

The Influence of Professional Sense of Mission on Teaching Innovation of College Ideological and Political Teachers - With Self-Efficacy as a Mediating Variable

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Abstract: In the new journey, universities must adhere to the Communist Party of China's educational policies, implement the fundamental task of fostering morality and cultivating talents, and ideological and political teachers must play a crucial role in serving as competent guides, helping college students establish the correct ideals and beliefs, and providing talent resources for building a comprehensive socialist modernization country. Therefore, this paper introduces two variables, professional sense of mission and self-efficacy, and utilizes SPSS 21.0 software to analyze the relationship between professional sense of mission, self-efficacy, and teaching innovation at the individual level. The study finds that ideological and political teachers' professional sense of mission has a significant positive impact on teaching innovation, their self-efficacy has a significant positive impact on teaching innovation, and the self-efficacy of ideological and political teachers plays a partial mediating role in the relationship between professional sense of mission and teaching innovation. In conclusion, the paper offers reference suggestions to enhance the teaching innovation of college ideological and political teachers, aiming to promote the high-quality development of ideological and political education in universities.

Keywords: Professional sense of mission; Self-efficacy; Teaching innovation

1. Research Background

In the face of the changing national landscape, China has strategically deployed comprehensive ideological and political education in universities. Chinese leaders emphasized, "We must adhere to making moral education the central task, integrate ideological and political work into the entire process of education and teaching, achieve full-scale and comprehensive education, and create a new situation in the development of higher education in China."

Professional sense of mission has become a hotspot in the field of vocational psychology. Dik and Duffy (2009) defined it as "a transcendent calling that emanates from the self and goes beyond the self, with the goal of realizing specific life roles in ways that reflect or attain a sense of purpose or meaning, driven primarily by values and goals oriented towards others.^[1]". Peter A (2014) Individuals with a sense of professional mission are willing to engage in learning within their professional domain, enhance their job competency, invest more time and effort in their work, and demonstrate increased dedication^[2]. Zhang Ming, Chen Gai, Han Mei, Wang Jingyi (2023) found a significant positive relationship between professional sense of mission, self-efficacy, and job satisfaction. The self-efficacy of inclusive education teachers plays a partial mediating role in the relationship between the professional sense of mission and job satisfaction.^[3] Liu Lidan and Wang Zhongjun (2021) posit that there is a significant positive correlation between a sense of professional mission and efforts in work, commitment to goals, and professional success. This sense of mission is considered a higher-level source of work motivation, primarily achieved by motivating university teachers to work diligently and encouraging them to persist in pursuing specific goals aligned with their sense of professional mission, ultimately leading to professional success.^[4]

Regarding self-efficacy, proposed by Bandura (1986), it refers to an individual's belief or perception

of their competence in performing tasks in specific situations. Schwarzer, based on the theory of self-efficacy, classified self-efficacy into two categories: general self-efficacy and specific self-efficacy. The former represents a kind of general and comprehensive self-efficacy that can be understood as an overall self-confidence exhibited by individuals in various situations.^[5]

In terms of teaching innovation, Wang Qi (2022) emphasized the necessity of educational innovation in ideological and political courses in the era of big data. Higher education's ideological and political education must achieve technological innovation, address challenges such as information security and talent shortages, and utilize big data analysis to understand the characteristics of different student groups, thereby enhancing the content of ideological and political education.^[6]

Domestic and international scholars have made substantial progress in studying professional sense of mission and self-efficacy. However, due to the varying impacts of professional sense of mission and self-efficacy in different fields and among different groups, research in these areas is not extensive. In response, this study focuses on university ideological and political educators, using professional sense of mission as the independent variable, teaching innovation as the dependent variable, and self-efficacy as the mediating variable. We rigorously selected and adapted professional sense of mission, self-efficacy, and teaching innovation scales to suit the characteristics of university ideological and political educators. Our study aims to investigate the impact of professional sense of mission on teaching innovation and the mediating role of self-efficacy. We conclude by providing recommendations for promoting innovation in ideological and political education in universities.

2. Research Subjects and Methods

2.1 Research Subjects

This study focuses on university ideological and political educators and introduces two variables: professional sense of mission and self-efficacy, to explore their impact on teaching innovation in higher education ideological and political education at the individual level. During the data collection process, data mainly came from ideological and political educators at universities in Sichuan Province.

2.2 Research Methods

2.2.1 Literature Review

We collected literature on professional sense of mission from sources like the CNKI (China National Knowledge Infrastructure) and the university library, including journals, papers, conference proceedings, newspapers, and other relevant documents published in recent years. This extensive literature review helped us compile, analyze, and summarize the research outcomes, forming a theoretical framework and gaining a comprehensive understanding of the topic to be studied.

2.2.2 Questionnaire Survey

This study employed a self-designed closed-ended questionnaire, consisting of basic information and questionnaire content. The basic information section included questions about gender, age, employing institution, professional title, teaching experience, and years of service. The questionnaire content encompassed three scales: the professional sense of mission scale, self-efficacy scale, and teaching innovation scale. All three scales were adapted from existing high-quality scales developed by other scholars, and they were modified to suit the characteristics of university ideological and political educators. The professional sense of mission scale, designed based on the Chinese cultural context, referred to the three-dimensional professional sense of mission scale (Employee Version) developed by Zhang Chunyu. The wording of questions related to the dimensions of orientation, altruistic contributions, and proactive initiative was adjusted to better align with the characteristics of ideological and political educators.

The self-efficacy scale used Schwarzer's General Self-Efficacy Scale (1995). The teaching innovation scale included two dimensions: teaching method innovation and teaching content innovation. It was adapted from the teaching innovation scale developed by Professor Wang Zhenhong and tailored to the characteristics of ideological and political education and ideological and political educators. In this study, the teaching innovation scale was streamlined to include 10 items. Before the official distribution of the questionnaire, a small-scale pilot test was conducted, which revealed some issues such as incomplete basic information and overly lengthy questions. Consequently, the questionnaire was modified to

enhance its overall structure and streamline the wording of the scale items. The revised questionnaire was distributed online via the Wenjuanxing platform, resulting in a total of 211 valid responses.

3. Impact Analysis of the Professional Sense of Mission of University Ideological and Political Educators on Teaching Innovation

3.1 Descriptive Analysis of the Basic Characteristics of Survey Subjects

In this study, data collection was primarily conducted through questionnaires. A total of 211 questionnaires were collected, all of which were considered valid. When designing the questionnaire, the distinctive characteristics of university ideological and political educators were taken into account. The basic characteristics of these educators were surveyed in terms of gender, age, employing institution, professional title, teaching grade, and years of teaching experience. The specific distribution is shown in Table 1:

Table 1 Basic Characteristics of Survey Subjects

Variable	Characteristic of Survey Subjects	Frequency	Percentage	Cumulative Percentage
Gender	Male	98	46.4	46.4
	Female	113	53.6	100.0
Age	35 years and below	64	30.3	30.3
	36-45 years	54	25.6	55.9
	46—55years	61	28.9	84.8
	56 years and above	32	15.2	100.0
Title	Assistant	38	18.0	18.0
	Lecturer	72	34.1	52.1
	Associate Professor	61	28.9	81.0
	Professor	40	19.0	100.0
Teaching Stage	Freshman	66	31.3	31.3
	Sophomore	83	39.3	70.6
	Junior	62	29.4	100.0
	Senior	0	0	0
Teaching Experience	10 years and below	85	40.3	40.3
	11-15 years	39	18.5	58.8
	16-20 years	40	19.0	77.7
	21 years and above	47	22.3	100.0

From Table 1, it is evident that among the 211 surveyed respondents, females constituted 53.6%, whereas males represented 46.4% of the total. This gender distribution is deemed adequate and aligns with the professional characteristics of university ideological and political education instructors. In terms of age, 30.3% of the participants were aged 35 or below, 25.6% fell within the age range of 36 to 45, 28.9% were situated between 46 to 55, and 15.2% were 56 years and above. This age distribution corresponds with the prevalent profile of middle-aged instructors commonly found in the university ideological and political education domain. Regarding their academic ranks, 34.1% held the title of Lecturer, 28.9% were Associate Professors, while Professors and Assistants each constituted less than 19% of the total. Concerning their teaching segments, instructors catering to sophomore students constituted the majority (39.3%), followed by those responsible for educating freshman students (31.3%) and junior students (29.4%). No teachers were reported as teaching senior students. Regarding teaching experience, over 40.3% of the teachers had less than 10 years of experience, 18.5% had 11 to 15 years of experience, 19% possessed 16 to 20 years of experience, and 22.3% had more than 21 years of experience. This distribution parallels that of age and academic ranks.

In summation, the distribution of our survey respondents is fairly even and lends itself well to further comprehensive data analysis.

3.2 Descriptive Statistical Analysis of the Scales

3.2.1 Descriptive Statistical Analysis of the Professional Mission Scale

The descriptive statistical analysis of the Professional Mission Scale and its three dimensions is presented in Table 2:

Table 2 Descriptive Statistical Analysis of the Professional Mission Scale

Variables	Dimension	Minimum	Maximum	Mean	Variance
Professional Mission	Altruistic Contribution	2.00	5.00	3.72	.220
	Sense of Direction	2.00	5.00	3.72	.457
	Proactiveness	2.00	5.00	4.07	.342

From the table above, it is evident that among the 211 collected questionnaires, the average score for the Professional Mission scale is 3.84. This suggests that high school ideological and political teachers self-assess a relatively high sense of professional mission, believing that they have a high sense of mission in their teaching work. The scores for the three dimensions range from a minimum of 2 to a maximum of 5. The Altruistic Contribution dimension has an average score of 3.72, the Sense of Direction dimension has an average score of 3.72, and the Proactiveness dimension has an average score of 4.07. These scores are in the upper-middle range, with Proactiveness having the highest average score among the three dimensions. This indicates that for high school ideological and political teachers, the Proactiveness dimension stands out more prominently in the assessment of their professional mission.

3.2.2 Descriptive Statistics of the Self-Efficacy Scale

The specific results of the descriptive statistical analysis of the Self-Efficacy scale are shown in Table 3:

Table 3 Descriptive Statistics of the Self-Efficacy Scale

Variable	Minimum Value	Maximum Value	Mean	Variance
Self-Efficacy	2.00	5.00	3.82	.574

According to the table above, the Self-Efficacy scale scores range from a minimum of 2 to a maximum of 5, with an average score of 3.82. This places the scores in the upper-middle range. It is evident that the respondents have confidence in their theoretical knowledge and professional competence, indicating their belief in being competent in their teaching work.

3.2.3 Descriptive Statistics of the Teaching Innovation Scale

The specific results of the descriptive statistical analysis of the Teaching Innovation scale and its two dimensions are presented in Table 4:

Table 4 Descriptive Statistics of the Teaching Innovation Scale

Variable	Dimension	Minimum Value	Maximum value	Mean	Variance
Teaching Innovation	Teaching Content Innovation	2.00	5.00	4.02	.550
	Teaching Method Innovation	1.80	5.00	4.03	.599

According to the table above, the mean score of the Teaching Innovation scale is 4.02, indicating an upper-middle level of teaching innovation. This suggests that the majority of respondents consider their teaching innovation level to be good. In terms of its dimensions, Teaching Content Innovation has a mean score of 4.02, and Teaching Method Innovation has a mean score of 4.03, both falling within a relatively high range. This implies that most university ideological and political education teachers are concerned about and exhibit a high level of innovation in teaching, both in terms of content and methods.

3.3 Scale Reliability and Validity Analysis

3.3.1 Reliability Analysis of the Professional Mission, Self-Efficacy, and Teaching Innovation Scales

In this study, we conducted reliability analysis for the Professional Mission, Self-Efficacy, and Teaching Innovation scales using SPSS 21.0. As shown in Table 5, the Cronbach's Alpha coefficients for the Professional Mission, Self-Efficacy, and Teaching Innovation scales all exceed 0.80, indicating high reliability of the data collected in this study. This demonstrates that the collected data is highly reliable and suitable for more in-depth data analysis.

Table 5 Scale Reliability and Validity Analysis

Variable	Dimension	Number of Items	Cronbach's Alpha of the Subscale	Total Scale's Cronbach's Alpha
Professional Mission	Altruistic Contribution	4	.781	.802
	Orientation	4	.824	
	Initiative	4	.836	
Self-Efficacy		10	.879	.879
Teaching Innovation	Teaching Content Innovation	5	.837	.922
	Teaching Method Innovation	5	.851	

3.3.2 Validity Analysis of the Professional Mission, Self-Efficacy, and Teaching Innovation Scales

The scales used in this study were developed based on established scales and were modified to suit the characteristics of higher education ideological and political teachers. The reference scales have been validated multiple times by domestic and international scholars, demonstrating high reliability and validity. In addition, before the formal survey, a small-scale test of the scales was conducted, which confirmed their high validity before distributing the questionnaires. After the questionnaire collection, this study applied the Kaiser-Meyer-Olkin (KMO) test and Bartlett's sphericity test to assess the scales' validity, as presented in Table 6. The KMO values for the Professional Mission, Self-Efficacy, and Teaching Innovation scales all exceed 0.839, indicating that these three scales have precise indicators and good validity.

Table 6 Scale Validity Analysis

Variable	KMO Sampling Adequacy	Bartlett's Sphericity Test Approx		
		Chi-Square	Degrees of Freedom	Significance
Professional Mission	.894	1296.283	66	.000
Self-Efficacy	.839	1200.758	45	.000
Teaching Innovation	.938	1165.194	45	.000

3.4 Correlation Analysis of Professional Mission, Self-Efficacy, and Teaching Innovation

In this study, SPSS 21.0 was used to calculate the means of the variables of professional mission, self-efficacy, and teaching innovation to facilitate subsequent correlation analysis. Pearson's correlation coefficient was then applied to analyze the relationships between these variables. The results are presented in Table 7: there is a significant positive correlation between professional mission, self-efficacy, and teaching innovation ($r=0.633, p<0.01$; $r=0.633, p<0.01$), and there is a significant positive correlation between self-efficacy and teaching innovation ($r=0.678, p<0.01$). Additionally, the correlations between different dimensions are shown in Table 8: there is a significant positive correlation between purpose and altruism, initiative, self-efficacy, teaching content innovation, and teaching method innovation ($r=0.406, p<0.01$; $r=0.737, p<0.01$; $r=0.612, p<0.01$; $r=0.572, p<0.01$; $r=0.471, p<0.01$); there is a significant positive correlation between altruism and initiative, self-efficacy, teaching content innovation, and teaching method innovation ($r=0.540, p<0.01$; $r=0.446, p<0.01$; $r=0.440, p<0.01$; $r=0.440, p<0.01$); there is a significant positive correlation between initiative and self-efficacy, teaching content innovation, and teaching method innovation ($r=0.536, p<0.01$; $r=0.622, p<0.01$; $r=0.546, p<0.01$); there is a significant positive correlation between self-efficacy and teaching content innovation and teaching method innovation ($r=0.665, p<0.01$; $r=0.643, p<0.01$); and there is a significant positive correlation between teaching content innovation and teaching method innovation ($r=0.859, p<0.01$).

Table 7 Correlation Analysis of Variables

	Gender	Age	Title	Teaching Phase	Teaching Experience	Professional Mission	Self-Efficacy	Teaching Innovation
Gender	1							
Age	-.276**	1						
Title	-.208*	.791**	1					
Teaching Phase	-.059	.249**	.245**	1				
Teaching Experience	-.201*	.900**	.797**	.264**	1			
Professional Mission	-.037	.001	.006	.128	.063	1		
Self-Efficacy	-.024	.147*	.209**	.137*	.181**	.633**	1	
Teaching Innovation	-.026	.152*	.104	.191**	.222**	.633**	.678**	1

(Note 1): * indicates $p<0.05$, statistically significant; ** indicates $p<0.01$, highly statistically significant.

Table 8 Correlation Analysis of Various Dimensions in the Scales

Dimension	Leadership Orientation	Altruistic Contribution	Proactive Initiatives	Self-Efficacy	Teaching Content Innovation	Teaching Method Innovation
Leadership Orientation	1					
Altruistic Contribution	.460**	1				
Proactive Initiatives	.737**	.540**	1			
Self-Efficacy	.612**	.446**	.536**	1		
Teaching Content Innovation	.572**	.440**	.622**	.665**	1	
Teaching Method Innovation	.471**	.440**	.546**	.643**	.859**	1

(Note 2): * indicates $p<0.05$, statistically significant; ** indicates $p<0.01$, highly statistically significant.

3.5 Self-Efficacy as a Mediator in the Relationship Between Professional Mission and Teaching Innovation

Various methods can be used to test the mediating effects between variables, including SPSS linear regression, Process Mediation Analysis, and Amos Mediation Analysis. In this study, we employed the SPSS stepwise regression method to test the mediating effect of self-efficacy.

3.5.1 Regression Analysis of Professional Mission on Teaching Innovation

In the first step of the analysis, professional mission was taken as the independent variable, and teaching innovation was the dependent variable. A regression analysis was conducted to obtain the regression coefficient (a) and construct Model 1. The results are presented in Table 9 below:

Table 9 Regression Analysis of Professional Mission on Teaching Innovation

Predictor Variable	β	t	R ²	Adjusted R ²	F
Professional Mission	0.600**	10.769**	0.401	0.398	138.519

(Note 3): * indicates $p < 0.05$, statistically significant; ** indicates $p < 0.01$, highly statistically significant.

3.5.2 Regression Analysis of Professional Mission on Self-Efficacy

In the second step of the analysis, professional mission was taken as the independent variable, and self-efficacy was the dependent variable. A regression analysis was conducted to obtain the regression coefficient (b) and construct Model 2. The results are presented in Table 10 below:

Table 10 Regression Analysis of Professional Mission on Self-Efficacy

Predictor Variable	β	t	R ²	Adjusted R ²	F
Professional Mission	0.633**	11.754**	0.400	0.397	138.151

(Note 4): * indicates $p < 0.05$, statistically significant; ** indicates $p < 0.01$, highly statistically significant.

3.5.3 Regression Analysis of Professional Mission and Self-Efficacy on Teaching Innovation

In this section, a regression analysis was conducted with professional mission and self-efficacy as independent variables and teaching innovation as the dependent variable. The analysis provided coefficients "c" and "d," forming Model 3. The specific results are presented in Table 11, where it is evident that both regression coefficients were statistically significant.

Table 11 Regression Analysis of Professional Mission and Self-Efficacy on Teaching Innovation

Predictor Variable	β	t	R-squared	Adjusted R-squared	F
Professional Mission	0.342**	5.538**	0.528	0.523	115.011
Self-Efficacy	0.460**	7.431**			

(Note 5): * indicates $p < 0.05$, statistically significant; ** indicates $p < 0.01$, highly statistically significant.

Based on the stepwise regression analysis conducted above, it can be concluded that professional mission significantly influences teaching innovation ($\beta=0.6$, $p < 0.01$). This suggests that regression coefficient "a" is significant, thus confirming the presence of a direct effect. Furthermore, professional mission significantly impacts self-efficacy ($\beta=0.633$, $p < 0.01$), indicating that regression coefficient "b" is significant. Self-efficacy significantly affects teaching innovation ($\beta=0.460$, $p < 0.01$), demonstrating that regression coefficient "c" is significant. Even after introducing self-efficacy, professional mission remains a significant predictor of teaching innovation ($\beta=0.342$, $p < 0.01$), where regression coefficient "d" is significant. However, when self-efficacy is introduced, the predictive power of professional mission on teaching innovation becomes less robust than that of professional mission alone ($a > d$). Therefore, this confirms the mediating role of self-efficacy in the model, suggesting that self-efficacy partially mediates the relationship between professional mission and teaching innovation. The consolidated results are presented in Table 12.

Table 12: Mediation Analysis of Self-Efficacy

Model	Model 1		Model 2		Model3	
Dependent Variable	Teaching Innovation		Self-Efficacy		Teaching Innovation	
Predictor Variable	β	t	β	t	β	t
Professional Mission	0.600**	10.769**	0.633**	11.754**	0.342**	5.538**
Self-Efficacy					0.460**	7.431**
R-squared	0.401		0.400		0.528	
Adjusted R-squared	0.398		0.397		0.523	
F	138.519		138.151		115.011	

(Note 6): * indicates $p < 0.05$, statistically significant; ** indicates $p < 0.01$, highly statistically significant.

As shown in Table 13, the study initially verified the partial mediating role of self-efficacy in the

relationship between professional mission and teaching innovation using linear regression analysis. To further confirm the mediating effect of self-efficacy, the study employed Process 4.1 to examine the total effect of professional mission on teaching innovation, the direct effect of professional mission on teaching innovation after controlling for self-efficacy (the mediating variable), and the indirect effect of professional mission on teaching innovation through self-efficacy mediation. The results indicated that the indirect effect amounted to 0.38, constituting 54% of the total effect. The 95% confidence interval ([0.245, 0.516]) did not include zero, establishing the presence of an indirect effect. Therefore, it can be concluded that 54% of the influence of professional mission on teaching innovation is mediated by self-efficacy.

Table 13: Bootstrap Mediation Analysis Results

Effect Relationship	Effect Value	Lower Limit (LLCT)	Upper Limit (ULCT)	Effect Proportion
Total Effect	0.703	0.585	0.821	-
Direct Effect	0.323	0.172	0.459	46%
Indirect Effect	0.380	0.245	0.516	54%

3.6 The Relationship Between Professional Mission, Self-Efficacy, and Teaching Innovation in University Ideological and Political Teachers

Based on the data analysis results, it is evident that there is a positive correlation between professional mission and teaching innovation. The higher the professional mission of ideological and political teachers in universities, the higher their level of teaching innovation. Additionally, professional mission has a positive impact on self-efficacy, and self-efficacy, in turn, positively influences teaching innovation. Self-efficacy plays a partial mediating role between professional mission and teaching innovation. Furthermore, 54% of the effect of professional mission on teaching innovation in university ideological and political teachers is mediated by self-efficacy.

4. Strategies to Promote Teaching Innovation Among University Ideological and Political Teachers

Higher education plays a critical role in cultivating high-quality and high-level talents, and within this context, teaching innovation by university ideological and political teachers is essential for implementing the educational policies of the Party and the nation, as well as fulfilling the fundamental mission of moral education. University ideological and political teachers, as key participants in ideological and political education, should remain steadfast in their beliefs, uphold professional ethics, actively shoulder their work responsibilities, proactively enhance their knowledge and skills, and foster multidimensional teaching innovation in ideological and political education. These efforts will contribute to the realization of high-quality development in higher education. Based on the research findings, this paper presents the following recommendations to enhance the level of teaching innovation among university ideological and political teachers, improve the quality of ideological and political education in higher education, and advance the high-quality development of ideological and political education in universities.

4.1 Prioritizing Ideological and Political Education in Higher Education and Enhancing the Professional Sense of Mission Among Ideological and Political Teachers

4.1.1 Emphasizing Ideological and Political Education in Higher Education and Improving Management

Both ideological and political teachers and university leaders should attach great importance to ideological and political education in higher education. It is essential for both parties to fully recognize the significance of ideological and political education in higher education, as well as the value of the teaching profession. By fulfilling their responsibilities in ideological and political education, teachers can realize their professional worth and strengthen their professional sense of mission. As for university leaders, their leadership styles have a certain degree of influence on the innovation atmosphere within the university. Both leadership styles have their own strengths and weaknesses. Therefore, when managing the university's ideological and political education, school leaders should combine the advantages of transformational leadership and transactional leadership styles and make comprehensive use of suitable leadership styles according to the specific circumstances. Additionally, in alignment with the educational policies of the Party and the country, it is crucial to establish a comprehensive ideological and political education system in universities. This system should include well-defined objectives,

significance, content, and other aspects, serving as the fundamental guidance for teaching work and ensuring the gradual and systematic development of teaching innovations.

4.1.2 Strengthening the Construction of an Innovative Culture for Ideological and Political Teaching in Higher Education and Fostering a Positive Innovative Atmosphere

Culture exerts a subtle and enduring influence on individuals. It has the power to uplift the spirit and bring people together. To enhance the culture of efficient ideological and political teaching innovation in higher education, the following steps should be taken. Firstly, diverse teaching innovation activities should be carried out, such as ideological and political teaching innovation competitions and teaching innovation exchange meetings. These activities help ideological and political teachers gain a deeper understanding of and identification with the purpose and significance of teaching innovation. This fosters a shared identity with the culture of teaching innovation and encourages active collaboration in the university's teaching innovation efforts. Secondly, regular propaganda activities related to teaching innovation culture should be organized. Positive public opinion can affirm the value of the teaching profession, enabling ideological and political teachers to recognize the significance of their teaching work. This, in turn, sparks their professional sense of mission, motivating them to wholeheartedly engage in teaching innovation work.

4.1.3 Aligning Personal Values with Work Values and Reinforcing the Sense of Professional Mission

According to Maslow's Hierarchy of Needs theory, satisfying lower-level needs can stimulate higher-level needs, leading to the realization of personal values. Therefore, universities should provide the necessary spiritual and material support for teachers' teaching innovation work. This support should aim to address teachers' basic concerns and meet their lower-level needs. By doing so, it can ignite their motivation to pursue higher-level needs, strengthen their professional sense of mission, and align personal values with work values. Ideological and political teachers need to continually improve themselves in teaching practice, enhance their professional qualities, and earn the respect and recognition of others and society. This leads to the realization of personal and societal values and ultimately deepens their professional sense of mission, making them more inclined to contribute to society in their teaching work.

4.2 Enhancing Self-Efficacy and Leveraging Its Partial Mediating Role

4.2.1 Enhancing Self-Efficacy through Personal Experiences of Success and Failure and Vicarious Experiences

Personal experiences of success or failure play a crucial role in shaping self-efficacy, with an individual's attribution style influencing the impact of these experiences. To enhance self-efficacy among ideological and political teachers in higher education, it is essential to consider success as valuable experience. Break down the tasks of teaching innovation into clear objectives for each phase, making the goals of teaching innovation easier to attain. Additionally, provide positive feedback promptly for completed objectives and tasks to boost self-efficacy among ideological and political teachers in the field of teaching innovation, motivating them to work towards the overarching goal of teaching innovation.

Observing colleagues with similar abilities succeed at their work can enhance one's self-efficacy. Therefore, ideological and political teachers can gain vicarious experiences by observing, learning from, and emulating successful experiences of teachers with comparable abilities. This process can increase self-efficacy and improve their innovative capabilities in ideological and political teaching.

4.2.2 Elevating Self-Efficacy through Persuasion and Emotional Arousal

Firstly, persuasive language is simple and highly effective; hence, it is widely used in practice. Employing logical and encouraging language can instill confidence in ideological and political teachers in higher education, convincing them that they possess the knowledge and skills needed to accomplish teaching innovation tasks. This, in turn, increases their self-acknowledgment, spurring their motivation for teaching innovation and enhancing their resilience in overcoming challenges. Secondly, anxiety and low energy levels can diminish an individual's judgment of their self-efficacy. Therefore, universities and society can provide support to ideological and political teachers in teaching innovation in both material and psychological aspects, alleviating their concerns. Creating a positive and supportive atmosphere for teaching innovation can contribute to their psychological well-being, emotional stability, and high energy levels, thereby improving self-efficacy and promoting teaching innovation in higher education.

4.2.3 Strengthening Knowledge and Skill Acquisition to Enhance Self-Efficacy

The successful completion of teaching innovation tasks through the application of acquired knowledge and skills significantly elevates self-efficacy. Therefore, it is crucial to enhance the knowledge and professional skills of ideological and political teachers in higher education. Firstly, establish a talent pool for ideological and political teachers in higher education, categorizing them based on research direction, teaching stage, seniority, and institution. Regularly assess their professional knowledge and skills and make adjustments to teaching tasks based on the assessment results. Secondly, conduct focused learning and exchange sessions for ideological and political teachers before initiating teaching innovation work based on the teaching stage and subject characteristics. This helps them grasp the key aspects of teaching innovation work for the current stage and address any deficiencies in their professional knowledge and skills to better fulfill their teaching innovation tasks. Through the acquisition of knowledge and skills, ideological and political teachers can improve their competence and achieve effective results in their teaching innovation work, ultimately strengthening their self-efficacy.

4.3 Enriching the Forms of Ideological and Political Teaching Innovation to Enhance the Quality of Ideological and Political Education

4.3.1 Changing the Ideological and Political Teaching Philosophy and Innovating the Content of Ideological and Political Teaching

Ideological and political teaching innovation directly impacts the quality of ideological and political education. Therefore, it is necessary to continuously change the ideological and political teaching philosophy and innovate the content of ideological and political teaching to promote teaching innovation. First and foremost, ideological and political teachers should place students at the center and focus on activating their initiative and self-consciousness in the process of ideological and political education. This approach encourages students to choose what to learn and accept, internalizing theoretical concepts into their hearts and externalizing them through their actions, achieving the integration of knowledge and practice. Secondly, ideological and political teachers should consider the characteristics of ideological and political courses and the era's features of college students. It is essential not only to emphasize the teaching of theoretical knowledge but also to prioritize practical teaching. The integration of theoretical knowledge and practical application helps students better adapt to societal developments and become high-quality comprehensive talents.

4.3.2 Innovating the Ideological and Political Teaching Model and Enhancing the Ideological and Political Teaching System

Historically, the ideological and political teaching model has been relatively one-dimensional, primarily relying on traditional classroom teaching that emphasizes the explanation of theoretical knowledge. As society evolves, the ideological and political teaching model should keep up with technological advancements, guided by the Bandura learning theory. This involves changing the traditional teaching model and enhancing the ideological and political teaching system. Firstly, by leveraging the advantages of online teaching in conjunction with existing teaching methods, it is possible to facilitate online learning, share educational information, and encourage teacher-student interaction. Secondly, the support of science and technology plays a critical role in innovative ideological and political teaching. The use of online videos, images, current events, and case studies can make theoretical knowledge more engaging and increase student participation. Finally, promoting practical teaching creates a dual-drive model combining theory and practice, capitalizing on student's agency in the learning process, and enhancing their problem-solving abilities.

4.3.3 Innovating the Ideological and Political Teaching Assessment Methods to Promote Innovative Development

Ideological and political teaching emphasizes the integration of knowledge and practice. Traditional assessment methods primarily focus on students' grasp of theoretical knowledge, making it challenging to comprehensively and systematically evaluate the effectiveness of ideological and political teaching. Consequently, ideological and political teaching assessment methods should evolve in response to societal needs. Firstly, there should be a comprehensive assessment of the effectiveness of ideological and political teaching, along with the improvement of a comprehensive teaching evaluation index system. This index system should include teacher teaching plans, student performance, student practical achievements, and student course evaluations as comprehensive assessment indicators to achieve the integration of teaching and education, promoting innovative development in ideological and political education. Secondly, it is essential to establish incentives for ideological and political teaching, utilizing

assessment, evaluation, feedback, and control methods effectively. This stimulates teachers and students' initiative and self-awareness, enhancing the quality of ideological and political teaching and student learning outcomes. For instance, improving performance appraisal mechanisms with a 100-point performance appraisal index system based on annual assessment, professional title evaluation, teaching awards, and excellence awards, quantifying ideological and political teacher's teaching performance each year. The results should come with material and spiritual rewards for outstanding ideological and political teachers to provide positive incentives, motivate them to engage in teaching innovation, and enhance the quality of ideological and political teaching.

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