

# *Positive Psychological Intervention to Enhance Ideological and Political Education on the Internet in Colleges and Universities Practical Exploration of Effectiveness*

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**Abstract:** Network ideological and political education is the lifeline of the work of colleges and universities, and is a major political task and strategic project related to the cultivation of newcomers of the times, so the ideological and political education of colleges and universities should adhere to the principle of "advancing according to the times", and keep up with the times with continuous innovation and enrichment. [1]In the network ideological and political education of colleges and universities, by cultivating students' positive psychological qualities and stimulating their inner vitality and potential, and accepting network ideological and political education with a more open mind, we can achieve the goal of ideological and political education, and promote students' ideological and political level and all-round development. This study firstly investigated the current situation of network ideological and political education of 4374 students in a university in Xi'an, and then carried out stochastic intervention experiments for 480 students using the method of Positive Psychology Interventions. The results of the experiment showed that the positive psychological level and ideological and political level of college students were improved through positive psychological intervention. [2] On this basis, the model of positive psychological intervention to enhance the effectiveness of network ideological and political education is sorted out, which provides new ideas for the reform and innovation of the network ideological and political education model in colleges and universities.

## 1. Introduction

According to the Opinions on Strengthening and Improving Ideological and Political Work in the New Era, the Ministry of Education has clearly put forward the promotion of the innovative development of ideological and political work in the new era and the strengthening of the construction of Internet ideological and political work as the focus of today's college education. Strengthening network ideological and political education in colleges and universities, and vigorously improving the effectiveness of network ideological and political education is the top priority of college and university education work, and it is urgent to improve the ideological and political quality of college students and promote the overall development of college students.[3]

Research has shown that the cultivation of positive psychological qualities of college students can enhance the effectiveness of network ideological and political education in colleges and universities, and promote the change of students' attitudes towards actively participating in network ideological and political education in colleges and universities. Many scholars have suggested that the educational theory of positive psychology, which aims to cultivate positive qualities in individuals and create a positive atmosphere in the society, thereby enhancing the sense of well-being of individuals, is intrinsically compatible with the educational purpose of cyber ideological and political education, which aims to promote the free and comprehensive development of human beings. Through correct guidance and practical intervention, students' inner strength can be tapped, so that they can obtain positive emotional experiences such as growth, happiness and sense of achievement, and promote the attitude change of learning the contents of cyber ideological and political education, so as to realise the enhancement of the effectiveness of cyber ideological and political education.

Under the perspective of positive psychology, contemporary college students generally have the problems of hope, optimism, self-efficacy, and insufficient level of resilience, which makes the network ideological and political education in colleges and universities have the realistic dilemmas of low students' learning initiative and low actual participation. [4] In order to explore effective solutions to the real dilemmas of network ideological and political education in colleges and universities, this study adopts randomized intervention experiments for active practice and validation to provide further proof for enriching the theory of positive psychological quality cultivation on the enhancement of the effectiveness of network ideological and political education in colleges and universities, and to propose specific implementation paths and programmes to provide new ideas for enhancing the effectiveness of network ideological and political education in colleges and universities. [5]

## 2. The Realistic Dilemma of Network Ideological and Political Education in Colleges and Universities under the Perspective of Positive Psychology

The main task of online ideological and political education in colleges and universities is comprehensive quality education with the all-round development of college students as the core goal, but the survival of contemporary universities is problems such as unclear goals, low self-control, and insufficient ability to withstand pressure, which leads to the low effectiveness of online ideological and political education in colleges and universities.[6]

### 2.1. College students have unclear goals, weak will, and insufficient optimism and hope

College students generally have the problem of unclear motivation for learning and lack of clear goals, which leads to students' lack of willpower and lack of perseverance to achieve their goals [7]. The experience of failure in learning leads to a lack of optimism and the quality of hope in the face

of difficulties, and students are prone to self-doubt and depression. This is an important reason for students' low motivation and initiative in the process of receiving ideological and political education, and students' lack of confidence and interest in receiving online ideological and political education will directly result in the inadequacy of the ideas, opinions and knowledge acquired by students [8], which will lead to the ineffectiveness of online ideological and political education. [9]

## **2.2. College students have low self-control, lack of self-confidence, and low self-efficacy**

Most students are prone to the psychological state of powerlessness when they suffer successive failures in their weak subject areas, and thus tend to choose to escape when facing knowledge areas they are not good at and unfamiliar with. Not only that, when students face difficulties and pressure in learning, they are less self-conscious, can't resist external temptations well, and are prone to wavering their plans and determination to learn, thus entering the period of learning burnout more rapidly [9]. Especially after being criticised or ridiculed, they will produce the behaviour of avoiding learning or even anorexia to avoid the threat and harm to their self-esteem, thus failing to actively improve themselves and realize their self-worth in online Civics learning.

## **2.3. College students have low stress resistance, low resilience, and insufficient mental toughness**

Most college students have insufficient level of resilience, poor stress tolerance, unable to deal with stress and tension with positive emotions, unable to fully mobilise physical and mental resources to cope with stress, and show low psychological resilience [10]. Contemporary college students are faced with academic pressure, social competition and future employment and other aspects of pressure, some students lack sufficient stress resistance and mental toughness in the face of these pressures, and are prone to fall into negative emotions and coping with inappropriate behaviour patterns. At the same time, it is difficult for this part of students to investigate the root cause and understand the real value and meaning in online Civics learning. [11]

# **3. The practice of cultivating positive psychological quality to improve the effectiveness of online ideological and political education in colleges and universities**

## **3.1. Research objects and methods**

### **3.1.1. Object**

The study was divided into two stages: the first stage used the questionnaire survey method to investigate the basic information, positive psychological quality, and current situation of online ideological and political education of 4384 college students in a university. In the second stage, on the basis of the first phase of the survey, a randomized intervention experiment was used to carry out positive psychological intervention for 480 college students.

### **3.1.2. Method**

#### **1) Questionnaire method**

The questionnaire survey method is a quantitative research method based on positivism as the methodology, which is a research method that obtains research results by distributing standardized questionnaires to relevant personnel, and then sorting out questionnaires and conducting statistical analysis. Through a questionnaire survey of college students, this study can comprehensively grasp the level of positive psychological quality of college students and the current situation of online

ideological and political education.

## **2) Stochastic intervention experiments**

Stochastic intervention experiments are increasingly widely used in economic research, government decision-making, and educational improvement, and among various impact assessment methods, randomized intervention experimental methods are regarded as the "golden rule" for identifying causality, especially compared with the non-experimental methods used in traditional economics [12].

After the design of the randomized intervention protocol, it includes three execution steps, namely: baseline survey, random allocation of samples to implement intervention, and evaluation survey.

## **3.2. Study procedures and protocols**

This study is based on the theory of positive psychology, takes positive psychological intervention methods as a means, and combines psychological intervention methods with four dimensions: optimism, hope, toughness and self-efficacy. [13]

In the first stage, we conducted a questionnaire survey of 4384 college students on the "Positive Psychological Quality Test", using the psychological capital intervention model proposed by Professor Luthans in 2005 to improve the psychological capital of the participants from the four dimensions of self-efficacy, toughness, hope and optimism, and the scale had good validity. [14]

In the second stage, we selected 480 students based on the first phase of research, established a positive psychological quality training camp, and carried out positive psychological quality training intervention in four dimensions for the experimental group, and the control group did not intervene.

According to the above-mentioned survey results, positive psychology can be introduced into the practice of online ideological and political education in colleges and universities through correct guidance and intervention, so as to improve students' positive psychological quality, enhance the appeal and attractiveness of ideological and political education, and then improving the level of online ideological and political education of college students. [15]

## **4. Experimental results**

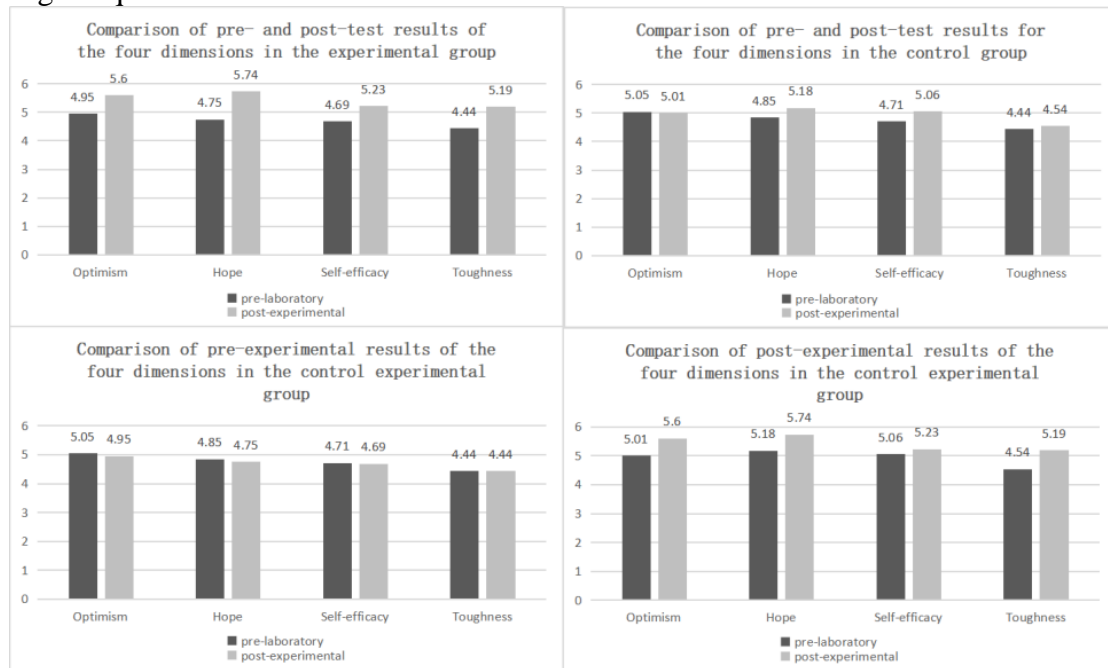
After ten weeks of positive psychological intervention practice, we obtained the practice data and organized and processed the data, eliminated the maximum and minimum values in the data to ensure the accuracy of the data, and analyzed the data as follows.

### **4.1. Analysis of the results of the pre- and post-tests of the experiment on positive psychological qualities and happiness**

The difference in positive psychological levels between the two groups of students before the experiment was not significant. As shown in Figure 1, the average scores of optimism, hope and self-efficacy of the control group are slightly higher than those of the experimental group, but they are not significant and fall within a reasonable range.

The level of positive psychological qualities of students in the experimental group compared to the control group after the experiment is significantly higher. As can be seen from Figure 1, the average level of the four positive psychological quality dimensions of students in the experimental group after the experiment is generally higher than that of the control group. The more significant improvement of students' positive psychological qualities may be due to the fact that the intervention experiment cultivated students' positive human attitudes, positive personal characteristics, and positive emotional experiences [16], which in turn enhanced students' positive

psychological qualities.



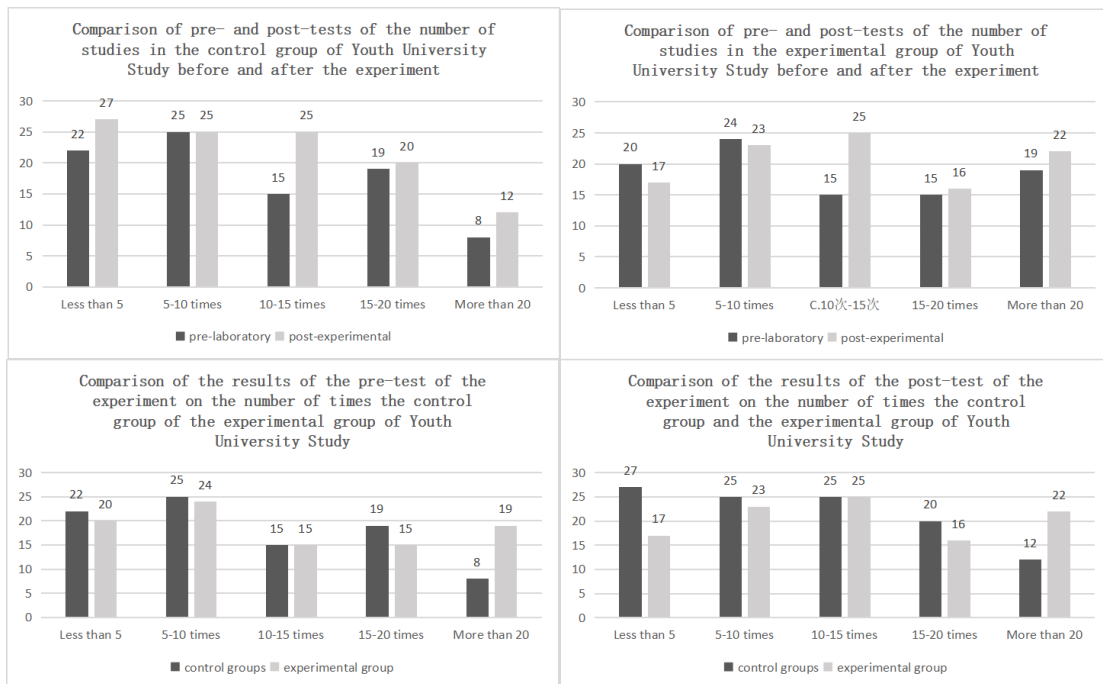
Source: Author survey

Figure 1: Analysis of the experimental results of the four dimensions of positive psychological qualities

#### 4.2. Analysis of the results of the pre- and post-tests of the experiment on the engagement of young adults in learning

The difference in the number of times the two groups of students studied Youth University Study before the experiment was not significant. As shown in Figure 2, the students in the control group were slightly higher than the experimental group in the range of 15-20 times, and the students in the experimental group were slightly higher than the control group in the range of more than 20 times, but it was not significant and fell within a reasonable range.

After the experiment the experimental group compared to the control group of students learning Youth University Study large number of times to learn significantly higher. As can be seen from Figure 2, the number of times students in the experimental group learn Youth University Study after the experiment compared to the number of times they learn Youth University Study before the experiment is significantly improved. After the experiment, the number of times students study the youth study increases, and the degree of acceptance of ideological and political education improves significantly compared with that before the experiment, indicating that the cultivation of positive psychological qualities can effectively improve the effectiveness of ideological and political education.



Source of data: survey of authors

Figure 2: Analysis of the results of the experiment on the number of learning sessions of the Youth University Study

### 4.3. Explanation of experimental results

Positive psychological quality cultivation can enhance students' positive psychological level. In the theory of psychology, the cultivation of positive psychological qualities refers to the cultivation of individual positive and optimistic psychology, tapping the inner potential of individuals, facing all kinds of things in life with a positive mindset, and promoting the healthy growth of individual psychology. College students will encounter various challenges and pressures in college, and positive psychology helps to help individuals stay in a positive and healthy state of mind for a long time, in which the ability and efficiency of students to learn and do things will also be improved. At the same time, it is also better able to avoid psychological problems in study, work and other aspects.

The cultivation of positive psychological qualities can enhance the motivation of college students to participate in cyber ideological and political education. Many scholars believe that positive psychology is an educational theory that "cultivates individual positive qualities and creates a positive atmosphere in society, thus enhancing individual network ideology and politics", which is intrinsically compatible with the educational purpose of network ideological and political education, which is "to promote the free and comprehensive development of human beings".[17]

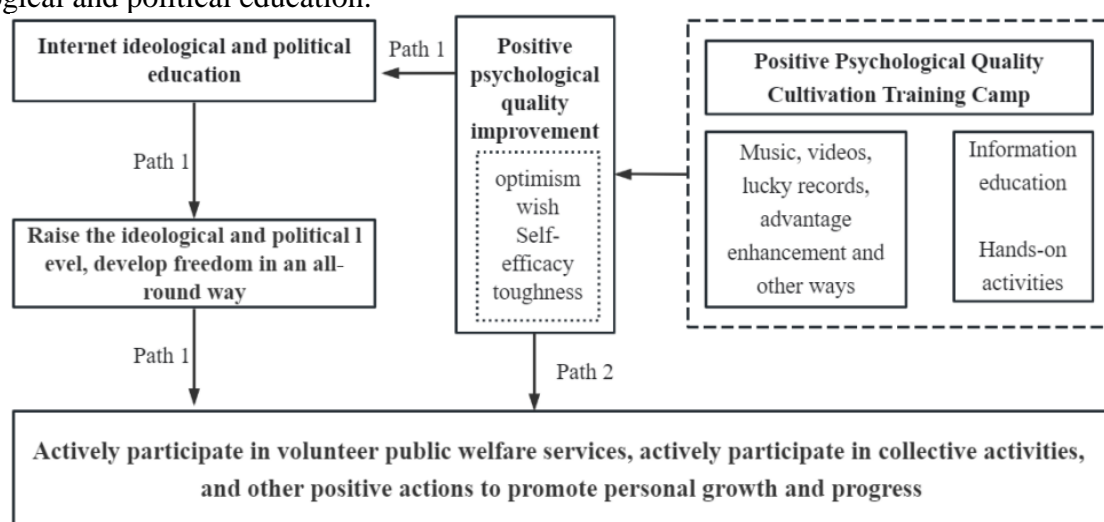
Therefore, positive psychology has the role of effectiveness enhancement to the current situation of college network ideological governance education, and can realize the positive transformation of college students learning college network ideological politics.

### 5. Research value and prospects

This study focuses on improving the effectiveness of online ideological and political education in colleges and universities, comprehensively cultivating students' ideological and moral literacy, ensuring students' healthy physical and mental development, and sorting out the theoretical model

of education model for the cultivation of positive psychological qualities to improve the effectiveness of online ideological and political education in colleges and universities. [18]

Figure 3 shows that the first path is to promote students to be more willing to accept online ideological and political education, promote students' free and comprehensive development, and enhance students' enthusiasm for participating in collective activities such as voluntary public welfare, so as to achieve the purpose of improving the effectiveness of online ideological and political education. The second path is to directly promote students' active participation in collective activities such as voluntary public welfare by improving positive psychological quality, promote personal growth and progress, and achieve the purpose of improving the effectiveness of online ideological and political education.



Source of data: survey of authors

Figure 3: Model of Positive Psychological Intervention

This study cultivates students' positive psychological quality level through intervention experiments, thereby promoting the all-round development of college students, and ensuring the effective learning of positive psychology and online ideological and political courses. In the future, the first is to strengthen the effectiveness and influence of positive psychological quality cultivation on the effectiveness of ideological and political effectiveness of college networks. The second is to further explore and improve the specific measures for the cultivation of positive psychological qualities to improve the effectiveness of ideological and political activities in colleges and universities.

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