

An Empirical Study on the Effectiveness Evaluation of Ideological Security Governance in Universities in the New Era: Exploration on the Application of Experimental Methods Based on Management Science

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Abstract: *The arduousness and long-term nature of ideological construction in the new era coexist, and the "change" and "unchanged" of ideological construction in the new era echo each other, and the transformation and adjustment of ideological discourse expression in the new era are accelerated. Colleges and universities are important places for ideological and cultural exchanges and interactions, and also the forefront of ideological work. Ideological security governance in colleges and universities is an important field and content of social governance modernization. Based on the experimental method of management, this paper conducts an empirical study on the effectiveness evaluation of ideological security governance in colleges and universities in the new era. The specific research results include four aspects, namely, innovating the discourse system of ideological security governance in colleges and universities, following the basic principles of the effectiveness evaluation of ideological security governance in colleges and universities, constructing the index system of the effectiveness evaluation of ideological security governance in colleges and universities, and strengthening the systematic construction of ideological governance in colleges and universities in the new era.*

Keywords: *the new era; ideology; security governance; effectiveness evaluation; management science; experimental methods*

1. Introduction

Ideological work is an extremely important work, and consolidating the guiding position of Marxism in the ideological field is the fundamental task of ideological work. Ideological security is an important part of national security, and it is the value connotation, spiritual pillar and ideological premise of national security system [1]. In the new era, the unstable factors in the ideological field have obviously increased, and the arguments of "universal values" and "China threat theory" have spread, and ideological security is facing many challenges [2]. Colleges and universities are important places for ideological and cultural exchanges and interactions, and also the forefront of ideological work. Externally, the infiltration of western cultural values directly threatens the ideological security of universities and even the country. Internally, there are still neglected links and misunderstandings in ideological work in colleges and universities. Ideological security governance in colleges and universities is an important field and content of social governance modernization [3]. Therefore, guarding the ideological front in an all-round way, constantly promoting ideological work to keep pace with the times, reforming and innovating, strengthening the important role of ideological guidance, public opinion promotion, spiritual encouragement and cultural support, and enhancing the cohesion and pride of teachers and students will help college students maintain the correct political direction and properly solve various problems in their study and life. It is helpful to get out of the ideological trap of western ideology, firmly establish the consciousness of ideological responsibility, remove the potential threat in ideological construction, resist the threat of differentiation of non-mainstream values, build a firewall for college students' thoughts, and condense the youthful strength of college students into the China dream of the great rejuvenation of the Chinese nation.

2. Management Experimental Methods

Management is a management knowledge system with unified connotation and extension, which takes management activities and their general laws as the research object and uses logical thinking methods. Since the end of the 19th century, management has not only formed a discipline system with numerous categories and fields, but also enriched its research methodology and methods with the deepening of human understanding of the complex nature of management activities, which not only led to the phenomenon of mutual integration and intersection of disciplines within the system, but also began to explore the complexity of management like other sciences. Facts have shown that the complexity characteristics of management activities and corresponding scientific problems are increasingly prominent and constantly pose new challenges to the research methodology of management science. This not only promotes the continuous development of management research methodology, but also promotes the development of management itself [4]. Empirical research and experimental methods are effective methods to deal with the complexity of management science.

2.1 Laboratory Experiment

The uniqueness of the laboratory lies in its flexibility. Researchers can control external factors in the laboratory to minimize the influence of external factors on research, and it is convenient to adopt different methods according to different research topics or goals. The data collected in the experiment must be objective, otherwise it will lead to wrong conclusions. Laboratory research is mostly limited to a relatively short period. Laboratory research is suitable for some research topics. When the independent variables can be controlled, the research period is short, and the research environment is very important for studying the hypothesis of causality to be tested. The laboratory is a suitable research environment. It is better to apply the research conclusions to the study of specific target population, the study of uncontrollable independent variables and the study of the change of dependent variables that takes a long time.

2.2 Field Experiment

The earliest field experiment was the Hawthorne experiment of Mayo, a psychology professor at Harvard University [5]. There are many similarities between field experiments and laboratory experiments, including exogenous intervention controlled by researchers and randomized treatment of subjects. Field experiment can be regarded as a supplement and test to the general conclusion of laboratory experiment in specific situations. The basic process of field experiment is to draw up and put forward research hypotheses, select test subjects, determine test variables to be manipulated and outliers to be observed, try to eliminate or keep external irrelevant variables, use appropriate measuring tools or personnel to measure them, and choose appropriate statistical methods for analysis.

2.3 Questionnaire Experiment

Questionnaires experiment is a method of presenting questions in written form for investigators to fill in and then recycle them. Although the questionnaire experiment has weak control over the environment, it is simple and easy to measure, so it has the highest utilization rate in management experiments. When using the questionnaire experiment method, there are two problems worthy of attention [6]. First of all, the effectiveness of questionnaire manipulation, that is, whether the experimental manipulation is successful or not, often needs to add other measures to test the effectiveness of experimental manipulation. Secondly, whether different versions of the questionnaire contain other factors than independent variables. Because the number of questions in different versions of the questionnaire is inconsistent, and the length of the questionnaire itself may also have an impact on the research results. Therefore, it is necessary to carry out balance control when designing the questionnaire, so that different versions of the questionnaire are equivalent except the manipulated variables.

2.4 Natural Experiment

The experimental manipulation of natural experiments takes place in a natural state and is not manipulated by researchers. Natural experiment is between observation and experiment, occupying an independent methodological position. As a supplement and substitute for laboratory experiments, natural experiments show a brand-new vitality of social science research methods. Based on the

consideration of efficiency and economy, with the increasing cost of scientific research funds and experimental instruments, it is advocated to explore the data provided by “nature's laboratory”, which will help to alleviate the Matthew effect of research resources and fill the scientific knowledge in the real natural world, not just in the artificially constructed environment [7]. Natural experiments are not weakened versions of randomized controlled experiments and laboratory experiments, nor can they be replaced by the latter with the progress of experimental technology, but form a complementary relationship with traditional experiments and the knowledge they provide.

2.5 Quasi-experiment

Quasi-experimental research method was originally used by scientists in psychological research, and later researchers applied this method to the field of education. The quasi-experiment does not randomly assign the experimental subjects to the experimental group and the control group, so the rigor is slightly lower, and the validity of the causal conclusion is lower than that of the real experimental study. However, the advantage is that the required conditions are flexible, and it has a wide range of applications when all irrelevant variables that may affect the experimental results cannot be controlled. Relatively speaking, the control level of quasi-experimental design is very high, and the variables are manipulated and measured accurately, but the requirements for experimenters and subjects are high, which brings great difficulties in operation and low reality. When considering the validity of quasi-experimental research, we should have a clear understanding of its characteristics and pay attention to determining the equivalence between experimental groups.

3. An Empirical Study on the Problems of Ideological Security Governance in Colleges and Universities in the New Era

The empirical study carried out in this paper is based on literature analysis, using experimental research methods to collect the relevant data of ideological security governance in colleges and universities in the new era, and summarize the existing problems.

3.1 Hostile Forces Abroad Use New Technologies to Infiltrate Universities.

For a long time, external hostile forces have tried to infiltrate through various means, endangering social stability and national security. College students are in a critical period when their world outlook, outlook on life and values are gradually established, and they are more likely to be infiltrated by hostile forces abroad, which makes the situation faced by ideological work in colleges and universities more severe [8]. In the experimental study, it is found that foreign hostile forces create reactionary remarks on social platforms, provoke public sentiment, intensify social contradictions, and transform unhealthy social thoughts such as pan-entertainments with strong concealment and strong permeability, so as to cater to the acceptance form of college students' hobbies, subtly realize the precise infiltration of ideology, and then convey wrong thoughts and reactionary thoughts to college students in an attempt to occupy the ideological position of colleges and universities.

3.2 The Fuzzy Responsibility Boundary of Governance Subject Restricts the Effect of Ideological Security Governance in Colleges and Universities

Implementing the ideological responsibility system is an important basis for accountability mechanism and an important guarantee for ideological governance. In the experimental study, it is found that there are still some problems in the actual governance process, such as unclear subject of responsibility, imperfect mechanism and insignificant effect. At present, the power of ideological security governance in some colleges and universities is mostly concentrated in the leadership and management departments of the school. Many colleges and functional departments have little autonomy and attach little importance to it, and have not played an important role in the organization of teachers and students, resulting in the failure of all subsystems of governance to form a strong overall governance force, which seriously restricts the coordinated promotion of ideological security governance [9]. Moreover, we don't have a deep understanding of the law of the emergence and spread of network ideological risks, and we lack forward-looking and all-round security situational awareness of risks.

3.3 Under the New Media Environment, the Ideological Security Governance in Colleges and Universities is Facing Challenges.

The new media represented by Internet and mobile communication technology constitute a complex public opinion field, which has an impact on ideological education of college students. The new media is a "double-edged sword", which is convenient, fast, lively and novel, and provides a broad space for global cultural needs. It is chaotic, and various ideologies and cultures agitate with each other, which also provides conditions for the conflict and competition of various opposing ideologies. In the experimental study, it is found that all kinds of information in the new media environment are mixed, and pornography, violence and rumors also spread. "Loud voices" deviate from the mainstream ideology. The anonymity and immediacy of cyberspace communication weaken the authority of educational subjects, and the fragmented dissemination of information brings greater challenges to ideological work, which corrupts college students, thoughts, and the dominance and influence of ideological education decline.

4. An Empirical Study on the Effectiveness Evaluation of Ideological Security Governance in Colleges and Universities in the New Era

Based on the problem analysis, combined with various experimental methods, an empirical study on the effectiveness evaluation of ideological security governance in colleges and universities in the new era is carried out, which provides guidance for the effectiveness evaluation of ideological security governance in colleges and universities in the new era.

4.1 Innovation of Ideological Security Governance Discourse System in Colleges and Universities

To do ideological work well, we must enhance the attraction and appeal, let the masses love to listen, watch and resonate, and give full play to the role of positive propaganda to inspire and inspire people. In the experimental study, it is found that 87% students think that the current ideological education content is outdated, and 78.6% students are not interested in the ideological education content. Colleges and universities should innovate the ideological discourse system, be guided by the socialist core values, and be good at transforming political and academic discourse in the ideological field into everyday discourse that college students like to see and hear, so as to meet their personalized learning requirements [10]. Improve the construction of "smart campus", construct and analyze the "data model" of mainstream ideology, present the information of teachers and students' cognitive tendencies, value judgments and ideas in the form of data, and feed it back to the ideological security management department in time, so as to realize the seamless connection between data and classroom teaching in practice.

4.2 Following the Basic Principles of Effectiveness Evaluation of Ideological Security Governance in Colleges and Universities

Principle is the criterion on which to act, and it refers to the rationalization phenomenon obtained through long-term experience summary. To improve the effectiveness evaluation of ideological security governance in colleges and universities, we must follow certain principles and work under the guidance of these principles. In the experimental study, it is found that 92.4% of the subjects think that the school has not formulated the principles for evaluating the effectiveness of ideological security governance, and 64.7% of the subjects think that the principles have not been followed in evaluating the effectiveness of ideological security governance. The following principles should be followed in practical work. First, the principle of objectivity. Evaluation is based on facts and data, not subjective views and prejudices, to ensure the objectivity and accuracy of evaluation results. Second, the principle of comparability includes horizontal comparability and vertical comparability. Horizontal comparability refers to comparability between different indicators in the same period, while vertical comparability refers to comparability of the same indicator in different periods. Third, the principle of systematists, which requires global awareness and overall concept, is an inseparable organic whole in all aspects of the evaluated object.

4.3 Constructing an Index System for Evaluating the Effectiveness of Ideological Security Governance in Colleges and Universities

Indicator system is a set of indicators, which is a process of decomposing abstract research objects into behavioral and operable structures according to their essential attributes and certain characteristics, and giving corresponding weights to each constituent element. In the experimental research, it is found that 42.1% of the subjects are not clear about what is the evaluation index system. 89.5% of the subjects think that the evaluation of the effectiveness of ideological security governance is subjective rather than index system. The specific index system includes four aspects. First, background evaluation index. Scientific work planning are the necessary steps for colleges and universities to carry out ideological work in an orderly manner. Second, input evaluation index. Human, financial and material resources are the important support for colleges and universities to carry out network ideological work. Third, process evaluation index. The construction of working mechanism and the richness of specific ways are the conventional indicators to measure the effectiveness of ideological work in colleges and universities. Fourth, achievement evaluation index, which is the focus of evaluation index system construction.

4.4 Strengthening the Systematic Construction of Ideological Governance in Colleges and Universities in the New Era

The arduousness and long-term nature of ideological construction in the new era coexist. The “change” and “unchanged” of ideological construction in the new era echo each other, and the transformation and adjustment of ideological discourse expression in the new era are accelerated. Facing the complex and sensitive surrounding environment and arduous and arduous reform in the new era, it is more important, necessary and urgent to develop stable tasks, scientifically understand ideology, maintain ideological bottom line thinking and continuously improve ideological ability. In the experimental study, it is found that 66.3% of the subjects did not study the ideological characteristics of the new era; 55.7% of the subjects did not combine the characteristics of the new era in the process of ideological security governance. Under the guidance of the overall national security concept, strengthening the ideological governance of the network in colleges and universities is an inevitable requirement for maintaining the overall stability of colleges and universities and implementing the fundamental task of cultivating people by virtue, and is an important content for deepening the innovative development of ideological work in colleges and universities in the new era [11]. Efforts should be made to build a standardized guidance system, a risk management and control system, a comprehensive response system and a support and guarantee system for ideological governance in colleges and universities, so as to continuously improve the scientificity and effectiveness of ideological governance in colleges and universities.

5. Conclusions

It is of great significance to carry out the research on the effectiveness of ideological security governance in colleges and universities in the new era. Traditional ideological security work in colleges and universities emphasizes top-down control and indoctrination, and pays relatively little attention to the subjective needs of teachers and students. In the new era, the ideological security governance in colleges and universities pays more attention to people-oriented, taking people as a mirror, respecting people's rights, opinions and suggestions, demanding reasonable absorption and timely response to the legitimate demands of teachers and students. While improving the governance system and procedures, it pays more attention to the cultivation of moral literacy and legal thinking, so as to promote the school governance behavior and the individual behavior of teachers and students in the same direction and frequency, and increase the sense of security in constantly meeting their needs for a better life. Under the important background that China is vigorously promoting the modernization of social governance, it is a general consensus to innovate university governance, promote the ideological security construction of universities and make them bigger and stronger. Strengthening the ideological security governance in colleges and universities is beneficial to the development of ideological and political education in colleges and universities, and to cultivate the firm political beliefs and ideas of teachers and students in colleges and universities, so as to ensure the ideological security in colleges and universities and meet the strategic needs of social governance modernization.

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