

# *Intervention Research on Ideological Education of College Students with Financial Difficulties Empowered by Positive Psychology*

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**Keywords:** Positive Psychological Intervention, Ideological and Political Education, Students from Economically Disadvantaged Families, Effectiveness

**Abstract:** Ideological and political education shoulders the strategic mission of cultivating new talents of the times, and needs to innovate the mode of education to solve practical difficulties. Research has found that students from economically disadvantaged families generally exhibit psychological traits such as lack of hope and weak self-efficacy, leading to low participation and lack of initiative in ideological and political learning. Based on the survey data of 4374 students from a university in Xi'an, this study conducted a positive psychology intervention experiment on 240 students and found that systematically cultivating positive psychological qualities can significantly enhance students' sense of growth pleasure and value identification, thereby achieving the goal of ideological and political education, promoting the improvement and comprehensive development of students' ideological and political literacy. This educational model, which focuses on cultivating positive psychology, transforms ideological and political education from "passive input" to "active practice" by stimulating endogenous motivation, providing empirical support for the construction of a "psychological ideological and political" integrated education system and opening up a new path for ideological and political education.

## 1. Introduction

The report of the 20th National Congress and the "Opinions on Strengthening and Improving Ideological and Political Work in the New Era" clearly point out that strengthening ideological and political education and cultivating new talents of the times are urgent tasks for current higher education reform. In response to the common psychological traits of students from economically disadvantaged families in universities, such as lack of hope and insufficient self-efficacy, as well as the resulting problems of low participation and weak effectiveness in ideological and political education, research has found that positive psychology theory is inherently compatible with the goals of ideological and political education [1][2][3].

Empirical research has shown that systematic positive psychological intervention can effectively enhance the positive emotional experience of this group: the acquisition of growth pleasure and value realization can enhance their initiative in ideological and political learning, and externalize it into behavioral changes such as volunteer service. This education model, which focuses on cultivating advantageous psychological qualities, not only solves the dilemma of "passive acceptance" in traditional ideological and political education, but also creates a new path for the integrated development of ideological and political education and mental health education [4][5][6][7][8].

In order to explore effective solutions to the practical difficulties of ideological and political education for students from economically disadvantaged families in universities, this study adopts a random intervention experiment for active practice and verification, providing further evidence for enriching the theory of cultivating positive psychological qualities and improving the effectiveness of ideological and political education in universities. Specific implementation paths and plans are also proposed, providing new ideas for enhancing the effectiveness of ideological and political education for students from economically disadvantaged families in universities empowered by positive psychology under the academy system model.

## **2. Research objects and methods**

### **2.1. Research object**

The experiment is divided into two stages: questionnaire survey and random intervention experiment. In the first stage, a questionnaire survey was conducted on 4374 college students from a certain university, including basic information, family economic situation, positive psychological qualities, and the current situation of ideological and political education. In the second stage, based on the survey content of the first stage, a random intervention experiment method was adopted to randomly allocate 240 students into an experimental group and a control group for positive psychological intervention. Among them, there are 74 males and 166 females; 211 Han people and 29 ethnic minorities; 117 people have agricultural household registration and 123 people have non-agricultural household registration; 99 in science, 114 in humanities, and 27 in arts; 26 people from Northeast and Northwest regions, 24 people from East and South China regions, and 190 people from Northwest and Southwest regions; The age range is 18-23 years old, with an average age of (20±1) years.

### **2.2. Research Tools and Methods**

#### **2.2.1. Family Socio Economic Status (SES) Survey Questionnaire**

Family socioeconomic status is an indicator that reflects the economic and social stratification of an individual's family, often objectively measured by the family's income, parents' education level, and parents' occupation as the capital possessed by the individual. This study followed the method of calculating the SES index in the Programme for International Student Assessment (PISA), and calculated the SES index through variable assignment, standard score transformation, and principal component analysis to objectively evaluate the socioeconomic status of college students' families [9].

#### **2.2.2. Positive Psychological Capital Scale**

The Positive Psychological Capital Questionnaire (PPQ) compiled by Zhang Kuo (2010) and others from Nankai University based on Luthans' theory of psychological capital was used as the

measurement tool. The number and meaning of dimensions in the questionnaire are consistent with Luthans' theory of psychological capital, and the target audience is college students. It includes four dimensions: self-efficacy, resilience, hope, and optimism, with a total of 26 questions and options [10].

### **2.2.3. Randomized intervention experiment**

The random intervention experiment method has been widely used in economic research, policy-making, and education reform in recent years. Compared to the non experimental research methods used in traditional economics, randomized intervention experiments are widely recognized as the "gold standard" in the field of impact assessment due to their ability to accurately identify causal relationships between variables. After completing the experimental design, this method mainly includes three key implementation stages: baseline survey, random sample allocation for intervention, and evaluation survey [11].

### **2.3. Research Procedure and Plan**

This study designed an experimental plan guided by positive psychology theory. By using positive psychological intervention methods, practicing from four dimensions of optimism, hope, self-efficacy, and resilience, and following up on the intervention effect through community check-in, the aim is to cultivate students' positive psychological qualities. In the first stage, we conducted a "positive quality test" on 4384 college students from a certain university. In the second stage, based on the first stage of research, 240 students were randomly selected and divided into a control group and an experimental group for the experiment. By establishing a positive psychological quality training camp and fully utilizing the peer supervision power among group students for effectiveness monitoring. The experimental group will conduct experimental interventions on students every day through practical activities and online information on different themes, including optimism, hope, self-efficacy, and resilience.

## **3. Experimental Results**

After a ten week positive psychological intervention experiment, this study obtained raw practical data. To ensure the accuracy of the analysis results, the data was first processed, including outliers such as maximum and minimum values, and then analyzed from multiple dimensions.

### **3.1. Positive psychological qualities and participation in ideological and political education activities among students from different families with socioeconomic status**

The survey results showed that the total score of positive psychological qualities among 240 students ranged from 40 to 182, with an average score of 123.118 points. According to the data in Table 1, the total score of positive psychological qualities of students from the top half of families with socioeconomic status was 6.169 higher than that of students from the bottom half. The dimensions of optimism, hope, self-efficacy, and resilience were 0.936, 1.105, 2.466, and 1.861 higher, respectively. Overall, students with higher family socioeconomic status have higher levels of positive psychology. The participation in ideological and political activities of students from the top half of families with socioeconomic status is better, and the proportion of those who participate 15 times or more is higher than that of students from the bottom half. The results indicate that there are differences in the positive psychological qualities and participation in ideological and political activities among students from different family socioeconomic statuses. According to the survey results, the higher the family socioeconomic status ranking, the higher the positive psychological

level is, and the higher the participation in ideological and political activities is. Therefore, cultivating positive psychological qualities provides a new practical approach to enhance the effectiveness of ideological and political education for students from economically disadvantaged families.

Table 1 Positive psychological quality and participation in Ideological education activities of students with different family socio-economic status [n(%)]

variable	overall (n=240)	SES top 1/2(n=120)	SES bottom 1/2(n=120)
total score of positive psychological quality	123.118	126.581	120.412
optimistic score	30.453	30.978	30.042
hope score	28.868	29.376	28.471
self efficacy score	32.788	34.172	31.706
toughness score	31.009	32.054	30.193
participate in ideological activities more than 20 times	19.34%	19.35%	19.33%
15-20 times of participate in ideological activities	15.57%	16.05%	15.97%
10-15 times of participate in ideological activities	23.58%	23.58%	24.37%
5-10 times of participate in ideological activities	20.75%	20.51%	20.17%
participate in ideological activities less than 5 times	20.75%	20.51%	20.17%

### 3.2. Pre-and post test results of positive psychological qualities and participation in ideological and political education activities in the experimental group

Table 2 Positive psychological quality and participation in Ideological and education activities of the experimental group [n (%)] pre and post test results

variable	before experiment	after experiment	difference between before and after the experiment
total score of positive psychological quality	121.01	124.20	3.19
optimistic score	29.58	29.88	0.30
hope score	28.03	28.94	0.91
self efficacy score	32.20	33.10	0.90
toughness score	31.20	32.28	1.08
participate in ideological activities more than 20 times	20.43%	21.36%	0.93%
15-20 times of participate in ideological activities	16.13%	15.53%	-0.60%
10-15 times of participate in ideological activities	16.13%	24.27%	8.14%
5-10 times of participate in ideological activities	25.81%	22.33%	-3.48%
participate in ideological activities less than 5 times	21.51%	16.50%	-5.01%

The research results indicate that the experimental group of students showed significant improvements in various dimensions of positive psychological qualities, and their participation in ideological and political education activities increased significantly compared to before the experiment. According to the data in Table 2, after the experimental intervention, students' scores in

the optimistic dimension increased from 29.58 to 29.88, the hope dimension increased from 28.03 to 28.94, the self-efficacy dimension increased from 32.20 to 33.10, and the resilience dimension increased from 31.20 to 32.28; After the experiment, students' participation in ideological and political education activities increased and their level of acceptance of ideological and political education improved significantly compared to before the experiment, indicating that cultivating positive psychological qualities can effectively improve the effectiveness of ideological and political education.

### 3.3. Pre-and post test results of positive psychological qualities and participation in ideological and political education activities in the control group

The research results indicate that the positive psychological qualities of the control group students show a slight improvement trend, and the participation in ideological and political education activities is not significantly different. As shown in Table 3, during the experimental period, the scores of the control group students in the optimistic dimension increased slightly from 29.88 to 30.81, and the hope dimension increased from 28.03 to 28.96. There was no change in the self-efficacy and resilience dimensions. The subtle changes in various dimensions may be related to a series of public welfare activities organized by the school during the experiment, such as sports games and green earth, which to some extent alleviated students' learning pressure and promoted their mental health development. It is worth noting that compared with the experimental group, the control group showed relatively limited improvement, which further confirms the significant effect of systematic positive psychological intervention in improving students' psychological qualities. There has been little change in the frequency of participation in ideological and political education activities.

Table 3 Positive psychological quality and participation in Ideological and education activities of the control group [n (%)] pre and post test results

variable	before experiment	after experiment	difference between before and after the experiment
total score of positive psychological quality	121.31	123.17	1.86
optimistic score	29.88	30.81	0.93
hope score	28.03	28.96	0.93
self efficacy score	32.20	32.20	0.00
toughness score	31.20	31.20	0.00
participate in ideological activities more than 20 times	8.99%	9.01%	0.02%
15-20 times of participate in ideological activities	21.35%	21.35%	0.00%
10-15 times of participate in ideological activities	16.85%	16.94%	0.09%
5-10 times of participate in ideological activities	28.09%	27.94%	-0.15%
participate in ideological activities less than 5 times	24.72%	24.77%	0.05%

#### 4. Explanation of Experimental Results

This experiment aimed to test the positive psychological qualities and ideological and political education status of college students, and collected relevant data to prepare for future experiments. Through interviews with college students, we learned that the reasons for their low positive psychological qualities include academic and work pressure, pessimistic development prospects, and family economic environment; The main reason for the need to improve the level of ideological and political education is that students are more passive in receiving knowledge. Although they have strong execution ability, their initiative is poor, which leads to the insufficient effectiveness of ideological and political education. We have prepared a positive psychological cultivation program to address these issues. By enhancing students' positive psychological level, improving their sense of growth pleasure and value realization, we aim to significantly increase their enthusiasm for actively participating in ideological and political education. Ultimately, this will manifest as a transformation of social behaviors such as active participation in volunteer service and collective practice. Therefore, positive psychology plays a positive role in improving the effectiveness of ideological and political education for economically disadvantaged students in universities, and can achieve a paradigm shift in ideological and political education in universities.

#### 5. Research Value and Prospects

This study explores and practices the empowerment of ideological and political education for economically disadvantaged students in universities through positive psychology, enhancing the richness and hierarchy of theoretical connotations for cultivating positive psychological qualities and improving the effectiveness of ideological and political education in universities. At the same time, it updates and deepens the thinking concept and methodology of cultivating positive psychological qualities for improving the effectiveness of ideological and political education in universities. At the application level, this study enhanced the effectiveness and influence of the intervention system by increasing participants' participation and compliance, reducing dropout rates, and improving intervention effectiveness.

Through the intervention program of psychological capital, this study has improved the level of students' positive psychological qualities, thereby promoting the integrated development of cognitive, emotional, and behavioral dimensions among college students, ensuring their internalization and absorption of positive psychology concepts and ideological and political education content. Subsequent research needs to focus on two aspects: firstly, a collaborative education path should be established between cultivating positive psychology and the effectiveness of ideological and political education, and the continuous enhancement effect of this path on the effectiveness of education should be systematically demonstrated; Secondly, it is necessary to construct an educational model that includes "curriculum education practice strengthening information intervention", and further explore and improve specific measures for cultivating positive psychological qualities to enhance the effectiveness of ideological and political education in universities.

#### Acknowledgements

The research work is a phased achievement of the third batch of research projects of the Shaanxi Provincial College Online Ideological and Political Work Center (Project Title: Empirical Research on the Integration of Positive Psychological Quality Cultivation and College Online Ideological and Political Education; Project Number: 2023WSYJ100343). This is the result of the 2023 Xi'an Eurasia University College Students' Innovation and Entrepreneurship Training Program(Project

Title: Research on the Countermeasures of Cultivating Positive Psychological Qualities for Improving the Ideological and Political Level of College Students - Research and Practice Based on the "4+1+4+n" Model; Project Number: S202312712069). It is also a project of the 2025 Xi'an Social Science Planning Fund Project (Project Title: Research on the Path and Mechanism of Cultivating Positive Psychological Qualities to Improve the Effectiveness of Online Ideological and Political Education in Private Universities; Project Number: 25JY111).

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