

Research on the Role Mechanism of Marxist Philosophy in Ideological and Political Education Based on the Model of Multiple Regression Analysis

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Abstract This paper takes Marxist philosophy as the theoretical framework and combines the method of multiple regression analysis to explore its multidimensional role mechanism in ideological and political education. Taking the effect of ideological and political education as the dependent variable, and the three dimensions of theory arming, practice nurturing and culture leading as the independent variables, a multiple regression model is constructed to verify the six relevant hypotheses proposed in this paper. The empirical analysis shows that Marxist philosophy positively influences ideological and political education through the triple path of theoretical armament, practical nurturing and cultural leadership. The coefficients of influence of core elements such as participation in practical activities and campus culture construction on education effect are 0.236 and 0.176 respectively, constituting the main framework of the action mechanism. The study suggests to improve the effectiveness of the role from three aspects: attaching importance to the theme of education, combining practical education, and optimizing the evaluation system.

Index Terms Multiple regression analysis, influence coefficient, role mechanism, ideological and political education

1. Introduction

Ideological and political education, as an important form of education, aims to cultivate citizens' political awareness, political literacy and political ability, promote the formation of a correct worldview, outlook on life and values, and guide citizens to actively participate in political activities in social life, so as to promote the harmonious and stable development of society [1]-[4]. At present, the application of Marxist philosophy is marginalized in ideological and political education in colleges and universities, which leads to the fact that students do not pay much attention to the study of Marxism and are prone to ignore its importance [5]-[7].

The theoretical system of Marxist philosophy is constructed by discursive materialism and historical materialism, and its content is profound and unparalleled, which reveals the universal laws of the development of nature, society and thinking, and provides theoretical guidance for the development of all sciences [8]-[11]. Compared with the natural sciences, this guidance is more direct and specific for the social sciences, which is not only the guidance of the worldview and general methodology, but also provides specific theoretical basis for other social sciences, so that other social sciences can find theoretical basis directly from the specific theories and viewpoints provided by the philosophy in many contents [12]-[15]. Marxist philosophy is a scientific system of proletarian thought and the guiding ideology of ideological and political education in colleges and universities [16]. It is both a scientific worldview for people to scientifically recognize and grasp the laws of world development, and a scientific methodology for exploring the objective world and transforming the subjective world [17], [18]. At present, we are at the critical stage of building a socialist modernized power in a comprehensive manner, facing unprecedented development opportunities and risk challenges [19]-[21]. Therefore, to accurately understand the guiding position of Marxist philosophy in the work of ideological and political education in colleges and universities is not only to adhere to the profound summary of the historical experience of the Party's ideological and political education over a long period of time, but also to promote the Marxist philosophy in the ideological and political education of colleges and universities to achieve innovation and development under the new historical conditions [22]-[25].

This paper explores the role mechanism of Marxist philosophy in ideological and political education from the three dimensions of theoretical armament, practical training and cultural leadership. Based on the theoretical analysis of the role mechanism of Marxist philosophy in ideological and political education, six relevant hypotheses are proposed and a multiple linear regression model is established for verification. The empirical analysis part uses a questionnaire designed on a five-point Likert scale to collect the current status of the application of Marxist

philosophy from 300 current college students in University B. The questionnaire is designed to provide a comprehensive analysis of the application of Marxist philosophy in political education. The steps of descriptive statistical analysis, questionnaire reliability and validity analysis, correlation analysis and regression analysis are used to verify the relevant hypotheses proposed in this paper and to construct the final model to show the role mechanism of Marxist philosophy in ideological and political education.

II. Theoretical foundations

II. A. Fundamentals of Marxist philosophy

The application of the core principles of Marxist philosophy in ideological and political education reflects its far-reaching significance and practical value. Historical materialism, as the cornerstone of Marxism, emphasizes the determining role of material living conditions in the historical development of society and reveals that the development of productive forces and the change of production relations are the driving forces of social progress. This theory not only explains the inner law of social development, i.e., the contradiction between productive forces and relations of production is the fundamental driving force of historical development, but also provides a scientific analytical framework for ideological and political education, which helps to strengthen and improve the ideological leadership of students, and to continuously improve their ideological and political quality.

The theory of class struggle further explains the driving force of social development, pointing out that the class contradictions and struggles existing in different socio-economic forms are the direct driving force of social and historical development. This perspective is particularly important for ideological and political education, as it provides an important perspective for analyzing social contradictions and guiding practical struggles, and especially plays a key role in safeguarding social justice and promoting social harmony and stability.

The theory of value, especially the theory of labor value and the theory of surplus value, has deepened the understanding of the operating mechanism of the capitalist economy and revealed the essence of capitalist exploitation. This theory provides a solid theoretical foundation for promoting the healthy development of the socialist economy and realizing social justice, and is of great significance in guiding ideological and political education.

The discussion of alienation and self-realization in Marxist philosophy places special emphasis on the state of alienation of man's labor and essence under the capitalist mode of production, and on the possibility of man's all-round development and self-realization in socialist and communist societies. This philosophy not only points out the direction for ideological and political education, i.e., solving the problem of human alienation and promoting the all-round development of human beings through the deepening of socialist construction, but also emphasizes that the realization of the all-round development and self-realization of every human being is the fundamental goal of ideological and political education.

II. B. Influence of Marxist Philosophy on Civic Education

II. B. 1) Theoretical armament

In ideological and political education, theoretical armament is the foundation and precursor. Deepening the study and research of Marxist theory means not only studying in depth the theories of classical authors such as Marx, Engels, Lenin and Mao Zedong, but also combining Xi Jinping's concept of socialism with Chinese characteristics in the new era with the idea of socialism with Chinese characteristics in the new era of Xi Jinping, to understand and grasp its core essence of socialism with Chinese characteristics in the new era of socialism with Chinese characteristics, and to understand and grasp the core essence of its core essence and the essence of its spirit. By organizing systematic study and training, discussion and exchange, and theoretical research, the theoretical level of students is enhanced so that they can apply the basic theories of Marxism to analyze and solve practical problems.

II. B. 2) Practical education

Marxism emphasizes the unity of theory and practice, and practice is the only standard for testing truth. In ideological and political education, Marxist theoretical education should be closely integrated with students' actual study and life, through practical application, social practice activities, voluntary service and other forms, so that students can learn theories in practice, enhance their ability in practice, and cultivate their character in practice, so as to truly realize the practical application of what they have learned and the unity of what they know and what they can do.

II. B. 3) Cultural leadership

Culture is the soul of a country and a nation, and socialist core values are the concentrated expression of contemporary Chinese spiritual culture. Ideological and political education should actively promote the construction of socialist culture, deeply and widely publicize the socialist core values, enrich the spiritual and cultural life of the masses through education and guidance, cultural creation, public service and other forms, cultivate and practice

the socialist core values, form a value orientation that is common to the whole society, and create a healthy and positive social and cultural environment [26].

III. 3. Model assumptions and research program

III. A. Hypothesis formulation and model construction

III. A. 1) Research hypotheses

Based on the theoretical analysis of the mechanism of the role of Marxist philosophy on ideological and political education, this subsection proposes the following research hypotheses.

(1) Theoretical armament dimension

H1: The degree of dissemination of Marxist philosophical theories is positively related to the effect of ideological and political education.

H2: Diversified teaching methods have a significant positive impact on the effect of ideological and political education.

(2) Dimension of practical education

H3: The degree of participation in practical activities is positively related to the effect of ideological and political education.

H4: The construction of practice bases has a significant impact on the effect of ideological and political education.

(3) Dimension of Cultural Leadership

H5: Campus culture construction has a significant positive influence on the effect of ideological and political education.

H6: The degree of utilization of cultural resources is positively related to the effect of ideological and political education.

III. A. 2) Multiple regression analysis

(1) Basic principle of multiple regression

As a basic method of mathematical analysis, multiple regression is mainly used to deal with the relationship between multiple covariates, and is widely used in various fields of today's cutting-edge industries of social development. From the perspective of test analysis, its main purpose is to find the statistical relationship between the dependent variable y and multiple independent variables x , and to utilize this statistical relationship to assess the range of the dependent variable y with a certain degree of reliability [27]. Multiple regression process in the independent variable y in the many factors affecting the independent variable, each with different weights and influence, this method can be more accurate with specific values to express the size of its weight and the degree of significance of its influence. However, in practice, it is often necessary to deal with a large amount of data and arithmetic, the process is extremely cumbersome, especially when it comes to multiple groups of variables, it can almost be done manually. Currently the usual practice is to use computer programming and computer statistical software, data processing and analysis in lieu of cumbersome arithmetic, but the need for the applicant to master certain basic computer operating skills and programming knowledge, the ability to analyze the software, Microsoft Excel is a widely spread spreadsheet software, its easy to operate, clear interface, reasonably filled with procedures and easy to operate. Operation techniques, loved by the majority of beginners, and experiments have shown that the rationality of its data analysis, accuracy and objectivity is not inferior to high-end statistical data processing software, so this experiment uses Microsoft Excel for data processing and analysis.

(2) Multiple linear regression modeling

As far as the traditional method is concerned, its main operation is to carry out least squares on the linear regression model in order to fit the regression equation.

The linear regression model of the random variable y and the independent variable x is:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p + \varepsilon \quad (1)$$

When there are n sets of observations, the regression model can be expressed in matrix form: $y = X\beta + \varepsilon$

$$y = \begin{bmatrix} y_1 \\ y_2 \\ \vdots \\ y_n \end{bmatrix}, X = \begin{bmatrix} 1 & x_{11} & \dots & x_{1p} \\ 1 & x_{21} & \dots & x_{2p} \\ \vdots & \vdots & \ddots & \vdots \\ 1 & x_{n1} & \dots & x_{np} \end{bmatrix}, \beta = \begin{bmatrix} \beta_1 \\ \beta_2 \\ \vdots \\ \beta_p \end{bmatrix}, \varepsilon = \begin{bmatrix} \varepsilon_1 \\ \varepsilon_2 \\ \vdots \\ \varepsilon_n \end{bmatrix} \quad (2)$$

According to the principle of least squares, the estimation method chosen should minimize the residual difference between the estimate and the observation at all sample points, i.e.:

$$Q = \sum_{i=1}^n (y_i - \hat{y}_i)^2 = \varepsilon' \varepsilon \quad (3)$$

where $\varepsilon = y - X\hat{\beta}$

Is minimized, there is, according to the calculus principle of extrema:

$$\frac{\partial Q}{\partial \hat{\beta}} = \frac{\partial (y - X\hat{\beta})'(y - X\hat{\beta})}{\partial \hat{\beta}} = 0 \quad (4)$$

In this study, the dependent variable is the effect of ideological and political education (EIP). The independent variables include the variables related to the three dimensions of theoretical armament, practical nurturing and cultural leadership.

III. B. Research program design

III. B. 1) Study population and data sources

The main inquiry of this paper is the influence of Marxist philosophy on ideological and political education. For this purpose, the distribution of paper questionnaires was used to collect questionnaires from the current college students of University B. The questionnaires were distributed to the public. 320 questionnaires were distributed externally, and finally 300 valid questionnaires were collected, with a recovery rate of 93.75%, and the overall recovery of the questionnaires was good.

III. B. 2) Questionnaire design

The first part of the questionnaire is for the survey of the basic information of the questionnaire fillers, including the basic information of age, grade, gender, and specialty. The main purpose is to do a simple survey on the basic situation of college students to understand the distribution of the sample in terms of specialty, gender, etc., to ensure a balanced distribution of the sample. Reliability analysis of the questionnaire.

The second part of the questionnaire is to investigate the relevant variables under the three dimensions of Marxist philosophy in this paper. The questionnaire was designed to count the application of Marxist philosophy in ideological and political education in University B from six related variables, namely, the degree of dissemination of Marxist philosophy theories (DP), teaching methods (TM), participation in practical activities (PAP), the construction of practice bases (CPB), the construction of campus culture (CCC), and the degree of utilization of cultural resources (DCR), respectively. The questionnaire was designed using a five-level Likert scale, and the questions were all positively scored, and the scores were assigned 1, 2, 3, 4 and 5 according to the degree of agreement: "strongly disagree", "not very agree", "no opinion", "relatively agree" and "strongly agree".

III. B. 3) Methods of analyzing the questionnaire

The data of this study were analyzed using statistical software. The methods of analysis mainly include descriptive statistical analysis done on the basic information, questionnaire reliability and validity analysis, correlation analysis and regression analysis on the research hypotheses.

IV. Empirical analysis

IV. A. Descriptive statistics

IV. A. 1) Basic analysis of the sample

The basic statistics of the samples are shown in Table 1. Among the 300 samples studied, the number of male and female students accounted for 51.67% and 48.33% of the total number of students respectively. The gender composition of the sample is balanced. The research subjects are mainly university students, and the statistics on their academic qualifications show that freshmen and postgraduates both account for 17.67%. Sophomores, juniors and seniors accounted for 20.33%, 22.33% and 22.00% respectively, which is also in line with the current teaching arrangement of Civic and Political Education, where the ideological and political education classes are held more often among sophomores, juniors and seniors, and the students' experience is deeper and more reflective of the real ideas and attitudes. The distribution of majors in the sample is larger in science (26.33%), but since the ideological and political education classes in colleges and universities are aimed at college students of all majors and do not differentiate between majors, they do not have much influence on the measured results.

IV. A. 2) Descriptive statistics on the current state of application of Marxist philosophy

Measuring the current status of the application of Marxist philosophy from the six relevant variables under the three dimensions of theoretical armament, practical training and cultural leadership, the statistical results are shown in Figure 1. From the statistical results, it can be seen that the evaluation of the participation in practical activities in School B is better, with a mean value of 4.02 and a more centralized distribution.

Table 1: The basic analysis of the sample

	Basic situation	Number	Percentage
Gender	Male	155	51.67%
	Female	145	48.33%
Grade	Freshman	53	17.67%
	Sophomore	61	20.33%
	Junior	67	22.33%
	Senior	66	22.00%
	Graduate student	53	17.67%
Majors	Science	79	26.33%
	Engineering	73	24.33%
	Economic management	77	25.67%
	Humanistic art	71	23.67%

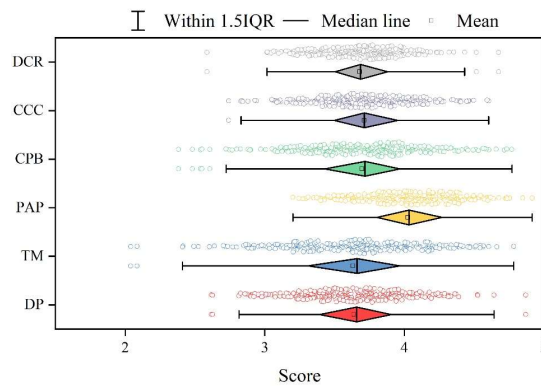


Figure 1: Statistics on the status of ideological and political education

IV. B. Reliability analysis

The data validity analysis of this paper is shown in Table 2. The consistency coefficient of the variable degree of dissemination of Marxist philosophical theories (DP) is 0.773, and the single factor loadings are all greater than 0.7. The consistency coefficients of the variables Teaching Method (TM), Practical Activity Participation (PAP), Construction of Practical Bases (CPB), Campus Culture Construction (CCC), and Degree of Utilization of Cultural Resources (DCR) are all above 0.8, and the single factor loadings are all greater than 0.6. The KMO value of all variables is 0.935, and the Bartlett's spherical test significance p-value is 0.000, indicating that the research data have good reliability and validity.

Table 2: Data validity test

Variable	Cronbach's Alpha	Single factor load	KMO	Bartlett's Test of Sphericity
DP	0.773	>0.7	0.935	0.000
TM	0.852	>0.6		
PAP	0.812	>0.7		
CPB	0.836	>0.8		
CCC	0.841	>0.7		
DCR	0.869	>0.7		

IV. C. Correlation analysis

The correlation test is shown in Figure 2. The correlation coefficients of the variables degree of dissemination of Marxist philosophical theories (DP) and teaching methods (TM) with ideological education are 0.059 and 0.063, respectively, and are significant at the 10% significance level. The correlation coefficients of the variables construction of practice bases (CPB), campus culture construction (CCC) and degree of utilization of cultural resources (DCR) are 0.077, 0.015 and 0.036, respectively, and are significant at the 5% significance level. The

correlation coefficient of the variable Practical Activity Participation (PAP) is 0.013 and is significant at 1% significance level. It indicates that there is a significant positive correlation between the application of Marxist philosophical theories and the effectiveness of Civic Education.

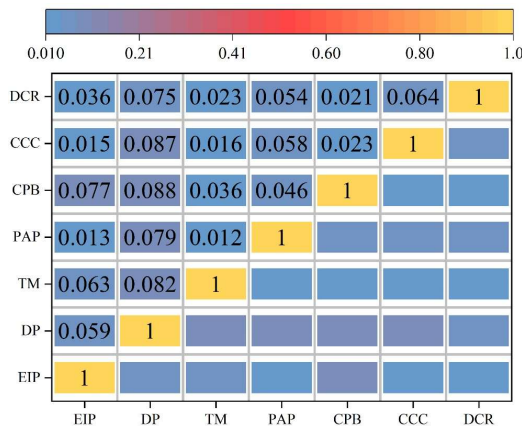


Figure 2: Correlation test

IV. D. Regression analysis

The results of the regression analysis are shown in Table 3. The regression coefficients of the six related variables, namely, the degree of dissemination of Marxist philosophical theories (DP), teaching methods (TM), participation in practical activities (PAP), the construction of practice bases (CPB), the construction of campus culture (CCC), and the degree of utilization of cultural resources (DCR), are 0.085, 0.126, 0.236, 0.125, 0.176, 0.106, respectively. The significance level P is 0.036, 0.042, 0.000, 0.023, 0.016, 0.027, respectively, indicating that each variable has a significant role in promoting ideological and political education, indicating that hypotheses H1~H6 are valid.

Table 3: Regression analysis

Variable	Unnormalized coefficient		Normalization factor	T	Sig.
	B	SE	Beta		
Constants	0.963	0.263	-	3.635	0.000
DP	0.085	0.055	0.092	6.321	0.036
TM	0.126	0.063	0.132	1.256	0.042
PAP	0.236	0.054	0.216	4.362	0.000
CPB	0.135	0.061	0.136	2.365	0.023
CCC	0.176	0.058	0.127	1.527	0.016
DCR	0.106	0.053	0.113	1.539	0.027

In summary, the regression equation can be expressed as:

$$y = 0.963 + 0.085DP + 0.126TM + 0.236PAP + 0.125CPB + 0.176CCC + 0.106DCR \tag{5}$$

V. Optimize the path

V. A. Transform value perception and emphasize the subject of education

Based on the Marxist philosophical view, the view of ideological and political education emphasizes the value education in the ideological and political education. Therefore, effective methods to improve the value of ideological and political education are proposed. First of all, ideological and political education should change values in the process of carrying out. With the formation of economic globalization, a variety of trends of thought have flooded into China, in which egoistic thinking, gold worship and other concepts, the value of students' values to cause a certain value impact, therefore, the ideological and political education in the process of carrying out, should pay attention to the guidance of the students' values, to help them form the correct values, to resist the foreign trends of thought. At the same time, in the process of ideological and political education, teachers should make clear the main position of students in teaching, so that in the process of teaching, pay attention to the classroom performance of students, and actively guide students to play their own initiative, independent learning. The improvement of

independent learning efficiency can make students easily understand the knowledge in ideological and political education, thus promoting their own development.

V. B. Enriching values and integrating practical education

In the process of improving the value of Civics education, it should be combined with Marxist philosophy to enrich its value content. In this process, teachers should play their own role and rationally arrange the course content. The curriculum content should not only be combined with teaching resources to enrich the teaching content, but should also play its own guiding role, understand the students' learning situation and learning ability before the class, and transform the theoretical knowledge of Civics and Politics, combined with the teaching resources, into the knowledge points in line with the cognitive ability of the students, deepen the students' impression of their learning, and then guide the students to form a correct value system. At the same time, when the Marxist philosophy is integrated into the Civic and Political Education, it should also be combined with the reality to carry out the educational work. Combine the content of Civics with the reality of life to increase students' sense of identity. Teachers should encourage students to test their own values through practice and promote their comprehensive development. And in the process of combining their own values with reality, students should deepen their impression of knowledge, and then learn Civics content better.

V. C. Innovative Educational Means and Improvement of the Evaluation System

In the process of improving the value of ideological and political education based on the Marxist philosophical view, teachers should strengthen the innovation of their own educational means. Rich educational means can stimulate students' interest in learning, prompting students to take the initiative to understand the ideological and political teaching content [28]. Therefore, in the process of ideological and political education, teachers combine the actual situation, establish the spirit of innovation, change their own educational means, in line with the actual learning situation, enhance the students' sense of immersion, and improve the students' learning efficiency. At the same time, ideological and political education should improve the evaluation system, in the assessment process, not only to assess the students' ideological and political achievements, but also to test the ideological values, and then help students form good values. Schools can use their own resources to create a good value atmosphere for students, regularly carry out ideological and political education activities, and guide students to independently learn the knowledge of ideology and politics.

VI. Conclusion

This study proposes six relevant hypotheses on the mechanism of the role of Marxist philosophy on ideological and political education from the three dimensions of theoretical armament, practical nurturing and cultural leadership, and analyzes them using multiple regression analysis. Taking 300 college students enrolled in University B as the research object, the current status of the application of Marxist philosophy in the university was collected from the six relevant variables, namely, the degree of dissemination of Marxist philosophy theory, teaching methods, participation in practical activities, the construction of practice bases, the construction of campus culture and the degree of utilization of cultural resources. The KMO value of all variables was tested to be 0.935, and the Bartlett's spherical test significance p-value was 0.000, with good reliability and validity. The application of Marxist philosophy theory is significantly positively correlated with the effect of ideological and political education, and has a significant role in promoting ideological and political education, which verifies the hypotheses H1~H6. This study confirms that Marxist philosophy has a systematic impact on ideological and political education through a triple mechanism, and the model is finally expressed in the form of $y = 0.963 + 0.085DP + 0.126TM + 0.236PAP + 0.125CPB + 0.176CCC + 0.106DCR$. In order to enhance the efficacy of the role of Marxist philosophy, it is necessary to pay attention to the theme of education, combining practical education, and optimizing the evaluation system.

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