Analysis on the Process Management of College Ideological and Political Education Based on Individual Fuzzy Best Matching

Song Bo, Ma Yuman

(North China University of Science and Technology, Tangshan 063210, Hebei, China)

Abstract:

With the development of the socialist market economy, society has increasingly higher requirements for the training of talents in colleges and universities, which require that each graduate student should have not only excellent professional skills but also good political, ideological and moral qualities. This has also put forward higher requirements on the ideological and political education in colleges and universities. The job satisfaction of the ideological and political education in colleges and universicties refers to a type of pleasant emotional state induced by the individual's evaluation, emotion or behavior of the ideological and political education in colleges and universities. It is an essential intermediary variable between work pressure and the results thus induced and has different correlations with the various dimensions of work pressure. Therefore, it is highly necessary and of great significance to explore the relationship between college teachers' collective efficacy belief, workplace friendship, and value consonance with the work pressure and job satisfaction. The questionnaire method is applied to investigate 345 college teachers in the experimental area. The person-organization fit model for college teachers' job satisfaction and its relationship with work pressure is proposed and verified. The results show that gender and school type have significant interactions with workplace friendship and value consonance. The collective efficacy belief, workplace friendship, and value consonance have a significantly negative correlation with work pressure and a significantly positive correlation with job satisfaction. The collective efficacy belief and value consonance have a significant mediating effect on the relationship between work pressure and job satisfaction. This suggests that the collective efficacy belief, workplace friendship, and value consonance of college teachers can reflect the individual fuzzy best matching.

Key words: *College Teachers, Work Pressure, Job Satisfaction, Individual Fuzzy Best Matching*

I. INTRODUCTION

With the development of the socialist market economy, society has increasingly higher requirements for the training of talents in colleges and universities, which require that each graduate student should have not only excellent professional skills but also good political, ideological and moral qualities. This has also put forward higher requirements on the ideological and political education in colleges and universities. However, the general educational dilemma

faced by ideological and political theory courses as the primary way of ideological and political education in colleges and universities is clearly inconsistent with the requirements. Hence, improving the status quo of the ideological and political theory course teaching in colleges and universities has become the need for enhancing the effectiveness of ideological and political education in colleges and universities. It is necessary to involve the college students in the classroom of ideological and political theory courses again. To achieve this goal, it is highly necessary, useful and very important to explore and fully implement the role of the ideological and political theory course in the productive promotion of individual growth in colleges and universities, so that the college students can genuinely recognize the need to study college ideological and political theory courses [1-2]. For a long time, the ideological nature of ideological and political theory courses has been overly emphasized unilaterally. It is believed that the role of ideological and political theory courses in individual development can be realized on the basis of implementing the ideological role. Obviously, this view is based on the context of the market economy. Under the circumstance, the individual consciousness is awakening, and it is highly difficult to achieve the desired results. As this concept artificially widens the gap between college students and the ideological and political theory class in colleges and universities, it makes the college students think that the ideological and political theory class is the requirement of the Party and the state to complete the tasks and that it has nothing to do with their own growth [3-4]. We do not advocate neglecting the ideological role of ideological and political theory courses, but the times require us to change our thinking, reorient the relationship between ideological and individual developmental functions in college ideological and political theory courses, and finally implement the role of ideology and achieve its coordination effect

on personal development [5]. Hence, only under the guidance of the thinking to implement the role of the ideological and political theory course thoroughly in personal development will college students realize their realistic needs for college ideological and political courses. Simply put, they can fully understand that college ideological and political theory courses are useful to themselves and need to stimulate interest, which will ultimately engage the college students in the classroom of ideological and political theory courses in colleges and universities again. Giving full play to the role of ideological and political theory courses in colleges and universities, engaging the students in the classroom again, making students satisfied with ideological and political classes, and allowing the college students to realize the significance of college ideological and political theory courses to individual growth are also required for improving the ideological and political education effect in colleges and universities and cultivating qualified personnel for national and social development.

Job satisfaction refers to a kind of pleasant emotional state caused by the individual's evaluation, emotion, or behavior of his/her own work. It is an important mediator between work pressure and the results thus triggered, which has different correlations with different dimensions of work pressure [1-2]. Based on the consolidation of previous studies, the factors affecting teachers' job satisfaction can be divided into three levels: firstly, the individual level, including demographic variables (such as gender, race, age, marital status, working years, education level and so on), their own psychological needs (such as career development), personality factors (personality, self-efficacy, coping style and so on); secondly, organizational level, which mainly refers to the hardware and software environment of the work, especially the organization management of the school and the overall campus atmosphere, including

leadership style, the school's cultural values, organizational fairness; thirdly, the factors related to the work itself, including workload, work time, work goals and other work requirements, as well as job stability, job compensation, work experience, sense of value and other aspects [3]. These three factors can be regarded as work requirements or work resources, which can directly or indirectly lead to negative or positive effects on work pressure and job satisfaction. However, individual variables and related factors in the work itself are relatively stable, making it highly difficult to intervene and adjust. In comparison, the factors in the organizational level, such as organizational management style, cultural values, campus academic atmosphere, and collaborative work of colleagues, can be improved through the management adjustment, cultural shaping, and penetration of value [4-5]. Recent studies have shown that the person-organization fit is an important criterion that can affect job satisfaction [6-7]. Under the condition that their own psychology, social needs, and organizational factors are matched, the negative effects of work pressure can be buffered. The higher the individual's job satisfaction is, the higher the work performance and organizational commitment level is [8-9]. According to the definition of previous scholars, the person-organization fit includes three important components: the similarity of individual personality and organizational characteristics, the compatibility of goals, and the consistency of cultural values. Therefore, the degree of person-organization fit can be measured from different perspectives such as the value matching, target matching, personal needs-organizational supply matching, and individual ability-work requirement matching [10]. The teacher collective efficacy belief (TCE) refers to the confidence of teachers in the teaching ability and ability of the teachers in the school. Where the teachers have a high sense of collective effectiveness and show confidence in the overall ability of the

school, they will be more confident in their ability, which is finally reflected in the real sense of work control and job performance [11]. Some scholars believe that TCE plays a buffer role in the relationship between work pressure and job satisfaction. TCE can be regarded as a kind of protective work resource, which can alleviate the work pressure caused by excessive work requirements, increase work involvement, and have a positive forecasting effect on job satisfaction. Also, the forecasting effect has cross-environmental and cross-cultural stability [12]. In addition, the collective efficacy belief is a kind of social perception that will not be exhausted by use but will be strengthened instead. Teachers with high collective effectiveness are more inclined to pursue activities that are capable of success and are more willing to make efforts in teaching while setting reasonable work goals and more carefully seeking solutions to problems at the same time. Teachers with high collective effectiveness often have excellent student performance and other high performance, which in turn will enhance the collective efficacy of individual teachers and form a virtuous circle [13]. Therefore, the collective efficacy fit of teachers can reflect the compatibility of teachers' personal goals with school goals to some extent and thus can be used as a valid indicator for the person-organization fit [-2]. Workplace friendship is a crucial element reflecting the social relations within a company or organization. It is a close interpersonal relationship established in the work process, which includes various aspects such as mutual commitment, trust, sharing of values, and interests among members. Studies have shown that when teachers and colleagues maintain a high-quality friendship, the perceived job satisfaction of individuals is higher. With the reform of the university management system, teamwork is becoming more and more critical. It can be speculated that when the college policies are highly consistent with the teacher's career planning, teachers are more likely to develop

workplace friendship, establish a good emotional connection and experience, promote the individual sense of organizational belonging, buffer work pressure, and improve their job satisfaction. Hence, workplace friendship can reflect the similarity between the individual personality and organizational characteristics to a certain extent and thus can be used as another valid indicator to reflect person-organization fit.

In addition, the job satisfaction of teachers is also affected by sociocultural and cultural values. Studies have shown that cultural values have an influence on work pressure and job satisfaction [13]. Some studies have suggested that the value consonance between teachers and schools, that is, the degree of consistency between the self-values perceived by teachers and the overall values of the school, has a significantly positive correlation with job satisfaction. This suggests that when teachers uphold cultural values consistent with the organization, it will increase their job satisfaction [14-15]. Therefore, the value consonance can reflect the degree of person-organization fit from the perspective of the consistency in cultural values [16-20].

Hence, this study plans to use the questionnaire method to explore the effect and working path of collective efficacy belief, workplace friendship and value consonance on the job satisfaction of college teachers from the perspective of person-organization fit.

II. RESEARCH METHODS

For the dual functions of ideological and political education, its effects of promoting the ideological and political ideology and facilitating individual development complement each other and are indispensable, because the exertion of the ideological role of ideological and political education requires its effect on personal development to avoid certain class parochialism and one-sidedness. At the same

time, the effect of ideological and political education on personal development requires that its direction and values orientation must be guaranteed by exerting its ideological role, that is, the two roles of ideological and political education are irreplaceable by each other. There should be no question of which one is not required. Instead, the two roles of ideological and political education should be coordinated with each other to maximize the effect of ideological and political education.

As a base and an essential place for nurturing socialist construction talents in our country, colleges and universities have an essential task to carry out ideological and political education on college students. The practice of ideological and political education in colleges and universities can be carried out in various ways, such as the campus environment construction, the development of various thematic activities and so on. However, the most important way is still to realize the role of ideological and political education in colleges and universities through the teaching of ideological and political theory courses in colleges and universities. That is, the ideological and political theory courses in colleges and universities are the mainstay of ideological and political education in colleges and universities. Position and main channel. In this sense, vigorous development and recommendation of college ideological and political theory courses have great practical significance for ideological and political education in colleges and universities. It is exactly for this reason that the Party and the country have always attached great importance to the construction and development of ideological and political theory courses in colleges and universities according to the social development needs at different times, to continuously strengthen the teaching practice of ideological and political theory courses in colleges and universities, so that ideological and political education in colleges and universities can play its due role and better promote the

personal and social development of college students.

However, in the context that there is a certain degree of excessive emphasis on the ideological role of ideological and political education and neglecting the role of individual development, ideological and political education has encountered some difficulties to some extent. This dilemma is directly reflected in the ideological and political theoretical courses in colleges and universities. The absence of viewpoints makes college students feel that the ideological and political theory courses in colleges and universities are only set to complete the tasks of the party and the state and have little to do with their own growth and development. Thus, they lose the interest and attention to the ideological and political theory courses, which has dramatically influenced the teaching effectiveness of ideological and political theory courses in colleges and universities. However, the actual situation is that ideological and political education not only has a great promotion effect on individual development but the exertion of its ideological role must be implemented through its intermediary effect on personal development. In the context of a socialist market economy, in particular, the people's theme consciousness and interest consciousness is awakening, and this intermediary effect has become more important. Therefore, analysis and management are performed based on individuals fuzzy best matching in this paper from the perspective of ideological and political theory courses in colleges and universities.

The hypothesis of this study is that the collective efficacy belief, workplace friendship, and collective efficacy belief are variables that reflect the degree of individual fuzzy best matching, which can positively predict the level of job satisfaction. The three variables play a significant intermediary role in the relationship between work pressure and job satisfaction, which can buffer the negative effects of work pressure and have a positive effect on job satisfaction (The hypothesis model is shown in Figure 1).
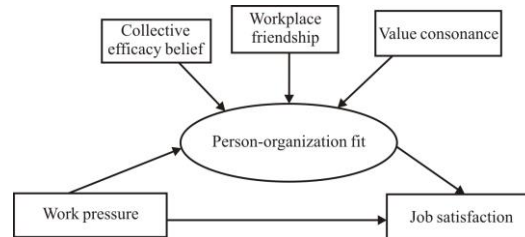

Figure.1 Pressure buffer hypothesis model of individual fuzzy best matching that affects job satisfaction

A. Subjects and Procedures

The cluster sampling method is used to select 135 first-line teaching and research teachers in 9 universities (985 colleges and universities, 211 Project colleges and universities, and 3 regular colleges and universities) in Beijing; 345 questionnaires were distributed, and 345 valid questionnaires were recovered, with an effective response rate of 97.73%. There were 182 males (53.85%) with an age of 39.45 ± 8.55 years old and 156 females (46.15%) with an age of 38.77 ± 8.31 years old. Among them, there were 64 professors (18.60%), 126 associate professors (36.62%), 120 lecturers (34.88%), and 34 assistant professors (9.83%); 41 returnees (11.90%), 197 domestic doctors (57.1%), 91 masters (26.4%), with the working years of 5 ~ 47 years.

B. Research Tools

Through the five methods, that is, college teachers' job satisfaction scale, workplace friendship scale, collective efficacy belief scale, cultural value consonance scale, work-related psychological stress questionnaire and so on, the process management of college ideological and political education is analyzed to make a comprehensive and

multi-faceted evaluation on the job satisfaction of college teachers.

(1) College teacher job satisfaction scale

The scale is prepared by our research group, including a total of 31 entries, and the Likert five-point method is applied. In this study sample, the coefficient of the scale is between 0.76 and 0.90. The scale is divided into four dimensions: working atmosphere, organization management, resource support, and work itself. The overall variance explanatory capacity of the four-factor model is 53.12%, and the load of each item is between 0.45 and 0.84.

(2) Workplace friendship scale

The workplace friendship scale mainly assesses the level of workplace friendship from the two dimensions of development workplace friendship and workplace friendship. The scale has a total of 12 entries, and the Likert five-point method is applied. In this study, the α coefficient of the scale is 0.78.

(3) Collective efficacy belief Scale

The collective effectiveness scale has a total of 15 entries, which are divided into two dimensions: teaching efficacy and academic research efficacy, which are mainly used to assess the individual's level of collective efficacy belief. The Likert five-point method is applied. In this study, the α coefficient of the overall scale and various dimensions is 0.92, 0.87, and 0.90, respectively.

(4) Cultural value consonance scale

The cultural value consonance scale measures the level of consonance between college teachers and schools from the three aspects of goals, methods, and incentive behaviors. The Likert five-point method is applied. In this study, the α coefficient of the scale is 0.91.

(5) Work-related psychological stress questionnaire

The work-related psychological stress questionnaire is mainly used to assess the individual's work pressure level. The scale has a total of 12 entries and the Likert five-point method is applied. In this study, the internal consistency coefficient α of the scale is 0.88.

2.3 Data Processing

SPSS16.0 and LISERAL8.53 software packages are used. The statistical methods include correlation analysis, confirmatory factor analysis, and multi-layer linear model analysis.

3. MANAGEMENT RESULTS AND ANALYSIS OF IDEOLOGICAL AND POLITICAL EDUCATION PROCESS IN COLLEGES AND UNIVERSITIES BASED ON THE INDIVIDUAL FUZZY BEST MATCHING

3.1 DESCRIPTIVE STATISTICS OF MAIN RESEARCH VARIABLES

The results show that the college teachers' collective efficacy belief (3.80 ± 0.61), workplace friendship (3.83 ± 0.79), value consonance (3.73 ± 0.76), and job satisfaction (3.70 ± 0.62) scores are between 3.5 and 4.0. In addition, the college teachers' work pressure (2.55 ± 0.74) scores are between 2.5 and 3.0.

3.2 Effect of Gender and School Type on Main Research Variables

Variance analysis is performed on 2 (gender: male vs. female) × 3 (school type: 985 colleges and universities vs. 211 Project colleges and universities vs. regular colleges and universities), and the variance is shown in equation (1):

$$s^2 = \frac{1}{n}\left[(x_1 - x)^2 + (x_2 - x)^2 + \cdots + (x_n - x)^2 \right]$$

(1)

Where x is the mean of samples, n is the number of samples, xi is the individual, and s^2 is the variance.

The formula for the mean is shown in (2):

$$F(X) = X1*p(X1) + X2*p(X2) + \ldots\ldots + Xn*p(Xn) \qquad (2)$$

Where X1, X2, X3, ..., Xn are these data, and p(X1), p(X2), p(X3), ...p(Xn) are the probability functions of these data. The results show that gender and school type have interactions in the workplace friendship and value consonance of college teachers. However, there is no corresponding interaction among job satisfaction, work pressure, and collective efficacy belief, as shown in Figure 2 and Figure 3.
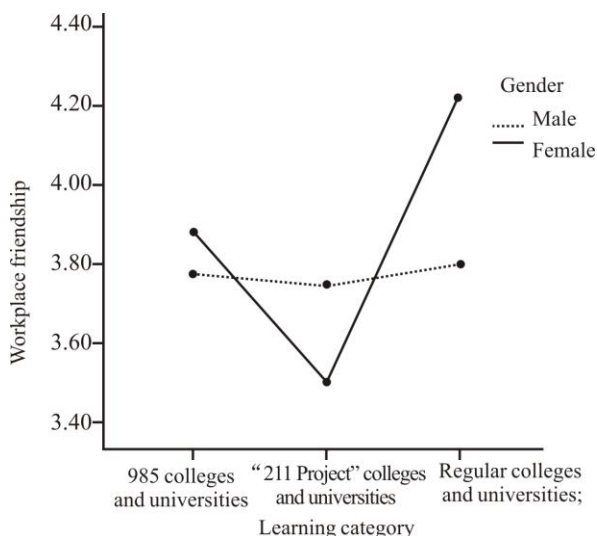

Figure. 2 Interaction of gender and school type in workplace friendship

The main effect of gender on job satisfaction and collective efficacy belief is significant. Further simple effect analysis found that female teachers' job satisfaction level is higher than male teachers ($F (1345) = 7.01$, $p < 0.01$); female teachers' collective efficacy belief was higher than male teachers ($F (1345) = 11.06$, $p < 0.01$). The main effect of gender on the value consonance is significant ($F (1345) = 3.87$, $p = 0.050$), and the value consonance of female teachers is higher than that of male teachers.
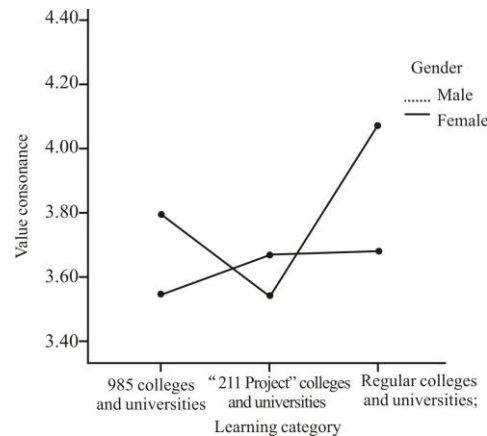

Figure. 3 Interaction of gender and school type in the value consonance

The main effect of the school type on workplace friendship ($F (2345) = 5.963$, $p < 0.01$) and value consonance ($F (2345) = 3.46$, $p < 0.05$) was significant. Post hoc test analysis shows that the workplace friendship ($p < 0.05$) and value consonance level ($p < 0.05$) of college teachers are significantly higher than those of 211 Project college teachers.

3.3 Correlation Analysis of Main Research Variables

The correlation analysis shows that workplace friendship, collective efficacy belief, and value consonance have a significantly negative correlation with work pressure and a significant positive correlation with job satisfaction. Job satisfaction has a significantly negative correlation with work pressure.

3.4 Hierarchical Regression Analysis of Job Satisfaction on Collective Efficacy Belief, Workplace Friendship, Value Consonance, and Work Pressure: Cross-level Mediation of Person-organization Fit Variables

According to the correlation matrix analysis of the main research variables in the model, the measurement model construction and test of individual-tissue matching are first completed. The parameter estimation and test of the measurement model apply the

maximum likelihood method of the covariance structure model. The values of the observed variables in the model are obtained by the factor scores in the confirmatory factor analysis.

The formula of the maximum likelihood method is as shown in equation (3):

$$L(\theta) = L(x_1, x_2, \ldots, x_n; \theta) = \prod_{i=1}^{n} p(x_i; \theta)$$

(3)

Where θ is the unknown parameter. Let $(x_1, x_2, \ldots, x_n)$ to be the samples extracted from the total with a sample size of n, then the joint distribution law of $(x_1, x_2, \ldots, x_n)$ is $\prod_{i=1}^{n} p(x_i; \theta)$.

The model has excellent pseudo-indexes, $\chi^2 = 18.824$, $\chi^2/\text{df} = 1.569$, $p = 0.093$, GFI = 0.98, NFI = 0.98, IFI = 0.99, CFI = 0.99, RMSEA = 0.04, which suggests that the measurement model has a good degree of fit.

Work pressure is an individual-level variable, reflecting the work-friendship, collective efficacy belief, and value consonance of person-organization fit, which is a group-level variable. In this study, the multi-level mediating effect test method is used to test regression coefficients in turn for multi-layer mediation effects test. The variables in the layer 1 are centered by the group mean, and the group mean value is placed in the centralization method of the layer 2 intercept equation to separate the intra-group and inter-group intermediation effects.

Table 1 Correlation matrix of the main research variables ®

Variables	1	2	3	4
1. Workplace friendship				
2. Collective efficacy belief	0.475**			
3. Value consonance	0.553**	0.626**		
4. Work pressure	-0.517**	-0.279**	-0.349**	
5. Job satisfaction	0.415**	0.694**	0.534**	-0.349**

Note: $N = 345$; *$p < 0.05$, **$p < 0.01$, ***$p < 0.001$, the same below.

Job satisfaction is taken as the dependent variable; age, length of service, school type, job title, gender, and other demographic variables are taken as the predictive variables (control variable) in the first layer; work pressure is taken as the predictive variable in the second layer; collective efficacy belief, workplace friendship, and value consonance are taken as the predictive variables in the third layer.

The results show that in model 1, the school type and job title have no significant main effect on job satisfaction. Age factors can significantly predict job satisfaction positively ($\beta = 0.260$, $p < 0.01$), and age factors can significantly predict job satisfaction negatively ($\beta = -0.347$, $p < 0.001$). The job satisfaction predicted by variables in model 1 has a variance of 6.9% ($R^2 = 0.069$, $p < 0.001$).

The results of the hierarchical regression analysis also show that after controlling for demographic variables, the work pressure can significantly predict job satisfaction negatively ($p < 0.001$). Compared with model 1, model 2 has a significantly higher explanatory capacity for job satisfaction, and the forecast variance is up to 19.6% ($R^2 = 0.196$, $p < 0.001$).

After further control of demographic variables and work pressure (model 3),

collective efficacy belief ($\beta = 0.550$, p < 0.001) and value consonance ($\beta = 0.165$, p < 0.01) can significantly predict job satisfaction. The predictive capacity of work pressure and working years for satisfaction is significantly reduced. The forecast variance for job satisfaction in model 3 is further increased and up to 53.2% ($R^2 = 0.532$, p < 0.001).

4. DISCUSSION

4.1 Overall Characteristics of College Teachers' Job Satisfaction, Work Pressure, and Person-organization Fit factor

This study shows that the overall work pressure level of college teachers is relatively low, and the level of job satisfaction is relatively high. Compared with some previous studies, teachers have high professional pressure and low job satisfaction. The possible reasons are as the following: On the one hand, there are differences in the measurement tools and the research samples used in different studies. Different from previous studies, the work dimension in the job satisfaction scale in this study contains entries for professional beliefs. For individuals engaged in teacher occupations, there is usually a high degree of recognition for the profession, and they expect to realize their own social value through teaching and education. Hence, the score of this dimension is relatively high, which has improved the level of job satisfaction to some extent. On the other hand, this study involves three types of school-based teacher samples, including 985 colleges and universities, 211 Project colleges and universities, and regular colleges and universities. The results show that although there is no significant difference in job satisfaction and work pressure among the teachers in the three schools, the work pressure of ordinary college teachers is relatively low, which has contributed to the relatively low work pressure in this sample to some extent.

Table 2 Hierarchical regression analysis of demographic variables, collective efficacy belief, workplace friendship, value consonance, and work pressure on job satisfaction

Variables	Job satisfaction		
	Model 1 (β)	Model 2 (β)	Model 3 (β)
Age	0.260**	0.272**	0.129
Length of service	-0.347***	-0.376***	-0.132*
School type	0.065	0.056	0.044
Job title	-0.134	-0.124	-0.075
Gender	0.152**	0.146	0.038
Work pressure		-0.357***	-0.116*
Collective efficacy belief			0.550***
Workplace friendship			-0.008
Value consonance			0.165**
R²	0.069***	0.196***	0.532***
F	4.869***	13.241***	40.600***

In order to understand the distribution characteristics of the above protective factors in the current college teacher group more thoroughly, we further analyzed the main demographic variables affecting collective efficacy belief, workplace friendship, and value consonance in this study. The results show that the overall level of job satisfaction, collective efficacy belief, and value consonance of female teachers is significantly higher than those of male teachers. At the same time, compared with male teachers, female teachers may be more adaptable to the current performance assessment environment, and easier to develop a sense of identity with the school's overall goals and school culture. The study also has found that 985 and 211 Project college teachers have lower job satisfaction, workplace friendship, and value consonance scores than ordinary college teachers. The possible explanation is that compared with 985 and 211 Project colleges and universities, the development and assessment goals set for regular colleges and universities are easier to achieve, the competition and research pressure are relatively light, which allows teachers and schools have higher consistency in development goals. The cooperation relationship between teachers

can be developed more easily, and job satisfaction will also be higher. In addition, there is an interaction between gender and school type in the workplace friendship and value consonance of college teachers. Compared with female teachers in 985 and regular colleges and universities, female teachers in 211 Project colleges and universities have a significantly lower level of workplace friendship and value consonance. There are no significant differences in workplace friendship and value consonance among the male teachers of the three school types. The possible explanation is that the teaching and research requirements of 211 Project and 985 college teachers are higher than those of regular colleges and universities, and the teachers are under enormous pressure. In such a school environment, female teachers will feel more apparent competitive pressure, and it is more challenging to develop workplace friendship and identity of the cultural context at school.

C. Relationship of Person-organization Fit factor with Work Pressure and Job Satisfaction of College Teachers

This study has shown that the higher the collective efficacy belief of college teachers, the higher the job satisfaction and the lower the work pressure, which is consistent with the results of foreign studies. Collective efficacy belief is the teacher's confidence in the teaching and research of schools and other teachers and the ability to cope with challenges. It can be regarded as a valuable wealth for the school. This level of sharing beliefs is both an indicator of the overall academic atmosphere of the school, which also reflect the teachers' ability to recognize the ability of teaching staff at the school. Therefore, the level of collective efficacy belief of college teachers can reflect the degree of consistency between teachers and school development goals. When the consistency is high, it is conducive to improving job satisfaction of teachers and reducing the negative effects brought about by work pressure.

The study also shows that workplace friendship has a significantly positive correlation with job satisfaction and a significantly negative correlation with work pressure, which is consistent with relevant research results. Hence, good workplace friendship can relieve their work pressure to a certain extent through emotional and psychological support, thus improving job satisfaction. Also, for colleges and universities, high-level workplace friendship, in addition to reflecting the good collaboration between teachers, can also suggest that the school has a higher fairness in promoting individual career development opportunities. The level of workplace friendship has reflected the degree of matching between individual teacher needs and school organization supply to a certain extent.

In addition, the value consonance of this study mainly involves the teacher's personal identity and evaluation of the school's work goals (teaching philosophy, overall development goals) and working methods (development plans and rewards and punishments policies) can reflect overall values of the school and the consistency of teachers' individual values. The results show that value consonance has a significantly negative correlation with work pressure and a significantly positive correlation with job satisfaction. This suggests that if teachers uphold cultural values consistent with the school, they can buffer work pressure and improve job satisfaction.

D. Mediating Role of Person-organization Fit Factor in the Relationship between Work Pressure and Job Satisfaction

The regression analysis of this study shows that the length of service has a significantly negative forecasting effect on job satisfaction; the shorter the length of service, the lower the job satisfaction. This suggests that attention should be paid to young teachers in colleges and universities. Compared with demographic variables, work

pressure has a stronger forecasting effect on job satisfaction; the higher the work pressure, the lower the job satisfaction. In addition, collective efficacy belief and value consonance play a significant role in mediating the relationship between work pressure and job satisfaction. It is worth noting that workplace friendship has no significant effect on the relationship between work pressure and job satisfaction. The above results indicate that collective efficacy belief, workplace friendship and value consonance can be used as effective indicators to reflect the person-organization fit and have a significant positive forecasting effect on the job satisfaction of college teachers. However, in the relationship between work pressure and job satisfaction, only collective efficacy belief and value consonance performance are protective factors. The possible explanations are as the following: On the one hand, a high level of collective efficacy belief depends on the ability of the teachers and work achievements, in turn, will further enhance the teacher's ability and work enthusiasm, which is a virtuous cycle. On the other hand, high collective effectiveness and value consonance suggest that the teachers' personal goals are consistent with the school's overall reform goals. They are confident in school-related policies and overall strength, and thus more confident in their abilities. These factors will buffer the negative effects of work pressure and have a positive effect on job satisfaction. In comparison, the buffering effect of workplace friendship on work pressure is not very significant.

III. CONCLUSIONS

With the development of society, the all-round development and modernization of people have become the theme of the times. Achieving social harmony and realizing the comprehensive development of people is an essential feature of the future society envisioned by Marx and Engels. College political theory courses are not only of crucial significance for the all-round development of individuals but should also make some difference. In the implementation process of the teaching practice of ideological and political theory courses in colleges and universities, it is necessary to not only pay attention to the all-round development of students as social persons but also pay attention to them as individuals while fully realizing their social value. From the fundamental attribute of the ideological and political theory course, it is an activity with the human being as the practice subject. Hence, the ideological and political theory course should not be detached from human practice and objective conditions and carried out in a hollow and abstract manner. It should help college students achieve a leap in ideological understanding, form a specific ideological and moral character, improve the political quality, transform the subjective world, follow the principle of the combination of knowing and doing, transform the subjective world and the unified principle of the objective world. In particular, under the conditions of modern society, with the development of science and technology and the overall progress of society, the subjective consciousness of human beings is continuously enhancing. In the development relationship between the subject of human being and the object of the target, the development of human beings has increasingly become the leading aspect. Therefore, paying attention to realizing the individual value of the ideological and political theory course in colleges and universities and truly achieving the all-round development of students based on Marxist ideas are urgently needed at present.

The study has shown that the current job satisfaction of college teachers is relatively high, and the work pressure is at a medium to a low level. The work pressure and job satisfaction of teachers at colleges with different college types and genders are different. Collective efficacy belief and value consonance can reflect the degree of fit

between individual teachers and school organization. These factors can effectively buffer the work pressure in teachers, with a positive effect on their job satisfaction.

REFERENCES

[1] Pan Y, Tu K. Method Innovation of Undergraduate Ideological and Political Education Based on Network Environment[J]. Procedia Engineering, 2011, 15:2752-2756.

[2] Li F. Research Method Innovation of College Students' Ideological and Political Education Based on Cognitive Neuroscience[J]. NeuroQuantology, 2018, 16 (5):15-20.

[3] Matsunaga-Udagawa R, Fujita Y, Yoshiki S, et al. New Thought on the Ideological and Political Education of College Students[J]. Journal of Taiyuan University of Science & Technology, 2010, 285 (10):7818-7826.

[4] Xu J M. The Research of Ideological and Political Work Management System for College Students Based on J2EE[J]. Applied Mechanics & Materials, 2014, 687-691:2533-2536.

[5] Xue B. The Ideological and Political Education Quality Assessment System Based on Multivariable Decision-Making[J].Applied Mechanics & Materials, 2013, (380):4877-4880.

[6] Peng G, Liu D, School B. New Ways of College Students' Ideological and Political Education in the Age of Microblog[J]. Journal of University of Shanghai for Science & Technology, 2014, 687-691:2533-2536..

[7] Cai G R. The Study of the Ideological and Political Work Management System Based on ASP.NET[J]. Applied Mechanics & Materials, 2014, 4:687-691.

[8] Wang J X, Broadcastamp A. Research on the Effort-combination Mode of "Gatekeeper "in College Ideological and Political Education in the New Media Age[J]. Journal of Qinzhou University, 2014, 3 (1):55-66.

[9] Zheng C J, University F N. An Analysis of the Impact of Non-ideological Trend on Ideological and Political Theory Courses in Universities and Countermeasures[J]. Journal of Southwest Petroleum University, 2014, 16 (5):15-20.

[10] Ao C, Liu H, Feng L. Analysis of Plight of Graduate Student Career Planning Education at Present: Based on the Perspective of "Four Elements" of Ideological and Political Education[J]. Value Engineering, 2011, 6 (5):33-49.

[11] Liu J. Discussion on Ideological and Political Education Innovation Context of the Internationalization of Higher Education[J]. Guide of Science & Education, 2012:197 (4):87-91.

[12] CHEN Zhi. Research on the Current Situation and Countermeasures of Ideological and Political Teachers' Continuing Education in Colleges and Universities in the New Era[J]. Adult Education, 2018, 7 (3):30-39.

[13] Karim N A, Udin A, Rameli M R M, et al. Rasch Analysis on Instrument Measuring the Process of Forming Collaboration Between Vocational College and Industry: A Pilot Study[J]. Advanced Science Letters, 2018, 24 (1):38-40.

[14] Seeliger M, Dimitrov D, Kjurkchieva D, et al. Transit timing analysis in the HAT-P-32 system[J]. Monthly Notices of the Royal Astronomical Society, 2018, 441 (1):304-315.

[15] Liang G, Zhao S, Shi L, et al. Dilemma and Reconstruction of Ideological and Political Education of Student Party Members of Agricultural College from the Perspective of Internet Thinking[J]. Heilongjiang Agricultural Sciences, 2017, 25 (3):18-26.

[16] Guttman J M, Tillman A. Land ownership, the subsistence constraint, and the demographic transition[J]. Review of Economics of the Household, 2017, 15 (3):1017-1036.

[17] Jr A Y B. Mentorship of Black student-athletes at a predominately White American university: critical race theory perspective on student-athlete development[J]. Sport Education & Society, 2017, 22:1-19.

[18] Vujic G, Stanisavljevic N, Batinic B, et al. Barriers for implementation of "waste to energy" in developing and transition countries: a case study of Serbia[J]. Journal of Material Cycles and Waste Management, 2017, 19 (1):55-69.

[19] Haney A B. Threat Interpretation and Innovation in the Context of Climate Change: An Ethical Perspective[J]. Journal of Business Ethics, 2017, 143 (2):261-276.

[20] Chen W, University A. A Study on Humanistic Education of Ideological and Political Education for College Counselors[J]. Education Teaching Forum, 2017, 3 (3):62-73..