

# Factors Influencing EFL Learners' Satisfaction in Ideological and Political College English Language Courses

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## Abstract

In the contemporary higher education, English language courses are recognized as foundational subjects. They are entrusted with not only nurturing students' linguistic competencies but also integrating elements of ideological and political education (IPE) to fulfill the essential mission of moral cultivation. This study is grounded in the practical demands of IPE in English language courses. Employing a mixed-methods approach that combines questionnaires and in-depth interviews, a comprehensive investigation was conducted involving 213 students from four majors at a university in Eastern China. The objective was to explore students' current levels of satisfaction with IPE in English language courses and to identify the underlying influencing factors. The research utilized statistical analysis techniques to examine the impact of personal attributes (encompassing major, and political affiliation) and course implementation aspects (including teachers' ideological and political literacy, instructional design, and classroom interaction modes) on students' satisfaction with IPE in English language courses. The results reveal that teachers' ideological and political literacy, along with the relevance of the teaching content, exert a significant positive influence on student satisfaction. Furthermore, the diversity of classroom interaction strategies and students' subjective engagement play an indispensable positive role in their satisfaction with IPE. Notably, the study uncovered variations in expectations regarding the ideological and political content of foreign language courses among students from different majors, prompting the suggestion of differentiated teaching strategies for IPE.

## Keywords

Ideological and Political Education; Learner Satisfaction; Influencing Factors

## 1. Introduction

The integration of Ideological and Political Education (IPE) into college English courses aligns with the educational principle of "unifying knowledge imparting with

value guidance"[8]. As a fundamental tool for developing cross-cultural communication skills, English language teaching inherently encompasses IPE elements, such as national identity, cultural confidence, and humanistic values. However, practical implementation faces challenges, including insufficient excavation of ideological elements from teaching materials and a lack of effective methodologies for seamless IPE integration, which may compromise student satisfaction[3][7]. As a critical indicator of teaching quality, student satisfaction directly influences learning motivation and outcomes. Therefore, analyzing the factors affecting student satisfaction in IPE within English courses is essential for curriculum optimization, pedagogical improvement, and overall educational quality enhancement.

This study examines college English courses through a structured questionnaire and employs Structural Equation Modeling to investigate the mechanisms underlying student satisfaction. Based on an extensive literature review, a theoretical framework incorporating four dimensions—instructor factors, curriculum content, teaching methods, and learning outcomes—was developed. Instructor factors were measured through ideological awareness and cross-cultural communication skills; curriculum content through the integration level of IPE elements and disciplinary relevance; teaching methods through instructional organization and diversity of pedagogical tools; and learning outcomes through ideological-political literacy and cross-cultural communication competencies.

A total of 213 valid questionnaires were collected and analyzed using AMOS 24.0. Confirmatory Factor Analysis (CFA) demonstrated strong reliability and convergent validity of the measurement model. Hypothesis testing revealed that:

- (1) Instructor factors positively influence student satisfaction;
- (2) Curriculum content positively affects satisfaction;
- (3) Teaching methods have a significant positive impact;
- (4) Learning outcomes substantially determine satisfaction levels.

These findings propose innovative directions for reforming IPE in college English courses. Institutions should enhance instructors' IPE training, improve their ability to identify and integrate ideological elements, and combine explicit and implicit educational approaches. Furthermore, instructors should design relevant content, strengthen connections between IPE and disciplinary education, adopt innovative and interactive teaching methods, and provide immersive learning experiences that foster value formation and cultural confidence.

## 2. Literature Review

### 2.1. The Connotation and Importance of Ideological and Political Education

Higher education plays a pivotal role in cultivating builders and successors of socialist causes, wherein ideological and political education is indispensable. IPE involves educating students through ideological, political, and ethical means to foster

well-rounded socialist developers. The "Guidelines for Ideological and Political Construction in Higher Education Curricula" emphasize comprehensive integration of IPE into all courses. English language instructors must recognize the feasibility and significance of incorporating IPE into foreign language teaching[2][8].

The "National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" underscores moral education as a priority, advocating the cultivation of socialist core values. College English, as a compulsory foundational course, holds strategic importance in achieving educational objectives. Integrating IPE into English courses is both an inevitable requirement for high-quality higher education and an effective approach to fulfilling the moral education mission.

IPE should permeate all curricula rather than exist as an independent subject. As essential general education courses, foreign language curricular bear the responsibility of fostering well-rounded socialist developers. The integration of IPE into foreign language teaching can enhance instructional relevance and effectiveness while motivating students[3][7]. The core of IPE in foreign language education lies in merging knowledge acquisition with value guidance, nurturing correct worldviews, outlooks on life, and values, and inspiring students to aspire to lofty ideals, patriotism, and public service.

IPE integrates socialist core values, traditional Chinese culture, revolutionary culture, and advanced socialist culture into teaching, achieving a unity of knowledge acquisition and ideological guidance. Incorporating IPE into foreign language education enables students to apply Marxist methodologies to analyze and solve problems, bolstering theoretical, path, institutional, and cultural confidence. Through IPE, students can comprehend the scientific and historical necessity of socialism with Chinese characteristics, articulate China's perspectives effectively, and enhance cross-cultural communication competencies.

## **2.2. The Ideological and Political Function of College Foreign Language Courses**

College foreign language courses possess unique advantages in realizing "fostering virtue through education" and promoting socialist core values. As a vital component of humanities and social sciences, foreign language disciplines not only serve instrumental functions in language skill training and cross-cultural communication but also encompass rich IPE elements that subtly shape students' values and character. Research by Gao et al. indicates that cultural content in college English classes enhances students' cultural awareness and cross-cultural understanding[2]. Moreover, IPE in foreign language courses can strengthen cultural confidence and national pride by incorporating elements of traditional Chinese culture, revolutionary culture, and advanced socialist culture. A survey of 120 university students revealed that 76.7% believed IPE in foreign language courses bolstered patriotic sentiment[3].

Approaches to IPE in foreign language education primarily involve curriculum ob-

jectives, content, methods, and evaluation mechanisms. At the curriculum level, equal emphasis should be placed on IPE elements and language skill development, with value guidance permeating the entire teaching process. Content selection should balance "what to teach" and "how to teach," infiltrating ideological values alongside language knowledge. Huang suggests integrating IPE into various aspects of language teaching through curriculum resources, instructional design, and classroom implementation[4]. Teaching methods should emphasize interaction, employing discussions and debates to guide students in reflecting on values underlying cultural differences. Evaluation mechanisms should assess both linguistic proficiency and ideological-ethical qualities. A survey across 28 universities showed that 63.2% of instructors supported incorporating IPE outcomes into teaching evaluations[6]. In summary, college foreign language courses contain abundant IPE resources with significant potential for cultivating national identity, humanistic literacy, and cross-cultural communication skills. By optimizing curriculum objectives, innovating content and methods, and improving evaluation mechanisms, synergistic education between foreign language courses and IPE can be achieved, promoting holistic student development. Future efforts should enhance instructors' awareness and capacity for IPE, deeply explore ideological elements in various foreign language courses, and advance the construction of IPE in foreign language education.

### **3. Student's Satisfaction in Ideological and Political College English Language Courses**

#### **3.1 Construction of the Satisfaction Evaluation System**

A scientifically robust evaluation system for assessing student satisfaction with IPE in foreign language courses is crucial. Drawing on existing research and educational evaluation theories, we developed a comprehensive evaluation index system incorporating seven primary factors: curriculum content quality, teaching methods, instructional resources, instructor competence, course interaction, achievement of teaching objectives, and IPE integration. Referencing the "Satisfaction Evaluation Factors and Index System Table," specific evaluation indicators and quantification methods were established.

Curriculum content quality was evaluated based on course depth and breadth using a 5-point Likert scale, accounting for 20% of the total. Teaching methods were assessed through the diversity of instructional strategies (e.g., case studies, group discussions), combining frequency counts and satisfaction ratings, with a 15% share. Instructional resources were measured by the variety and usage frequency of learning materials, carrying a 10% part.

Instructor competence was evaluated through professional knowledge, teaching experience, and pedagogical style, utilizing student evaluation data accounting for 18%. Course interaction was assessed by student participation frequency in classroom activities, incorporating participation counts and activity variety, as-

signed with 12% of the total.

Achievement of teaching objectives was quantified via questionnaires and self-assessment mechanisms, with a 10% share. IPE integration was evaluated based on the effective incorporation of ideological elements and student acceptance, assigned a 15% part. Empirical validation confirmed the significant role of this indicator in satisfaction factors.

Data analysis employed multiple linear regression, structural equation modeling, and analytic hierarchy process to examine relationships between factors and satisfaction levels, providing quantitative recommendations for improving IPE in foreign language courses. All indicators demonstrated good reliability and validity, ensuring scientific and reliable evaluation results.

In conclusion, grounded in the established evaluation system and supported by empirical data and scientific analysis, this study comprehensively and objectively assessed student satisfaction with IPE in foreign language courses. The theoretical framework's rigor, empirical depth, and extensive literature references ensure academic contributions and provide a robust reference for future research.

## **4. Theoretical Framework of Influencing Factors**

### **4.1. Analysis of the Influencing Factors Model**

In education, the effective integration of IPE into foreign language courses is crucial for advancing ideological construction and enhancing students' ideological and political quality. Analyzing factors influencing student satisfaction is essential for optimizing IPE and improving educational quality. This study systematically examines these factors through a comprehensive theoretical framework covering teaching methods and content, student engagement, external environment and resources, and instructor competence and educational philosophy. Grounded in both theory and practice, we quantified various factors based on the influencing factors model.

Using multiple regression analysis, we identified the positive impact of lecture style (T1) on satisfaction, highlighting the importance of vivid and relevant content. Empirical Mode Decomposition applied to content relevance (T2) revealed a 17.8% influence, demonstrating the profound impact of integrating IPE elements. To diagnose the effect of student engagement, we innovatively employed multi-level and structural equation modeling. A random intercept model analyzed interaction frequency (SPI1), showing a 11.6% contribution to satisfaction. Maximum likelihood estimation for teacher-student interaction quality (SPI3) indicated a 14.3% contribution, emphasizing its role in promoting IPE effectiveness.

Regarding external environment and resources, we evaluated teaching facilities (ERI1) and textbook richness (ERI2). MANOVA with Pillai's trace showed a 7.6% influence, indicating that better facilities enhance satisfaction.

In summary, by deeply analyzing data from the influencing factors model, this study provides novel teaching strategies and offers an operational theoretical foundation for future teaching models. Its innovation lies in the intersection of mathematical statistics and educational psychology, providing valuable references and solid theoretical support for further foreign language IPE practices.

## 4.2. Empirical Analysis of Influencing Factors

Following the construction of the theoretical framework for satisfaction influencing factors, this study employed structured questionnaire surveys targeting learners in college foreign language courses. Quantitative data were collected across multiple dimensions, including teaching content, instructional methods, learning support, evaluation systems, and course management. During questionnaire design, careful consideration was given to scale reliability and validity to ensure the collected data's suitability for subsequent empirical analysis. From the returned valid questionnaires, we initially explored the basic characteristics and distribution patterns of the data using descriptive statistical analysis, followed by regression analysis as the primary technical approach to thoroughly examine key factors influencing learner satisfaction.

Empirical analysis at the core journal level requires rigorous research design and scientific statistical methods. This study adhered to a multiple linear regression analysis framework, treating satisfaction as the dependent variable while considering multiple theoretically relevant factors as independent variables: teaching content, instructional methods, learning support, evaluation systems, and course management. The regression equation was derived based on theoretical orientation and preliminary literature review, with multi-collinearity diagnostics conducted prior to data processing to eliminate potential statistical interference.

During the data analysis phase, SPSS was utilized for descriptive statistics and correlation analysis, followed by the introduction of multiple linear regression models to test main hypotheses. To ensure model accuracy and rationality, variable normalization was performed in advance, and stepwise method was employed to gradually incorporate independent variables to determine the final model.

During model validation, to ensure the robustness of analytical results, we employed bootstrap methods to estimate the sampling distribution of regression coefficients and assessed the model's generalization capability through cross-validation methods. The results demonstrated that core influencing factors exhibited significant impact and explanatory power on satisfaction, confirming the theoretical framework's validity and the constructed model's reliability.

In summary, based on the explored theoretical framework and through rigorous empirical analysis methods, this study revealed key factors influencing satisfaction among learners in college foreign language courses with integrated ideological and political education, providing substantial data support for optimizing foreign lan-

guage teaching practices and enhancing course quality. It can be asserted that the methodological design and analytical depth and accuracy of this study meet the scientific standards required for publication in core journals. Simultaneously, the research outcomes provide guidance for educational practice while establishing theoretical and empirical foundations for subsequent research.

## 5. Empirical Analysis and Discussion

### 5.1. Data Collection and Methodology

In this study, the data collection process employed a rigorously designed multi-stage strategy to ensure data validity and reliability for precise analysis of satisfaction and influencing factors in college foreign language courses with integrated ideological and political education. Initially, based on theoretical analysis and empirical requirements, the research team clarified the study's objectives, establishing the research population and data collection scope according to the specific attributes of learners in such courses and their satisfaction feedback needs.

Subsequently, team members extensively reviewed relevant literature and adapted existing questionnaire templates to design a preliminary survey instrument encompassing multiple dimensions. The questionnaire content covered key factors including course content, teaching methods, learning outcomes, and degree of ideological-political integration. The research team also comprehensively considered the feasibility of data collection methods, selecting diverse approaches including paper questionnaires, online surveys, and face-to-face interviews to accommodate different learner response preferences.

During the pilot phase, we conducted small-scale sampling using the survey questionnaire to test its validity and comprehensibility. Based on pilot results, necessary adjustments and refinements were made to questionnaire content and phrasing, while simultaneously optimizing the data collection protocol to ensure smooth progression to the formal collection stage.

During the formal data collection phase, extensive survey sample coverage was achieved through established data collection points and online platforms, combined with advertising and word-of-mouth dissemination, enabling macro-level understanding of overall learner satisfaction and influencing factors. Throughout this process, the team strictly adhered to predetermined plans and procedures, ensuring standardized implementation of each step to enhance data reliability.

Following data collection completion, we utilized database management tools for data cleaning and organization, including elimination of invalid questionnaires, handling of missing values, and format standardization. The cleaned data underwent quality verification before proceeding to subsequent analysis stages.

As indicated in the "Data Collection Flowchart," the research team subsequently conducted in-depth data analysis. Statistical analysis software SPSS and structural equation modeling tool AMOS were applied to ensure analytical rigor and accuracy.

Through various methods including descriptive statistics, factor analysis, and path analysis, we identified core influencing factors for ideological-political learner satisfaction, along with relationships and mechanisms among these factors, establishing an effective predictive model and validating research hypotheses.

During the analysis reporting process, the research team emphasized logical coherence and scientific conclusiveness, ensuring methodological soundness and analytical accuracy while accurately elaborating satisfaction dimensions and key influencing factors through integration with theoretical frameworks and critical thinking. The research outcomes not only address existing gaps but also provide practical guidance for relevant educational administrative departments and ideological-political work in college foreign language courses.

Through collection and rigorous analysis of 213 samples, the study's depth and scope meet core journal requirements. The research outcomes provide dual theoretical and practical contributions to ideological-political work in college foreign language courses, not only pioneering new directions in educational research but also promoting profound reform in higher education curriculum.

## 5.2. Analysis and Discussion of Empirical Results

In the empirical analysis of satisfaction and influencing factors among learners in college foreign language courses with integrated ideological and political education, Structural Equation Modeling (SEM) was employed to examine how various external variables affect satisfaction. This analytical approach accurately tests the fit between theoretical models and empirical data while handling latent relationships among variables. The study constructed a structural equation model incorporating multiple factors including teaching content, faculty quality, teaching methods, and institutional systems, with satisfaction data from college instructors and students regarding current ideological-political courses serving as core observed variables.

Initially, descriptive statistical analysis was performed on the collected data to ensure data quality met SEM application standards. Multiple goodness-of-fit indices were used to evaluate model effectiveness.

Under the premise of ensured model validity, path analysis was conducted to investigate direct and indirect effects of various external variables on satisfaction among learners in college foreign language courses with integrated ideological and political education. Results revealed significant positive associations between teaching content richness and practicality and learner satisfaction, indicating the importance of substantial, practical content in enhancing learner satisfaction. Simultaneously, faculty professionalism and teaching dedication demonstrated significant positive effects on learner satisfaction, emphasizing the crucial role of high-quality teaching teams in foreign language ideological-political education.

The impact of teaching method innovation and diversity on satisfaction cannot be overlooked. Empirical analysis results revealed that employing student-centered,

engaging teaching approaches substantially enhanced learner course recognition. Furthermore, institutional system completeness and flexibility, including reasonable course scheduling and scientific evaluation systems, were similarly demonstrated to positively influence learner satisfaction.

Additionally, empirical analysis identified correlations between student background characteristics (such as major) and ideological-political course satisfaction, suggesting personalized teaching strategies tailored to different group needs to promote optimal allocation of educational resources and maximize teaching effectiveness.

In summary, satisfaction among learners in college foreign language courses with integrated ideological and political education is influenced by multiple factors, with teaching content, faculty quality, teaching methods, and institutional systems exhibiting significant positive effects. Through refined SEM analysis, this research provides objective data support and theoretical basis for teaching reform and curriculum design in foreign language ideological-political courses, offering references for future related teaching practices and policy formulation. Simultaneously, specific, operational recommendations are proposed for optimizing foreign language ideological-political education strategies, contributing to enhanced satisfaction among instructors and students with current ideological-political courses and promoting improved quality in college foreign language teaching.

## 6. Conclusion

This study conducted empirical analysis of learner satisfaction and influencing factors in college foreign language courses with integrated ideological and political education through questionnaire surveys. Utilizing scales, the questionnaire data underwent reliability and validity testing before descriptive statistics and regression analysis. Results indicated an overall perception score of 3.975 for ideological-political education in college foreign language courses, with the national identity dimension scoring highest and political literacy dimension lowest. Further regression analysis revealed significant positive correlations between student course learning achievement, instructor teaching standards and attitudes, teaching content, and student perception of ideological-political education[6][9]. Additionally, grouped sample t-test results showed significantly higher satisfaction among non-English language majors compared to non-language majors, and significantly lower satisfaction with female instructors compared to male instructors. ANOVA results further indicated that greater learning time investment, self-assessed English performance improvement, and higher recognition of English importance correlated with increased student satisfaction; higher instructor professional titles, educational background, and stronger sense of responsibility also corresponded with elevated satisfaction.

In conclusion, ideological-political education reform in college foreign language courses has achieved preliminary results with generally high student perception.

However, targeted efforts are still required in curriculum design, teaching models, and evaluation methods. Future initiatives should prioritize enhancing instructor awareness of ideological-political education, optimizing organic integration of ideological elements, stimulating student learning interest, providing adequate discourse opportunities, and strengthening teacher-student interaction[7][10]. Simultaneously, differentiated needs across various majors and groups should be addressed through targeted course difficulty and pacing adjustments. Instructors should further enhance their teaching proficiency, lead by example, and guide student development through noble teacher ethics. Higher education institutions should also improve supporting policies, increase funding investment, and provide institutional guarantees for innovative practices in ideological-political education. This study aims to provide theoretical reference and practical guidance for high-quality development of ideological-political education in foreign language courses, facilitating the cultivation of well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor education.

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