



Research on Student Satisfaction of Counselors' Ideological and Political Education Based on PLS-SEM

Chunping Zhu

Jiangxi College of Applied Technology, Ganzhou, Jiangxi, 341000, China

*Corresponding author's e-mail: qpp569@163.com

Abstract

College counselors in China are the front-line workers of ideological and political education and student affairs in colleges and universities, and they bear very important responsibilities: ideological and political education, student management and service.

Keywords: *Counselors; ideological and political education; effectiveness; student satisfaction*

1 INTRODUCTION

College counselors need to work in the front line of ideological and political education for college students. The quality of counselors' work is closely related to the overall quality of students, and there is a relationship between the two. Therefore, the CPC Central Committee has attached great importance to the construction of the counselor team over the years, and issued many important documents in order to further strengthen the professionalization of the counselor team and improve the overall quality of counselor team. In August 2004, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students", and in 2005 the Ministry of Education issued the "Opinions of the Ministry of Education on Strengthening the Construction of College Counselors and Head Teachers"[7]. These documents and policies are all It shows that the responsibility of college counselors is very important. Therefore, the counselor needs to establish a long-term stable relationship with the student and accompany the student throughout the university life. Helping students solve various problems, including life, thinking, and learning, plays a pivotal role in the growth and change of students [1].

2 RESEARCH IDEAS, CONTENT AND METHODS

The research of this paper makes an in-depth analysis and induction of the materials related to the work of counselors and ideological and political education.

Decided to start from the perspective of student satisfaction, respectively, to study the effectiveness of the ideological and political education of undergraduate college counsellors [2]. In-depth analysis of the connotation, responsibilities, and professional characteristics of counselors, sorting out the basic content, methods, and particularities of counselors' ideological and political education work, and clarifying the connotation and evaluation criteria of the effectiveness of counselors' ideological and political education work [3]. With the help of interviews with college students and counselors, let college students fill out the "Questionnaire on the Effectiveness of Ideological and Political Education Work of Undergraduate College Counselors" to investigate the status quo of the effectiveness of the ideological and political education work of college counselors and the influencing factors of the ideological and political education work of college counselors. , to summarize the experience of counselors' ideological and political education work. According to the weaker links, corresponding improvement suggestions are put forward, as shown in Figure 1:

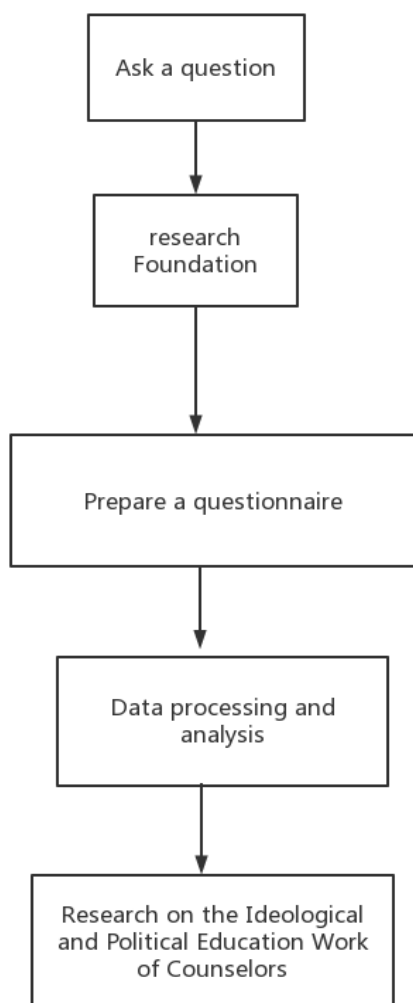


Figure 1: Schematic diagram of research ideas

3 INTERVIEW SURVEY

In order to investigate and study the status quo and influencing factors of the effectiveness of the ideological and political education work of undergraduate college counsellors [4]. The research content of this paper is also based on the existing research, using the interview method to investigate. The main content of the interview research is to ask the interviewees to answer the predetermined questions freely, so as to provide direction for the later questionnaire design. Questions are as follows:

Question 1. Your gender: ①Male ②Female

Question 2. Your grade: ①Grade 1 ②Grade 2 ③Grade 3 ④Grade 4

Question 3. Your school belongs to: ① Comprehensive ②Science and Technology ③Finance ④Teacher ⑤Agricultural Medicine ⑥Other

Question 4. Your major is: ① Literature and History ② Science and Technology ③ Agriculture and Medicine ④ Others

Question 5. Do you serve as a student leader: ①Yes ②No

Question 6. Your political appearance is: ①member of the Communist Party of China ②member of the Communist Youth League ③member of the masses ④other

Question 7. The gender of your counselor is: ①Male ②Female

Question 8. Your counselor's marital status: ①Married ②Unmarried ③Divorced or widowed ④Unknown

Question 9. Your counselor's personal position is: ①Full-time counselor ②Part-time counselor ③Not sure

Question 10. Your counselor's working time: ①0-3 years ②3-5 years ③5-10 years ④10 years or more ⑤Not sure

Question 11. Your counselor's education is: ①College ②Undergraduate ③Master ④PhD ⑤Not sure

Question 12. The title of your counselor is: ①Assistant ②Lecturer ③Associate Professor ④Professor ⑤Not sure

Question 13. Your counselor's personnel establishment is: ① Formal establishment ② Informal establishment ③ Unclear

Question 14. The age of your counselor is: ①Under 30 years old ②30-40 years old ③40-50 years old ④Over 50 years old ⑤Not sure

Question 15. How many students does your counselor bring: ①Less than 100 ②100-200 ③200-300 ④300 or more ⑤Not sure

Question 16. How many times has your counselor changed: ①none ②1 time ③2 times ④3 times ⑤4 times or more

17 The content of your ideal and belief education for counselors

18 The content of your national spiritual education for counselors

19 The content of your civic and moral education for counselors

20 Contents of your quality education for counselors

21 Contents of your mental health education for counselors

22 What you would like to offer career guidance and services to counselors

23 The content of your study style construction for counselors

- 24 Your participation in the educational and teaching tasks of the counselor's ideological and political courses
- 25 Your opinion on the development of the counselor theme class meeting
- 26 Your development of counselor class activities
- 27 Your practice of ideological and political education for counselors
- 28 What do you think about the counselors going deep into the student dormitory?
- 29 What are your thoughts on the counselor's heart-to-heart conversation with you?
- 30 Your use of new media technology to communicate with your counselor
- 31 Counselors help you establish a correct worldview, outlook on life, and values
- 32 Counselors Helped You Build Higher Political Awareness
- 33 Counselors Help You Develop Good Morals
- 34 Tutors Help You Develop Good Study Habits
- 35 Counselors Help You Develop a Healthy Mindset of Optimism
- 36 Counselors Help You Build the Right Employment Concept

- 37 The counselor helped your class to form a good class style
- 38 The counselor helped your class develop a good style of study
- 39 Counselors promote unity and harmony among your classmates
- 40 counselors helped your class earn honors
- 41 You are generally very satisfied with the effectiveness of the counselor's ideological and political education work

4 ESTABLISHMENT OF THE RESEARCH MODEL

Based on the blended learning satisfaction analysis model, the English blended learning student satisfaction measurement model, the parent satisfaction measurement model of online home-school cooperation and related research, the research and design of the "student satisfaction analysis model of multimedia classroom teaching" is carried out. The model has the following four dimensions: student characteristics, teacher characteristics, courseware design and teaching environment. Take "student satisfaction" as the dependent variable. The student satisfaction analysis model of multimedia classroom teaching is shown in Figure 2:

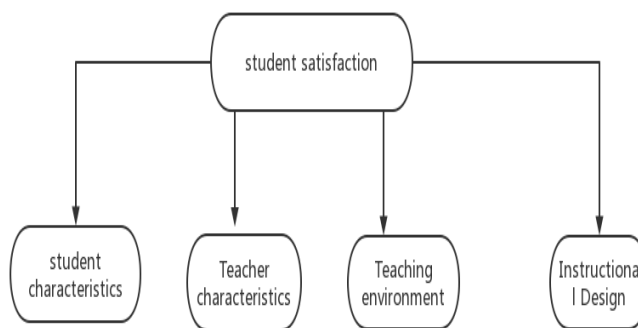


Figure 2: Analysis Model of Student Satisfaction in Multimedia Classroom Teaching

5 VALIDITY ANALYSIS

The validity function of the questionnaire is reflected in the correctness or validity of the measurement results of the questionnaire, which reflects the degree to which the questionnaire can measure the concept or characteristic that the researcher wants to measure [5]. There are various methods to test the validity of questionnaires. In this study, content validity and construct validity are selected for testing. Factor analysis was performed on 25 items of the four measurement dimensions in this questionnaire, and the SPSS analysis results are shown in Table 1:

Table 1: SPSS analysis results

	KMO	0.911
Bartlett's Test of Sphericity	Approx. Chi-Square	4491.434
	df	231
	Sig.	.000

In SPSS statistical analysis, a variety of test methods are used to judge whether a variable is used in factor analysis. The methods used are Bartlett Test of Sphericity and KMO (Kaiser-Meyer-Olkin) test. The value range of KMO is between 0 and 1. The higher the value of KMO (closer to 1.0), the more common factors between variables, and the survey data is suitable for factor analysis. Kaiser believes that: if $KMO < 0.5$, it means that the sample is too small and the sample should be enlarged;

when $0.5 < KMO < 0.6$, it means that the variable is not suitable for factor analysis; when $0.6 < KMO < 0.7$, it means that the variable is not suitable for factor analysis; When $0.7 < KMO < 0.8$, it indicates that the variable can be used for factor analysis; when $0.8 < KMO < 0.9$, it indicates that the variable is suitable for factor analysis; when $0.9 < KMO$, it indicates that the variable is very suitable for factor analysis. The KMO value of this questionnaire is 0.911, which indicates that the survey data is very suitable for factor analysis [8]. In addition, when the significant probability of the χ^2 statistic value of the Bartlett sphericity test is less than 0.01, it indicates that the data are correlated and suitable for factor analysis. The χ^2 statistic value of Bartlett's sphericity test was 4491.434 (231 degrees of freedom), and the associated probability was $0.000 < 0.01$, which reached a significant level, indicating that the survey data were correlated and suitable for factor analysis [6].

6 REGRESSION ANALYSIS

The method adopted by SPSS is stepwise, that is: stepwise regression, which means that only one variable is included or removed into the model at a time, and the forward selection method is combined with the post-elimination method, each time according to the standard of the forward selection method. After the introduction of variables, all variables that have been introduced should be tested according to the standard of the post-elimination method, except for the variables that become no longer significant due to the introduction of new variables [10]. The regression analysis method can ensure that the independent variables entering the model have a significant impact on the dependent variable, and the goodness of fit of the model is as large as possible [9].

Table 2: Regression coefficient analysis table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.971	.136		7.147	.000		
	xsmean	.750	.039	.652	18.996	.000	1.000	1.000
2	(Constant)	.340	.135		2.510	.012		
	xsmean	.507	.042	.441	12.081	.000	.714	1.400
	jsmean	.436	.040	.394	10.798	.000	.714	1.400
3	(Constant)	.062	.144		.431	.667		
	xsmean	.500	.041	.434	12.181	.000	.713	1.402
	jsmean	.350	.043	.317	8.144	.000	.600	1.666
	hjmean	.181	.036	.170	4.977	.000	.774	1.292

7 CONCLUSION

Student satisfaction is an attitude and emotional experience. Gradually, with the change and upgrading of people's needs, student satisfaction is formed and is affected by various factors. According to the research on student satisfaction in multimedia classroom teaching, improving student satisfaction can start from giving full play to students' initiative, improving teachers' knowledge and technical level, and improving the quality of teaching environment; At the same time, due to personal background, the influence of factors on student satisfaction can be further improved with corresponding measures.

REFERENCES

- [1] Chen Limin. Theory and Practice of College Counselors [M]. Beijing: China Yanshi Publishing House, 2006 (1): 1.
- [2] Document No. 16 of the Central Committee of the Communist Party of China and the State Council. Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving the Ideological and Political Education of College Students (Zhongfa [2004] No. 16 Document) [Z]. 2004(8).
- [3] Zhang Yihong. Research on the Innovation of Ideological and Political Education in Non-public enterprises in the New Era[J]. Academic Journal of Humanities & Social Sciences, 2022, 5.0(10.0).
- [4] Liu Qian. Research on the Innovation of Ideological and Political Education in Universities Based on Artificial Intelligence Machine Learning in a Wireless Network Environment[J]. Security and Communication Networks, 2022, 2022.

- [5] Luo Yuting, Li Haiyan. Analysis of the content and structure of daily ideological and political education for college students [J]. School Party Building and Ideological Education, 2009 (7): 17-19.
- [6] Hejia Yang. Research on Youth Volunteer Service Activities and College Students' Ideological Education Work[J]. Frontiers in Educational Research, 2019, 2(12).
- [7] Xie Xiaojuan. Research on Ideological and Political Education of Counselors [M]. Shenyang: Liaoning University Press, 2014 (04):
- [8] Ling Li. Intelligent Evaluation of College Students' Ideological and Political Education Effect Based on Big Data Technology [C]//Proceedings of 2021 International Conference on Intelligent Transportation, Big Data & Smart City(ICITBS 2021) PartII., 2021:127-130. DOI:10.26914/c.cnkihy.2021.053785.
- [9] Zhao Guiping. The Essence of the Discourse Power of Counselors in Ideological and Political Education [J]. Ideological and Theoretical Education, 2016
- [10] Zhou Liangshu, Zhu Ping, Yu Xiaohe. The History of Chinese College Counselors' Work [M]. Beijing: People's Publishing House, 2016

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

