

Development and Testing of Evaluation Scale of Curriculum Ideological and Political Teaching Satisfaction



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Abstract: Based on the theory of satisfaction, this study constructs the evaluation scale of curriculum ideological and political teaching satisfaction, which includes 7 potential variables, including teaching intensity, teachers' ideological and political accomplishment, teaching content, teaching methods, teaching skills, perceived usefulness and students' satisfaction. In addition, based on relevant ideological and political education theories, psychological theories and mature teaching satisfaction scale, measurement items are prepared for 7 potential variables, and five Likert tables are designed to make questionnaires and collect data. Finally, reliability and rationality of the scale are tested by reliability and validity method. It builds the necessary research foundation for the research of the satisfaction of ideological and political teaching in subsequent courses.

Key words: curriculum ideological and political satisfaction; Latent variables; Scale; Reliability; validity

Curriculum thought and politics is the fundamental requirement for the implementation of the basic education policy of moral education and educating people. At present, the research results on curriculum thought and politics are quite fruitful. However, due to its special attributes, the teaching effect of curriculum thought and politics is characterized by long-term, perceptual and immeasurable characteristics, so the evaluation method of curriculum thought and politics teaching effect has been mostly discussed in theory. The present situation of less practical operation methods. [Author Profile: In order to give an objective and scientific evaluation of the current ideological and political teaching work of the curriculum, based on the questionnaire survey research method, this study draws on the mature customer satisfaction model at home and abroad, and constructs a satisfaction model of the ideological and political teaching of the curriculum, including seven influencing factors:

teaching intensity, teachers' ideological and political accomplishment, teaching content, teaching methods, teaching skills, perceived usefulness and students' satisfaction. In addition, the corresponding measurement items are prepared with 7 influencing factors as the target, and the Likert scale matching the research goal is designed to make questionnaires and collect data. Finally, the reliability and rationality of the scale are tested by the reliability and validity method, which provides scientific support for the subsequent research on the satisfaction model of ideological and political teaching and the effectiveness evaluation of the current ideological and political teaching strategies.

1. Present situation of curriculum ideological and political research

Using "curriculum ideology and politics" as the keyword, the research group retrieved 47,081 relevant research results from CNKI database, mainly from 2016 to 2021, especially in 2018, 2019, 2020 and 2021. The research content covers the

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connotation exploration of curriculum ideology and politics, the construction and reform of curriculum ideology and politics, the collaborative development of curriculum ideology and politics, and the combination of curriculum ideology and politics with a specific discipline. For example, in terms of exploring the connotation of ideological and political education in the curriculum, Min Hui believes that "ideological and political education in the curriculum is the inherent requirement of the teaching reform of ideological and political education in colleges and universities, the core of which is to explore the ideological and political education resources of different disciplines and professional courses, establish an organic and unified curriculum system, and form an all-disciplinary, all-dimensional and all-effective ideological and political education curriculum system." (Min, 2017) In terms of curriculum thought and politics construction, Qiu Weiguang proposed that "curriculum thought and politics" lay emphasis on construction, with teachers as the key, teaching materials as the foundation, resource mining as the prerequisite, and system construction as the fundamental guarantee (Qin, 2017). In terms of the collaborative development of ideological and political courses, Shi Shuchen pointed out that "the main ways to achieve the same direction include: giving full play to the leading role of the main channel of ideological and political theory courses, enhancing the awareness of curriculum education and establishing the concept of curriculum ideological and political theory courses, and establishing the mechanism of collaborative education between various courses and ideological and political theory courses" (Shi, 2017).

In contrast to the above research, the research group retrieved 1037 relevant results with the keyword of "curriculum ideological and political evaluation", of which only 10 were accurately hit and concentrated in 2021, indicating that the current evaluation research on the effect of curriculum ideological and political education is still in its infancy, and the research mainly focuses on evaluation principles, mechanisms, systems and other

dimensions. In terms of evaluation principles (Tan & Gou & Yang, 2019) . proposed that the four principles of teachers' subjectivity, students' experience, throughout the whole process and development should be fully considered in formulating al believe that it is necessary to establish a fusion mechanism of curriculum ideological and political reform and party building assessment, and incorporate the effectiveness of curriculum ideological and political construction into the party building assessment index system of the party branch of teaching units, so that teaching evaluation can become a powerful tool to promote curriculum ideological and political teaching reform and improve curriculum ideological and political quality (Chen & Zhu & Lin, 2020). In terms of the construction of the evaluation system, Wang Yuexi, on the basis of analyzing the significance of the construction of the curriculum ideological and political evaluation system, clarified its constitutive principles and proposed profound insights from the subject, object, index and method of the curriculum ideological and political evaluation (Wang, 2020).

2 curriculum ideological and political teaching satisfaction model

2.1 Determination of potential variables

Compared with customer satisfaction and teaching satisfaction, curriculum ideology and politics is only a fragment of ordinary teaching work, and the influence cannot be compared with a complete course, let alone a course and a school system. Therefore, students will not have expectations on the content of curriculum ideology and politics teaching before class. At the same time, the teaching effect of ideological and political courses will not generate strong satisfaction or dissatisfaction among students, so the three potential variables of "student expectation", "student complaint" and "student loyalty" were deleted from the graduate classroom teaching satisfaction model established (Zhang, 2009). Considering that the purpose of the research is to give suggestions for the testing of current teaching methods and means, the

"teaching quality" is divided into five constructs: "teaching intensity", "teachers' ideological and political accomplishment", "teaching content", "teaching method" and "teaching skills". According to the characteristics of ideological and political education in the curriculum, if students absorb the biggest feature of ideological and political education feedback is conducive to the formation of three views, so on the basis of the model built by Zhang Jinfeng, the potential variable construct of "perceived usefulness" is added. The most certain potential variables that the model should contain are: teaching intensity, teachers' ideological and political accomplishment, teaching content, teaching methods, teaching skills, perceived usefulness and student satisfaction.

2.2 Determination of model structure

On the basis of referring to the relevant research on customer satisfaction model and teaching satisfaction model, imitating the research ideas of relevant scholars, striving to make the model scientific and applicable, combined with the actual situation of curriculum ideological and political teaching, the following curriculum ideological and political teaching satisfaction model is constructed. It is assumed that the seven potential variables have the following influence relationships: teaching intensity, teachers' ideological and political accomplishment, teaching content, teaching methods and teaching skills are exogenous potential variables and cause variables; perceived usefulness and students' satisfaction are endogenous potential variables and result variables. Perceived usefulness directly affects students' satisfaction, teaching intensity, teachers' ideological and political accomplishment, teaching content, teaching methods and teaching skills directly affect perceived usefulness and indirectly affect students' satisfaction through perceived usefulness.

3. measurement scale development and design

3.1 Scale development

Next, it is necessary to verify the hypothesis relationship between the potential variables of the model. Since the constructs of each potential variable

in the model are hidden influencing factors at the psychological level and cannot be directly measured by tools, it is necessary to disassemble each potential variable into several specific questions that can be directly measured, compile the measurement items and make the survey questionnaire, collect data and obtain the required samples.

At the beginning of the scale development, researchers discussed and analyzed the associated factors involved in potential variables, and invited experts and peers who had done similar empirical studies to evaluate the reasonability of the formulation and setting of the initial scale. According to the feedback from experts, some items with ambiguous expressions were modified first, and some items that could not effectively reflect the constructs of potential variables were deleted. Finally, a "Curriculum Ideological and political teaching Satisfaction Evaluation Scale" containing 7 potential variables and 30 measurement items was formed.

3.2 Questionnaire design

After the completion of the measurement index design of each potential variable, the questionnaire design of each measurement index was carried out in the form of 5-point Likert scale. The questionnaire contains two parts: (1) The basic information of the research object (gender, political outlook, major, training type, personality and classroom performance); (2) A 5-point Likert survey scale with 30 index items for 7 potential variables. The answers to the corresponding measurement items are roughly designed as "very dissatisfied", "dissatisfied", "general", "satisfied" and "dissatisfied", corresponding to 1, 2, 3, 4 and 5 respectively when transforming data.

4. Reliability and validity test

In order to ensure the validity of the final empirical survey data, a pre-survey of the initial questionnaire should be conducted before the formal survey. In this study, students from a vocational and technical education school were selected in the form of paper questionnaires, 120 questionnaires were distributed, and 92 were recovered. According to the

principle of questionnaire selection, 71 valid questionnaires were removed, and the effective recovery rate was 60.8%.

4.1 Descriptive statistical results of sample data

SPSS19.0 statistical software was used to calculate the mean value, standard deviation, skewness and kurtosis of 30 measurement items. The calculated output results are shown in Table 1. As can be seen from the table, the effective sample size is 71, indicating that there is no missing value in the questionnaire. The minimum value of each variable is 1, and the maximum value is 5, indicating that the questionnaire data is no different. From the index of average value, the average value of each variable is greater than 4, indicating that students are relatively satisfied with the current ideological and political teaching work of the course. From the perspective of skewness and kurtosis, skewness is less than 3 and kurtosis is less than (Kline, 1998), sample data can

be regarded as conforming to normal distribution in myopia.

4.2 Reliability test

Reliability is a measure of the stability, consistency and reliability of the survey data obtained by questionnaires or measurement tools (Qiu & Lin, 2019). Due to the limitations of objective conditions, internal consistency is usually used to measure the reliability of data results. In this study, the mainstream Klonbach coefficient is used to test the reliability of the scale. The evaluation criteria of coefficients are as follows: Generally, it indicates that the scale has high reliability. The calculation results in the sample show that the coefficients of potential variables are all greater than 0.8, and the scale as a whole is greater than 0.9, indicating that the scale has good reliability.

Latent variable	Number of terms	Cronbach's α
dynamics	4	0.878
attainment	5	0.915
content	4	0.886
method	3	0.832
skill	3	0.892
Satisfaction	5	0.897
Help	6	0.878
sum	30	0.963

Table 1 Reliability test results of the scale

4.3 Validity test

Validity is used to measure the degree to which the evaluation scale reflects the survey objective, which is generally divided into content validity, structure validity, criterion validity and correlation validity, etc. It is usually necessary to analyze the content validity and structure validity of the model.

Structural validity. Structural validity generally includes aggregate validity and differential validity.

In this study, exploratory factor analysis will be adopted to analyze the structural validity of the scale. Exploratory factor analysis can effectively identify the internal correlation of multiple observed variables, and cluster variables with complex relationships into several core factors, so as to test the corresponding relationship between measurement items and potential variables.

Before exploratory factor analysis, KMO test and Bartlett sphericity test should be used to determine whether the scale is suitable for exploratory factor analysis. Usually, when the coefficient of KMO test results is greater than 0.5 and the significance probability value of Bartlett sphericity test is less than 0.05, the questionnaire scale is suitable for factor analysis.

Kaiser-Meyer-Olkin	0.861	
Bartlett	chi	876.06
		6
	df	156
	Sig.	0.000

Table 2 KMO & Bartlett test result

The KMO test result of the scale was 0.861, the approximate chi-square value of Bartlett sphericity test was 876.066, the degree of freedom (df) was 156, and the significance level (Sig.) was 0.000(very significant). The significance probability of Bartlett sphericity test was far less than 0.05. Explanatory scale can be used for exploratory factor analysis. The "dimensionality reduction-factor analysis" function of SPSS19.0 was used to conduct exploratory factor analysis on the obtained 30 item data. The matrix components after orthogonal rotation showed that 7 common factors with eigenvalues greater than 1 were extracted from the 30 measurement indicators, and the cumulative explanatory variance reached 73.4%. It shows that these 7 factors can reflect 73.4% of the information of the 30 items, indicating that the extracted 7 common factors can better interpret the information contained in the overall questionnaire data. See Fig.3 gravel chart. The first 7 common factors all have obvious turning points at the curves with large slope and characteristic value greater than 1, while the other factors do not have obvious bending at the curves. The slope is small and the characteristic value is less than 1.

It is generally believed that if indicators measuring the same dimension can be aggregated together, the factor load is greater than 0.5, and the factor load is less than 0.5 in other dimensions, it

indicates that the internal structure of the test data is clear and the overall feature validity is high. After calculation, the factor load value of each measurement index measuring the same potential variable is greater than 0.5 in its corresponding dimension, and greater than the load value of this measurement index in other potential variable dimensions (load value less than 0.5 in Table 6 is omitted and not displayed). It indicates that the measurement items corresponding to the same potential variable in the scale have good aggregation effect, the essence of different potential variables is obviously different, and the internal structure validity of the scale passes the test

Conclusion

The test results of reliability and validity show that the Satisfaction Evaluation Scale of Curriculum Ideological and Political Teaching, which is compiled based on relevant theories, expert opinions and mature scales, can meet the research needs from the rationality of content to the scientific arrangement, and can objectively reflect the real situation of students' acceptance of curriculum ideological and political education to a certain extent, so as to collect data for the next step and build the corresponding satisfaction model. The evaluation of educational effect of ideological and political teaching strategy lays the research foundation. Since the questionnaire survey was conducted only within one institution, the survey objects were seriously homogenous. In addition, in the process of questionnaire data collection, although the questionnaire quality was controlled, the proportion of invalid questionnaires was still high, which affected the results of data analysis to a certain extent. If the follow-up research is strengthened, further optimization can be made in the adjustment of questionnaire content structure and the selection of survey objects.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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