



## Factors Influencing Ecosystem of Ideological-political Education in China Universities

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### Abstract

**Background and Aims:** The section currently introduces the topic of ideological-political education, but lacks a clear, concise statement of the research objective. It should highlight the main purpose of the study and what it aims to achieve in the context of ideological-political education in Chinese universities. For instance, a sentence such as “This study aims to examine the factors influencing the ideological-political education ecosystem in Chinese universities by employing SWOT analysis” would provide clarity from the outset.

**Methodology:** The section mentions both quantitative and qualitative methods, but this could be explained more explicitly. A clearer description of the methodological approach should be included, specifying how data were collected and analyzed. For example, stating, “This study utilized both quantitative data collected through surveys and qualitative insights from interviews to assess the four elements of the SWOT model” would help the reader understand the dual approach more effectively.

**Results:** (1) While the section touches upon some results, it should focus more on key findings. These should be presented more succinctly, summarizing both the strengths (e.g., “the availability of resources”) and weaknesses (e.g., “limited access to data”). This ensures that the reader can quickly grasp the study's main outcomes. Including a sentence such as, “The results indicate that while Chinese universities benefit from abundant resources, challenges such as limited data access pose significant threats to the sustainability of ideological-political education,” would strengthen the abstract. (2) The section contains several redundancies and overly complex phrases, which could be simplified for better readability. For instance, the phrase “the manipulation of the Ideological-political education ecosystem on consequence on education” could be streamlined to “the impact of the ideological-political education ecosystem on student outcomes.” This change not only improves clarity but also makes the text more accessible. (3) There are some inconsistencies in the terms used, such as “Ideological-political education ecosystem” and “ecosystem influential factors.” It is essential to maintain consistency in terminology throughout the abstract to avoid confusion. Stick to one clear term, such as “ideological-political education ecosystem,” and use it consistently. (4) The section ends somewhat abruptly and could benefit from a more conclusive final sentence that encapsulates the study's overall importance. A sentence like “This study





provides valuable insights into strengthening the ideological-political education ecosystem in Chinese universities, with implications for policy reform and future research" would offer a stronger conclusion.

**Conclusion:** The findings show that although Chinese universities have a wealth of resources, they also face obstacles that make ideological-political education less sustainable, such as restricted access to data. The impact of the abstract would be increased and clarity would be improved by adding a concluding sentence, making sure terminology is consistent, and simplifying complex phrases.

**Keywords:** Influencing Ecosystem; Ideological-political Education; China Universities

## Introduction

The term "ideological-political education ecosystem" was introduced early, but its meaning can be expanded. The section would benefit from a more detailed explanation of what constitutes an ideological-political education ecosystem, breaking it down into tangible elements such as curriculum design, teacher influence, external societal factors, and student engagement. This will provide readers unfamiliar with the concept with a clearer understanding from the outset.

While the section mentions the general positive outlook of academic undergraduates toward ideological-political education, it could be enhanced by providing statistical or empirical data to substantiate these claims. For instance, references to recent surveys, reports, or studies on ideological engagement among university students would provide a stronger basis for why this topic is critical. Adding a few key statistics or studies from China or similar contexts would also support the significance of examining the ecosystem in this educational area.

The section hints at some challenges students face, such as psychological stress and the influence of negative societal factors, but these are briefly touched upon. A more detailed description of the societal shifts, economic pressures, and rapid technological changes affecting Chinese university students' ideological and political outlooks would enhance the narrative. Discussing how these broader socio-economic conditions influence the need for an updated or re-examined ideological-political education system would make the problem statement more convincing.

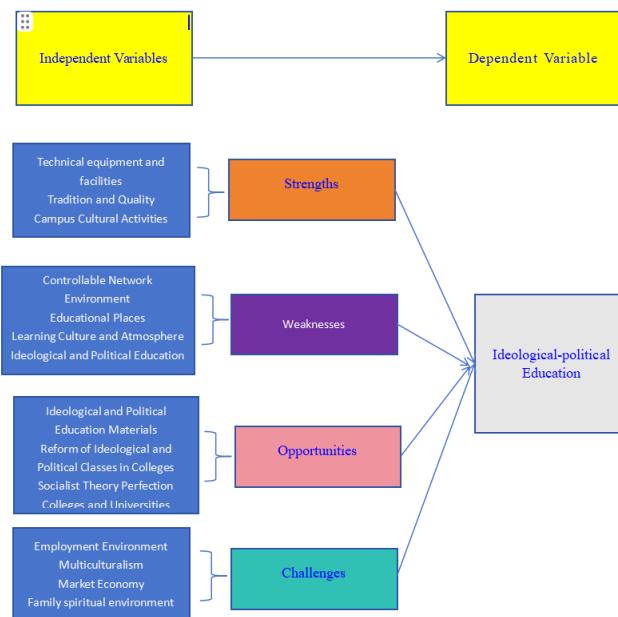
The section should explicitly state the research gap that this paper intends to fill. Although the general importance of the ideological-political education ecosystem is emphasized, it would be helpful to pinpoint what specific aspect of this ecosystem has been underexplored in current literature. Is it the interaction between external societal pressures and educational outcomes, or perhaps the effectiveness of current pedagogical methods in ideological education? Defining this research gap will lend greater focus to the study.



While the section outlines that the section aims to "identify the factors" influencing the ecosystem of ideological-political education, it would benefit from a more precise objective statement. The introduction could articulate the specific variables or dimensions that will be analyzed, such as economic factors, institutional resources, and policy reforms. This would give the reader a better understanding of what the study will cover and set clearer expectations.

Mentioning a theoretical framework early in the introduction could help structure the argument. The SWOT analysis is referenced, but there is no discussion of how this model fits into existing educational theories or strategic frameworks in ideological-political education. Introducing relevant theoretical frameworks at the beginning would help contextualize the study within existing academic discourse.

The section currently discusses various aspects of ideological-political education, but lacks smooth transitions between ideas. For example, the shift from discussing the positive attributes of academic undergraduates to the societal challenges they face is abrupt. Using transitional phrases to link these ideas and providing a roadmap for the paper will make the introduction flow more cohesively. Consider summarizing how the introduction will lead to the discussion of methodology and findings.



**Figure 1** Conceptual Framework

The conceptual framework diagram could benefit from clearer labeling and a more logical arrangement of its elements. Ensuring that each component is distinctly separated and easily identifiable will help readers understand the relationships between the variables. The figure must demonstrate how the different parts of the framework, such as strengths,



weaknesses, opportunities, and threats, interact with one another to influence the ecosystem of ideological-political education in Chinese universities.

## Methodology

The explanation of the quantitative and qualitative approaches could benefit from more clarity and detail. It would be helpful to provide a more specific description of the qualitative aspect of the study, including the methods used to collect and analyze qualitative data. For instance, were interviews or focus groups conducted? How was the qualitative data processed and interpreted? Expanding on these aspects would enhance the transparency and replicability of the study.

Although the section mentions the use of a scale evaluation questionnaire, the development and validation process of this instrument could be elaborated further. Including more information about how the questionnaire items were constructed, pre-tested, and whether any pilot testing was conducted would strengthen the methodological rigor. It would also be beneficial to explain the rationale for using the specific scales or items and whether they were adapted from previously validated tools or created specifically for this study.

The sampling technique employed could be discussed in greater detail. While the population size is mentioned, it is unclear whether a probability sampling method, such as random sampling, was used to ensure the representativeness of the sample. If non-probability sampling techniques were used, this should be justified with a discussion of potential biases and limitations. Furthermore, the process of selecting 412 students as the study sample should be clarified, along with any inclusion or exclusion criteria used.

This section refers to the use of descriptive statistics, factor analysis, and regression analysis. It would be useful to elaborate on how these analyses were chosen and how they align with the study's objectives. For instance, the decision to use factor analysis could be justified by explaining its relevance in identifying underlying factors in ideological-political education. Moreover, more details on the specific statistical tests applied and the software used for analysis (such as SPSS) should be provided to enhance the robustness of the methods section.

This section would also be beneficial to discuss any ethical considerations related to conducting research with university students, particularly about obtaining informed consent, maintaining confidentiality, and addressing any potential power dynamics between students and researchers. By addressing these points, the methods section can be significantly improved, ensuring it meets academic standards for methodological transparency and rigor.



**Table 1** SWOT matrix about the Ideological-political Education Ecosystem towards tertiary academic institutions

Strengths :	Weaknesses :
1. Tertiary academic institutions have more complete teaching facilities and equipment 2. Tertiary academic institutions have a deep cultural heritage and spiritual quality. 3. Higher comprehensive quality of the university teaching team 4. Tertiary academic institutions have rich and colorful campus cultural activities	1. Insufficient space for Ideological-political education in tertiary academic institutions. 2. Low learning culture and academic atmosphere towards tertiary academic institutions. 3. Lack of comprehensive ability training for academic undergraduates towards tertiary academic institutions. 4. Incomplete construction of the network platform towards tertiary academic institutions.
Opportunity :	Threats :
1. The government attaches great importance to Ideological-political education. 2. The theoretical system of socialism with Chinese characteristics is constantly enriched and improved. 3. The construction of the Party is strengthened in the new era. 4. The rapid maturation of Internet information technology. 5. Ecological civilization and ecosystem construction are constantly promoted.	1. Ramification of multiculturalism. 2. Complexity of market economy. 3. The negative manipulation of family education. 4. The complexity and difficulty in recognizing the information of network public opinion.
SO Strategies :	WO Strategies :
1. Enrich the contents of teaching and research, and integrate the concept of ecological civilization construction into ideological and political education. 2. Utilize Internet technology to develop the Ideological-political education function of excellent culture in universities.	1. Seize the opportunity of the importance attached to Ideological-political education towards tertiary academic institutions to strengthen the construction of teaching venues. 2. Grasp the opportunity for the reform of Ideological-political theory courses towards tertiary academic institutions to

3. Apply socialist supposing with Chinese characteristics to lead improve the teaching system and mechanism.

**ST Strategies :**

1. Build the physical ecosystem of the campus and optimize the spiritual ecosystem of the family.
2. Emphasize the maturation of multiculturalism and promote campus cultural activities.

**WT Strategies :**

1. Strengthen the comprehensive quality training of academic undergraduates and reduce the negative manipulation of the market economy.
2. Improve the construction of the campus network platform and guide the healthy maturation of network public opinion.

Based on the above, the research hypothesis can be listed as follows.

Hypothesis 1: The availability of abundant resources in Chinese universities has positive implications for the ecosystem of Ideological-political education.

Hypothesis 2: Inadequate resources and restrictions in Ideological-political education negatively affect the learning ecosystem in Chinese universities.

Hypothesis 3: Policy reforms and collaborations offer opportunities to reinforce the ecosystem of Ideological-political education in Chinese universities.

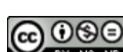
Hypothesis 4: Limited access to data and sensitivity surrounding Ideological-political education pose threats to research in Chinese universities(Qi,2018).

**Population and Sample Size**

The section could benefit from more detailed justification regarding the selection of the sample size. The rationale behind choosing 412 students as the investigation population should be clarified. This can include references to established methodologies that support the appropriateness of this sample size for the study's objectives. Additionally, elaborating on how the sample was stratified or randomly selected would help in providing transparency regarding the sampling method.

More explanation on the sampling technique used, whether it was random, convenience, or stratified sampling, would provide the reader with a clearer understanding of how representative the sample is of the larger population of Chinese university students. It would also be beneficial to specify the inclusion and exclusion criteria for selecting participants, as this will enhance the reliability and reproducibility of the study.

While the mention of utilizing computer-assisted survey software such as "Questionnaire Star" is helpful, further elaboration on how the software ensured the validity and reliability of the data collection process would be beneficial. This could include information about any



pilot testing conducted to refine the questionnaire or to verify that the questions were well understood by the participants.

Although the study mentions using various statistical techniques, it would be helpful to clarify how these methods were used regarding the sample size. For example, discussing the statistical power of the sample would be important to justify whether the sample size was adequate for the types of analyses conducted, such as factor analysis or regression.

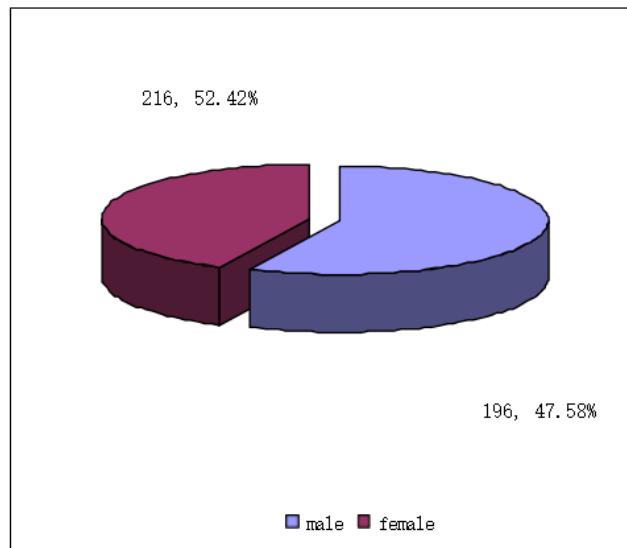
Incorporating a discussion on potential limitations related to the sample size and representativeness would add academic rigor to the section. Acknowledging how factors like the specific demographics of the sample (e.g., age distribution, gender ratios) could impact the generalizability of the findings would demonstrate a comprehensive consideration of sample-related limitations. Including citations from relevant literature to compare the sample size with other studies in a similar field would further support the validity of the chosen population and sample size.

## Results

The total number of questionnaires in this survey is teachers and students in universities, 200 questionnaires were distributed and 182 were returned, of which 168 were valid.

### 1. Descriptive compilation of Sample Characteristics of Questionnaires

Among the valid questionnaires, there are 216 male respondents, accounting for 52.42% of the total number of valid questionnaires, and 196 female respondents, accounting for 47.58% of the total number of valid questionnaires (Wang & Duan, 2019).



**Figure 2** Ratio constitution of males and females

In this questionnaire, there were 412 participants. Among them, 157 were under 22 years old, accounting for 38.10% of the total; 110 were between 22 and 25 years old, accounting

for 26.79% of the total; 86 were between 25 and 28 years old, accounting for 20.83% of the total; and 59 were over 28 years old, accounting for 14.29% of the total.

**Table 2** Ratio of constitution by age

Age	Number of persons	Proportion %
under 22	157	38.10%
between 22 and 25	110	26.79%
between 25 and 28	86	20.83%
over 28	59	14.29%
<b>Total</b>	<b>412</b>	<b>100</b>

## 2. Hypothesis Testing

The author used Cronbach's alpha, which is a function of the correlation between the items of the questionnaire and the internal consistency, and a higher Cronbach's alpha ensures that the measurement of the variables meets the prerequisites of reliability and consistency. Consequently, in the dissertation, Cronbach's  $\alpha$  coefficient is calculated to test the reliability of the overall scale and the internal consistency of the subscales.

**Table 3** Scale and individual reliability test of investment risk

Test item	implication factors	Cronbach's alpha value
Scale		0.785
Strengths factors	Technical equipment and facilities	0.708
	Tradition and Quality	
	Campus Cultural Activities	
Weaknesses factors	Educational Teaching Places	0.981
	Controllable network ecosystem	
	Learning culture and atmosphere	
	Ideological-political Education System	
Opportunity factors	Ideological-political education materials	0.915
	Ideological-political course reform towards tertiary academic institutions	
	Socialist Theory Perfection	
Challenging factors	Tertiary academic institutions emphasize ideological education.	0.948
	Employment ecosystem	
	Multiculturalism	0.948
	Market Economy	
	Family Spiritual ecosystem	



Test item	implication factors	Cronbach's alpha value
Effect Impact Degree	Impact effect	0.806
	Effectiveness	

The above table shows the results of Cronbach's  $\alpha$  test for the internal consistency reliability of the overall scale and subscales. DeVellis supposes that it is more reasonable to adopt Cronbach  $\alpha \geq 0.6$ , and Pearson supposes that it is more reasonable to adopt Cronbach  $\alpha \geq 0.7$ . From Table 5.1, it can be seen that the values of Cronbach  $\alpha$  reliability coefficients of the overall scale and subscales of the scale have well exceeded the minimum prerequisites of the standard. This indicates that the overall scale and subscales have good internal consistency, which lays the foundation for further compilation.

The questionnaire was designed based on relevant theories and was revised by searching for information and referring to many successful questionnaires. After the questionnaire, scholars and academic teams in related fields were consulted many times, and modifications were made according to the feedback, so the questionnaire can be regarded as valid according to the method of expert judgment in the type of content validity (Zhang, 2014).

**Table 4** KMO and Bartlett's Test

	KMO Measurement	0.763
Bartlett Sphere Inspection	Calculation of the chi-square statistic	2.6113
	Degree of freedom	105
	probability significance	0.000

In the case of the ecosystem implication factors of Ideological-political education towards tertiary academic institutions, the following table presents the results of the sampling adequacy measure and Bartlett's test. The sampling adequacy statistic for these factors exceeds 0.8, and the result of Bartlett's test is 0.000, indicating that the test is passed. Hence, the scale of factors influencing the Ideological-political education ecosystem towards tertiary academic institutions has passed the necessary tests and can be subjected to factor analysis (Zhang, 2017).

**Table 5** Factor variance contribution rate

Factors	Interpretation of the variance of the initial factorization solution			Variance Interpretation of Rotated Factor Solutions		
	Eigenvalue Contribution	rate Cumulative	contribution rate	Eigenvalue Contribution	rate Cumulative	contribution rate
1	3.851	25.671	25.671	3.797	25.311	25.311
2	3.645	24.298	49.969	3.470	23.136	48.447





Factors	Interpretation of the variance of the initial factorization solution			Variance Interpretation of Rotated Factor Solutions		
	Eigenvalue	rate	contribution	Eigenvalue	rate	contribution
	Contribution	Cumulative	rate	Contribution	Cumulative	rate
3	3.031	20.207	70.176	3.213	21.422	69.869
4	1.872	12.478	82.654	1.918	12.784	82.654
5	.642	4.281	86.935			
6	.514	3.429	90.365			
7	.484	3.226	93.591			
8	.206	1.376	94.967			
9	.200	1.331	96.298			
10	.187	1.248	97.546			
11	.131	.870	98.416			

Table 5 demonstrates the fact that the first component, which accounts for 25.671% of the variation in the 15 original indicators (variables), has an eigenroot value of 3.851. Assuming an eigenroot value of 3.645, the second component explains 24.298% of the variation in total. In a similar vein, the third component accounts for 20.207% of the overall variance with an eigenvalue of 3.031. Furthermore, the fourth component explains 12.478% of the variation with an eigenvalue of 1.872. These four elements together explain 82.654% of the variation in the total. These four elements were consequently chosen as the foundation for further investigation.

**Table 6** Component Matrix

Considerations	Factors			
	1	2	3	4
Technical equipment and facilities	.041	.010	.002	.826
Tradition and Quality	.041	-.053	-.064	.740
Campus Cultural Activities	.024	.080	.011	.816
Educational Places	.961	-.014	.020	.013
Controllable Network ecosystem	.976	-.024	.001	.040
Learning Culture and Atmosphere	.972	.001	.005	.056
Ideological-political Education System	.977	-.022	.040	.040



Considerations	Factors			
	1	2	3	4
Ideological-Political Education Materials	-.018	.049	.925	-.064
Reform of Ideological-political Classes towards tertiary academic institutions	-.004	.017	.954	-.017
Socialist Theory Perfection	.116	.046	.765	.007
Tertiary academic institutions Emphasize Ideological Education	-.046	.039	.919	-.001
Employment ecosystem	-.050	.918	.099	-.076
Multiculturalism	.016	.962	.024	.007
Market Economy	-.003	.916	.010	.035
Family spiritual ecosystem	-.020	.920	.029	.072

Researchers validated the categorization of "advantages," "disadvantages," "opportunities," and "challenges" within the Ideological-political instruction ecosystem of postsecondary academic institutions using factor analysis. The second aspect, which encompassed elements like learning cultures and atmospheres, controllability of network ecosystems, educational and teaching settings, and the ideological-political education system, exposed the "disadvantage" of the ecosystem for ideological-political education. The workforce ecosystem, multiculturalism, the market economy, and the family spiritual ecology, on the other hand, comprised the fourth element, which stood for the "challenges" within the ideological-political education ecosystem. Consequently, this collection of factors validates the classification of "strengths," "weaknesses," "opportunities," and "challenges" that impact the environment of ideological-political education at universities (Zhang,2011).

**Table 7** The standard value and the actual value of fitness in the structural equation

Indicator category	Indicator	Model Acceptance Criteria	Actual value
Absolute Fit Effect Indicator		RMR, the smaller the better, 0.032	
	CMINDF	<2	2.399
	GFI	>0.90	0.858
	AGFI	>0.90	0.801
	PGFI	>0.50	0.612
	NFI	>0.90	0.914

Indicator category	Indicator	Model Acceptance Criteria	Actual value
Relative Indicators Fit	Effectiveness IFI	>0.90	0.948
	PNFI	>0.50	0.733
	RFI	>0.90	0.893
	TLI	>0.90	0.935
	CFI	>0.90	0.948
	PCFI	>0.50	0.759

It can be seen that the values of CMINDF, GFI, and AGFI in the absolute fitting effect indicators are less than the recommended standard value, while the RFI in the relative fitting effect indicators is less than 0.9 standard value. Since these four indicators do not reach the standard values, it indicates that the initial model and the data-fitting results of the compilation of factors influencing the Ideological-political education ecosystem towards tertiary academic institutions are unsatisfactory and need to be improved. The Amos software automatically provides modification indexes to modify the model, mainly to increase the covariance relationship between residuals, such as between residuals e4 and e7, between e6 and e7, between e6 and e7, and between e6 and e7. between residuals e4 and e7, and between e6 and e8.

**Table 8** The parameters estimation in the revised SEM model

Path	Standardized estimate	Standard deviation	Critical ratio (C.R.)
Educational Effect <---Advantage	.064	.060	1.133
Educational Effect <---Disadvantage	-.061	.037	- 1.256
Education Effect <---Opportunities	.874	.075	9.384
Educational Effectiveness <---Challenges	-.041	.038	-.843
Campus Cultural Activities<---Advantage	.717		
Excellent Tradition and Quality<---Advantage	.562	.152	5.627
Technical Equipment and Facilities<---Advantage	.756	.206	5.736
Ideological-political Education System<---Disadvantages	.942		
Learning Culture and Atmosphere<---Inferiority	.983	.031	32.714
Controllable network ecosystem<---inferiority	.986	.031	32.875



Path	Standardized estimate	Standard deviation	Critical ratio (C.R.)
Educational and Teaching Places<-- inferiority	.909	.026	37.111
tertiary academic institutions emphasize ideological education<--Opportunity	.889		
Socialist Theory Refinement<-- Opportunity	.645	.070	10.068
Reform of Ideological-political Classes towards Tertiary Academic Institutions <-- Opportunity	.967	.051	21.388
Ideological-political Education Materials<--Opportunity	.927	.054	19.636
Market Economy<--Challenge	.878		
Multiculturalism<--Challenge	.973	.053	20.597
Employment ecosystem<--Challenge	.887	.059	16.743
Family Spiritual ecosystem<--Challenge	.887	.059	16.742

As can be seen from the above table, there is a direct path between the ecosystem implications on Ideological-political education in tertiary education and the effects of education, which indicates that there is a direct relationship between the variables, and all the hypotheses of the previous studies have been tested.

## Conclusion

This dissertation utilized a SWOT matrix to analyze the internal ecosystemal factors of Ideological-political education towards tertiary academic institutions into strengths and weaknesses, and the external ecosystemal factors of Ideological-political education towards tertiary academic institutions into opportunities and threats. The model was examined using the AMOS structural equation modeling program after the data were gathered and statistically evaluated using SPSS. Corresponding results were reached by examining the path coefficients, and the following four conclusions were found.

The availability of abundant resources in Chinese universities has positive implications for the ecosystem of Ideological-political education.

Inadequate resources and restrictions in Ideological-political education negatively affect the learning ecosystem in Chinese universities.

Policy reforms and collaborations offer opportunities to reinforce the ecosystem of Ideological-political education in Chinese universities.





Limited access to data and sensitivity surrounding Ideological-political education pose threats to research in Chinese universities.

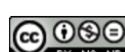
In the process of cultivating good ideological and political qualities of college students and guiding them to establish good behavioral habits, the environment plays a subtle role. The external environment of ideological and political education in colleges and universities has become open and complicated. On the one hand, it brings opportunities for ideological and political education in colleges and universities and the formation and development of college students' ideological and moral character. On the other hand, it also threatens the ideological and political education in colleges and universities and the formation and development of students' ideological and moral character. Although the internal environment of colleges and universities is constantly improving and giving full play to their advantages, there are still shortcomings. At the same time, the threatening factors in the external environment also affect the effectiveness of ideological and political education in colleges and universities (Zheng, 2016).

## Discussion

Analyzing the internal and external elements influencing the ideological-political education ecosystem in Chinese universities using a SWOT matrix has provided important new information about the educational domain's opportunities, threats, weaknesses, and strengths. This study assessed the effects of these factors using a thorough methodology that combined statistical analysis (SPSS) and structural equation modeling (AMOS), offering a nuanced understanding of the factors influencing the efficacy of ideological-political education. The findings show how internal and external factors interact in a complex way, with both positive and negative effects on the educational ecosystem.

The abundance of resources in Chinese universities, which has a positive impact on the ideological-political education ecosystem, is one of the study's main strengths. The findings show that a more robust ideological-political curriculum is made possible by the institutions' abundant resources, including funding, infrastructure, and faculty expertise. In addition to giving teachers the resources they need to provide high-quality instruction, these resources also support the institutional environment as a whole, which fosters the development of students' political and ideological consciousness. The results are in line with earlier studies that highlight how crucial resource availability is to raising educational systems' efficacy (Zheng, 2016).

The study does point out several shortcomings, though, most notably the lack of funding and regulations that have a detrimental impact on the ideological-political education ecosystem in Chinese universities. Even though there are many resources available in some areas, there are still a lot of gaps in others, like faculty members' access to digital platforms, contemporary teaching tools, and adequate academic support. These shortcomings affect the caliber of student learning experiences by impeding the creation of an all-encompassing ideological-political education framework. Furthermore, institutional resistance to reform and bureaucratic obstacles exacerbate these internal constraints, which frequently impede innovation and advancement in educational practices (Zheng, 2016).





The success of ideological-political education in Chinese universities is also greatly influenced by outside variables. Collaborations and policy changes present significant chances to strengthen the educational ecosystem. The findings imply that universities are better equipped to carry out extensive reforms when external policy frameworks encourage the improvement of ideological-political education. Furthermore, by making sure that the curriculum is more in line with the larger socio-political context, cooperation between academic institutions, governmental organizations, and civil society groups can enhance the ideological-political education program. This is consistent with studies that demonstrate the importance of cross-sector cooperation and policy support in developing more successful educational ecosystems (Huang, 2020).

However, the study points out a number of outside dangers that present serious obstacles to the study and application of ideological-political education in Chinese academic institutions. The restricted availability of data and the delicate nature of the subject of ideological-political education itself are major causes for concern. Researchers and educators are unable to evaluate the actual impact of these educational programs because of the restricted flow of data brought on by censorship or political restrictions. Additionally, the political environment surrounding ideological-political education may make people reluctant to fully engage with the subject, which could limit research opportunities and leave the effectiveness of the system unclear (Wang, 2019).

The effectiveness of ideological-political education is also threatened and facilitated by the external environment, which encompasses the social, political, and technological contexts. On the one hand, new opportunities for the development of ideological and political education are presented by the external environment's growing openness and complexity. Social media and digital platforms have made it easier to reach students and encourage their interaction with political and ideological content. This presents possible risks, though, since the intricacy of the outside world could expose students to opposing ideological influences that subvert the educational objectives. This dynamic emphasizes how universities must take the initiative to adjust to these outside demands while upholding the integrity of their mission to educate (Zheng, 2016).

The results of this study highlight the complexity of the ideological-political education ecosystem in Chinese universities, to sum up. Although internal resources have many benefits, their full potential is constrained by flaws like institutional limitations and resource shortages. Growth prospects are presented by external opportunities like policy reforms and partnerships, but these are outweighed by serious risks relating to data access and political sensitivities. Universities must embrace a more comprehensive and adaptable approach to ideological-political education as they continue to manage these internal and external factors. To guarantee the long-term viability and efficacy of ideological-political education, this strategy should incorporate both conventional and contemporary pedagogies, support legislative changes, and take into account the constantly shifting external environment.

## Limitations

It is important to recognize the limits of this work, notwithstanding its merits.





First off, not all schools or educational environments will benefit from the study's conclusions, which are based on a particular sample of educational institutions. It would be necessary to conduct more studies with a more varied sample to confirm the results in other contexts and demographics.

Second, bias and response mistakes may have been introduced into the study due to its reliance on participants' subjective views and self-report measures. To give a more thorough and accurate knowledge of the Ideological-political education system in educational institutions, future studies might make use of objective measurements and combine diverse data sources, such as observations and interviews.

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