



**THE FACTORS INFLUENCING CLASSROOM SATISFACTION
IN IDEOLOGICAL AND POLITICAL THEORY COURSES IN
HIGHER EDUCATION INSTITUTIONS UNDER THE NEW
MEDIA ENVIRONMENT**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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This Independent Study Has Been Approved as a Partial Fulfillment of the
Requirements for the Degree of Master of Business Administration

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Title: The Factors Influencing Classroom Satisfaction in Ideological and Political Theory Courses in Higher Education Institutions under the New Media Environment

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ABSTRACT

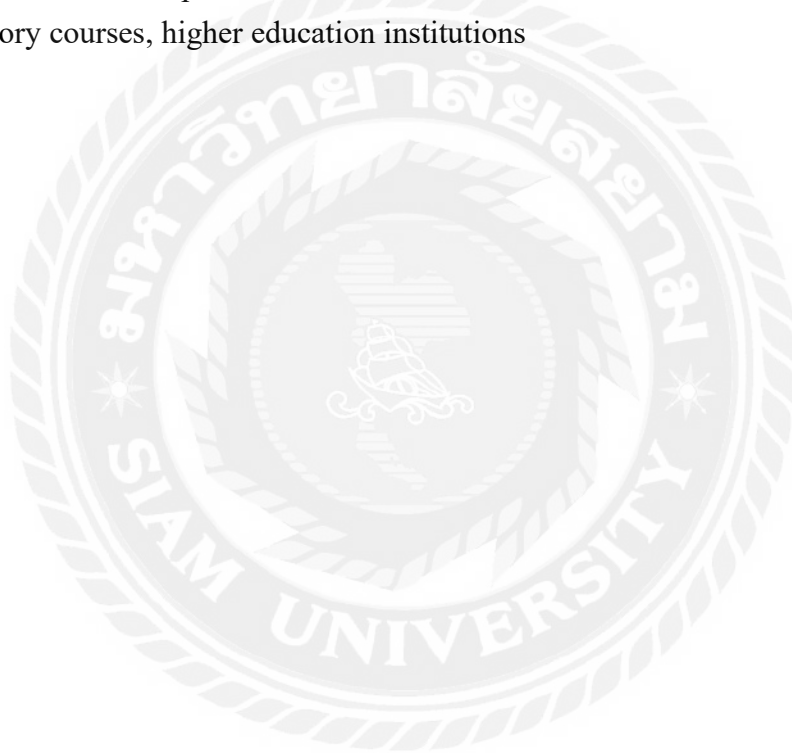
Ideological and Political Theory courses serve as the main platform for ideological and political education in higher education institutions, bearing the critical task of shaping students' worldview, outlook on life, values, moral principles, and understanding of the rule of law. Against the backdrop of the digital transformation in education, conducting research on classroom satisfaction in ideological and political courses within the new media environment represents an imperative for ideological education to adapt to contemporary changes and achieve self-renewal. The research objectives of this study mainly included the following aspects: 1) To examine the impact of course value on classroom satisfaction in ideological and political theory courses; 2) to examine the impact of teacher competence on classroom satisfaction in ideological and political theory courses; and 3) to examine the impact of feedback on classroom satisfaction in ideological and political theory courses.

This study adopted a quantitative research approach. Based on the specific research objectives and conceptual framework, a questionnaire was designed following a systematic review and analysis of existing relevant literature. The survey targeted undergraduates from the first to the fourth year of the School of Social Sciences, Weifang University of Science and Technology, who were currently enrolled in ideological and political theory courses. It aimed to collect data through a questionnaire to gain in-depth insights into student classroom's satisfaction with these courses. The questionnaires used in the study passed reliability and validity tests. The survey was primarily conducted through an online questionnaire distributed via WeChat course groups dedicated to ideological and political education. A total of 435

responses were collected, 413 valid questionnaires were retained, resulting in a valid response rate of 95.0%.

The results of correlation analysis and multiple regression analysis conducted using SPSS indicate that course value, teacher competence, and feedback all have a significant positive impact on classroom satisfaction. All hypotheses proposed in this study were supported. Based on the research findings, this study proposes the following recommendations: 1) Enhancing the practical relevance and educational effectiveness of the courses; 2) enhancing teachers' professional competence and physical and mental well-being; and 3) attaching great importance to evaluation feedback.

Key words: teacher competence, feedback, classroom satisfaction, ideological and political theory courses, higher education institutions



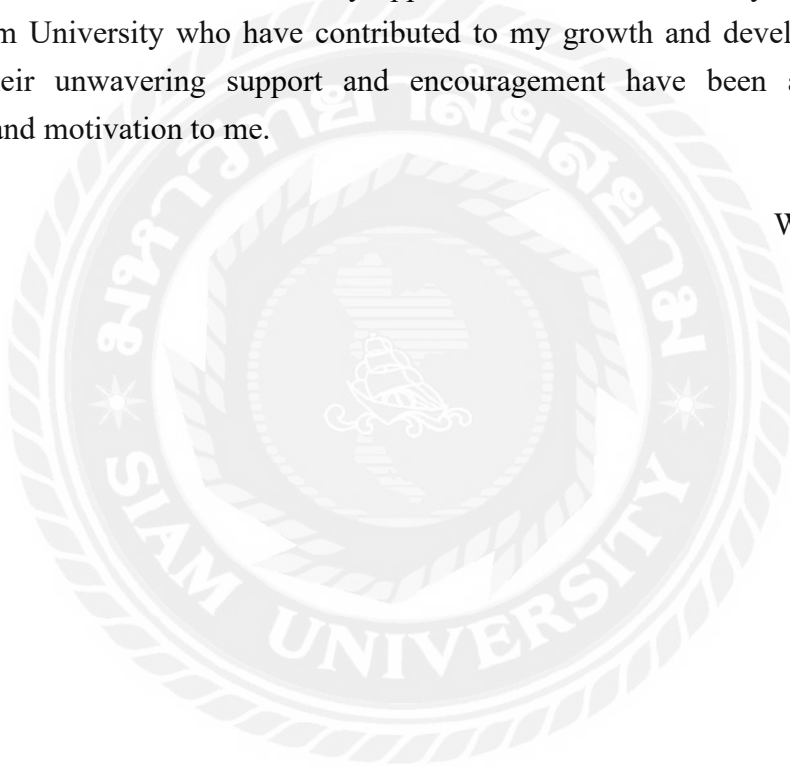
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Wang Zhenxu



DECLARATION

I, Wang Zhenxu, hereby declare that this Independent Study entitled “*The Factors Influencing Classroom Satisfaction in Ideological and Political Theory Courses in Higher Education Institutions under the New Media Environment*” is an original work and has never been submitted to any academic institution for a degree.

(Wang Zhenxu)

Sep 13, 2025



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Chapter 1 Introduction

1.1 Background of the Study

With the rapid advancement of digital and mobile information technologies, various new media platforms have become integrated into all aspects of social life and have established themselves as common channels for daily entertainment, information acquisition, and knowledge-seeking among the Chinese population. According to the latest internet statistics, “as of December 2020, the number of internet users in China reached 989 million, among which 986 million accessed the internet via mobile devices (Wang & Qi, 2022). In terms of occupational distribution, students made up the largest group, accounting for 21% of all internet users. By age, adolescents aged 10-19 constituted 13.5% of users, while those aged 20-29 accounted for 17.8%. In terms of educational background, 40.4% of internet users had completed senior high school or higher, with 19.8% holding a junior college degree or above (Lu & Guan, 2020). College students born in the new millennium have grown up immersed in internet culture and exhibit a natural affinity for it. Various new media platforms have become an integral part of contemporary university students’ online lifestyle.

Ideological and Political Theory courses serve as the main platform for ideological and political education in higher education institutions, bearing the critical task of shaping students' worldview, outlook on life, values, moral principles, and understanding of the rule of law (Wang, 2017). However, the traditional lecture-based teaching approach often neglects student agency, leading to feelings of resistance, aversion, and disengagement among students (Wu, 2018). New media has permeated all aspects of social life, and ideological and political education in universities has also shown a trend of integration with new media. The involvement of new media has not only innovated the teaching formats of these courses but also transformed the educational ecosystem of traditional ideological and political instruction through what can be called a “teaching revolution.”

On the one hand, the two-way interaction in information dissemination helps address the long-standing challenge of limited teacher-student engagement in these courses. Moreover, with the support of open and information-sharing technologies, ideological and political education has broken through the temporal and spatial constraints of traditional classroom teaching, which helps stimulate college students’ participation and involvement (Gao, 2019). On the other hand, the deluge of pushed information and the varying quality of online resources have, to a large extent,

increased the difficulty of teaching ideological and political courses (Zhao, 2018). This also exerts a negative influence on students with weaker self-regulation and limited ability to discern information. This further implies that exploring how to effectively foster university students' agency in the new media environment is an essential part of the reform and development of ideological and political education in the new era.

1.2 Questions of the Study

In April 2018, the Ministry of Education issued the Basic Requirements for Teaching Ideological and Political Theory Courses in Higher Education Institutions in the New Era, emphasizing that such courses should focus on applying new media and new technologies and innovate online teaching formats (Hou, 2019). The document also stressed that innovation in classroom teaching methods must adhere to a student-centered and teacher-guided approach, enhance teacher-student interaction, and emphasize motivating students' enthusiasm and initiative (Hou, 2019). Deepening development in the new media environment is both a practical requirement and an inevitable trend for the advancement of ideological and political education in universities. While the new media environment has opened up greater possibilities for teaching in these courses, it has also exposed more profound challenges.

For example, a disconnect has emerged between teaching formats and the substance of the content, where excessive pursuit of formal innovation overlooks the integration of depth in course material and value guidance (Xu, 2014). Additionally, the teaching evaluation and management systems lag behind, making it difficult to assess the actual effectiveness of new media-based instruction scientifically, while also posing new challenges in monitoring online learning behaviors and ensuring quality management.

The core objective of ideological and political courses is to foster virtue and cultivate talents, and students' classroom satisfaction serves as a key indicator of educational effectiveness (Liu & Wu, 2019). Therefore, investigating the factors influencing classroom satisfaction helps to genuinely embody the student-centered teaching philosophy. This study proposed three research questions as follows:

1. Does course value affect classroom satisfaction in ideological and political theory courses ?

2. Does teacher competence affect classroom satisfaction in ideological and political theory courses ?

3. Does feedback affect classroom satisfaction in ideological and political theory courses ?

1.3 Objectives of the Study

Against the backdrop of the digital transformation in education, conducting research on classroom satisfaction in ideological and political courses within the new media environment represents an imperative for ideological education to adapt to contemporary changes and achieve self-renewal (Wang, 2023). By systematically analyzing the factors influencing satisfaction, this study aims to accurately identify prominent issues in current teaching practices, provide empirical support for addressing practical challenges such as "superficial application of technology" and "limited student participation," and thereby promote the reform of ideological and political education from a preliminary stage of merely integrating new media to an advanced stage characterized by deep integration of technology and education. The research objectives of this study mainly included the following aspects:

1. To examine the impact of course value on classroom satisfaction in ideological and political theory courses.

2. To examine the impact of teacher competence on classroom satisfaction in ideological and political theory courses.

3. To examine the impact of feedback on classroom satisfaction in ideological and political theory courses.

1.4 Scope of the Study

This study examines the factors influencing students' classroom satisfaction in ideological and political theory courses within the new media environment. Using a quantitative research approach, it aims to systematically identify and analyze key contributing variables. Specifically, the research investigates how course value, teacher competence, and feedback, affect students' satisfaction with these courses.

Based on the specific research objectives and conceptual framework, This study adopted a quantitative research approach, a questionnaire was designed following a systematic review and analysis of existing relevant literature. The survey targeted

undergraduates from the first to the fourth year at the School of Social Sciences, Weifang University of Science and Technology, who are currently enrolled in ideological and political theory courses. It aimed to collect data through the questionnaire to gain in-depth insights into this student classroom's satisfaction with these courses.

1.5 Significance of the Study

1.5.1 Theoretical Significance

Currently, research on the integration of new media and ideological and political education remains largely focused on macro-level theoretical discussions or technical applications, while empirical studies investigating student perceptions and experiences—particularly regarding satisfaction—are still relatively underdeveloped and require further in-depth exploration. Against this backdrop, the present study contributes to the field in the following ways:

First, it enriches the micro-empirical foundation of ideological and political education theory concerning student satisfaction within the new media context. By focusing on students' authentic classroom experiences and learning perceptions, this research supplements key empirical evidence within existing theoretical frameworks.

Furthermore, this study facilitates the development of a teaching evaluation index system for ideological and political courses in Chinese higher education that reflects distinctive national characteristics. Current evaluation mechanisms still largely rely on traditional criteria, which fail to comprehensively capture the effectiveness of new media-integrated instruction. By systematically examining the factors influencing student classroom satisfaction, this research provides an empirical basis for establishing a more scientific, multidimensional evaluation system aligned with the goals of ideological and political education in the new era, thereby highlighting a more student-centered approach to educational assessment.

1.5.2 Practical Significance

Based on the empirical findings, this study proposes targeted optimization strategies to provide theoretical support and practical references for instructors innovating teaching methods, academic administrators improving curriculum systems, and educational authorities formulating relevant policies. The ultimate goal is to enhance the teaching quality and educational effectiveness of ideological and political

theory courses by scientifically improving the teaching environment and instructional processes, thereby promoting their adaptation to the demands of the new media era and achieving high-quality and sustainable innovative development.

1.6 Definition of Key Terms

Key Terms	Definition
New media environment	A novel communication ecosystem built upon next-generation technologies such as mobile internet and digital systems, and facilitated through various new media platforms.
Classroom satisfaction	The extent to which each learner perceives a positive alignment between the course they receive and their own learning experience.
Course value	Positive significance and practical utility that a specific course offers to learners in terms of knowledge acquisition, skill enhancement, cognitive development, character building, and social adaptation.
Teacher competence	The values, essential character, and key capabilities that teachers develop throughout their teaching practice and daily life, enabling them to meet the needs of both personal lifelong development and societal progress.
Feedback	Evaluations and suggestions provided by teachers regarding students' learning performance, or expressions of opinion from students concerning the teaching process.

Chapter 2 Literature Review

2.1 Theoretical Foundation

2.1.1 Karl Marx's Theory of Human Agency

Karl Marx's conception of human agency provides a scientific explanation and generalization of human nature, the status of the subject, and its role, grounded in social practice. It serves as essential theoretical guidance for the exercise of human agency. Building on a critical engagement with the theories of subjectivity proposed by philosophers such as Ludwig Feuerbach, Marx developed his own perspective. He asserted that the subject is human, the object is nature (Han, 2020). Although “humans are always subjects,” it does not follow that every individual automatically functions as a subject. Marx emphasized that human agency is not innate or “bestowed by heaven”; rather, it constitutes a fundamental characteristic or species-essence of being human. One becomes a subject and demonstrates agency only within a relational dynamic with the object, by actively assuming a dominant and initiative role. In other words, it is through the conscious activity of shaping the external world that humans prove themselves to be conscious species-beings (Yu, 2017).

In summary, Marx's view of human agency refers to the dynamic and autonomous qualities that human beings, as actors in practical activities, exhibit in their relationship with the object of their practice. Ideological and political education, as an educational practice that integrates student participation and experiential learning, demonstrates a close correlation between classroom satisfaction and the fulfillment of students' agency (Li, 2020). Applying Marx's concept of human agency allows for a deeper understanding of the mechanisms through which college students' satisfaction is formed in the context of new media-enabled instruction. Therefore, properly recognizing and respecting students' agency in the new media environment, and actively creating conditions to promote its exercise, have become crucial pathways to enhancing classroom satisfaction in Ideological and Political courses.

2.1.2 Constructivist Learning Theory

Constructivist Learning Theory is a learning theory developed on the basis of behaviorism and cognitivism. From a philosophical perspective, constructivism acknowledges the objectivity of the world from a materialist standpoint, while also recognizing people's right to interpret and engage with it (Wen & Jia, 2002).

Furthermore, constructivism emphasizes that cognition and behavior are primary expressions of human agency, proposing that the real world is constructed through human practical experience (Ye et al., 2017). Therefore, interpretations of the objective world may vary significantly depending on individual experiences.

Constructivist Learning Theory includes the following aspects (Wang & Zeng, 2019): first, the view of knowledge. Unlike other schools of thought, constructivism emphasizes the provisional role of knowledge in the process of meaning construction. In fact, the validity of knowledge is relative; it not only evolves with the advancement of human understanding but also changes according to the learner's experiences and contexts. Second, the view of learning. Constructivism regards learning primarily as an expression of the learner's agency. Within the constructivist framework, learners are not passive recipients but active participants who continuously express their values and interests. Learning is not merely about accumulating, storing, or retrieving information; rather, it involves constructing meaning by building connections between prior knowledge and new information. Third, the view of teaching. Constructivism sees teaching as a process of bidirectional interaction between teachers and students. Students are no longer mere recipients of knowledge but active participants in the entire teaching process. Teachers, in turn, should avoid purely lecture-based instruction and instead prioritize students' agency, thereby fostering mutual growth through teaching and learning (Qiu et al., 2015).

As mentioned above, constructivists emphasize that learners play a crucial role in the learning process, particularly through their focus on student agency in both their conception of learning and teaching. It follows that fully respecting and stimulating students' agency in the teaching process not only serves as an internal driver for enhancing the effectiveness of ideological and political education, but also constitutes an important pathway for strengthening students' identification with and internalization of course content (Wu, 2011). Thereby, it directly contributes to improved classroom satisfaction and fosters a more solid sense of achievement in learning.

2.2 New Media Environment

New media, as opposed to traditional media, primarily relies on digital technology and the internet to form a new type of information interaction system that delivers diverse and complex information (Li, 2017). Specifically, new media can be categorized into internet-based media, mobile media, and digitized media.

Internet-based media refers both to media that directly replicates traditional media content online, such as online newspapers and online radio, and to new forms of online media that did not exist in traditional formats, such as portal websites and other emerging online platforms (Fu, 2019). Mobile media refers to platforms where people use digital mobile terminals (such as smartphones) and access corresponding internet services via mobile networks. Currently, the most prominent form of mobile media is smartphone-based media, with wearable devices emerging as a new trend (Zhang et al., 2014). Digitized media denotes traditional media that have undergone digital transformation, such as digital television.

This study defines the new media environment as a novel communication ecosystem built upon next-generation technologies such as mobile internet and digital systems, and facilitated through various new media platforms. Within this environment, activities such as daily life, learning, work, communication, and social interaction are all conducted.

The new media environment represents a novel context for ideological and political education in higher education institutions. With the innovation and advancement of new media technologies, such education is increasingly situated within this new media milieu (Wang & Zeng, 2019). Internet-based media, mobile media, and digital media surround and influence the formation and evolution of both teachers' and students' thoughts and behaviors. While this brings greater potential for the development of ideological and political education, it also introduces more elements of uncertainty.

2.3 Classroom Satisfaction

Satisfaction was originally a concept used in the field of marketing to measure how content customers were with a product or service. However, satisfaction does not reflect an evaluation of objective reality, but rather a manifestation of subjective psychological activity (Tian & Wang, 2017). It refers to the degree of people's contentment with certain things or behaviors and represents an expression of emotional experience. Satisfaction refers to a sense of pleasure experienced by customers after their needs have been fulfilled. It arises from a comparison between their prior expectations of a product or service and the actual perception after its use. When this psychological state is expressed quantitatively, the resulting value is referred to as the "satisfaction score" (Hong et al., 2009). Although the definition and measurement of satisfaction may vary across different fields, its core meaning

remains consistent: it reflects the level of people's satisfaction with a specific subject.

Classroom satisfaction is an extension of satisfaction research, referring to students' level of contentment with the course content and the teaching process (Zhou, 2015). It serves as an important indicator for evaluating the quality of classroom instruction and reflects the effectiveness of teaching. According to Liu et al.(2015), student classroom satisfaction can be understood as the feedback provided by students after instruction: when students have a positive psychological experience in class, their feedback tends to be favorable, and vice versa.

In this study, classroom satisfaction is defined as the extent to which each learner perceives a positive alignment between the course they receive and their own learning experience. Based on AMOS, Zhang et al. (2014) conducted a study on students' classroom satisfaction from three dimensions: "course value", "teacher competence", and "feedback". The overall classroom satisfaction is derived from the combined assessment of these three aspects.

2.3.1 Course Value

Course value refers to the positive significance and practical utility that a specific course offers to learners in terms of knowledge acquisition, skill enhancement, cognitive development, character building, and social adaptation. It reflects the alignment between the course content, instructional objectives, and the personal development needs of learners, as well as societal expectations (Yang, 2023). As such, it serves as a core indicator of educational effectiveness and course quality.

Course value is reflected not only in learners' subjective evaluation of the course, but also in their perception of the practicality and importance of the learning process or course content (Xue, 2016). When learners value or are interested in certain courses or content, they are more likely to engage proactively in learning. Therefore, course value entails that learners enjoy the learning process itself, recognize the usefulness and significance of the course, and find pleasure in it. For learners, when a course is perceived as important, interesting, and useful, their motivation to learn is stimulated, thereby positively influencing the entire learning process (Yu, 2018).

Wu (2018) employed Structural Equation Modeling (SEM) to systematically examine and validate the relationships among course value, satisfaction, and learning outcomes. The research involved 371 university students who participated in online course lectures, focusing on how course value influenced the perceived helpfulness of

the course, overall satisfaction, and final learning outcomes. The results indicated that course value not only significantly enhanced students' satisfaction but also positively contributed to their learning achievements, demonstrating that course value serves as a critical factor in online learning environments.

2.3.2 Teacher Competence

Competence refers to the behavioral patterns formed by individuals when addressing problems through the application of their knowledge, abilities, and attitudes. Teacher competence falls within the domain of professional qualities and possesses distinct professional characteristics. It encompasses the values, essential character, and key capabilities that teachers develop throughout their teaching practice and daily life, enabling them to meet the needs of both personal lifelong development and societal progress (Zhi, 2017). As key facilitators of students' core competencies, teachers play a pivotal role in their growth and development (Wang, 2016). Enhancing teachers' core competence is essential for cultivating students' core competencies. Teachers' professional expertise, ethical quality, capacity for self-development, and adaptability are integral components of teacher competence, and also serve as crucial guarantees for their holistic and autonomous growth.

Given the lack of consensus regarding the conceptualization of teacher competence, Fu (2015) employed interviews and surveys to investigate the essential qualities that teachers should possess. Fan (2020) identified "knowledge and ability", specifically, teachers' knowledge and capabilities, as a central element. This includes knowledge in the following areas: content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of students and their characteristics, knowledge of educational contexts and structures, as well as knowledge of educational goals, values, and their philosophical and historical foundations.

Teacher competence enables the structuring of learning content, fosters sustained learner engagement, facilitates smooth communication, and thereby promotes meaningful learning. Xu (2014) argued that the development of teacher quality is of great significance to students' growth, making it one of the key factors influencing students' satisfaction with classroom learning.

2.3.3 Feedback

Feedback refers to a response mechanism through which an individual or system

regulates, improves, or reinforces ongoing activities, behaviors, or processes based on received information, behavioral outcomes, or external evaluations (Yang & Wang, 2017). In the context of education, feedback typically denotes evaluations and suggestions provided by teachers regarding students' learning performance, or expressions of opinion from students concerning the teaching process. Its purpose is to enhance learning outcomes and optimize the instructional process.

Feedback may refer to mastery of course content or result from comparisons with other students, and its impact on intrinsic motivation varies depending on the type provided. In an experimental setting where both past and current performance data along with information on progress, were supplied alongside encouraging messages aimed at promoting course engagement, results showed that students receiving personalized feedback were more likely to attribute success or failure to their own level of participation (Yu, 2010).

Zhong (2019) pointed out that when individuals evaluate their own performance in conjunction with that of others, their sense of autonomy tends to decrease, leading to reduced intrinsic motivation. However, in non-competitive environments, where assessment is not influenced by peer performance, self-determination remains relatively higher, and intrinsic motivation is strengthened. Zhou (2019) divided learning groups into two conditions: one receiving no feedback and the other receiving course-related evaluations. The group that received course-related feedback demonstrated the highest level of interest and classroom satisfaction. Similarly, studies examining the effects of feedback on course participation versus self-engagement suggest that feedback related to course involvement, which is more widely adopted in educational settings, may have a more positive influence on students' intrinsic motivation compared to feedback focused solely on self-engagement (Wang, 2021).

2.4 Conceptual Framework

This study is grounded in Karl Marx's Theory of Human Agency and Constructivist Learning Theory, with the aim of enhancing higher education institutions students' classroom satisfaction in ideological and political theory courses within the new media environment. Based on a review of existing literature and practical experience, key factors influencing classroom satisfaction in such courses under new media conditions are identified, and an analytical framework, as illustrated in Figure 2.1, is constructed.

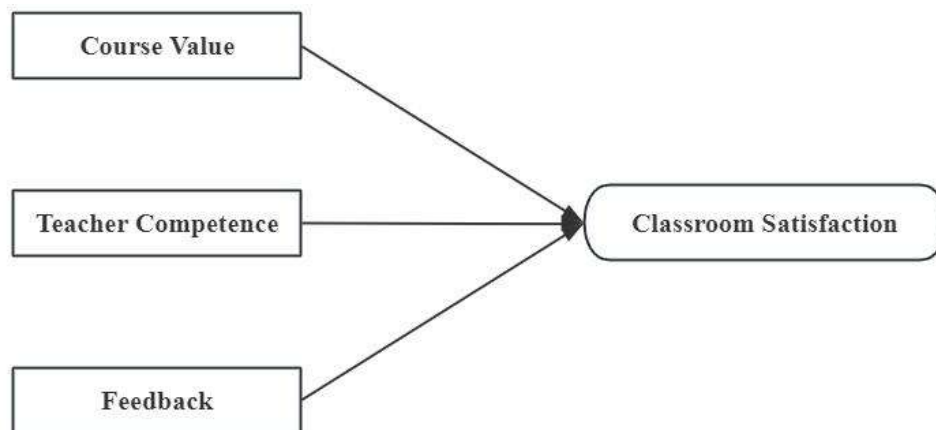
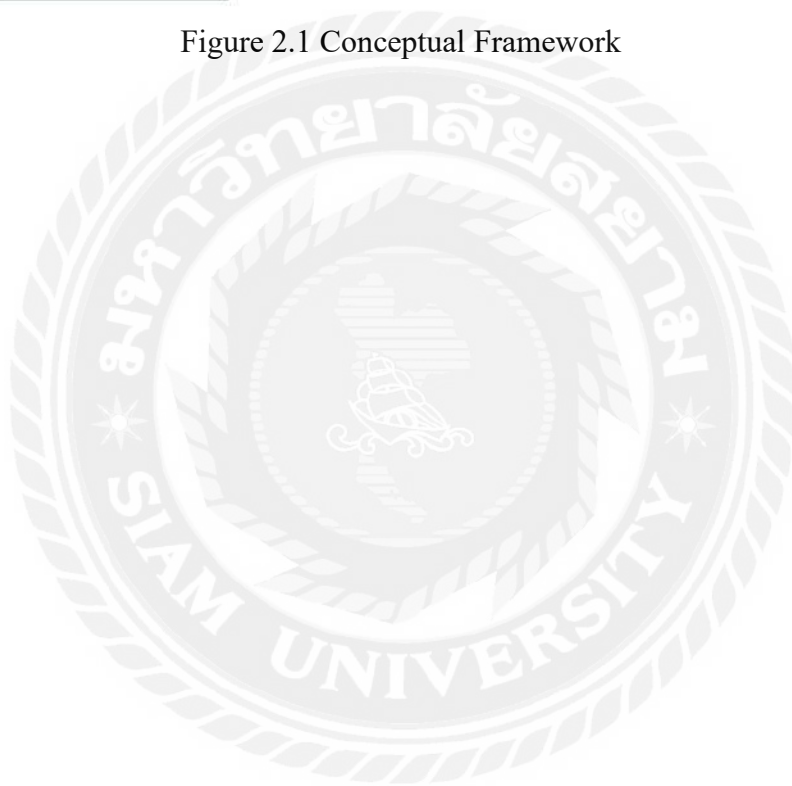


Figure 2.1 Conceptual Framework



Chapter 3 Research Methodology

3.1 Research Design

This study adopted a quantitative research approach. Based on the specific research objectives and conceptual framework, a questionnaire was designed following a systematic review and analysis of existing relevant literature. The survey targeted undergraduates from the first to the fourth year at the School of Social Sciences, Weifang University of Science and Technology, who are currently enrolled in ideological and political theory courses. It aimed to collect data through the questionnaire to gain in-depth insights into this student classroom's satisfaction with these courses.

3.2 Population and Sample

This study selected undergraduates from the first to fourth year of the School of Social Sciences of Weifang University of Science and Technology who were currently enrolled in ideological and political theory courses as respondents, and a total of 435 students participated in the survey. Weifang University of Science and Technology is a full-time application-oriented regular undergraduate institution established in 1984. As one of the few county-administered universities in China, it developed from a secondary technical school to its current status despite challenging conditions such as limited resources, inadequate facilities, and a shortage of faculty, demonstrating remarkable resilience and pursuit of excellence. The university closely aligns with Shandong Province's "Top Ten" industries and regional industrial layout, deepening industry-education integration and actively serving local economic and social development. It has refined its research focus, optimized disciplinary structures, and cultivated specialized strengths, forming an academic program system characterized by engineering as the main discipline, with distinctive features in smart vegetable cultivation, intelligent manufacturing, and marine chemical engineering, alongside coordinated development of multiple disciplines. Several influential and distinctive research directions and academic teams have emerged. The university consistently prioritizes quality in education, continuously advances teaching reforms, establishes a sound quality assurance system, and vigorously implements quality projects with outstanding achievements.

3.3 Hypothesis

Based on relevant theoretical literature and aligning with the research questions and objectives of this study, the following hypotheses are proposed:

Table 3.1 Hypotheses of the Study

Hypothesis 1	The impact of course value on classroom satisfaction in ideological and political theory courses is significantly positive.
Hypothesis 2	The impact of teacher competence on classroom satisfaction in ideological and political theory courses is significantly positive.
Hypothesis 3	The impact of feedback on classroom satisfaction in ideological and political theory courses is significantly positive.

3.4 Research Instrument

A questionnaire tailored to the objectives of this study was developed. Based on the research content and purpose, and building upon a review of relevant literature, the design of the questionnaire incorporated the distinctive features of university instructors' use of new media in the teaching process. Its development strictly adhered to established standards for survey design, and appropriate survey indicators were defined.

The questionnaire consists of two main sections. The first part collects basic demographic information from the respondents, including their gender, grade, and age. The second part comprises the scale of "Classroom Satisfaction in Ideological and Political Theory Courses in Higher Education Institutions under the New Media Environment", which includes four subscales: Course Value Scale, Teacher Competence Scale, Feedback Scale, and Classroom Satisfaction Scale.

This questionnaire uses a five-point Likert scale for evaluation and scoring, with response options ranging from "Strongly Agree," "Agree," and "Not Sure" to "Disagree" and "Strongly Disagree." The questionnaire items are presented in Table 3.2. For further details, please refer to the Appendix.

Table 3.2 Scale Items

Variable	Item
Course value	1) Through this course, I have acquired knowledge and insights that contribute to my personal growth and development.
	2) This course has stimulated my interest in further exploration and learning in related fields.
	3) I believe that what I have learned in this course will be highly beneficial for my future career development or academic pursuits.
	4) I consider the time and effort invested in this course to be worthwhile.
	5) I would recommend this course to other students because of its significant value.
Teacher competence	1) The instructor possesses solid expertise and can explain course content clearly and accurately.
	2) The instructor teaches with enthusiasm, effectively capturing students' attention and stimulating their interest in learning.
	3) The instructor fosters a positive and inclusive classroom atmosphere that encourages positive interaction between teacher and students.
	4) The instructor pays close attention to students' learning progress and provides timely guidance and support when needed.
	5) The instructor adopts flexible and diverse teaching methods to accommodate the learning needs of different students.
	6) The instructor demonstrates strong professional ethics and a sense of responsibility in teaching, earning respect from students.
Feedback	1) The instructor provides timely feedback on my class performance or assignments.
	2) The feedback I receive is specific and clear, highlighting both my strengths and areas for improvement.
	3) The feedback helps me better understand the course content and correct any misunderstandings.
	4) I am able to define my next learning steps and goals based on the feedback provided by the instructor.
	5) The course offers accessible channels (such as online platforms or after-class communication) for students to express opinions

	or seek feedback.
Classroom satisfaction	1) I am satisfied with the overall teaching quality of the instructor in this course.
	2) I am satisfied with the depth and breadth of the course content.
	3) I am satisfied with the classroom atmosphere and the level of teacher-student interaction.
	4) I am satisfied with the teaching methods and approaches employed by the instructor.
	5) I have acquired valuable knowledge and skills through this course.

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability

This study employed internal consistency reliability testing to assess the questionnaire's reliability. Internal consistency testing, also known as homogeneity testing, examines whether the evaluation objectives of the questionnaire demonstrate high internal consistency and measure the same trait or content. Higher internal consistency indicates that the evaluation items are more meaningful and the results are more reliable.

In Table 3.3, the test results show that Cronbach's alpha values for the four variables are 0.856, 0.823, 0.836, and 0.841, respectively. All these values exceed 0.8, indicating high reliability and strong internal consistency.

Table 3.3 Reliability Analysis Results

Scale	N	Cronbach's alpha
Course value	5	0.856
Teacher competence	6	0.823
Feedback	5	0.836
Classroom satisfaction	5	0.841

3.5.2 Questionnaire Validity

The KMO (Kaiser-Meyer-Olkin) measure is one of the key indicators used to assess the structural validity of a questionnaire or scale. Its value ranges between 0

and 1. A higher value indicates stronger correlations among the variables and more common factors, suggesting that the scale has good structural validity in measuring the intended latent construct.

According to the data presented in Table 3.4, KMO value is 0.793, and Bartlett's test of sphericity shows a chi-square value of 804.277 with 364 degrees of freedom (df), reaching a significance level of $p < 0.01$. These results indicate that the scale exhibits acceptable structural validity.

Table 3.4 Validity Analysis Results

KMO and the Bartlett's Sphericity Test of Scale		
KMO		0.793
Bartlett Test	Approximate chi-square	804.277
	df	364
	Sig.	0.000

3.6 Data Collection

The survey was primarily conducted through an online questionnaire distributed via WeChat course groups dedicated to ideological and political education. A total of 435 responses were collected. After excluding 22 invalid questionnaires, determined by criteria such as selecting the same answer throughout all scale items, excessively short completion time, among others, 413 valid questionnaires were retained, resulting in a valid response rate of 95.0%. This meets the standard validity threshold in social science research and ensures the data is suitable for further statistical analysis.

3.7 Data Analysis

The data collected from the valid questionnaires were entered and organized using the Questionnaire Star platform, and then analyzed with SPSS software. Descriptive statistics, correlation analysis, and regression analysis were applied to process the data, extract research-relevant information, and provide a solid data foundation for the results and discussion section of this study.

Chapter 4 Findings

4.1 Demographics

Table 4.1 Demographic Analysis Results

Category	n	%
Gender	413	100.00
Male	182	44.06
Female	231	55.94
Grade	413	100.00
Freshmen	124	30.02
Sophomores	113	27.40
Juniors	95	23.00
Seniors	81	19.58
Age	413	100.00
Below 18 years old	7	1.69
18-19 years	132	31.96
19-20 years	128	30.99
21-22 years	117	28.33
Above 22 years	29	7.03

As shown in Table 4.1, among the 413 first- to fourth-year students surveyed in this study, there were 182 male students (44.06%) and 213 female students (55.94%). By grade, the sample included 124 freshmen (30.02%), 113 sophomores (27.40%), 95 juniors (23.00%), and 81 seniors (19.58%). The vast majority of students (89.28%) fall within the 18-22 age range, which aligns closely with the traditional age distribution characteristic of undergraduate students from freshman to senior year. Students under the age of 18 account for a very small proportion (1.69%) of the sample, consistent with the general pattern that minors represent a rare exception in higher education.

4.2 Correlation Analysis

To examine the relationships among Course Value, Teacher Competence, Feedback, and Classroom Satisfaction, this study conducted Pearson correlation analysis, with the results presented in Table 4.2.

Table 4.2 Correlation Analysis Results

Variables	Course value	Teacher competence	Feedback	Classroom satisfaction
Course value	1			
Teacher competence	0.514**	1		
Feedback	0.577**	0.491**	1	
Classroom satisfaction	0.526**	0.435**	0.531**	1
**p < 0.01				

As shown in the Table 4.2, the analysis results present the correlation coefficient matrix between classroom satisfactions and the influencing factors. Regarding the correlation coefficients between Course Value, Teacher Competence, Feedback, and Classroom Satisfaction, all three variables show positive correlation coefficients with p-values less than 0.01, indicating statistically significant positive correlations at the 1% level. This demonstrates that course value, teacher competence, and feedback all have a significant positive relationship with classroom satisfaction. These results provide a solid foundation for further regression analysis in the next phase of the study.

4.3 Multiple Regression Analysis

Table 4.3 Multiple Regression Analysis Results

	Standardized coefficient	t	p	VIF
	Beta			
Course value	0.207	1.737	0.012	2.247
Teacher competence	0.124	2.078	0.042	2.179
Feedback	0.058	3.275	0.037	2.358
R ²	0.615			
Adjusting R ²	0.593			
F	158.441			

As can be seen in Table 4.3 above, the coefficient of determination (R²) is 0.615, indicating that the regression model (with Course Value, Teacher Competence, and Feedback as independent variables) explains 61.5% of the variance in the dependent variable (Classroom Satisfaction).

The adjusted R^2 of 0.593 also remains at a relatively high level, suggesting that the model has good explanatory power and that the selection of independent variables is effective. The model's F-value is 158.441 and is statistically significant ($p < 0.001$), demonstrating that the regression model as a whole is highly significant.

Course Value: The standardized coefficient Beta is 0.207 ($p = 0.012 < 0.05$), indicating a significant positive influence on the dependent variable;

Teacher Competence: The standardized coefficient Beta is 0.124 ($p = 0.042 < 0.05$), indicating a significant positive influence on the dependent variable.

Feedback: The standardized coefficient Beta is 0.058 ($p = 0.037 < 0.05$), also indicating a significant positive influence on the dependent variable.

The VIF values for all independent variables are well below 10 (around 2.2), indicating that there is no severe multicollinearity issue in the model, and the regression results are stable and reliable.

4.4 Hypothesis Test Results

This study utilized SPSS to validate the proposed research hypotheses, and the resulting hypothesis test outcomes are presented in Table 4.4.

Table 4.4 Hypothesis Test Results

Hypothesis	Results
The impact of course value on classroom satisfaction in ideological and political theory courses is significantly positive.	Supported
The impact of teacher competence on classroom satisfaction in ideological and political theory courses is significantly positive.	Supported
The impact of feedback on classroom satisfaction in ideological and political theory courses is significantly positive.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

5.1.1 The Impact of Course Value on Classroom Satisfaction in Ideological and Political Theory Courses is Significantly Positive

The data analysis results of this study indicate that the impact of course value on classroom satisfaction in ideological and political theory courses is significantly positive. This implies that higher perceived course value is associated with greater student satisfaction in these courses.

Students' marked preference for the course content may stem from its approach of concretizing and contextualizing abstract theories. By incorporating culturally relevant and life-oriented examples, the course effectively lowers cognitive barriers, thereby stimulating interest and internal motivation for learning. The widespread emphasis students place on practical application value reflects their strong desire to translate theoretical knowledge into real-world capabilities. This indicates that they expect ideological and political education not only to provide value guidance but also to cultivate the ability to analyze practical issues and engage in social practice. Such an expectation of “applying knowledge to practice” significantly enhances their sense of accomplishment and meaning during the learning process, which in turn becomes a crucial driver for sustained engagement. Furthermore, the perceived course value considerably boosts students' satisfaction, which is clearly reflected in their high recognition of the practicality of the content, the attractiveness of teaching methods, and the tangible outcomes of learning.

5.1.2 The Impact of Teacher Competence on Classroom Satisfaction in Ideological and Political Theory Courses is Significantly Positive

The data analysis results of this study indicate that the impact of teacher competence on classroom satisfaction in ideological and political theory courses is significantly positive. This implies that higher perceived course value is associated with greater student satisfaction in these courses.

The more solid the ideological and political teacher's expertise, the stronger their ability to explain theoretical concepts, and the higher their skill in organizing and guiding the classroom, the more proactively students participate in learning and interaction. Through profound theoretical knowledge and clear logical analysis,

teachers can help students deeply understand the meaning and value of the theories being taught, thereby enhancing their sense of identification and motivation to apply these ideas in practice. When teachers can explain theories accurately and vividly and provide well-chosen case demonstrations, students' willingness to engage intellectually and respond actively in class increases accordingly. Furthermore, the improvement of students' theoretical understanding and behavioral application is closely related to the teacher's effective classroom organization and management. By fostering a positive classroom atmosphere and maintaining appropriate pacing, teachers can help students concentrate better, participate more actively in critical thinking, and reduce distractions.

5.1.3 The Impact of Feedback on Classroom Satisfaction in Ideological and Political Theory Courses is Significantly Positive

The data analysis results of this study indicate that the impact of feedback on classroom satisfaction in ideological and political theory courses is significantly positive. This implies that higher perceived course value is associated with greater student satisfaction in these courses.

This indicates that an effective feedback mechanism can significantly enhance course satisfaction. Learners generally perceive timely and constructive feedback as a crucial driver of their academic progress, as it helps them identify their level of comprehension and areas of misunderstanding, enabling targeted improvements and reducing uncertainty and inefficiency in the learning process. As a form of formative assessment, feedback facilitates interaction and mutual adaptation between teaching and learning, encouraging instructors to refine their instructional strategies while motivating students to engage more actively. Owing to its dual role in providing guidance and fostering motivation and connection, feedback constitutes a key factor influencing overall course satisfaction.

5.2 Recommendation

5.2.1 Enhancing the Practical Relevance and Educational Effectiveness of the Courses

At the content level, it is essential to strengthen the deep interaction between the curriculum and national development as well as social reality. On the one hand, instructors should promptly integrate the latest theoretical achievements, major national strategic initiatives, and current social issues into teaching materials. Through

case analysis and policy interpretation, students can better understand the contemporary relevance and practical implications of theoretical knowledge. On the other hand, it is important to break down the barriers between general education and specialized disciplines, promoting the integration of ideological and political content with students' academic backgrounds. For students in science and engineering, emphasis can be placed on clarifying the relationship between technology ethics, innovation-driven development, and national strategic needs. For those in humanities and social sciences, greater attention can be given to cultivating theoretical thinking and cultural confidence.

In the teaching process, priority should be given to enhancing students' sense of participation and engagement. Instructors may design topic-based and project-oriented learning tasks that encourage students to conduct research, debates, or curatorial projects around real-world issues. Through these practical activities, students can autonomously apply theoretical tools, thereby deepening their understanding and ability to utilize what they have learned.

5.2.2 Enhancing Teachers' Professional Competence and Physical and Mental Well-being

The professional competence of ideological and political education instructors in higher education is reflected in their solid theoretical knowledge and exceptional teaching capabilities. To enhance their professional competence, efforts can be made in the following three aspects:

First, strengthen theoretical guidance. University instructors should actively utilize information resources available in the new media environment to continuously deepen their theoretical expertise. By intensively studying classical works, participating in MOOC programs, and engaging in academic forums and discussions, they can systematically acquire extensive theoretical knowledge, solidify their academic foundation, and apply it to guide their educational practice.

Second, emphasize practical guidance. Instructors should proactively take part in various teaching competitions and open class activities. Through exchanges with peers and detailed feedback from expert evaluators, they can consistently identify their own shortcomings, refine their teaching methods, and effectively improve their instructional quality and classroom outcomes.

Third, promote internalization. Relying solely on theoretical study and practical

experience is insufficient. The key to genuine professional growth lies in the instructor's ability to internalize external knowledge into their own cognitive and pedagogical framework. Teachers should engage in ongoing reflection and integrate theory with practice, thereby continuously enhancing the artistry and impact of their teaching.

In the new media environment, ideological and political education instructors in universities face increasingly high professional demands, which also bring new challenges. Teachers need to simultaneously improve their physical and mental well-being to actively cope with pressures and impacts with healthy bodies and stable mindsets. On one hand, instructors should lead by example, fulfilling the educational goal of holistic student development and setting a positive model for students. On the other hand, given the multiple pressures from parents, peers, and society, they should also strengthen their psychological adaptability to maintain an optimal working condition.

5.2.3 Attaching Great Importance to Evaluation Feedback

Evaluation feedback is an essential part of the teaching evaluation system. In the process of improving the teaching evaluation mechanism, full attention must be paid to the role of evaluation feedback. It should be ensured that both teachers and students have a comprehensive understanding of the evaluation process and results, striving to achieve accurate and effective transmission of evaluation information while promoting appropriate sharing of relevant data. Only by having the courage to identify problems and make timely corrections can current challenges in ideological and political education be effectively addressed, thereby enhancing the relevance and effectiveness of overall teaching practices.

On one hand, universities should systematically organize and conduct in-depth research on teaching evaluation data. While teaching evaluation provides a basis for objectively assessing instructional performance, its more essential function lies in reflecting actual teaching conditions and promoting the continuous development of teaching practices. Therefore, higher education institutions ought to comprehensively aggregate and analyze feedback from both teachers and students at the course level. By examining trends in various aspects of student performance, areas of interest and weaknesses can be identified, thereby enhancing the targetedness and purposefulness of instruction in ideological and political theory courses. At the same time, emphasis should be placed on analyzing evaluations of faculty in these courses, establishing a teaching assessment database, tracking instructors' professional development

trajectories, and providing empirical support for strengthening the development of the teaching workforce. Furthermore, when it comes to third-party data collected through new media channels, professionals with expertise in data analysis should be engaged to conduct systematic mining and extract deeper insights from educational data, ensuring that these findings are effectively applied to teaching reform and optimization.

On the other hand, universities should establish a collaborative communication and feedback mechanism for evaluation results that operates effectively across all levels. Regarding student evaluations, instructors of ideological and political courses should provide clear explanations to help students understand the reasons behind their scores, whether high or low, through written comments or other forms of feedback. This enables students to better reflect on and summarize their performance and learning outcomes throughout the course. As for faculty evaluations, the academic administration should issue detailed assessment reports in a timely manner, outlining the instructor's performance in each specific area. These reports should encourage teachers to maintain their strengths and address areas needing improvement, while also serving as a reference for comparison in subsequent evaluation cycles.

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Appendix

Dear Students,

Hello! This survey aims to investigate the factors influencing classroom satisfaction in ideological and political theory courses within the new media environment. The researcher hopes to gain insights into students' objective evaluations and genuine feelings regarding these courses, in order to propose practical suggestions for enhancing the appeal and effectiveness of ideological and political education in higher education institutions.

The survey is conducted anonymously, and all data collected will be used solely for statistical analysis. Your truthful responses are crucial to the significance of this study.

Thank you sincerely for your support and cooperation!

1. Your gender:

- ☐ Male
- ☐ Female

2. Your grade:

- ☐ Freshmen
- ☐ Sophomores
- ☐ Juniors
- ☐ Seniors

3. Your age:

- ☐ Below 18 years old
- ☐ 18-19 years
- ☐ 19-20 years
- ☐ 21-22 years
- ☐ Above 22 years

Questions	Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
1. Through this course, I have acquired knowledge and insights that contribute to my personal growth and development.					

2. This course has stimulated my interest in further exploration and learning in related fields.					
3. I believe that what I have learned in this course will be highly beneficial for my future career development or academic pursuits.					
4. I consider the time and effort invested in this course to be worthwhile.					
5. I would recommend this course to other students because of its significant value.					
6. The instructor possesses solid expertise and can explain course content clearly and accurately.					
7. The instructor teaches with enthusiasm, effectively capturing students' attention and stimulating their interest in learning.					
8. The instructor fosters a positive and inclusive classroom atmosphere that encourages positive interaction between teacher and students.					
9. The instructor pays close attention to students' learning progress and provides timely guidance and support when needed.					
10. The instructor adopts flexible and diverse teaching methods to accommodate the learning					

needs of different students.					
11. The instructor demonstrates strong professional ethics and a sense of responsibility in teaching, earning respect from students.					
12. The instructor provides timely feedback on my class performance or assignments.					
13. The feedback I receive is specific and clear, highlighting both my strengths and areas for improvement.					
14. The feedback helps me better understand the course content and correct any misunderstandings.					
15. I am able to define my next learning steps and goals based on the feedback provided by the instructor.					
16. The course offers accessible channels (such as online platforms or after-class communication) for students to express opinions or seek feedback.					
17. I am satisfied with the overall teaching quality of the instructor in this course.					
18. I am satisfied with the depth and breadth of the course content.					
19. I am satisfied with the classroom atmosphere and the level of teacher-student interaction.					

20. I am satisfied with the teaching methods and approaches employed by the instructor.					
21. I have acquired valuable knowledge and skills through this course.					

