

Students' Identification with Political and Ideological Theory Course at Chinese Universities: The Mediating Role of Emotional Experiences

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Abstract

This study aims to investigate the current status of college students' identification with ideological and political theory courses (IPTC) in Chinese universities, as well as to explore the role of emotional experiences in the relationship between course cognition and course identification. Data were collected through the Curriculum Cognition Scale, the Positive-Negative Emotional Experiences Scale, and the Curriculum Identification Scale, and a total of 1,356 students from 10 different colleges and universities in China participated in the survey. Pearson correlation analysis, regression analysis and mediation effect analysis were used to analyze the data obtained. The results showed that the current Chinese university students' identification with IPTC is at a moderately high level, both course cognition and emotional experiences have a significant positive effect on course identification, negative emotional experiences have a significant negative effect on course identification, and both positive and negative emotional experiences partially mediate between course cognition and course identification. The findings are discussed with the available relevant literature and suggestions were presented.

Keywords: IPTC, curriculum cognition, emotional experiences, curriculum identification, Chinese college students

1. Introduction

The main ways for systematic ideological and political education for college students in Chinese universities are the ideological and political theory courses (hereafter referred to as IPTC). These courses have the important task of cultivating new generations who will assume responsibility for the great rejuvenation of the Chinese nation as well as the comprehensive development of socialist builders and successors. The extent to which IPTC is accepted and identified by students, and whether or not students truly internalize the material before turning it into behaviors and habits, are directly related to the success of the curriculum objectives and the fundamental task of establishing moral education. It also has a significant impact on college student's future development and healthy growth, which makes it imperative to continue exploring IPTC identification.

The term "identification" initially appeared in psychology, where Freud defined it as "the process of emotional and psychological convergence between an individual and another person, group, or imitation" (Che, 1988). Over the years, sociology, education, and other fields that are related to psychology have begun to use the term. The two main approaches to the problem of IPTC identification have emerged from academic study. One is to emphasize its significance for the teaching of IPTC from many identification-related dimensions. For instance, Guo (2020) notes that students' value identification with IPTC is both one of the contents of teaching objectives and an important indicator for measuring its teaching effectiveness, while Li (2019) asserts that political identification is the fundamental point and focus of teaching IPTC in the new era. The second is to examine the

status of university students' identification of IPTC from the specific content, such as Wang's (2011) analyses of the teaching behavioral norms, lecturers, and course values; Zhang's (2014) analyses of course evaluation, teaching materials, teachers, and teaching methods; and Sun's investigation and analysis of the five course-related aspects — role, content, teaching methods, teachers' quality, and course evaluation — as well as their respective interactions. The majority of these studies analyze from the object perspective and to some extent ignore the effect and influence of factors like subject cognition and emotion in course identification, but they do provide references for us to further explore the issue of student identification with IPTC.

According to research, student's identity with the curriculum is intimately tied to various elements, including the student's values, cognitive skills, real-world requirements, and the course's content, qualities, and traits. Based on this, this study employed the cognitive-emotional-intentional model to conduct an empirical survey of 1,356 students in 10 different colleges and universities in China from the standpoint of individual identity. The key research questions were the following: 1). Whether college students' cognition of IPTC affects their emotional experiences in courses; 2). Whether college students' cognition of IPTC affects their curriculum identification; 3). Whether college students' emotional experiences of IPTC play a mediate role between curriculum cognition and identification.

2. Literature Review

The CAC (cognition-affection-conation) model of cognitive psychology, which views cognition, affection, and conation as three crucial components in attitude formation, has been frequently used in studies pertaining to the attitude formation process in recent years (Huang, Lou, et al., 2018). One of these is cognition, which is typically defined as the process of learning and using knowledge or processing information through a variety of mental activities including concepts and judgments. A fundamental aspect of being human, affection is the attitudinal experience and behavioral response resulting from whether people's wants and needs can be satisfied (Reeve, 2005). It also influences reflexes, perceptions, cognition, social judgments, and various behaviors (Brief, 2001; Forgas, 1995; Forgas & George, 2001); The subject's activity or behavioral purpose that is motivated by cognition and affection is known as conation. Identification is frequently viewed in educational psychology as a phenomenon in which subjects voluntarily conform to norms by converging on them cognitively, emotionally, and behaviorally (Feng & Wu, 2015). Conation can be seen as the exterior behavioral expression of identification, and it can be said that the process of identity development and formation is the unification of cognition, affection, and conation. There are few studies on the function of attachment or emotion in the conversion process of cognition to identity, despite the fact that many scholars have affirmed from the results of the current study that cognition is an important factor determining the emergence of identity. Therefore, this paper combines the CAC model to construct a research model of course identification to explore the relationship between college students' cognition, emotion, and identification of IPTC, and the following will sort out the relationship between the three step-by-step and put forward the research hypotheses.

2.1 Impact of Curriculum Cognition on Emotional Experiences

Curriculum cognition is the process through which a student converts the knowledge, viewpoints, and approaches they have received through course teaching activities into an inherently psychological understanding of the course. Marxist philosophy holds that human cognition is divided into two stages: perceptual cognition and rational cognition. Perceptual cognition is the direct reflection of the subject through the senses of things partially or individually, external connections and phenomena, and rational cognition is the profound understanding of things generally or comprehensively, internal connections and essence formed based on analyzing, processing, and handling perceptual materials. As a result, the two aspects of relatively immediate, specific senses and indirect, abstract logical understanding may both be used to gauge students' cognition of IPTC.

Psychologists Schachter & Singer's experiments demonstrated that human cognition plays a significant role in determining the nature of emotions, and Lazarus similarly stressed that people's emotional activity must be guided by cognitive activity in order to understand the meaning of stimulus events in the environment and subsequently choose appropriate action responses (Peng, 2012). As a result, emotion, as a more intense expression of mood, is also inescapably directly influenced by cognitive status. A real comprehension of things and in-depth cognition are the sources of powerful emotions, according to Xu and Long's (2011) research, which also demonstrates how emotions are created based on cognition. In other words, when the subject's cognition of things is deep and comprehensive enough, it can give rise to positive emotional experiences such as affirmation, trust, and satisfaction. On the contrary, it will result in negative experiences including boredom, rejection, denial, and discontent. Therefore, it can be assumed that students' emotional experiences with IPTC will be directly influenced by their level of curriculum cognition. The more comprehensive and profound the students' understanding of IPTC, the easier it will be for them to satisfy their learning needs and desires and, as a result, produce positive emotional experiences like enjoyment, pleasure, and approval. In contrast, the more incomplete

the students' understanding of IPTC, the harder it will be for them to realize their needs and ambitions. As a result, they would experience negative emotions like denial, disdain, and rejection rather than good ones like happiness. In light of this, the following hypotheses are put forth:

H1a: College students' perceptual cognition of IPTC positively influences positive emotional experiences.

H1b: College students' rational cognition of IPTC positively influences positive emotional experiences.

H2a: College students' perceptual cognition of IPTC negatively influences negative emotional experiences.

H2b: College students' rational cognition of IPTC negatively influences negative emotional experiences.

2.2 *The Effect of Curriculum Cognition on the Identification*

Curriculum identification, which results from students' internalization of their cognitive and emotional processes and convergence of those processes, is a positive view of students toward the function and attribute of the curriculum itself to suit their needs (Xie & Xing, 2007). With regard to IPTC, the process of identifying IPTC is when students, based on their understanding of the course, realize that the function, value, and attribute of the course can meet their own needs. They then gradually demonstrate emotional acceptance and recognition and consciously use the ideological concepts and value norms as guidance. It is clear that a student's understanding of the curriculum is a requirement for identity development, and Zuo & Feng's studies on socialist core values emphasize that cognition is the logical starting point for identity generation and that there won't be a high degree of identity without enough cognition (2019). As a result, the degree of IPTC identification in learning increases with students' level of cognition and depth of comprehension of IPTC. In regard to this, the following hypotheses are put forth:

H3a: College students' perceptual cognition of IPTC positively influences curriculum identification.

H3b: College students' rational cognition of IPTC positively influences curriculum identification.

2.3 *The Mediating Role of Emotional Experiences*

Psychology research has revealed that emotion plays an equivalent or even more critical role in shaping people's attitudes and conduct than cognition in explaining behavior antecedents (Ping, 2013). Oliver's study, for instance, discovered that cognition and emotion are both elements influencing subject satisfaction and that a subject's positive emotional experiences increase satisfaction while a subject's negative emotional experiences decrease satisfaction (Oliver, 1993). Similar findings have been observed in other research, which supports the idea that emotional experiences have a significant impact on subjects' attitudes and behaviors. For instance, Song & Jin (2009) discovered that distinct emotional experiences reflect respondents' attitudes and behavioral reaction patterns to particular things. Ma (2002) stated unequivocally that emotional experiences is a modulator of how the subject's moral knowledge is translated into moral behavior. Therefore, it can be assumed that college students' cognitive on IPTC can work through emotional experiences and have some influence on the identification, and students' emotional experiences on IPTC also affect their attitudes and behaviors about the course. Students are more likely to have positive emotional experiences and emotional resonance in the classroom when they have specific knowledge and comprehension of IPTC, such as relaxation, pleasure, and satisfaction when confronted with a familiar and understandable subject. On the other side, the psychological inclination to confirm, trust, and approve of IPTC can also be triggered by the role of positive emotions, which can subsequently cause individuals to manifest IPTC identification in their conduct. Students will start to reject, hate, or even refuse to learn IPTC in their thoughts or behaviors if they encounter negative emotions in the classroom, such as impatience and boredom. This will directly damage their cognition of IPTC and make it more difficult for them to identify the course. The following assumptions are developed in light of this:

H4: College students' positive emotional experiences of IPTC positively influence curriculum identification.

H5: College students' negative emotional experiences of IPTC negatively influence curriculum identification.

H6: College students' positive emotional experiences of IPTC plays a mediating role in curriculum cognition and curriculum identification.

H7: College students' negative emotional experiences of IPTC plays a mediating role in curriculum cognition and curriculum identification.

Figure 1 shows the architecture that contains all the research hypotheses of this paper:

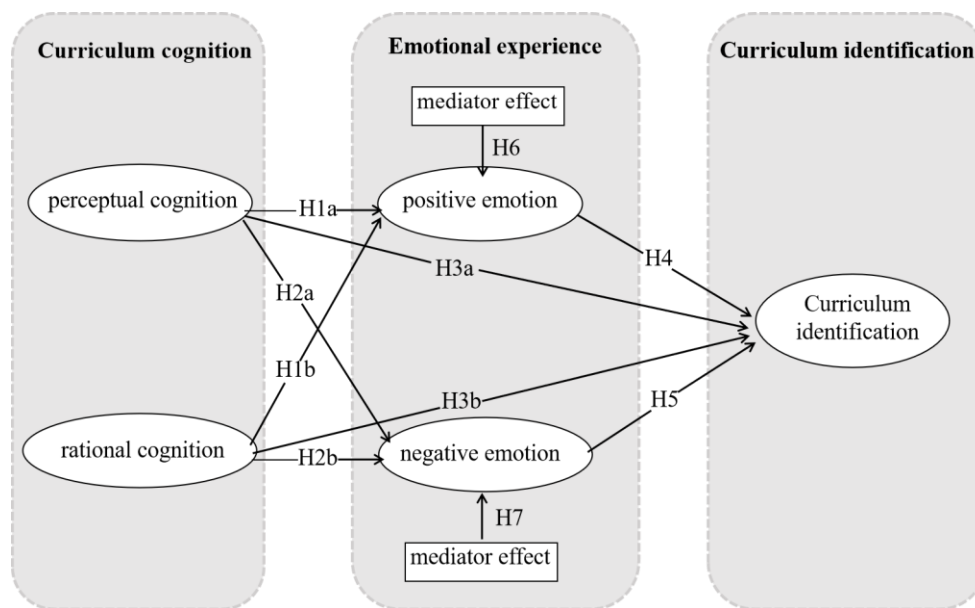


Figure 1. Hypothesis model of IPTC identification of Chinese college students

3. Method

3.1 Data Collection

A total of 1,356 valid questionnaires were checked, with a return rate of 90.40%, after being delivered to 1,500 college students online and in-person during the survey's execution at 10 different types of Chinese colleges and universities. 694 (51.18%) of the students were male and 662 (48.82%) were female; the students' ages ranged from freshmen to seniors in the following proportions: 608 (44.84%), 303 (22.35%), 318 (23.45%), and 127 (9.36%); 504 (37.17%) were students from the Double First-Class University (which refers to the World First-Class University and First-Class Discipline Construction University); 708 (52.21%) were from general colleges and 144 (10.62%) from independent colleges and higher vocational institutions.

3.2 Research Tools and Measures

The necessary data for this investigation was gathered using the questionnaire method. To ensure the validity and reliability of the scale, some adjustments were made, taking into account the characteristics of IPTC, expert opinions, and actual interviews. Reference was made to the more mature scales in related studies, such as cognitive evaluation, affective experience, agreement, acceptance, and satisfaction. The degree of conformity of the subject to the topic description was measured for all variables in the scale, excluding the subject's fundamental information, using a 5-point Likert scale, with 1 denoting complete non-compliance and 5 denoting full conformity. There were three particular scales included:

3.2.1 Curriculum Cognition Scale

Referring to Ahn & Back's (2012) Cognitive Evaluation Scale for adaptation consists of 9 items and is split into two categories: perceptual cognition and rational cognition. Perceptual cognition includes inquiries about first impressions of the curriculum, curriculum organization, textbook content, and classroom climate, while rational cognition includes inquiries about the importance and standing of the curriculum, the competency and quality of teachers, and the content and quality of the lessons they are teaching. The level of curriculum cognition is determined by averaging the two aspects; The higher the score, the higher the student's level of cognition of the IPTC.

3.2.2 Positive-Negative Emotional Experiences Scale

Referring to the Positive Affect-Negative Affect Scale developed by Watson, Clark & Tellegen (1988) and Qiu, Zheng & Wang (2008), 8 of the emotion-related words were selected and divided into two mutually independent dimensions of positive emotion (interesting, pleasant, exciting, fulfilling) and negative emotion (bored, irritable, anxious, frustrated) to describe students' emotional experiences on the course. The higher the score, the more positive or negative emotions the students experienced on IPTC.

3.2.3 Curriculum Identification Scale

Referring to the related research results of Li, Wang & Qi (2011), Zhu, Chen & Zhu (2010), Zhang, He & Zheng

(2008), and Zhang Ma & Liu (2010), the identification of college students on IPTC was measured by 6 questions related to thought transformation and behavioral practices. The higher scores indicated that students identified more with IPTC.

The reliability and validity tests of the questionnaires revealed that the Cronbach's coefficients of the curriculum cognition scale, the positive-negative emotional experiences scale, and the curriculum identification scale were 0.854, 0.843, and 0.870 respectively, which were all greater than 0.8. This shows that the scales have strong internal consistency and the questionnaire's overall dependability is quite high. The KMO value of each scale item was 0.943, which was greater than 0.7, and Barlett's spherical test value was 18,580.850 ($p < 0.001$), according to the results of the exploratory factor analysis. Five factors were then extracted based on the criterion of "eigenvalue greater than 1," and these factors explained 72.386% of the variance. The components' loading coefficients varied from 0.651 to 0.976 and were all more than 0.5, demonstrating the high structural validity of this survey.

4. Analysis

Following the completion of the questionnaires, the data were entered into the SPSS 25.0 program, organized, and then subjected to descriptive statistics, correlation, regression, and mediation analyses.

4.1 Descriptive Statistics and Correlation Analysis

According to the analysis's findings in Table 1, college students' cognitive status, measured by $M=3.596$, positive emotional experiences, measured by $M=3.523$, and curriculum identification, measured by $M=3.628$, are all at moderate to high levels. Perceptual cognition, measured by $M=3.718$, is slightly higher than rational cognition, measured by $M=3.476$, and positive emotion, measured by $M=3.523$, is significantly higher than negative emotion, measured by $M=1.995$. The three variables of curriculum cognition, emotional experiences, and curriculum identification, meanwhile, show a strong association. In particular, perceptual and rational cognition is significantly correlated with positive emotion ($r=0.747$, 0.775 , $p<0.001$), negatively correlated with negative emotion ($r=-0.241$, -0.291 , $p<0.001$), and significantly correlated with curriculum identification ($r=0.660$, 0.634 , $p<0.001$). Positive emotion is also significantly correlated with curriculum identification ($r=0.577$, $p<0.001$), while negative emotion is significantly negatively correlated with curriculum identification ($r=-0.220$, $p<0.001$).

Table 1. Descriptive statistics and correlation analysis for each variable (N=6350)

	M	SD	1.1	1.2	2.1	2.2	3
1 Curriculum cognition	3.596	0.698					
1.1 Perceptual cognition	3.718	0.707	1				
1.2 Rational cognition	3.476	0.763	0.808***	1			
2 emotional experiences							
2.1 Positive emotion	3.523	0.876	0.747***	0.775***	1		
2.2 Negative emotion	1.995	0.905	-0.241***	-0.291***	-0.232***	1	
3 Curriculum identification	3.628	0.805	0.660***	0.634***	0.577***	-0.220***	1

Note: * $p<0.05$, ** $p<0.01$, *** $p<0.001$, same below.

4.2 Regression Analysis

To further explore the magnitude and direction of the relationship among the variables, this study verified the relationship between curriculum cognition and emotional experiences, and curriculum identification through multiple linear regression, and the results are shown in Table 2. First, regression analyses were conducted with gender, school type, and grade as control variables, perceptual cognition and rational cognition as independent variables, and emotional experiences as the dependent variable. From models 1 and 3, it can be seen that gender, school type, and grade have no significant effects on students' positive and negative emotions. From model 2, it can be seen that both perceptual cognition ($\beta=0.402$, $p<0.001$) and rational cognition ($\beta=0.609$, $p<0.001$) have a significant positive effect on positive emotion, and the role of rational cognition is slightly greater than the role of perceptual cognition, so the H1a and H1b are supported. In model 4, perceptual cognition ($\beta= -0.012$, $p > 0.05$) has no significant effect on a negative emotion, while rational cognition ($\beta= -0.348$, $p < 0.001$) has a significant negative effect on a negative emotion, providing support for H2b but not H2a.

Secondly, curriculum identification is used as the dependent variable, and gender, school type, and grade are

used as the control variables. Curriculum cognition and emotional experiences are taken as the independent and dependent variables, respectively, while gender and grade have no significant impact on curriculum identification. H3a and H3b are supported in model 6 because curriculum identification is significantly positively influenced by both perceptual cognition ($\beta=0.300$, $p<0.001$) and rational cognition ($\beta=0.487$, $p<0.001$). The effect of rational cognition on curriculum identification is slightly stronger than that of perceptual cognition. In model 7, positive emotion has a significant positive effect on curriculum identification ($\beta=0.509$, $p<0.001$), while negative emotion ($\beta=-0.080$, $p<0.001$) has a significant negative effect. Positive emotion also has a significantly larger impact on curriculum identification than negative emotion, supporting hypotheses H4 and H5.

Table 2. Regression analysis among variables

Variables	Emotional experiences				Curriculum identification		
	Positive emotion		Negative emotion				
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Gender	-0.018	-0.033	-0.076	-0.056	0.041	0.025	0.03
School type	-0.033	0.027	0.021	-0.008	-0.088**	-0.043**	-0.068**
Grade	0.053	0.029**	-0.014	0.004	0.014	-0.002	-0.02
Perceptual cognition		0.402***		-0.012		0.300***	
Rational cognition		0.609***		-0.348***		0.487***	
Positive emotion							0.509***
Negative emotion							-0.080***
F-value	3.887**	836.442***	1.682	43.918***	4.567**	396.199***	396.393***
R ²	0.005	0.644	0.002	0.088	0.005	0.465	0.342

4.3 Mediation Analyses

There are various methods to test the mediating effect, and according to the research of Wen & Ye (2014), the bias-corrected nonparametric percentile Bootstrap method provides accurate confidence intervals and has the relatively highest statistical efficacy. Therefore, in this study, Bootstrap self-sampling with a sample size of 1,000 is conducted using the PROCESS procedure in SPSS 25.0 to determine whether the mediation effect was significant based on whether the indirect effect included 0 in the 95% confidence interval. The results are shown in Table 3, the Bootstrap 95% confidence interval for the mediation effect of positive emotion between curriculum cognition and curriculum identification is [0.175, 0.281], which does not include 0. The value of the mediation effect is 0.228 ($p<0.001$), indicating that the mediation effect of positive emotion exists and is significant. The Bootstrap 95% confidence interval for the mediating effect of negative emotion between curriculum cognition and curriculum identification is [0.003, 0.045], which does not contain 0, and the mediating effect value is 0.024 ($p<0.001$), indicating that the mediation effect of negative emotion exists and is significant.

Table 3. emotional experiences mediated analysis effect values

Paths	Direct	Indirect	Total	Intermediary	95% CI	
	Effect	Effect	Effect	Effectiveness Ratio	Lower	Upper
Curriculum cognition→ Positive emotion (a1)	0.698***	\			0.631	0.748
Positive emotion→ Curriculum identification(b1)	0.327***	\	0.781***	29.19%	0.271	0.383
Curriculum cognition→ Curriculum identification(c')	0.529***	\			0.475	0.583
Curriculum cognition→	\	0.228***			0.175	0.281

positive emotion→				
curriculum identification				
Curriculum cognition→	-0.363***	\	-0.414	-0.312
negative emotion(a2)				
Negative emotion→	-0.065***	\	-0.117	-0.013
curriculum identification(b2)				
Curriculum cognition→	0.529***	\	3.07%	0.475
curriculum identification(c')				0.583
Curriculum cognition→				
negative emotion→	\	0.024***	0.003	0.045
curriculum identification				

In conclusion, curriculum cognition has a total effect of 0.781 on curriculum identification, with a direct effect value of 0.529 accounting for 67.74% of the total effect and an indirect effect value of 0.252 accounting for 32.26% of the total effect, and a mediating effect ratio of 29.19% for positive emotion and 3.07% for negative emotion, indicating that both positive and negative emotion play a partly mediating role in the curriculum cognition and curriculum identification, and the mediating role of positive emotion is greater than the mediating role of negative emotion, so H6 and H7 are supported.

5. Results

5.1 The Status of College Students' Identification of IPTC

The results of this paper show that Chinese college students' identification of IPTC is in the middle to the upper level. Moreover, gender and grade have no significant effect on curriculum identification, while school type has a significant effect on it. Further comparison shows that students in "Double first-class universities" have the highest identification with IPTC, followed by general universities, and the lowest identification is in independent colleges and higher vocational colleges, indicating that the higher the school level, the better the students' identification with IPTC. This result may be related to the fact that high-level schools pay more attention to IPTC construction, have richer teaching resources, higher quality teachers, more reasonable curriculum arrangements, and higher quality students. The employment-oriented objectives of general universities, especially higher vocational colleges, make them focus more on cultivating students' vocational skills and abilities, and relatively speaking, they may neglect the education of students' ideological and political theories.

At the same time, the special knowledge background and thinking ability of students in higher vocational colleges make them tend to learn professional skills with stronger practicality (Chi, 2014), and they are not interested in IPTC which is more ideological and less obvious in practical value, so students' identification of IPTC is lower compared with that of professional courses.

5.2 The Relationship Between Curriculum Cognition and Emotional Experiences

According to the empirical analysis's findings, the cognition level of Chinese college students on IPTC is strongly correlated with their emotional experiences, and both perceptual and rational cognition may greatly enhance positive emotional experiences. To put it another way, students' cognition of both perceptual aspects, like feelings, impressions, and the atmosphere of IPTC, and rational aspects, like the course's values and goals, has a significant positive impact on their likelihood of having positive emotional experiences. The more involved, comprehensive, and in-depth their awareness is, the higher their level of cognition is, and the more likely they are to have positive emotional experiences in IPTC class, which is similar to the findings of Zhang & Ren (2020) who demonstrated that the cognitive level of game users positively affects their positive emotions toward games.

In further terms, this study found that only rational cognition had a significant negative effect on negative emotional experiences, while perceptual cognition had no significant effect on negative emotional experiences, which may be related to the nature of the two cognitive styles. Perceptual cognition is more direct and concrete, which can quickly attract students' attention and prompt them to produce emotional and affective fluctuations, while rational cognition is a profound grasp of things through abstract thinking, which cannot be easily changed once formed. If students do not have sufficient rational perception of the course and are unable to deeply understand the objectives, content, and values of IPTC, it is difficult to generate interest and emotional resonance in the class, and they are naturally prone to negative emotional experiences. Consequently, teachers should guide students to further transform their perceptual understanding of IPTC into deeper rational

knowledge and improve their level of rational cognition to reduce the emergence of negative emotion and stimulate the production of positive emotion.

5.3 The Relationship Between Curriculum Cognition, Emotional Experiences, and Curriculum Identification

The survey results demonstrate that both the students' curriculum cognition and emotional experiences of IPTC are significantly related to curriculum identification, that is to say, both curriculum cognition and emotional experiences are important factors influencing curriculum identification. This is somewhat different from the results of Huang's (2020) research on ethnic college students' identification with Management Information System Courses, in which he believes that students' satisfaction or identification with the course is mainly determined by emotional factors, while curriculum cognition does not have a significant effect on it, probably due to the different nature of the course and the special characteristics of ethnic college students themselves, which lead to the factors affecting their satisfaction or identification with the curriculum are also different. Further, the positive effect of rational cognition on identification is greater than that of perceptual cognition, which is consistent with the findings of Chen & Li (2014), who emphasized that rational cognition is a profound grasp of the object and is the basis of emotional identification and the deep motivation of practice. Secondly, students' emotional experiences in the course significantly influence course identification, with positive emotion positively contributing to the identification and negative emotion negatively hindering identification. Wu also believes that positive emotional experiences can be transformed into learning motivation, prompting students to spontaneously generate continuous internal learning motivation and improve learning effectiveness and identification, while negative emotional experiences lead to a decrease in learning motivation, limits learning effectiveness, and also tend to cause problems such as boredom, academic burnout, and dropout (Wu, Lai, & Wu, 2010). Presently, students' positive emotional experiences in class outweigh their negative ones by a large margin, showing that IPTC can, to a large extent, satisfy students' wants and needs and cause them to feel happy and satisfied, but it can also occasionally cause them to feel bored and irritated. To boost students' positive emotional experiences in class and so build their identification with IPTC, IPTC teachers must pay close attention to the needs and emotions of their students, further expand IPTC's form and content, and increase the course's attractiveness and infectiousness.

5.4 The Mediation Role of Emotional Experiences

According to Table 3, emotional experiences play a partially mediating role in the relationship between curriculum cognition and curriculum identification, with the mediating role of positive emotional experiences being greater than that of negative emotional effect. College students' cognition of IPTC can also indirectly influence the identification through the role of emotional experiences. The results of Xu & Xiong (2009) and Xiong & Liu (2017) on the life satisfaction of college students are generally consistent with this. They found that emotional experiences mediate between emotional intelligence and life satisfaction, with positive emotion having a greater mediating effect than negative emotion. Additionally, Chen, Li, and Ke's (2016) study on users' behavior regarding ongoing social media use revealed that both positive and negative emotions serve as mediators between cognition and behavior, with cognitive and affective components having a substantial influence on behavioral intentions. It is clear that both cognitive and affective elements influence behavioral performance and desire to identify, thus it is crucial to pay attention to the significance of students' cognitive development and emotional experiences in order to improve college students' identification with IPTC.

6. Conclusions and Implications

6.1 Research Conclusions

Our research findings from the aforementioned investigations and analysis showed that: (1) The curriculum cognition, positive emotional experiences, and curriculum identification of IPTC is in the middle to upper level among Chinese college students, and the curriculum identification is significantly influenced by the type of school. (2) The emotional experiences of Chinese college students are considerably influenced by their cognition of the IPTC, with both perceptual and rational cognition having a positive impact on positive emotional experiences and only rational cognition having a negative impact on negative emotional experiences. (3) Curriculum cognition and emotional experiences of Chinese college students with IPTC have a significant impact on curriculum identification; perceptual cognition, rational cognition, and positive emotion all have a positive impact on curriculum identification, whereas negative emotion has a negative impact on identity effect. (4) The emotional experiences of IPTC among Chinese college students mediates curriculum cognition and curriculum identification, with positive emotion playing a larger mediating role than negative emotion.

6.2 Teaching Implications

Some instructional suggestions may be derived from the study and results above to serve as a guide for enhancing college students' identification with IPTC.

(1) Deepen cognitive education and promote the combination of perceptual and rational cognition. College

students' cognition of IPTC is the basis of identity generation, which can, directly and indirectly, influence course identification, while at present, college students in China have more perceptual than rational cognition of IPTC, and the cognitive level of IPTC is not high. Psychological research results show that perceptual content is more likely to have an immediate effect, but the influence is often not lasting, while persuasive content with sufficient reasoning and strong logic is more effective for college students (Chen & Liu, 2008). So IPTC teachers should make full use of the different characteristics of perceptual and rational perceptions to improve students' overall cognitive level of IPTC in the interaction between impressing students with emotions and convincing them with reason. Specifically, perceptual cognition is direct and concrete, while rational cognition is indirect and abstract, and rational cognition is based on perceptual cognition and perceptual cognition is guided by rational cognition (Luo & Li, 2010). Because of this, IPTC teachers should first use a variety of perceptual materials to attract students, such as the use of vivid and interesting teaching content, a variety of teaching methods, humorous language, etc. to create a positive and lively classroom atmosphere. Through intuitive, concrete, and vivid ways to make IPTC "live", so as to enhance the attractiveness, infectivity, and affinity to students. As the great man of the millennium, Marx, said, A theory can be convincing if it is thorough, and by thorough, I mean that it gets to the root of things (2012). This calls for teachers to present in-depth analyses and persuasive arguments based on attracting students to the course's qualities and its content, developing their capacity for rational thought, and guiding them toward a fundamental and profound understanding of the goals, principles, and content of IPTC. For students to better identify with IPTC under the combined influence of cognition and emotion, rational cognitive improvement can deepen perceptual understanding, stimulate the production of positive emotion, and lessen the negative effects of negative emotion. This requires teachers to make profound analyses and rigorous arguments on the basis of attracting students to the attributes of the course and its content, cultivating students' rational thinking ability, and guiding them to a fundamental and profound understanding of the objectives, values, and content of IPTC. The improvement of rational cognitive can lead to the deepening of perceptual understanding, and also stimulate the generation of positive emotion and reduce the negative effect of negative emotion so that students can enhance their identification with IPTC under the combined effect of cognition and emotion.

(2) Emphasis on emotional education to promote positive emotional experiences. The fundamental purpose of cognition is to internalize this cognition into the subject's own emotional system and personality (Zhu, 1994). Therefore, the subject can truly internalize knowledge by forming mental and emotional recognition and approval on the basis of full awareness. Therefore, the subject forms psychological and emotional recognition and approval on the basis of full cognition, so that they can really internalize knowledge into their own ideology and moral quality, and then consciously externalize it into daily behavior and habits, and finally realize the purpose of ideological and political theory education. Therefore, the mediating role of emotional experiences between curriculum cognition and identification should be fully valued, and it is necessary to "Move students with emotion" on the basis of "making them understand the reasoning", in order to enhance students' positive emotional experiences and dissipate their negative emotion, and strengthen students' identification with IPTC through the "integration of emotion and rationality". First of all, teachers should adhere to the student-centered approach, respect students' individual differences and subjective roles, change the traditional one-way didactic model, and stimulate students' initiative and creativity in the two-way interaction between teachers and students. Some researchers have shown that learning motivation and teacher-student interaction can positively influence students' learning input, and the more learning input, the greater the learning gain (Ji & Wang, 2016). Teachers can use discussion-based, inspirational, and experiential teaching methods to guide students to actively participate and think, making them the "masters" of the classroom in dialogue and cooperation between teachers and students. This will heighten their sense of presence, involvement, and accomplishment in IPTC, improving their sense of interest and motivation in learning, and eventually boosting their identification with IPTC. Second, instructors should show concern for students' psychological needs and emotional well-being by offering them helpful advice. Students will have positive emotional experiences like pleasure, happiness, excitement, and fulfillment when their needs and desires are satisfied and they feel appreciated and cared for, which will reduce the psychological gap between them and the instructor. In addition, negative emotions often hinder the development of things, so teachers should help students correctly deal with negative emotions such as anger, boredom, anxiety, and low self-esteem while promoting positive emotional experiences, so as to weaken their negative effects on curriculum identification and guide students to regain their confidence and motivation, and enhance their identification with IPTC in active learning.

(3) Strengthen practical education to realize the unity of thought and behavior. Students' true identification with IPTC is not only to internalize the learned theories in their awareness and emotions but also to externalize them in their behaviors and habits. Our research found that most of the student's identification of IPTC remains in their minds and consciousness and has not been successfully transformed into behaviors or habits in real life. Therefore, teachers should make full use of various resources inside and outside school to strengthen practical

education and guide students to achieve the unity of knowledge and action in practical activities, so as to achieve true learning, true understanding, true belief, and true use of IPTC. Firstly, in-class practical activities such as case studies, scenario simulations, video appreciation, and reading salons should be carried out in conjunction with teaching content, not only to stimulate learning interest and exercise critical thinking skills but also to enable students to deepen their understanding of important theories and viewpoints during discussions, so that they can consciously apply Marxist positions, perspectives and methods to solve problems. Secondly, extra-curricular practical activities should be carried out using resources both inside and outside the school. Not only educational and cultural practical activities should be carried out using internal platforms such as party and league organizations and student societies, but social practical activities such as social surveys, visits, and volunteer services should also be organized regularly using off-campus enterprises and institutions, rural communities and red cultural resources. And thirdly, the use of network resources to expand the practice of new platforms, such as the use of VR, and 3D technology to carry out virtual practice activities such as contextual teaching. The power of practice lies in supporting reinforcement and in testing arguments (Xie, Ji & Chen, 2019). Through various practical activities, students can deepen their understanding of China's social, political, and cultural life. In the comparison and verification between theory and reality, students are guided to raise their perceptual cognition to rational cognition, consciously internalize it in their hearts, and externalize it in their actions, thus enhancing their identification with IPTC in the unification of thoughts and actions.

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