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## Research on the Influence of Pre-Qin Confucian Filial Piety Ideology and Culture on the Ideological and Political Education Mode in Colleges and Universities

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	<b>Abstract</b>
<p><b>Article History</b></p> <p><b>Article Submission</b> 9 November 2022</p> <p><b>Revised Submission</b> 10 December 2022</p> <p><b>Article Accepted</b> 15 February 2023</p>	<p>Students play a vital role in achieving the aims of the institution and improving institution performance in this respect. The adoption of new technologies has had an effect on how college students learn. The study focuses on the pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China, as well as the planned behaviour theory involved. 420 students from various Chinese universities and colleges participated in an online and in-person survey for the analysis. The results of structural equation modelling (SEM) show that student involvement enhances academic performance. The findings of the study also revealed a link between ideological and political education, forms of education, and student performance in Chinese colleges and universities, as well as the mediating function of Confucian filial piety culture. Additional research can be carried out to keep the understanding of our model accurate. There was yet another drawback to using a quantitative, closed-ended questionnaire. The cross-sectional form of the study makes it challenging to demonstrate a cause-and-effect relationship. As a result, it's important to consider the benefits and drawbacks of the good information era, intensify the positive interventions, properly direct college students' ideological and political education, develop new approaches to this education, and make an effort to incorporate socialist principles throughout the entire process of university and college education. There are significant policy recommendations, questions for further research, and recommended theoretical and practical implications.</p> <p><b>Keywords:</b> Modes of Education; Ideological and Political Education; Students Performance; Culture, Planned Behaviour Theory</p>

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## Introduction

Ideological and political education in college and university courses should indeed be widely encouraged in all disciplines as a new proposal of education and learning improvement, as this helps to create high-level skills with both competence and political morality (X. Gao & Li, 2022). The fundamental idea behind ideological and political education is to employ subjects other than ideological and political concept classes to increase the impact of moral instruction. An essential issue of the ideological and political classes in colleges and universities at the moment is to figure out how to incorporate coursework into the ideological and political structure of the education system in order to create a synergistic educational impact, create a perfect solution of cooperative learning of ideological and political classes in colleges and universities, and introduce innovative and restructure in order to meet the needs of the occasions (Luo, 2022; Rui, 2022).

Filial piety is a Confucian idea that originated in Chinese culture and promotes a set of moral principles, beliefs, and behaviours that include respecting and taking care of one's parents (Lily et al., 2022). The reciprocate and authoritative components of filial piety are two factors in the two-factor paradigm of filial piety. The Confucian tradition of filial piety emphasizes helping, honoring, and adopting one's parents' aspirations. The fundamental condition of filial piety, assisting, ensures that parents' economic needs are met. Helping is the lowest point of filial piety. The humanistic qualities of filial piety cannot be conveyed by upkeep, which only reflects the materialistic aspect (Jamali et al., 2022). Filial piety involves respecting parents in addition to being able to support them. In a broader sense, filial piety refers to being good with one's parents, caring for them, and acting honourably both inside and outside the home in order to uphold the reputation of one's ancestral and family members. It also refers to demonstrating passion, honor, and endorsement for one's family members as well as upholding a brotherly social group and ensuring that they are not morally irresponsible (Lily et al., 2022).

Active and engaging education opportunities are essential for assisting students in achieving deeper learning objectives (Liu & Pan, 2022). Universities are also under a lot of pressure, which has sparked increasing concerns in culture. As a result, one of the main goals of the new leading colleges and universities is to reduce the pressure college students are under to obtain work, as well as to open up new work opportunities for them. According to research conducted at prestigious colleges and universities, the first step in increasing college students' employment rates and reducing their work stress is to develop their Ideological and political skills and broaden their general knowledge (Ray et al., 2022).

Traditional Chinese education is a crucial component of a society's heritage and traditions, which are preserved in various ways and passed down through numerous channels (Li, 2017). Communication, art, dances, oral history, idiomatic expressions, stories, narratives, cultures, and religious doctrine are a few examples of these forms. For many hundreds of years, traditional Chinese education has served as a foundation for Ideological and political education in a variety of fields (Ji et al., 2022). This education is typically transmissible from one generation to the next through oral history and cultures. The majority of the time, this educational approach has been employed to develop lifetime learning skills.

Chinese culture is extensive and complex thanks to the government's more than 5,000-year tradition of sustained existence (Haider et al., 2022). Chinese traditional culture comprises rich spiritual ideals and intellectual insights, including nationalism, ambition and enterprise, ethics and consciousness, love for instructors and learning, and the greatest intellectual pursuit of the Chinese people. Confucius, an outstanding traditional Chinese culture, has a documented historical assessment in the culture of behaviour norms (Wang-Sheng & Jie-Feng, 2017). Confucian filial piety has been deeply ingrained into China's political and cultural framework as well as the way of life and religious disposition of the Chinese people as the essence of Chinese traditional culture (Liu, 2019). The exquisite traditional culture of the country has always had a subtle influence on the attitudes and behaviours of the Chinese people, according to Yun et al (2022). Chinese youngsters eventually receive education about filial piety, and the culture's influence on behaviour is unavoidable.

The current study determines that pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China. The present study

established on planned behaviour theory. Planned behaviour theory refers as "to support the entire theoretical framework which described that individual behavior is the result of entrepreneurial intentions whereas intentions depend on a person's attitude towards the behavior, subjective rules, and perception of behavioral control" (Ong et al., 2022). According to theory views, perceptual values, and control beliefs, it is presupposed that people behave properly. Although not often intentionally or actively taken into account, these elements serve as the framework for making decisions. These ideas form the foundation of the conceptual framework proposed and practically tested in this study. 1. Modes of education significantly impacts on performance of students; 2. Ideological and political education significantly impacts on performance of students; 3. Culture mediates the relationship between modes of education and performance of students; 4. Culture mediates the relationship between ideological and political education and performance of students; 5. Culture significantly impacts on performance of students.

### **Literature Review**

The current study determines that pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China, as well as the planned behaviour theory involved.

#### **Planned Behaviour Theory**

People should conduct properly, according to theory viewpoints, perceptual values, and control beliefs. These components provide the basis for decision-making even though they are not frequently explicitly or actively taken into account. Planned behaviour theory refers as "to support the entire theoretical framework which described that individual behavior is the result of entrepreneurial intentions whereas intentions depend on a person's attitude towards the behavior, subjective rules, and perception of behavioral control" (Ong et al., 2022). Recent research has highlighted the usefulness and applicability of planned behaviour theory in forecasting people's intentions to take risks (Gamel et al., 2022; Ong et al., 2022).

Ideological and political education is a possible predictor of performance of students, according to this idea (Gamel et al., 2022; Lily et al., 2022). This theory is recommended because it helps us comprehend the structure clearly and predicts Ideological and political education, modes of education through culture, and performance of students in colleges and universities (Ong et al., 2022; Ray et al., 2022). Pupils might receive ideological and political education at universities to better comprehend other students. A crucial factor in the development of the Confucian filial piety culture among students is their ideological and political education (Jamali et al., 2022; Liu & Pan, 2022).

#### **Modes of Education and Culture**

Traditional Chinese education is a crucial component of a society's heritage and traditions, which are preserved in various ways and passed down through numerous channels (Evans & Sadler-Smith, 2006; Wu & Ma, 2022). Communication, art, dances, oral history, idiomatic expressions, stories, narratives, cultures, and religious doctrine are a few examples of these forms. It wouldn't be out of to say that the fundamental feature of classical education in China is that it has intently assimilated with the sociocultural, ethnic, ideological, administrative, artistic, religious, and sporting activities life of people, even though Chines do not possess the same and comparable academic opportunities in conventional ways of understanding (Gong, 2017). The majority of the time, it is represented through narratives, melodies, traditions, idiomatic expressions, rituals, beliefs, community regulations, the regional languages and classification, educational modes. For many hundreds of years, traditional Chinese education has served as a foundation for Ideological and political education in a variety of fields. This education is typically transmissible from one generation to the next through oral history and cultures. The majority of the time, this educational approach has been employed to develop lifetime learning skills. Education also entails assisting others in picking up new skills and motivating them to reflect on what they have learned. It is crucial for instructors to instruct students on how to find and use knowledge (Luo, 2022; Zeqiri et al., 2018). Confucian filial piety had a big impact on education

and how knowledge was passed down from one generation to the next in ancient China. Confucian scholars created an educational system that was intended to instill filial piety and other moral qualities (Ong et al., 2022). Confucianism placed a significant focus on the usefulness of education in forming people's moral character and fostering social harmony. The emphasis on moral instruction in addition to intellectual instruction was one of the main characteristics of this educational system. Confucianism's tenets, such as the significance of filial piety, were taught to students, and they were enjoined to live their lives in accordance with these tenets (Gong, 2017). This aided in preserving these ideals for next generations and made sure that Confucianism would continue to have an impact on Chinese society. The emphasis on apprenticeship and mentorship, where students studied from seasoned teachers through one-on-one interaction and practical experience, was another crucial component of this educational system. By emphasising the relevance of interpersonal connections in passing on information and values, this educational approach promoted a feeling of community and intergenerational continuity (Ji et al., 2022; Liu & Pan, 2022).

According to Wu & Ma (2022), students' performance is the result of educational efforts and demonstrates students' dedication to their studies. The performance of students is the most important component of education. As a result, it is regarded as the center pole around which the entire educational system revolves. According to Gong (2017), the educational achievement or failure of institutions of higher learning is determined by the students' performance. The information of community, the nation, and the globe is passed down from generation to generation through academic achievement. Students are expected to learn how to be engaged and successful participants in governments through education. More specifically, education aids and directs people as they go from one class to another. Education has given educated people, societies, and nations an advantage over those who remain at the base of the development hierarchy. According to (J. Gao et al., n.d.), student intellectual achievement has a direct impact on the economic growth of the country. According to Dong et al (2017), all institutions' top priorities are the educational achievements of their students. Furthermore, a student's performance serves as the cornerstone for knowledge acquisition and skill enhancement. Ray et al (2022) contend that regular evaluations or tests are crucial for gauging students' progress over a specific amount of time in order to provide better results. Thus, researcher hypothesized that;

H1: Modes of education significantly impacts on culture.

#### Ideological and Political education and Culture

The ideological and political education educational systems must be built by colleges and universities with thorough covering, rich varieties, increasing levels, and mutual assistance (Ji et al., 2022; Liu & Pan, 2022). Furthermore, based on fusing the qualities of various professional programs, the system should be built from broad and basic to depth and applicable in accordance with the order in which students take courses, in order to aid in knowledge acquisition and the establishment of proper values. Different ideologies can influence people's perspectives on the same issue. They are used by different social classes to determine how different ideologies are positioned in culture, but the ideology of the dominant elite was collectivism in response to their interests (Jamali et al., 2022; Yun et al., 2022). This reflected the ideology's distinctive class attribute and served as its defining quality. Ideological and political education in higher studies should be developed alongside of student development in order to combine establishing performance with these types of education. This is evident from the stage of detailed education provided by colleges and universities, where students have already been educated in the structure and have obtained some proper development in ideological and political education. Nevertheless, existing social and personal variables have a detrimental impact, leading to a number of university students who, in addition to receiving ideological education from colleges and universities, also receive unfavourable ideological education from their families and society (Gong, 2017; Wang-Sheng & Jie-Feng, 2017). As a result, the issue of college and university students is still severely impacted by the influence from parents. The ideology is produced on specific economic bases, and it provides the result is presented bases and the benefits of the dominant elite. It also provides the related benefits of the highly focused reflection of the dominant elite, and it has an impact on many different aspects of social overall economic design and maintenance, including politics, culture, the workforce, and so on (X. Gao & Li, 2022; Gong, 2017; Wang-Sheng & Jie-Feng, 2017).

The performance of the students is crucial in generating the highest caliber graduates who will serve as great leaders and labourers for the nation, contributing to the economic and cultural advancement of the nation (Li, 2017). In addition to administrators and teachers, employers in the job market should be concerned about the performance of university students. One of the most important considerations made by employers when hiring employees, especially recent graduates, is student achievement (Ali et al., 2009). As a result, in order to meet the requirements of the institution, students must exert the most energy in their academic work. The overall grade point equivalent is used to assess students' performance. The cumulative grade point average, which takes into account the average of all exam grades over all periods of university study, illustrates a student's overall educational achievement (Darling-Aduana et al., 2022). The achievement of a high Grade point average that accurately reflects students' whole student achievement may be hampered or accelerated by a variety of variables. In China University and college, ideological and political education is crucial, particularly for students. In higher education, ideological and political education has assumed a significant role in carrying out the important task of developing skilled socialist constructors and followers (Evans & Sadler-Smith, 2006; Liu & Pan, 2022). Ideological and political education often takes different forms depending on the nation, with some nations indirectly implementing cultural, religious, constitutional, and ethical education programmes (Wang-Sheng & Jie-Feng, 2017). In previous studies, ideological and political education positively impact on student's performance (X. Gao & Li, 2022; Liu & Pan, 2022; Topuzov et al., 2022). Pre-Qin Confucianism's ideal of filial piety had a tremendous impact on both the ideological and political education of ancient China (Lily et al., 2022). According to Confucius, those who engaged in filial piety would inevitably grow morally upright and had a firm sense of obligation to their community, which would make them better members of society and leaders. The educational system adopted this concept, emphasising the value of filial piety and encouraging pupils to uphold its ideals (Darling-Aduana et al., 2022). Confucianism placed a strong emphasis on the virtues of good leaders who behave with compassion and fairness, as well as the power of a leader's moral example to influence the behaviour of the populace. A theory of government that highlighted the value of monarchs taking their ministers' advice, showing compassion to their citizens, and fostering social peace was also established by Confucian thinkers. In conclusion, Confucian filial piety had an impact on ideological and political education in ancient China, helping to mould the values, beliefs, and behaviour of the populace and establishing a strong cultural and political tradition that has influenced China to this day (Wang-Sheng & Jie-Feng, 2017).

H2: Ideological and political education significantly impacts on culture.

#### Mediating Role of Culture

Confucian tradition of filial piety emphasizes supporting, honoring, and adopting one's parents' aspirations (Lily et al., 2022). The fundamental condition of filial piety, enabling ensures that parents' basic requirements are satisfied. Contributing is the simplest form of filial piety. The intellectual qualities of filial piety cannot be conveyed by upkeep, which only reflects the material level. Filial piety involves respecting parents in addition to being able to support them. The pinnacle of filial piety and the inheritance of rational politics is to pass on ambition (Yun et al., 2022). University and college culture is the word used to describe the overall character of a higher education institution. It has also been described as the environment created by students' interpersonal and professional interactions on campus. Furthermore, culture has a significant impact on "what the institutions are and what they may become" (Lily et al., 2022; Wu & Ma, 2022). A fundamental idea in Chinese culture that stretches back to the pre-Qin era is Confucian filial piety. It speaks of a child's obligation to love, respect, and obey their parents and other adults as well as the responsibility of parents to take care of and provide for their children (Haider et al., 2022). The founder of Confucianism, Confucius, advocated filial piety as the cornerstone of all moral conduct and the secret to fostering harmony in society. Chinese culture has been significantly shaped by this idea of filial piety, which also has an impact on how families interact and the values that are passed down from one generation to the next (Lily et al., 2022).

The culture at a university can be dominant or poor (Topuzov et al., 2022). Professionals to work at universities with high morale adhere to the same set of known values (Haider et al., 2022). The culture is considered weak if the bonds that once existed between groups no longer exist.



Collective norms, strong behavioural ideals, faculty cooperation, and preparedness to uphold these principles are characteristics of good university cultures. Differentiation from group standards and a lack of norms (both written and spoken) at the institution are characteristics of weak cultures (Li, 2017; Wu & Ma, 2022). Understanding university culture is essential if you want to improve student performance at the institution. Hierarchical and focused on controlling, Confucian tradition of filial piety culture. According to Liu & Pan (2022), Confucian tradition of filial piety culture places a strong emphasis on reducing the amount of uncertainty and fosters a strong sense of certainty, efficacy, dependability, consistency, and uniformity. Universities and colleges that adhere to this sort of culture place an emphasis on effectiveness, stability, consistency, and dependability, which are connected to delineating defined tasks and roles (Gopal et al., 2021; Lily et al., 2022). As a result, hierarchical type cultures priorities discipline, regularity, clear information, and uniformity, which improves profitability and improves students' performance (Dong et al., 2017). In previous studies culture play as moderator role with student's performance. Prior research has investigated the relationship between modes of education, ideological and political education, and student performance, as well as the mediating role of culture in both (Dong et al., 2017; Gopal et al., 2021; Li, 2017; Luo, 2022; Wang-Sheng & Jie-Feng, 2017).

H3: Culture mediates the relationship between modes of education and performance of students.

H4: Culture mediates the relationship between ideological and political education and performance of students.

#### Culture and Students Performance

As time goes on, the leadership participating in colleges and universities is becoming more and more conscious of culture and its contribution to diversification and educational growth (Wang-Sheng & Jie-Feng, 2017). Every university and college has unique components that are linked to its cultural aspects. In essence, management plays a part in maintaining connections among everyone, which is how university and college culture functions as a web (Topuzov et al., 2022). The culture at a university and college can be robust or poor (Liu & Pan, 2022). Staff and administrators at universities with strong cultures adhere to the same set of fixed values. The culture is considered weak if the bonds that once existed between groups no longer exist. Collective norms, strong behavioural ideals, faculty cooperation, and preparedness to uphold these principles are characteristics of good university cultures. Differentiation from group standards and a lack of principles (both written and spoken) at the institution are characteristics of weak cultures (Li, 2017; Rui, 2022; Topuzov et al., 2022). Understanding university and college culture is essential for fostering student happiness with the institution. A university's culture may be strong or weak. At universities with high morale, professionals uphold the same set of established values (Darling-Aduana et al., 2022; Dong et al., 2017; Jamali et al., 2022; Ji et al., 2022). If there are no longer any ties between groups, the culture is thought to be weak. Good university cultures are characterised by group norms, strong behavioural ideals, faculty cooperation, and readiness to uphold these values. Weak cultures are characterised by differences from group norms and a lack of norms (both written and verbal) at the institution. Confucian filial piety significantly influenced the educational system and the conduct of college and university professors in ancient China (Topuzov et al., 2022). College and university lecturers were supposed to be role models of filial piety and virtue since Confucianism placed a significant focus on education and the transmission of cultural and moral norms from one generation to the next. Teachers were urged to show filial piety towards their students, who were viewed as their "spiritual children," as well as their own parents (Liu & Pan, 2022). Teachers were expected to guide and encourage their pupils both in their academic work and in their personal life, and this relationship was marked by mutual respect, obedience, and affection.

Confucian culture of filial piety is hierarchical and centered on control. Liu & Pan (2022) assert that the Confucian tradition of filial piety culture strongly values eliminating uncertainty and cultivating a sense of certainty, efficacy, dependability, consistency, and uniformity. Gong (2017) claim that student intellectual achievement directly affects the nation's economic development. The academic successes of its students are all schools' top priorities, according to Lily et al (2022). Students' performance is the outcome of educational efforts and serves as evidence of students' commitment to their studies, claim Gopal et al (2021); Wu & Ma (2022). The

rich spiritual values and intellectual insights found in traditional Chinese culture include nationalism, entrepreneurship and ambition, ethics and consciousness, a love of teachers and education, and the greatest intellectual quest of the Chinese people. The great traditional Chinese philosopher Confucius has a historical evaluation in the culture's expectations of behaviour that is well-documented (Jamali et al., 2022). The most crucial element of education is students' performance (Ji et al., 2022; Omolewa, 2007). The entire educational system is therefore thought to revolve around it, making it the central pole. The academic success or failure of institutions of higher learning is decided by the students' performance, claim Wang-Sheng & Jie-Feng (2017). In previous studies culture significantly and positive impact on students' performance (Haider et al., 2022; Topuzov et al., 2022; Wang-Sheng & Jie-Feng, 2017; Wu & Ma, 2022).

H5: Culture significantly impacts on performance of students.

#### Conceptual Model

Based on the previous literature support and hypothesis development, following hypothesis has been developed as shown in Figure 1.

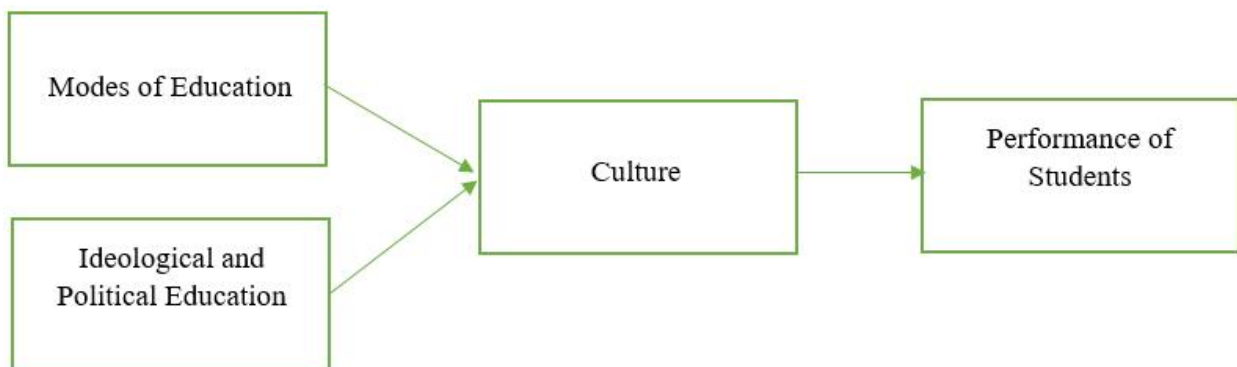


Figure 1. Conceptual framework

### Methodology

Utilizing planned behaviour theory, the conceptual framework and underlying assumptions of the study were created. The study focused on Chinese college and university students' academic performance, the effects of educational modes, ideological and political education on culture, as well as the mediating function of Confucian filial piety in Chinese culture. All of the students are Chinese nationals who are fluent in Chinese. The headmasters, principals, and administrators initially gave their consent. A face-to-face survey, a request for participation, and a brief description of the study's objectives were the methods these researchers used to collect data. Non-probability sampling was an effective sample approach in this study because of the size and scope of the investigation. An email was sent to these organisations with a link to the online survey, a brief explanation of the study's goals, and an invitation to contribute in order to learn more about these unusual phenomena. A customized version of a literary works survey was used to collect information to confirm the relationship between components because students serve as the public face of the colleges and universities of China. Students were required to give information about their English language proficiency in the personal statement because the survey was only available in English. Only the study's general conclusions were made available to the public, and all student replies were kept confidential. 420 students from Chinese colleges and universities will provide the information.

#### Participants

This study makes use of cross-sectional analysis, closed-ended questionnaires, and quantitative techniques. Participants in the study are Chinese college and university students who actively seek out having to cut back on academics. After acquiring the necessary departmental approval, a cover letter and questionnaire survey were delivered to each contact to request their willing participation in this research. After that, the survey was conducted in person. Respondents were also asked to add information in the cover letter detailing their level of linguistic skill because



the poll was conducted in English. Additionally, all respondent responses were completely kept anonymous, and only the study's aggregate findings were made public. Some Chinese colleges were initially disqualified due to a language barrier and time restrictions. According to the researchers, the 420 Chinese college and university students who participated in the study did so freely because they were comfortable with the poll's language. Between November 22 and January 2, 2022, data was collected. Due to a shortage of time, the researcher decided to halt data collection after 420 questionnaires had been returned. For the study, a total of 420 thorough and insightful survey responses from different Chinese universities were gathered, with a response rate of 85%. The sample for the study was chosen using a careful, deliberate selection approach. a method for gathering data through the Internet or by obtaining samples that are easily accessible nearby (Sarstedt et al., 2022). The following hypothesis is tested in this study by using the PLS-SEM Smart PLS 3 method to examine the data (Baghaei & Ravand, 2016).

#### Measurement Scale

A 20-item questionnaire was devised to determine the role of the pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China, as well as the planned behaviour theory involved.

Modes of education includes "Has physical conferences and meetings enhanced your learning? And has classes adversely affected your practical learning?" adopted by. Ideological and political education include items "Recognition to the ideological and political education work of the University and college and Ideological and political courses have improved you the most" adopted by. Culture include items "The University always grasp market changes accurately and the university regularly increases skills training sessions to motivate employees to participate in the work" adopted by. Performance of students include items "The higher education has sharpened my analytic skills and higher education really tries to get the best out of all its students" adopted by.

## Results

The current study focus on the pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China, as well as the planned behaviour theory involved. Based on the analysis of respondent data, descriptive statistics of the demographics for the current study (N=420) were created. To evaluate the structural and measurement models, SmartPLS3 was employed.

#### Demographics

Table 1 shows demographic information, research findings, and planned behaviour theory information related to the influence of pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in Chinese colleges and universities. The three most important factors in the model's appraisal of Chinese university and college students were found to be gender, age, family composition, and education levels.

Table 1. Demographic profile

<b>Demography</b>	<b>Description</b>	<b>No. Of Responses</b>	<b>%</b>
Gender	Male	240	57
	Female	180	43
Age	20-30	170	40
	30-40	150	36
	Above 40	100	24
Family Composition	Mother and Father both	150	36
	Single Mother	130	31
	Single Father	140	33
Education Level	FSC/FA	170	40
	BSC/BA	140	33
	MS/PH.D	110	27

In the table above, the gender of male students was 57% and female was 43%. University and college students age 20-30 were 40%, 30-40 students age were 36%, while the age above 40 was 24%. Family composition in which both mother and father were 36%, single mother were 31% and single father were 33%. Education in FSC/FA students were 40% of respondents, BSC/BA University and college students were 33%, while MS/Ph.D. students were 27% in China Universities and colleges.

#### Measurement model

Partial least squares (PLS) structural equation modelling was used in the current work to quantify the performance of the more effective model. To make this measurement, Smart PLS was used. This quality indicator takes into account average variance extracted (AVE), confirmatory factor analysis (CFA), convergent validity, and discriminant validity. Validity and reliability are the two main criteria used in PLS analysis (Hamdollah & Baghaei, 2016). This is due to the fact that estimating the model's quality is the primary goal of model measurement. Both discriminant and convergent validity evaluations were done to make sure the construct under investigation is valid. The average variance extracted (AVE) values and item loading values were used to test convergent validity, sometimes referred to as internal consistency of the variables. The consistency of the items was evaluated in this convergent validity analysis.

#### Composite Reliability and Validity

Furthermore, the factor loadings, validity, and reliability of the data gathered from 420 university and college students in China were evaluated using PLS-SEM. Information on the item factor loading, validity, and reliability for the PLS measurement model is detailed in Table 2. Cronbach's alpha test value, which must be 0.70 or greater, is typically used to evaluate an item's internal consistency (Fornell & Larcker, 2014). Cronbach's Alpha and composite reliability scores for the variables under investigation were both higher than 0.70. Because the average variance extracted (AVE) values for discriminant validity were higher than 0.50, convergence validity and high reliability were demonstrated (Fornell & Larcker, 2014). The composite reliability values, which ranged from 0.841 to 0.902, were over the threshold range of 0.70.

Table 2. Composite reliability, Cronbach's Alpha, and AVE values

<b>Construct</b>	<b>Item</b>	<b>Loadings</b>	<b>CA</b>	<b>CR</b>	<b>AVE</b>
Modes of Education	MOE1	0.766	0.841	0.893	0.677
	MOE2	0.866			
	MOE3	0.836			
	MOE4	0.821			
	MOE5	0.766			
Ideological and Political Education	IPE1	0.801	0.844	0.889	0.616
	IPE2	0.794			
	IPE3	0.702			
	IPE4	0.816			
	IPE5	0.807			
Culture	C1	0.761	0.844	0.885	0.564
	C2	0.767			
	C3	0.804			
	C4	0.772			
	C5	0.715			
	C6	0.778			
Performance of Students	POS1	0.839	0.902	0.927	0.718
	POS2	0.860			
	POS3	0.868			
	POS4	0.847			
	POS5	0.822			

"Note: CR=composite reliability; AVE=average variance extracted; CA= Cronbach's Alpha"

Discriminant Validity

Every research approach must also demonstrate that it has discriminant validity. Discriminant validity describes how one predictor variable differs from some of the other latent constructs (Fornell & Larcker, 2014). To assess the discriminant validity, the AVE value, associated factor variability, and other range of fundamental should all be lower than the AVE value of the independent components (Hamdollah & Baghaei, 2016). Discriminant validity, which includes comparing an idea to other constructs, serves to validate it. As soon as we were confident that the variables' reliability and validity fulfilled all standards, researchers conducted additional study for structural analysis. The HTMT results below 1 support the discriminant validity even more.

Table 3. Discriminant validity

	<b>C</b>	<b>IPE</b>	<b>MOE</b>	<b>POS</b>
Culture	0.751			
Ideological and Political Education	0.824	0.785		
Modes of educatoin	0.721	0.721	0.823	
Performance of Students	0.703	0.767	0.652	0.847

R Square

The researcher employed SmartPLS 3.0 as a tool in this inquiry. The R square will be indicated initially in this study, also referred as the main regression model, before the interaction effect is considered. R2 values of 0.13 should be regarded as weak, 0.33 as moderate, and 0.67 as strong, according to Hamdollah & Baghaei (2016). The variable assessment coefficient of determination is shown in the table. The table below shows the value of R square of culture were 0.713 and value of performance of students were 0.494.

Table 4. Assessment of R square

	<b>R<sup>2</sup></b>
Culture	0.713
Performance of Students	0.494

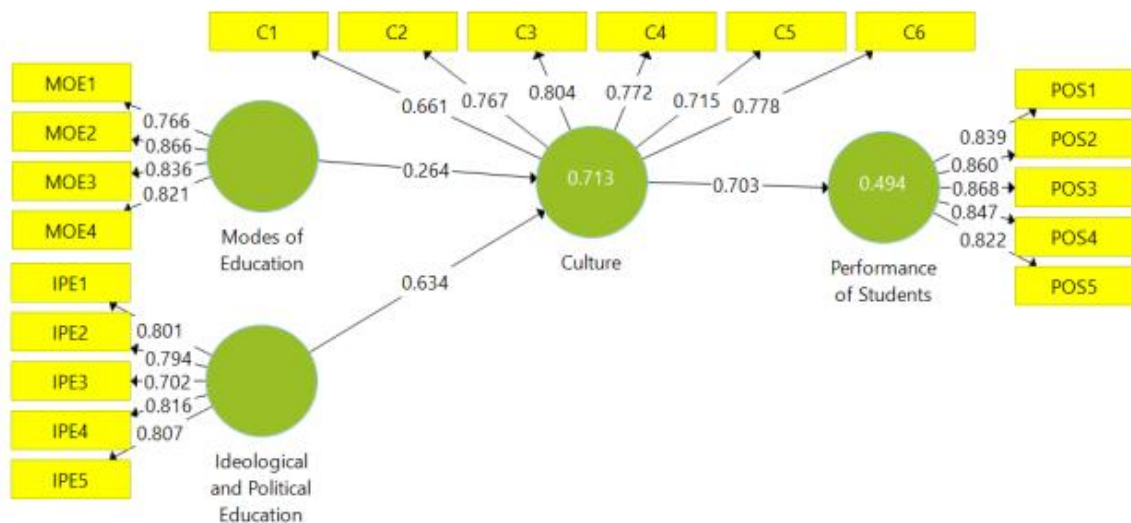


Figure 2. Assessment of Algorithm

Structural Equation Model

The structural model route coefficients expressing the hypothesised correlations were statistically determined using a PLS-SEM bootstrapping approach. This research demonstrates the planned behaviour theory and the PLS-SEM assessment of the influence of pre-Qin Confucian filial piety ideology and culture on the ideological and political education style in Chinese colleges and universities. Accuracy ratings for bootstrapping are given for biases, variance, standard errors, coefficient of determination, and other factors. This technique can be used to estimate the sample distribution for almost any statistic that applies the survey method. Additionally, it can be used to develop tests for assumptions. It is generally used as an alternative to statistical approaches when a parametric model is imprecise, unavailable, or requires the use of complicated formulas to determine sampling error (Hair & Sarstedt, 2021).

Direct Relation

Direct relations refers as "an association between two variables such that they rise and fall in value together (Hamdollah & Baghaei, 2016). The results shows that the relationship between modes of education and culture ( $\beta = 0.264, t = 13.199, p = 0.0001$ ). H1 is therefore acceptable. The results shows that the relationship between ideological and political education and culture ( $\beta = 0.634, t = 4.649, p = 0.0001$ ). H2 is therefore accepted. The results shows that the relationship between culture and performance of students ( $\beta = 0.703, t = 17.911, p = 0.0001$ ). H5 is therefore accepted.

Table 5. Direct Relation

	Original Sample	T Statistics	P Values	Decision
Modes of Education -> Culture	0.264	13.199	0.0001	Supported
Ideological and Political Education -> Culture	0.634	4.649	0.0001	Supported
Culture -> Performance of Students	0.703	17.911	0.0001	Supported

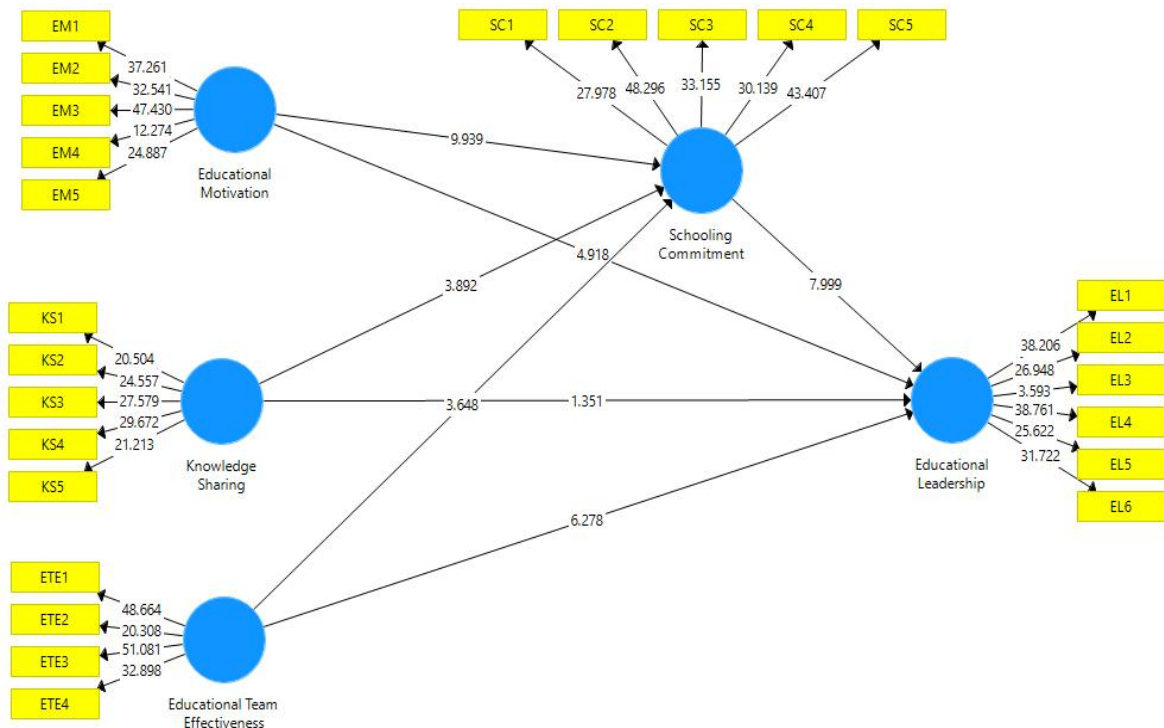


Figure 3. Structural model

Mediating Effect

Culture play as a mediating variable, the link between modes of education and performance of students remained significant ( $\beta = 0.186, t = 4.307, p = 0.0001$ , respectively). H3 is therefore accepted. Culture play as a mediating variable, the link between ideological and political education and performance of students remained significant ( $\beta = 0.446, t = 10.579, p = 0.0001$ , respectively). H4 is therefore accepted. In mediation, "the parties meet with a mutually agreed-upon neutral third party who aids them in the discussion of their differences".

Table 6. Mediating Effect

	Original Sample (O)	T Statistics	P Values	Decision
Modes of Education -> Culture -> Performance of Students	0.186	4.307	0.0001	Accepted
Ideological and Political Education -> Culture -> Performance of Students	0.446	10.579	0.0001	Accepted

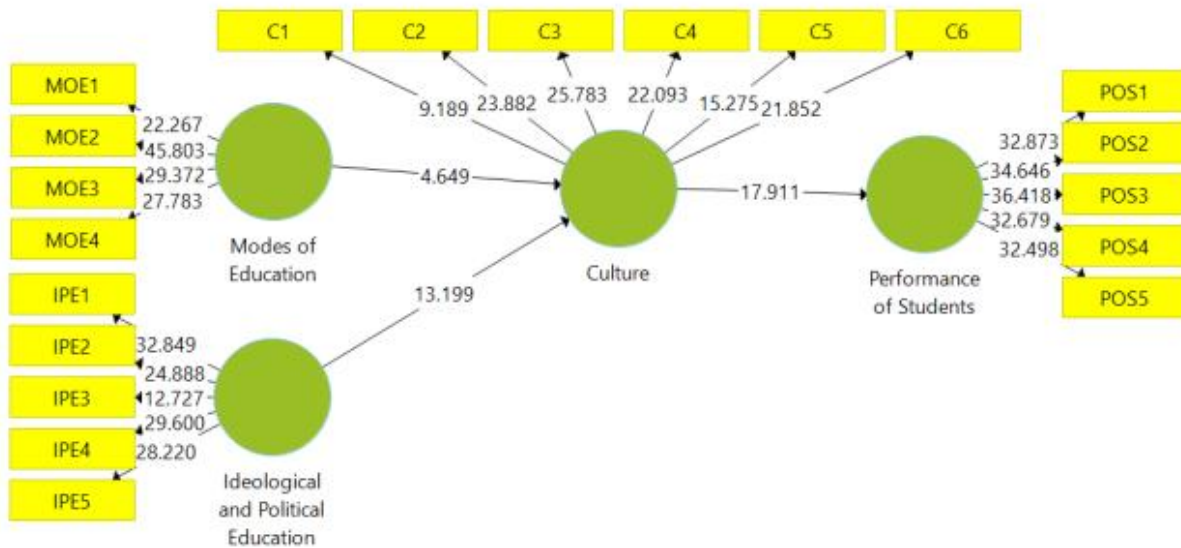


Figure 3. Assessment of Bootstrapping

Discussion

This study examines the effect of pre-Qin Confucian filial piety ideology and culture on the ideological and political education mode in colleges and universities in China, as well as the planned behaviour theory involved. The impact of modes of education and ideological and political education on students' performance, as well as Confucian filial piety culture as mediator. The evidence strongly supports each of the hypotheses.

The results shows positive and significant relationship between modes of education and culture. For many hundreds of years, traditional Chinese education has served as a foundation for Ideological and political education in a variety of fields. This education is typically transmissible from one generation to the next through oral history and cultures. The majority of the time, this educational approach has been employed to develop lifetime learning skills (Zeqiri et al., 2018). Additional instructional time is therefore important in terms of student success. In order to examine its effects on Chinese youngsters' performance, this dissertation uses empirical research methodologies to focus on the Confucian filial piety culture in Chinese traditional culture. (Erlina, 2022)

The results shows positive and significant between ideological and political education and culture. In higher education, ideological and political education has assumed a significant role in



carrying out the important task of developing skilled socialist constructors and followers (Evans & Sadler-Smith, 2006; Liu & Pan, 2022). Additionally, the work of developing and enhancing values is ongoing. Evaluating student quality from the standpoint of growth is required in order to accomplish ideological and political education in college and university students. Students who have high levels of ideological and political competence have higher standards for themselves and are more ready to give up all to uphold their principles and objectives.

The results shows positive and significant relationship between culture and performance of students. Understanding university and college culture is essential for fostering student happiness with the institution. A university's culture may be strong or weak. At universities with high morale, professionals uphold the same set of established values (Darling-Aduana et al., 2022; Dong et al., 2017; Jamali et al., 2022; Ji et al., 2022). If there are no longer any ties between groups, the culture is thought to be weak. Good university cultures are characterised by group norms, strong behavioural ideals, faculty cooperation, and readiness to uphold these values.

Culture play as a mediating variable, the link between modes of education, ideological and political education and performance of students remained significant. Collective norms, strong behavioural ideals, faculty cooperation, and preparedness to uphold these principles are characteristics of good university cultures. Differentiation from group standards and a lack of norms (both written and spoken) at the institution are characteristics of weak cultures (Li, 2017; Wu & Ma, 2022). As a result, hierarchical type cultures priorities discipline, regularity, clear information, and uniformity, which improves profitability and improves students' performance.

Researchers discovered that pupils who participated actively in additional activities performed better (Wu & Ma, 2022). University and college years are a crucial time in one's growth. Learning about ideologies and politics is only the result of spiritual contact, the development of healthy educational mindsets, meeting the needs and desires of the pupils, and the advantages of developing identity and will. According to research, ideological and political education should be tailored to the specific requirements and personal traits of various college and university students (Yun et al., 2022). The totality of personal and traditional culture inside a community is what we referred to as cultural context, and this research uses the term to describe to a social philosophy that penetrates all facets of social activity and serves as a sort of cultural spiritual world.

## **Conclusion**

This study's major goal was to evaluate the pre-Qin Confucian filial piety ideology and culture on the ideological and political education and educational mode in colleges and universities in China, as well as the planned behaviour theory involved. It is demanding to meet the unique needs of kids, but the decision to harmonize education stems from the belief that students understand best when a variety of educational forms and techniques are used. In today's modern cultural point of view, ideological and political education is developing along with the advancement of the points of time and the growth of culture in rapid evolution, so colleges and universities in this respect must be more often than not modify, enhance their capability to deal with, in order to more successfully encourage the ideological and political education research. In-depth conversation aids in the development of accurate concepts and strengthens the ideological and political outlook of college and university students. Despite being conducted on a much larger scale, this study merely assesses students' impressions. Additional research can be done to examine how families, academic personnel, and non-academic staffs perceive the situation. Colleges and universities are at the frontline of cultural work in our nation; they engage university and college students in political and ideological education that not only can ignite their passion and enhance the knowledge of the large majority of students, but also heighten their understanding of obligation and mission-related sense of great importance. As a result, it's important to consider the benefits and drawbacks of the good information era, intensify the positive interventions, properly direct college students' ideological and political education, develop new approaches to this education, and make an effort to incorporate socialist principles throughout the entire process of university and college education.



### **Limitation and Future Recommendation**

The researchers did, although, offer a number of shortcomings and suggestions for future research. In this research, pre-Qin Confucian filial piety ideology and culture, planned behaviour theory, and the ideological and political education and education mode in Chinese colleges and universities were all examined. A variety of topics relating to student performance may be the subject of future research. Second, the data in this study were gathered cross-sectional, even though it's possible that future researchers will use a longitudinal study design to more clearly show causation. The moderating impact can also help researchers enhance the findings of subsequent studies. The study made use of survey data gathered from just one online group. Furthermore, it's possible that the planned behaviour theory failed to adequately characterize each variable when it was applied to our frameworks. To make sense of the results, the researcher was compelled to combine and synthesize the data into a strategy. This factor was the main reason why the sample size was so small. Another restriction is the application of convenience sampling. Convenience sampling entails picking samples at random from a sizable population. The results of the current study are difficult to generalize due to the small sample size, constrained geographic scope, and practical sampling process. More people should participate in the study in the future, and case studies will be conducted using cutting-edge methods in addition to using questionnaires. Focus groups, surveys, and interviews might have all been used in the study. Face-to-face contacts may allow for probing and follow-up in order to obtain data that would be extremely challenging to acquire with a standard survey.

### **Implication**

The policymakers, administrators, and decision-makers could benefit much from this study. New determinants need to be examined in order to reduce unknowable contributory effects. The study determines the role of the pre-Qin Confucian filial piety ideology and culture on the ideological and political education and educational mode in colleges and universities in China, as well as the planned behaviour theory involved. First, the educational materials of college and university ideological and political education, to make university students have a positive impact on students' performance, which is conducive to the ideological and political education work in colleges and universities comfortably. Second, Chinese family looks forward more to their students' achievement, and kids who have been affected by the filial piety culture will view trying to live up to their families' requirements as the culture of filial piety. Third, universities and colleges could develop ways to use stories as modes of education and organise them into categories based on a variety of topics in various fields of study. Fourth, planned behavior theory helps us comprehend the structure clearly and predicts Ideological and political education, modes of education through culture, and performance of students in colleges and universities. Last but not least, the best way to take complete benefit of the educative power and educational possibilities of individualized learning is to get to know the students, set personalized, measurable, and easily achievable objectives for them, choose an instructional strategy for each type of learner, and use compassionate tools to assist meet their needs.

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