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## A Study on the Pathways for Cultivating College Students' Psychological Quality from the Perspective of Ideological and Political Education in Higher Education Institutions

Ying Zhou\*

Baoding Vocational and Technical College, Baoding 071000, China.

\*Corresponding author: Ying Zhou, willing\_61@qq.com.

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**Abstract:** College students are currently at a critical stage in their development, where their worldview, values, and psychological quality are evolving simultaneously. Psychological quality has become an indispensable component of the talent cultivation system in higher education institutions. As the scope of ideological and political education continues to expand, integrating psychological quality education into the ideological and political work system has become one of the key pathways to achieving the goal of “all-round education.” This paper adopts a perspective of ideological and political education, combines questionnaire survey data, and systematically analyzes the current status and primary issues of psychological quality among college students in Baoding City’s higher vocational colleges. It explores the theoretical foundation and policy support for the integration of psychological education and ideological and political education, and proposes practical pathways for integrated education from dimensions such as educational philosophy, curriculum content, teaching mechanisms, and faculty development. The study aims to provide theoretical support and practical references for higher education institutions to enhance college students’ psychological literacy and strengthen the effectiveness of ideological and political education.



**Keywords:** ideological and political education; psychological quality; college students; integrated education; higher vocational colleges

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## **1. Introduction**

In the context of the new era, higher education institutions are not only responsible for imparting knowledge and skills, but also bear the fundamental task of cultivating virtue and nurturing talent. Psychological well-being serves as a key indicator of college students' overall quality and is closely linked to their ideological and political literacy. In recent years, psychological issues among college students, such as anxiety, depression, and escapism, have garnered significant societal attention. Higher education institutions urgently need to integrate ideological and political education with psychological well-being education to achieve collaborative and innovative approaches to education. This paper aims to explore effective pathways for cultivating college students' psychological well-being from the perspective of ideological and political education.

## **2. Methods**

This study primarily employs a combination of literature analysis, current status surveys, and case analysis methods. First, by reviewing and analyzing relevant theories and policy documents on ideological and political education and psychological quality cultivation in higher education institutions both domestically and internationally, the theoretical foundation and background of this study were clarified, providing a solid theoretical basis for constructing an integrated pathway for ideological and political education and psychological quality cultivation. Second, through actual surveys, methods such as questionnaire surveys were used to understand the current implementation status and existing issues of psychological quality education for college students. Based on real data, the current status and challenges of the integration of psychological education and ideological and political education in higher education institutions were analyzed, enhancing the empirical and targeted nature of the research. Finally, by selecting specific universities' practical



experiences for case analysis, we deeply examined their specific approaches and achievements in integrating psychological quality education with ideological and political education, effectively validating the feasibility and practical application value of the theoretical framework. The organic combination of these three methods ensured the systematic and scientific nature of the research.

### **3. Current Status and Challenges of Psychological Well-being**

#### **Education for College Students**

##### **(1) The Current Status of Psychological Quality Education**

Currently, with the continuous updating of educational concepts in higher education institutions, psychological quality education has gradually gained attention in Chinese universities. Most universities have established mental health courses, established counseling centers and mental health education offices, and appointed professional psychological educators. Additionally, universities widely organize psychological lectures, group counseling, psychological plays, quality enhancement activities, and “May 25 Mental Health Day” events to foster a campus atmosphere that prioritizes mental health. At the institutional level, many universities have established a psychological crisis warning mechanism, and some have included mental health in comprehensive quality evaluation and growth records, initially constructing a psychological education system that combines course teaching, consulting services, activity development, and warning intervention.

However, mental health education still faces numerous challenges in practice. First, mental health courses generally lack systematic structure and specificity, often remaining at the level of knowledge dissemination and failing to deeply align with student needs; course content tends to be theoretical with limited practical application, and teaching methods are monotonous, affecting student engagement and learning outcomes. Second, mental health counseling resources are unevenly distributed, particularly in local universities, where there is a shortage of teachers and varying levels of professional expertise, making it difficult to meet student needs. Additionally, counseling services have low utilization rates, as many students avoid seeking help due to privacy concerns or ideological biases. Furthermore, psychological education is poorly integrated with ideological and political education, student management, and



other educational components, resulting in scattered resources and insufficient coordination, which hinders the formation of a cohesive effort. Overall, while higher education institutions have begun to establish psychological education systems, there is still a need for continuous optimization in areas such as course content, resource allocation, and mechanism coordination to promote students' psychological growth and comprehensive development.

## **(2) Major Issues**

Higher education institutions currently face multiple challenges in advancing mental health education for college students. First, mental health education accounts for a low proportion of the curriculum, often existing as elective courses or specialized lectures, lacking systematicity and practical effectiveness, leading to superficial and formalistic educational approaches that fail to deeply influence students' psychological cognition and behavior. Second, there is a significant disconnect between mental health education and ideological and political education, despite shared objectives. Mental health education focuses on technical training and problem-solving, while ideological and political education emphasizes value guidance, with insufficient coordination between the two. Additionally, student engagement is low, as many students are reluctant to seek help due to limited awareness and societal cultural biases, thereby limiting the effectiveness of education. Finally, there is a shortage of mental health educators, making it difficult to meet student needs; while ideological and political educators are skilled in value guidance, they lack psychological knowledge, making it challenging to effectively identify and intervene in mental health issues. Overall, mental health education in higher education institutions still requires deeper integration in terms of philosophy, mechanisms, and resource allocation to promote the coordinated development of educational work.

## **4. Theoretical Basis for the Integration of Ideological and Political Education and Psychological Education**

Ideological and political education and psychological education share highly consistent objectives, both centered on the principles of “people-oriented” and “cultivating virtue and nurturing talent.” Ideological and political education aims to cultivate well-rounded socialist builders with both moral integrity and talent, while



psychological education focuses on students' mental health and personality development. The two are naturally complementary. Mental health requires proper guidance in terms of worldview and values, while the stability of values also depends on psychological resilience, with the two mutually reinforcing each other. Ideological and political education provides a spiritual foundation, while psychological education assists in emotional management and behavioral adjustment, jointly promoting students' comprehensive development. At the policy level, documents such as "Opinions on Deepening Educational and Teaching Reforms to Comprehensively Improve the Quality of Compulsory Education" and "Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions" explicitly integrate mental health education into the entire process of ideological and political education, promoting the construction of a comprehensive education system involving all members, throughout the entire process, and across all dimensions, thereby providing a solid foundation for their integration.

## **5. Research Design and Empirical Analysis**

### **(1) Research Objectives and Sample Description**

To further explore the practical foundation and implementation outcomes of the integration of ideological and political education with psychological education, this study conducted a questionnaire survey among three higher vocational colleges in Baoding City. The survey participants were current higher vocational students from different grades and majors. Through the questionnaire, the study aimed to understand students' psychological states, their acceptance of ideological and political courses, as well as their attitudes and expectations toward the integrated psychological-ideological education model.

A total of 120 questionnaires were distributed, with 100 valid responses collected, resulting in an effective response rate of 83.3%. Among the respondents, 52% were male and 48% were female; 41% were first-year students, 35% were second-year students, and 24% were third-year students.

### **(2) Questionnaire Structure and Content**

The questionnaire consisted of 22 questions, covering the following four dimensions:



1. Basic Information Dimension (5 questions): Including gender, grade level, major category (humanities/science and engineering/medicine/arts), whether the student is a class officer, and whether the student has experience with psychological counseling.

2. Psychological Quality Self-Assessment Dimension (6 questions): This dimension assesses students' emotional regulation abilities, stress resilience, confidence in interpersonal relationships, frequency of psychological distress (e.g., anxiety, insomnia), and self-evaluation, using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

3. Perception and Attitude Toward Ideological and Political Education Dimension (5 questions): Measures students' interest in ideological and political theory courses, value recognition, sense of relevance to reality, and willingness to participate.

4. Cognitive and Expectational Dimension of Psychological and Ideological Integration (6 questions): Includes whether students perceive the existence of integrated teaching, whether they support integrated teaching, and preferred forms of integration (e.g., course integration, scenario simulation, psychological lectures, peer guidance), etc.

### (3) Data Analysis and Key Findings

1. Most students have acceptable psychological states, but feelings of stress are widespread

Survey results show that 68% of students believe they have a certain level of emotional control, but 56% of students reported "often feeling anxious or mentally tense," with third-year students experiencing the most stress due to factors such as internships and employment.

2. Confusion over the "disconnect between theory and reality" in ideological and political courses

Only 22% of students expressed "strong liking" for the current teaching methods of ideological and political education courses, while nearly 48% felt the course content was "irrelevant to their personal lives," indicating a certain degree of cognitive indifference and participation fatigue.

3. The integration of psychological and ideological and political education is widely welcomed



When asked whether they support integrating psychological education into ideological and political education classrooms, a staggering 87% of students chose “support” or “strongly support.” The most popular integration method is “incorporating psychological case studies or scenario discussions into ideological and political education classrooms” (71%), followed by “combining thematic lectures with group counseling” (64%).

## **6. Exploring Pathways for Cultivating College Students’ Psychological Well-being within the Context of Ideological and Political Education in Higher Education**

In the context of ideological and political education in higher education, advancing college students’ psychological well-being requires breaking traditional models and integrating psychological education with ideological instruction. Institutions should embed mental health education into ideological and moral education systems, achieving coordinated goals and content. Curriculum should include psychological case studies and simulations to enhance emotional cognition and value judgment. Courses like “Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era” can integrate topics such as belief, self-regulation, and stress management.

Faculty development should focus on enhancing the psychological literacy of ideological and political educators and establishing dual-mentor teams for comprehensive student support. Innovative teaching methods—like themed class meetings, psychological dramas, and scenario debates—should replace traditional lectures. New media platforms should host “ideological and psychological” content to broaden outreach. Evaluation systems should include psychological metrics, growth records, and incentive mechanisms.

Technological innovation is key: a “Smart Psychological Ideological and Political Education Platform” using AI and big data can monitor psychological trends, predict behaviors, and provide personalized interventions. Project-based learning can integrate mental health with academic and social development. Immersive VR and simulation experiences can present psychological dilemmas to foster self-regulation and value recognition.



Finally, a peer-and-teacher co-education model and collaboration with external resources can build a broad support network. This integrated, smart, and experiential approach ensures comprehensive mental health and ideological development, promoting holistic education.

## **7. Conclusion**

The improvement of college students' psychological qualities not only relates to the development of individual students but also to the future talent reserves of the nation. Incorporating psychological quality education into the ideological and political education system is not only a breakthrough and innovation in traditional educational models but also an intrinsic requirement of the new era's strategy for cultivating virtue and nurturing talent. In the future, universities should continue to deepen integration mechanisms, enhance educational coordination and systemization, and promote the comprehensive healthy development of students' physical and mental well-being.

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