



INFLUENCE OF IDEOLOGICAL AND POLITICAL FACTORS ON COLLEGE STUDENT'S ACADEMIC PERFORMANCE

Ma Zhong Qiu^{1*}, Cheng Yang An²,

^{1*}Masters in Education, Jiangxi Institute of Fashion Technology,

²Bachelor's Degree in Software Engineering, Jiangxi Institute of Fashion Technology,

***Corresponding author:** Ma Zhong Qiu

^{*}Masters in Education, Jiangxi Institute of Fashion Technology

Introduction

Student confidence, drive, and persistence in school are all significantly impacted by academic achievement. There may be intolerable levels of turnover, decreased degree output, and higher expense of education if students do not perform adequately in their coursework (Emerson et al., 2023). This also makes it harder for students to enroll in postsecondary institutions and earn advanced degrees. Therefore, teachers have always been interested in their pupils' scholastic progress. Researchers and teachers have been interested in what factors lead to success in school for quite some time. Education is one of the key factors that promotes national unity since learners from divergent backgrounds converge and interact despite of their backgrounds. Believes, values, customs and political inclinations individuals have forms a platform for ideological and political factors (Mamanovich, 2021). However, some believes tend to me more influential than others causing division among students thus causing poor academic performance as students may feel inferior based on their believes. On the same context, ideological and political factors forms groups as results of a specific identity among students thus motivating them to operate as a team (Guay & Johnston, 2022). This implies that within learning institutions, there are numerous groups, which have same social values, political affiliations and ideological factors. There is a close connection between the national politics of a country and college politics. In some scenarios, the politics among college students are linked with politicians who fund students in their campaigns. Therefore, it is impossible to discuss the ideological and political differences among college students in isolation of national politics. Students may become divided not only between different ideologies but also within the same ideology, which can result in conflict, discrimination, prejudice, suppression, competition, unfairness, and even war (Clark & Winegard, 2020). Social media usage is most used among college students. However, the ideological differences may arise based on the attitude, believes and perceptions individuals or groups have towards a given context



All the articles published by Chelonian Conservation and Biology are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) Based on a work at <https://www.acgpublishing.com/>

or celebrity. Studies have indicated that academic performance among students is influenced by learning styles, economic backgrounds, learning environments, teacher factors, genetics and dietary factors. However, few studies have addressed how ideological and political factors influence student's performance in the college level. The following literature depicts ideological and political factors influencing academic performance.

Literature review

College/campus climate- College climate is comprised of students, student's leaders, peer groups and faculty members. Culture on campus both the students' scholastic achievement and the culture and surroundings of the school can have an effect on each other (Hines et al., 2020). Students may experience feelings of pressure to conform to certain beliefs or participate in certain activities if the atmosphere of the school is extremely sociopolitical or ideological. This could be detrimental to the students' ability to focus on their scholastic endeavors. Differences in ideology among college students in Malaysia can also be attributed, at least in part, to the views and perspectives held by professors and staff members (Cortazzi & Jin, 2020). Those members of the faculty who hold strong political or intellectual views may instruct in a manner that is skewed towards their perspective, which may encourage students to embrace their views. This can result in an educational environment that is undifferentiated, which stifles intellectual discussion and critical thinking. Faculty members who hold strong political or intellectual views may, either subconsciously or deliberately, base their grading of students on whether or not the students concur or disagree with the faculty member's views (Pfeifer, 2022). Students who hold opinions contrary to those of the instructor may receive poorer scores as a result of this, which may have a negative impact on their overall scholastic achievement. Teachers who advocate for their personal political or ideological agendas in the classroom risk creating a divisive atmosphere in which students feel compelled to take a stance on the issues. A bad learning atmosphere and increased student strife can have a direct impact on students' ability to learn. A dearth of academic variety and a limited range of ideas may result from faculty members who are primarily of a particular political or social opinion limiting the range of views and ideas given in the classroom (Hascher & Waber, 2021). This may restrict students' capacity for critical thought and have a detrimental effect on their scholastic success. Peer organizations are often a significant influence in the formation of campus culture. Students have a propensity to associate with people who share their interests and opinions, which can result in the formation of intellectual echo chambers. Students may become more dogmatic in their convictions as a result of this, and less willing to consider alternative points of view.

Social media: Students who spend a substantial amount of time on social media may be more susceptible to being influenced by political ideologies and issues because social media has evolved into a potent instrument for political conversation and advocacy in Malaysia. This could have an effect on their scholastic achievement if it causes them to become sidetracked from their studies or lose interest in what they are learning. It is estimated that at least 59% of the world

population are active users of social media and the college students are not exceptional since they make a great proportion (Guess et al., 2020). Fans of social media sites like Facebook and Twitter have the ability to create their own echo chambers on these sites, meaning they only interact with people who share their views and beliefs. Spending a lot of time on social media may lead to college students in Malaysia connecting with others who hold similar political and academic beliefs, which makes it easier for them to adopt and develop those beliefs. Social media usage exposes students to local and foreign culture (Yu et al., 2019). In a context where students get the new culture contradicts their beliefs in terms of social or religious aspects, they shift their academic concentration to counter the new aspects in their lives thus making students fail in academics. However, social media can expose Malaysian college students to a variety of perspectives (Hamat & Abu Hassan, 2019). Students can use social media to engage with people of different backgrounds and perspectives, which can help them gain a better understanding of and regard for others. The views and perspectives of social media personalities who are prominent in the country significantly influence college students in Malaysia. The impression that students who follow an influencer have of various issues and causes may become ideologically and politically diverse as a direct result of the influencer's actions. The social media platform has also evolved into one that facilitates the dissemination of false information and disinformation. College students who depend on social media as their primary source of information may be more likely to believe in false storylines and conspiracy theories because false news and gossip can propagate rapidly on social media platforms (Leeder, 2019).

Beliefs: College students' scholastic performance may be affected by ideological and belief-based political disparities. People who are devoted to a specific philosophy may be less open to new ideas and information, which can stunt their growth as thinkers. An individual's capacity for subtle and impartial engagement with course contents may suffer as a result. Furthermore, when political disagreements emerge in the classroom, they can cause friction and conflict, which can be confusing and detrimental to the learning process (Zanfrini, 2020). Students may feel uneasy voicing their views or engaging in class talks, which can affect their scholastic success. Students may also be subjected to skewed information or limited readings of facts that support their partisan beliefs. This can restrict their ability to completely comprehend complicated problems and honestly assess proof, negatively influencing their scholastic success. College students must participate in open and polite dialogue, actively seek out varied views, and critically assess all sources of information in order to offset the detrimental impacts of ideological and political differences on scholastic results. They can acquire the skills needed to deal with complicated problems and think analytically in this way, independent of their personal views. A number of studies have found that religious adherence improves students' ability to focus and learn (Antonopoulou et al., 2020). One research showed that students who said they frequently attended religious services had better grade point averages than those who said they never attended religious services. Higher levels of scholastic drive and commitment were also linked to religious participation, according to another research.

While some research has discovered a correlation between religious beliefs and success in school, other research has not (Aman et al., 2019). A survey of Muslim students' scholastic achievement, for instance, discovered no statistically significant difference in GPAs between those who self-identified as devoted and those who did not. The extent to which a student's religious beliefs and practices affect their academic performance may depend on a variety of factors, including the nature of the student's religious beliefs and practices, the student's level of involvement in his or her religious community, and the particular academic context in which the student is engaged.

Individual students' culture:

Ideology from a student's culture influences the beliefs they develop in the classroom (Song, 2019). It is possible, for instance, that students from a society that puts a premium on scholastic success would be intrinsically driven to excel in that arena. On the other hand, scholastic success may not be as highly valued by students in a society that places a higher value on other kinds of successes, such as sports or creative triumphs. Students' favored modes of instruction can also be influenced by cultural beliefs. While some societies place a premium on analytical reasoning, others place more emphasis on mindless memory. Students who are used to a certain approach to learning may have difficulty switching to a new method of instruction once they reach college (Gillis & Krull, 2020). It is not just cultural beliefs that can lead to prejudice and partiality in the classroom. Students from groups stigmatized by society may absorb these stereotypes and underperform as a result, for instance if they are taught that members of their group are not as smart or competent as other students (Barnes et al., 2021). The societal assistance that pupils receive from their families and groups may also be influenced by cultural ideologies. Students from cultures that place a higher value on education may receive more help and motivation to succeed in school than students from cultures that place a lower value on education (Chang et al., 2020).

University management system: When it comes to the campus's academic and political climate, university administrations have the ability to play a significant role (Czerniewicz et al., 2019). It follows that this may have various results for pupils' academic performance. If the management of the institution chooses to create a program that reflects their political ideology, then students may receive an education that is biased. This can lead to a lack of exposure to alternative viewpoints and an inability to build critical thinking abilities. If the university administration decides to impose restrictions on the right to free speech, for example, by limiting the range of topics that can be discussed or barring certain speakers from giving presentations on campus, students may feel as though their own political viewpoints are being stifled. This could lead to an unwelcoming environment for the school population. When the management of a university holds a political position that is at odds with that of some of its divisions or programs, they may decide not to adequately support those areas of the university. This could lead to a degraded educational experience for pupils engaged in these areas. University management could impose limits on the free speech of student groups that promote specific political ideologies or points of view. This

could limit students' ability to speak their minds and fully engage in additional activities that attract them.

Conclusion

Ideological and political factors among college students are inevitable. Containing such differences is not easy since various phenomenon's are subjective the experiences students have. In addition, it is evident that ideological and political factors within a college set up have both positive and negative effects on students' academic performance. Therefore, the study recommends that the faculty members and the administrators to take neutral stance when discussing political matters in order to avoid creating ideological differences among students

References

1. Aman, J., Abbas, J., Nurunnabi, M., & Bano, S. (2019). The Relationship of Religiosity and Marital Satisfaction: The Role of Religious Commitment and Practices on Marital Satisfaction Among Pakistani Respondents. *Behavioral Sciences*, 9(3), 30. <https://doi.org/10.3390/bs9030030>
2. Antonopoulou, M., Mantzorou, M., Serdari, A., Bonotis, K., Vasios, G., Pavlidou, E., Trifonos, C., Vadikolias, K., Petridis, D., & Giaginis, C. (2020). Evaluating Mediterranean diet adherence in university student populations: Does this dietary pattern affect students' academic performance and mental health? *The International Journal of Health Planning and Management*, 35(1), 5–21. <https://doi.org/10.1002/hpm.2881>
3. Barnes, M. E., Maas, S. A., Roberts, J. A., & Brownell, S. E. (2021). Christianity as a Concealable Stigmatized Identity (CSI) among Biology Graduate Students. *CBE—Life Sciences Education*, 20(1), ar9. <https://doi.org/10.1187/cbe.20-09-0213>
4. Chang, J., Wang, S., Mancini, C., McGrath-Mahrer, B., & Orama de Jesus, S. (2020). The complexity of cultural mismatch in higher education: Norms affecting first-generation college students' coping and help-seeking behaviors. *Cultural Diversity and Ethnic Minority Psychology*, 26(3), 280–294. <https://doi.org/10.1037/cdp0000311>
5. Clark, C. J., & Winegard, B. M. (2020). Tribalism in War and Peace: The Nature and Evolution of Ideological Epistemology and Its Significance for Modern Social Science. *Psychological Inquiry*, 31(1), 1–22. <https://doi.org/10.1080/1047840X.2020.1721233>
6. Cortazzi, M., & Jin, L. (2020). Good Teachers: Visions of Values and Virtues in University Student Metaphors. *KEMANUSIAAN The Asian Journal of Humanities*, 27(2), 145–164. <https://doi.org/10.21315/kajh2020.27.2.8>
7. Czerniewicz, L., Trotter, H., & Haupt, G. (2019). Online teaching in response to student protests and campus shutdowns: Academics' perspectives. *International Journal of Educational Technology in Higher Education*, 16(1), 43. <https://doi.org/10.1186/s41239-019-0170-1>

8. Emerson, D. J., Hair, J. F., & Smith, K. J. (2023). Psychological Distress, Burnout, and Business Student Turnover: The Role of Resilience as a Coping Mechanism. *Research in Higher Education*, 64(2), 228–259. <https://doi.org/10.1007/s11162-022-09704-9>
9. Gillis, A., & Krull, L. M. (2020). COVID-19 Remote Learning Transition in Spring 2020: Class Structures, Student Perceptions, and Inequality in College Courses. *Teaching Sociology*, 48(4), 283–299. <https://doi.org/10.1177/0092055X20954263>
10. Guay, B., & Johnston, C. D. (2022). Ideological Asymmetries and the Determinants of Politically Motivated Reasoning. *American Journal of Political Science*, 66(2), 285–301. <https://doi.org/10.1111/ajps.12624>
11. Guess, A. M., Lerner, M., Lyons, B., Montgomery, J. M., Nyhan, B., Reifler, J., & Sircar, N. (2020). A digital media literacy intervention increases discernment between mainstream and false news in the United States and India. *Proceedings of the National Academy of Sciences*, 117(27), 15536–15545. <https://doi.org/10.1073/pnas.1920498117>
12. Hamat, A., & Abu Hassan, H. (2019). Use of Social Media for Informal Language Learning by Malaysian University Students. *3L The Southeast Asian Journal of English Language Studies*, 25(4), 68–83. <https://doi.org/10.17576/3L-2019-2504-05>
13. Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*, 34, 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
14. Hines, E. M., Moore, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., Gray, C. N., & Jackson, C. E. (2020). Making Student Achievement a Priority: The Role of School Counselors in Turnaround Schools. *Urban Education*, 55(2), 216–237. <https://doi.org/10.1177/0042085916685761>
15. Leeder, C. (2019). How college students evaluate and share “fake news” stories. *Library & Information Science Research*, 41(3), 100967. <https://doi.org/10.1016/j.lisr.2019.100967>
16. Mamanovich, R. K. (2021). Components of political culture in political processes. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 953–959. <https://doi.org/10.5958/2249-7137.2021.00541.3>
17. Pfeifer, H. (2022). Combatting Misinformation and the Assault on Academic Freedom with Research, Education, and Advocacy. *Justice Quarterly*, 39(5), 897–922. <https://doi.org/10.1080/07418825.2022.2086482>
18. Song, J. (2019). “She Needs to Be Shy!”: Gender, Culture, and Nonparticipation Among Saudi Arabian Female Students. *TESOL Quarterly*, 53(2), 405–429. <https://doi.org/10.1002/tesq.488>
19. Yu, Q., Foroudi, P., & Gupta, S. (2019). Far apart yet close by: Social media and acculturation among international students in the UK. *Technological Forecasting and Social Change*, 145, 493–502. <https://doi.org/10.1016/j.techfore.2018.09.026>
20. Zanfrini, L. (2020). *Migrants and Religion: Paths, Issues, and Lenses: A Multidisciplinary and Multi-Sited Study on the Role of Religious Belongings in Migratory and Integration Processes*. BRILL. <https://doi.org/10.1163/9789004429604>