

# An Analysis of the Influencing Factors of College Ideological and Political Teachers' Affinity from the Perspective of Positive Psychology

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## Abstract

Teachers of ideological and political theory courses in colleges and universities are the most crucial group responsible for college students' ideological and political education. One of the most important factors affecting the effectiveness of ideological and political class is the affinity level of ideological and political teachers. Therefore, improving the affinity of ideological and political teachers is an important way to complete the ideological and political education of college students with high quality. Through the questionnaire survey, the collected data are processed and analyzed by SPSS 20.0, and it is found that the affinity level of ideological and political teachers in colleges and universities has certain room to improve. Finally, from the perspective of positive psychology, the specific path to enhance the affinity of ideological and political teachers in colleges and universities is recommended.

**Keywords:** positive psychology; affinity; ideological and political theory course teachers

## 1. Introduction

Ideological and political education has always been a task to which the Party and the state attach great importance. With the development of society, politics and economy, as well as the progress of Internet technology, the ideological activity of college students has also increased, which has brought certain challenges to the teaching of ideological and political theory courses in colleges and universities. The key to improving teaching effectiveness lies in teachers. The good affinity of ideological and political course teachers can not only improve the intimacy and acceptance of ideological and political courses for college students, break students' inherent prejudice against ideological and political courses, but also promote the realization of the educational objectives of ideological and political courses (Tumaris Aniwa, 2021). Therefore, improving teachers' affinity is a crucial prerequisite for improving teaching effectiveness. In December 2016, General Secretary Xi Jinping made important instructions on the ideological and political work in colleges and universities at the National Conference on Ideological and Political Work in Colleges and Universities (Xi Jinping, 2016). And Xi pointed out that, "To do a good job of ideological and political work in colleges and universities, to improve the affinity and pertinence of ideological and political education, and to meet the needs and expectations of students' growth and development." The research of this study is from a psychological perspective to study the factors affecting the level of teachers' affinity, and to propose specific ways to enhance the affinity of ideological and political teachers.

## 2. Components of Affinity for Ideological and Political Teachers

The affinity of ideological and political teachers is that they adhere to the "people-oriented" educational concept and are close and attractive to the students because of their unique qualities (Cao Yuanyuan, 2018). The affinity of ideological and political teachers is a three-dimensional concept, which is composed of various factors. In

ideological and political education activities, affinity, as a dominant emotional interaction force, is often expressed through the external forms of the educatees' liking, acceptance, and recognition, and what it reflects is the educatees' overall value judgment of ideological and political education activities (Zhang Qing, 2017). To evaluate the affinity of an ideological and political teacher, it is necessary to take a comprehensive perspective. This study evaluates affinity in three dimensions: ideological and political teachers' theory and theoretical teaching level, communication level and personal behavior, professional attitudes and emotion, and assists the research to analyze the dimensions through which teachers' demographic variables and other environmental variables affect teachers' affinity level.

### 3. Design and Analysis of Factors Influencing the Affinity of Ideological and Political Teachers

#### 3.1 Research Design of Influencing Factors

This study adopts the random sampling method to distribute questionnaires to current ideological and political teachers in colleges and universities. The results of the questionnaires are used to count the current situation of ideological and political teachers' affinity and its influencing factors. The research instrument mainly uses the questionnaire scale, and the questions of the scale are compiled according to the three dimensions of the concept of affinity, and the scoring is based on the Likert Scale, with 33 questions in the second part of the scale. The distribution of questions in each dimension is as follows: 8 questions on teachers' theory and theoretical teaching level; 15 questions on the communication level and personal behavior; and 10 questions on the emotional introduction and professional attitude. The number of questions for each dimension is greater than 3, which satisfies the principle of scale compilation. After collecting the data, the scores of the three dimensions are summed to obtain the total score for each respondent.

The subjects of the questionnaires are mainly teachers of ideological and political theory courses in colleges and universities in Beijing, Tianjin and Hebei, and 300 are randomly selected for the test. 300 questionnaires are sent out and filled out by colleges and university teachers of ideological and political through the Internet, and 292 valid questionnaires are collected, with a response rate of 97.33%. Among the valid samples, there are 142 male teachers and 150 female teachers; 84 teachers are aged 20-30, 100 are aged 31-40, 78 are aged 41-50, and 30 are aged over 50; 15 teachers are unmarried, 14 are married with no children, 1 is widowed (divorced) with no children, 108 are married with children and 8 are widowed (divorced) with children; 123 teachers have less than 5 class hours per week and 169 have more than 5 class hours. The collected data are processed and analyzed by SPSS 20.0. Independent samples T-test and one-way ANOVA are performed on variables such as age, marriage and childbearing status, and the number of class hours.

#### 3.2 Analysis of Age Differences of Ideological and Political Teachers in Colleges and Universities

According to the age distribution status of teachers, the following tests are conducted in the first four cases in the age distribution because teachers participating in the survey are not distributed over the age of 61. One-way ANOVA and post hoc multiple comparison analysis are carried out on the age variables of college ideological and political theory teachers with the overall level of teacher affinity and the three dimensions. In the process of the homogeneity of variance test, the sig-values are all greater than 0.05, indicating homogeneity of variance. The results of the analysis are shown in Table 1.

Table 1. One-way ANOVA table

Dependent variable	Age				F-test statistics	Significance level P
	20-30 years old	31-40 years old	41-50 years old	51-60 years old		
Theory and theoretical teaching level	2.3274	4.2050	4.3397	4.2417	185.268	$\leq 0.001$
Communication level and personal behavior	2.3365	4.2853	4.3504	4.3067	219.408	$\leq 0.001$
Professional attitude and emotion	2.3143	4.2380	4.2410	4.3067	216.637	$\leq 0.001$

From Table 1, it can be seen that the P-values of the three dimensions of affinity of ideological and political theory teachers in colleges and universities at different ages are all smaller than 0.05, which indicates that there are significant differences in the three different dimensions of affinity among ideological and political teachers of different ages. Specifically, with the increase of age, the affinity level shows a gradually increasing trend. In

order to further analyze the influence of age variables on the affinity of ideological and political theory teachers in colleges and universities, the homogeneity of variance has been judged according to the data analysis. A post hoc two-by-two comparison of the independent and dependent variables is conducted by using the LSD method to obtain a multiple comparison analysis table. The comparison results are shown in Table 2.

Table 2. Multiple comparison analysis table

Dependent variable	(I) Age	(J) Age	MD (I-J)	P	(J) Age	MD (I-J)	P
Theory and theoretical teaching level	1	2	-1.87762*	0.00	3	-2.01236*	0.00
	20-30 years old	4	-1.91429*	0.00			
	2	1	1.87762*	0.00	3	-0.13474	0.16
	31-40 years old	4	-0.03667	0.78			
	3	1	2.01236*	0.00	2	0.13474	0.16
	41-50 years old	4	0.09808	0.47			
	4	1	1.91429*	0.00	2	0.03667	0.78
	51-60 years old	3	-0.09808	0.47			
Communication level and personal behavior	1	2	-1.94883*	0.00	3	-2.01392*	0.00
	20-30 years old	4	-1.97016*	0.00			
	2	1	1.94883*	0.00	3	-0.06509	0.47
	31-40 years old	4	-0.02133	0.86			
	3	1	2.01392*	0.00	2	0.06509	0.47
	41-50 years old	4	0.04376	0.73			
	4	1	1.97016*	0.00	2	0.02133	0.86
	51-60 years old	3	-0.04376	0.73			
Professional attitude and emotion	1	2	-1.92371*	0.00	3	-1.92674*	0.00
	20-30 years old	4	-1.99238*	0.00			
	2	1	1.92371*	0.00	3	-0.00303	0.97
	31-40 years old	4	-0.06867	0.58			
	3	1	1.92674*	0.00	2	0.00303	0.97
	41-50 years old	4	-0.06564	0.60			
	4	1	1.99238*	0.00	2	0.06867	0.58
	51-60 years old	3	0.06564	0.60			

The results of the analysis showed that there are significant differences in the three dimensions of affinity among teachers aged 20-30, indicating that affected by age factors, the affinity of teachers increases with age. At the age of 31-40, there is a decrease in the level of affinity. The reason may be that due to the lack of work experience and the large amount of teaching tasks, the enthusiasm and expectations of young teachers at the beginning of the job are gradually worn out by the cumbersome teaching tasks and heavy research pressure, and the job burnout occurs (Hu Yue, 2021).

### 3.3 Analysis of Differences in Marriage and Childbearing Status of Teachers of Ideological and Political Theory Courses in Colleges and Universities

In the data analysis for the variable of marriage and childbearing status, since the teachers who participated in the survey are only distributed in five cases: married with no children, widowed (divorced) with no children, unmarried, married with children, and widowed (divorced) with children, so all tests are carried out on this basis. One-way ANOVA and post hoc multiple comparison analysis are performed on the variables of teachers' marriage and childbearing status and the three dimensions of teachers' affinity. During the homogeneity of variance test, the sig-values are all greater than 0.05, indicating homogeneity of variance. The one-way ANOVA table is obtained (see Table 3 for the analysis results).

Table 3. One-way ANOVA table

Dependent variable	Marriage and childbearing status					F-test statistics	Significance level P
	Married with no children	Widowed (divorced) with no children	Unmarried	Married with children	Widowed (divorced) with children		
Theory and theoretical teaching level	3.3750	2.6607	3.8484	4.1719	4.0000	10.059	$\leq 0.001$
Communication level and personal behavior	3.3778	2.6429	3.9019	4.1667	4.2667	11.59	$\leq 0.001$
Professional attitude and emotion	3.2333	2.5071	3.863	4.2625	4.2000	15.567	$\leq 0.001$

The results of the one-way ANOVA show that the differences in marriage and childbearing status have p-values smaller than the standard values on all three dimensions of the affinity of the ideological and political teachers, and the differences are significant. This result indicates that teachers' marriage and childbearing status has some influence on the level of affinity, mainly in terms of professional attitude and emotional engagement. According to the data analysis, the homogeneity of variance has been judged, and the post hoc two-by-two comparison of the independent and dependent variables by using LSD method to obtain the multiple comparison analysis table, and the comparison results are shown in Table 4.

Table 4. Multiple comparison analysis table

Dependent variable	(I) Marriage and childbearing status	(J) Marriage and childbearing status	MD (I-J)	P	(J) Marriage and childbearing status	MD (I-J)	P
Theory and theoretical teaching level	1 Married with no children	2	.71429*	0.008	3	-.47338*	0.018
		4	-.79688*	0.012	5	-0.6250	0.402
	2 Widowed (divorced) with no children	1	-.71429*	0.008	3	-1.18767*	0.000
		4	-1.51116*	0.000	5	-1.33929	0.074
	3 Unmarried	1	.47338*	0.018	2	1.18767*	0.000
		4	-0.3235	0.222	5	-0.15162	0.834
	4 Married with children	1	.79688*	0.012	2	1.51116*	0.000
		3	0.3235	0.222	5	0.17188	0.822
	5 Widowed (divorced) with children	1	0.62500	0.402	2	1.33929	0.074
		3	0.15162	0.834	4	-0.17188	0.822
Communication level and personal behavior	1 Married with no children	2	.73492*	0.006	3	-.52407*	0.008
		4	-.78889*	0.012	5	-0.88889	0.227
	2 Widowed (divorced) with no children	1	-.73492*	0.006	3	-1.25899*	0.000
		4	-1.52381*	0.000	5	-1.62381*	0.028
	3 Unmarried	1	.52407*	0.008	2	1.25899*	0.000
		4	-0.26481	0.310	5	-0.36481	0.609
	4 Married with children	1	.78889*	0.012	2	1.52381*	0.000
		3	0.26481	0.310	5	-0.1000	0.894

Professional attitude and emotion	5 Widowed (divorced) with children	1	0.88889	0.227	2	1.62381*	0.028
		3	0.36481	0.609	4	0.10000	0.894
	1 Married with no children	2	.72619*	0.004	3	-.62963*	0.001
		4	-1.02917*	0.001	5	-0.96667	0.170
	2 Widowed (divorced) with no children	1	-.72619*	0.004	3	-1.35582*	0.000
		4	-1.75536*	0.000	5	-1.69286*	0.017
	3 Unmarried	1	.62963*	0.001	2	1.35582*	0.000
		4	-0.39954	0.110	5	-0.33704	0.622
	4 Married with children	1	1.02917*	0.001	2	1.75536*	0.000
		3	0.39954	0.110	5	0.0625	0.931
	5 Widowed (divorced) with children	1	0.96667	0.170	2	1.69286*	0.017
		3	0.33704	0.622	4	-0.0625	0.931

From the results of the multiple comparison analysis table, it can be analyzed that marital status and whether or not to have children affect teachers' affinity, and the group of teachers with poor marital status is significantly lower than other groups in the three dimensions of affinity. Having children can impact the level of teachers' affinity, and the influence of family atmosphere and the experience of child-rearing help the development of their affinity (Chai Meng, 2017). The reason for this may be that the experience of raising children can help teachers change the traditional way of getting along with students, better grasp the psychological characteristics of students, and improve the level of communication. Moreover, the process of raising children makes teachers have more maternal or paternal love, more caring and loving towards students, and a higher sense of achievement in education career.

### 3.4 Analysis of the Difference in the Weekly Class Hours of Teachers of Ideological and Political Theory Courses in Colleges and Universities

In the statistics of the variable of the weekly class hours, where 1 represents the number of class hours from 1 to 5, and 2 represents more than 5. An independent sample T-test is performed for the three dimensions of weekly class hours and affinity. In the homogeneity of variance test, the sig-values are all more significant than 0.05, indicating homogeneity of variance. The results are shown in Table 5 below.

Table 5. Independent sample T-test table

Dimension	Group	M	SD	t	sig (two-tailed)	P
Theory and theoretical teaching level	1	3.8153	1.05566	1.407	0.16	0.327
	2	3.6301	1.1019	1.42	0.157	
Communication level and personal behavior	1	3.7605	1.05994	0.219	0.827	0.295
	2	3.7318	1.09321	0.22	0.826	
Professional attitude and emotion	1	3.6929	1.00558	-0.083	0.934	0.103
	2	3.7035	1.08867	-0.084	0.933	

From the analysis results, it can be seen that the p-values of the overall level of teacher affinity and each dimension of the different weekly class hours of ideological and political teachers are greater than the standard values, and the differences are not significant, indicating that the influence of weekly class hours on ideological and political teachers is not prominent. The reason may be that teaching work is not the whole work of ideological and political teachers in colleges and universities, and the workload of teachers cannot be evaluated only from the amount of class hours. But from the mean value, teachers with less than 5 class hours have a

higher level of affinity. Therefore, when exploring specific paths to improve the affinity of ideological and political teachers, the allocation and arrangement of work, such as the amount of class hours, should not be neglected.

### 3.5 Analysis of Factors Influencing the Affinity of Ideological and Political Teachers

To sum up, we can find that both innate and acquired factors effect teachers' affinity. Firstly, the effect of gender on teachers' affinity is not consistent with traditional ideas. Male teachers can change their relative inferiority of innate communication level through acquired development, so gender differences have no effect on the overall level of affinity. Secondly, in terms of age, there may be a decline in affinity levels among young and middle-aged teachers due to job burnout. Therefore, colleges and universities should pay more attention to it and actively seek countermeasures. Thirdly, teachers' marriage and childbearing status is one of the important factors affecting the level of teachers' affinity. Since marriage and childbearing status is a demographic variable and cannot be adjusted, colleges and universities should treat it objectively and give social support to teachers who lack family atmosphere. Fourthly, the effect of weekly class hours on teachers' affinity is different from the predicted negative correlation, but this variable cannot be ignored. Colleges and universities should assist teachers to make reasonable work arrangements according to their own situations.

## 4. Specific Ways to Improve the Affinity of Ideological and Political Teachers in Colleges and Universities

The above analysis results show that the affinity level of ideological and political teachers is affected by multiple factors. As the direct environment for improving the affinity of ideological and political teachers, colleges and universities should create a positive environment to help ideological and political teachers improve their affinity from multiple dimensions. The following specific suggestions are put forward to improve teachers' affinity from the perspective of positive psychology:

Firstly, from the perspective of positive personality, improve the written test and interview assessment forms in the selection and recruitment of ideological and political teachers, add the measurement of personality characteristics, and treat the results of the evaluation with a scientific attitude, as well as encourage ideological and political teachers to explore suitable ways to improve their affinity. Secondly, teachers should integrate positive emotions into the class and use lively words to describe theoretical knowledge. In terms of the content of teaching, many ideological and political teachers focus on correcting students' wrong beliefs and behaviors, ignoring the guidance of students' good qualities, which will lead to negative emotions in students' self-personality shaping in the long run. Therefore, teachers should more and more motivate and encourage students with positive behaviors. Thirdly, colleges and universities should regularly hold diversified ideological and political teaching salons and other activities to allow teachers to share their teaching experience or skills. The sharers can re-perceive their own shining points, and the audience can consciously discover their own good qualities and achieve common progress. Such activities can create a positive environment and enable teachers to have a higher sense of control and identity with themselves, thus improving job burnout and emotional teaching affinity. Fourthly, in the allocation and arrangement of teaching tasks, colleges and universities should fully recognize the complexity of individual psychology and assist teachers in finding a balance between teaching tasks that suit them and other types of work.

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