



The Way to Enhance the Sense of Gain of Ideological and Political Education in Private Colleges in Guangdong Province: Based on Mediating and Moderating Effects

Siyuan He*, Min Lu^a, Huichuan Dai^b, Wen Sun^c

Guangdong University of Science and Technology, Dongguan, Guangdong, China

*hesiyuan.xtu@qq.com, ^a1083443115@qq.com, ^b86927520@qq.com, ^c756970946@qq.com

Abstract. The sense of gain is a crucial indicator for assessing the outcomes of ideological and political education. This study investigates the implementation of ideological and political education activities among students in private universities in Guangdong Province, as well as their sense of gain. The investigation covers two main aspects: ideological and political education in the curriculum and daily activities at the universities. The sense of gain of students' ideological and political education is primarily manifested through three dimensions: knowledge, ideological sentiment, and behavior. The research findings indicate that the implementation of ideological and political education significantly influences students' sense of gain. Additionally, it was observed that sense of gain at the knowledge level serves as a crucial mediating factor between the implementation of ideological and political education activities and sense of gain at the behavioral level among college students. Furthermore, the sense of gain at both the knowledge and ideological sentiment levels exhibits a moderating effect on the relationship between the implementation of ideological and political education activities and sense of gain at the behavioral level among college students. The existence of mediating and moderating effects facilitates the exploration of the mechanism by which the implementation of ideological and political education activities in private universities in Guangdong Province.

Keywords: Students of private colleges; Ideological and political education; Sense of gain

1 Introduction

On February 27, 2015, General Secretary Xi Jinping chaired the tenth meeting of the Central Leading Group for Comprehensively Deepening Reforms, during which he first proposed the term "sense of gain". Subsequently, Xi emphasized the importance of fully meeting the growth and development needs and expectations of students, which need to be reflected through their sense of gain in real life [1, 2]. The sense of gain has become an important indicator to measure the effectiveness of ideological and political education, which means that in the current new era context, it is necessary to recognize

© The Author(s) 2024

Y. Kuang et al. (eds.), *Proceedings of the 2024 5th International Conference on Education, Knowledge and Information Management (ICEKIM 2024)*, Atlantis Highlights in Computer Sciences 22,

https://doi.org/10.2991/978-94-6463-502-7_8

the importance of students' sense of gain in ideological and political education and to enhance it.

However, in reality, this task remains challenging. Observations of students' performance in ideological and political classes reveal that the majority of students lack enthusiasm for learning and often merely pay lip service to the values and principles taught in ideological and political theory classes, without effectively implementing them in their daily behavior. Therefore, it is necessary to further enhance their sense of gain in ideological and political education [3]. Strengthening research on the sense of gain in ideological and political education has become a significant new topic of the times. In the research process, attention should be paid not only to the development of ideological and political education activities for college students but also to understanding the sense of gain and its influencing mechanisms after students receive ideological and political education.

As one of the most economically developed and intellectually active regions in China, Guangdong Province has seen continuous expansion in the scale of private universities in recent years, with its own unique characteristics in education and teaching. This paper will conduct empirical research on the sense of gain among college students in private universities in Guangdong Province during the process of receiving ideological and political education, aiming to identify existing problems and propose corresponding analysis.

The development of ideological and political education for college students mainly includes ideological and political education in courses and daily ideological and political education activities in schools. Shang Weiwei believes that the content framework of the sense of gain in ideological and political education for college students should include three aspects: knowledge level, emotional values, and behavioral level [4]. After receiving ideological and political education, students should gain practical benefits and positive emotional experiences at the knowledge, ideological, emotional, and behavioral levels.

2 Data and Variable Measurements

This study utilized a questionnaire survey to investigate the current status of the sense of gain in ideological and political education among college students in private universities in Guangdong Province. When designing the questionnaire, two main aspects were considered: "the implementation of ideological and political education activities for college students" and "the sense of gain among college students after participating in ideological and political education activities." [5] Five private universities in different cities of Guangdong Province were selected as the research objects, including three undergraduate institutions and two vocational institutions. Students from various majors in different regions and schools were chosen to ensure the representativeness of the sample. A total of 637 questionnaires were distributed, out of which 562 valid responses were collected. Among the respondents, 46.17% were male and 53.83% were female. Regarding majors, the distribution was as follows: 11.6% in humanities and social sci-

ences, 10.2% in arts, 27.4% in economics and management, 12.7% in foreign languages, and 38.1% in science and engineering. Regarding academic years, 29.4% were freshmen, 26.3% were sophomores, 28.3% were juniors, and 16.1% were seniors. Additionally, 10% were Communist Party members, 66.4% were Communist Youth League members, and 25.6% were non-party members. The survey sample exhibited a certain degree of universality, and the results have a certain reference value.

In this research, the sense of gain at the behavioral level of ideological and political education was treated as the dependent variable, the implementation of ideological and political education as the independent variable, the sense of gain at the knowledge level of ideological and political education as the mediating variable, and the sense of gain at the emotional values level of ideological and political education as the moderating variable for analysis. Certain questions in the survey were designed on a Likert five-point scale, ranging from "strongly agree" to "strongly disagree," to provide a clear reflection of college students' actual sense of gain in ideological and political education. The specific variable handling is as follows:

2.1 Dependent Variable

Behavioral sense of gain refers to the positive and constructive feelings that students develop through behavioral changes based on their acquisition of knowledge and emotional understanding. This feeling primarily stems from the externalization of learned knowledge into actions[3, 5]. The sense of gain at the behavioral level involves the outward manifestation of internalized values, marking the integration of theory and practice, and serving as the ultimate goal of ideological and political education. Therefore, this study takes the behavioral sense of gain in ideological and political education as the dependent variable. We selected five questions to reflect the behavioral sense of gain, including: "Being willing to protest and intervene when witnessing unpatriotic behaviors in others"; "Being willing to actively participate in volunteer activities such as the 'College Student Volunteer Service Western Plan' and 'Summer Trips to Rural Areas'"; "Being willing to engage in the national precision poverty alleviation project"; "Actively embodying the spirit of national moral models and striving to become a new generation for the era"; "Adhering to basic moral principles and striving to be a youth of the new era."

2.2 Independent Variable

The implementation of ideological and political education activities among students reflects the actual effectiveness of ideological and political education in universities and the level of student participation. It mainly includes ideological and political education in courses and daily ideological and political education activities on campus [4]. Ideological and political education in courses refers to the ideological and political knowledge that students acquire through classroom education, including theoretical courses and ideological and political education in other courses, referred to as course-based ideological and political education. The investigation of ideological and political

education in courses mainly covers students' inner expectations, participation, and actual gains in ideological and political knowledge imparted by teachers. Daily ideological and political education activities interact and complement each other with course-based ideological and political education, jointly facilitating students' sense of gain. Daily ideological and political education activities mainly consist of campus cultural activities, ideological and political-related social practices, and the construction and promotion of new media platforms by schools [3]. We will investigate the current situation of each activity from three aspects: the implementation of daily ideological and political education activities in universities, students' participation in various daily ideological and political education activities, and the actual effectiveness of these activities.

2.3 Mediating Variable

The sense of gain at the knowledge level in ideological and political education is considered the mediating variable in this study. This refers to the benefit felt by college students as a result of acquiring specific and factual theoretical knowledge during ideological and political education activities [6]. It constitutes a fundamental element of college students' sense of gain in ideological and political education and is the most prominent aspect within the entire sense of gain framework. In this study, the knowledge-level sense of gain is reflected through four questions: "Having obtained credits for ideological and political courses"; "Gaining a better understanding of the national situation and becoming more concerned about national affairs"; "Acquiring correct life and values perspectives"; "Understanding the need to view issues comprehensively and dialectically".

2.4 Moderating Variable

The sense of gain at the emotional and values perspective level in ideological and political education is regarded as the moderating variable in this study, capable of regulating the relationship between the implementation of ideological and political education and the behavioral level of ideological and political education. This aspect of sense of gain primarily manifests in emotional cultivation and willpower shaping. On one hand, students, through communication with teachers, discussions among peers, and participation in practical activities, emotionally experience a sense of collective love and belonging, resulting in emotional resonance and leading to positive emotional experiences in sincere interactions and personal growth. On the other hand, during the university stage, students' self-awareness develops rapidly, and with age, their understanding of society deepens, and their spiritual needs become more urgent, particularly in areas such as respect, trust, and understanding. Through ideological and political education, students gain respect for their personalities, develop self-esteem, and learn to respect others[3]. We have selected five questions to reflect the sense of gain at the emotional and values perspective level: "Improvement in problem-solving abilities"; "Increased self-confidence and willingness to express oneself in the future"; "Feeling honored to be able to help others"; "Receiving support and understanding from others

in actions and behaviors"; "Consistently earning respect from others in speech and demeanor".

In summary, the research framework of this study is illustrated in Figure 1.

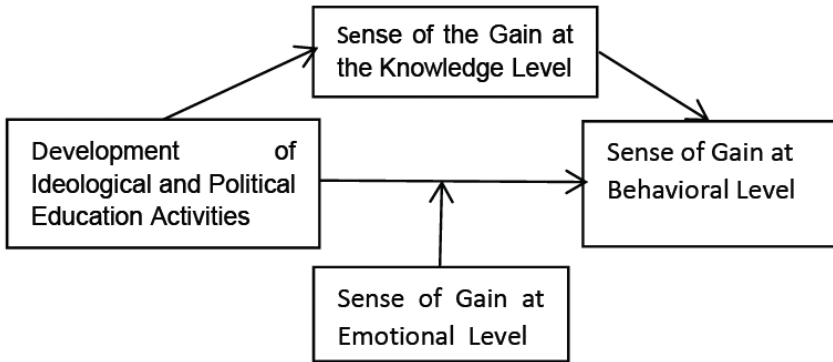


Fig. 1. Study framework diagram

3 Data Results and Analysis

This study employed SPSS25 for statistical analysis, conducting descriptive statistics and correlation analysis on various variables. Subsequently, the Process plugin was utilized to examine both the mediating and moderating effects.

3.1 Validity and Reliability Test

This study conducted validity and reliability analyses on the questionnaires regarding "the implementation of ideological and political education activities among college students" and "the sense of gain among college students after receiving ideological and political education activities." The reliability of the questionnaires was primarily assessed using Cronbach's alpha coefficient. The reliability of both the questionnaire on the implementation of ideological and political education activities among college students and the questionnaire on the sense of gain among college students after receiving ideological and political education activities was found to be 0.959, indicating high reliability [7].

Subsequently, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were employed to examine whether the data were suitable for factor analysis [7]. The KMO values for the questionnaire on the implementation of ideological and political education activities among college students and the questionnaire on the sense of gain among college students after receiving ideological and political education activities were 0.935 and 0.938, respectively, both with significant P-values (<0.001) for Bartlett's test. These results suggest that the data were appropriate for factor analysis. Principal component analysis was then conducted to extract factors, followed by rotation using the Varimax method. Two factors were generated for the questionnaire on

the implementation of ideological and political education activities among college students, explaining 72.639% of the cumulative variance. Three factors were generated for the questionnaire on the sense of gain among college students after receiving ideological and political education activities, explaining 81.658% of the cumulative variance.

3.2 Correlation Analysis Between the Implementation of Ideological and Political Education Activities and the Sense of Gain at the Behavioral Level

Table 1. Regression Analysis Results of the Relationship between the Implementation of Ideological and Political Education Activities and the Sense of Gain at the Behavioral Level

	B	SE	Beta	t	Sig.	VIF	R ²	F	Sig.
(Constant)	-2.53E-16	0.025		0.000	1.00		0.646	512.515	.000 ^b
Ideological and political education in the curriculum	0.509	0.036	0.509	14.230	0.00	2.023			
School daily ideological and political education activities	0.359	0.036	0.359	10.042	0.00	2.023			

To explore the relationship between the implementation of ideological and political education activities among college students in private universities in Guangdong Province and the sense of gain at the behavioral level, this study treated ideological and political education in the curriculum and routine ideological and political education activities at the school as independent variables and the sense of gain at the behavioral level as the dependent variable. Regression analysis was conducted using the enter method, and the results are presented in Table 1. From the regression results, it can be observed that all regression coefficients are positive, indicating that a higher level of ideological and political education in the curriculum corresponds to a higher sense of gain at the behavioral level. Moreover, more effective routine ideological and political education activities at the school lead to a stronger sense of gain at the behavioral level. Notably, ideological and political education in the curriculum has a stronger impact on the sense of gain at the behavioral level. The sense of gain among college students is closely related to ideological and political education activities, and when these factors are better satisfied, students experience a higher sense of gain.

3.3 Mediation Analysis of Knowledge-Based Perceived Gains

In this study, the Process plugin was employed to examine the mediating effect of knowledge-based perceived gains on the relationship between the implementation of ideological and political education activities and perceived gains at the behavioral level.

Table 2 presents the results of the mediation analysis of knowledge-based perceived gains on the relationship between ideological and political education in the curriculum

and perceived gains at the behavioral level. As shown in Table 2, ideological and political education in the curriculum has a significant positive impact on perceived gains at the behavioral level ($B=0.7638, p<0.001$). After introducing the mediation model, the direct effect of ideological and political education in the curriculum on perceived gains at the behavioral level remains significant ($B=0.6127, p<0.001$), while the positive effect of ideological and political education in the curriculum on knowledge-based perceived gains is also significant ($B=0.5428, p<0.001$). Knowledge-based perceived gains also significantly affect perceived gains at the behavioral level ($B=0.2784, p<0.001$). To further examine the mediation effect, we conducted a bias-corrected non-parametric percentile bootstrap interval test with a confidence interval set at 95% and a sample size of 5000. The results indicate that the bootstrap 95% confidence interval of the mediation effect of knowledge-based perceived gains on the relationship between ideological and political education in the curriculum and perceived gains at the behavioral level does not include zero [8]. These findings suggest that knowledge-based perceived gains in ideological and political education play a mediating role between ideological and political education in the curriculum and perceived gains at the behavioral level.

Table 2. Mediation Analysis of Knowledge-Based Perceived Gains on Ideological and Political Education in the Curriculum and Perceived Gains at the Behavioral Level

Model	Model 1		Model 2		Model 3	
Dependent Variable	Y=Sense of Gain at Behavioral Level		M=Sense of the Gain at the Knowledge Level		Y=Sense of Gain at Behavioral Level	
	B	SE	B	SE	B	SE
X=Ideological and Political Education in the Curriculum	0.7638** *	0.027	0.5428***	0.036	0.6127** *	0.030
M=Sense of the Gain at the Knowledge Level					0.2784** *	0.030
F	784.3645***		233.9229***		492.8281***	
R ²	0.583		0.295		0.638	
Bootstrap	Indirect effect		BootLLCI		BootULCI	
	0.1511		0.0978		0.2188	
Note: * indicates significant at the 0.1 level; ** indicates significant at 0.05 level; *** indicates significant at 0.01 level						

Table 3 presents the results of the mediation analysis of the effect of knowledge-level gain perception on the relationship between daily political education activities in schools and gain perception at the behavioral level. As shown in Table 3, daily political education activities in schools have a significant positive impact on gain perception at the behavioral level ($B=0.7206, p<0.001$). After entering the mediation model, the direct effect of daily political education activities in schools on gain perception at the behavioral level remains significant ($B=0.5514, p<0.001$), while the positive effect of daily political education activities in schools on knowledge-level gain perception is also

significant ($B=0.5488, p<0.001$). Knowledge-level gain perception also significantly influences gain perception at the behavioral level ($B=0.3084, p<0.001$). The Bootstrap 95% confidence intervals for the mediation effect of knowledge-level gain perception on the relationship between daily political education activities in schools and gain perception at the behavioral level do not contain 0. These results indicate that knowledge-level gain perception in political education serves as a mediator between daily political education activities in schools and gain perception at the behavioral level.

Table 3. Mediation Effect Test of Knowledge-Level Gain Perception on Daily Political Education Activities in Schools and Gain Perception at the Behavioral Level

Model	Model 1		Model 2		Model 3	
Dependent Variable	Y=Sense of Gain at Behavioral Level		M=Sense of the Gain at the Knowledge Level		Y=Sense of Gain at Behavioral Level	
	B	SE	B	SE	B	SE
X=School daily ideological and political education activities	0.7206** *	0.029	0.5488***	0.035	0.5514** *	0.033
M=Sense of the Gain at the Knowledge Level					0.3084** *	0.033
F	604.8951***		241.4131***		395.1523***	
R ²	0.519		0.301		0.586	
Bootstrap	Indirect effect		BootLLCI		BootULCI	
	0.1692		0.0941		0.2534	
Note: * indicates significant at 0.1 level; ** indicates significant at 0.05 level; *** indicates significant at 0.01 level.						

In summary, knowledge-level gain perception in political education plays a mediating role between students' participation in political education activities and gain perception at the behavioral level.

3.4 Moderating Utility Analysis of the Sense of Gain at the Emotional Level

To examine the moderation effect of emotional-value aspect of gain perception, the perceived gain at the behavioral level was set as the dependent variable. The independent variable (political education in the curriculum) and the moderating variable (emotional-value aspect of gain perception) were sequentially added, followed by the interaction term between the independent and moderating variables. Table 4 presents the results of the moderation effect test of emotional-value aspect of gain perception on the relationship between political education in the curriculum and gain perception at the behavioral level. As shown in Table 4, the interaction between political education in the curriculum and emotional-value aspect of gain perception has a significant positive impact on gain perception at the behavioral level ($B=0.168, p<0.01$) [9]. This indicates that an increase in emotional-value aspect of gain perception strengthens the positive relationship between political education in the curriculum and gain perception at the

behavioral level. Thus, the emotional-value aspect of gain perception in political education serves as a moderator between political education in the curriculum and gain perception at the behavioral level.

Table 4. Moderation Effect Test of Emotional-Value Aspect of Gain Perception on Political Education in the Curriculum and Gain Perception at the Behavioral Level

	Regression Equation	R ²	R ² Change
Step 1	$Y=0.438*X+0.431*Z+(-1.84E-16)$	0.663	
Step 2	$Y=0.34*X+0.401*Z+0.168XZ-0.052$	0.669	0.006***
Note: Y represents gain perception at the behavioral level, X represents political education in the curriculum, and Z represents emotional-value aspect of gain perception.			

Table 5 presents the results of the moderation analysis of the regulatory effect of emotional and value-oriented perception on the relationship between daily political and ideological education activities in schools and the perception of behavioral outcomes. As shown in Table 5, the interaction between daily political and ideological education activities in schools and emotional and value-oriented perception significantly positively influences the perception of behavioral outcomes ($B=0.058$, $p<0.01$). This indicates that higher levels of emotional and value-oriented perception strengthen the positive relationship between daily political and ideological education activities in schools and the perception of behavioral outcomes. Therefore, emotional and value-oriented perception plays a moderating role in the relationship between daily political and ideological education activities in schools and the perception of behavioral outcomes.

Table 5. Moderation Analysis of Emotional and Value-Oriented Perception on the Relationship Between Daily Political and Ideological Education Activities in Schools and Behavioral Outcome Perception

	Regression Equation	R ²	R ² Change
Step 1	$Y=0.348*X+0.506*Z+(-1.47E-16)$	0.636	
Step 2	$Y=0.369*X+0.515*Z+0.058XZ-0.043$	0.641	0.004**
Note: Y represents the perception of behavioral outcomes, X represents daily political and ideological education activities in schools, and Z represents emotional and value-oriented perception.			

In summary, emotional and value-oriented perception in political and ideological education plays a moderating role in the relationship between the implementation of student political and ideological education activities and the perception of behavioral outcomes.

4 Conclusion and Revelation

Through this study, it was found that the implementation of ideological and political education activities among students in private universities in Guangdong Province has an impact on the ultimate sense of attainment at the behavioral level. Both ideological

and political education in the curriculum and the daily ideological and political education activities in schools have significantly positive effects on the sense of attainment at the behavioral level, which is consistent with previous research. Therefore, in the ideological and political education activities of private universities in Guangdong Province, the concept of people-orientedness should be upheld, focusing on students' needs and continuously strengthening, improving, and innovating the content, delivery methods, and dissemination channels of ideological and political education to achieve precise supply[10,11]. The implementation of ideological and political education activities not only directly affects the sense of attainment at the behavioral level but also indirectly affects it through the intermediary variable of knowledge level attainment. Both ideological and political education in the curriculum and the daily ideological and political education activities in schools can enhance the sense of attainment at the behavioral level by improving the sense of attainment at the knowledge level. The sense of attainment at the emotional and value-oriented level plays a positive moderating role between the two dimensions of ideological and political education activities and the sense of attainment at the behavioral level. In the process of daily ideological and political education activities, attention should be paid to the sense of attainment at the emotional and value-oriented level, to establish emotional relationships with students, understand their emotional identification and sense of belonging, provide emotional care, and enhance their value and emotional identification.

According to the research findings, integrating timeliness into ideological and political education enables it to better interpret reality, be closer to the actual development of students, and make the content more easily accepted by students, ensuring that educational content is closely aligned with the real lives of college students. Teachers should be adept at analyzing social hot issues and responding promptly to the discrepancies between the problems encountered by college students in real life and the content they have learned. Integrating ideological and political education into the study of professional knowledge can enable students to have a deeper understanding of the values conveyed by ideological and political education, thereby enhancing their sense of attainment [12]. Furthermore, emphasis should be placed on the implicit educational function of other courses in universities. Campus culture is the embodiment of a school's spiritual culture. A positive, healthy, and harmonious campus cultural atmosphere plays a crucial role in enhancing moral education. College students can autonomously choose to participate based on their interests and hobbies, thereby alleviating their resistance to participating in educational activities. At the same time, they can actively contribute to the construction of campus culture, serving as both participants and learners, which fosters a sense of belonging. In the era of the Internet, where various information inundates the network, to enhance the guiding role of ideological and political education, it is necessary to fully utilize the advantages of the Internet and achieve effective integration between ideological and political education and the Internet[13].

Acknowledgments

Supported by Guangdong Higher Education Association private higher education professional committee (2022MBGJ014).

Supported by Social Sciences Project of Guangdong University of Science and Technology (GKY-2024BSQDW-6).

Supported by 2022 Quality Engineering Project of Guangdong University of Science and Technology (Research on Civic and Political Construction of Supply Chain Management Program in the Context of "Three-Whole Parenting").

References

1. (2017). Xi Jinping stressed that ideological and political work runs through the whole process of education and teaching to create a new situation in the development of higher education in China. *China Leadership Science* (02).
2. The Publicity Department of the CPC Central Committee. (2016). The Series of Important speeches of General Secretary Xi Jinping (2016 edition). *Moving Forward* (10).
3. Li, H. J. . (2021). Research on the strategy of enhancing ideological and political courses in the new Era. *School Party building and Ideological Education* (22).
4. Shang, W. W. . (2023). Exploration of the construction of college students' ideological and political theory course. *Research on Ideological and Political Courses* (03).
5. Ning, W. Y. , & Wu, M. Y. . (2018). Sense of gain in ideological and political education: concept, generation and structure analysis. *Research on Ideological Education* (09).
6. Li, D. J. , Chang, M. W. , & Zhu, W. L. . (2023). The triple dimension of promoting the construction of "Big Ideological and Political Course" in colleges and universities. *Higher Education in China* (06).
7. Shrestha, N. (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics*, 9(1), 4-11.
8. Lazar, I. M., Panisoara, G., & Panisoara, I. O. (2020). Digital technology adoption scale in the blended learning context in higher education: Development, validation and testing of a specific tool. *PloS one*, 15(7), e0235957.
9. Fang, J. , Wen, Z. L. , & He, Z. J. . (2023). Regulated mediation model analysis of common categorical variables. *Applied Psychology* (04).
10. Liu, L. , Li, Q. , & Ming, L. . (2023). Ideological and political education management of college students under the background of informatization. *Chinese University Science and Technology* (10).
11. Chen, P. L. , & Lang, W. J. . (2023). The triple path of integrating curriculum ideology and politics into classroom Teaching. *Journal of Chinese Education* (04).
12. Wang, Z. F. . (2020). An analysis on the improvement path of students' sense of gain in ideological and political courses. *School Party Building and Ideological Education* (14).
13. Li, H. L. . (2021). Effective construction of ideological and political education in colleges and universities from the perspective of "sense of gain". *Teaching and Research* (07).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

