

# The Relationship between Ideological and Political Education and Students' Social Responsibility

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## Abstract

The purpose of this study is to identify the relationship between ideological and political education and students' social responsibility. Methodologically, the study involves 76 first-year Chinese undergraduate students who received ideological and political education. The study offers a theoretical substantiation of the features of students' formation of social responsibility in the process of ideological and political education. This allows for an expansion of the understanding of the formation of an individual's "I" in the process of socialisation. The practical significance of the research results is derived from their potential application to enhance the effectiveness of ideological and political education and to develop students' social responsibility in the context of the digitalisation of the educational process, considering both personal and institutional factors within the Chinese educational system. In addition, the obtained research results can be used to harmonise the "I" concept of the individual in its interaction with the social environment. The implications underscore the correlation between students' ideological and political education and their social responsibility and highlight the importance of ideological and political education in fostering personal social responsibility development and forming socially responsible attitudes towards academic pursuits and future professional activities.

**Keywords:** educational process; ideological and political education; self-awareness; social responsibility; students



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## Introduction

A distinctive feature of higher education in the current stage of development is the emphasis on ideological and political education. The importance of ideological and political education, and the responsibility of universities for the ideological and political upbringing of students, is underscored by the directives of the 19th National Congress of the Communist Party of China, necessitating reforms in the educational system to enhance methods and approaches to teaching (Jia 2019). In Chinese universities, ideological and political education constitutes an institutionalised system aimed at fostering patriotism as a corresponding ideological perspective (Liu, Xiantong, and Starkey 2023).

The ideological and political education methods in Chinese educational institutions are based on a Marxist methodological approach and the development of ideas within the theoretical framework of socialism, considering contemporary specifics (Han 2023). The theoretical and practical achievements of Chinese ideological and political education are human-centred and rely on the development of progressive educational technologies (Han 2023). Modern mobile technologies provide new opportunities for ideological and political education, which in China is associated with developing a socialist society.

Human behaviour in society is closely linked to social responsibility (Severino-González et al. 2020). Social responsibility is defined as a moral and value-based stable personal formation, which includes a strategy of conscious social behaviour and fulfilling social roles in accordance with societal values and norms, as well as readiness to be accountable for the outcomes of one's actions. Social responsibility encompasses cognitive-informational, motivational-value, result-activity, and reflexive-prognostic components (Chen and Zhang 2024). It involves the implementation of social initiatives in fulfilling various civic, professional, familial, societal, and personal duties at individual, group, and societal levels, considering accepted social goals and responsibility to society (Barablina and Mehrishvili 2012; Danilenko and Xu 2018; Magomedov and Bilalov 2023).

Recognising the importance of enhancing students' social responsibility concerning the consideration of social needs and requirements, civic engagement, and participation in political decision-making underscores the significance of developing corresponding educational programmes that teach students to engage, orient, anticipate, conduct, and undertake actions (Hwang et al. 2023). Systemic approaches to education contribute to the development of students' social responsibility (Hwang et al. 2023; Zhang 2024). Recently, researchers from various countries have been drawn to the issue of students' social responsibility and the impact of education on corporate social responsibility (Ouyang et al. 2024; Ugwuozor 2020). Education in social responsibility contributes to the formation of key competencies necessary for the competitiveness of graduates in the conditions of the global labour market in the era of the Fourth Industrial Revolution and the successful self-realisation of the individual. This emphasises the relevance of this

study not only for China but also for other countries experiencing a crisis of social education and striving to humanise the relations between humans and society based on the formation of the personal identity of the individual in a multicultural educational environment and the development of the individual's ability to independently and responsibly perform social roles as a bearer and creator of social relations (Ivanov 2008).

*The scientific novelty of this study* lies in the theoretical substantiation of the features of students' formation of social responsibility in the process of ideological and political education. This allows the article to expand the understanding of the formation of an individual's "I" in the process of socialisation.

*The practical significance of the research results* is derived from their potential application to enhance the effectiveness of ideological and political education and to develop students' social responsibility in the context of the digitalisation of the educational process, considering both personal and institutional factors within the Chinese educational system. In addition, the obtained research results can be used to harmonise the "I" concept of the individual in its interaction with the social environment.

## Literature Review

### **The Significance of Ideological and Political Education in China at Present**

The ontological conceptual foundation of Chinese higher education significantly differs from the Western educational model (Zhu and Li 2018). An essential characteristic of higher education in China is its integration with traditional Chinese culture and contemporary Chinese politics (Zhu and Li 2018). The formation of students' ideological and political views is influenced by social changes and the dynamics of political dialogue among various ideologies and social forces, such as liberalism, conservatism, socialism, fascism, fundamentalism, nationalism, anarchism, environmental protection, the "green" movement, and identity politics (Ouyang et al. 2024; Vincent 2023).

Ideological and political education for students includes courses on political science, political ideology, political theory, comparative politics, international relations, and the history of political ideas (Vincent 2023). Ideological and political upbringing in universities impacts students' psychological well-being and ability to recognise emotions, reflecting emotional intelligence development (Pao and Yan 2024). Factors that positively influence students' social responsibility include their value orientations, family upbringing, education, and social vision, whereas an emphasis on economic vision has a negative impact (Rodríguez-Gómez et al. 2022).

Student social responsibility is examined within the context of corporate ethics and is influenced by a range of demographic and socio-economic factors (Ugwuozor 2020).

The formation of students' social responsibility is shaped by their value orientations and professional socialisation (Alfirević, Potočan, and Nedelko 2021; Ouyang et al. 2024). There is a noted growing demand among students for educational institutions to prioritise addressing ecological and social responsibilities (Alfirević, Potočan, and Nedelko 2021). Achieving economic prosperity and well-being is linked to the prosocial outcomes of education (Alfirević, Potočan, and Nedelko 2021).

Increasingly, companies prioritise issues of ethical and corporate responsibility (Rodríguez-Gómez et al. 2020). The rising demand for ethical and corporate responsibility underscores the necessity of integrating relevant courses into student education (Rodríguez-Gómez et al. 2020). Ideological and political education utilising social networks contributes to shaping students' social responsibility and altruistic orientation towards the well-being of others (Rodríguez-Gómez et al. 2020).

### **Features of the Digitisation of Ideological and Political Education**

The integration of internet technologies into the educational process contributes to expanding students' informational capabilities within the context of multicultural education, enabling the creation of a comprehensive and heterogeneous educational environment that enhances intercultural awareness and competence (Li 2025). Establishing a national educational system in China is a key goal in developing a national-level e-learning system (Feng 2023). The implementation of deep learning technology aims to construct an online system for ideological and political education (Feng 2023). Integrating deep analytical learning and internet technologies into the ideological and political online education system fosters its development and enhances its effectiveness (Feng 2023).

Internet technologies significantly influence students' education, ideological, and political training (Li 2025). Electronic educational platforms offer advantages over traditional ideological and political education, including situational awareness, immersion, engagement, and the ability to analyse large databases (Junfang, Xiaomin, and Yuguang 2024). Moreover, in ideological and political education, the motivational component is crucial, and electronic learning platforms contribute to its enhancement (Yang 2024).

In the Chinese education system, the management of students' learning-related daily issues is closely tied to the development of their ideological and political education (Zhang 2024). To manage ideological and political education in universities, a model of artificial intelligence (AI) combined with data intelligence technology can be employed to enhance the traditional algorithm for constructing the process of ideological and political education (Xia 2021).

## **The Interrelation between Ideological and Political Education and the Cultivation of Students' Social Responsibility**

Researchers argue that ideological and political education positively influences personal development and social responsibility among students (Yao 2024; Zhang 2021). A fundamental component of ideological and political courses in Chinese universities is moral education, which also constitutes an important element of contemporary Chinese Marxist educational theory and practice (Chen and Wang 2023). The curriculum of ideological and political institutions includes a course on developing logical thinking, considered a crucial competence in modern education linked to moral education (Chen and Wang 2023).

It is crucial to study the factors that motivate students towards socially responsible behaviour (Rodríguez-Gómez et al. 2020). The use of social networks is seen by some researchers as a promising direction for conveying emotions and values that foster students' social responsibility and awareness of a company's role as a catalyst for social change (Rodríguez-Gómez et al. 2020; Yuan, Chen, and Zheng 2024).

The concept of students' social responsibility orientations can be conceptually divided into personal and professional dimensions, manifesting at micro and macro levels (Schiff et al. 2021). The formation of students' social responsibility orientations depends on influences from parents, interactions within the educational and social environment, religious views, value orientations, and understanding of their future professional activities (Schiff et al. 2021). Therefore, the development of professional social responsibility and the cultivation of prosocial relationships among students depend on both individual and institutional influences (Schiff et al. 2021).

Researchers identify personal values such as religion, political ideology, academic field of study, and volunteerism as predictors of corporate social responsibility among students, shaping their ethical orientation (Galvão et al. 2019). The level of students' social responsibility is also linked to their cognitive characteristics (He 2022). Student qualities associated with social responsibility include demonstrating empathy, aiding friends, promoting civic engagement, participating in public events and social initiatives, and contributing resources to social needs (Kholidah 2022). The development of social responsibility positively influences the construction of social relationships, underscoring the importance of integrating the concept into educational programmes to foster ethical and spiritual values among youth, thereby addressing contemporary societal challenges (Kholidah 2022). Therefore, universities play a crucial role in advancing ideological and political education by guiding students towards forming life perspectives and moral values, and nurturing their ethical qualities and social responsibility (Gao 2023).

## **The Role of Universities in Shaping Students' Social Responsibility**

Universities play a pivotal role in disseminating and practically applying knowledge in the realm of social responsibility (Kieźel, Piotrowski, and Wiechoczek 2021). Political and strategic discussions regarding the transformation of modern higher education focus on debating the issue of university social responsibility and enhancing students' social responsibility (Coelho and Menezes 2022). University initiatives concerning social responsibility are integrated into their social policies and influence all participants in the educational process (Ali et al. 2021). The social responsibility of universities differs from corporate social responsibility, as the direction and nature of educational activities fundamentally differ from those of business organisations (Ali et al. 2021). The role of universities in social responsibility is considered within the context of sustainable development goals (Symaco and Tee 2019). Corporate social responsibility strategies underscore the leading role of universities in shaping ethical behaviour and students' social responsibility (Rodríguez-Gómez et al. 2022).

A range of international documents, declarations, and agreements that frame the concept of university social responsibility through its socio-philosophical awareness support the dissemination of university social responsibility principles on a global scale (Tryma and Chervona 2022). Researchers examine the role of students in the structure of university social responsibility from two perspectives: the university's responsibility towards students and the responsibility of students themselves, who constitute part of the university community (Tryma and Chervona 2022).

Researchers identify the following components within the structure of students' social responsibility: cognitive-informational (social awareness, knowledge of basic socially acceptable strategies of role behaviour and their norms); motivational-value (prosocial orientation manifested in altruistic motives, prosocial values and orientations, recognition of social responsibility); reflexive-prognostic (social autonomy demonstrated in the ability for independent activity, orientation towards one's knowledge and beliefs, and empathy); and resultative-activity (social activity, ability to show initiative and engage in socially beneficial activities within and beyond the educational environment of the university, ability to take on additional responsibilities) components (Doneva 2014). The degree of formation of a student's social responsibility is determined by their behaviour during the learning process (Doneva 2014; Latif et al. 2024).

### **Problem Statement**

Globalisation processes are associated with crisis situations that arise at the international level across all social spheres, impacting sectors such as the economy, healthcare, and education, thereby necessitating an increase in the social responsibility of the population (Martínez-Valdivia, Pegalajar-Palomino, and Burgos-García 2020). Education aimed at developing students' social responsibility is considered foundational to achieving social justice and ensuring citizen well-being (Martínez-Valdivia, Pegalajar-Palomino, and

Burgos-García 2020). Social responsibility is viewed as a key competency formed within the university environment through education, aimed at enhancing students' capacity for emotionally responsible behaviour amidst dynamic changes occurring in contemporary society (Martínez-Valdivia, Pegalajar-Palomino, and Burgos-García 2020). Social responsibility is regarded as a crucial element contributing to the development of a healthy and harmonious society (Kholidah 2022). Therefore, fostering and maintaining a high level of social responsibility among university students is an important goal of the educational process (Kholidah 2022).

Ideological and political education is an integral part of higher education aimed at nurturing students' worldview positions, shaping their outlook on life and value orientations, enhancing ideological and moral standards, and fostering a sense of social responsibility and civic consciousness (Yao 2024). The literature emphasises the role of personal and institutional factors in shaping students' social responsibility (Ali et al. 2021; Coelho and Menezes 2022; Schiff et al. 2021; Tryma and Chervona 2022). However, the relationship between ideological and political education and students' social responsibility remains inadequately explored, which motivated the rationale for this study.

## **Research Objective**

The purpose of this study is to identify the relationship between ideological and political education and students' social responsibility.

Research Objectives:

- To conduct a theoretical analysis of the transformation of ideological and political education based on digital technologies and its correlation with the formation of students' social responsibility.
- To conduct empirical research aimed at studying the role of personal and institutional factors in the development of students' social responsibility during their ideological and political education.
- To establish the relationship between the level of ideological and political education of students and the development of their social responsibility.

## **Methods and Materials**

### **Study Design**

The study was designed using a step-by-step approach. In the first stage, the relevance of the research topic was determined, a theoretical and analytical review of scientific literature sources on the relationship between ideological and political education and social responsibility was conducted, and the goals and objectives of the study were formulated. In the second stage, a sample of respondents was formed, and valid research

methods were selected. The third stage included an empirical study of the dynamics of students' social responsibility in the process of ideological and political education, followed by an analysis of the results obtained. At the fourth and final stage of the study, conclusions were drawn, and the study was completed for presentation.

## Sample

The respondent sample was formed through simple randomisation of undergraduate students at Chinese universities receiving ideological and political education. The study included 76 freshmen (average age 18.7 years), comprising 45 males and 31 females. The research procedure involved examining the dynamics of students' social responsibility during the acquisition of ideological and political education. To achieve this, psychodiagnostic testing was conducted at the beginning and end of the academic semester to assess the level of social responsibility.

## Methods

The study utilised V.P. Pryadein's methodology, "Responsibility as a Systemic Quality of Personality" (Kryvosheeva 2006). This method consists of a questionnaire comprising 70 statements, with responses evaluated on a 7-point scale: "Definitely no"—1 point; "No"—2 points; "Often no"—3 points; "It depends"—4 points; "Yes"—6 points; "Definitely yes"—7 points. Participants were given 20 minutes to complete the task. The assessment focused on the following indicators of social responsibility:

1. Dynamic ergicity (characterises behavioural activity, ability to perform difficult and responsible tasks independently).
2. Dynamic anergicity (indecisiveness, non-obligation, avoidance of difficult tasks, low tolerance to interference, behavioural passivity).
3. Socio-centric motivation (socially significant motivation, expressed in performing responsible tasks due to a sense of duty, desire for social interaction, and prioritisation of public interests over personal ones).
4. Egocentric motivation (personally significant motivation, desire to attract attention during the implementation of responsible tasks, seeking approval and rewards, avoiding personal complications or potential punishment).
5. Cognitive meaningfulness (the essence of responsibility).
6. Cognitive awareness (superficial understanding of responsibility, consideration of only one aspect).
7. Subject-oriented resultivity (an indicator of selflessness and conscientiousness).



8. Subjective resultivity (an indicator of completing tasks related to personal well-being, self-realisation, and personal development).
9. Emotional sthenicity (positive emotions associated with performing responsible tasks).
10. Emotional asthenicity (negative emotions when performing necessary work and failing in responsible tasks).
11. Regulatory internality (ability to take responsibility).
12. Regulatory externality (shifting responsibility to others and circumstances).
13. Difficulties.
14. Sincerity.

A total score ranging from 25 to 35 indicates a pronounced characteristic of responsibility; 16–24 points suggest a neutral result, the situational manifestation of responsibility; 5–15 points indicate the subject's lack of responsibility and irresponsibility.

The “Methodology for Determining Students’ Social Responsibility” (developed by V.L. Marishchuk) (Gulevskaya and Maksimov 2012) was also employed, consisting of 11 scales:

Conviction in the necessity of social responsibility for decision-making.

Attitude towards public activities.

Public activity.

Awareness of social responsibility for a future profession.

Attitude towards future profession.

Attitude towards education.

Participation in scientific activities.

Attitude towards work.

Moral self-awareness.

Attitude towards peers.

Community service.

Each scale offers five response options, evaluated on a 5-point scale ranging from 1 point (“very poor”) to 5 points (“excellent”). A total score for overall social responsibility exceeding 35 points indicates a high level of social responsibility; 25–34 points indicate an average level, and less than 25 points indicates a low level of social responsibility.

Both methodologies were adapted and validated for use in the Chinese context. Their reliability was deemed sufficient, as indicated by Cronbach's alpha coefficients ranging from 0.71 to 0.78.

The ideological and political education of the participating students followed the standard curriculum, which included the study of philosophical disciplines, party history, the fundamentals of Marxism, and other relevant subjects.

### **Statistical Processing**

Statistical processing involves the accumulation, analysis, and visualisation of research data using Microsoft Excel and Minitab software. Current calculations were conducted using the online calculator Social Science Statistics. Comparison of indicators and assessment of the study's reliability were performed using analysis of variance (ANOVA) and Cohen's *d* coefficient ( $\leq 0.2$  indicating a small effect, 0.5 a medium effect,  $\geq 0.8$  a large effect; a negative value indicates that the mean of Group 2 exceeds that of Group 1). The relationship between variables was assessed through Pearson's correlation coefficient calculations.

### **Ethical Issues**

During the study, all norms and requirements of bioethics outlined in the Helsinki Declaration and other international and national documents were adhered to. The research was conducted with the approval of the university's ethical committee. All participants provided written informed consent to participate in the study. Confidentiality of participants' personal information and anonymity of testing results were ensured throughout the study through special encryption of questionnaires.

### **Results**

To study the characteristics of social responsibility as a personal trait among the investigated students, the "Responsibility as a Systemic Quality of Personality" method was employed, and the results are presented in Table 1. Initial exploration revealed that indicators of social responsibility as a personal quality among students fell within the range of neutral values, indicating situational manifestations of responsibility. It was noted that there was a predominance of dynamic anergy—a quality reflecting indecision, low resistance to interference, and behavioural passivity among respondents, indicating their insufficient readiness to undertake complex tasks. Egocentric motivation, combined with cognitive awareness and subjective performance, suggested a superficial understanding of responsibility and an orientation towards satisfying personal needs, obtaining rewards, or avoiding punishment. The necessity to perform responsible tasks was primarily accompanied by negative emotions (asthenic emotional response) and externalisation of responsibility for outcomes onto others (external regulatory orientation).

**Table 1:** Results of the study on social responsibility of students as a systemic quality of personality over time (A—initial study, A1—follow-up study).

Scale	GPA		ANOVA ( <i>f-value</i> )	<i>p</i>	<i>d Cohen</i> ( <i>effect index</i> )	<i>size</i>
	A	A1				
1	15.57±1.14	23.60±2.02	516.72	0.00	-2.54	
2	22.14±0.87	17.22±1.16	2457.50	0.00	1.68	
3	16.13±4.22	24.10±1.91	119.02	0.00	-1.30	
4	19.78±6.71	19.31±5.70	1.84	0.25	0.04	
5	18.71±1.24	24.63±1.59	3023.76	0.00	-2.09	
6	23.50±1.51	16.82±3.97	73.66	0.00	1.22	
7	14.10±6.79	21.86±1.12	18.73	0.01	-0.98	
8	19.02±1.71	21.23±3.24	20.86	0.01	-0.45	
9	17.21±6.62	25.89±1.68	30.38	0.01	-1.05	
10	22.34±3.41	14.75±3.36	5062.39	0.00	1.12	
11	16.58±4.59	20.25±2.03	20.55	0.01	-0.55	
12	18.87±4.04	18.33±3.74	23.24	0.01	0.07	

Note: 1—Dynamic Ergicity; 2—Dynamic Energy; 3—Socio-centric Motivation; 4—Ego-centric Motivation; 5—Cognitive Meaningfulness; 6—Cognitive Awareness; 7—Object-oriented Effectiveness; 8—Subject-oriented Effectiveness; 9—Euthymic Emotionality; 10—Asthenic Emotionality; 11—Internal Regulatory; 12—External Regulatory; GPA—average score of the respondents' group

In the follow-up study conducted at the end of the academic semester during which students received ideological and political education, indicators of their social responsibility as a personal quality remained within moderate levels. However, the identified dynamics among the scales of the methodology indicated statistically significant and meaningful qualitative changes in the social responsibility of the respondents as a personal quality. There was noted a decrease in dynamic energy alongside an increase in dynamic ergicity, indicating an enhanced ability of the researched students to independently tackle complex tasks. Socio-centric motivation increased, suggesting a heightened awareness of duty and the increased importance of societal interests, while the level of ego-centric motivation remained essentially unchanged. Cognitive meaningfulness of social responsibility increased, reflecting a more conscientious approach to task completion. The ability of the researched students to self-criticise, act independently, and take responsibility during tasks became more pronounced, accompanied by a greater occurrence of positive emotions throughout the process. Thus, ideological and political education facilitated the development of social responsibility as a personal quality among students.

In Table 2 below, the results of the study on the level of students' social responsibility towards their studies and future profession during the receipt of ideological and political education are presented. As evident from this table, initially, the level of students' social responsibility was within moderate ranges. Following the completion of ideological and political education over the semester, a subsequent study was conducted, revealing

statistically significant and substantively meaningful positive dynamics in both the overall level of social responsibility, which shifted to high values, and the indicators across each scale of the methodology.

**Table 2:** Results of the study on the influence of ideological and political education on the level of students' social responsibility regarding academic and professional activities (A—initial study, A1—follow-up study)

Scale	GPA		ANOVA ( <i>f-value</i> )	<i>P</i>	<i>d Cohen</i> ( <i>effect index</i> )	<i>size</i>
	A	A1				
1	2.15±0.62	3.54±0.31	200.84	0.00	-1.49	
2	2.61±0.68	3.92±0.61	3432.20	0.00	-1.02	
3	2.29±0.14	3.58±0.53	104.11	0.00	-1.93	
4	2.17±0.95	3.63±1.02	3279.38	0.00	-0.74	
5	3.36±0.29	3.92±0.24	940.65	0.00	-1.06	
6	3.25±0.60	3.89±0.63	299.84	0.00	-0.53	
7	2.83±0.15	3.34±0.47	25.38	0.01	-0.82	
8	3.38±0.36	3.71±0.29	65.69	0.00	-0.51	
9	3.12±0.62	3.75±0.60	3053.08	0.00	-0.52	
10	3.25±0.61	3.58±0.59	440.92	0.00	-0.28	
11	3.17±1.05	3.83±0.27	7.14	0.06	-0.50	
12	31.58±6.07	40.69±5.56	3114.15	0.00	-0.78	

Note: 1—Conviction of the necessity of social responsibility in decision-making; 2—Attitude towards public activities; 3—Public activity; 4—Awareness of social responsibility for future profession; 5—Attitude towards future profession; 6—Attitude towards education; 7—Participation in scientific activities; 8—Attitude towards work; 9—Moral self-awareness; 10—Attitude towards peers; 11—Social activity; 12—Overall level of social responsibility; GPA—average score of the respondents' group

Students became significantly more attracted to public activities, and their social activity increased. Convictions about the necessity of social responsibility were formed, and awareness of social responsibility for their future profession and the societal importance of their future career emerged. Students began to show greater interest in various forms of academic activities and started participating in scientific conferences. They also acquired skills in independent work and learned to analyse their behaviour, indicating increased moral self-awareness. Increased participation in public events was coupled with improved interpersonal interactions with peers, demonstrating attentiveness and sensitivity towards them.

The results of determining the correlational relationship between students' social responsibility during ideological and political education and their personal social responsibility are presented in Table 3. As seen from this table, there is a strong positive correlation between the dynamics of students' social responsibility during ideological and political education and their social responsibility as a systemic quality of

personality, levels of socio-centric motivation, objective and subjective effectiveness, attitude towards work, interest in scientific activities, moral self-awareness, and attitude towards peers. A weaker correlation was found between students' social responsibility during ideological and political education and ego-centric motivation and external regulatory behaviour. At the same time, a negative correlation was identified between students' social responsibility during ideological and political education and aspects of personal social responsibility such as dynamic energy, cognitive awareness, and asthenic emotional responsiveness.

**Table 3:** Results of determining the correlation coefficient between indicators of students' social responsibility as a personal quality and the dynamics of their social responsibility during ideological and political education

II											
I	1	2	3	4	5	6	7	8	9	10	11
1	0.953	0.927	0.987	0.846	0.865	0.931	0.768	0.864	0.763	0.599	0.636
2	-	-	-	-	-	-	-	-	-	-	-
3	0.677	0.539	0.718	0.376	0.556	0.281	0.362	0.248	0.237	0.001	0.219
4	0.997	0.980	0.900	0.939	0.986	0.882	0.808	0.896	0.887	0.762	0.873
5	0.444	0.590	0.320	0.704	0.576	0.813	0.601	0.711	0.818	0.929	0.773
6	0.960	0.924	0.956	0.858	0.910	0.764	0.860	0.755	0.762	0.592	0.678
7	-	-	-	-	-	0.027	-	0.011	0.022	0.251	-
8	0.481	0.298	0.646	0.117	0.321	-	0.178	-	-	-	0.074
9	0.947	0.922	0.756	0.890	0.931	0.857	0.708	0.897	0.870	0.780	0.956
10	0.761	0.885	0.796	0.945	0.868	0.968	0.959	0.936	0.960	0.946	0.743
11	0.969	0.946	0.808	0.917	0.957	0.901	0.718	0.947	0.889	0.789	0.949
12	-	-	-	-	-	0.063	-	0.074	0.066	0.301	0.074
	0.421	0.260	0.502	0.107	0.264	-	0.221	-	-	-	-
	0.883	0.909	0.701	0.924	0.915	0.935	0.756	0.967	0.946	0.911	0.990
	0.404	0.559	0.291	0.679	0.543	0.793	0.590	0.801	0.797	0.917	0.736

Notes: I—Social responsibility as a systemic quality of personality (1—Dynamic ergicity; 2—Dynamic anergicity; 3—Socio-centric motivation; 4—Ego-centric motivation; 5—Cognitive meaningfulness; 6—Cognitive awareness; 7—Objective effectiveness; 8—Subjective effectiveness; 9—Positive emotional response; 10—Negative emotional response; 11—Internal regulatory orientation; 12—External regulatory orientation)

II—Social responsibility of students (1—Conviction in the necessity of social responsibility in decision-making; 2—Attitude towards public activities; 3—Public activity; 4—Awareness of social responsibility for future profession; 5—Attitude towards future profession; 6—Attitude towards education; 7—Participation in scientific activities; 8—Attitude towards work; 9—Moral self-awareness; 10—Attitude towards peers; 11—Community involvement)

## Discussion

The literature indicates that students' perceptions of social responsibility evolve (Howland et al. 2024). Indeed, this study identified statistically significant dynamics in both students' personal social responsibility and their responsibility towards education

and future careers, attributed to ideological and political education. Kieźel, Piotrowski, and Wiechoczek (2021) argue that students' perceptions of social responsibility tasks are influenced by socio-demographic and psychological characteristics, age, and year of study. In my research, the socio-demographic characteristics of the students were not considered due to the relatively small sample size that precluded statistical analysis on this factor. However, such an investigation is planned for future studies. Additionally, only first-year bachelor's students participated in this study, whereas the dynamics of social responsibility among senior undergraduate and graduate students are intended to be explored in future research. Regarding the psychological component of social responsibility, the study results confirmed the presence of a correlational relationship between students' social responsibility as a personal quality and their social responsibility towards education and future professional activities and the influence of ideological and political education on both aspects of social responsibility.

It is important to note that the implementation of social responsibility is linked to adhering to ethical principles in professional activities (Khalimova 2021). The results of this study have revealed an increase in students' moral self-awareness during ideological and political education, indicating the development of awareness of the ethical components of their future profession within the framework of ideological and political training. This supports the thesis that preparing socially responsible professionals in universities under contemporary socio-economic conditions should be oriented towards fostering independence, mobility, and competence in the sphere of social responsibility (Khalimova 2021).

The transformation of the education system implies an increase in students' self-directed learning, their activities in self-exploration, and interaction with learning partners, utilising networked educational platforms to facilitate the teaching of ideological and political courses (Lusi 2023). The development of networked interactions provides students with opportunities to access diverse information, influencing the formation of their worldviews and ideological orientations, which are manifested in corresponding behaviours (Li et al. 2023). This underscores the importance of enhancing the level of ideological and politically networked education within the specific content of instruction and conducting appropriate educational work (Li et al. 2023). However, despite the advantages of network technologies, their use in ideological and political education may have negative consequences associated with the openness and spread of the internet. Nevertheless, during student learning processes, indicators of social responsibility and adherence to digital ethics are observed to increase (Hwang et al. 2023). One such indicator of students' social responsibility is their voluntary participation in social projects (Hwang et al. 2023). The current study has noted an increase in student activity both in terms of academic and social activities, as well as participation in scientific events. Demonstrating an interest in science early in their education highlights the role of social responsibility in fostering innovative, creative thinking, which can be considered an important component of the educational process in developing professional competence during ideological and political education.

Corporate social responsibility is a critical criterion that defines students' sensitivity to social issues and influences decision-making regarding their professional activities. Corporate social responsibility impacts brand reputation, trustworthiness, fairness, and loyalty. Therefore, fostering students' social responsibility during university education is an important component in shaping professional competence (Rasoolimanesh et al. 2023). Consideration of the problem of ideological and political education of students in the context of their social education is of interest not only for China, where the priority of the education system is the orientation towards the formation of socially responsible builders of a socialist society, but also for other countries, in connection with the tasks of achieving successful self-realisation of the individual and competitiveness in the global labour market in the context of the Fourth Industrial Revolution.

The development of corporate social responsibility depends on age and gender aspects, ethno-cultural and personal value orientations, attitudes towards religion, and emotional resilience (Anand and Singh 2021). Students' perception of social responsibility is shaped by strategic and temporal aspects, compromise, and stakeholder involvement (Anand and Singh 2021). The problem of modern society on a global scale is the crisis of social education. Therefore, in many countries, there is a desire to humanise the relationship between humans and society based on the formation of the personal identity of the individual in a multicultural educational environment and the development of the individual's ability to independently and responsibly perform social roles as a bearer and creator of social relations (Ivanov 2008). The doctrine of social responsibility reflects a shift towards strategic perspectives and the prioritisation of ethical issues over profit maximisation (Anand and Singh 2021). Accordingly, the increase in communicative competence identified in the study, which manifested in improved relationships with peers and the development of altruistic tendencies, along with enhanced cognitive meaningfulness and socio-centric motivation, underscores the leading role of ideological and political education in developing professionally significant social responsibility among students, shaping their future professional value orientations.

## **Limitations**

The study had temporal constraints as it was conducted over a single academic semester. Sampling limitations also applied, with participants exclusively comprising first-year undergraduate students receiving ideological and political education, while senior undergraduate and postgraduate students did not participate in this study. The sample size did not allow for differentiation of respondents based on gender. However, the analysed sources in the scientific literature indicate the role of gender in shaping students' social responsibility (Ugwuozor 2020). This aspect will be explored in future research with a larger sample size. Additionally, exploring the role of cognitive factors and emotional intelligence in the manifestation of social responsibility is of interest (He 2022), which will also be a focus of future research directions.

## Conclusions

In the process of ideological and political education, statistically significant and substantial positive dynamics of social responsibility as a personal quality of students (an increase in the value of the indicator “Conviction of the need for social responsibility in decision-making” from  $2.15 \pm 0.62$  to  $3.54 \pm 0.31$  points,  $p < 0.05$ ) and their responsibility for educational and future professional activities (an increase in the value of the indicator “Awareness of social responsibility for the future profession” from  $2.17 \pm 0.95$  to  $3.63 \pm 1.02$  points,  $p < 0.05$ ) were revealed. A strong direct correlation ( $r_{xy} > 0.7$ ) was found between the dynamics of students’ social responsibility during ideological and political education and their social responsibility as a systemic quality of personality, level of socio-centric motivation, subject and object effectiveness, attitude towards work, interest in scientific activities, moral self-awareness, and relationship with peers. Additionally, a negative correlation was observed between students’ social responsibility during ideological and political education and certain indicators of personal social responsibility such as dynamic energy, cognitive awareness, and asthenic emotionality.

Statistically significant and meaningful dynamics have been noted in both the personal social responsibility of students and their social responsibility towards academic studies and future professions, attributable to ideological and political education. The increase in students’ moral self-awareness during ideological and political education signifies the development of awareness of the ethical components of future professional fields within the framework of such education, affirming the importance of preparing socially responsible professionals in contemporary universities.

Thus, a correlation has been established between students’ ideological and political education and their social responsibility, demonstrating the importance of ideological and political education in fostering personal social responsibility development and cultivating socially responsible attitudes towards academic studies and future professional activities. The obtained results can be used to improve the effectiveness of ideological and political education, to develop students’ social responsibility, and to harmonise the “I” concept of the individual in its interaction with the social environment, both in the Chinese educational system and in the educational systems of other countries.

## Future Research Prospects

Subsequent investigations are intended to focus on studying the development of social responsibility among senior undergraduate and postgraduate students, as well as the role of gender factors and emotional intelligence in shaping students’ social responsibility. Additionally, there is interest in conducting in-depth research on the influence of digitalisation in ideological and political education on students’ social responsibility.



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