

Research on the Impact of Pre-Schools on the Ideological and Political Work of Graduate Students and the Countermeasures

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Abstract. In recent years, the scale of graduate students in China has continued to increase, and the flow of graduate students across universities has increased. The pre-school factors have an important impact on the quality of graduate education. Subdividing students from the pre-school level to carry out targeted ideological and political education for graduate students has gradually become a new issue for practitioners and scholars in the field of ideological and political education. In this context, this article takes Beihang University as an example. It is aimed at all graduate students in 2018. The data is obtained based on the Internet electronic questionnaire. The data is analyzed by SPSS analysis of variance and t-test. This subdivision dimension studies the characteristics and differences of graduate students in different pre-school types, and based on this, puts forward targeted suggestions and countermeasures for graduate ideological and political work. This study is also of practical significance for other universities to analyze the pre-school factors to better carry out graduate ideological and political work.

Keywords: pre-school, graduate students, ideological and political work, questionnaire survey

1. Introduction

In recent years, the number of graduate students enrolled in China has expanded on a large scale. The number of graduate students has reached more than 2 million, ranking first in the world. At the same time, the new generation of post-95s has become the main group of postgraduates at school, and this type of population has individual growth needs. From the perspective of graduate schools, there is a large amount of inter-school mobility among these students, and their undergraduates Schools (hereinafter referred to as pre-schools) are uneven. Pre-school factors have an important impact on the quality of graduate education. This poses new challenges to ideological and political education for graduate students.

In the new era, the ideological and political work of colleges and universities is mainly to help students grow and develop. General Secretary Xi Jinping proposed at the National College Ideological and Political Work Conference: "Promote the high integration of traditional advantages of ideological and political work with information technology to enhance the sense of the times and attractiveness", "ideological and political work is fundamentally a human work" [1]. As we all know, human thought and psychology must be reflected through certain behaviors. Most of these can be described and represented by data [2], which contains the characteristics of the times and rich educational value.

The pre-school refers to the school where the candidate attended the undergraduate course before studying for a master's degree [3]. Colleges are divided into 985, 211, and ordinary colleges. From recent years of investigation and analysis of graduate students based on disciplinary punishment, we can see that there is a certain concentration trend of non-985 graduate students in pre-schools. The results of the focus on personnel inspection also reflect the undergraduate Notable characteristics of non-985 graduate students. This new situation has caused the school's ideological and political work department to continue to pay attention to non-985 undergraduate students, and has led managers to think about the following questions: What are the distinctive characteristics of students with different types of pre-schools? What about data portraits? What are the reasons for this difference? What impact does this difference have on ideological and political education? Is there any targeted and effective work that can be carried out? The research on these issues has become a new concern

for practitioners and scholars in the field of ideological and political education. It is against this background that this article takes Beihang University as an example to explore the impact of pre-schools on ideological and political education for graduate students.

2. Methodology

2.1 Data Selection

This research uses the Internet electronic questionnaire survey to conduct a questionnaire survey on the thinking, study and life of all graduate students of Beihang University in 2018. It covers 26 colleges of the university, covering five disciplines of engineering, science, liberal arts, law, and management, covering the first to third grades of master students. A total of 4,039 valid questionnaires were recovered, with a recovery rate of 100%, which is of statistical significance.

2.2 Questionnaire and Variable Design

This article divides the pre-schools into three categories. Class A indicates that the pre-school is a 985 institution; Class B indicates that the pre-school is a 211 institution; C indicates that the pre-school is another institution. Each of the question items mainly explores whether these variables have significant differences in different categories, so as to explore the differences in the research of different pre-school categories in different aspects. The corresponding relationship of the variables to be compared is as follow:

Table 1. Variables to be compared in the questionnaire

Aspect	Variable	Involved pre-school category
Student status	Major	
	Undergraduate School Type	A type(985)
	Political status	B type(211)
	Admissions	C type(others)
	Learning method	
	Gender	
Mental situation	Reasons to study for a master's degree	A type(985)
	Reason for choosing Beihang	B type(211)
	Tutoring relationship	C type(others)
	Academic ethics	
Academic situation	Learning duration	A type(985)
	Other time allocation	B type(211)
	Evaluation of learning status	C type(others)
	Professional learning experience	
Living situation	Self-assessment	A type(985)
	economic aspect	B type(211)
	Stressor	C type(others)
	Practice	

3. Results

3.1 Analysis of Student Status

The results show that the proportion of graduate students enrolled in A-type institutions in our school is much higher than that in B-type and C-type institutions. B-type and C-type students need a better academic record to enter Beihang University. The statistical results of the T test of the postgraduate status of different pre-school types are shown in Table 2 below.

Table 2. Statistical results of T-tests of postgraduate status in different pre-school types

Different pre-school types	Student status				
	Political status	Admissions	Learning method	Gender	Major
	**	**	**	**	**

NOTE:** represents P value <0.01, there is a significant difference; * represents P value <0.05, there is a difference.

In terms of political appearance, the proportion of party members in categories B and C is significantly higher than that in category A, which also confirms the assumption that the graduates of category B and C who have entered the Beihang University for postgraduate studies have an excellent resume.

There are also very large differences in the types of students enrolled. For class A students, the ratio of insurance research and postgraduate entrance examination approaches 1: 1; the proportion of class B students rises to 2: 1; the majority of class C students enter through postgraduate entrance examination.

In terms of learning methods, different types of students also show differences. As the strength of pre-schools increases, more students choose to study full-time.

From the perspective of gender ratio, the ratio of males and females in category A is 13: 7, the male and female ratio in category B is 11: 9, and the male and female ratio in category C is almost 1: 1. The gender ratio of science and technology colleges and universities is conducive to the correct positioning of self-concepts, the upward character and the cultivation of healthy psychology [4].

From the perspective of the distribution of majors. It can be seen that engineering disciplines have higher requirements for basic capabilities and professional skills.

3.2 Ideological Analysis

The statistical results of the T test of the ideological situation of graduate students in different pre-school types are shown in Table 3:

Table 3. Statistical results of T-tests on the ideological situation of graduate students in different pre-school types

Different pre-school types	Mental situation				
	Reasons to study for a master's degree	Reason for choosing Beihang	Reason for choosing Beihang(except c)	Tutoring relationship	Academic ethics
	**	**	#	**	#

NOTE:** represents P value <0.01, there is a significant difference; * represents P value <0.05, there is a difference.

For the reasons for studying for graduate students, among the students who choose to improve their education and enhance their competitiveness, C is the largest proportion, B is the second, and A is the least. This shows that with the improvement of students' recognition of their education and competitiveness Marginal expectations of entering a better school are diminishing.

Most students chose Beihang because they were interested in a certain research area of Beihang and were attracted by Beihang's research platform. Considering that Class A students include undergraduate students of Beihang University, most students will choose item C (the undergraduate spends here, considering the continuity of the subject or the convenience of studying masters), remove the option C, and the SPSS chi-square test indicates that students are choosing There were no differences in the reasons for the study.

Most students choose the tutoring relationship as the ordinary teacher-student relationship. The results show that the class C students admitted after work are more harmonious in the relationship with the tutor, which is significantly better than the other three types, confirming the hypothesis.

3.3 Academic Situation Analysis

The statistical results of the T test for the postgraduate academic status of different pre-school types are shown in Table 4 below.

Table 4. Statistical results of T test for postgraduate academic status of different pre-school types

Different pre-school types	Academic situation			
	Learning duration **	Other time allocation **	Evaluation of learning status **	Professional learning experience *

NOTE:** represents P value <0.01, there is a significant difference; * represents P value <0.05, there is a difference.

The results show that the excellent performance of B students during college has a lot to do with their good study habits. These students are the most “loving to learn”, while most of the C students are studying by postgraduate entrance examination. “Purpose” is strong, and the daily investment in study time during the undergraduate period is not enough, and the daily investment time in study and research is naturally relatively small during the graduate study period. In addition to studying scientific research, students in category A pay more attention to stylistic exercises, students in category B are more busy with office affairs, and students in category C are more inclined to internships to get a good job.

In the evaluation of their own learning status, most of the students were satisfied, and the proportions of the three types of students who chose to be satisfied and more satisfied reached more than 70%. It is worth noting that class C students are the most "satisfied" with their current learning status. The focus of this class of students is still on work, the learning is more goal-oriented and targeted, and they are more satisfied with their own learning.

3.4 Life Situation Analysis

The statistical results of the T test of the living conditions of graduate students in different pre-school types are shown in Table 5 below.

Table 5. Statistical results of T test for the living conditions of graduate students in different pre-school types

Different pre-school types	Living situation			
	Self-assessment *	Economic aspect **	Practice **	Stressor *

NOTE:** represents P value <0.01, there is a significant difference; * represents P value <0.05, there is a difference.

Class C students have the lowest self-scores, and part-time students need to study while working and be anxious about life and learning.

In terms of expenditure, Type C students have high expenditures, but their daily living expenses account for less in scholarships and research fellowships than other types of students. They rely more on part-time social work to earn living expenses, which affects their concentration on studying and scientific research.

Class A students have the lowest satisfaction with the evaluation of various cultural and sports activities organized by our school, and the highest proportion of students who are not interested in such activities. With the weakening of the pre-school strength, students continue to evaluate the cultural and sports activities and practical activities. improve.

Topics and publications have become the most stressful factors during your master's degree. When feeling stressed, most students choose to talk to relatives, friends, and classmates, but very

few choose to ask for help from professionals and professional institutions, indicating that our school's psychological counseling is not enough and has not been approved by students.

4. Suggestions

According to the above data analysis results, the following targeted work can be done:

(1) Take the lead in party building and strengthen the building of grassroots party organizations. Bring into play the advantages of a high percentage of Party members in class B and C in front schools, do a good job in building grass-roots party organizations, further improve the ideological and political quality of party members, give full play to the role of party model leaders and party fortresses, and guide new students to adapt to the new campus as soon as possible Learning and living environment.

(2) Adhere to problem-oriented and goal-oriented, and improve student awards. Further clarify the scope, objects and quotas of various types of scholarships, strengthen the systematic construction of the scholarship system, and provide targeted funding for different types of students.

(3) Promote the construction of the service education mechanism, and do a good job of transforming management to service. Change from passive to active, focus on key students and key issues, resolve and guide in time, shift from management to service, establish a working mechanism for students' precise perception of linkage, and form a joint force of service and education.

(4) Create a second classroom to help the growth of innovative talents. Class C students admitted after work are more proactive in areas such as professional field exploration, clearer career planning, but inadequate study and research; other students are confused in this area, but have strong academic ability, so they can pass in the second class, carry out discussions on learning careers, build a shared learning platform for students, and realize the advantages and disadvantages through the exchange of experiences.

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