THE FACTORS INFLUENCING THE EFFECTIVENESS OF THE INTEGRATION OF IDEOLOGICAL AND POLITICAL MANAGEMENT IN BASIC COMPUTER COURSES OF MEDICAL STUDENTS

CAIDA DUAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF MANAGEMENT IN MANAGEMENT SCIENCE
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
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Author	CaiDa DUAN
Major	Master of Management (Management Science)
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of the Requirements for the Master's Degree

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ABSTRACT

Yunnan Faculty of Medicine and Health is a well-known medical college in Kunming, China, which has long attached great importance to medical students' ideological and political education and management. In recent years, Yunnan Faculty of Medicine and Health college has actively promoted the construction of a large ideological and political classroom, embodied in integrating ideological and political management in the basic computer course. However, in the concrete implementation, it is restricted by multiple factors. This study, therefore, aims to investigate the impacts of the key factors, namely, demographic factors and school environment factors, on the effectiveness of integrating ideological and political management in basic computer courses for medical students. The results obtained from the study indicate that differences in Gender, Age, Educational Level, and Professionalism generate differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students. On the contrary, differences in college location, position held, and rewards obtained generate no differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students. The Multiple Linear Regression Analyses show that all aspects of the School Environment (Learning Motivation, Self-efficacy, Classroom Environment, Difficulty Expectations, and Perceived Usefulness) have influenced the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students.

Keywords: Ideological and Political Management, Computer Fundamentals, Yunnan Medical School

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When the paper was about to be completed, my emotions could not calm down; from the beginning of the project to the successful completion, how many respectable teachers, classmates, and friends have given me wordless help? Please understand my sincere gratitude! Thank you very much!

CaiDa DUAN

LIST OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURE

Figure **Page**

CHAPTER I
INTRODUCTION

1.1 Background and Statement of the Problems

The basic computer course is very important and key for medical students. Integrating ideological and political management in the basic course of computers is of great significance in improving the students' medical ethics. With the popularization of ideological and political ideas, it is necessary to integrate ideological and political management into basic computer courses.

From the current situation, although many medical schools or medical specialties in China have realized the necessity of integrating ideological and political management into basic computer courses, the effect is not ideal due to the lack of experience. In the actual implementation process, there are some problems, such as failure to develop the resources of ideological and political management in depth and lack of scientific and reasonable teaching design. Because of this, this paper will focus on analyzing ideological and political management in the computer basic course path of medical students through this study to help medical schools carry out high-quality ideological and political management work.

The integration of ideological and political management into teaching basic computer courses for medical students will be affected by many factors. Which factors are crucial in improving medical students' ideological and political education level of basic computer courses? This paper will focus on the key factors in the integration of ideological and political management into the primary computer courses of medical students, and at the same time, understand the mechanism of these key factors, theoretically construct the mechanism of influencing factors, and verify the role of these factors through empirical analysis.

From the perspective of the research scope of this paper, the research field belongs to ideological and political management teaching. The research object is to integrate ideological and political management into the basic computer course of S Medical School, and the research space is the city where S Medical School is located.

1.2 Research Questions

This paper focuses on the following issues:

1. How do demographic characteristics such as gender and age affect integrating basic computer courses and ideological and political management?

2. How do school environmental factors such as learning motivation, self-efficacy, classroom environment, and difficulty expectation affect the integration of ideological and political management of basic computer courses?

1.3 Research Objectives

The following goals should be achieved through the research of this paper: First, it is necessary to clarify the key influencing factors of the integration of ideological and political management into the basic computer courses of medical students, not only to find out these influencing factors but also to have a deep understanding of the role of these influencing factors.

The second is to have an in-depth understanding of integrating ideological and political management into the computer teaching of medical students in S Medical School. The main research case of this paper is integrating ideological and political management into basic computer courses at S Medical School, and the study of this case requires an in-depth understanding of its current situation.

The third is to put forward a scientific integration plan for the ideological and political management of S Medical School to integrate into the computer basic course.

1.4 Research Framework

Based on the above analysis, this paper can draw the following conceptual model:

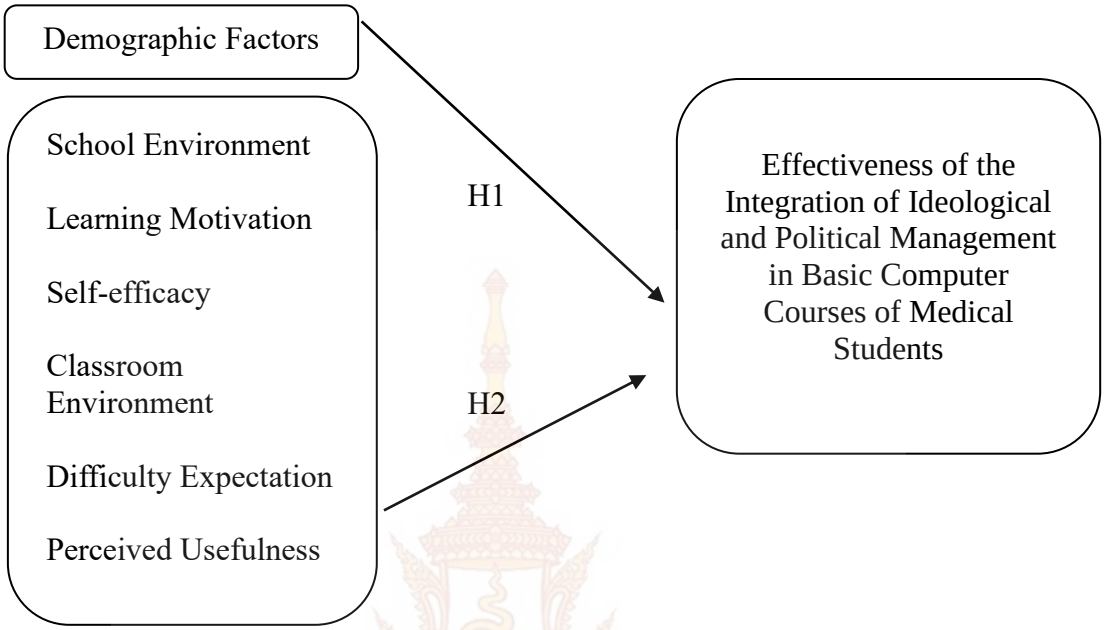

Figure 1.1 Conceptual Model

1.5 Research Hypotheses

After searching relevant literature and theoretical analysis, this paper puts forward the following research hypotheses:

H1： Differences in Demographic Factors generate differences in the Effectiveness of the Integration of Ideological and Political Management in Basic Computer Courses of Medical Students

H2: School Environment Influence on the Effectiveness of the Integration of Ideological and Political Management in Basic Computer Courses of Medical Students

1.6 Scope of the Research Study

This study's population is the nursing, imaging, and clinical medicine classes at S Medical College in Kunming. These people are interested in integrating

ideological and political management into basic computer courses in three majors. The sample size is 1,542 units based on the Two-stage Sampling Method. The first stage is the Stratified Sampling Method, and the second is the Convenient Sampling Method. The duration of the study is from 1 March – 31 October 2024.

1.7 Definition of Key Terms

1.7.1 Basic Computer Course

Basic computer courses in Chinese colleges and universities are positioned as public introductory courses, and the main purpose of learning basic computer courses is to let students master various computer operations. Understand the basic knowledge of computers, learn to use and maintain computer systems, retrieve network information promptly, and manage related data remotely. Master data processing and analysis skills and produce illustrated presentations. In the Internet era, computers are playing an increasingly important role in People's Daily life, and mastering computer-related skills is an inevitable requirement to adapt to the development requirements and improve their future social survival ability. The primary purpose of offering basic computer courses is to enable students to form a specific information awareness and information literacy, help them obtain the essential scientific qualities required by the information age, and at the same time, to stand at the forefront of the development of the information age and promote the development of information construction.

From the general goal of the computer basic course, we should take the employment as the orientation, take the students as the main body, and strive to set the students' vocational information ability and information survival ability. By taking basic computer courses, students should initially master the basic knowledge of information technology and understand the computer and network information processing process. At the same time, skilled in using the Windows operating system and Office applications to solve practical problems. One is proficient in understanding the basic knowledge of computer networks and the primary application of the internet to lay the foundation for subsequent courses. To learn this course, students should meet the basic requirements of information technology application skills for all kinds of professionals in today's society.

From the point of view of its sub-goals, there are vocational skill goals, theoretical knowledge goals, and vocational key ability goals. The goal of vocational skills is to enable students to master the most basic computer operation skills, master the essential operation of Windows, skilled use of Word word processing software to make charts, use PPT to make presentations, use IT browser to obtain necessary information, and use standard Internet services. From the perspective of theoretical knowledge objectives, students are required to master basic computer theoretical knowledge, understand the history of computer development, computer characteristics, applications, and classification, find information representation and coding in computers, understand computer hardware systems, software systems, and computer working principles, and master computer networks and their architecture. Understand basic knowledge of the Internet, HTML language, and web page production.

1.7.2 Content and Characteristics of Basic Computer Course for Medical Students

Basic computer courses for medical students include the relationship between computers and medicine, basic computer knowledge, Office applications, massive medical data management, computer network technology, multimedia technology, and medical applications. The part of computers and medicine is to understand the application of computers in medicine, clarify the main content of computational science and computational thinking, and look forward to the application of computers in future medicine. Basic knowledge of computers includes binary coding, international disease standard coding, computing, automation and computer systems, information representation, and data structure. Office applications include basic Word operation skills, PPT and application skills, Excel production, data input, format editing, formula insertion, medical data processing and analysis, and other content. Massive medical data management is a very necessary content. The reason for designing this part of the content is that medical students will inevitably be involved in medical data management in their daily work after graduation, so they need to master medical data management skills. This part includes the evolution of the computer data management model, relational database model, database and table design, data retrieval and presentation, and database updating.

Computer network knowledge is to introduce the basic knowledge of computer networks, master the basic network architecture, understand the basic principles and characteristics of the local area network, master the address of the network world, and have a basic understanding of the Internet and its application in medicine. Multimedia technology includes medical animation production, image editing and drawing, and picture PS skills. Using multimedia technology to learn to draw medical images is not only that, but one should also master how to design medical web design topics and make network examples.

The basic computer course for medical students has the following characteristics:

Knowledge learning + quality cultivation. As an introductory information course to be learned at the beginning of the semester, the medical computer basic course not only emphasizes knowledge and foundation in course design but also further emphasizes quality cultivation and skill requirements, thus laying the foundation for subsequent course learning, lifelong learning, and employment. This course prioritizes the development of information technology quality training. Through this course, students can acquire the ability to obtain information and solve practical problems using information technology, which will enable them to have the potential for sustainable development in the information society.

According to the traditional theory, basic computer courses are unsuitable for combining work with study. To better improve the information literacy of medical students, medical schools should break through the bondage of traditional thinking mode, encourage and guide students to participate in various part-time jobs and competitions, and, at the same time, combine it with socialization training and other content.

It is highly targeted and practical. In the teaching process of basic computer courses, to let society grasp the basic situation, the performance is usually organized through tasks and cases, and the actual cases will run through the whole teaching process. In addition, practical training will be enhanced by setting tasks with practical backgrounds so that students learn to focus.

1.7.3 Characteristics of Ideological and Political Management of Medical Students

Some scholars' ideological and political management aims to exert the ideological will and moral viewpoints of a certain class and corresponding interest groups on the educatees, thereby affecting their thoughts, behaviors, and psychology to interact with the educational management that serves the class and interest groups. From the perspective of the educated, some scholars believe that ideological and political management is an educational management activity that stimulates and gives full play to the subjectivity of the educated so that the psychological, moral, and ideological aspects of the educated can be improved. Based on synthesizing these two viewpoints, this paper holds that ideological and political education does not mean that one side imposes ideological and political education ideas on the other side, nor does the other side passively absorb ideological and political education theories. However, under the guidance of correct theories, they interact and influence each other to promote the all-round development of individuals based on meeting social development needs. Ideological and political management is that educators and educatees can start from the needs of society and their development, under the guidance of correct ideological, political, and moral theories, constantly adapt to and promote the development of others, and achieve all-round development based on continuous improvement of ideological, political, ideological and moral qualities.

From its essential meaning, ideological and political management aims to realize the unity of students' all-round development and individual social value. From an individual's point of view, consciously accepting ideological and political management can promote their moral level and enhance their political quality while obtaining spiritual care to achieve their comprehensive progress. From the perspective of social value, college students with high quality and correct value orientation should not only adapt to the requirements of social development but also promote social progress.

Compared with students of other majors, medical students' ideological and political management has its particularity, which is reflected in the following aspects:

Medical students are a special group in colleges and universities. For a long time, people have paid more attention to the medical students learning medical skills in

school but ignored their ideological and political management, which leads to their failure to establish a correct world outlook, outlook on life, and values promptly, and the lack of awe and sense of responsibility for the future career, which will be difficult to perform the responsibility as a medical staff. Medical students are usually exposed to medical-related content during school. Compared with students in comprehensive universities, humanistic knowledge is generally lacking. In order to make up for the deficiency, ideological and political management should be integrated throughout medical education so that more medical students can realize the importance of ideological and political management.

The learning content of medical students is associated with their whole lives, and most of the content of medical students in school is related to human health. Medical knowledge is complex and challenging, so they are under great pressure and have a heavy ideological burden. Therefore, medical students' ideological and political management should pay attention to this particularity, and education should be combined with their psychological conditions. In the learning process of medical students, professional ethics education is more important because after medical students participate in work, their words and deeds will have a direct impact on the health of patients, so it should become an essential part of ideological and political management to help them establish correct professional ethics.

The length of study and internship is longer. Compared with students in ordinary universities, medical students have a longer length of study and internship, four years for ordinary students and five years for medical students. In addition, from the perspective of practice, medical students also have their particularity. Medical students need to teach medical ethics before their clinical practice in the final year, and they also need to be assessed after the completion of the internship. The medical students' internship is more professional and special.

From the perspective of ideological and political management training objectives, compared with ordinary students, ideological and political management has higher requirements for the training objectives of medical students. Medical students are future soldiers who protect people's health, have close contact with them, and save patients, which is their primary responsibility, so ideological and political encouragement should train them to be medical workers with moral and technical

integrity. It is responsible for patients and society; after careful training, it must become an angel in white for the people's interests.

1.8 Benefits of Research

Through this study, we can further deepen people's understanding of medical students' ideological and political management and help researchers grasp the law of integrating ideological and political management into basic computer courses. Although learning motivation, self-efficacy, classroom environment, difficulty expectation, and perceived usefulness have always been of concern to people, few scholars have put specific opinions on integrating ideological and political management into basic computer courses for medical students. A detailed analysis from medical students' perspective will be more helpful in enriching medical students' ideological and political management theory.

From a practical point of view, this paper aims to find out the key factors that influence the integration of ideological and political management into the basic computer course of medical students and take effective measures from these key factors to improve the integration effect and better cultivate the sentiment and quality of medical students.

CHAPTER II
LITERATURE REVIEW

2.1 Related Theories

2.1.1 Demographic Factors

Demographic factors refer to the student's age, gender, and grade. The population factor is essential for integrating ideological and political management and basic computer courses. They can reflect on the students in the life stage, personalities, personal preferences, and other aspects of the difference. The pursuit of personalized value is the most significant feature of the post-00s college students. Unlike the post-80s' pursuit of material wealth and the post-90s' pursuit of freedom, the post-00s college students pursue personalized value. Thanks to the development of China's economy in the new century, post-00s college students have had relatively rich material lives during their growth. Therefore, in their life planning, they pay less attention to material things and more attention to individual emotional experience and value realization.

Thorndike (1920), an American psychologist, conducted investigations and experiments. He found that women are generally better than men in the ability of language expression and short-term memory. However, in spatial perception and observation reasoning, women are generally weaker than men. The American psychologists Maccoby and Jacklin (1974) reached the same conclusion through extensive experimental research. College students in different grades receive different levels of education and have different degrees of social cognition, so their thoughts and behaviors are different. However, they can still sum up specific characteristics of thoughts and behaviors. College students in the first year are distinctive, energetic, and curious about new things, so their thought and behavior characteristics are mainly manifested in active, independent, open, and unstable. Sophomore year: Because of deep understanding and familiarity with the social environment and professional knowledge, high school students' thinking and behavior are adaptability, calmness, and pride. Junior year: The students of Grade A college put more energy into their study and off-campus practice, so their thought and behavior characteristics are more present: active participation, courage to show, daring to think, and daring to do. Senior college

students' outlook on life, values, and world outlook are formed, and their ideas and psychological development are also important. They are mature, so their thinking and behavior characteristics are mainly reflected in broad vision, new ideas, new points of view, and sensitive responses.

2.1.2 Learning Motivation

Learning motivation refers to the motivation that stimulates and maintains students' learning behavior. Individual learning desire is called internal motivation, while all factors other than their own needs are called external motivation. Students with different learning motives will achieve different ideological and political teaching results. Zhou (2023) states that students with strong learning motives will achieve good results when integrating ideological and political management into basic computer courses. Luo Qin (2023) states that stimulating students' learning motivation is essential to enhancing ideological and political effects. Based on the above analysis, the following assumptions are made.

Learning motivation is a crucial factor in the learning process. It provides a goal for learning and motivates learners to keep learning. Different learning motivations have different effects on learning, so it is vital to understand the influence of learning motivation.

First, learning motivation can be divided into internal and external motivation. Internal motivation means that learners are interested in learning itself and get satisfaction from it. For example, a student interested in science will find satisfaction in exploring and mastering knowledge. Learners with this motivation are usually more engaged and patient, positively impacting their learning outcomes. In contrast, external motivation means that learners are motivated by external factors, such as getting praise, getting good grades, and finding a good job. Learners with this motivation may pay more attention to the external results of learning rather than the absolute mastery of knowledge. For example, they may cram to get good grades instead of truly understanding and mastering knowledge. In this case, learners' learning outcomes may be somewhat affected.

In addition, attention and perseverance are also key factors affecting learning. Highly motivated learners tend to be more focused and more likely to maintain perseverance, so they are more likely to persevere in the face of difficulties and

challenges. On the contrary, learners who lack motivation may be easily distracted and give up easily when encountering difficulties. Moreover, learning motivation also has an impact on learners' self-efficacy. Learners with strong motivation will be more confident that they can succeed and are more confident to face challenges and difficulties. This sense of self-efficacy can positively impact learning, making it easier for learners to persist and achieve better results.

2.1.3 Self-efficacy

It refers to people's confidence about whether they can use their skills to complete a job, and the expectation of the subsequent result and efficacy will affect personal self-efficacy. From the ideological and political education management perspective, self-efficacy refers to students' grasp of the effect of ideological and political education in basic computer courses. Suppose they believe they will improve their literacy and skills by integrating ideological and political education in basic computer courses. In that case, it means that their self-efficacy is high. Wen & Sha (2023) believe self-efficacy is closely related to the teaching effect. Students with a stronger sense of self-efficacy have greater achievements and are more likely to achieve teaching goals. Zhang (2023) believes that it is very important to integrate ideology and politics into information technology teaching to shape students' sense of self-efficacy, which is an important guarantee to improve the actual work effect.

First of all, self-efficacy has a significant impact on college students' learning motivation. When college students have a high sense of self-efficacy, they will be more confident in dealing with difficulties and challenges in learning. They believe in overcoming difficulties and becoming more proactive in their learning. Conversely, when college students have a low sense of self-efficacy about themselves, they may feel helpless and depressed and lack motivation to learn. Therefore, cultivating college students' self-efficacy is crucial to stimulating their learning motivation.

Secondly, self-efficacy also has an essential impact on college students' learning attitudes. College students with higher self-efficacy tend to be more optimistic about learning. They believe they can achieve good results so they will study harder. College students with low self-efficacy may lose confidence in learning and have a negative learning attitude. They may feel they cannot get good grades and become

resistant to studying. Therefore, improving college students' self-efficacy can help shape a positive learning attitude, thus promoting them to better engage in learning.

In addition, self-efficacy also has a direct impact on college students' academic performance. Studies have shown that college students with higher self-efficacy perform better academically. They believe in their ability to get good grades, so they work harder in their studies. College students with low self-efficacy may doubt their abilities, affecting their academic performance. Therefore, improving college students' self-efficacy can help improve their academic performance.

To sum up, self-efficacy has an essential impact on college students' learning. It can affect college students' learning motivation, learning attitude, and academic performance. Therefore, educators and parents should focus on cultivating college students' self-efficacy, providing support and encouragement, and helping them overcome learning difficulties to achieve better learning results.

2.1.4 Classroom Environment

It refers to all the factors that students encounter in the learning process. The classroom learning atmosphere, the overall environment of the computer room, and the arrangement and design of teaching tools in the information technology classroom will have an important impact on the effect of ideological and political management. Yang et al. (2023) state that whether the classroom environment is carefully designed significantly impacts the effect of ideological and political management. If teachers carefully set the teaching environment and pay attention to forming a good atmosphere, it will help to improve the teaching level. Chen et al. (2023) believe that teaching design includes teaching environment design, which forms a good classroom environment in ideological and political teaching and contributes to improving ideological and political effects.

The classroom environment plays a crucial role in learning. Whether in the classroom or at home, the quality of the classroom environment directly affects students' learning effect and learning experience. A good classroom environment can provide the right conditions and resources to promote students' motivation and enthusiasm while creating an atmosphere conducive to knowledge acquisition and skills improvement.

First of all, the classroom environment can affect the motivation and enthusiasm of students. A comfortable, quiet, and clean classroom environment can make students more focused on learning, reduce external interference, and improve learning efficiency. On the contrary, a cluttered, noisy environment will distract students and reduce the learning effect. In addition, a stimulating and positive classroom environment can stimulate students' enthusiasm and interest in learning and enhance their commitment and engagement. The interaction between teachers and students and cooperation and encouragement among classmates in the classroom environment can stimulate students' learning motivation and make them more willing to take the initiative to participate in learning.

Secondly, the classroom environment can provide appropriate conditions and resources to help students learn. A good classroom environment should be equipped with the necessary learning facilities and equipment, such as libraries, laboratories, and computers, to meet the learning needs of students. These resources can help students conduct more in-depth study and research to improve their learning level and ability. In addition, learning materials and teaching resources in the classroom environment are also an essential part of student learning. A wide variety of easily accessible learning resources can broaden students' knowledge, increase their interest in learning, and improve their learning results.

Finally, the classroom environment creates an atmosphere conducive to knowledge acquisition and skill improvement. A positive classroom environment that encourages exploration and innovation can stimulate students' learning potential, help them overcome learning difficulties, and improve their learning ability. Educators are responsible for creating the learning atmosphere in the classroom environment. Teachers can use flexible teaching methods and activities to create a challenging, interactive classroom environment that stimulates students' thinking and creativity. At the same time, the classroom environment's learning culture and learning atmosphere are also important factors for students to learn. A classroom environment focusing on learning attitudes and methods can help students develop good learning habits and ways to improve their learning results.

To sum up, the classroom environment plays an essential role in learning. A good classroom environment can provide the right conditions and resources to

promote students' motivation and enthusiasm while creating an atmosphere conducive to knowledge acquisition and skills improvement. Educators should pay attention to the construction and improvement of the classroom environment, provide students with a good classroom environment, and help them achieve high-quality learning experiences and outcomes.

2.1.5 Difficulty Expectation

Lenhard & Lenhard (2013) state that learning difficulties are an umbrella term for academic problems of different origins. It comprises general learning deficits and low academic performance, e.g., in the context of disabilities, as well as specific forms like reading, spelling, and arithmetic disorders. Consequently, many different denotations exist that try to differentiate between general and specific forms or point out the stability of the learning problem. Learning disability highlights general and long-lasting learning difficulties, often linked to special education. Learning disorder characterizes learning problems in a specific field that contrast the person's general aptitude. Apart from the classification in DSM-IV and ICD-10, there is no universally accepted terminology, and the connotations of the technical terms even vary within the same language (e.g., between Great Britain and the U.S.). There are genetic and neurobiological correlates and cognitive, motivational, affective, and socio-economic determinants of learning difficulties, some more easily modifiable (prior knowledge, motivation) than others (memory span, socio-economic background). The diagnosis and intervention have to address the individual problems of the affected person. However, the diagnostic distinction between general and specific learning problems is subject to substantial criticism. Educational policies vary considerably between different educational systems: While some countries practice segregating poor-performing children and teenagers, there is a strong trend towards inclusive education, especially since the UN Convention on the Rights of Persons with Disabilities.

Yan (2023) states that the influence of difficulty expectations on students' ideological and political learning is very obvious. When difficulty expectation is increased, students' learning enthusiasm will increase. On the contrary, their learning enthusiasm will decrease. Based on this, this paper proposes the following hypothesis:

First of all, the difficulty coefficient is closely related to the ability level of learners. For the same difficulty learning material, learners with higher ability may find

it easy, while learners with lower ability may find it difficult. This is because the difficulty coefficient is determined according to the average difficulty level, and each learner's ability and experience will be different. Therefore, even if the difficulty factor of the learning material is very high, if the learner has enough ability and experience, it will not be challenging to learn.

Secondly, the difficulty coefficient is also affected by the teaching style. Using vivid, interactive teaching methods and the same learning materials may help learners understand and master the material, thus reducing learning difficulty. However, if monotonous and boring teaching methods are adopted, learners may feel bored and confused, thus increasing the difficulty of learning. Therefore, even if the difficulty factor of learning material is low, learners may find it difficult if the teaching method is inappropriate.

In addition, the learning purpose also affects the relationship between difficulty coefficient and learning. Suppose the purpose of learning is clear, and learners know what knowledge and skills they need to master. In that case, they will be more motivated and confident to overcome difficulties, even if the difficulty factor of learning materials is high. If the purpose of learning is unclear, learners do not know why they want to learn this knowledge and skills. Then, even if the difficulty factor of learning materials is low, they may not stimulate the interest and motivation of learners.

To sum up, the difficulty factor is not the only criterion for measuring the difficulty of learning materials. We must consider many factors in learning, such as our ability and experience, teaching method, and learning purpose. At the same time, we should also pay attention to not relying too much on the difficulty coefficient to judge the difficulty of learning materials but choosing the appropriate learning materials and methods according to their actual situation.

2.1.6 Perceived Usefulness

Perceived usefulness refers to the subjective evaluation of users' actual value and utility when using a product or service. It plays an essential role in product design as it is a key factor affecting user satisfaction and loyalty. This paper will introduce the concept of perceived usefulness, the factors that influence it, and its application in product design.

It refers to the degree of convenience that people think applying a certain system can improve work efficiency. When people think using a certain system can significantly help improve work efficiency, its perceived usefulness is very strong. On the contrary, it is considered to have very low perceived usefulness. From the perspective of this thesis, the medical students' perception of the usefulness of integrating ideological and political management into basic computer courses is perceived usefulness. Cui & Wang (2023) believe that perceived usefulness not only affects students' learning motivation, self-efficacy, classroom environment, and difficulty expectation but also directly influences the effect of ideological and political education. Li (2023) believes that the learning motivation, self-efficacy, classroom environment, and difficulty expectations of students in ideological and political education impact perceived usefulness, and the strength of perceived usefulness will directly affect ideological and political education achievements. For this purpose, the following assumptions are made:

Based on the two hypotheses proposed above, this paper argues that learning motivation, self-efficacy, classroom environment, difficulty expectation, and perceived usefulness are essential in integrating ideological and political management into medical students' basic computer courses. The better learning motivation, self-efficacy, and classroom environment, the more positive the effect of integration between the two, and the higher the difficulty expectation of students, the worse the integration effect. Perceived usefulness will mediate medical students' cognition of ideology and politics and their integration effect.

2.1.7 The Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

Wang (2019) states that with the advent of the information age, the emerging media tools represented by the Internet have developed rapidly. The wide application of new media in the ideological and political work of colleges and universities has brought great convenience to the development of educational work and the reform of models. The new media tools, the continuous improvement of daily life, and the learning integration of college students make colleges and universities face enormous challenges while meeting the development opportunities in the Internet age. The combination of ideological and political education in colleges and universities and

the new media environment faces a double choice. Using modern scientific and technological means to improve the effectiveness of ideological and political education in the new media environment has great theoretical and practical significance.

2.2 Related Studies

2.2.1 Overview of Ideological and Political Management Research

Ideological and political management is a unique educational concept with Chinese characteristics. No literature directly related to it in relevant foreign academic literature corresponds to the literature on moral education and moral education. In the study of moral education, Herbart (2019) believes that subject teaching should not only complete the teaching task but also attach importance to moral education. Moral education is the ultimate goal of education, and subject education and moral education should be placed in the same position. Tang (2020) believes that moral education can be revitalized only when it comes to students' real lives, and only when it is integrated into students' studies and life scenes can it help them find truly meaningful moral events. A moral education curriculum should also be based on students' real lives to express the conflict of students' values and reflect their moral emotions. Elias (2020) believes that moral education should be carried out in any discipline in college education, rather than the goal of moral education should be placed on a certain discipline. Only by integrating into all disciplines can actual effects be achieved.

Su (2020) comprehensively analyzes the importance of ideological and political management from the height of talent training, and it is an inevitable choice to carry out ideological and political management in colleges and universities to implement the educational policy of cultivating virtues and cultivating people. Under the new situation, ideological and political education needs to cultivate application-oriented talents in line with the needs of The Times and post requirements. Zhang (2020) believes that ideological and political management in colleges and universities in the new era should integrate knowledge and practice, adhere to the unification of theory and practice, and gradually promote the deep integration of ideological and political management and social classroom to improve the effectiveness of ideological and political management.

2.2.2 Integration of Ideological and Political Management into the Curriculum

Integrating ideological and political management into the curriculum has become essential for universities to carry out ideological and political management. Many scholars have carried out in-depth and detailed analyses of the ideological and political elements of the curriculum. Gao Deyi (2019) believes that ideological and political management in the curriculum is to make all kinds of courses and ideological and political theory courses meet each other in the same direction to form a synergistic effect. In implementing ideological and political management in the curriculum, the fundamental teaching task of cultivating morality and educating people should also be adhered to. He et al. (2023) believe that the so-called curriculum ideological and political thinking refers to the goal-based teaching system containing ideology and politics. In his opinion, all courses in colleges and universities are carriers of education, and ideological and political education should be integrated into all courses in college teaching. It is not only necessary and feasible to integrate ideological and political elements into university classroom teaching. In the study of ideological and political elements, Wang et al. (2023) believe that ideological and political elements are ideological and political elements, which contain theoretical knowledge, values, and spiritual pursuit. The scholar's research on integrating ideological and political education management is relatively general. It does not subdivide disciplines but puts forward standard practices from the perspective of universality, which has little reference significance for medical students' ideological and political management.

As scholars pay more and more attention to the integration of ideological and political education and curriculum, many scholars have analyzed the integration path. Lan (2020) proposed the development of blended teaching. She believed that ideological and political education should be student-centered, and blended teaching should be realized based on students' needs and on considering the objectives of curriculum teaching and ideological and political teaching. To improve teaching efficiency and help students establish a sound personality, the scholar has not formed a concrete and feasible strategy for using the mixed teaching method in the ideological and political management of medical students. Liu (2021) also puts forward the SPOC teaching model. He believes that when ideological and political education is integrated

into the college curriculum, it should adhere to the teaching model of independent learning, co-class teaching, and small-class discussion. It is necessary to take the lead in reforming ideological and political teaching in the curriculum, which can reflect professional characteristics and ensure that it is lively and interesting. In this way, students' enthusiasm can be aroused, and good teaching results can be achieved. Song & Dong (2021) believe integrating ideology and politics with curriculum should realize the joint linkage between online and offline. At the same time, curriculum teaching should establish the teaching goal of the trinity of education shaping, ability cultivation, and knowledge imparting. Kong et al. (2021) believe that the application of the compound teaching mode is conducive to integrating ideological and political education and curriculum teaching, which is of great significance for improving the pertinence of the design and practice of curriculum ideological and political teaching. In order to improve the teaching effect, teaching means should be further optimized.

2.2.3 Research on the Integration of Information Technology and Ideological and Political Management

In the context of the rapid development of information technology, integrating information technology and ideological and political management is necessary and feasible. Many scholars have carried out relevant research on this. In the research on integrating information technology and curriculum, Anastasi et al. (2015) believed that integrating ideology and politics should start from the three stages of preparation: teaching, teaching, and recursive feedback. When preparing for teaching, teachers should prepare content based on the expected results of their behaviors. In the second stage, teachers need to respond promptly according to the students' situation and form a positive interaction with the students. In the third stage, in order to enhance the effect, virtual reality technology should also be used to imitate the students' simulation classroom environment. When the teacher receives the recursive feedback, he should observe the students' behavior in time to provide the basis for the adjustment of subsequent teaching.

Gu (2020) believes that integrating information technology curriculum and ideological and political work in the new era needs to solve technical and theoretical guidance problems from the perspective of ideas. Only when a really good plan is formed can it achieve actual results. Liu (2022) believes integrating ideological and

political management and information technology teaching should clarify the teaching objectives. The author formulated a detailed plan for integrating curriculum ideology and politics into information teaching, starting from the three-dimensional objectives of knowledge, ability, and moral education. He believes that the process evaluation should be necessary in implementing this plan. The scholar thoroughly clarified the necessity of integrating ideological and political management into basic computer courses. However, he lacked effective targeted strategies to integrate it into basic computer courses for medical students. Jin et al. (2021) believe that flipped classrooms can be important in integrating daily information technology teaching and ideological and political management. He believes that the whole integration process can be divided into pre-class learning, problem introduction, class discussion, and case study, and teaching effect evaluation should also be carried out.

2.2.4 Literature Review

After an in-depth analysis of relevant literature, it can be seen that the current research achievements of scholars focus on three aspects: ideological and political management, integration of curriculum and ideological and political management, and integration of information technology and ideological and political management. The analysis of the ideological and political management concept can lay the foundation for the follow-up study of this paper. Integrating curriculum and ideological and political management has become the consensus of all walks of life. The integration of information technology and its curriculum and ideological and political management is of great significance for improving the efficiency of ideological and political management.

The above literature has significant references for this paper's research. However, we should also see a huge gap between the research results of the above literature and the practical requirements. This research gap is mainly reflected in the following aspects: Few scholars take medical students as research objects and intensely discuss how they integrate ideological and political management into basic computer courses. Previous literature mostly makes general discussions from students' perspectives without distinguishing students' majors. Second, the integration of ideological and political management into basic computer courses for medical students will be affected by various factors. However, the above literature does not analyze these

influencing factors in-depth. Therefore, based on the detailed review of relevant literature, this paper will use empirical analysis to discuss the key influencing factors in detail.

CHAPTER III
RESEARCH METHODOLOGY

To verify whether the hypothesis proposed in Chapter 2 is valid and whether various influencing factors can play a key role, this paper also used SPSS, a professional statistical tool, to carry out empirical analysis with medical students of S Medical School as samples. Through empirical analysis, these key factors were identified, and the mechanism of action of these influencing factors was clarified.

3.1 Research Design

The independent variables of this study are learning motivation, self-efficacy, classroom environment, and difficulty expectation, and the dependent variable is the effect of integrating ideological and political management into basic computer courses. This study adopted the questionnaire survey method, and the questionnaire mainly included medical students' basic information, attitudes, and willingness to integrate basic computer courses into ideological and political management. In this study, a questionnaire survey was carried out at Kunming Medical College, and the survey objects were medical students.

3.2 Sample and Sample Sizes

3.2.1 Population

In this paper, S College medical students were selected as practical cases for in-depth research. S Medical College was established in 1951 and is a famous medical college approved by the State Administration Council after founding the People's Republic of China. The school's first president was Professor Zhu Xianyi, a famous medical educator. In 1994, it merged with other schools and became S Medical College. It is the only municipal college under the key construction of Project 211 in Kunming. In 2015, it became a university jointly managed by the Yunnan Province People's Government, the National Health Commission, and the Ministry of Education. In February 2022, S Medical College was selected as the second round of double first-

class construction universities. In 2023, the total number of medical students of S Medical College was recorded as about XXXXX persons.

3.2.2 Samples

The method for calculating the sample size followed the approach developed by Taro Yamane in 1967, specifically tailored to this study's requirements. Here, *n* represents the sample size, *N* is the total population number, and *e* is the sampling error, set at 5% or 0.05. Applying this formula to the population of medical students of S Medical College, which is unlimited, the calculation is as follows:

$$n = \frac{N}{(1+N)(e)^2}$$

$$n = 399.99$$

Based on this, the sample size needed is approximately 400 to ensure a confidence level of 95% and a margin of error not exceeding 5%. However, this study distributed one thousand five hundred forty-two questionnaires among students from three medical majors, as shown in Table 3.1. Students have previously conducted computer fundamental courses. The research period is from 1 February – 31 July 2024.

Table 3.1 Professional Distribution of Samples

Major	Sample
Nursing	797
Imaging	436
Clinical medicine	309

3.2.3 Sampling Methods

The two-stage sampling method is applied to this study.

The First Stage: The Stratified Sampling Method selects three medical majors.

The Second Stage: The Convenient Sampling Method is introduced.

3.3 Data Collection

Variable measurement is also an essential part of questionnaire design. Variables involved in this paper include learning motivation, self-efficacy, classroom environment, difficulty expectation, perceived usefulness, and effective integration of ideological and political management. Therefore, this paper designs the scale based on these influencing factors.

Measurement of learning motivation. In terms of learning motivation, this paper mainly sets three items. First, “I am interested in ideological and political management knowledge and am willing to learn about it”. Second, “the external evaluation and incentive will encourage me to take the initiative to learn ideological and political education knowledge in the computer foundation course”. Thirdly, “integrating ideological and political education into basic computer courses can make me happy”.

Self-efficacy measurement. Self-efficacy also set three items: first, “I think I have the experience to learn the ideological and political elements of the basic course of information technology”; second, “a good classroom environment can enable me to learn better the ideological and political elements of the basic course of computer”; third, “I can provide teachers with ideas and ideas to integrate ideological and political management into the basic course of computer”.

Classroom environment measurement. This paper designed three items: one is “a good teacher-student interaction environment will promote my willingness to learn”; Second, “when the atmosphere between teachers and students is harmonious, it will help to improve my learning motivation”; Third, “I can adapt to the situation of ideological and political management integrated into the computer basic course”.

The problems of difficulty anticipation measurement are as follows: First, “it takes time and experience to integrate ideological and political management into basic computer courses”; Second, “the understanding of ideological and political management will become an essential factor for me to learn effectively in the basic computer courses”; Thirdly, “the integration of ideological and political management into basic computer courses will hinder the generation of course content”.

For the **measurement of perceived usefulness**, the following three questions were set: First, “I think it is helpful for me to integrate ideological and

political management into the computer foundation course"; Second, "the understanding of ideological and political management can make me have certain value"; Thirdly, "the integration of ideological and political management into basic computer courses is helpful to my growth and study".

Ideological and political management is effectively integrated into the measurement, measured by three items. First, "it is very meaningful to integrate ideological and political management into the computer basic course". Second, "I will maintain a high enthusiasm for integrating ideological and political management into basic computer courses". Third, "I will invite and guide students to explore ideological and political integration into the basic computer course".

3.4 Research Instrument

In the specific research, this paper used the literature research method, case analysis method, qualitative analysis method, and questionnaire survey method to explore.

Literature research method: in introducing basic computer curriculum objectives, content, and characteristics, this paper consulted many relevant literature and higher education-related documents. Reading this literature gave an in-depth understanding of the computer foundation. Not only that, in the theoretical basis of this article, such as recessive education theory, situational teaching theory, and instructional design theory are introduced, the same use of this method for reference to various points of view based on learning from different scholars enabled to achieve accurate definition.

Case analysis: this paper took S school as a practical case to deeply explore the medical students' computer foundation curriculum in the ideological and political management status. The reason why S School is taken as an example for analysis is that it is a medical school with a certain popularity in China, which has an essential influence in the medical field of China and is one of the earliest schools in China to implement basic computer teaching and information construction. This school is better than ordinary schools in terms of both hardware and software conditions. This analysis is representative and typical to a certain extent.

This study employs qualitative analysis to examine the content and implementation of the basic computer course at S Medical School. By utilizing qualitative methods, the study clarifies the course specifics and deepens understanding of its execution, providing a solid foundation for further investigation into its current status.

A questionnaire survey was conducted to evaluate the integration of basic computer courses into ideological and political education at S Medical College. Carefully designed questionnaires were distributed to help students and teachers assess the effectiveness of this integration.

Additionally, the interview method was used to identify challenges in integrating basic computer courses with ideological and political education. Interviews were conducted with course instructors, departmental leaders overseeing ideological and political education, and other relevant personnel to gather firsthand information.

3.5 Content Validity and Reliability

3.5.1 Content Validity

The validity of the questionnaire was tested using IOC (Item-objective Congruence), a method of quantitatively measuring the judgment of content experts on the questionnaire to evaluate the compatibility of the questionnaire with the specification table. The content validity was tested by three experts, including (1) university faculty, (2) university administrators, and (3) university vice presidents. The content and measurements of the questions were evaluated to cover and complete the research question. The experts were asked to rate the questionnaire according to the following meanings.

+1 The question is consistent with the content of the measurement objective.

0 Not sure that the question is consistent with the content of the measurement objective.

-1 The question is not consistent with the content of the measurement objective.

The results of all expert evaluations were used to calculate the IOC index according to the formulas of Rovinelli and Hambleton (1977) as follows:

IOC = ΣR/N

ΣR = total rating score from all experts for each question

N = number of experts

If the calculated IOC index is greater than or equal to 0.5, it is considered that the questions are measured following the research objectives. Therefore, the questions will be chosen. If any question has a value that does not reach the 0.5 criterion and it is necessary to use this question, then that question will be revised again according to the advice of experts. The list of all experts is as follows.

Expert 1: Li Dongmei, special grade teacher of Information technology in the High School Attached to Peking University

Expert 2: Li Zhonghua, Dean of the School of Marxism, Harbin Medical University

Expert 3: Zhang Yingtao, Deputy Dean of the School of Marxism, Harbin Medical University, member of the Ideological and Political Theory Teaching Steering Committee of Heilongjiang Province

Table 3.2 Validity Test Results

Factor	Item	Expert 1	Expert 2	Expert 3	Index
Internal motivation	fundamentals courses will pique your interest in this subject.	+1	+1	+1	1
	The stronger the internal learning motivation, the better the learning performance	+1	+1	+1	1
	The stronger the willingness to learn, the stronger the individual ability	+1	+1	+1	1
External motivation	External incentives pique your interest in the subject.	+1	+1	+1	1
	Teacher guidance, the stronger the willingness to learn	+1	+1	+1	1
	The better the classroom environment, the stronger the willingness to learn	+1	+1	+1	1
Self-efficacy	Your sense of self-efficacy is strong.	+1	+1	+1	1
	The stronger the sense of self-efficacy, the better the integration effect of computer foundation, ideology, and politics.	+1	+1	+1	1
	Daily recognition of oneself.	+1	+1	+1	1
	If I try my best, I can always solve problems.	+1	+1	+1	1
	Your current major is your expertise.	+1	+1	+1	1
	I am confident that I can effectively handle any unexpected situation.	+1	+1	+1	1
	Treat your strengths and weaknesses correctly, and learn to appreciate yourself.	+1	+1	+1	1
	When facing a difficult problem, I can usually find several solutions.	+1	+1	+1	1
	I am sure I can master the content taught in class.	+1	+1	+1	1
Learning Facilities and Equipment	Do you think the school has many learning facilities	+1	+1	+1	1
	You think the school's learning facilities are very advanced	+1	+1	+1	1
	Do you think the school's learning facilities can meet your learning needs	+1	+1	+1	1
Learning Materials and Teaching Resources	You think the learning material is wealthy	+1	+1	+1	1
	Do you think the teaching resources are abundant	+1	+1	+1	1
	You believe that the teaching resources can meet the learning requirements	+1	+1	+1	1
Classroom Design	Do you think the instructional design is scientific	+1	+1	+1	1
	Do you think the teaching design is reasonable	+1	+1	+1	1
	You find the instructional design fascinating	+1	+1	+1	1
Learning Ability	You think your learning ability is insufficient	+1	+1	+1	1
	You do not think you can learn enough to accomplish your goals	+1	+1	+1	1
	You think that your learning ability can not meet the teacher's expectations	+1	+1	+1	1
Teaching Style	You do not think you can adapt to the current teaching style	+1	+1	+1	1
	Do you think the teaching style is not conducive to your learning	+1	+1	+1	1
	You do not think the teaching style can improve your ability	+1	+1	+1	1
Perceived usefulness	You find the integration of computer science courses with ideological politics very useful.	+1	+1	+1	1

	The more useful you find the integration of the two, the better.	+1	+1	+1	1
	I can improve my professional skills by integrating ideological and political elements into computer courses.	+1	+1	+1	1
	Integrating ideological and political elements into computer courses allows me to establish a correct outlook on life, values, and the world.	+1	+1	+1	1
	Integrating ideological and political elements into computer courses can alleviate employment pressure.	+1	+1	+1	1
Ideological	After learning about your current computer operation skills and level of ideological and political improvement,	+1	+1	+1	1
	Integrating ideological and political elements into computer courses can help clarify career choices, distinguish right from wrong, and enhance cultural confidence.	+1	+1	+1	1
	How helpful do you think the content learned in this course will be for your future learning and work?	+1	+1	+1	1
	You like the course that integrates ideological and political management in computer fundamentals.	+1	+1	+1	1
Political	Do you think integrating ideological and political management into the basic computer courses of medical students will help you in terms of safety standards, dedication to work, and legal awareness?	+1	+1	+1	1
	Do you think integrating ideological and political management into the basic computer courses of medical students can help improve your professional competence, craftsmanship spirit, and professional confidence?	+1	+1	+1	1
	Do you think the benefits of integrating ideological and political elements in basic computer courses have greatly improved personal abilities?	+1	+1	+1	1

Table 3.2 shows that all questions are calculated to have an IOC index greater than 0.5, meaning that the questionnaires meet the validity conditions described above.

3.5.2 Reliability of Questionnaires

Questionnaires were pre-tested in a sample of 30 suitable volunteers to assess the effectiveness of the tools used in this study. Using Cronbach's alpha coefficient, this prediction assessed participants' understanding of the problem and internal consistency. A figure of 0.7 or above is considered consistent within the questionnaire. The results obtained from the study are presented in Table 3.3.

Table 3.3 Reliability Test Results

Factors	Variables	Cronbach's α Coefficient
School Environment	Motivation to learn	0.864
	Self-efficacy	0.881
	Classroom Environment	0.891
	Difficulty Expectations	0.869
	Perceived Usefulness	0.956
Ideological and Political Management Performance	Ideological Performance	0.843
	Political Performance	0.896

Table 3.3 shows the reliability test results of each variable. The results show that the Cronbach's α Coefficient of each variable is greater than 0.7 and more than 0.8, which means that each variable is very reliable and can be used for measurement in this paper.

3.6 Data Analysis

This study introduces descriptive and inferential statistics, the details of which are as follows.

3.6.1 Descriptive Statistics

As far as descriptive statistics is concerned, the absolute frequency, the percent frequency, the arithmetic mean, and the standard deviation, which can be classified as follows, are used in this study.

The absolute frequency and the percent frequency are presented for Demographic Factors. Concerning the School Environment, the arithmetic mean and the standard deviation are introduced in this study, which is not precisely equal to the discrete numbers (1, 2, 3, 4, and 5) as classified in the questionnaires. It is calculated in terms of continuous numbers with a decimal that has to be interpreted as related to the objective of the questionnaires. In this study, the criteria for interpreting these means are as follows.

The arithmetic mean is 1 but less than 1.5, is in the strongly disagree level.

The arithmetic mean is 1.5 but less than 2.5, is in the disagree level.

The arithmetic mean is 2.5 but less than 3.5 is at the neutral level.

The arithmetic mean is 3.5 but less than 4.5 is in the agree level.

The arithmetic mean is 4.5 but less than or equal to 5 is in the strongly agree level.

3.6.2 Inferential Statistics

In inferential statistics, numerous statistics are applied according to the hypothesis.

H1: Differences in Demographic Factors Generate Differences in the Effectiveness of the Integration of Ideological and Political Management in Basic Computer Courses of Medical Students.

-Independent Sample t-test and One Way ANOVA are used.

H2: School Environment Influence on the Effectiveness of the Integration of Ideological and Political Management in Basic Computer Courses of Medical Students

-Multiple Regression is applied.

CHAPTER IV
ANALYSIS RESULTS

In the study of the influence factors of integrating ideological and political management into the basic computer courses of medical students, this paper uses statistical analysis methods to carry out empirical analysis on a total of 1374 samples of medical students across the country. In this study, the researcher mainly studied the influence of demographic factors and school environment factors on integrating basic computer courses into medical students' ideological and political education. The subjects were medical students in various medical schools. The independent variables of this study were population factors and school environment, and the dependent variables were ideological and political education.

4.1 Research Findings (Descriptive Statistics)

This section is divided into three parts according to the purpose of the study. The first part is the analysis of the respondents' demographic factors. The second part is the judgment range of school environment factors. The third part is the analysis of the results of ideological and political education.

Table 4.1 reflects the analysis results of demographic factors data of respondents. It can be seen from the results shown in this table that there are 544 males in the sample, accounting for 35.28%, and 998 females, accounting for 64.72%, indicating that there are more female students in this survey. From the perspective of age distribution, there are 393 students aged 17 but less than 19, accounting for 25.49%, 916 students aged 19 but less than 21, accounting for 59.40%, 215 students aged 21 but less than 23 accounting for 13.94%, and only 18 students aged over 23 accounting for 1.17%. It can be seen that the largest number of students are between 19 and less than 21 years old. From the distribution of educational level, 497 students in the third year accounted for 33.23%, followed by 556 students in the first year, accounting for 36.06%, and 344 students in the second year, accounting for 22.31%.

4.1.1 Demographic Factors

Table 4.1 The Frequency and Percent Frequency Classified by Demographic Factors

Factors	Classification	Frequency	Percentage (%)
1. Gender	Male	544	35.28
	Female	998	64.72
2. Age	17 but less than 19 years old	393	25.49
	19 but less than 21 years old	916	59.40
	21 but less than 23 years old	215	13.94
	23 years old and more	18	1.17
3. Educational Level	1st year student	556	36.06
	2nd-year student	344	22.31
	3rd-year student	497	32.23
	4th-year student	58	3.76
	5th-year student	87	5.64
4. Profession	Nursing	797	51.69
	IMAGE	436	28.27
	Clinical Medicine	309	20.04
5. School Address	Kunming	1428	92.61
	Yunnan	111	7.20
	Others	3	0.19
6. Position Held	Monitor	57	3.70
	Course Representative	25	1.62
	Learning Committee Member	27	1.75
	Others	1433	92.93
7. Rewards Obtained	Three Good Students	74	4.80
	Excellent Model	30	1.95
	Scholarships	67	4.35
	Others	1371	88.91
	Total	1542	100.00

Regarding professional distribution, 797 nursing students accounted for 51.69%, 436 imaging students accounted for 28.27%, and 20.04% were clinical medicine students. From the distribution of school addresses, Kunming has the largest number of students, reaching 1428, about 92.61%, while other areas have fewer students. Regarding positions held, 57 are class leaders, 25 are class representatives, 27 are commissars of study, and the rest are ordinary students without any positions, indicating that this survey's subjects are mainly ordinary students. Regarding rewards obtained, 74 students were awarded the honorary title of merit student, 30 were awarded outstanding representatives, 67 were awarded scholarships, and 1,371 others were awarded.

4.1.2 School Environment

Table 4.2 Descriptive Statistical Results of School Environment

Classification	Mean	Standard Deviation	Mean Rank	Meaning
8. Learning Motivation	4.1088	.92436	1	Agree
8.1 Internal Motivation	4.1139	.95213	(1)	Agree
8.2 External Motivation	4.1038	.91560	(2)	Agree
9. Self Efficacy	4.0384	.94375	4	Agree
10. Classroom Environment	4.0611	.95972	2	Agree
10.1 Learning Facility	4.0603	.97272	(2)	Agree
10.2 Learning Material	4.0711	.96573	(1)	Agree
10.3 Classroom Design	4.0519	.97638	(3)	Agree
11. Difficulty Expectations	3.7778	1.03130	5	Agree
11.1 Learning Ability	3.8530	1.01571	(1)	Agree
11.2 Teaching Style	3.7026	1.11124	(2)	Agree
12. Perceived Usefulness	4.0477	.93999	3	Agree
Overall	4.0068	.86371		Agree

It is evident from Table 4.2 that Learning Motivation is the most important aspect of the School Environment, with a mean value of about 4.1088, followed by Classroom Environment, Perceived Usefulness, Self-efficacy, and Difficulty Expectations, the values of which are 4.0611, 4.0477, 4.0384, and 3.7778, respectively. Internal motivation is more important than external motivation for learning motivation. Concerning the classroom environment, learning material is the most important component, followed by learning facility and classroom design. Concerning Difficulty Expectations, Learning Ability is found to be more important than Teaching Style. Overall, the school environment is at the agreed level, with a mean value of about 4.0068.

Table 4.3 Descriptive Statistical Results of Learning Motivation

Classification	Mean	Standard Deviation	Mean Rank	Meaning
8.1.1 Foundation courses will spark your interest in the subject.	4.11	.984	2	Agree
8.1.2 The stronger the internal learning motivation, the better the learning results.	4.12	.973	1	Agree
8.1.3 The greater the willingness to learn, the greater the individual's ability.	4.11	.981	2	Agree
8.1 Internal Motivation	4.1139	.95213	(1)	Agree
8.2.1 The more willing you are to learn under the guidance of a teacher.	4.17	.970	1	Agree
8.2.2 The better the classroom environment, the greater the willingness to learn	4.12	.988	2	Agree
8.2.3 External incentives will spark your interest in the subject	4.02	.972	3	Agree
8.2 External Motivation	4.1038	.91560	(2)	Agree
8. Learning Motivation	4.1088	.92436	-	Agree

It is evident from Table 4.3 that “The stronger the internal learning motivation, the better the learning results” is the most important aspect of Internal Motivation, while “The more willing you are to learn under the guidance of a teacher” is the most essential aspect of External Motivation.

Table 4.4 Descriptive Statistical Results of Self-efficacy

Classification	Mean	Standard Deviation	Mean Rank	Meaning
9.1 Your sense of self-efficacy is strong.	4.05	.971	4	Agree
9.2 The stronger the sense of self-efficacy, the better the integration effect of computer foundation, ideology, and politics.	4.06	.974	2	Agree
9.3 If I try my best, I can always solve problems.	4.06	.968	2	Agree
9.4 Your current major is your expertise.	3.97	1.029	8	Agree
9.5 I am confident that I can effectively handle any unexpected situation.	4.02	.996	7	Agree
9.6 Treat your strengths and weaknesses correctly, and learn to appreciate yourself.	4.07	.970	1	Agree
9.7 When facing a difficult problem, I can usually find several solutions.	4.04	.978	5	Agree
9.8 I am sure I can master the content taught in class.	4.04	.971	5	Agree
9. Self Efficacy	4.0384	.94375	-	Agree

Table 4.4 indicates that “Treat your strengths and weaknesses correctly, and learn to appreciate yourself.” is the most important aspect of Self Efficacy, followed by “The stronger the sense of self-efficacy, the better the integration effect of computer foundation and ideology and politics.” and “If I try my best, I can always solve problems”. The lowest ranking is your current major, which is your expertise.

Table 4.5 Descriptive Statistical Results of Classroom Environment

Classification	Mean	Standard Deviation	Mean Rank	Meaning
10.1.1 Do You think the school has many learning facilities	4.07	.980	1	Agree
10.1.2 You think the school's learning facilities are very advanced	4.05	.993	3	Agree
10.1.3 Do You think the school's learning facilities can meet your learning needs	4.06	.981	2	Agree
10.1 Learning Facility	4.0603	.97272	(2)	Agree
10.2.1 You think the learning material is very rich	4.06	.986	3	Agree
10.2.2 You think the teaching resources are abundant	4.08	.971	1	Agree
10.2.3 You believe that the teaching resources can meet the learning requirements	4.08	.974	1	Agree
10.2 Learning Material	4.0711	.96573	(1)	Agree
10.3.1 You think the instructional design is scientific	4.06	.981	1	Agree
10.3.2 Do You think the teaching design is reasonable	4.06	.970	1	Agree
10.3.3 You find the instructional design fascinating	4.04	.999	3	Agree
10.3 Classroom Design	4.0519	.97638	(3)	Agree
10. Classroom Environment	4.0611	.95972	-	Agree

The results obtained from Table 4.5 suggest that “You think the school has many learning facilities” is the most essential aspect of the Learning Facility. In contrast, “You think the teaching resources are abundant” and “You believe that the teaching resources can meet the learning requirements” are the most important aspects of Learning Material. Moreover, “You think the instructional design is scientific” and “You think the teaching design is reasonable” are the most important aspects of Classroom Design.

Table 4.6 Descriptive Statistical Results of Difficulty Expectations

Classification	Mean	Standard Deviation	Mean Rank	Meaning
11.1.1 You think your learning ability is insufficient	3.89	1.027	1	Agree
11.1.2 You do not think you can learn enough to accomplish your goals	3.84	1.050	2	Agree
11.1.3 You think that your learning ability can not meet the teacher's expectations	3.83	1.052	3	Agree
11.1 Learning Ability	3.8530	1.01571	(1)	Agree
11.2.1 You do not think you can adapt to the current teaching style	3.72	1.126	1	Agree
11.2.2 You think the teaching style is not conducive to your learning	3.68	1.155	3	Agree
11.2.3 You do not think the teaching style can improve your ability	3.71	1.141	2	Agree
11.2 Teaching Style	3.7026	1.11124	(2)	Agree
11. Difficulty Expectations	3.7778	1.03130	-	Agree

It can be seen from Table 4.6 that “You think your learning ability is insufficient” is the most important aspect of Learning Ability. In contrast, “You do not think you can adapt to the current teaching style” is the most important aspect of Teaching Style.

Table 4.7 Descriptive Statistical Results of Perceived Usefulness

Classification	Mean	Standard Deviation	Mean Rank	Meaning
12.1 You find integrating computer science courses with ideological politics very useful.	4.05	.956	2	Agree
12.2 The more useful you find the integration of the two, the better.	4.06	.949	1	Agree
12.3 I can improve my professional skills by integrating ideological and political elements into computer courses.	4.04	.958	4	Agree
12.4 I can establish a correct outlook on life, values, and the world by integrating ideological and political elements into computer courses.	4.05	.950	2	Agree
12.5 Integrating ideological and political elements into computer courses can alleviate employment pressure.	4.04	.954	4	Agree
12. Perceived Usefulness	4.0477	.93999	-	Agree

Table 4.7 indicates that “The more useful you find the integration of the two, the better.” is the most important aspect of Perceived Usefulness, followed by “You find the integration of computer science courses with ideological politics very useful.” and “By integrating ideological and political elements into computer courses, I can establish a correct outlook on life, values, and the world.”

Table 4.8 Descriptive Statistical Results of the Effectiveness of Integrating Ideological and Political Management in Basic Computer Course of Medical Students

Classification	Mean	Standard Deviation	Mean Rank	Meaning
13.1.1 After learning your current computer operation skills and level of ideological and political improvement.	4.06	.941	1	Agree
13.1.2 Integrating ideological and political elements into computer courses can help clarify career choices, distinguish right from wrong, and enhance cultural confidence.	4.06	.941	1	Agree
13.1.3 How helpful do you think the content learned in this course will be for your future learning and work?	4.06	.938	1	Agree
13.1.4 You like the course integrating ideological and political management in computer fundamentals.	4.05	.943	4	Agree
13.1 Ideological Management Performance	4.0566	.92731	(2)	Agree
13.2.1 Do you think integrating ideological and political management into the basic computer courses of medical students will help you in terms of safety standards, dedication to work, and legal awareness?	4.09	.937	1	Agree
13.2.2 Do you think integrating ideological and political management into the basic computer courses of medical students can help improve your professional competence, craftsmanship spirit, and professional confidence?	4.08	.932	2	Agree
13.2.3 Do you think the benefits of integrating ideological and political elements in basic computer courses have greatly improved personal abilities?	4.08	.932	2	Agree
13.2 Political Management Performance	4.0856	.92717	(1)	Agree
13. Effectiveness of Integrating Ideological and Political Management in Basic Computer Course of Medical Students	4.0711	.91139	-	Agree

The results obtained from Table 4.8 suggest that 3 of the 4 components of Ideological Management Performance join the first ranking. These components are

“After learning, your current computer operation skills and level of ideological and political improvement.” “Integrating ideological and political elements into computer courses can help clarify career choices, distinguish right from wrong, and enhance cultural confidence.” and “How helpful do you think the content learned in this course will be for your future learning and work.”. In terms of Political Management Performance, the most important aspect is “Do you think the integration of ideological and political management into the basic computer courses of medical students will help you in terms of safety standards, dedication to work, and legal awareness.” Following by “Do you think the integration of ideological and political management into the basic computer courses of medical students can help improve your professional competence, craftsmanship spirit, and professional confidence.” and “Do you think the benefits of integrating ideological and political elements in computer basic courses Benefiting greatly, it has led to a certain improvement in personal abilities.”

4.2 Hypothesis Test Results (The Inferential Statistics)

4.2.1 Differences in Demographic Factors Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

4.2.1.1 Differences in Gender Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

Table 4.9 The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Ideological Management Performance	Male	544	4.1397	.94765	2.604	.009*
	Female	998	4.0113	.91334		
Political Management Performance	Male	544	4.1967	.91880	3.486	.001*
	Female	998	4.0251	.92656		
Overall	Male	544	4.1682	.91563	3.098	.002*
	Female	998	4.0182	.90515		

*. The mean difference is significant at the 0.05 level.

Table 4.9 shows that the p-value of the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students concerning Gender is about 0.002, much lower than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, which implies that differences in Gender generate differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students.

4.2.1.2 Differences in Age Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where I $\neq$j.

Table 4.10 The One-way ANOVA of the Age

		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	7.508	3	2.503	3.025	.029*
	Within Groups	1272.506	1538	.827		
	Total	1280.014	1541			

* The mean difference is significant at the 0.05 level.

It is evident from Table 4.10 that the p-value of Age is approximately 0.029, which is much lower than the critical value of 0.05. Therefore, the H_0 is rejected, meaning that age differences generate differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students.

Table 4.11 Multiple Comparisons of Age

Mean Difference (I-J)						
Age group	Group J					
	X	Not more than 20 years old	21-30 years old	31-40 years old	41-50 years old	Above 50 years old
Group I		4.0000	2.5333	3.5495	3.8435	3.8780
Not more than 20 years old	4.0000		0.002 (1.46667*)	0.334 (0.45055)	0.738 (0.15652)	0.797 (0.12195)
21-30 years old	2.5333	0.002 (-1.46667*)		.002 (-0.167*)	.006 (0.369*)	.031 (-0.242*)
31-40 years old	3.5495	0.334 (-0.45055)	.002 (-0.167*)		.122 (-0.201)	0.004 (-.3286*)
41-50 years old	3.8435	0.738 (-0.15652)	.006 (0.369*)	.122 (-0.201)		0.772 (-0.0347)
Above 50 years old	3.8780	0.797 (-0.12195)	.031 (-0.242*)	0.004 (.32860*)	0.772 (0.03457)	

** The mean difference is significant at the 0.05 level*

Table 4.11 provides a comparison of brand loyalty across different age groups. The table reveals significant differences in mean brand loyalty between some age groups. There is a significant difference between individuals under 20 years old and those aged 21-30, with the younger group showing a higher mean of 1.46667, which is significant at the 0.05 level. The age group of 31-40 years old also shows a significant difference compared to the 41-50-year-old group, with a mean difference of -0.3286, again significant at the 0.05 level. Although the other comparisons show differences in mean values, they do not reach statistical significance at 0.05. This suggests that while there are variations in brand loyalty amongst different age groups, only some of these differences are statistically significant.

4.2.1.3 Differences in Educational Level Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where I $\neq$j.

Table 4.12 The One-way ANOVA of the Educational Level

		Sum of Squares	df	Mean Square	F	Sig.
Educational Level	Between Groups	9.598	4	2.399	2.903	.021*
	Within Groups	1270.416	1537	.827		
	Total	1280.014	1541			

* The mean difference is significant at the 0.05 level.

It is evident from Table 4.12 that the p-value of Educational Level is approximately 0.021, which is much lower than the critical value of 0.05. Therefore, the H_0 is rejected, meaning that differences in educational level generate differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students.

Table 4.13 Results of Multiple Comparisons of Educational Level

Mean Difference (I-J)						
Educational Level Group		Group J				
	X	1st year student	2 nd year student	3rd-year student	4th-year student	5th-year student
Group I		3.6832	2.2332	3.5861	3.8342	3.8433
1st year student	3.6832		0.002 (.196*)	0.628 (0.028)	0.180 (-0.173)	0.664 (-0.047)
2 nd year student	2.2332	0.002 (.-196*)		0.002 (-0.167*)	0.006 (-.369*)	0.031 (-0.242*)
3rd-year student	3.5861	0.628 (0.028)	0.011 (-.0.167*)		0.122 (-0.201)	0.491 0 (-0.075)
4th-year student	3.8342	0.180 (0.173）	.0.006 (0.369*)	0.122 (0.201)		0.426 (0.126)
5th-year student	3.8433	0.664 (-0.047)	0.031 (0.242*)	0.491 (0.075)	0.426 (-0.126)	

Table 4.13 results from multiple comparisons of differences in the education level of samples. It can be seen from the content in this table that there is a significant difference between the sample group with the education level of one year and the sample group with the education level of two years, which means the education level of the first year. The difference in education level in the second year and the second year will significantly impact the effect of ideological and political integration, and the difference should be fully considered in the formulation of teaching programs.

4.2.1.4 Differences in Professional Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where I ≠j.

Table 4.14 The One-way ANOVA of the Profession

		Sum of Squares	Df	Mean Square	F	Sig.
Professional Level	Between Groups	12.710	2	6.355	7.717	.000*
	Within Groups	1267.304	1539	.823		
	Total	1280.014	1541			

*The mean difference is significant at the 0.05 level.

It is evident from Table 4.14 that the p-value of Profession is approximately 0.000, much lower than the critical value of 0.05. Therefore, the H_0 is rejected, meaning that differences in professionalism generate differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students.

Table 4.15 Results of Multivariate Comparison of Profession

Mean Difference (I-J)				
Professional Group		Group J		
	X	Nursing	IMAGE	Clinical Medicine
Group I		3.2698	2.8541	3.8961
Nursing	3.2698		0.10 (-0.145*)	0.000 (-0.228)
IMAGE	2.8541	0.010 (0.145*)		0.230 (-0.084)
Clinical Medicine	3.8961	0.230 (-0.084)	0.000 (0.084)	

* The mean difference is significant at the 0.05 level.

Table 4.15 is the result of multiple comparisons of the differences of sample professions. It can be seen from the table that the differences between nursing and clinical medicine will have a significant impact on the effect of ideological and political integration. Therefore, the particularity and discipline characteristics of students in these two majors should be considered in the design of teaching programs.

4.2.1.5 Differences in School Address Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where i ≠j.

Table 4.16 The One-way ANOVA of the School Address

		Sum of Squares	Df	Mean Square	F	Sig.
School Address	Between Groups	.446	2	.223	.268	.765
	Within Groups	1279.568	1539	.831		
	Total	1280.014	1541			

* The mean difference is significant at the 0.05 level.

It is evident from Table 4.16 that the p-value of School Address is approximately 0.765, which is much higher than the critical value of 0.05. Therefore, the H_0 cannot be rejected, meaning that differences in School Address generate no differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students.

4.2.1.6 Differences in Working Position Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where i ≠j.

Table 4.17 The One-way ANOVA of the Working Position

		Sum of Squares	Df	Mean Square	F	Sig.
Working Position	Between Groups	2.801	3	.934	1.124	.338
	Within Groups	1277.212	1538	.830		
	Total	1280.014	1541			

*. The mean difference is significant at the 0.05 level.

It is evident from Table 4.17 that the p-value of the Working Position is approximately 0.338, which is much higher than the critical value of 0.05. Therefore, the

H_0 cannot be rejected, meaning that differences in working positions generate no differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students.

4.2.1.7 Differences in Rewards Obtained Generate Differences in the Effectiveness of Integrating Ideological and Political Management in Basic Computer Course of Medical Students

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at last one Pair where i ≠j.

Table 4.18 The One-way ANOVA of the Rewards Obtained

		Sum of Squares	Df	Mean Square	F	Sig.
Rewards Obtained	Between Groups	1.929	3	.643	.774	.509
	Within Groups	1278.085	1538	.831		
	Total	1280.014	1541			

*. The mean difference is significant at the 0.05 level.

It is evident from Table 4.18 that the p-value of Rewards Obtained is approximately 0.509, which is much higher than the critical value of 0.05. Therefore, the H_0 cannot be rejected, meaning that differences in rewards obtained generate no differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students.

4.2.2 The Impacts of School Environment Factor on Ideological and Political Management Performance

This study applies the multiple linear regression analysis to determine the impact of the School Environment Factor on Ideological and Political Management Performance.

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i=1, 2, 3, 4, 5)

$Y= \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$

Where Y = Ideological and Political Management Performance

X_1 = Learning Motivation

X_2 = Self-efficacy

X_3 = Classroom Environment

X_4 = Difficulty Expectation

X_5 = Perceived Usefulness

The results obtained from the study can be seen in Table 4.19 and are written in terms of equation (1).

$$Y=.133 + .012X_1 + .041X_2 +.139X_3 +.050X_4 +.729X_5$$

$$(.002) \quad (.001) \quad (.003) \quad (.000) \quad (.000) \quad (.000) \ldots\ldots\ldots(1)$$

Adjusted $R^2 = 0.877$

Table 4.19 The Multiple Linear Regression Analysis of Ideological and Political Management Performance Based on School Environment Factor

Model	Coefficient			T-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			
Constant	.133	.043		3.082	.002*
X_1 - Learning Motivation	.012	.023	.013	.551	.001*
X_2 - Self-efficacy	.041	.021	.042	1.939	.003*
X_3 - Classroom Environment	.139	.017	.143	8.059	.000*
X_4 = Difficulty Expectation	.050	.012	.055	4.271	.000*
X_5 = Perceived Usefulness	.729	.018	.738	41.042	.000*

a. Dependent variable Y; Ideological and Political Management Performance

Table 4.19 shows that the p-value of the constant term is about .002, meaning that other factors of independent variables not mentioned in this study have influenced the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses of Medical Students. Among the five independent variables listed in this study, Perceived Usefulness is the most important factor, evidenced by its Standardized coefficient beta of about .738, followed by Classroom Environment, Difficulty Expectation, Self-efficacy, and Learning Motivation, respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .877, which is very high, meaning that one unit change in these five factors will cause the Effectiveness of Integrating Ideological and Political Management in Basic Computer Course of Medical Students to change in the same direction approximately .877 unit.

Table 4.20 The Summary Results of Hypothesis Testing

Hypothesis Testing	Not Reject H_0	Reject H_0
Hypothesis 1		
1.1 Gender		.002*
1.2 Age		.029*
1.3 Education Level		.021*
1.4 Processional		.000*
1.5 School Address	.765	
16. Working Position	.338	
1.7 Rewards Obtained	.509	
Hypothesis 2		
2.1 Learning motivation		.001*
2.2 Classroom environment		.003*
2.3 Self-efficacy		.000*
2.4 Difficulty expectations		.000*
2.5 Perceived usefulness		.000*

CHAPTER V
CONCLUSION AND DISCUSSION

This study aims to analyze the factors that affect the integration of basic computer courses into ideological and political education for medical students and to put forward suggestions for integrating the two. According to the analysis results in Chapter 4, this chapter is divided into five parts:

Part 1: Conclusion

Part 2: Discussion

Part 3: Implications for Practice

Part 4: Recommendation for Future Research

Part 5: Limitations of this Study

5.1 Conclusion

Most respondents are females between 19 and under 21, studying in their third year working as nurses from Kunming. Concerning the School Environment, Learning Motivation is the most important aspect, followed by Classroom Environment, Perceived Usefulness, Self-efficacy, and Difficulty Expectations. Regarding the Effectiveness of Integrating Ideological and Political Management in Basic Computer Courses for Medical Students, it is evident that Political Management Performance is more important than Ideological Management Performance. Regarding inferential statistics, differences in age, educational level, and Profession generate differences in the effectiveness of integrating ideological and political management in basic computer courses for medical students' performance. The results obtained from the Multiple Linear Regression Analyses show that all aspects of the School Environment (Learning Motivation, Self-efficacy, Classroom Environment, Difficulty Expectation, and Perceived Usefulness) have influenced the Effectiveness of Integrating Ideological and Political Management in Basic Computer Course of Medical Students.

5.2 Discussion

5.2.1 Population

Zhang (2018) believes that college boys are more confident than girls, boys have better mental health than girls, girls have greater employment pressure than boys, and girls spend more time online every day (including new media such as WeChat) than boys. This is a problem that must be paid attention to in ideological and political education in universities. Therefore, explore the ideological and political education of college students.

Therefore, ideological and political educators in colleges and universities must deeply study the commonalities and differences between male and female students in the process of ideological, political, and moral learning, put forward targeted educational requirements because of the differences, adopt differentiated teaching methods, and help male and female students solve their different ideological and psychological problems in a targeted way.

Yang (2012) believes that the old, the middle, and the young, the three generations, their thoughts have their characteristics, and the ways and methods of ideological and political education are also different due to the age difference of the objects. The ideological and political education objects of different ages have significantly different ideological characteristics, which requires us to teach according to our aptitude to grasp the direction and intensity of education and play the role of the subject and object in the process of ideological and political education. To carry out appropriate and effective ideological and political education. To find the best joint force between the subject and object of ideological and political education and finally achieve the purpose of ideological and political education will be the goal that we should pursue unremittingly in the future practice of ideological and political education.

Huang et al. (2013) believe that college students in different grades receive different levels of education and have different degrees of social cognition, so their ideological behavior is different. However, they can still sum up certain characteristics of ideological behavior. As for college students in the first year, they have distinctive personalities, full of vigor and curiosity for new things, so their thoughts and behaviors are mainly manifested in the following characteristics: active, independent, open, and unstable. Because of their deep understanding and familiarity with the social

environment and professional knowledge, sophomore high school students' thought and behavior characteristics are adaptability, calmness, and pride.

Junior college students pay more attention to their studies and off-campus practice, so their thought and behavior characteristics are more active participation, courage to show, and daring to think and act. Senior college students' outlook on life, values, and world outlook is formed, and their ideological concepts and psychological development are mature, so their ideological and behavioral characteristics are mainly reflected in broad vision, outstanding new ideas and new viewpoints, and responsiveness.

Yan (2024) believes that incentive mechanisms are important research objects in ideological and political education in colleges and universities. Under the background of economic globalization and cultural diversification in the new era, college students' outlook on life, world outlook, and values are also changing. Therefore, the effective and timely use of appropriate incentive methods and means has a great guiding effect on college students' ideological and political education and management.

5.2.2 School Environment

Noels et al. (2000) found that individuals with high endogenous motivation exhibit higher self-efficacy and lower anxiety levels. Although most studies emphasize the positive effects of endogenous motivation, some researchers attach importance to the positive effects of exogenous motivation and even believe that external rewards (such as praise) are conducive to cultivating endogenous motivation.

Hwang and Chen (2020) found that those high achievers were nominated by strong endogenous motivation. In 1994, American researcher Amabile published the "Work-ing Preference Inventory," which she compiled based on a series of studies that distinguished endogenous and exogenous motivations. There are two versions of the inventory for adults and students, which measure the working motivation of adults and the learning motivation of students, respectively. The two versions do not differ significantly in substance, with only a few differences in the presentation of items. In recent years, this scale has been widely used and has played a specific role in promoting the development of motivation research. For example, Loo et al. (2011) published a report on the application of the student version of the scale in Canadian college students in 2001, and Lin et al. (2010) published the results of the application of the Chinese

version of the scale in Taiwan college students in 2000. All these studies show that Amabile's learning motivation scale is a good tool to distinguish between endogenous and exogenous motivations of college students in general.

As early as Bandura (1977) put forward the concept of self-efficacy, he pointed out that self-efficacy can enhance or weaken motivation. Individuals with high self-efficacy choose more challenging tasks, set high goals for themselves, and persist in reaching them. Bandura has pointed out that the influence of self-efficacy on an individual's action manifests in that the self-efficacy level can enhance or weaken an individual's motivation. Generally, individuals with higher self-efficacy tend to choose more challenging tasks, set higher goals for themselves, and thus show higher internal motivation. Individuals with low levels of efficacy, on the other hand, tend to choose more manageable tasks. In addition, the relatively consistent correlation between endogenous motivation and efficacy in learning, social interaction, job hunting, and other fields suggests that endogenous motivation may be a stable personality trait of individuals, consistent across time and situations. It does not change with different activity fields involved.

5.3 Implications for Practice

Through demographic analysis and school environment, this study conducted an in-depth study on integrating ideology and politics into the basic computer courses for medical students to respond to the strategy of integrating basic computer courses into ideological and political education. This research is of great reference value because it can help medical teachers make successful teaching plans and help the effective integration of basic computer courses and ideological and political education.

1. The results show that among the demographic factors of medical students, the interviewees are mainly female, and the univariate ANOVA results of education level and major are large, which means that these factors will have a significant difference in the effect of ideological and political education. Therefore, we should attach great importance to the attitude of female medical students in future teaching and guide students of different majors to play an essential role in integrating basic computer courses and ideological and political education. At the same time, it is necessary to strengthen the encouragement of students to perform actively and set various rewards to enhance their learning enthusiasm. Finally, it is necessary to strengthen encouragement and guidance for medical students with higher education levels.

2. The results show that perceived usefulness is the most important factor in the school environment, followed by self-efficacy. Therefore, in future teaching, most teachers should take various measures to make medical students realize the usefulness of integrating ideological and political education with basic computer courses and make them feel the importance of integrating the two to promote their long-term development. In this way, the scientific integration of basic computer courses and ideological and political education will be promoted.

5.4 Recommendation for Future Research

In future studies, the scope of sample size should be expanded, more environmental factors should be considered in order to improve the accuracy and comprehensiveness of the research, the influence of self-efficacy and perceived usefulness on the integration effect of ideological and political education should be attached great importance, and the validation of relevant strategies should be further strengthened.

5.5 Limitations of this Study

The limitations of this study are mainly reflected in the following aspects: First, the sample size is limited. In the study on the effect of school environment and computer integration into ideological and political education, although 1,542 samples were selected for targeted empirical analysis, the sample scope was mainly from Kunming, and the samples could not represent different demographics and student subdivisions.

Second, the research on the influence of school environment on the integration effect of ideological and political education is mainly confined to a specific framework, which analyzes the influence of learning motivation, classroom environment, perceived usefulness, difficulty expectation, and self-efficacy on the integration effect of ideological and political education primarily. However, from the actual situation, the school environment is not only reflected in these aspects but also includes the level of school management, which needs further research.

Finally, this study mainly takes medical students as the research object to analyze the integration of basic computer courses and ideological and political education. Whether it applies to the specific situation of other majors needs further research.

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APPENDICES

Dear Madam/Sir,

Hello! Thank you very much for taking the time to participate in this survey! The survey results are only used for academic research; the answers are not right or wrong, and the privacy of organization members will not be involved. The answers to this survey are not anonymous, so please do not hesitate to choose the option that best suits you according to your actual feelings.

Part 1: Demographic Factor

Before formally answering, first, complete the filling in the status of the organization members and mark "√" on the corresponding options

1. Gender:

Male ( )

Female ( )

2. Age:

17 but less than 19 years old ( )

19 but less than 21years old ( )

21 but less than 23 years old ( )

23 years old and more ( )

3. Educational Level:

First Year

Second Year

Third Year

Fourth Year

Fifth Year

Sixth Year

4. Speciality:

Nursing ( )

Imaging ( )

Clinical Medicine ( )

5. School Address:

Kun Ming ( )

Tianjin ( )

Bao Shan( )

Si Chuan ( )

6. Position Held:

Monitor ( )

Course Representative（ ）

Learning Committee Member（ ）

Others ( )

7. Obtain Rewards:

"Three Good" Student（ ）

Excellent Model（ ）

Scholarship（ ）

Others ( )

Part 2: Learning Motivation

Please give the answers to the following questions based on the true feelings formed in the school, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to Very disagree, disagree, moderate, somewhat agree, very agree).

Classification		Item	1	2	3	4	5
8. Learning Motivation	8.1 Internal Motivation	8.1.1 Foundation courses will spark your interest in the subject.					
		8.1.2 The stronger the internal learning motivation, the better the learning results.					
		8.1.3 The greater the willingness to learn, the greater the individual's ability.					
	8.2 External Motivation	8.2.1 The more willing you are to learn under the guidance of a teacher.					
		8.2.2 The better the classroom environment, the greater the willingness to learn.					
		8.2.3 External incentives will spark your interest in the subject.					

Part 3: Self-efficacy

Please give the answers to the following questions based on the true feelings formed in the company's work, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to strongly disagree, disagree, moderate, somewhat agree, strongly agree).

Classification	Item	1	2	3	4	5
9. Self-efficacy	9.1 Your sense of self-efficacy is strong.					
	9.2 The stronger the sense of self-efficacy, the better the integration effect of computer foundation and ideology and politics.					
	9.3 If I try my best, I can always solve problems.					
	9.4 Your current major is your expertise.					
	9.5 I am confident that I can effectively handle any unexpected situation.					
	9.6 Treat your strengths and weaknesses correctly, and learn to appreciate yourself.					
	9.7 When facing a difficult problem, I can usually find several solutions.					
	9.8 I am sure I can master the content taught in class.					

Part 4: Classroom Environment

Please give the answers to the following questions based on the true feelings formed in the company's work, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to Very disagree, disagree, moderate, somewhat agree, very agree).

	Classification	Item	1	2	3	4	5
10. Classroom Environment	10.1 Learning Facilities and Equipment	10.1.1 You think the school has many learning facilities.					
		10.1.2 Do You think the school's learning facilities are very advanced.					
		10.1.3 Do You think the school's learning facilities can meet your learning needs.					
	10.2 Learning Materials and Teaching Resources	10.2.1 You think the learning material is very rich.					
		10.2.2 Do You think the teaching resources are abundant.					
		10.2.3 You believe that the teaching resources can meet the learning requirements.					
	10.3 Classroom Design	10.3.1 You think the instructional design is scientific					
		10.3.2 Do You think the teaching design is reasonable.					
		10.3.3 You find the instructional design fascinating					

Part 5: Difficulty Expectation

Please give the answers to the following questions based on the true feelings formed in the company's work, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to Very disagree, disagree, moderate, somewhat agree, very agree).

	Classification	Item	1	2	3	4	5
11. Difficulty	11.1 Learning Ability	11.1.1 You think your learning ability is insufficient.					
		11.1.2 You do not think you can learn enough to accomplish your goals.					
		11.1.3 You think that your learning ability can not meet the teacher's Expectations.					
	11.2 Teaching Style	11.2.1 You do not think you can adapt to the current teaching style.					
		11.2.2 You think the teaching style is not conducive to your learning.					
		11.2.3 You do not think the teaching style can improve your ability.					

Part 6: Perceived Usefulness

Please give the answers to the following questions based on the true feelings formed in the company's work, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to Very disagree, disagree, moderate, somewhat agree, very agree).

Classification	Item	1	2	3	4	5
12. Perceived Usefulness	12.1 You find integrating computer science courses with ideological politics very useful.					
	12.2 The more useful you find the integration of the two, the better.					
	12.3 I can improve my professional skills by integrating ideological and political elements into computer courses.					
	12.4 By integrating ideological and political elements into computer courses, I can establish a correct outlook on life, values, and the world.					
	12.5 Integrating ideological and political elements into computer courses can alleviate employment pressure.					

Part 7: The Performance of ideological and political management integrated into the basic computer course for medical students

Please give the answers to the following questions based on the true feelings formed in the company's work, and put "√" on the corresponding options. All answers are not divided into right and wrong. You only need to choose the options that match you (1-5 correspond to Very disagree, disagree, moderate, somewhat agree, very agree).

Classification	Item	5	4	3	2	1
13.1 Ideological	13.1.1 After learning your current computer operation skills and level of ideological and political improvement.					
	13.1.2 Integrating ideological and political elements into computer courses can help clarify career choices, distinguish right from wrong, and enhance cultural confidence.					
	13.1.3 How helpful do you think the content learned in this course will be for your future learning and work?					
	13.1.4 You like the course integrating ideological and political management in computer fundamentals.					
13.2 Political	13.2.1 Do you think integrating ideological and political management into the basic computer courses of medical students will help you in terms of safety standards, dedication to work, and legal awareness?					
	13.2.2 Do you think integrating ideological and political management into the basic computer courses of medical students can help improve your professional competence, craftsmanship spirit, and professional confidence?					
	13.2.3 Do you think the benefits of integrating ideological and political elements in basic computer courses have greatly improved personal abilities?					

Thank you again for your cooperation and help, and I wish you a happy work!

BIOGRAPHY

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