196	.805
The teaching process is highly engaged and free to express opinions (X3)	.710	.102	.436
Classroom teachers are open-minded and dare to attack social reality (X4)	.872	.010	.183
Linking theory with practice can solve our ideological problems (X5)	.852	.238	.008
Classroom teachers have personal charisma (X6)	.290	.838	.109
Course knowledge is useful to oneself (X7)	.075	.838	.288

Extraction method: Principal component analysis method.

1) In the First Main Component.

College students have the highest degree of approval for x4 (classroom teachers are open-minded and dare to attack social reality), followed by x5 (theory is linked to practice, can solve our ideological problems), x3 (high participation in the teaching process, able to freely express opinions).

2) In the Second Main Component.

College students have the highest degree of approval for x6 (the classroom teacher has personal charm) and x7 (the course knowledge is useful to themselves), followed by x1 (using advanced teaching methods) and x5 (theory is linked to practice, which can solve our ideological problems).

3) In the Third Main Component.

College students have the highest degree of approval for x2 (vivid and interesting teaching materials), followed by x1 (using advanced teaching methods) and x3 (high participation in the teaching process and the ability to express opinions freely).

4 Conclusions

Individual characteristics such as gender, grade, discipline and only child are not related to the sense of acquisition of ideological and political theory courses. Rural college students have a higher sense of gain.

The sense of identity of college students is mainly reflected in the importance of the course and interest in the course. Among the four dimensions of teaching attitude, teaching method, teaching content and teaching effect, the satisfaction with the teacher's teaching attitude is the highest, and the satisfaction with the teaching effect is the lowest.

The sense of acquisition of ideological and political theory courses among college students was at a slightly lower level, which have a positive correlation with sense of course identity.

College students have a high degree of approval for the three ideological and political theory courses of "classroom teachers are open-minded and dare to criticize social reality", "curriculum knowledge is useful to themselves", and "teaching materials are vivid and interesting".

5 Countermeasures and Suggestions

Focus on the four links of "knowing, knowing, meaning and acting" in the education process, taking cognitive improvement as the entry point, emotional identity as the growth point, tempering will as the key point, and behavior norms as the foothold, to achieve the organic unity of "knowledge, feeling, intention, and action", the sense of experience, identity, satisfaction, and happiness is progressive.

5.1 Enrich the Teaching Content and Enhance the Sense of Curriculum Identity

Cognition is the logical starting point for the generation of a sense of acquisition in the curriculum [5]. Teaching content is an important carrier for students to clarify the value of the curriculum, and it is also a catalyst for promoting students from cognition, from cognition to identity. Therefore, teachers should base themselves on the laws of education and students' growth into talents, grasp the cognitive and psychological characteristics of the educated, take the teaching content as a breakthrough, and effectively enhance the students' sense of experience at the cognitive level of the curriculum by improving the attractiveness and persuasiveness of the teaching content. First, we must adhere to the demand orientation and carry out accurate teaching, not only according to the cognitive level and learning ability of different educated people, but also to fully consider the individual needs of the educated people to "teach according to needs". The second is to adhere to the goal-oriented, give play to the function of educating people, integrate elements such as patriotism, strong national aspirations, and serving the country into the teaching content, guide students to understand the connotation of patriotic spirit, integrate "personal dreams" into the "Chinese dream", and realize the organic unity of personal value and social value [6].

5.2 Strengthen Emotional Identity and Enhance the Appeal of the Curriculum

Emotion is the growth point generated by the logic of the sense of acquisition, which manifests itself as positive acceptance or negative rejection [7]. Good teacher-student relationships can bring students closer to the curriculum and promote students to receive education positively and happily [8]. Therefore, teachers should learn from the high as a teacher, be a model, continuously improve their affinity and influence, and enhance students' sense of identity from the emotional level. First, it is necessary to insist that educators receive education first, improve teachers' knowledge and teaching ability, and strengthen teachers' targeted research on the ideological field and the field of network public opinion. The second is to enhance the language charm of teachers, the language should be easy to understand, in-depth and simple, so that students can understand and remember. The language should be humorous and vivid, and arouse students' thinking by quoting scriptures and quoting from the side. The third is to incorporate teacher ethics and teacher style into the teacher evaluation system, and strengthen self-supervision and mass supervision [9].

5.3 Innovate Teaching Methods to Enhance the Attractiveness of the Curriculum

Teachers should change their concepts, transform their roles, change from a single imparter of knowledge to a comprehensive guide of learning and promote the integration of students' learning, thinking, and application, and the unity of knowledge, faith, and practice [10]. Theoretical education should adhere to the unity of teacher leadership and student subjectivity, teachers from knowledge instilling to interest guides, using group discussions, role play, simulation games and other methods to avoid teachers "one word" and "self-talk", to achieve a benign "bilateral dialogue" between teachers and students. Practical education should expand the construction of extracurricular practice bases, fully tap practical teaching resources, integrate ideological and political education with third classroom activities, employment and career selection, and other activities, create various forms of "walking classrooms" and give timely guidance and help to students on the problems they need in practice. In addition, the network media is an important educational media that students are easy to accept and willing to accept, in the face of "mobile phone control" and "low-headed people", teachers should use the "Internet+" education model to carry out online education.

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