

An Empirical Evaluation of the Impact of Moral and Law Course Teaching on the Effectiveness of University Students' Ideals and Beliefs Education

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Abstract: The Moral and Law course serves as a critical platform for educating university students about ideals and beliefs, and it has a significant impact on the effectiveness of ideals and beliefs education. This paper establishes a mechanism through which Moral and Law course teaching influences the effectiveness of ideals and beliefs education and conducts an empirical evaluation. The results reveal that factors such as the relevance and applicability of the teaching content, the integration of theory and practice, the innovation, interactivity, and participation of teaching methods, as well as classroom atmosphere, teaching facilities, and campus culture, all have a significant positive impact on the effectiveness of ideals and beliefs education for university students.

Keywords: Ideals and beliefs education; Moral and Law course; Empirical evaluation

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1. Introduction

In 2004, the Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving University Students' Ideological and Political Education explicitly pointed out that the core of university students' ideological and political education should be ideals and beliefs education ^[1]. As the promotion of ideals and beliefs education deepens, its effectiveness has increasingly become a focus of attention. For example, the Basic Requirements for Teaching Ideological and Political Theory Courses in Universities in the New Era in 2018 emphasized the need to strengthen ideals and beliefs education, promote reforms and innovations in ideological and political courses, and enhance the relevance and effectiveness of these courses ^[2]. The Implementation Plan for Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era in 2020 further proposed leveraging these courses to cultivate moral character, emphasizing innovation and timeliness ^[3].

Some schools have successfully integrated ideals and beliefs education into students' daily learning and

lives by innovating educational models, enriching content, and strengthening practical components, resulting in high effectiveness^[4]. On the other hand, some schools face challenges such as outdated content, single methods, and a disconnect between education and students' real experiences, leading to poor outcomes^[5].

2. The mechanism of Moral and Law course teaching's impact on the effectiveness of university students' ideals and beliefs education

2.1. Teaching content

The relevance, applicability, modernity, and integration of theory and practice in teaching content are key factors in ensuring the effectiveness of ideals and beliefs education.

Relevance requires the content to closely align with students' actual thoughts and psychological traits, with differentiated teaching plans for different majors, precisely addressing students' needs and concerns.

Applicability emphasizes that the content should meet the demands of social development and modern progress, incorporating real-life case studies to enhance students' motivation and interest in learning.

Modernity demands that the content keep pace with current trends, reflecting the latest theoretical results and practical experiences, fostering students' sense of responsibility and mission for the times.

Integration of theory with practice is essential for improving the effectiveness of ideals and beliefs education. Activities like social practice and volunteer work allow students to apply the theoretical knowledge they have learned in real life, deepening their understanding and recognition of ideals and beliefs, and helping them form strong convictions.

2.2. Teaching methods

Diversity forms the foundation of teaching methods. By using various methods such as lectures, discussions, case analysis, and role-playing, the traditional classroom atmosphere can be transformed, making ideals and beliefs education more lively and engaging.

Innovation is the soul of teaching methods. By using modern technological tools and innovative teaching approaches, students' creativity and imagination can be stimulated.

Interactivity is the source of vitality in teaching methods. Encouraging students to ask questions, engage in debates, and participate in discussions fosters an open and inclusive learning environment, helping cultivate students' critical thinking and communication skills.

Participation is a key aspect of teaching methods. By organizing group discussions, social practice, and volunteer activities, students are encouraged to take an active role in the learning process, becoming the central focus of their education.

2.3. Teaching environment

The classroom atmosphere is a prerequisite for successful teaching. An open and inclusive atmosphere can stimulate students' interest in learning and foster effective communication between teachers and students. A positive classroom environment allows students to absorb knowledge in a relaxed and enjoyable setting, helping them better understand and appreciate the value of ideals and beliefs.

Teaching facilities are crucial for ensuring teaching quality. Modern teaching facilities can provide more diverse and vivid teaching methods and learning experiences, meeting the personalized needs of students.

Teaching resources support teaching activities. A wealth of teaching resources provides comprehensive, in-depth, and systematic knowledge, helping ideals and beliefs education stay relevant to students' lives and

the real world.

Campus culture is another important factor influencing the effectiveness of ideals and beliefs education. A positive and uplifting campus culture can subtly shape students' thoughts and behaviors, guiding them to develop a correct worldview, life perspective, and values.

3. An empirical study on the impact of Moral and Law course teaching on the effectiveness of university students' ideals and beliefs education

3.1. Research method

The model explores how various independent variables (such as teaching content relevance, teaching method innovation, and campus culture) influence the dependent variable (effectiveness of ideals and beliefs education).

The designed analysis model is as follows: $Y = \alpha + \beta_i X_i + \varepsilon$

Here, Y is the dependent variable, representing the effectiveness of university students' ideals and beliefs education, while X represents the independent variables, which include the relevance, applicability, modernity, and integration of theory and practice from the teaching content aspect; the diversity, innovation, interactivity, and participation from the teaching methods aspect; and the classroom atmosphere, teaching facilities, teaching resources, and campus culture from the teaching environment aspect.

3.2. Data collection

Data were collected through a questionnaire survey. The respondents were students from Hainan Vocational University of Science and Technology. A small-scale pilot survey was conducted to gather feedback, and necessary revisions were made to ensure the clarity and applicability of the questions. Subsequently, 200 participants were randomly selected. The questionnaire was designed on the platform "Questionnaire Star" and distributed via QQ, WeChat, or email. A total of 153 valid responses were obtained, with an effective response rate of 76.5%.

3.3. Regression analysis

Based on the valid survey data, SPSS software was used to conduct a regression analysis, with the results shown in **Table 1**. The adjusted R^2 value of the model is 0.659, indicating that the independent variables—such as the relevance, applicability, modernity, and integration of theory and practice in teaching content; the diversity, innovation, interactivity, and participation in teaching methods; and the classroom atmosphere, teaching facilities, teaching resources, and campus culture—explain 65.9% of the variance in the effectiveness of university students' ideals and beliefs education. It shows that the independent variables in the model can adequately explain the dependent variable. The F -test of the model produced an F value of 533.436, with a significance level of 0.022, which is less than 0.05, indicating that the model is statistically valid.

Table 1. Regression analysis results

<i>R</i> ² results					
R	<i>R</i>²	Adjusted <i>R</i>²		Standard error of estimate	
0.823	0.677	0.659		0.2041	
<i>F</i> -test results					
Model	Sum of squares	Degrees of freedom	Mean square	F	Significance (<i>P</i>)
Regression	122.104	13	33.417	533.436	0.022
Residual	11.352	140	2.075		
Total	133.456	153			
Regression results					
Variable	Unstandardized coefficients		Standard error	t	Significance (<i>P</i>)
	B	Standard error	Beta		
Constant	0.742	0.054		5.314	0.000
Relevance	0.653	0.039	0.542	3.174	0.012
Applicability	0.638	0.026	0.528	2.631	0.016
Modernity	0.169	0.052	0.053	2.597	1.347
Integration of theory and practice	0.610	0.017	0.501	1.553	0.019
Diversity	0.175	0.042	0.067	1.067	1.058
Innovation	0.547	0.031	0.436	1.338	0.022
Interactivity	0.526	0.028	0.417	2.075	0.025
Participation	0.518	0.047	0.402	2.416	0.027
Classroom atmosphere	0.493	0.085	0.385	2.584	0.041
Teaching facilities	0.471	0.084	0.363	1.086	0.044
Teaching resources	0.143	0.086	0.034	3.004	1.699
Campus culture	0.422	0.090	0.315	2.651	0.049

The analysis shows that “relevance,” “applicability,” and “integration of theory and practice” have significant positive effects on the effectiveness of ideals and beliefs education, while “modernity” does not have a significant impact. In other words, the stronger the relevance, the higher the applicability, and the better the integration of theory with practice in the teaching content of the Moral and Law course, the higher the effectiveness of ideals and beliefs education.

The findings indicate that “innovation,” “interactivity,” and “participation” have significant positive impacts on the effectiveness of ideals and beliefs education, whereas “diversity” does not have a significant effect. This means that the more innovative, interactive, and participatory the teaching methods in the Moral and Law course are, the more effective the ideals and beliefs education becomes.

“Classroom atmosphere,” “teaching facilities,” and “campus culture” all have significant positive impacts on the effectiveness of ideals and beliefs education. However, classroom atmosphere, teaching facilities, and campus culture do not show a uniformly significant impact across all contexts. In general, the better the classroom atmosphere, the more advanced the teaching facilities, and the richer the campus culture, the higher the effectiveness of ideals and beliefs education.

4. Conclusion

4.1. Enhancing the relevance and applicability of teaching content

The content of the Moral and Law course should closely align with students' actual needs and professional backgrounds, ensuring its relevance. The content should be carefully selected to not only strengthen students' recognition of ideals and beliefs but also support their career development. Additionally, attention should be given to the applicability of the content, ensuring that theoretical knowledge is closely linked to real-life scenarios. This helps students understand the value and practical applications of ideals and beliefs, facilitating the internalization and transfer of knowledge.

4.2. Improving the innovation, interactivity, and participation

Universities should actively explore and apply modern teaching technologies to increase the attractiveness and impact of the classroom. Strengthening the interaction between teachers and students is also crucial, forming a two-way or even multi-way communication model that deepens students' understanding through interaction and stimulates thinking through engagement.

4.3. Optimizing classroom atmosphere, facilities, and campus culture

Efforts should be made to create a positive, open, and inclusive classroom atmosphere that allows students to absorb the ideals and beliefs education in a relaxed and enjoyable environment. Additionally, investment in and updates to teaching facilities should be increased, such as building smart classrooms and equipping them with advanced teaching tools, providing strong support for Moral and Law course teaching.

Disclosure statement

The author declares no conflict of interest.

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