

The Influence of Ideological and Political Courses Combined with Physical Education on Psychological Resilience of College Students

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Abstract

College students are a group with strong personality plasticity, and their psychological resilience has many problems in cognition and willpower due to the negative impact of media and multiculturalism, this makes it urgent for colleges and universities to strengthen the cultivation of psychological resilience through the ideological and political education of the new generation of college students. The author proposes to use the concept of "curriculum ideology and politics" as policy guidance, integrating "curriculum, ideology and politics" into physical education teaching is intended to have a positive impact on college students' psychological resilience through the formation of human and material education motivation. Psychological questionnaires for college students using "Ideological and Educational Guidelines" have good reliability and validity; The motivation of physical education in the course of "Ideological and Political Information" was closely related to the two dimensions of psychological development, while the motivation for human education was positively correlated with the four dimensions of psychological development. The "curriculum ideological and political" program has a positive effect on the improvement of college students' psychological resilience.

Keywords: Ideological and Political Courses, Sports, College Students, Psychological Resilience.

Introduction

According to data released by the Shanghai Municipal Education Commission, as of the end of 2017, the number of college students in Shanghai had reached over 514000. As a social group with a special mission, college students' healthy growth is closely related to social progress and national development. However, according to relevant reports, current college students are frequently experiencing mental health problems under multiple pressures such as academic, employment, life, and emotional well-being, which has become a focus of social attention and seriously affects the healthy growth of college students. In the team of building the motherland, college students are the new force, and their comprehensive ability and stable psychological state are the logistical support for maintaining the rapid development of the country, the important indicators to measure the quality and ability of college students are their physical and mental health levels. Research has shown that the mental health status of college students is worse than that of social groups, with approximately 20% to 30% of the population showing a tendency towards psychological disorders, 10% having more severe psychological disorders, and 1% having severe psychological abnormalities, moreover, the proportion of people with unhealthy mental health is on the rise year by year. Obvious, currently, the physical and mental health of college students is of concern. With the continuous

development of national technology and economy, as well as the deepening of reform, the pressure that college students need to face will become more and more complex, such as studying further, employment pressure, emotional aspects, survival and development, causing many college students to have psychological problems. In recent years, suicide cases among college students have been frequently exposed by the media. According to a survey by China Youth Daily, 14% of college students have symptoms of depression, 17% have symptoms of anxiety, and 12% have hostile emotions, every year, 2/3 of the 2 million attempted suicide population is in the 15-34 age group, and almost no one has received psychological assessment or treatment. Among them, many are college students who, although they have not entered society, face academic pressure and emotional confusion. The increase of suicides among college students is related to their weak psychological resilience and compression resistance, so it is urgent to improve the mental health of college students (Si, 2022). Ordinary higher education institutions are before college students enter society, in the final stage of concentrated learning, ordinary higher education institutions not only impart vocational skills and problem-solving methods to college students, but also need to improve their ability to face and relieve stress, so that college students can maintain a good psychological state at all times and actively face and handle problems. Therefore, it is also an essential content and link in contemporary higher

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education to comprehensively master the psychological endurance of college students, conduct in-depth research on their psychological resilience, and explore ways to improve their psychological endurance and psychological quality (Ai, 2021).

The ideological and political course, also known as the "ideological and political theory course", is an important course in Chinese higher education. Its purpose is to cultivate students' ideological and moral qualities, enhance political awareness, enhance social responsibility, and shape socialist builders and successors with comprehensive moral, intellectual, and physical development. This course occupies an important position in the curriculum of ordinary universities in China, and students usually need to study certain ideological and political courses every semester. Psychological resilience refers to the ability of individuals to maintain a stable psychological state, actively respond to difficulties, and gain growth and development in the face of adversity, challenges, and pressure. In modern society, facing rapidly changing and complex environments, having psychological resilience is crucial for an individual's growth, development, and adaptability. Sports activities, as an important component of students' comprehensive quality education, also occupy an important position in ordinary universities. Sports activities not only contribute to students' physical health, but also have a positive impact on their mental health. By participating in sports activities, students can exercise perseverance, cultivate teamwork spirit, enhance self-confidence, and learn how to cope with failures and setbacks in competitions. These factors all contribute to improving students' psychological resilience. Overall, ideological and political courses and sports activities play an important role in cultivating the psychological resilience of ordinary university students. Ideological and political courses can guide students to establish correct values and worldviews, enhance their self-awareness and ability to

cope with adversity. Sports activities, on the other hand, enhance students' willpower and stress resistance, making them more resilient and confident in their learning, life, and career development. However, it is worth noting that in order to conduct in-depth research on the specific impact of combining ideological and political courses with physical education on students' psychological resilience, many factors need to be considered, such as course teaching methods, selection and promotion of sports projects, and individual differences among students. Therefore, it is necessary to conduct more in-depth research in the future to comprehensively understand the impact mechanism of this combination on the cultivation of students' psychological resilience, in order to better promote students' comprehensive development.

College students are a group with strong personality plasticity, their psychological resilience has many problems in cognition, willpower and other aspects due to the negative impact of media and multicultural impact, this requires colleges to strengthen the cultivation of psychological quality through ideological and political education for the new generation of college students. Guided by the concept of "ideological and political education" and based on the Marxist theory of spiritual power and the theory of ideological and political education power, and starting from improving students' psychological resilience, this study aims to improve students' psychological resilience to a certain extent through the integration of ideological and political education theories and methods with physical education, strengthen team cooperation and interpersonal communication, and cultivate the secondary personality characteristic of students' psychological resilience through the internalization of spiritual motivation (Nah & Neo, 2023). The ideological and political understanding of the course is shown in Figure 1.

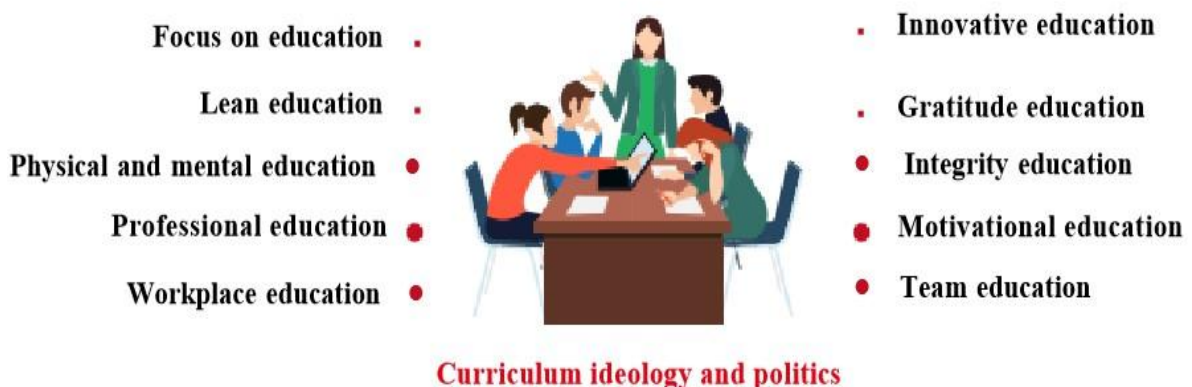


Figure 1: Understanding of Ideological and Political Education in Curriculum.

Literature Review

In the study of psychological resilience, the United States is the first country to start the study, although researchers from other countries have also set foot in it, they have not yet reached a consensus on the concept of resilience, how to translate this psychological term into Chinese? Scholars from different places have different understandings, such as Taiwan scholars translating it as "resilience" and Hong Kong scholars translating it as "resilience", scholars in Chinese Mainland are used to calling them "resilience" and "resilience", in South Korea, nursing scientists translate them as "resilience", "tenacity", etc (Pouratashi, 2021).

For the concept of psychological resilience, there is no unified definition in the world of psychology, now there are three main definitions:

Definition of results, process, and quality.

- (1) Consequential definition, focusing on the development results, defines psychological resilience. For example, psychological resilience is a kind of phenomenon, which is characterized by the fact that individuals still adapt and develop well in the face of serious threats.
- (2) The process content shows that psychological stimulation is the process of development and change. For example, psychological stimulation is a different process by which people adapt to dangerous environments.
- (3) For example, psychological stimulation is the ability of a person to resist high-level changes and to exhibit as bad a habit as possible; Psychological disorder is a person with the ability to recover from negative experiences and adapt to environmental changes.

Research shows that the definition of psychological resilience is basically similar or similar in a wide range, but the emphasis is different. The definitions of psychological resilience by scholars from all over the world are not mutually exclusive and run counter to each other. Just from different perspectives, the description centers are inconsistent, and all definitions emphasize the individual's good adaptation and development after experiencing negative life events such as stress, adversity, or trauma. From the standpoint of positive psychological capital, positive psychologists constructively define psychological resilience as: The inherent exploitable potential of an individual can enable a person to quickly rebound or recover from adversity, conflict, and failure, even from positive events, progress, and increasing responsibility, this definition integrates the core characteristics of the first three definitions, at the same time, it creatively puts forward the meaning of rapid rebound or recovery from positive events from the perspective of positive

psychology. The key point is that psychological resilience lies in the inherent and exploitable potential of individuals, which indicates that psychological resilience needs certain external conditions to be stimulated to play an effective role; Second, good psychological resilience enables individuals to quickly adjust and recover from different psychological emotions or environments. The psychological resilience involved in this study refers to the concept of positive psychology (Zhang, 2021). Duarte et al. (2022) aim to evaluate the financial literacy level of young Portuguese students and explore the impact of educational level on their financial literacy. The design/method/method data were collected from a non-probabilistic sample of 185 students who participated in bachelor's and master's degree courses in higher Education economics, management and marketing from February 25 to March 23, 2019, using an online questionnaire. Analyze the data using IBM SPSS 25 and calculate descriptive and inferential statistical data. The research results indicate that degree level (bachelor's or master's degree) and the academic background of individual parents have a positive impact on foreign languages. In addition, among individuals with higher foreign language proficiency, gender and occupational status are additional predictive factors (Duarte et al., 2022).

Methods

Research Subjects

This study focuses on the ideological and political curriculum plan, and 102 freshmen and sophomores were selected as experimental subjects at A City United University.

Research Plan

Implementation of the "Curriculum Ideological and Political" Plan:

The teacher conducted a 12-week teaching experiment, with human and material educational motivation as influencing factors during the implementation of the plan, through direct and indirect education, a dynamic network of ideological and political education is formed that combines both inside and outside the classroom and characters. Figure 2 shows the design ability of ideological and political education for professional course teachers.

Design of Experimental Questionnaire

Referring to the "Teenager psychological resilience Scale" and other scales, the personality system framework and the Kumpfer psychological resilience factor process integration model, in order to prevent students' physical and mental systems from being unbalanced or out of order,

teachers' support is added as a protective factor to balance the adverse effects of pressure and challenges on students in the program and further support the restructuring of psychological resilience. (teacher education, group

education) and the driving force of physical education material education, college students' psychological resilience consists of four factors: Spirit or motivation, positive cognition, teacher support, and interpersonal support.

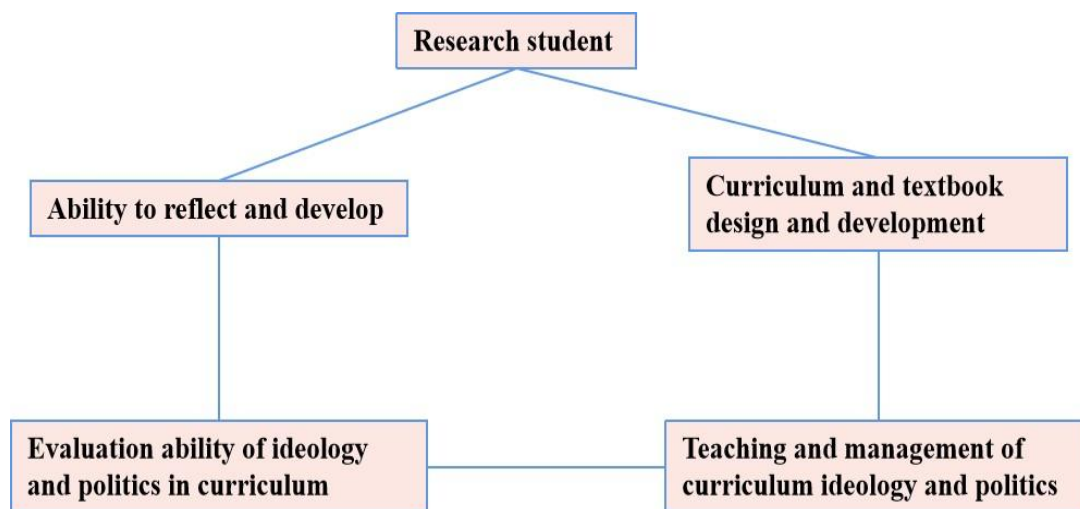


Figure 2: Professional Course Teachers' Ability to Design Ideological and Political Education Courses.

Results and Analysis

Reliability Analysis of Survey Questionnaire

The correlation coefficients of each dimension within the questionnaire are calculated separately in data statistics, and based on this, the overall internal consistency coefficient of the questionnaire is calculated. Results The internal consistency reliability a coefficient of the curriculum ideological and political implementation questionnaire was 0.892, and the internal consistency reliability a coefficient of the college students' psychological resilience questionnaire was 0.816, both of which were greater than 0.7, indicating that the two questionnaires had high measurement reliability.

Questionnaire Validity Analysis

The KMO validity of the psychological resilience questionnaire for college students is 0.886, between 0.8 and 0.9, at the same time, the concomitant probability of the Brtlett sphericity test is 0.000, less than 0.05, and the null hypothesis is rejected, which proves that the psychological resilience questionnaire for college students is very suitable for factor analysis. In summary, it shows that the questionnaire has good stability, internal consistency and high effective reliability on the whole.

A factual analysis was made of 11 evaluation items in the implementation questionnaire of the "Ideological and Legal Guidelines", and two cases which contained principles more than 1 were deleted. The explanatory

power of the variance was 73.466%, indicating that the standard criteria of implementing the questionnaire of "Ideological and Political Education" had significant difference. The factor load values of the measurement items of human and material educational motivation are between 0.661~0.843 and 0.794~0.847, respectively, both greater than 0.5, the results of factor analysis show that the questionnaire has high convergent validity. By factor analysis of 13 items in the psychological resilience questionnaire for college students, four common factors with characteristic roots greater than 1 were extracted. The explanatory amount of cumulative variance variation is 74.071%, which indicates that the factor structure of the "curriculum ideological and political" implementation questionnaire has discrimination validity. The factor load values of the measurement items are between 0.662 and 0.865, both greater than 0.5, the result of factor analysis shows that the questionnaire has high convergence validity.

Correlation Analysis of Survey Questionnaire Research Variables

As shown in Table 1, the two dimensions of the "Curriculum Ideological and Political" program show a significant positive correlation in pairs; The two dimensions of "curriculum ideological and political" are also positively correlated with the four dimensions of college students' psychological resilience. This indicates that these dimensions are developing in the same direction.

Table 1

Correlation Analysis of Research Variables

variable	Human educational motivation	Physical Education Motivation	Spirit or motivation	positive perception	Teacher support	interpersonal support
Motivation of Human Education in Physical Education Teaching	1					
Motivation of Physical Education Teaching	0.557	1				
Material Education						
Spirit or motivation	0.686	0.551	1			
Positive cognition	0.748	0.479	0.657	1		
Teacher support	0.755	0.363	0.549	0.621	1	
Interpersonal support	0.849	0.592	0.701	0.789	0.683	1

Multiple Regression Analysis of Survey Questionnaire

As shown in Table 2, the judgment coefficient R2 ranges from 0.513 to 0.575, indicating a good fitting effect, while R2=0.742 indicates a certain linear correlation between various

variables. The coefficients of human fertility motivation were 0.550, 0.698, 0.802, and 0.753 (P<0.001), while the regression coefficients of physical fertility motivation were 0.245 and 0.172 (P<0.05). The hypothesis of positive influence of H1, H2, H3, H5, H7, and H8 was accepted.

Table 2

Summary of Hypothesis Testing Results for Multiple Regression Analysis

assum e	Assumption Content	B	SEB	Beta	R2	F	Verification results
H1	Educational motivation has a positive impact on spiritual or motivational dimensions	0.660.	0.117	0, 550	0.513	38.901	support
H2	The motivation of physical education has a positive impact on spiritual or motivational dimensions	0.300	0.120	0.245			support
H3	Positive cognitive dimensions of human educational motivation have a positive impact	0.768	0.102	0.698	0.565	48.136	support
H4	Physical education motivation has a positive impact on positive cognitive dimensions	0.102.	0.104	0.090			Not Supported
H5	Educational motivation has a positive impact on teacher support dimensions	0.635.	0.072	0.802	0.575	50.128	support
H6	The motivation of physical education has a positive impact on the dimension of teacher support	-0.067	0.074	-0.083			Not Supported
H7	Educational motivation has a positive impact on interpersonal support dimensions	0.666	0.063	0.753	0.742	106.162	support
H8	Physical education motivation has a positive impact on interpersonal support dimensions	0.155	0.064	0.172			support

Factors Affecting Psychological Resilience

There are many kinds of factors that affect psychological resilience. Like the seven psychological resilience scales developed at home and abroad listed above, there are at most 60 items. There are mainly internal influencing factors, such as social competence, self-esteem, autonomy, sense of life goals and self-acceptance, etc.

There are also external influencing factors, such as family support, friend support, and so on. The author summarizes the factors that affect college students' psychological resilience:

Congenital factors: Refers to the characteristic factors within an individual that help individuals overcome adversity and actively develop. Related psychological studies have shown that in the basic personality structure

of the human body, there are two innate psychological components, also known as temperament components, namely introversion extraversion and emotional stability neuroticism, both psychological components and neuroticism are closely related to an individual's ability to accept and tolerate external stimuli. The magnitude of individual differences in the ability to accept and tolerate stimuli due to these innate temperament factors, it will lead to individual differences in college students acquired psychological resilience. Although congenital factors cannot be predicted and selected, appropriate methods can be used to adjust and change them in the future.

Social environment factors: Domestic college students are the product of the exam-oriented education system. In education, teachers, parents and students often attach importance to scores, and often ignore the education and cultivation of students' psychological quality, especially the cultivation of psychological resilience. On the other hand, under the current market economy system, the requirements for talents from various industries are becoming increasingly high and detailed, the increasingly fierce competition among talents also puts increasing pressure on college graduates and college students. The entire society generally holds that college students are the elites and pillars of the country, with high expectations and requirements, causing them to carry a heavy cross before leaving school (Suizzo, Jackson, & Nauman, 2023).

Learning environment factors: The learning method of ordinary universities is mainly student-centered, followed by teacher guidance, which is completely opposite to the "cramming" education method used in high school. After completing assignments assigned by teachers, high school students no longer have the motivation and time to study independently, while in college, it aims to cultivate students' ability to think independently and solve problems. College students need to analyze their own characteristics and needs, and then make relevant course choices, most of the time during college is controlled by students themselves. The changes in the learning environment and methods make it difficult for students who lack self-awareness and mastery of self-learning methods to control their spare time, resulting in poor academic performance.

Interpersonal communication factors: The change in interpersonal environment is the biggest factor in the living environment faced by college students. After entering the university, freshmen face new classmates with different living habits, family conditions, and ways of dealing with people. And former classmates and friends are often not around, the change of interpersonal environment, the increase of communication scope and

level, the lack of interpersonal communication ability and the lack of life experience and experience of college students have formed new contradictions, which has also become another important factor to test the level of psychological resilience of college students.

Family education factors: Most contemporary college students are only children, and parents expect their children to achieve excellent academic performance, while everything else can be ignored. They are fond of their children and often lack the education and cultivation of EQ, parents are willing to take the responsibility for many things, once encountering difficulties and setbacks, students can't cope with them and can't cope well, which is not conducive to the cultivation of college students' psychological resilience. The greenhouse flower style family education deprives college students of the experience of setbacks and setbacks, giving them the opportunity to experience the ups and downs of the world. They always have idealistic expectations for the future, and their psychological vulnerability can be imagined.

Future employment factors: Today's college students no longer enjoy the distribution of the national planned economy era, and they may face unemployment as soon as they graduate. The scarcity of employment opportunities for domestic college students and the imperfect rules of the job market. Many college students are in a state of waiting to submit resumes everywhere. There are also high requirements for employment units, which not only require graduates to have excellent grades, but also emphasize the communication and communication skills, team collaboration skills, and potential development of college students; Graduates often have a mindset of ambition and ambition; These factors can all form a certain level of anxiety and psychological pressure.

The Reliability and Validity of the Survey Questionnaire Are Good

The internal consistency reliability coefficient α of the curriculum ideological and political implementation questionnaire and college students' psychological resilience questionnaire is 0.892 and 0.816, both of which are greater than 0.7, indicating that the two questionnaires have high measurement reliability. The KMO values of the two questionnaires were 0.843 and 0.886, respectively, between 0.8 and 0.9. At the same time, the adjoint probability of Bartlett's sphericity test was 0.000, less than 0.05 (Yang & Liu, 2021). The two dimensions of the "Curriculum Ideological and Political" program show a significant positive correlation in pairs (Liu & Lipowski, 2021); The two dimensions of "curriculum ideological and political" are also positively correlated with the four dimensions of college

students' psychological resilience. This indicates that these dimensions are developing in the same direction. While analyzing the impact of "ideological and political education materials" on various dimensions of college students' ideological and political education, six viewpoints are advocated, that is, in the process of college students' participation of "ideological and political education materials", the promotion of humanistic education has great influence on the spirit or motivation, knowledge quality, teacher's motivation, and the self-promotion of college students' emotion (Liu et al., 2021).

Conclusion

This study focuses on the ideological and political curriculum plan, and 102 freshmen and sophomores were selected as experimental subjects at A City United University. The teacher conducted a 12-week teaching experiment, with human and material educational motivation as influencing factors during the implementation of the plan. Through direct and indirect education, a network of ideological and political education motivation was formed that combines both inside and outside the classroom and characters. The correlation coefficients of each dimension within the questionnaire are calculated separately in data statistics, and based on this, the overall internal consistency coefficient of the questionnaire is calculated. Results The internal consistency reliability a coefficient of the curriculum ideological and political implementation questionnaire was 0.892, and the internal consistency reliability a coefficient of the college students' psychological resilience questionnaire was 0.816, both of which were greater than

0.7, indicating that the two questionnaires had high measurement reliability. The results show: The two dimensions of the "Curriculum Ideological and Political" program show a significant positive correlation in pairs; The two dimensions of "curriculum ideological and political" are also positively correlated with the four dimensions of college students' psychological resilience. This indicates that these dimensions are developing in the same direction. In the analysis of the impact of "curriculum ideological and political education" on the various dimensions of college students' psychological resilience, six hypotheses are supported, that is, in the process of college students' participation in "curriculum ideological and political education", human education motivation has a positive impact on the spirit or motivation, positive cognition, teacher support, and interpersonal support of college students' psychological resilience, the motivation of physical education has a positive impact on the spirit or motivation of college students' psychological resilience and interpersonal support, which indicates that the "curriculum ideological and political" program has a positive effect on the improvement of college students' psychological resilience. However, it should be pointed out that individual differences also have an important impact on students' psychological resilience. Different students may have different reactions to the combination of ideological and political courses and sports activities. At the same time, the depth and meticulousness of education are also key factors that affect the results. Therefore, it is necessary to comprehensively consider multiple factors and conduct more targeted research and practice on how to maximize the promotion of students' psychological resilience.

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