A Regression-Analysis-based Research on the Influence of Core Socialist Values over the Ideological and Political Education in Colleges and Universities

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Abstract

In recent years, along with the gradual spreading of the core values of Chinese socialism, the “Patriotism-centered national spirit”, “Spirits of the times centering on reform and innovation”, “Socialist outlook on honor and disgrace (eight honors and eight shames)” and some other core socialist values have already been embedded into the ideological and political education in Chinese colleges and universities. As a result, college students have largely improved their understanding over ideologies and politics, thinking quality, morals and attitudes, together with the rising of the teaching quality of ideological and political education in colleges. Based on a regression analysis model, the paper tried to explore the exact path through which the core socialist values affect the college ideological and political education. It’s discovered that all of the four essential components of the core socialist values have immediate and positive influence over student thoughts. Among them, the “Socialist outlook on honor and disgrace”, “Patriotism-centered national spirit” and “Spirits of the times centering on reform and innovation” have stronger influence, while the “Guiding ideology of Marxism” and the “Common Ideal of Socialism with Chinese Characteristics” are less influential to students. In addition, the improvement of student understanding over ideological and political thinking will directly improve the teaching quality of the ideological and political education in colleges and universities.

Keywords: Regression Analysis Model, Core Socialist Values, College Students, Ideological and Political Education, Influence Research.

1. BACKGROUND

1.1 Literature overview

Currently, a lot of domestic scholars have begun paying more attention to the research over the core socialist values in the college ideological and political education and contributed a large amount of literatures and materials. According to Yu and Yan, it’d be more desirable for colleges and universities to promote the core socialist values by means of large social activities, ideological and political in-class teaching and after-class activities, and the response of sudden public events, with the help of those media tools or expression styles popular among college students, to guide their value judgment, thinking and behavioral patterns to the right direction (Yu and Yan, 2011). Lai and Sun thought that it’s one of the critical tasks for college ideological and political educators to combine the core socialist value system with the ideological and political education in college and put forth a few recommendations on how to achieve this goal (Lai and Sun, 2013). In answer to the problems in current college core socialist value education, Wu Bing recommended a few strategies about how to integrate the cultivation and practice of the core socialist values into the college ideological and political education, including: sticking to the people–oriented principle, combining theories and practices, combining dominant education and recessive education, carrying on the teaching reform of theoretical courses, designing more practice activities, strengthening the competence and team-work development in campus culture faculty and ideological and political faculty, etc (Wu, 2015). According to Mo Chunju, the integration of the core socialist values into the college ideological and political education will effectively help college students to develop in themselves upright values, a good understanding of politics, and noble moral characters, which in turn will effectively boost the overall development of students. That’s why it’s critical to make reforms and innovations in teaching concepts, teaching lines, teaching models and teaching subjects (Mo, 2015). Dong and Wan held that today the core socialist value system has already become one of the essential components of college ideological and political education and, consequently, in day-to-day education activities, we should take the Marxism as the guideline, the socialist honors and disgraces as the moral cornerstones, highlight the common ideal of socialism with Chinese characteristics, promote the
patriotism and time spirit of reform and innovation, and eventually push forward the development of college student ideological and political education (Dong and Wan, 2016).

1.2 Objectives

As is known to all, the core socialist values have become an important guideline to a variety of causes in China in this new era. The same is true in the ideological and political education sector in colleges and universities. Today, the core socialist values have become a new guide bar to lead the implementation of college ideological and political education. It’s proven that the education of college students in line with the common ideal and outlook of honor and disgrace could effectively help them improve their ideology in general and better handle the problems arising from their day-to-day life and activities in a more scientific way (Du and Wang, 2010). Since the “Establish core socialist value system” was announced in the report of the 6th Session of the 16th NCCPC, Chinese scholars have become more enthusiastic in studying the influence of the core socialist values over college ideological and political education. Up to now, they have contributed a rather large literature resource. But in general, most of these researches were centered on theoretical explorations. It’s rare to see a paper discussing the paths of the interrelation between the two from an empirical point of view. And it’s hard to understand the exact effects of integrating the core socialist values into the college ideological and political education (Wang and Ji, 2014). In view of such situation, the author tried to explore the exact paths of the core socialist values influencing the ideological and political education by introducing a multiple linear regression model into the analysis, together with a questionnaire survey, on the basis of the researches of the core socialist value and college student ideological and political education theories. The analysis revealed that all the four parts of the core socialist value system are very effective in improving student ideologies and, subsequently, the quality of relevant teaching activities. It’s expected that this paper could fill a blank page in the study of this area, provide a different point of view for people to carry on the ideological and political work, and prepare a reference for later studies over the same subject.

2. CORE SOCIALIST VALUES AND THE COLLEGE STUDENT IDEOLOGICAL AND POLITICAL EDUCATION THEORIES

The core socialist value system is a set of fundamental attitudes and ideas people uphold in relation to the characteristics, including the formations, natures, standards and evaluations, of the socialism. It’s a review and evaluation that people make over the phenomena and importance of matter and spirit from the perspectives of self needs, the level an object meets a self-need and the way how it’s met, etc. Together, they were referred to as the core socialist value system. The System is made of four parts, i.e. the guiding ideology of Marxism, the common ideal of socialism with Chinese characteristics, the patriotism-centered national spirit and the spirit of times centering on reform and innovation, and the socialist outlook on honor and disgrace (more specifically, the eight honors and eight shame) (Wang and Zhu, 2012).

There is a close inherent relation between the core socialist values and the college ideological and political education. On the one hand, the college ideological and political education needs to constantly improve and update its teaching content. And considering the wide coverage and rich content it has, e.g. the eight honors and eight disgraces, the patriotism-centered national spirit, the reform and innovation centered time spirits, the core socialist values provide a perfect piece to fill in the blanks of today’s college ideological and political education. On the other, guiding the education with four essential parts of the core socialist values may set up a clearly defined code of conduct for college students, providing a more scientific and proper theoretical instruction that helps student establish the right views of world, life and values, and cultivate an attitude towards life around prosperity, democracy, harmony, freedom, integrity and friendship (Lou and Chai, 2016).

Specifically speaking, the influence that the core socialist values have over the college ideological and political education is mainly reflected in the following three aspects. First, it can help students to have a clearer understanding over the factors underlying political phenomena, better understand the fundamentals of the socialism with Chinese characteristics, and set up a firm confidence in the socialist system and theories. Second, it can help students shield themselves from some harmful disturbance and maintain healthy development. Third, the teachers’ explanation of and the students’ practice of the ideological and political theories will effectively improve students’ competence of political socialization, including to have some knowledge about the technical tools necessary for participating into political activities, the main operating process of political power, the general processes and rules of a political activity, and the basic qualities required for participating into politics, etc (Yue et al., 2016).
3. EMPIRICAL ANALYSIS OVER THE INFLUENCE OF CORE SOCIALIST VALUES OVER COLLEGE STUDENT IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Assumptions and models

Based on the analysis shown above, the four core socialist values, and the theoretical analysis over how the core socialist values could influence the student ideological and political education, the influence path from the values to the education can be summarized as: core socialist values → college student ideologies → college student ideological and political education results. And on the basis of that, here we have five assumptions about the influence of the core socialist values on the college student ideological and political education. They are:

Assumption 1: The college students’ ideologies have immediate and positive influence over the teaching effectiveness;

Assumption 2: The Marxism has immediate and positive influence over college students’ ideologies;

Assumption 3: The common ideal of socialism with Chinese characteristics has immediate and positive influence over college students’ ideologies;

Assumption 4: The patriotism-centered national spirits and innovation-centered time spirits have immediate and positive influence over college students’ ideologies;

Assumption 5: The socialist outlook on honor and disgrace has immediate and positive influence over college students’ ideologies;

Based on above assumptions, a model showing the core socialist values’ influence over the college ideological and political education is set up as shown in Figure 1. The model includes Four Independent Variables, i.e. the guiding ideologies of Marxism, the common ideal of socialism with Chinese characteristics, the patriotism-centered national spirits and innovation-centered time spirits, and the socialist outlook of honor and disgrace, One mediator, i.e. the college students ideologies, and One dependent variable, i.e. the teaching effectiveness, which is shown with students’ general accomplishments of ideological and political courses.

Figure 1. Assumption Model

3.2 Sources of data

In a period from September 2014 to January 2015, 600 paper questionnaires, together with electronic follow-up questionnaires, were handed out, in two stages, before and after a semester, to students in six colleges, including Shanxi Normal University, The Communication Universities of China, Changsha University of Science & Technology, the Dongbei University of Finance and Economics, Beijing Technology and Business University, for a student survey project. Then, 567 questionnaires were successfully recovered, in which, 531 were effective, accounting for 88.5% of all questionnaires handed out. Of all students included in the survey, 268 were male and 242 were female, 286 were studying in science and technology majors and 214 were studying in liberal arts.
3.3 Empirical verification

First of all, a variable validation process for the model was carried out in order to guarantee the effectiveness and credibility of the questionnaires recovered. So, first, according to the Cronbach’s Alpha Credibility Validation method, we used the formula \( \alpha = \frac{k}{k-1}(1 - \frac{\sum s_i^2}{k}) \) to validate the credibility of all variables and obtained the \( \alpha \) values of them. According to the validation results, the total credibility value of four independent variables, one mediator and one dependent variable was 0.92, with the Cronbach’s \( \alpha \) value of each larger the threshold value (0.7). This told us that the data collected via the questionnaires were fairly credible and the project survey is fairly reliable. Then, according to the CFA method, extract the average variance and use the formula \( AVE = \frac{\sum \alpha^2}{\sum \alpha^2 + \sum e_j} \) to verify the effectiveness of data from the survey. According to the results, the AVE values of all variables were above the threshold value, indicating that the validity of data convergence was good enough for following analysis.

Then, by means of factor analysis, the Amos22.0 was used for verifying the interrelations between all variables and sample data. According to the fit indices obtained from calculations, it’s found out that most fit indices were greater than the standard value (0.9), indicating that the assumption model had great fit performance and there was a good match between the variables and the sample data, and, therefore, it’s good to proceed with the validation.

Then, use the multiple regression analysis method to verify the assumed conditions and model. First, take the college students’ ideologies as a dependent variable and use CSI to represent it. Then, set up a regression model to show its relation with the four key parts of the core socialist values as follows:

\[
CSI = \alpha + \beta_1MZZS + \beta_2ZTGL + \beta_3MASC + \beta_4SRRG + e
\]  

(1)

In which, the MZZS, ZTGL, MASC and SRRG respectively represents the Marxism, common ideal, patriotism-centered national spirits and innovation-centered time spirits, and the socialist outlook of honor and disgrace; The \( \beta_1, \beta_2, \beta_3, \) and \( \beta_4 \) respectively represent the regression coefficient of each index variable; The \( \alpha \) is the intercept and the \( e \) is the random error.

After that, take the teaching effectiveness as the dependent variable and use DSJX to represent it. Set up the regression model showing the relationship between the teaching effectiveness and the student ideologies in following formulas:

\[
DSJX = \alpha + \beta CSI + e
\]  

(2)

Then introduce sample data into above two formulas and here we have the results of the regression analysis shown in Table 1.

**Table 1 Results of the Regression Analysis Model**

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Interrelation between variables</th>
<th>Standardized Coefficient</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>H1</td>
<td>CSI ( \rightarrow ) DSJX</td>
<td>1.978</td>
<td>0.241</td>
<td>0.007**</td>
<td>0.927</td>
</tr>
<tr>
<td>H2</td>
<td>MZZS ( \rightarrow ) CSI</td>
<td>0.097</td>
<td>0.175</td>
<td>0.068*</td>
<td>0.864</td>
</tr>
<tr>
<td>H3</td>
<td>ZTGL ( \rightarrow ) CSI</td>
<td>0.095</td>
<td>0.254</td>
<td>0.029*</td>
<td>0.838</td>
</tr>
<tr>
<td>H4</td>
<td>MASC ( \rightarrow ) CSI</td>
<td>1.178</td>
<td>0.189</td>
<td>0.000***</td>
<td>0.958</td>
</tr>
<tr>
<td>H5</td>
<td>SRRG ( \rightarrow ) CSI</td>
<td>1.175</td>
<td>0.287</td>
<td>0.008**</td>
<td>0.921</td>
</tr>
</tbody>
</table>

(Note: *: P<0.05; **: P<0.01; ***: P<0.001)

The Table 1 told us that, first, the standardized coefficients of \( CSI \rightarrow DSJX, MASC \rightarrow CSI \) and \( SRRG \rightarrow CSI \) were greater than 1, indicating an obvious positive influence that the students’ ideologies have over the teaching results of the college ideological and political courses, a greater or more obvious influence that the patriotism-centered national spirits and innovation-centered time spirits and the socialist outlook of honor and disgrace have over the students ideologies. Second, the standardized coefficients of \( MZZS \rightarrow CSI \) and \( ZTGL \rightarrow CSI \) were 0.097 and 0.095,
indicating that the Marxism and common ideal have comparatively smaller influence over the student ideologies; And the third, we could see from above analysis results that the assumption H1, H2, H3, H4 and H5 stood, but the influence level varies with different variables.

4. CONCLUSION

In general, introducing and promoting the core socialist values in college ideological and political education can help the educators effectively improve the overall ideologies and morals of students and the teaching quality of ideological and political course teachers. Based on a brief analysis over the theories in relation to the core socialist values and college ideological and political education, the paper delivered an empirical exploration on the specific influence of the core socialist values on the education with a regression model. The analysis revealed that all the four key components of the core socialist values, i.e. the guiding ideology of Marxism, the common ideal of socialism with Chinese characteristics, the patriotism-centered national spirit and the spirit of times centering on reform and innovation, and the socialist outlook on honor and disgrace, have immediate and positive influence over college students ideologies. Among them, first two are comparatively weaker and the second two are much stronger in affecting the student ideology. The improvement of student ideologies will directly lead to the improvement of the teaching quality. It’s therefore concluded that when carrying on ideological and political education activities and promoting the core socialist values, the colleges and universities may pay more attention to the patriotism-centered national spirit and the spirit of times centering on reform and innovation, and the socialist outlook on honor and disgrace, and put the guiding ideology of Marxism and the common ideal of socialism with Chinese characteristics, which are a little more difficult to understand and realize in a short period of time, in the secondary place, to improve the total effectiveness of their ideological and political teaching efforts.

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