Quantitative Evaluation of Curriculum Ideological and Political Education Effectiveness: A Case Study of "*Educational Psychology*" Course

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Abstract: Against the background of Chinese path to modernization, the high-quality development of ideological and political education has become a pivotal theme in China's contemporary educational framework. Currently, research on the effectiveness of ideological and political education is confronted with significant challenges, including ambiguous quantification criteria for outcomes and insufficient reliability and validity of evaluation data. These issues have impeded the progress of high-quality ideological and political education in higher education institutions. This study focuses on the construction of curriculum-based educational communities and draws upon the practical experiences of ideological and political teaching reform in foundational courses of the Applied Psychology major. Through the design of questionnaires, implementation of assessments, and rigorous analysis of collected data, a set of highly reliable and valid questionnaires has been developed specifically for evaluating the effectiveness of ideological and political education in professional courses. The ultimate goal is to establish a robust quantitative evaluation mechanism for assessing the efficacy of such education in professional courses, thereby promoting the high-quality development of ideological and political education in higher education institutions.

Keywords: Curriculum Ideological and Political Education; Value Education; Educational Psychology; Teaching Innovation; Quantitative Analysis

1. Introduction

Against the background of Chinese path to modernization, the high-quality development of ideological and political education has become a pivotal component of China's higher education system. Since the introduction of the "Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Colleges and Universities" in 2017, which first proposed the concept of "curriculum ideology and politics," this approach has been firmly established as a cornerstone for advancing the quality of ideological and political education in higher education institutions. It highlights the necessity for courses to return to their fundamental educational objectives while emphasizing their latent educational value. In 2020, the Ministry of Education released the "Guiding Outline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions," reaffirming the critical questions of "who to educate, how to educate, and for whom to educate." This further clarified the orientation of ideological and political education by underscoring that "the primary arena for curriculum ideology and politics lies in curriculum design, with classroom teaching serving as the main conduit." However, research on the effectiveness of ideological and political education encounters challenges such as "ambiguous quantification standards for effectiveness" and "limited reliability and validity of data," which have impeded the high-quality development of ideological and political education in higher education institutions. In this context, this article examines practical cases of integrating ideological and political education into the professional curriculum of "Educational Psychology," highlighting its significant

contributions to fostering students' growth, moral reasoning, and social responsibility. By designing questionnaires, assessments, and conducting rigorous data analysis, a systematic and comprehensive evaluation framework is developed specifically for assessing the effectiveness of ideological and political education in higher education institutions. This not only clarifies the educational value embedded in course-based ideological and political education but also aims to promote its high-quality development within higher education institutions.

2. Research Procedure

2.1 Research Subject

This study centers on students majoring in Applied Psychology at H University as the research participants, employing the Questionnaire Star platform for data collection. Data analysis is performed using SPSS 23.0, with exploratory factor analysis serving as the selected statistical technique.

2.2 Research Design

Study 1:

This study focuses on the Applied Psychology program at H University, conducting a preliminary experiment with junior-year students enrolled in the "Educational Psychology" course. A total of 96 questionnaires were collected, of which 64 were deemed valid, yielding a sample validity rate of 66.7%. The gender distribution among participants was 9.4% male and 90.6% female. The returned questionnaires were evaluated for completeness and authenticity based on the following criteria, with those exhibiting any of these issues being classified as invalid and excluded from further analysis: (1) questionnaires with evident response patterns (e.g., answers following a specific sequence); (2) questionnaires with unanswered items treated as missing data.

On this basis, prior to conducting factor analysis on the effective data, the suitability of the data was assessed using the KMO test and Bartlett's sphericity test. The results indicated a KMO value of 0.733 ($p < 0.001$), suggesting that the data are suitable for factor analysis. The criteria for factor analysis were established as follows: (1) common factor coefficients exceeding 0.5; (2) factor loadings in the rotated loading matrix surpassing 0.4; and (3) factor loadings in the rotated loading matrix should not exceed 0.4 for two or more principal components[1]. Based on these criteria, the questionnaire items were screened, resulting in the final formal questionnaire composed of the selected items.

Study 2:

A formal experiment was conducted among students enrolled in the "Educational Psychology" course, with tracking experiments synchronized with the course progression. Initially, data collection followed a standardized protocol: the experimenter facilitated the completion of electronic questionnaires in the classroom through collective administration. Clear and uniform instructions were provided to clarify research requirements, ensuring sufficient time for participants to respond. In line with the experimental design specifications, individuals who had participated in the preliminary study were excluded from this phase.

Next, a pre-test was administered at the beginning of the course. A total of 128 questionnaires were collected during this stage. After conducting integrity checks and regularity verification, 17 invalid questionnaires—those showing patterns of consistent responses or missing key items—were excluded, leaving 111 valid questionnaires and an effective return rate of 86.72%.

Subsequently, a three-month intervention phase aligned with the educational psychology course was implemented. During the post-test phase, 129 questionnaires were collected. Based on consistent quality control criteria, 29 invalid questionnaires were excluded, resulting in 100 valid ones and an effective return rate of 77.52%. The effective sample sizes and response rates from both the pre-test and post-test phases were comprehensively integrated into the subsequent statistical analysis.

3. Research Tools

3.1 Adolescent Self-Worth Scale

The Adolescent Self-Worth Scale, developed by Huang Xiting and colleagues, includes three subscales: overall self-worth, general self-worth, and specific self-worth[2], with a total of 56 items. After factor analysis, non-compliant items were removed, resulting in 21 retained

items. A 5-point Likert scale is used, where 1 indicates "completely disagree" and 5 indicates "completely agree." This questionnaire can be used to examine the characteristics of college students' self-worth[3]. The scale has a clear structure and good reliability and validity, with a Cronbach's α coefficient of 0.849.

3.2 Holland Chinese Occupational Interest Scale

The Holland Chinese Occupational Interest Scale, developed by Bai Ligang and colleagues, consists of six factors: realistic, social, investigative, enterprising, artistic, and conventional. It originally contained 186 items. After factor analysis, non-compliant items were removed, leaving 68 items. The scale reflects the characteristics of Holland's six occupational interest types[4] and associated ability types. It demonstrates good reliability and validity, with a Cronbach's α coefficient of 0.897.

3.3 Rokeach Values Survey

The Rokeach Value Survey is used, which distinguishes between terminal values and instrumental values[5] . Each type includes 18 specific items, each accompanied by a brief description. Respondents are asked to rank the terminal and instrumental values based on their perceived importance.

4. Research Results

4.1 Common Method Bias Test

All data in this study were obtained through self-reports from college students, necessitating an assessment of potential common method bias. The Harman single-factor test was used for data analysis. The results showed that, in the pretest, 25 factors had eigenvalues greater than 1, with the first principal factor accounting for 12.591% of the variance—well below the critical threshold of 40%. In the post-test, there were also 25 factors with eigenvalues exceeding 1, and the first principal factor explained 11.294% of the variance. These results suggest that there was no serious common method bias in this study.

4.2 Descriptive Statistics

After excluding invalid questionnaires, the valid responses were analyzed using SPSS 23.0. The distribution of the sample by gender, place of origin, only-child status, and family structure is shown in Table 1.

In the pretest, there were 24 male students (21.6%) and 87 female students (78.4%). A total of 32 students (28.8%) were from urban areas, and 79 (71.2%) from rural areas. There were 24 only children (21.6%) and 87 non-only children (78.4%). Regarding family structure, 10 students (9.0%) came from single-parent families, and 101 (91.0%) from two-parent families.

In the post-test, there were 19 male students (19.0%) and 81 female students (81.0%). Urban students numbered 33 (33.0%), while 67 (67.0%) were from rural areas. There were 21 only children (21.0%) and 79 non-only children (79.0%). As for family structure, 10 students (10.0%) were from single-parent families, and 90 (90.0%) from two-parent families.

Table 1. Distribution of Variables by Demographic Characteristics

Variable	Category	Pre-test	Post-test
Gender	Male	24 (21.6%)	19 (19.0%)
	Female	87 (78.4%)	81 (81.0%)
Place of Origin	Urban	32 (28.8%)	33 (33.0%)
	Rural	79 (71.2%)	67 (67.0%)
Only Child Status	Yes	24 (21.6%)	21 (21.0%)
	No	87 (78.4%)	79 (79.0%)
Single-Parent Family Status	Yes	10 (9.0%)	10 (10.0%)
	No	101 (91.0%)	90 (90.0%)
Total		111	100

4.3 Differences in Demographic Variables

4.3.1 Gender

Independent samples t-tests were conducted to examine gender differences in pretest and post-test scores of self-worth and various dimensions of career interest. The results are shown in Table 2.

The results indicate that there were no significant gender differences in college students' self-worth in either the pretest or post-test.

For career interests, no significant gender differences were found in the artistic, social, enterprising, or conventional dimensions in both the pretest and post-test. However, significant gender differences were observed in the realistic and investigative dimensions ($p < 0.05$), with male students scoring higher than female students. This suggests that male

students tend to prefer realistic and investigative career types more than female students when making career choices.

Table 2. Gender Differences in Pretest and Posttest Scores of College Students' Self-Worth and Vocational Interest

		M±*SD*			
	Variable	Boys	Girls	*t*	*p*
Pre-test	self-worth	74.0±9.614	74.195±8.253	-0.099	0.921
	Realistic	3.708±2.985	1.598±2.054	3.258**	0.003
	Artistic	4.750±3.791	5.230±3.536	-0.58	0.563
	Investigative	4.125±2.643	2.414±1.956	3.501***	0.001
	Social	5.042±3.182	5.230±2.117	-0.274	0.786
	Enterprising	5.292±3.029	5.092±3.029	0.286	0.775
	Conventional	2.166±1.949	2.264±1.920	-0.220	0.826
Post-test	self-worth	77.579±10.079	75.975±8.408	0.720	0.473
	Realistic	4.368±2.629	1.716±2.063	4.777***	<0.001
	Artistic	5.842±3.412	6.741±3.293	-1.063	0.290
	Investigative	4.684±2.849	3.136±2.279	2.527*	0.013
	Social	5.211±2.800	5.840±2.249	-1.045	0.298
	Enterprising	5.421±3.501	6.062±3.322	-0.749	0.456
	Conventional	1.842±1.425	2.506±1.878	-1.713	0.096

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

Due to inherent physiological and personality differences between male and female students, their value systems may differ. Therefore, an analysis was conducted on the rankings of Rokeach's life values reported by male and female participants.

Since the value categories are ordinal variables, Spearman's correlation analysis was used to examine the relationships between terminal values and instrumental values for both male and female students in the pretest and post-test. The results are shown in Tables 3 and 4.

Table 3. Gender Differences in College Students' Terminal Values before and After the Experiment

	Male Pre-test	Female Pre-test	Male Post-test	Female Post-test
Male Pre-test	1			
Female Pre-test	0.674**	1		
Male Post-test	0.648**	0.529*	1	
Female Post-test	0.462	0.805**	0.693**	1

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

Table 3 shows a significant positive correlation in terminal values between male and female students in both the pretest ($r = 0.674$) and the post-test ($r = 0.693$), indicating that their understanding of terminal values was generally consistent.

Table 4. Gender Differences in College Students' Instrumental Values before and After the Experiment

	Male Pre-test	Female Pre-test	Male Post-test	Female Post-test
Male Pre-test	1			
Female Pre-test	0.752**	1		
Male Post-test	0.777**	0.685**	1	
Female Post-test	0.815**	0.915**	0.591**	1

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

Table 4 shows a significant positive correlation in instrumental values between male and female students in the pretest ($r = 0.752$) and the post-test ($r = 0.591$), indicating that their understanding of instrumental values was generally consistent.

4.3.2 Family background

An independent samples t-test was conducted to examine differences in self-worth and various dimensions of career interest between participants from urban and rural backgrounds in both the pretest and post-test. The results are presented in Table 5.

The results indicate that there were no significant differences in self-worth between students of different family backgrounds, both before and after the experiment.

In terms of career interest, a significant

difference was found in the artistic interest dimension in the pretest ($t = 2.139$, $p < 0.05$), with students from urban areas showing a greater inclination toward artistic careers. No other significant differences were observed in any of the other career interest dimensions in either the pretest or post-test.

Table 5. Differences in Pretest and Post-Test Scores of College Students' Self-Worth, Vocational Interests, and Ability Types by Family Background

		M±*SD*			
	Variable	Urban	Rural	*t*	*p*
Pre-test	self-worth	73.438±9.298	74.443±8.229	-0.561	0.576
	Realistic	2.000±2.423	2.076±2.454	-0.148	0.882
	Artistic	6.250±3.350	4.671±3.590	2.139**	0.035
	Investigative	3.000±2.410	2.696±2.156	0.650	0.517
	Social	4.844±2.653	5.329±2.252	-0.976	0.331
	Enterprising	4.719±2.581	5.304±3.176	-0.925	0.357
	Conventional	1.844±1.609	2.405±2.016	-1.543	0.127
Post-test	self-worth	77.909±9.866	75.478±8.052	1.316	0.191
	Realistic	2.242±2.670	2.209±2.287	0.065	0.948
	Artistic	7.364±2.632	6.179±3.563	1.874	0.064
	Investigative	3.424±2.513	3.433±2.451	-0.016	0.987
	Social	5.788±2.713	5.687±2.190	0.201	0.841
	Enterprising	6.121±3.569	5.851±3.258	0.378	0.706
	Conventional	1.939±1.540	2.597±1.907	-1.851	0.068

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

4.3.3 Only-child status

Independent samples t-tests were conducted to examine whether differences existed in self-worth and the various dimensions of career interest between only-child and non-only-child participants in both the pretest and post-test stages. The results are presented in Table 6.

The analyses revealed no statistically significant differences in self-worth or any dimension of career interest between only children and non-only children at either measurement point.

Table 6. Differences in Pretest and Post-Test Scores of College Students' Self-Worth and Vocational Interest Factors by Only-Child Status

		M±*SD*			
	Variable	Single-child family	Non-single-child family	*t*	*p*
Pre-test	self-worth	75.792±8.592	73.701±8.494	1.065	0.289
	Realistic	1.792±2.167	2.126±2.510	-0.595	0.553
	Artistic	5.583±3.243	5.0±3.676	0.705	0.482
	Investigative	2.625±2.337	2.828±2.206	-0.393	0.695
	Social	4.583±1.998	5.356±2.449	-1.420	0.159
	Enterprising	5.250±2.691	5.103±3.114	0.210	0.834
	Conventional	2.0±2.187	2.310±1.845	0.297	0.485
Post-test	self-worth	4.50±0.978	4.724±1.064	-0.929	0.670
	Realistic	77.333±8.974	76.0±8.685	0.621	0.536
	Artistic	2.429±2.619	2.165±2.361	0.445	0.657
	Investigative	7.571±3.026	6.304±3.360	1.567	0.120
	Social	3.238±2.468	3.481±2.470	-0.401	0.690
	Enterprising	5.952±2.50	5.658±2.336	0.505	0.614
	Conventional	6.810±3.669	5.709±3.243	1.345	0.182

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

4.3.4 Single-parent family status

Independent samples t-tests were conducted to examine differences in pretest and post-test self-worth and career interest dimensions based on whether participants were from single-parent families. The results are presented in Table 7.

No significant differences were found in self-

worth between students from single-parent and non-single-parent families in either the pretest or post-test.

However, significant differences were observed in the conventional career interest dimension (pre-test: t = -4.129, $p < 0.05$; post-test: t = 3.453, $p < 0.05$), indicating that students from non-single-parent families were more inclined to prefer conventional careers compared to those from single-parent families. No significant differences were found in other dimensions of career interest.

Table 7. Differences in Pretest and Post-test self-worth and Occupational Interest Factors between Students from Single-Parent Families

		M±SD			
	Variable	Single-parent family	Non-single-parent family	*t*	*p*
Pre-test	self-worth	71.2±13.431	74.446±7.915	-0.751	0.47
	Realistic	2.3±2.452	2.03±2.443	0.334	0.739
	Artistic	5.6±3.718	5.079±3.582	0.437	0.663
	Investigative	2.8±1.814	2.782±2.27	0.024	0.981
	Social	4.2±1.549	5.287±2.422	-1.388	0.168
	Enterprising	5.2±2.974	5.129±3.035	0.071	0.944
	Conventional	1.1±0.738	2.356±1.963	-4.129***	<0.001
Post-test	self-worth	75.3±11.066	76.389±8.488	-0.373	0.71
	Realistic	2±2.625	2.244±2.395	-0.303	0.762
	Artistic	7.7±2.946	6.444±3.349	1.137	0.258
	Investigative	2.5±1.9	3.533±2.5	-1.265	0.209
	Social	6±2.667	5.689±2.34	0.394	0.695
	Enterprising	7.2±3.795	5.8±3.288	1.258	0.211
	Conventional	1.2±1.033	2.511±1.837	-3.453**	0.003

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

4.4 Relationships among Variables

4.4.1 Difference analysis

Assign values to the options of the vocational interest scale, with "Yes" scored as 1 and "No" scored as 0. Calculate the total scores for each factor separately, where R represents Realistic, A represents Artistic, I represents Investigative, S represents Social, E represents Enterprising, and C represents Conventional. As shown in Table 8, in the pre-test, the self-worth score of college students was 74.153±8.520; the realistic factor score of their vocational interests was 2.054±2.434, the artistic factor score was 5.126±3.581, the investigative factor score was 2.784±2.225, the social factor score was 5.189±2.372, the enterprising factor score was 5.135±3.017, and the conventional factor score was 2.243±1.917. In the post-test, the self-worth score of college students was 76.280±8.718; the realistic factor score of their vocational interests was 2.220±2.406, the artistic factor score was 6.570±3.319, the investigative factor score was 3.430±2.459, the social factor score was 5.720±2.362, the enterprising factor score was 5.940±3.348, and the conventional factor score was 2.380±1.813. A paired sample t-test was conducted on the total self-worth scores and career interest scores before and after the experiment, as presented in Table 9.

The results showed a significant difference in self-worth perception among college students between the pre-test and post-test (t=-1.983, p=0.05), indicating that through the study of the "Educational Psychology" course, students gained a clearer and more defined understanding of their self-worth. In terms of career interests, there was a notable difference between the pre-test and post-test (t=-3.154, p<0.05), suggesting that the "Educational Psychology" course reshaped students' career cognition, fostering the development of more open, diverse, and adaptable career values. The study validates the positive role of the ideological and political reform in the "Educational Psychology" course in promoting the mental health development and career planning abilities of college students. Assign positive values to the Rokeach Value Survey, with the first-ranked item assigned a value of 18, the second-ranked item assigned a value of 17, the third-ranked item assigned a value of 16, and so on, with the last-ranked item assigned a value of 1. Then, calculate the mean and standard deviation for each item, and sort

them based on the mean.

Table 8. Fundamental Information on College Students' self-worth and Career Interest Factors

	Variable	Min.	Max.	*M*	*SD*
Pre-test	self-worth	51	98	74.153	8.52
	Career Interest	2	13	7.243[a]	2.626
	Realistic	0	9	2.054	2.434
	Artistic	0	12	5.126	3.581
	Investigative	0	10	2.784	2.225
	Social	0	10	5.189	2.372
	Enterprising	0	13	5.135	3.017
	Conventional	0	7	2.243	1.917
Post-test	self-worth	59	103	76.28	8.718
	Career Interest	4	13	8.260[a]	2.419
	Realistic	0	9	2.220	2.406
	Artistic	0	12	6.570	3.319
	Investigative	0	10	3.430	2.459
	Social	1	10	5.720	2.362
	Enterprising	0	13	5.940	3.348
	Conventional	0	6	2.380	1.813

a:Career Interest is calculated using the formula: Professional Interest = MAX(R, I, A, S, E, C) [6]

Table 9. Comparative Analysis of College Students' Self-Value and Career Interest Pre- and Post-Testing

	M	*SD*	*t*	*p*
Pre-test self-worth vs. Post-test self-worth	-2.37	11.953	-1.983	0.05
Pre-test Career Interest vs. Post-test Career Interest	-1.17	3.709	-3.154	0.002

Table 10. Pre- and Post-Experiment Basic Status of College Students' terminal Values

	Terminal Values	Min.	Max.	*M*±*SD*
Pre-test	Family Security	1	18	13.667±3.827
	Comfortable Life	1	18	13.108±4.326
	Freedom	3	18	12.973±3.881
	Happiness	2	18	12.252±3.958
	Mature Love	1	18	7.676±4.38
	Vibrant Life	1	17	7.451±4.707
	Wisdom	1	18	6.838±4.144
	Savior	1	17	2.784±3.483
Post-test	A world at peace	1	18	12.26±6.013
	National security	1	18	12.24±5.619
	Comfortable Life	2	18	12.17±5.111
	Family Security	2	18	12.12±4.689
	Achievement	1	17	7.87±4.607
	Enlivening life	1	18	7.05±4.789
	Wisdom	1	18	6.97±4.239
	Savior	1	17	3.58±4.333

As indicated in Table 10, in the pretest, the top four terminal values prioritized by college students were family security, a comfortable life, freedom, and happiness, while the bottom four were mature love, an exciting life, wisdom, and salvation. Among the top four most valued values, personal values accounted for a higher proportion than social values, indicating that college students had a strong sense of self-awareness and were more focused on their personal worth before the experiment. In the post-test, a world at peace, national security, a comfortable life, and family security were considered the most important values. Among these four values, the proportion of social values significantly increased, suggesting that after completing the "Educational Psychology" course, the students' value systems were reconstructed, shifting their focus from personal values to social values.

As indicated in Table 11, in the pretest, the top four instrumental values most valued by college students were independence, competence, wisdom, and bravery, while the least valued were helping others, philanthropy, obedience, and cleanliness. This indicates that, compared to moral values, college students in the pretest paid more attention to competitive values. In the post-test, there was no significant change in the ranking of instrumental values among college students, but the average scores of the top four values all increased.

4.4.2 Correlation analysis

A Pearson product-moment correlation analysis was conducted on the total self-worth score, career interest score, terminal values (personal values, social values), and instrumental values (competitive values, moral values) of college students in the pretest phase of the experiment. with the findings presented in Table 12.

Table 11. Pre- and Post-Experiment Basic Status of College Students' Instrumental Values

	Instrumental Values	Min.	Max.	*M*±*SD*
Pretest	Independence	2	18	12.793±4.543
	Competence	2	18	12.054±4.445
	Wisdom	2	18	11.955±4.734
	Bravery	1	18	11.081±4.696
	Altruism	1	17	6.865±4.214

	Philanthropy	1	17	6.586±4.629
	Submissiveness	1	17	6.423±4.939
	Purity	1	18	5.405±4.288
Post-test	Independence	3	18	13.16±4.146
	Wisdom	2	18	12.66±4.198
	Competence	2	18	12.64±4.527

	Bravery	1	18	11.04±4.517
	Philanthropy	1	18	7.67±5.246
	Altruism	1	18	7.26±4.718
	Submissiveness	1	17	5.78±4.992
	Purity	1	18	5.69±4.317

Table 12. Pre-Experiment Correlation Analysis of Factors

	self-worth	career interest	Personal Values	Social Values	Competitive Values	Moral Values
self-worth	1					
Career Interest	0.338**	1				
Personal Values	0.012	0.146	1			
Social Values	-0.012	-0.146	-1.0**	1		
Competitive Values	0.099	0.064	0.035	-0.035	1	
Moral Values	-0.099	-0.064	-0.035	0.035	-1.0**	1

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

The results showed that there was a significant positive correlation between college students' self-worth and career interest before the experiment (r=0.338), while there was no significant correlation between terminal values, instrumental values, and self-worth with career interest. This indicates that college students' self-worth can positively predict career interest. Pearson product-moment correlation analysis was conducted on the total self-worth score, career interest score, terminal values (personal values, social values), and instrumental values (competitive values, moral values) of college students after the experiment, and the results are shown in Table 13.

The results showed that there was a significant positive correlation between post-test self-worth and vocational interests among college students (r=0.262), indicating that post-test self-worth could positively predict career interests; there was a significant negative correlation between self-worth and personal values (r=-0.238), and a significant positive correlation between self-worth and social values (r=0.238). There was no significant correlation between terminal values (personal values, social values) and career interests, suggesting that post-test self-worth could negatively predict personal values among college students, while career values could positively predict social values among college students; there was no significant correlation between instrumental values (competitive values, moral values) and self-worth or career interests, and the results are shown in Table 13.

Table 13. Post-Experiment Correlation Analysis of Factors

	self-worth	career interest	Personal Values	Social Values	Competitive Values	Moral Values
self-worth	1					
Career Interest	0.262**	1				
Personal Values	-0.238*	-0.103	1			
Social Values	0.238*	0.103	-1.0**	1		
Competitive Values	-0.088	-0.04	0.248*	-0.248*	1	
Moral Values	0.088	0.04	-0.248*	0.248*	-1.0**	1

Note: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

5. Results and Discussion

5.1 Enhancing College Students' Self-Awareness and Professional Identity through Curriculum-Based Ideological and Political Education

The findings reveal significant differences in students' self-worth and vocational interest dimensions before and after studying Educational Psychology, indicating that the ideological and political reform of the course effectively facilitated the deepening of students' self-cognition and the strengthening of their professional identity. Against the backdrop of advancing Chinese-style modernization, innovations in intelligent technologies have reshaped the societal

paradigm for talent development. This new paradigm not only emphasizes the cultivation of students' core competencies, such as innovation and critical thinking, but also calls for reinforcing a sense of responsibility and mission through the value-oriented guidance of ideological and political education in the curriculum[7].

By integrating ideological and political elements into Educational Psychology, the course guides students to understand the essential nature and humanistic value of educational activities, thereby fostering a "student-centered" professional mission. It also encourages students to reflect on their social responsibilities as future educators, helping them to establish a professional commitment to "educating the people for national rejuvenation and cultivating talents for national development," ultimately strengthening their sense of professional identity[8].

5.2 Shaping Career Outlooks through Curriculum Ideological and Political Education Reform

The results suggest that male students are more inclined than female students to pursue realistic and investigative occupations, indicating that career preferences among university students remain influenced by traditional gender role perceptions and associated stereotypes. This insight points to the direction for reform in ideological and political education—namely, incorporating empirical case studies and innovative teaching approaches[9] to help students form rational and equitable career outlooks. Such reform encourages career decisions based on holistic personal development and social demand, thereby cultivating a sense of fairness and equality in career selection and laying the foundation for equitable employment and rational talent allocation in future society.

5.3 Shaping Life Values under Ideological and Political Education Reform

Post-test results of the terminal values survey revealed a significant increase in the prioritization of "a peaceful world," as well as an upward shift in the ranking of collectivist values such as "national security" and "a comfortable life." In contrast, abstract values such as "salvation" saw a decline in perceived importance. In the instrumental values test, "independence" and "ability" ranked jointly at the top in the post-test. These findings suggest that integrating the consciousness of the Chinese national community into the Educational Psychology curriculum has effectively reshaped students' foundational value systems.

Curriculum-based ideological and political education serves as a core practical pathway for universities to realize their educational missions and is a vital vehicle for promoting moral education and talent development[10]. Through their study of Educational Psychology, students have begun to view personal development and social responsibility as a unified whole, achieving an organic integration of values education and professional training. This lays a solid ideological foundation for the youth of the new era to contribute to the great rejuvenation of the Chinese nation.

6. Limitations and Future Directions

6.1 Limitations

This study focused primarily on students enrolled in the Educational Psychology course, with a relatively small sample size and a higher proportion of female participants, which may limit the generalizability of the findings. Future research will seek to broaden the sample to include students from various grades and majors, and to balance gender representation in order to enhance data representativeness and external validity. Additionally, cross-institutional collaboration may be pursued to collect data from multiple universities, further validating the applicability of the questionnaire.

Moreover, the absence of a control group in this study limits the ability to fully exclude potential confounding variables. Future studies will adopt horizontal comparative analyses to better isolate the independent effects of curriculum-based ideological and political education, thereby increasing the robustness of the conclusions.

6.2 Future Directions

In terms of measurement tools and research methods, future work could involve the development of more widely applicable assessment instruments to evaluate the effectiveness of ideological and political education in various courses. Combining

quantitative data with qualitative methods such as interviews and classroom observations may offer deeper insight into underlying mechanisms.

Regarding current outcomes and long-term impact, while this study employed a pre- and post-test design to capture short-term changes, future research could conduct longitudinal tracking of graduates' career paths and social engagement to assess the lasting influence of ideological and political education.

Finally, with respect to course design and scalability, future research should explore both the common pathways and discipline-specific strategies for integrating ideological and political education across the curriculum, in order to establish replicable models for the fusion of subject teaching and values education.

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