

Research on the Teaching Quality Evaluation System of Ideological and Political Theories Teaching in All Courses Based on Analytic Hierarchy Process

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Abstract: This paper builds the teaching quality evaluation system of ideological and political theories teaching in all courses based on analytic hierarchy process from the perspectives of students, teachers, experts, and employers. First, the original indexes of ideological and political teaching quality evaluation are extracted from the core elements of the evaluation of four types of evaluation mainstay, the evaluation index system is built by principal component analysis in order to eliminate the influence of the correlation among the original indexes, secondly, the importance of various indexes scored by Wenzhou university education and teaching experts as basis, the analytic hierarchy process is used to build model and determine the weight of evaluation indexes. This paper can provide scientific and reasonable references for the teaching quality evaluation of the quality of ideological and political theories teaching in all courses for vocational colleges and other types of universities.

Keywords: Ideological and political theories teaching in all courses; Evaluation mainstay; Analytic hierarchy process; Evaluation system.

1. Introduction

The guideline of Ideological and Political Theories Teaching Construction in Colleges and Universities issued by the Ministry of Education clearly puts forward the requirements of "building and improving the construction quality evaluation system and incentive mechanism of ideological and political theories teaching in all courses". The Notice of the General Office of the Ministry of Education on Doing Construction Work of Demonstration Projects of Ideological and Political Theories Teaching in All Courses Construction of Colleges and Universities in Zhejiang Province clearly proposes to grasp the value guidance, optimize the evaluation system, and improve the education effect of ideological and political theories teaching in all courses through scientific evaluation. Throughout the practice and research results of existing ideological and political theories teaching in all courses, the lack of teaching quality evaluation system that agrees with the ideological and political theories teaching in all courses construction and has strong practical operation has become a pain point restricting the in-depth development of ideological and political theories teaching in all courses. At present, ideological and political theories teaching in all courses as a national strategic measure, it is urgent to establish a scientific and reasonable teaching quality evaluation index of ideological and political theories teaching in all courses, promote all stakeholders to establish new understanding of the value of course, establish new mechanisms to promote the common development of teachers and students; provide new references for the teaching quality evaluation of ideological and political theories teaching in all courses for vocational colleges and other types of universities.

2. Building of Evaluation Index System of Ideological and Political Theories Teaching in All Courses

2.1. Research on Multiple Evaluation Mainstays

Table 1. literature studies related to the teaching quality evaluation mainstay of ideological and political theories teaching in all courses

scholar	research dimension	established mainstay
Hu Chidi	management group, social responsibility, partner, interactive university	teacher, student, government, alumnus, donor, society, enterprise
	importance, urgency, initiative	government, teacher, administrator, students, service user
Zhang Yi, Zhang Rui, Gao Wei	interaction and impact, organizational management system innovation	teacher, administrative authority, government, student, employer, alumnus
Zhuang Guobo, Chen Mailing, Sun Caiyun	impact, legitimacy, urgency	teachers, student, school leader, supervisor, peer
Zhang Jianxiang	coordination mechanism of evaluation mainstay, standard, activity, re-evaluation	government, university, social organization, teacher, and student
Wang Yuexi	mainstay, object's own responsibility, function, duty	school, educational management department, college, teacher, and student
	multi-angle evaluation mainstay, multi-dimensional evaluation content, multi-channel feedback method	teacher, student, supervisor, expert, teaching manager, parent, and employer
Zhao Baojiang	evaluation idea, ecology, team, ability, mechanism, governance	government, school, teacher, student, society

Scholars point out that "university is a typical stakeholder organization", based on this perspective, it is particularly

important to study the interactive relationship between the teaching of ideological and political theories teaching in all courses in vocational colleges and its stakeholders, solve the problem of who evaluate the ideological and political theories teaching in all courses, scientifically determine the evaluation mainstay, and improve the reliability and validity of the evaluation. This paper analyses the research dimensions and established mainstay of various scholars based on literature research, (see Table 1)

According to the views of the above scholars, combining the different positions and roles of the various staff involved in the teaching quality evaluation process practice of ideological and political theories teaching in all courses, this paper establishes the taught mainstay, implementation mainstay, social mainstay, and expert mainstay as the four types of evaluation mainstays of teaching quality evaluation of ideological and political theories teaching in all courses.

2.2. Research on the Evaluation Connotation of Evaluation Mainstay

2.2.1. Mainstays Taught in Ideological and Political Theories Teaching in All Courses

The mainstay taught of ideological and political theories teaching in all courses is students. As practicers and direct participants of the teaching activities of the ideological and political theories teaching in all courses, students participate in the whole process of teaching activities, and have personal experience of the teaching effect of the ideological and political theories teaching in all courses, and feel it most directly. The first is the students' satisfaction with the teachers, namely, whether they are satisfied with the teachers' teaching attitude, contents, methods, objectives, and the mutual integration of knowledge transfer and value leadership, the second is the students' own sense of gain, namely, the course of ideological and political theories teaching in all courses has two kinds: explicit education and implicit education, students subconsciously feel the ideological and political education through learning professional knowledge. So that students have corrected professional, moral, value, and job competence in "learning by doing" and "learning by understanding". The effect of the construction of ideological and political theories teaching in all courses lies in the students, finally, the students' sense of gain as test standard, so that students can truly and objectively express their opinions and feelings. Although there are many uncertainties in the students' evaluation of the teaching quality of ideological and political theories teaching in all courses, such as inaccurate grasp of evaluation indexes and coping mentality, but the number of students is large, the sample is large, and it is more convenient to collect and organize the evaluation information, so the students' evaluation is undoubtedly still the most practical. In order to make the collected information more convincing, some less meaningful evaluations can be eliminated in a certain proportion when the information is counted, to improve the validity and credibility of the evaluation, and through careful analysis of the student evaluation results, which can be used as the main basis for the school to improve teaching strategies.

2.2.2. The Implementation Mainstay of Ideological and Political Theories Teaching in all Courses

The implementation mainstay of the ideological and political theories teaching in all courses is teachers. The teachers are the implementers of the teaching activities of ideological and political theories teaching in all courses, order

the elements of the ideological and political elements of specialist subjects, penetrate the students' hearts with "influence character by environment", so that the students can really receive the education such as national policies and guidelines, laws and regulations, socialist core values and craftsmanship spirit, etc., and realize the fundamental task of "fostering virtue through education". First, teachers' overall evaluation of the school. The top level of the school, teaching management and teachers' teaching activities, including the input, for example, school promote teaching guarantee mechanism, training measures and efforts, teaching resources construction, talent training system and teachers' teaching whole-process activities and quality. The second is the teacher's evaluation of students' learning effect. Teachers reflect on teaching according to students' learning and the achievement of teaching objectives, such as whether the teaching content is reasonable, whether the teaching method is appropriate, whether lay equal stress on the teaching of the ideological and political theories teaching in all courses and ideology and professional teaching, and whether it is useful in cultivating students' ideal, moral and values, etc. The teaching quality evaluation standard of ideological and political theories teaching in all courses is compared, find out their strong and weak points in the teaching process from multiple angles and analyze the reasons, make corresponding improvement measures, improve their own educational and teaching abilities, and improve teaching quality.

2.2.3. The Social Mainstay of Ideological and Political Theories Teaching in All Courses

The social mainstay of teaching quality evaluation of ideological and political theories teaching in all courses is the employer. The social recognition of talent development quality is mainly reflected in the employment condition of graduates, the employer's satisfaction with graduates, which is an important index of the popularity degree of graduates in society. Through the survey of employers and the consultation with experts, most of the enterprises' first requirement for talents is not knowledge and skills, but students' ideology and professional ethics, including students' values, law and discipline abiding, dedication, integrity, and sense of responsibility, etc., these elements determine the direction of one's development and the orientation of one's role in society. The main way to evaluate the teaching effect of the implicit level of the ideological and political theories teaching in all courses education is the daily work performance of students, whether the students trained by the school meet the requirements of enterprises and industries, and whether the personal quality of the students after receiving the ideological and political theories teaching in all courses education has been qualitatively improved, and the employers are the main testers. The school can analyze the strengths and weaknesses of target cultivation of students' ideological and political thinking (quality) through the survey of employers' satisfaction with graduates, improve students' professional ability and moral by adjusting the talent development program, teachers' teaching activities, etc., help students enhance their employment competitiveness to meet the enterprises' demands for students' overall quality. Thus, the original index of employer satisfaction is extracted.

2.2.4. The Expert Mainstay of Ideological and Political Theories Teaching in All Courses

The expert mainstay of the teaching quality evaluation of ideological and political theories teaching in all courses includes teaching management staff, teaching supervisors and

education experts, etc. The school management makes top-level design for the construction of ideological and political theories teaching in all courses, ensures the implementation of the school's policies and measures about the construction of ideological and political theories teaching in all courses, and then guides the specific construction practice of ideological and political theories teaching in all courses and evaluates the operation effect. The teaching supervisors are composed of senior technical personnel from enterprises and senior teachers inside and outside the school, who supervise the whole process of the teaching activities of the ideological and political theories teaching in all courses, and then evaluate the school and teachers' input in the construction of the ideological and political theories teaching in all courses and the students' learning effect. Education experts have high professional academic ability, theoretical and practical level, strong ability to new ideas, new thoughts and adapt to the new situation, etc., and make overall and systematic evaluation of the overall " ideological and political theories teaching in all courses" of the school's whole education activities and students' job competence. The above three types of personnel are high-level experts, who play a role in guiding, checking, supervising, and evaluating the construction of ideological and political theories teaching in all courses from different aspects, and they are uniformly called expert mainstay here, the content of the evaluation is the same as that of the teachers, but the angle is different, the overall school input and student learning outcomes are evaluated from an expert perspective.

2.3. Building of Teaching Quality Evaluation Index System of Ideological and Political Theories Teaching in All Courses

2.3.1. Evaluation of Original Index Extraction

Based on the research on the evaluation connotation of the above four types of mainstay evaluation, combining scholars' research -, this paper orders the original indexes of teaching quality evaluation of ideological and political theories teaching in all courses from two dimensions: teaching input and outcome output, and determines the original indexes of teaching input: (1) integrity of lead agency; (2) perfection of grassroots organization; (3) validity of plan; (4) quality assurance in place; (5) incentive evaluation effort; (6) engagement in fostering project; (7) scientific nature of talent development program; (8) integrity of course standard; (9) diversity of training measures; (10) improvement effect of teacher's ability; (11) team building condition; (12) course building condition; (13) resource building condition; (14) completeness of teaching objective; (15) rigor of teaching contents; (16) appropriateness of teaching method; (17) teachers' professional ability; (18) teachers' ideological and political ability; (19) participation in teaching reform projects; (20) informatization teaching level. Original indexes of outcome output: (21) students' own sense of gain; (22) teachers' recognition of students; (23) employers' satisfaction with students; (24) experts' recognition of students; (25) student's own satisfaction.

2.3.2. Data Source and Processing

The original indexes extracted above correspond to the observation points according to the four types of evaluation mainstays, three questionnaires on the teaching quality of ideological and political theories teaching in all courses on higher college courses are prepared, including student, teacher, expert, and employer questionnaires. Each index is

measured in the form of specific question descriptions, corresponding settings are excellent, good, medium, and poor grades, questionnaires are distributed to students, teachers, experts, and employers in Wenzhou Polytechnic, and 240, 228, 228 and 230 valid questionnaires are returned, respectively. Because the five original indexes of outcome output are the four types of evaluation mainstays in different perspectives on the construction effect of the ideological and political theories teaching in all courses, namely the student level evaluation, so no correlation analysis, only the correlation analysis of the measurement results of teaching input indexes, each measurement index answers are assigned 4, 3, 2, 1 for quantitative processing, for the follow-up studies.

2.3.3. Reliability and Validity Analysis of the Evaluation Index System

(1) Reliability Analysis of Evaluation Indexes

First, the validity of the collected questionnaire data is tested, and the effective rate is 100%, and second, the data reliability is counted by using the Cronbach's Alpha, and the Cronbach Alpha is >0.8, after test, it suggests that the overall internal consistency level of the collected data is high (see Table 2-3), and it shows that the reliability reaches the standard.

Table 2. Summary of reliability test case processing

type	result	number of cases	%
teaching input	effective	228	100.0
	exclude a	0	0.0
	total	228	100.0

a.Listwise Deletion of All Variables Based on Process.

Table 3. Reliability statistics

type	Cronbach's Alpha	number of terms
teaching input	0.889	20

(2) Validity Analysis of Evaluation Indexes

First, the appropriateness number of KMO sampling $0.843 > 0.7$ is tested, it suggests that the questionnaire is suitable for factor analysis; secondly, the significance level of Bartlett's Test of Sphericity is <0.05 , it shows that the questionnaire structure has good validity, the whole is effective (see Table 4), it suggests that the validity is up to standard.

Table 4. KMO and Bartlett's test

KMO Measure of Sampling Adequacy		0.843
Bartlett's test of sphericity	approximate Chi-square	3476.199
	degree of freedom	190
	significance	0.000

2.3.4. System Construction of Evaluation Index

In order to eliminate the influence brought by the correlation among the original indexes of teaching input and increase the objectivity of evaluation indexes, the principal component analysis is used to build the teaching quality evaluation index system of ideological and political theories teaching in all courses.

(1) Principal Component Extraction

The principal component information analysis is conducted on original indexes of 20 teaching input, the result shows that the eigenvalues of 5 common factors are > 1 , the cumulative

contribution rate is 69.961%, the explanation degree is good, the common variance of each common factor is > 0.5 , which can well reflect the information of original indexes of teaching input.

(2) Principal Component Rotation

Although the common factors extracted by principal component analysis ensure the uncorrelatedness among the principal components, the explanation of the common factors on the dependent variable is weak, and the second step of

component rotation is needed, make the load totals of the common factors closer to 1 by rotating changes, and improve the explanation of the common factors on the dependent variable. The load which is greater than 0.5 as the criterion (see Table 5), the factors meeting this criterion are grouped and named, resulting in 5 secondary overall evaluations, these indexes are named as teaching quality assurance, teaching organization operation, teaching support effort, teaching team building, and teaching resource building.

Table 5. Component matrix after rotation

index name	component				
	1	2	3	4	5
1. integrity of lead agency	0.765	0.046	0.053	0.085	0.086
2. perfection of grassroots organization	0.724	0.007	0.194	0.089	0.058
3. validity of plan	0.796	0.213	0.037	0.017	0.179
4. quality assurance in place	0.798	0.159	0.064	0.087	0.131
5. incentive evaluation effort	0.423	0.500	-0.053	0.278	0.071
6. engagement in fostering project	0.212	0.795	0.154	-0.041	0.063
7. scientific nature of talent development program	0.629	0.283	0.110	0.050	0.394
8. integrity of course standard	0.607	0.211	0.105	0.010	0.464
9. diversity of training measures	0.170	0.823	0.093	-0.013	0.114
10. improvement effect of teacher's ability	0.123	0.016	0.060	0.969	0.084
11. team building condition	0.117	0.022	0.065	0.970	0.085
12. course building condition	0.147	0.595	0.318	0.169	0.142
13. resource building condition	0.198	0.204	0.085	0.067	0.830
14. completeness of teaching objective	0.287	0.049	0.172	0.140	0.820
15. rigor of teaching content	0.024	0.484	0.551	-0.227	0.268
16. appropriateness of teaching method	0.090	0.361	0.679	-0.152	0.281
17. teachers' professional competence	0.025	0.475	0.617	-0.077	0.062
18. teachers' ideological and political accomplishment	-0.069	0.429	0.597	-0.098	0.284
19. participation in educational reform project	0.105	-0.035	0.776	0.200	-0.011
20. informatization teaching level	0.256	0.044	0.748	0.190	0.016

Extraction method: principal component analysis. rotation method: Kaiser normalization maximum variance method.

a. Rotation has converged after 10 iterations.

The two-level of teaching input are built based on the research results of the principal component described above in this paper. The original indexes of output effect are evaluated on students' learning effect from the perspective of students and teachers, the second is the evaluation of students' learning effect from the perspective of experts and employers. Therefore, it can be categorized into 2 two-level overall evaluation indexes, named education and teaching effect and social impact. As a result, a teaching quality evaluation index system of ideological and political theories teaching in all courses consisting of 2 one-level indexes, 7 two-level indexes and 25 three-level indexes are built (see Table 7).

3. Weight Determination of the Teaching Quality Evaluation Index System of Ideological and Political Theories Teaching in All Courses

This paper adopts the analytic hierarchy process to analyze the importance of each index and determine its weight for easy scientific and reasonable evaluation of the teaching quality of ideological and political theories teaching in all courses. According to the teaching quality of ideological and political theories teaching in all courses built in this paper, expert questionnaire is designed, and compare the importance of the indexes between two. The questionnaires face the education and teaching experts with senior titles in Wenzhou

Polytechnic and other colleges and universities, and 35 valid questionnaires are returned. The score data of 35 experts on the importance of each index are discussed and summarized internally, the modal number of each score is taken for analysis, and the comparison is made between two strata, according to A1—A2、B1—B5、B6—C7、C1—C6、C7—C12、C13—C16、C17—C18、C19—C20、C21—C23、C24—C25 in the teaching quality evaluation index system of ideological and political theories teaching in all courses (See Table 7), ten judgment matrices are constructed and calculated, finally, the weights of each evaluation index are obtained (see Table 7). This paper takes the calculation of B1—B5 index weight as examples, and the steps are as follows:

3.1. Making the judgment matrix of each level

According to determination method of matrix scale of the analytic hierarchy process, values are assigned to each index factor of B1—B5, and the judgment matrix of B1—B5 is constructed according to the following formula (see Table 6).

$$D = \begin{bmatrix} d_{11} & d_{12} & \dots & d_{1n} \\ d_{21} & d_{12} & \dots & d_{2n} \\ \dots & d_{ij} & \dots & \dots \\ d_{n1} & d_{n2} & \dots & d_{nn} \end{bmatrix} \quad (1)$$

Note: d_{ij} in the matrix represents the importance of D_i relative to D_j , has the feature of $d_{ij} > 0, d_{ij} = 1/d_{ji}, d_{ij} = 1, i, j = 1, 2, 3, \dots, n$, they are positive and negative matrix.

Table 6. B1 -B5 judgment matrix

evaluation index	teaching guarantee	teaching operation	teaching support	teaching team	teacher resource
B1	1	2	3	4	6
B2	1/2	1	2	2	3
B3	1/3	1/2	1	1	2
B4	1/4	1/2	1	1	2
B5	1/6	1/3	1/2	1/2	1

3.2. Calculating the Weight Vectors of Indexes

MatLab program is used, the weight vector of various judgment matrix, the maximum eigenvalue and the weight of each index are calculated according to the following steps.

3.2.1. Matrix Normalization Processing

$$\bar{d}_{ij} = d_{ij} / \sum_{i=1}^n d_{ij} (i, j = 1, 2, \dots, n) \quad (2)$$

Note: d_{ij} is the data in i-th row and j-th column of the judgment matrix D, and $\bar{d}_{ij}$ is the data i-th row and j-th column of the normalization matrix.

3.2.2. Addition of Matrix Elements

$$\bar{w}_i = \sum_{j=1}^n \bar{d}_{ij} (i, j = 1, 2, \dots, n) \quad (3)$$

3.2.3. $\bar{w}_i$ normalization processing

$$w_i = \bar{w}_i / \sum_{i=1}^n \bar{w}_i (i = 1, 2, \dots, n) \quad (4)$$

Note: w_i is the weight of the i-th index.

From the above calculation, the weight vectors of various indexes are obtained: B1 is 0.4410: B2 is 0.2338: B3 is 0.1315: B4 is 0.1241: B5 is 0.0696.

3.2.4. Maximum Eigenvalue of Matrix D

$$\lambda_{\max} = \frac{1}{n} \sum_{i=1}^n \frac{(Dw)_i}{w_i} \quad (5)$$

Note: n is the order number of the matrix, D is the judgment matrix, and w_i is the weight of the i-th index.

$\lambda_{\max}$ is the maximum eigenvalue.

The maximum eigenvalue $\lambda_{\max} = 5.0166$ of the judgment matrix D_{B1-5} is calculated from above

3.2.5. Consistency test

According to the previously obtained weight vector and eigenvalues, n=5, check the table to obtain the average random consistency index $RI=1.12$, and calculate the consistency index and random consistency ratio.

$$CI = \frac{\lambda_{\max} - n}{n - 1} = \frac{5.0166 - 5}{5 - 1} = 0.0041 \quad (6)$$

$$CR = \frac{CI}{RI} = \frac{0.0041}{1.12} = 0.0037 < 0.10 \quad (7)$$

The result suggests that the $CR < 0.1$, the test meets the requirements, and the results of CR calculation of B1 -B5 matrix all meet the requirements, and it shows that the judgment matrix is reasonable and the weight calculation results are reasonable.

3.3. Calculating the Weights of Indexes at Each Level

According to the above method, the weights of indexes at each level of teaching quality index system of ideological and political theories teaching in all courses are calculated (see Table 7).

Table 7. Teaching quality evaluation index system of ideological and political theories teaching in all courses

one-level index	weight	two-level index	weight	three-level index	weight
teaching input (A ₁)	0.6667	teaching quality assurance (B ₁)	0.4410	1. integrity of lead agency(C ₁)	0.1066
				2. perfection of grassroots organization(C ₂)	0.0604
				3. validity of plan(C ₃)	0.3405
				4. quality assurance in place (C ₄)	0.1066
				5. scientific nature of talent development program (C ₅)	0.1930
	0.2338	teaching organization operation (B ₂)	0.2338	6. integrity of course standard (C ₆)	0.1930
				7. rigor of teaching content(C ₇)	0.3772
				8. appropriateness of teaching method(C ₈)	0.2339
				9. teachers' professional competence(C ₉)	0.1144
				10. teachers' ideological and political accomplishment (C ₁₀)	0.1144
	0.1315	teaching support (B ₃)	0.1315	11 participation in educational reform project(C ₁₁)	0.0572
				12. informatization teaching level (C ₁₂)	0.1029
				13. incentive evaluation effort (C ₁₃)	0.1216
				14. engagement in fostering project (C ₁₄)	0.2205
				15. diversity of training measures (C ₁₅)	0.1216
outcome output (A ₂)	0.3333	0.1241	0.1241	16. course building condition (C ₁₆)	0.5364
				17. improvement effect of teacher's ability(C ₁₇)	0.8000
				18. team building condition(C ₁₈)	0.2000
				19. completeness of teaching objective (C ₁₉)	0.7500
				20. resource building condition (C ₂₀)	0.2500
		0.0696	0.0696	21. teacher's recognition of students (C ₂₁)	0.2000
				22. students' own satisfaction (C ₂₂)	0.4000
				23. students' own sense of gain (C ₂₃)	0.4000
				24. expert's recognition of students(C ₂₄)	0.2500
				25. employers' satisfaction with students(C ₂₅)	0.7500

4. Conclusion

In this paper, through the research on teaching quality

evaluation mainstay of the ideological and political theories teaching in all courses, the original indexes of the quality evaluation of ideological and political teaching is extracted,

the teaching quality evaluation system of ideological and political theories teaching in all courses is established by using the principal component analysis and the weights of various indexes are calculated by adopting the analytic hierarchy process, and the following conclusions are drawn:

(1) Principal component analysis is used to build the teaching quality evaluation index system of ideological and political theories teaching in all courses. Based on literature research and expert interview methods, students, teachers, experts and employers as the four types of evaluation mainstay, and the teaching input and output effect as the dimension, 25 original evaluation indexes are extracted, and pass tests of reliability and validity; principal component analysis and the idea of dimensionality reduction are used, multiple variables that affect the teaching input of ideological and political theories teaching in all courses are transformed into mutually independent and comprehensive evaluation indexes, each principal component can reflect most of the information of the original variables, and the information contained in them does not duplicate each other, which eliminates the interconnection between indexes and establishes a more objective evaluation index system.

(2) Analytic hierarchy process is used to determine the weights of each index at all levels of the teaching quality evaluation index of ideological and political theories teaching in all courses. Taking importance scores of each index by education and teaching experts from Wenzhou Polytechnic and other types of universities, the model is built by using analytic hierarchy process, and compare the importance of the indexes between two. The calculation results of the model suggests that the weight of teaching input in the construction of ideological and political theories teaching in all courses is relatively large, it shows that building training and incentive systems at the school level can guide teachers' continuous progress, can truly realize the enlightenment and value leadership of students' thoughts, the results are consistent with the actual situation; the model is simple in operation and general, and the weights are determined scientifically and precisely, which could effectively reflect the importance of various indexes.

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