

Review of Educational Theory

Volume 5 Issue 3 · July 2022 · ISSN 2591-7625 (Print) 2591-7633 (Online)

Editor-in-Chief

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Analysis on the Approach of College Students' Innovation and Entrepreneurship Education under the New Media Environment

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ARTICLE INFO

Article history

Received: 28 April 2022

Revised: 9 May 2022

Accepted: 24 July 2022

Published Online: 30 July 2022

Keywords:

New media environment

College student

Innovation and entrepreneurship

Approach of education

ABSTRACT

With the steady rise of China's economy, new media technology is gradually applied in various industries, giving enterprises more possibilities and opportunities. Compared with other entrepreneurs, college students with broad knowledge and novel ideas can better adapt to the changing market environment. In order to bring new vitality to all walks of life and deal with the dilemma of college students' employment, colleges and universities must pay attention to the improvement and cultivation of students' ability to innovate and start their own businesses. This paper will analyze the current situation of innovation and entrepreneurship education in colleges and universities under the background of new media, and look for effective innovative ways and methods.

1. Introduction

Due to the continuous enhancement of China's economic strength and the gradual improvement of people's education, college students' innovation and entrepreneurship education has attracted much attention from the public. The development and effect of college students' innovation and entrepreneurship education will directly affect the construction of the country and society. In the context of the rapid development of new media, as the main users, college students can use the new technology to innovate and learn better, which provides a new approach to the innovation and entrepreneurship education. How to use the new media to carry out innovation and entrepreneurship education and effectively improve the ability and consciousness of college students' innovation and entrepreneurship is the problem that must be taken seriously.

2. The Importance of Strengthening College Students' Innovation and Entrepreneurship Education in the New Media Environment

2.1 Enable Students to Clarify Development Plans and Objectives

The purpose of innovation and entrepreneurship education in colleges and universities is to help college students understand the problems they face in innovation and entrepreneurship after graduation, and effectively reduce college students' confusion about their future work. According to the survey, many college students do not have a comprehensive understanding of innovation and entrepreneurship, and some will be afraid of innovation and entrepreneurship. Due to the continuous development of social economy, some industries lack professional talents, but at the same time, the market requirements for talents

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are becoming more and more strict. When students get rid of exam-oriented education and enter the university for the first time, most of them have no specific plans for the future. During their school years, due to the lack of the autonomous learning, some students can not completely absorb new knowledge, the improvement of their own ability is not obvious, and even the original advantages are gradually consumed. Through the investigation of innovation and entrepreneurship education in many colleges and universities, results show that most of the innovation and entrepreneurship education has not played a significant role. College students are unable to accurately locate themselves and have not made clear their own life development planning. Because there is no planning and arrangement for future development, college students lack motivation and are at a loss for the study of innovation and entrepreneurship.

2.2 Dig into the Development Potential of College Students

The innovation and entrepreneurship education in colleges and universities mostly take the teaching and analysis of professional teachers as the main body, so as to help students have a comprehensive and in-depth understanding of innovation and entrepreneurship in the future, and make them more clear about the future development goals and plans. Classroom learning is the main way for students to master professional theoretical knowledge. The investigation of education status in colleges and universities shows that not many colleges and universities carry out innovation and entrepreneurship education. Most innovation and entrepreneurship classes have been in the form of unilateral teaching by teachers, and the teaching content is mainly the explanation of terms. In the actual teaching, teachers rarely connect and integrate knowledge with the actual situation, and students have difficulty in understanding and absorbing. They are unable to clarify the significance of innovation and entrepreneurship education, and even some have resistance to such education. The teaching form is single and dated, and the teaching content and professional characteristics can not be fully integrated, so the teaching content is inconsistent with the actual situation. At present, the achievements and quality of innovation and entrepreneurship education in colleges and universities can not meet the requirements of students' entrepreneurship. Even if students pay attention to the learning of innovation and entrepreneurship, there will be a situation that knowledge can not be fully understood. From the perspective of new media, the education of college students' innovation and entrepreneurship has not kept pace with the times. College students' own ad-

vantages and professional characteristics are difficult to show, which has a negative impact on the development of college students entering the society ^[1].

3. Current State of College Students' Innovation and Entrepreneurship Education

3.1 The Teaching Concept is Relatively Dated

In the new media era, the innovation and entrepreneurship education of college students should take the university itself as the center, the family as the support and the society as the practice to carry out the integrated education. From the current actual situation, the innovation and entrepreneurship education in most colleges and universities only depends on the efforts of the student union, Youth League Committee and other departments, and the society and family can not give cooperation and support, which makes the innovation and entrepreneurship education of college students lack integrity and systematicness, and can not fully implement the innovation and can not implement the education work in an all-round way. The influences of society and family on college students are very important. Because the family does not have a comprehensive understanding of innovation and entrepreneurship education and can not give corresponding support, and the society is short of resources related to innovation and entrepreneurship education under the background of new media, the teaching concept of innovation and entrepreneurship education is relatively old.

3.2 The Teaching Content and System are Relatively Backward

In the context of new media, college students use the Internet more and more frequently, but according to the survey results, the teaching content and system of most colleges and universities are relatively backward as a whole. The innovation and entrepreneurship course in many colleges and universities still uses the monotonous teaching mode: teachers explain knowledge boringly and students accept knowledge passively. In addition, the content of innovation and entrepreneurship education focuses on theory, different from the actual situation of innovation and entrepreneurship at present, which has a negative impact on cultivating students' innovation and entrepreneurship awareness and thinking. In the teaching system of innovation and entrepreneurship, it mainly explains the process of entrepreneurship and how to manage the company, which is more like industrial and commercial enterprise management training. This situation hinders the formation of students' innovation and entrepreneurship awareness and the capability upgrade ^[2].

3.3 Lack of Diversified Teaching Forms

Information technology emerges as the times require and has been gradually applied to every walk of life. New media platform is also widely used in college students' innovation and entrepreneurship education. Colleges and universities often use the new media platform to introduce the excellent experience of social elites or organize meetings, but how college students absorb these resources and experience is not be tracked in time. Usually, students find teachers to ask for help when they encounter some difficulties in learning. In other words, although most colleges and universities have used new media for innovation and entrepreneurship education, they have not fully implemented diversified forms of education, which is superficial, and there is no complete and systematic education system.

3.4 The Practice of Innovation and Entrepreneurship Education is Relatively Weak

In the education of college students' innovation and entrepreneurship, there will always be a phenomenon "emphasizing theory over practice", whose negative effect is undeniable. However, almost every university has this problem to varying degrees in the practice stage. The most important is the lack of detailed practical exploration. College students have mastered theoretical knowledge in class, but it is difficult to use it in practical, which makes students have the psychology that learning is useless. It not only seriously affects the teaching effect of innovation and entrepreneurship, but also hinders the development of college students^[3].

3.5 The Problem of Innovation and Entrepreneurship Environment is Increasingly Obvious

The importance of college students' innovation and entrepreneurship education is becoming more and more obvious. Every university has attached great importance to it, but in practice, the environment of innovation and entrepreneurship education is not satisfactory. First of all, colleges and universities can not reasonably allocate relevant resources. Secondly, there is a lack of innovation and breakthrough in the form of education. Students learn passively and have low initiative. Finally, the innovation and entrepreneurship education in most colleges and universities is only organizing activities, intensive training and popularizing excellent experience, which is not conducive to the sustainable development of college students.

4. New Approaches of College Students' Innovation and Entrepreneurship Education under the New Media Environment

4.1 Cultivate New Media Awareness

In China, innovation and entrepreneurship education gains more support and attention, so colleges and universities should affirm the great role of new media in it and constantly apply innovation education model with the help of new media. Colleges and universities should actively encourage students to carry out innovation and entrepreneurship. Even if they fail in the end, it is also the embodiment of courage and the process of accumulating experience. At the same time, colleges and universities must 1) change their concepts, formulate relevant systems and policies, and constantly improve the cultivation measures of innovative talents; 2) attach great importance to the protection of intellectual property and adopt policies to effectively protect the achievements of students' from infringement; 3) give strong support to policies and funds, formulate the incentive system for new media innovation and entrepreneurship, and 4) cooperate with the perfect supervision system, so that new media can be shown in the process of college students' innovation and entrepreneurship education. In addition, in the process of innovation and entrepreneurship education, colleges and universities should actively help students form new media awareness, make use of the education mode of new media to constantly improve students' cognition, exercise students' thinking and strengthen students' experience. While fully demonstrating the value of new media, improve the quality of innovation and entrepreneurship education, so that the education can achieve remarkable results^[4].

4.2 Establish New Media Classroom

At present, the teaching mode of innovation and entrepreneurship in China is relatively single, and the content is relatively boring, which makes college students lack interest in it. In the context of new media, colleges and universities should actively establish new media classrooms, use the new media system to teach relevant knowledge, constantly improve and expand the teaching content, and minimize the fragmentation effect. In the process of imparting professional knowledge, teachers can use multimedia to introduce microlecture, so that college students' leisure time can be fully utilized. Constantly optimize the teaching mode of innovation and entrepreneurship, and

actively adopt the method of “breaking up the whole into parts”, so that college students can better master difficult professional knowledge. This method breaks the constraints of time and space of traditional education, and effectively improves the learning efficiency and quality of college students. In the campus, the application of new media makes the news spread more widely and rapidly. In addition, colleges and universities can use new media for online and offline interactive teaching, such as online preview and review, offline formal lectures, etc., so that college students can more firmly grasp the knowledge related to innovation and entrepreneurship.

4.3 Establish New Media Base

New media have become the main way of communication and interaction nowadays because of its convenience and wide application range. Therefore, colleges and universities should grasp the important value of new media resources in innovation and entrepreneurship education and improve the monotonous teaching mode and teaching effectiveness. Colleges can establish new media bases to effectively integrate with the innovation and entrepreneurship education platform, so as to establish a zero-distance interactive platform for college students. At the same time, actively organize simulation innovation and entrepreneurship competition, so that college students can have more opportunities for innovative practice. In the process of innovation and entrepreneurship education, colleges and universities should lead students to make rational and scientific use of new media resources, take WeChat classroom as the guidance, and reduce the negative impact of fragmented information generated by new media on college students. Colleges can use questionnaires, interviews and dialogues to further understand the difficulties and problems faced by students in innovation and entrepreneurship, and help them analyze and deal with ^[5].

4.4 Organize New Media Activities

Colleges and universities should fully and deeply understand the basic requirements and needs of students, and then design and organize new media activities, so as to increase the opportunities of innovation and entrepreneurship practice. Only by paying attention to and relying on the actual needs at this stage can we design excellent new media activities. New media play a strong role in promoting enterprises because any innovation and entrepreneurship activities are carried out on the basis of new media. In addition, the flexibility and diversity of new media activities should be ensured, so as to improve the students' enthusiasm for innovation and entrepreneurship.

Colleges and universities should make full use of WeChat, MicroBlog and other new media platforms to have a more comprehensive and in-depth understanding of students' puzzles and difficulties in innovation and entrepreneurship, make rational use of the advantages of new media, such as big data technology, and establish a digital model of these difficulties. Based on the model, formulate various schemes to solve the difficulties faced by students, avoiding the universality of problem-solving methods in the traditional education, and continuously improving the accuracy of innovation and entrepreneurship education.

4.5 Establish a Good New Media Environment

To carry out innovation and entrepreneurship education for college students, colleges and universities should take campus construction as the starting point and actively strengthen intelligence of campus and information construction. Universities must pay attention to the exploration of innovation and entrepreneurship education. Innovation is a long-term learning and research process and taking innovation as the premise for entrepreneurship can obtain better results. When designing the teaching plan and objectives of innovation and entrepreneurship, it should not only analyze the successful people, but explore innovation and entrepreneurship from the perspective of the times. In the guidance of entrepreneurship, the innovation and entrepreneurship curriculum must conform to the ideological concept of colleges and universities and entrepreneurial spirit. With the help of new media effective integration of innovation and entrepreneurship education and the characteristics and advantages of college students, as well as entrepreneurship training can transform students' entrepreneurship consciousness into practical ability, which not only establish a good innovation environment for colleges and universities, but also broaden the ways of innovation and entrepreneurship education. In addition, at present, the government's investment in innovation and entrepreneurship education is relatively less, and there are still many restrictions, which has affected college students' innovation and entrepreneurship. Government should pump more money into innovation and entrepreneurship education and constantly increase the ways of innovation and entrepreneurship.

5. Conclusions

To sum up, innovation and entrepreneurship education in colleges and universities is the main way for students to clarify their development goals. At present, innovation and entrepreneurship education still faces many problems, which has great room for improvement and reform.

Therefore, in the context of new media, colleges and universities should actively look for new ways of innovation and entrepreneurship education, make full use of the advantages of new media, effectively change the education mode and content, establish a good new media environment, in order to promote the success of innovation and entrepreneurship education and the upward development of college students.

Funding

American Research Center 2020 Project: “Comparative Research on Innovation and Entrepreneurship Education in Chinese and American Colleges and Universities from the Perspective of the Sino-US Youth Maker Competition” (Project No.: ARC2020005) Research Results.

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Feminism in *Jane Eyre* and *Rickshaw Boy*

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ARTICLE INFO

Article history

Received: 23 June 2022

Revised: 30 June 2022

Accepted: 24 July 2022

Published Online: 30 July 2022

Keywords:

The feminism in *Jane Eyre*

The feminism in *Rickshaw Boy*

Similarities and differences of feminism between *Jane Eyre* and *Rickshaw Boy*

The effect of feminism in *Jane Eyre* and *Rickshaw Boy*

ABSTRACT

Jane Eyre and females in *Rickshaw Boy* have the similar spirit. They all have the characteristics of the females nowadays. The feminism of *Jane Eyre* are the rebellious spirit to fight against the unfair destiny, the spirit of equality to pursue the pure love and the spirit of the persistence to pursue the happiness; In the *Rickshaw Boy*, female characters can challenge the status of men and some females are intelligent and have the consciousness of revolution. Besides, there are similarities and differences between *Jane Eyre* and *Rickshaw Boy*. Females in two books have the progressive spirit but the feminism in two books conveys the different information. Moreover, the feminism of two books has a great influence on females nowadays and women gain the spiritual power from two books. It is meaningful to connect *Jane Eyre* and *Rickshaw Boy* to explore the feminism because the western feminism and the eastern feminism can provide different angles. Women are awakened to protect themselves and fight against the unfair destiny from the upper class to the underclass. The feminism in two books is the most important resource for women to understand the active women consciousness and encourages women to pursue the happiness and rights.

1. Introduction

In the UK, Charlotte Bronte wrote a masterpiece that gains the popularity in the world. From this classic novel, many people pay attention to the protagonist-Jane Eyre who has a strong sense of spirit of rebellion. In 19th century, the status of women was low in the Europe and women lacked courage to pursue the equality and freedom. Therefore, the appearance of Jane Eyre awakes the feminism from hearts of women who were oppressed by the society full of inequity and breaks the traditional image of women in the new era. After reading *Jane Eyre*, many women went out of the family and realize the freedom. Besides, the feminism in *Rickshaw Boy* also shows that women fought against the unfair life although they had tragedies in the end. Female characters called Huniu and Xiaofuzi

are the miniature of the society, and they represent thousands of underclass women who had the same experience suffering from the damage of the unequal status of female. Females in both two books have the similar spirit of rebellion and the quality of the female in the new era. It is meaningful to connect female characters in two books to explore the feminism and the effect of the feminism. Feminism is the symbol of the progress of the female consciousness and the transition to become females in the new era. This article first discusses the feminism in *Jane Eyre*. Secondly, it discusses the feminism in *Rickshaw Boy*. Thirdly, it discusses similarities and differences of feminism between *Jane Eyre* and *Rickshaw Boy*. Lastly, it discusses the effect of feminism in *Jane Eyre* and *Rickshaw Boy*.

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2. The Feminism in *Jane Eyre*

2.1 The Spirit of Rebellion of Jane Eyre to Pursue the Dignity and Respect

In 19th century, women were regarded as obedient profiles to men. Women cannot fight against the tragic destiny. Therefore, in the start of the novel, Jane Eyre had the terrible childhood in her uncle's family after her parents died. After Mr. Reed, the uncle of Jane Eyre, passed away. Her aunt started to abuse her and kept her own children away from Jane. The cousin of Jane Eyre was brutal to rob toys of Jane Eyre, but Jane Eyre was determined to stand up to the bully of her cousin. Although she was locked in the "Red House", she did not give up resisting. It is surprising to see that Jane Eyre failed to develop the sensitive, coward, obedient character. Instead, she was brave to scold her cold and biased aunt and maintain her own dignity. From these actions, the heart and the mind of women were shaken, and they tend to fight for the right of pursuing the happiness.

To get rid of Jane Eyre, her aunt sent her to the Lowood Charity School. The Lowood Charity School was strict and hard, and the director was a cold hypocrite. Therefore, Jane Eyre continued to suffer mental and physical abuse in the school. In the Lowood Charity School, children often died of illness because of the poor living conditions, and her good friend Helen died of a great bout of typhus. From this experience, Jane Eyre realized that the ruthless punishment overlooked the health of children and educated children in atrocious methods. These educational ways did not impose the positive effect on children. On the contrary, children were all afraid of receiving the rigid punishment and generated the psychology of escape. Therefore, Jane Eyre did not accept respect in the Lowood Charity School.

In the childhood, she spoke impressive words: "I am who I am, and I'm not an angel! ^[3]". This sentence arouses the dignity and personality of women and inspires them to become the independent and discover the value of themselves. In the Lowood Charity School, the strict and cold doctrines and punishment system were the destruction of humanity. She told to her best friend Helen: "If we are whipped, we should take the whip away and break it, and we should hit back hard. ^[1]" This sentence taught students to be rebellious and plucked up the courage to fight against the unfair destiny. These sentences are the blasting fuse for women to hold the feminist movement. Therefore, *Jane Eyre* is the typical novel for women to cleanse their minds.

2.2 The Spirit of Equality of Jane Eyre to Pursue the Pure Love

After graduated from the Lowood Charity School, Jane Eyre went to the manor of Mr. Rochester to be a private teacher. Mr. Rochester was attracted by the personality of Jane Eyre- an adamant and courageous female when he had the communication with Jane Eyre. In the meanwhile, Jane Eyre also fell in love with Mr. Rochester because of the personality of being mature ^[2]. Jane Eyre was brave to express her love and owned her right to pursue the equivalent love. Mr. Rochester is a noble and he was in high society while Jane Eyre was only a private teacher. Although there was a huge gap between Jane Eyre and Mr. Rochester, Jane Eyre held the attitude of being equal in front of Mr. Rochester. In values of Jane Eyre, everyone is equal, which challenges the strict class hierarchy.

When Jane Eyre failed to be the girlfriend of Mr. Rochester, she was forced to stay in the manor. Jane Eyre was furious to say this sentence: "Do you think that because I am not pretty, little, obscure and poor, I am heartless and soulless? You are wrong! You are totally wrong! I am the same as you, I have a sound heart, the same soul. Before god's heel, we are all equal. ^[3]" Such a powerful personal dialogue conveys the concept of self-respect and equality. This dialogue provides the unprecedented idea and minds to the women who are under the oppression. It is obvious that Jane Eyre connected the true meaning of love with the value. In the Victoria's time, women did not have the right to choose the love. The dialogue of Jane Eyre gave women power to overcome the inferiority complex.

In the wedding of Jane Eyre and Mr. Rochester, Jane Eyre found the secret of Mr. Rochester. The secret was that Mr. Rochester had the mad wife. At that time, Jane Eyre gave up the present happiness. From this plot, Jane Eyre put herself as a pure and elegant place because she did not be a lover of others. When she decided to leave Mr. Rochester, she told herself although she had the torture of spirit: "I care about myself, and the lonelier I am, the less friends I have, the less support I have, the more I respect myself. ^[4]" Jane Eyre pursued the equal love that is the couple can respect each other. There is no prejudice and inequity in this love. This leave not only represented the character of Jane Eyre but also shows the pursuit of the faith. Therefore, Jane Eyre had the equal and pure love view.

2.3 The Spirit of Persistence of Jane Eyre to Pursue the Happiness

In the childhood, Jane Eyre never abandoned the hope

of the life and lowered the head to the fate. In the Lowood Charity School, she maintained the kind and firm character to face the life with bully and coldness. This persistence helped Jane Eyre overcome the difficulties of her early life.

In the manor of Mr. Rochester, Jane Eyre persisted her own value of the love and expressed the love to Mr. Rochester. That action set the example to women who did not dare to choose and master their own destiny because they are under the society that men controlled. Later, Jane Eyre left when she found that Mr. Rochester had a mad wife. Based on the persistence of the own choice, Jane Eyre maintains the spirit of feminism- being brave and fearless. In hearts of many women, Jane Eyre was still a female who yearned freedom, longed for the respect and hoped that each female can receive the equal love^[5].

After the mad wife of Mr. Rochester burned the house, Mr. Rochester was not handsome as before and he lost his eyes. At that time, he was alone, and his friends did not company him. Fortunately, Jane Eyre came back because she never forgot Mr. Rochester and she refused the confession of the priest. Although Mr. Rochester lost everything, he was looked after by Jane Eyre. The persistence of following her own heart and refusing to be arranged by the destiny can help her to gain her true love. The true love is the couple cherish each other after they went through the obstacles. In the mind of Jane Eyre, she understands the truth that she pursues her love and marries the man she loves even if he was blind and poor^[6]. The spirit of persistence not only helped Jane Eyre gain the happiness but also shows the female consciousness in the new era.

In China, the author called Laoshe wrote a book named *Rickshaw Boy*. Female characters in this book had the same rebellious spirit as Jane Eyre. The feminism in *Rickshaw Boy* also shows the progress of female consciousness and the balance between women and men.

3. The Feminism in *Rickshaw Boy*

3.1 Challenge the Status of Men in the Society

Huniu, a female character of the strong personality in *Rickshaw Boy*. She has the similar female spirit in the new era. Huniu was the wife of the male protagonist- Xiangzi and she was the daughter of the owner of the car factory. At that time, men were dominant.

Unlike traditional elegant females, Huniu looked like men because she was courageous and resolute. The father of Huniu called Liusiye is an indifferent man who did not care about her own daughter but only cared about his own business. In that environment, Huniu had an ability to manage the company and she was domineering and fierce

when she scolded others. In the *Rickshaw Boy*, the author wrote: “Huniu had the fierce appearance which frightened others, but she was good at helping her father manage the business. Besides, Huniu dared to swear men frankly and outspokenly.^[7]” From this description, it is obvious to see that the female also have the same ability to run the business as men. Female has the right to pursue the economic independence and females are not accessories for men. Being economic independent is the new symbol of the rising female consciousness. The feminism in Huniu set the example for the female to be independent and confident rather than depending on men. This spirit is the omen of the feminine consciousness in the new era.

Huniu followed her heart to seek her love in spite of the disagreement of her father. She married Xiangzi who was poor and did not have any penny and she broke the stereotype that women were forced to accept the arranged marriage. In the *Rickshaw Boy*, Huniu invited Xiangzi to have dinner at home and she was intimate to communicate although his father was furious and strongly disagree their relationship. At last, the relationship between Huniu and her father was broken to marry Xiangzi. From this decision that Huniu made, it is apparent to see that females have strong courage to look for their love.

The feminism in Huniu is that she fought against the unfair destiny and broke the shackles on the female. She was a typical female to break the concept of “men are strong and women are weak” and “men are superior and women are inferior”. Her appearance challenges the dominant status of men.

3.2 Being Conscious of Revolution and Being Intelligent

Gaoma is a servant in the family of Mr. Cao who is a progressive. Her fate was miserable and lost her husband when she was 30 years old. However, she was optimistic to overcome difficulties rather than committing the suicide and she was kind to people around her. The quality of Gaoma reflects excellent qualities of women in the new era.

The most valuable quality of Gaoma is to maintain self-esteem and explore the survival methods when she was in the bottom of the society. In the early years, she was helpless to borrow the usury from others to support herself and her husband was an alcoholic to ask her for money sometimes. However, she never succumbed to the destiny, and she decided to go out to earn money. This “go out” means Gaoma was determined to survive by herself. The feminism of Gaoma is that she masters her own fate by herself, and she was conscious of confronting the reality where females were treated unfairly.

Gaoma is an intelligent and progressive woman. In her values, she had the concept of equality between the rich and the poor. Therefore, she thought that making money by oneself was not a slave of the rich, and she was not willing to serve if she could not get the equal treatment. Those ideas were the unprecedented ideas for women and women were inspired to strive for the freedom and equality. Besides, she had a long-term vision, and she was sensitive to earning money. Based on the experience of borrowing usury, she learned methods and created ways of making money. Gaoma can conclude methods of earning money because she knew the society was cruel and ruthless and it is wise to treat different people in different ways. The feminism in Gaoma represents the struggle against the fate and the pursuit of the economic independence. Influenced by the revolutionary ideas, she was the first to awaken to the revolution.

4. Similarities and Differences of Feminism between *Jane Eyre* and *Rickshaw Boy*

4.1 Similarities of Feminism between *Jane Eyre* and *Rickshaw Boy*

4.1.1 The Feminism is Generated in the Similar Social Background

In the 19th century, females were regarded to be subservient to men and they did not have the right to decide their own marriage. Most women were oppressed by the patriarchy. Men controlled the society, and the role of women was to serve. Many females were the tool to give birth to babies and the true value of females were overlooked. Women can also shoulder the corresponding social roles and choose their own life rather than being at the bottom of the society. Based on the social fact and the personal experience of the author, she created a progressive female profile to emphasize the feminism. The author of *Jane Eyre* had two sisters, but they all died from the illness, which pushed Charlotte Bronte to consider the existence meaning of females. Therefore, the feminism of *Jane Eyre* shows the strong defiance to the patriarchy.

In *Rickshaw Boy*, Huniu was proficient to manage the company and she was intelligent. However, she was regarded as a different person among women because the stereotype was that women stayed at home to look after the family. Affected by the concept that men were dominant, women were not conscious of fighting against the unfair fate. Therefore, the feminism in Huniu arouses women to grab their own destiny and protect their own right to pursue the freedom and happiness. Xiaofuzi, an-

other female character in *Rickshaw Boy*. Unfortunately, she was sold to soldiers, and she was humiliated by soldiers. At last, she committed suicide although she fought against them silently. From Xiaofuzi, it is easy to sympathize women who were in the bottom class of the society because women did not have strong ability to break the traditional concept. Therefore, the rising feminism was produced in the background of the patriarchy.

4.1.2 The Feminism in Two Books Shows the Female Consciousness in the New Era

Jane Eyre had strong rebellious spirit because she grew up in the unfair environment. It is obvious to see that she always followed her own heart to pursue the happiness. She understands how to resist the inequity when she was bullied, and she was strong-willed to survive in the childhood. Although she received rigid education in the Lowood Charity School, she kept fighting against the cruel rules and unreasonable punishments. In the new era, people always followed their desire and choice to pursue their dream. The rebellious spirit represents women broke the traditional rules and had their own thoughts. This spirit awakes women to protect own rights and self-esteem. Besides, Jane Eyre had the equal and free love concept. It is surprising to see that Jane Eyre decided to leave when she found Mr. Rochester had ex-wife. She pursued equal love because she thought she was equal as men in front of the god. That dialogue that shows her equal love and the happiness pursuit, which encourages women to choose their love. In the new era, females focus on the equality and communication when they fell in love. The equal love value shows that women respect themselves.

In *Rickshaw Boy*, Huniu did not comply to the men, and she had the powerful ability to manage the company. She was resolute and determined to run the business, In the new era, some females choose to contribute themselves into the career rather than staying at home to educate children, which means they have the economic independence. Many females nowadays pay more attention on their own business. Gaoma was strong-minded to get through the tough time and tried all means to tackle with problems. Besides, she earned money by herself and learned how to make money based on the previous experience. She knew how to apply different strategies to communicate with others. In the new era, females are fearless to face difficulties and problems and they are active to deal with problems. In some companies, they are wise and intelligent to come up with various plans for difficulties. Moreover, females in the new era achieve the economic freedom to avoid depending on men when they need money.

4.2 Differences of Feminism between *Jane Eyre* and *Rickshaw Boy*

4.2.1 The Feminism of Pursuing the Different Levels of Satisfaction

Jane Eyre loves Mr. Rochester who was in the upper class and has the prestigious stage in the society. In the manor, Jane Eyre had chance to communicate with the noble. She knew about ideas of the female noble. They were highly educated, and Jane Eyre taught the child who was allowed to receive the education. They really enjoyed their own rights and the existing resources. Jane Eyre never gave up reading and receiving the education. This consciousness represents that the feminism of Jane Eyre was pursuing the spiritual satisfaction. Based on the communication with people from the upper class, Jane Eyre not only focused on the substantial satisfaction, but also pursued the spiritual satisfaction. For example, Jane Eyre gained power from books when she received the torture, and she was persistent to achieve the happiness. She returned to Mr. Rochester when he lost everything, which means she knew the core of happiness. The core of happiness is to have a soulmate when they have nothing. Jane Eyre did not worry about the threat of survival. Therefore, she had energy to gain the spiritual satisfaction. The feminism of Jane Eyre shows the pursuit of the spiritual satisfaction and notices the power of knowledge.

In *Rickshaw Boy*, Huniu had the terrible ending because she did not have many opportunities to receive the education. The most important of the feminism of Huniu was to receive the carnal satisfaction and Huniu had the sexual passion that gives the substantial happiness. Huniu tries all means to gain her substantial love because she was not conscious of reading books or gain the sense of joy from books. Xiaofuzi was persistent to survive after she was sold by her father. She did not have energy to spend time on accepting the education and she chooses the suicide. From Huniu and Xiaofuzi, their ignorance and the lack of the education caused the tragedy at last.

4.2.2 The Feminism in Two Books is for Different Purposes

Charlotte Bronte wrote this book based on her own true experience because she thought the happiness of females comes from the defiance. It is necessary to teach females to master the happiness by themselves. At that time, females did not have strong rebellious consciousness. Jane Eyre was the model to lead women to gain the happiness by themselves and she awoke females to pursue the personal rights. Based on the unfair love concept, women

were compliant to men. The purpose of writing *Jane Eyre* is to teach women how to protect their own esteem and establish the equal love. Charlotte Bronte created Jane Eyre from angles of females. She hoped that women can gain the same status as men and women can follow their own heart to achieve the dream like having the business as men.

In *Rickshaw Boy*, the author created female profile from angles of men. He overlooked the equality of male and female sex. The purpose of shaping Huniu was to reveal the darkness of the society. Laoshe, the author of *Rickshaw Boy* had an experience as the civilian. Therefore, he understood difficulties that civilian experienced. It is obvious to see the advantages and disadvantages of the female character. Huniu was courageous and resolute, but she was not educated. Therefore, she did not have the higher pursuit. Xiaofuzi, a pathetic and vulnerable woman did not get rid of the bully of men, and she did not have ability to beat the bully contributing to the tragedy at last. The social environment was feudal and backward at that time. The author created female characters from the real life because he saw many women humiliated by the bully in his childhood. The prototype of those female characters was in the trouble at that time. They used to fight against the unfair society, but they failed. It is the truth that it is impossible to rely on females themselves to change the unfair phenomenon. From those female characters, it is clear for readers to know about the society at that time is unfriendly to females.

5. The Effect of Feminism in *Jane Eyre* and *Rickshaw Boy*

5.1 The Feminism of Receiving the Knowledge Affects Females Nowadays

Jane Eyre gains the knowledge from books. In the childhood, Jane Eyre saw the picture of the seabirds flying to the sky and this picture encourages Jane Eyre to fight against the unfair destiny. When she was locked in the red house, she was too weak to do anything. However, she forgot the terrible experience when she read books because she was attracted by the vivid and interesting stories. Later, she went to the Lowood Charity School. At that school, she did not feel the warmth, but she supported herself by reading books. When she was graduated from the Lowood Charity School, she decided to dedicate herself into the education and spread love and equal concept to children. From books, Jane Eyre learned that being kind to others. Therefore, she looked after her aunt although her aunt treated her ruthlessly when she was a child. The decision and the higher ideological consciousness came

from the book, which helps Jane Eyre have the optimistic attitude to life.

Nowadays, many females go to the school to have the education. Women can also make the contribution to the society when they have the equal opportunities to receive the education. Females can learn the active spirit and form correct values from the book. The feminism of Jane Eyre is to have the bravery to the difficulties of the life and adjust the attitudes towards life. She dares to fight against the unfair destiny and follows her own heart to pursue the happiness. Jane Eyre learned good qualities from books. Females nowadays are encouraged to communicate with different people and have clear plans for their life. Their responsibility is not only to raise children but also to shoulder the social responsibility. The most important thing for them is to have the education and apply the knowledge to the society.

5.2 The Rising Female Conscious Attracts People to Focus on Women Themselves

After the publication of *Jane Eyre*, many females pursue being independent and improve themselves. They tried to gain the rights and mastered the opportunities to deliver the speech. Some females organized the feminism movements to seek more attention on women themselves. From the feminism movements, females were conscious of protecting their own rights and liberated themselves from the traditional concept. Nowadays, many females dare to deliver the speech in public and advocate women should have the equal right as men. Many women tend to improve themselves as an independent and strong-will person. Therefore, it is common to see that women can have the achievement in their business or in their career because the feminism of Jane Eyre pushes them to be the

progressive people.

In *Rickshaw Boy*, women who were in the bottom of the society were bullied easily. It was a unique angle to see the destiny of women who were in the bottom of the society. The miserable ending of females in *Rickshaw Boy* arouses people to focus on the protection of women who were in the underclass. Many females were conscious of fighting against the bully. To avoid having the same tragedy as females in *Rickshaw Boy*, women tried to protect themselves. The stronger female consciousness can make women concentrate on their own happiness and safety. Women can see the reality from the third perspective from this book. Therefore, the feminism of the *Rickshaw Boy* can attract women who are in the underclass to protect themselves and fight against the bully. The most important is to have the optimistic attitudes towards hard life and be persistent to fight against the unfair fate.

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Increasing Undergraduate Student's Satisfaction in Higher Education: Optimal Improvement Path Analysis

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ARTICLE INFO

Article history

Received: 27 June 2022

Revised: 4 July 2022

Accepted: 24 July 2022

Published Online: 30 July 2022

Keywords:

Undergraduate education

Satisfaction

Structural equation model

Effect optimal path

ABSTRACT

Undergraduate student's satisfaction is fundamental to creating and implementing successful higher education. The present study sought to identify the factors and analyses impact on satisfaction and service quality. The research was carried out in Chinese higher education institution, with a sample of 1660 students. Based on the higher education satisfaction questionnaire, the "optimal path" model of problem improvement was constructed by applying the "structural equation model", satisfaction and importance matrix diagram, improvement effect size and other tools. Eight major areas of three-dimensional improvement of "satisfaction, importance, and improvement effect" were formed. Identify the issues that students have urgent demands, high importance, and strong improvement effects. Scientifically analyze the main attention focus of each subgroup of students. Concentrate superior resources and strengths, formulate targeted measures and make key breakthroughs based on "light", "heavy", "slow", "urgent" and "classified". Provide suggestions for improving student's satisfaction and promoting the development of high-quality connotative and characteristic development in higher education.

1. Introduction

Satisfaction is an important feature of high-quality, connotative and characteristic development of higher education. Entering the superposition of the new era and the popularization of higher education, it is the embodiment of the "student-centered" concept and the teachers' lifelong development in universities to provide education that is satisfactory to the people, especially to students and teachers. It is the country to fulfill the promise of high-quality development of education. Educational satisfaction, as the degree to which its needs have been met, is an important indicator to test whether commitments are fulfilled, goals are achieved, and results are satisfactory from the perspective of the educated (student) or the educator (teacher). It reflects the people-oriented nature

of education, and is a positive response to "working hard to run education that is satisfactory to the people". Research on education satisfaction is helpful to understand the demands and evaluation of students and teachers, and improve the system, pertinence and effectiveness of education reform.

Satisfaction study is a powerful measure for the development of high quality, connotative and characteristic of higher education. Education satisfaction survey has become an important measure for the country to understand the quality of education and improve the level of education. In 1995, the United States took the lead in launching a survey on the satisfaction of colleges and universities in the United States, and used the survey results as a national standard for universities to make decisions. In 2005, the

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United Kingdom launched a national higher education satisfaction assessment, covering teaching, scientific research and management. In 2016, China launched the National Higher Education Satisfaction Survey and released the Satisfaction Survey Report, which provides a scientific basis for comprehensively understanding the quality of education and teaching in China, grasping the demands of students and teachers, and formulating targeted policies at the national level.

Analyze higher education satisfaction through structural equation modeling (SME). SEM was used to test the proposed research model, find that a responsible university influences students positive perceptions and functions as an antecedent of service quality and student's satisfaction, from the students perspective, university social responsibility contributes most directly to quality education through cognitive impacts^[1]. Using SEM, through multi group comparison of a comprehensive research model on subsamples of employees and students, find strongly linked constructs, namely, quality–satisfaction–loyalty^[2]. Through SEM analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement^[3]. The correlation coefficient and SEM indicated that student's satisfaction is influenced not only by academic quality, but also by the university core services, information technology services, and skill building^[4].

Analyze higher education satisfaction through other statistical analysis methods. The model of physical education quality satisfaction based on analytic hierarchy process (AHP) is constructed, and used to predict and evaluate the satisfaction degree of physical education quality^[5]. Using hierarchical linear modeling (HLM) showed that 43% of the variation in satisfaction scores resulted from universities, and second HLM analysis showed that 44% of the overall satisfaction score variance of the students could be explained by the factors of university features^[6]. By meta-analysis performed to identify key antecedent and consequent constructs of satisfaction in higher education, and analyzed six antecedent dimensions (perceived value of educational services, resources provided to the student, service quality perception, marketing orientation, identity of the higher education institution, university environment) and one consequent dimension related to satisfaction^[7]. The Partial Least Squares technique was used to identify factors affecting student's satisfaction and perception of impact on learning, and find that the variables confirmation, perceived usefulness, and perceived enjoyment positively and significantly influenced student's satisfaction^[8]. Through the estimation of an explicative model of

the student's opinion formation process, measure student's satisfaction with higher education^[9]. By data mining techniques, can be able to select a surprisingly small number of constructs that require attention in order to manage student's satisfaction^[10]. Employ a difference-in-differences estimator to evaluate the impact of a transition from traditional face-to-face to online transmission on student's satisfaction^[11].

Analyze student's satisfaction from the perspective of classroom education quality. The flipped classroom has positive effects on students' knowledge, skills, and engagement^[12]. A small positive effect was found on learning outcomes, but no effect was found on student's satisfaction regarding the learning environment, moderator analyses showed that students in flipped classrooms achieve higher learning outcomes when the face-to-face class time was not reduced compared to non-flipped classrooms^[13]. Analyze students' perceptions of their satisfaction levels in a virtual learning environment, and a significant finding is that students with a high positive perception of their generic skills are also satisfied with the learning process and with the virtual learning environment^[14]. Students in the online courses reported better understanding of the course structure, better communication with the course staff, watching the videos lessens, and higher engagement and satisfaction^[15]. They were most satisfied with overall cleaning and maintenance followed by overall indoor air quality and amount of electric lighting. Students were least satisfied with access to electric outlets followed by day lighting IEQ factors. The results imply that once students were dissatisfied with amount of electric lighting, they were more likely to be dissatisfied with the classroom^[16]. Exploring how classroom attributes affect student's satisfaction in higher education classrooms continues to be important, and revealed that student perceptions rely heavily on spatial attributes, specifically visibility and furniture, and ambient attributes, specifically air quality and temperature, which are highly impacted by the design, management and maintenance of classrooms^[17]. Levels of satisfaction varied according to particular aspects of their degree program as influenced by prior education and later by employment^[18].

Analyze student's satisfaction from the dual perspectives of teacher and student. Students place on warm and respectful interactions with staff in the context of trusting relationships, and the students particularly emphasized staff approachability, empathy, sensitivity and caring^[19]. To analyze the significant differences in satisfaction with educational quality in higher education among students and professors, concluded that there is a higher level of satisfaction with quality reported by students regarding

the coordination of teachers and staff in the educational process^[20]. The teacher satisfaction will improve when there is full support by education administrators, high performance standards, appreciation for teaching work and collegiality among peers^[21]. Perceived usefulness and service quality are taking the highest share on affecting the instructor satisfactions^[22]. Through the survey of academic satisfaction varies between students from different global regions, suggest that international students originating from a national context with high power distance, have higher levels of academic satisfaction^[23]. Self-efficacy was related indirectly to work satisfaction, Goal support was also related indirectly to work satisfaction^[24]. The results from qualitative study showed that contextual factors such as university climate and peer collegiality influenced self-efficacy and job satisfaction^[25].

Analyze student's satisfaction from other perspectives. The satisfaction of university students with the variables that regulate their learning provides very valuable information to improve the quality of teaching processes, and find that the students of private schools and earlier academic years were the ones who obtained the most satisfaction with the study techniques and with the infrastructure. Those from private centers also expressed more satisfaction with the teaching-learning processes^[26]. Study the influence of gender, age and family socioeconomic status on learning satisfaction^[27]. Study the impact of gender, disability, race, age and other characteristics on nursing students' learning satisfaction^[28]. Evaluation showed that student learning outcomes demonstrated consistently positive attitudes and significant self-reported improvements in oral health knowledge and skills, and gained similar levels of oral health knowledge and skills following use of the resources^[29]. Regression analyses indicated that career self-efficacy explained significant variance in self-determined motivation, course, and major satisfaction^[30]. Satisfaction study could promote the interaction between teaching and learning, improve learning efficiency and the quality of students^[31]. Found that Austria, Chile, Spain, Canada, and Argentina form the top countries with highly job-satisfied teachers while the least job-satisfied teachers are from Bulgaria, England, Portugal, Saudi Arabia, and Malta^[32].

The main focus of this paper: China has a vast territory, and the development of higher education in each province is actually different, with different characteristics and advantages. Education departments and scientific research institutions in Beijing, Shanghai and Jiangsu and so on attach great importance to systematic evaluation and research on higher education satisfaction, which provides theoretical basis for education decision-making. The west-

ern region, especially the southwest region, is relatively weak in satisfaction survey and research, unable to fully understand the demands and expectations of students and teachers. Carrying out research on education satisfaction at the provincial level can improve the practicality of research conclusions, help local education departments grasp the trend of students' and teachers' public opinion, identify the characteristics and advantages of development, identify the difficulties, pains and obstacles in development, clarify development ideas, and highlight the focus and direction of follow-up efforts. This paper draws on the American Customer Satisfaction Index Model (ACSI), based on the new characteristics, new trends and new requirements of undergraduate education development in Chongqing, Combined with the questionnaire investigation, and application of satisfaction "structural equation model", factor load, the satisfaction importance matrix graph, construct the "optimal path model" for problem improvement, find the optimal path. Explore measures to improve the quality of talent cultivation and promote the development of teachers' professional ability, provide policy suggestions to education departments, and promote the improvement of students' and teachers' satisfaction.

2. Materials and Methods

2.1 Survey Implementation

Basic information of the questionnaire: Drawing on the "2021 National Higher Education Satisfaction Questionnaire", the content includes five dimensions of educational expectation, educational quality, educational environment and overall educational satisfaction, consisting of objective questions (25 items), semi-open questions (10 items), subjective questions (2 items) and respondents basic information (8 items). The objective questions are based on the Likert seven-point scale (the minimum score for a single question is 1 point, the maximum score is 7 points, and the interval is 1 point).

Basic situation of survey implementation: Using the method of random sampling and isometric sampling, comprehensively considering the scale, proportion, school level, type and location of public and private undergraduate universities, 10 sample colleges and universities (4 public universities, and 6 private universities) were selected, and the questionnaire was answered online. In order to ensure the validity of the questionnaire, the data were systematically cleaned based on the questionnaire filling time and whether there were missing values. After the cleaning, 1660 valid sample questionnaires were collected. The proportion of sample students, such as gender, source of

urban and rural students, whether they are first-generation college students and whether they have experience as student cadre, are controlled at about 40-60%, and the coverage of professional background is relatively wide. Basic information of samples is shown in Table 1.

2.2 The Process of Constructing Model

Concepts such as educational expectations, educational quality, educational environment, educational equity, and overall educational satisfaction are often difficult to measure directly and accurately. Such variables are called latent variables. Traditional statistical methods are difficult to measure latent variables effectively, while structural equation model can effectively measure latent variables indirectly by using observed variables. For example, the indicators of the questionnaire survey items are observed variables, and the common characteristics or abstract concepts among multiple observation variables are the latent variables, which need to be reflected indirectly through the “structural equation model” based on the measured data of multiple observation variables, as shown in Figure 1.

Drawing on the American Customer Satisfaction Index Model (ACSI), the AMOS17.0 software based on linear structural relationship is used to construct a “structural equation model” of student’s satisfaction, as shown in Figure 1. In this “structural equation model” graph of satisfaction, observed variables are represented by rectangles and latent variables by ellipses. The satisfactory “structural equation model” contains two basic models: one is the measurement model, which consists of observed variables and latent variables. Such as: education expectation measurement model, education quality measurement model, education environment measurement model, education equity measurement model and overall satisfaction measurement model. The other is the structural model, which represents the causal relationship between latent variables. Specifically, latent variables directly or indirectly influence each other. For example, the direct impact of educational quality, educational environment and educational equity on overall satisfaction, and the indirect impact of educational expectations on overall educational satisfaction through three latent variables: educational quality, educational environment and educational equity.

Table 1. Representativeness of sample.

Project	The nature of running		Gender		Student origin		First-generation college students		Student cadre	
	Public	Private	Men	Women	Town	Village	Yes	No	Yes	No
Category	Public	Private	Men	Women	Town	Village	Yes	No	Yes	No
Number	977	683	598	1062	1033	627	1100	560	900	760
%	58.9	41.1	36.0	64.0	62.2	37.8	66.3	33.7	54.2	45.8

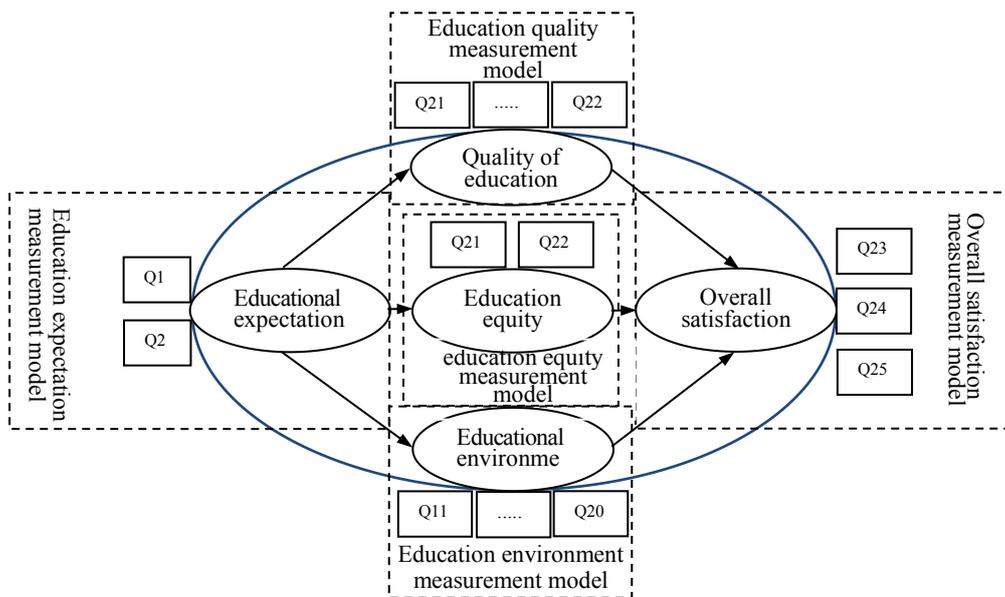


Figure 1. Structural equation model of satisfaction

The survey data were used to test the fitting degree, convergence validity and discriminant validity of the structural equation model of satisfaction. Combination with the reality of the questionnaire survey, by deleting the items in the questionnaire with no obvious content differentiation or items with low correlation with latent variables, improves the degree of fit, convergence validity and discrimination validity of the structural equation model of satisfaction. Then the objective items of the five dimensions involved in the questionnaire are optimized to make the data analysis results more scientific and reliable. After optimization, 25 project data are retained, as shown in Table 2.

2.3 Main Indicators of Model

After optimization, the model fitting index, convergence validity (AVE) and discrimination validity meet the basic requirements. The model fit index is a statistical index to test the degree of fit of the structural model to the data; Aggregation validity is the validity of multiple

observation variables on the same common factor. Discriminant validity refers to the validity that can be distinguished between observed values when different observed variables measure different latent variables. The p-test results of each path coefficient of the optimized structural equation model are significant at 0.001 levels, and the p-value of the load coefficient of each measurement index is less than 0.01, and each coefficient of the model passes the significance test. The overall fitting index of the model shows that RMSEA fitting level has reached a high level in general, with CFI, TFI, GFI and NFI indexes above 0.9. See Table 3 for specific indexes. The factor load of each item of the five measurement models was greater than 0.6, the combined reliability (CR) was greater than 0.6, and the convergence validity (AVE) was greater than 0.5 (except the educational expectation of 0.467), which basically met the model standards. The difference validity effect of the model is general, and the square root of convergence validity (AVE) is basically equal to the corresponding dimension value, as shown in Table 4.

Table 2. Objective item of the questionnaire.

Construct	Topic observation point
Educational expectations	1. How much you liked the university before going to university, 2. The current major is consistent with the original expectations
Quality of education	3. The contagiousness of the ideological and political education courses, 4. The update of the course content, 5. The public elective courses can meet the needs, 6. The degree of mastery of the theoretical part of the professional courses, 7. The teaching effect of online courses, 8. The effect of the teacher's example, 9. Curriculum and teaching adjustment arrangements since the outbreak, 10. Undergraduate students' participation in research or academic discussions.
Educational environment	11. The facilities and equipment can meet the needs of professional learning, 12. Entrance education for freshmen, 13. Mental health education, 14. The effect of employment guidance, 15. The proportion of students who love their major, 16. The proportion of students who study hard, 17. Benefit from alumni resources, 18. Provide opportunities for students to broaden their international horizons, 19. The situation of companies participating in the school's talent training, and 20. The school's logistics management.
Education equity	21. The smoothness of students' feedback to the school, 22. The fairness of the school's evaluation and evaluation activities.
Overall satisfaction	23. Satisfaction with the growth obtained in the university, 24. Want to work directly related to the major after graduation, 25. Willingness to recommend relatives and friends to apply for the school.

Table 3. Model fit index.

Model	X ² df	RMSEA	CFI	TLI	GFI	NFI
Total Satisfaction Model	28	0.075	0.912	0.902	0.870	0.904
Educational Quality Model	37	0.083	0.968	0.955	0.962	0.965
Educational environment model	43	0.075	0.969	0.960	0.956	0.966

Table 4. Reliability (CR) and convergent validity (AVE) of model constructs.

Construct	Combined reliability	Convergent validity	Discriminant validity				
	CR	AVE	Educational expectations	Quality of education	Educational environment	Education equity	Overall satisfaction
Educational expectations	0.634	0.467	0.683				
Quality of education	0.907	0.551	0.757	0.742			
Educational environment	0.929	0.593	0.717	0.939	0.770		
Education equity	0.782	0.643	0.658	0.871	0.952	0.802	
Overall satisfaction	0.75	0.508	0.897	0.865	0.888	0.876	0.713

Note: CR>0.6, AVE>0.5, the bold value of the diagonal line is the square root of AVE.

3. Data Analysis and Discussion

3.1 Analysis of Satisfaction of Various Dimensions and Groups

The factor load of each observed variable is calculated by using the structural equation model of satisfaction, and the factor load represents the importance of the observed variable to the latent variable. Taking the factor load as the weight of the observed variable, and calculation of latent variable values (such as educational expectations, educational quality, educational environment, educational equity and overall satisfaction values), it can effectively consider the impact of each observed variable on the latent variable, make latent variable values calculation more scientific and effective. After the weighted calculation, the indexes of overall satisfaction, each dimension satisfaction and subgroup satisfaction were analyzed.

Analysis of the overall, subgroups and dimensions of satisfaction:

First, the overall satisfaction of students is good, 75% of the students have an overall satisfaction value above 4.8, and the median line value of the overall satisfaction of

each subgroup is above the mean, indicating that the overall satisfaction of students presents a positive evaluation trend. See Figure 2 for details.

Second, the overall satisfaction scores of different subgroups vary greatly. The evaluation of public students is significantly higher than that of private students by 0.15, the evaluation of male students is higher than that of female students by 0.05, the evaluation of rural students is higher than that of urban students by 0.05, and the evaluation of first-generation college students is significantly higher than that of non-first-generation college students by 0.13, student cadres is higher than non-student cadres by 0.05. Third, there are obvious differences in the satisfaction of different dimensions. The educational expectations, educational quality, educational environment, educational equity and overall satisfaction are 4.93, 5.45, 5.35, 5.39 and 5.30 respectively. Among them, students have the highest satisfaction with educational quality, followed by educational equity, again the educational environment and overall satisfaction; the lowest score is educational expectations. See Figure 3 for details.

Satisfaction analysis of different subgroups in each dimension:

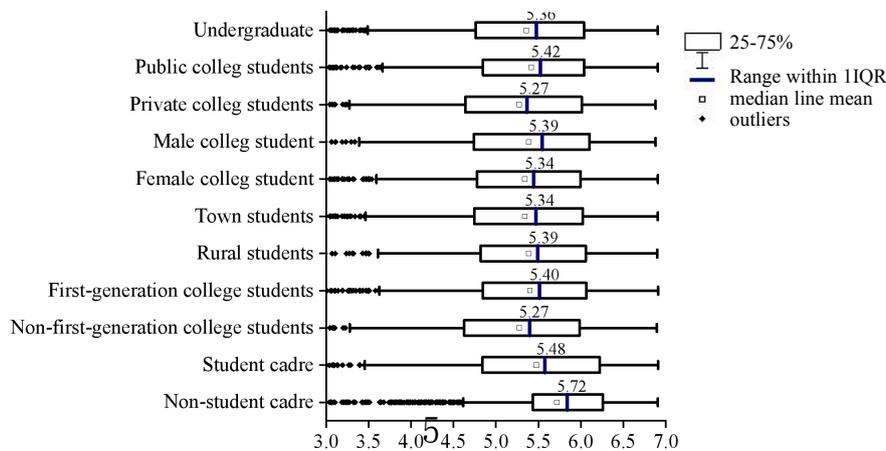


Figure 2. Final satisfaction index of undergraduate education

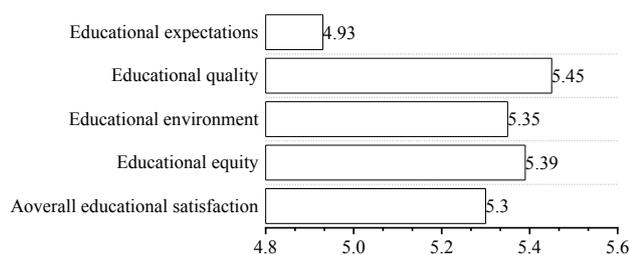


Figure 3. Five-dimensional satisfaction index of undergraduate education

the satisfaction value of public students in each dimension is higher than that of private school, the satisfaction value of male students in each dimension is higher than that of female students, the satisfaction value of first-generation college student in each dimension is higher than that of non-generation college, and the satisfaction value of student cadres in each dimension is higher than that of non-student cadres. There are obvious differences between different subgroups of educational expectations, and the values in descending order are: boys, public students, first-generation college students, private students, female students, and non-first-generation college students. There is no significant difference between different subgroups in the quality of education. Public students, first-generation college students, boys and rural students have higher satisfaction, while other subgroups have lower satisfaction. In terms of educational environment, the satisfaction of public and first-generation college students is higher, while the satisfaction of non-first-generation college students and private college students is lower. In terms of educational equity, public students, rural students and first-generation college students are more satisfied. In the dimension of overall satisfaction, there are significant differences between different subgroups and the satisfaction of public students and student cadre is higher.

3.2 Analysis of the Effect of Each Dimension on the Overall Satisfaction

The total effect of each dimension on overall satisfaction consists of direct effect and indirect effect (total effect = direct effect + indirect effect). Educational expectations have a direct effect on educational quality, educational environment and educational equity, and have an indirect effect on overall satisfaction. Education quality, educational environment, and educational equity have direct effects on overall satisfaction. The total effect on overall satisfaction is high, indicating that students attach great importance to this dimension. The analysis found that the total effects of each dimension on overall satisfaction from high to low were: educational expectation (0.9), educational environment (0.43), educational equity (0.3) and educational

quality (0.2).

Educational expectations are ranked first, which shows the extreme importance of educational expectations. Educational expectations are students' value judgments and expectations for education, as well as their expectations for the quality of education, learning environment and future development. About the expectation, internal factor originates from the students' good expectation for receiving a good education, and the external factor originates from the social influence, academic influence and popularity of the university where the students are located. The educational environment ranks second, indicating that students are very concerned about the infrastructure, campus environment and learning atmosphere of the university. Education equity ranks third. Education quality ranks fourth, indicating that students attach the least importance to the teaching quality represented by course content, public courses, professional courses, online course teaching, courses and teaching arrangements.

There are significant differences in the importance of different subgroups of students on educational quality, educational environment and educational equity. Public students place the highest emphasis on educational environment and the least emphasis on educational equity, while private university students place the highest emphasis on educational equity and the least on educational quality. Male students pay more attention to the quality of education than female, while female students pay more attention to educational equity than male. Similarly, urban students pay more attention to education quality than rural students, while rural students pay more attention to educational equity than urban students, as shown in Table 5.

3.3 Analysis the Greatest Improvement Benefit Project

Constructing the problem improved "optimal path" model: It is assumed that the higher the satisfaction of a certain observation variable or dimension (latent variable), the smaller the improvement space, and the higher the factor loading of a certain observation variable or the overall effect of a certain dimension (latent variable), the stronger the improvement effect. Through the formula: improvement benefit value = factor load/observed variable, or improvement benefit = overall effect/latent variable, can find the observed variable and latent variable item with the greatest improvement benefit, and improve the problem improvement effect. By sorting the improvement benefits from high to low, it is divided into four areas: the area with the strongest improvement effect, the area with strong improvement effect, the area with weak improvement effect, and the area with the weakest improvement

Table 5. Total effect of undergraduate education student’s satisfaction model.

Project	Education expectations				Education quality	Education environmental	Education fair
	Educational equity	Educational environment	Educational quality	Overall satisfaction	Overall satisfaction		
Undergraduate	0.947	0.997	0.942	0.898	0.196	0.431	0.299
Public office	0.933	0.995	0.941	0.871	0.302	0.408	0.194
Private	0.967	0.994	0.943	0.926	0.093	0.243	0.618
Male	0.934	0.992	0.951	0.896	0.218	0.48	0.227
Female	0.952	1.001	0.936	0.902	0.169	0.471	0.286
Town	0.951	0.999	0.94	0.896	0.245	0.405	0.275
Rural	0.94	0.993	0.945	0.903	0.108	0.506	0.317

effect. Applying the Satisfaction Importance Matrix, the improvement problems are divided into four areas: priority improvement area, secondary improvement area, core advantage area, and secondary advantage area. Finally, 8 areas of problem improvement are formed, as shown in Figure 4.

The focus Areas: Area 1 (The strongest effect and priority improvement area) is the area with lowest satisfaction, highest importance, most significant improvement effect, urgent need to solve, and the most easy to achieve results. Area 2 (stronger effect and priority improvement area) is an area with low satisfaction, high importance, significant improvement effect, urgent need to solve, and easy to achieve results. Area 3 (strong effect and core advantage area) is an area with high satisfaction, highest importance, and obvious improvement effect. If more energy is invested, better improvement effect can be achieved, and it is the icing on the cake. Area 4 (stronger effect and minor

improvement area) is the area with the lowest satisfaction, lower importance, and obvious improvement effect.

Secondary focus area: Area 5 (weak effect and core advantage area) is an area with highest satisfaction, high importance, and general improvement effect. Area 6 (weak effect and minor improvement area) is an area of low satisfaction, lowest importance, and general improvement effect. Zone 7 (weak effect and secondary advantage zone) is a high satisfaction, low importance, weak improvement effect area. Area 8 (the weakest effect and secondary advantage area) is the area of highest satisfaction, lowest importance, weakest improvement effect, and does not require much effort.

Using the problem improvement “optimal path” model: a comprehensive analysis of the satisfaction, importance and improvement benefits of the observed variables is carried out, as shown in Figure 5, and the following conclusions are drawn:

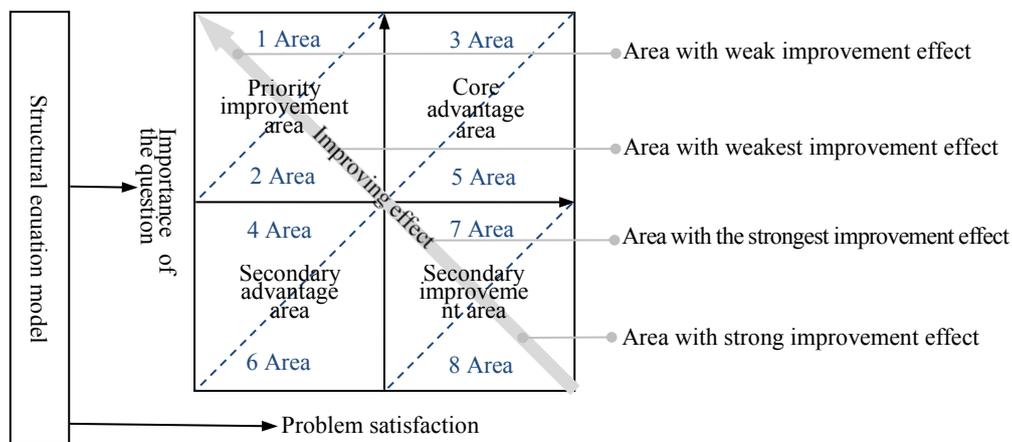


Figure 4. Problem improvement “Optimal Path Model”.

The first is the projects that most needed to be focused on and prioritized. The effect of employment guidance and the willingness to recommend relatives and friends to apply for the university fall into the “strongest effect and priority improvement area”. Undergraduates participate in project of research or academic discussions, love their majors, benefit from alumni resources, provide opportunities to broaden their international horizons, and school-enterprise cooperation Educating falls into the “strong effect and priority improvement area”, and course content update, online course teaching effect, freshman entrance education, and mental health education fall into the “strong improvement effect and core advantage area”. The degree of love the universities before going to college, the consistency of majors and expectations fall into the “strong effect and minor improvement area”.

The second is the projects that need secondary focus and further optimization. The smoothness of students’ feedback, the fairness of the evaluation, and the adjustment and arrangement of courses and teaching has fallen into the “weak effect and core advantage area”. After graduation, want to engage in work directly related to the major and master the theoretical part of the major course falls into the “weak effect and secondary advantage area”. The infectivity of ideological and political education courses, the logistics management of schools, the exemplary effect of teachers, and the facilities and equipment to meet the needs of professional learning fall into the “weak effect and secondary advantage area”. The proportion of students who study hardly falls into the “weakest effect

and secondary advantage area”.

The third is key assistance projects for students of various subgroups. The five items with the highest improvement efficiency for each subgroup of students were identified, as shown in Table 6. Among them, the common items in the priority improvement area are “the effect of employment guidance help” and “the willingness to recommend relatives and friends to apply for the university” (except students from public universities). Individuality projects in priority improvement areas for each subgroup: Public students are “providing opportunities to broaden their international horizons and benefit from alumni resources”. Private students are “the smoothness of students’ feedback to the school, and the participation of undergraduates in project of research or academic discussions”. Male students are “benefiting from alumni resources and educating through school-enterprise cooperation”. Female students and student cadre are “proportion of students who love their majors, and provide students with opportunities to broaden their international horizons”. Urban students and first-generation students are “proportion of students who love their majors, and school-enterprise cooperation to educate”. Rural students are “undergraduates to participate in project research or academic discussions, and provide students with opportunities to broaden their international horizons”. Non-first-generation college students are “providing students with opportunities to broaden their international horizons, and educating people through school-enterprise cooperation”. Non-student cadres are “school-enterprise cooperation to educate people”.

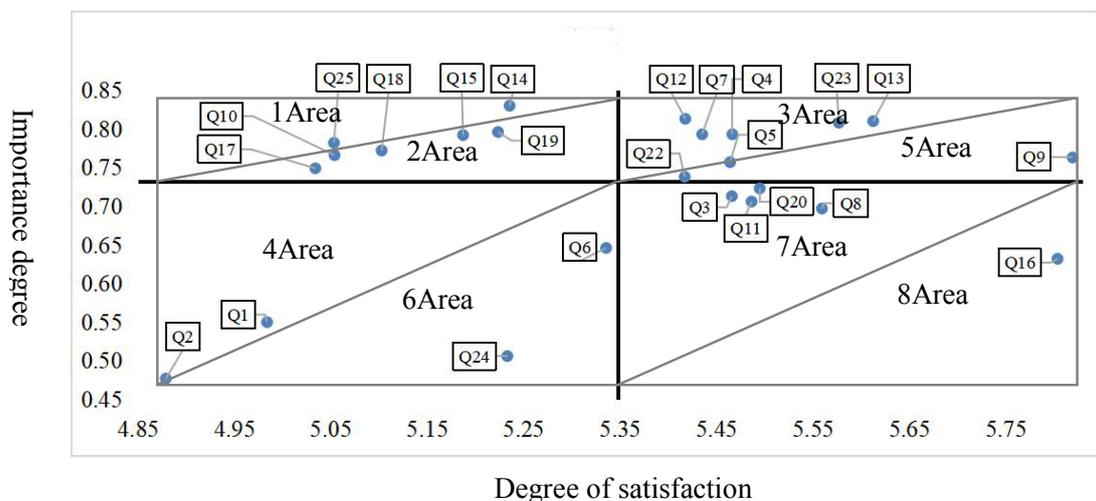


Figure 5. Matrix of overall satisfaction and importance of undergraduate students

Table 6. Five items with the greatest improvement validity in different subgroup.

Subpopulation	Priority improvement area	Core advantage area
Public	1. The effect of employment guidance, 2. Provide students with opportunities to broaden their international horizons, 3. Benefit from alumni resources, and 4. The proportion of students who love their majors.	5. The smoothness of the feedback to the school
Private	1. The effect of employment guidance and help, 2. Willingness to recommend relatives and friends to apply for the school, 3. Students report the smoothness of their opinions to the school, 4. Undergraduate students participate in project research or academic discussions, and 5. The proportion of students who love their majors.	5. The smoothness of the feedback to the school
Male	1. The effect of employment guidance, 2. The benefits of alumni resources, 3. The situation of companies participating in the school's talent training, and 4. Willingness to recommend relatives and friends to apply for the school.	5. The smoothness of the feedback to the school
Female	1. The effect of employment guidance, 2. Willingness to recommend relatives and friends to apply for the school, 3. Proportion of students who love their majors, 4. Provide students with opportunities to broaden their international horizons.	5. The smoothness of the feedback to the school
Town	1. The effect of employment guidance, 2. The proportion of students who love their majors, 3. The situation of companies participating in the school's talent training, and 4. Willingness to recommend relatives and friends to apply for the school.	5. The smoothness of the feedback to the school
Rural	1. Willingness to recommend relatives and friends to apply for the school, 2. Helping effect of career guidance, 3. Undergraduate students to participate in project research or academic discussions, 4. Provide students with opportunities to broaden their international horizons.	5. The smoothness of the feedback to the school
First-generation college students	1. The effect of employment guidance, 2. Willingness to recommend relatives and friends to apply for the school, 3. The proportion of students who love their majors, 4. The situation of companies participating in the school's talent training.	5. The smoothness of the feedback to the school
Non-first-generation college students	1. Willingness to recommend relatives and friends to apply for the school, 2. The effect of employment guidance, 3. The situation of companies participating in the school's talent training, and 4. Provide students with opportunities to broaden their international horizons.	5. Enrollment education for freshmen.
Student cadre	1. The effect of employment guidance, 2. Provide students with opportunities to broaden their international horizons, 3. The proportion of students who love their majors, and 4. Willingness to recommend relatives and friends to apply for the school.	5. The smoothness of the feedback to the school
Non-student cadre	1. The effect of employment guidance, 2. Willingness to recommend relatives and friends to apply for the school, 3. The situation of companies participating in the training of talents in the school.	4. The smoothness of feedback to the school, 5. Enrollment education for freshmen.

4. Conclusions

4.1 Consolidate the Achievements of Core Advantages with Strong Improvement Effect, Summarize Typical Experience and Form a Long-term Mechanism

Strengthen mental health education and improve adaptability. Strengthen psychological counseling work to relieve students' negative emotions such as course study, peer competition, and employment pressure. Focus on strengthening the education of psychological knowledge in the first classroom, focus on cultivating positive psychological qualities in the second classroom, and continuously improve students' mental health literacy. Give

full play to the effect of physical education in educating students' psychology; cultivate students' will quality of striving and fighting hard. Enrich freshmen's entrance education activities, help students adapt to university study and life as soon as possible, and improve students' autonomous learning, social adaptation and teamwork ability. Strengthen the ideological and political construction of the curriculum, guide the values in the teaching of knowledge and ability training, strengthen students' beliefs, cultivate students' sense of responsibility, initiative and collective awareness and other qualities, guide students grow up healthily.

Update course content system and improve teaching effect. Update and improve the knowledge system of disciplines, majors and courses, keep up with the cutting-edge

trends of science and technology, and reflect the current new ideas and concepts. Revise and improve the talent training plan and course syllabus, and keep the course content fully reflecting the new knowledge and new trends of the major. Strengthen the construction of high-quality public courses, enrich the number and content of public elective courses, and meet the individual needs of different students for knowledge and skills. Guided by future demand, social demand and market demand, scientifically demonstrate, set up and adjust majors, and strengthen professional personnel training to serve the future and current national and local economic and social development needs. Continue to consolidate the achievements of online and offline mixed teaching, and timely adjust the arrangement of courses and teaching according to the latest developments of the epidemic, so as to improve the teaching effect of online courses. Promote the deep integration of information technology and education, and change the traditional teaching mode. Timely sum up advanced and typical experience, form a teaching model with the university's own characteristics, and steadily form a fixed experience paradigm.

Unblock the channels for feedback of opinions and improve the level of the rule of law. Unblock the channels for students and teachers to express their demands, widely listen to the opinions and suggestions of students and teachers, earnestly achieve "what students and teachers call, the school responds", and strive to solve the actual problems and difficulties of students and teachers. Pay attention to soliciting opinions on rules and regulations involving the vital interests of students and teachers. Listen to the opinions and suggestions of students and teachers through conferences, research, various congresses and other channels. Establish a communication mechanism between school leaders and students, and keep abreast of the concerns of students and teachers. Improve the grievance handling regulations to ensure that the relief channels for students and teachers are unblocked, so that the demands of students and teachers can be responded to in a timely and effective manner, and the dominant position of students should be fully respected and reflected. Strengthen the construction of the rule of law in colleges and universities, and carry out evaluation and evaluation activities in a fair, just and open manner.

4.2 Solve Priority Improvement Projects with Strong Improvement Effect, Remove Obstacles and Improve Student's Satisfaction

Improve employment and entrepreneurship work, and strengthen the synergy between schools and enterprises in educating. Adhere to demand orientation and quality ori-

entation, form benign employment ecology, build a full-chain linkage mechanism of "enrollment, training, and employment", and establish a smart service system such as "internet + employment". Adhere to classified guidance, implement precise policies, and continue to care and help special groups such as female students, non-first-generation college students, and rural students. Adhere to innovation and entrepreneurship education as an important way to cultivate top-notch innovative talents, and improve students' innovative ability through innovation and entrepreneurship education, academic forums, competitions, achievement exhibitions, etc. Improve the education mechanism of integration of industry and education, optimize the participation of enterprises in the training of talents in schools, vigorously promote the formulation of quality standards and training programs for talents with industry departments and enterprises, and jointly build practical education bases and experimental practice training platforms.

Improve academic research and enhance applied innovation capabilities. Encourage teachers to take the initiative to attract students to participate in teacher research and discussion, increase the establishment of scientific research projects for undergraduate students, carry out academic interest group activities, increase the scope and degree of laboratory opening, enhance the convenience of students to carry out academic research, and enhance students' academic research interest and ability. Pay attention to the cultivation of students' scientific research spirit, reflective ability and critical spirit, and encourage students to freely carry out academic exploration and research based on their interests. Build a professional knowledge system that closely connects innovation chain and industrial chain, pays attention to the cultivation of students' hands-on ability, and pays attention to imparting students' ability to learn knowledge. Cultivate comprehensive, academic, applied and skilled talents by classification, establish a spirit of excellence, improve students' love of their majors .

Strengthen foreign exchanges and cooperation, and cultivate the awareness of internationalization. Focus on the frontiers of world science and technology, focus on urgent needs and key industrial fields, improve the level of opening to the outside world in an all-round way, promote high-level cooperation in running schools, and drive, promote, and improve the construction of disciplines and specialties, scientific research platforms, and talent training systems. Develop and cultivate a number of high-quality international exchange and cooperation projects, increase opportunities for students to participate in international exchanges and cooperation, broaden their international

horizons, and focus on cultivating students' awareness of internationalization. Encourage the holding of influential international academic conferences in the field of disciplines, and build a platform for Chinese and foreign academic exchanges. Experts and scholars with international academic influence are invited to teach international academic frontier issues, the latest theoretical methods and discipline development trends, and further expand the international vision of teachers and students. Improve the construction of alumni resources, enhance the endogenous motivation of alumni to contribute to the development of their alma mater, and enhance the efficiency of alumni resource use.

Optimize the natural and humanistic environment and give full play to the function of campus education. Improve the "hard power" and the "soft power" of campus culture construction, strengthen the infrastructure construction of universities, and promote the construction of discipline intelligent laboratories, innovation laboratories and smart classrooms. Give full play to the educational function of campus culture and activities. Promote the intelligent upgrading and transformation of campus infrastructure, attach importance to environmental edification, build a good school spirit, teaching style, and study style, create a civilized campus, and build a university campus culture with the spirit of the times, distinctive styles and unique characteristics. Carry out colorful and positive campus cultural activities such as academics, science and technology, sports and art, as well as distinctive and attractive theme education activities, reasonably absorb and learn from foreign cultures, form a cultural temperament of mutual learning, openness and inclusiveness between China and foreign countries, and strive to create a cultural atmosphere of noble realm, profound heritage, advocating science and pursuing truth.

4.3 Promote the Key Projects of Each Subgroup by Classification, and Implement Individualized Assistance Measures

Key improvement directions for public colleges and universities. Public students pay more attention to the educational environment; broaden their international horizons, and alumni resources. Public universities should strengthen the construction of educational environment to meet students' needs for a beautiful campus environment and a good learning atmosphere. Strengthen international exchanges and cooperation, increase cooperation projects with high-quality domestic universities and foreign universities, and broaden school-running ideas. Reasonable and effective use of alumni resources, good alumni liaison work, and encourage excellent alumni to support the

school's education and teaching work.

Private universities focus on the direction of improvement. Private universities should unblock the channels for students to express their opinions and suggestions, strengthen the construction of teachers' morality, evaluation and encouragement. Strive to build a team of teachers with good ideological quality, who genuine concern for students, are good teaching attitude and have high teaching level. Strengthen teachers' legal awareness, build fairness awareness, carry out evaluation and award activities fairly and impartially, and treat students equally. Strengthen the participation of undergraduates in project research or academic discussions, strengthen the cooperation between teachers and students, encourage teachers to strengthen extracurricular communication with students, jointly carry out academic research, and strengthen guidance and assistance to students.

Other subgroups focus on the direction of improvement. Male students pay more attention to the quality of education, the construction of alumni resources and the cooperation with schools and enterprises to educate. Female students pay more attention to education fairness, students' love for their majors and opportunities for international cooperation and exchanges. Urban students pay more attention to school-enterprise cooperative education and students' love for their majors. Rural students pay more attention to educational equity; students participate in project research or academic discussions and opportunities for international cooperation and exchanges. First-generation students pay more attention to their love for their majors and school-enterprise cooperation, while non-first-generation college students pay more attention to international cooperation and exchange opportunities and the smooth channels for schools to express opinions and suggestions.

4.4 Adhere to High-quality Connotative and Characteristic Development, and Improve the Quality of Talent Training and Social Reputation

Strengthen connotation construction and improve the quality of talent training. In the final analysis, the satisfaction of students is the improvement of the quality of talent training in the school, the implementation of the fundamental task of the cultivation of academic, innovative, top-notch, application-oriented and other first-class talents. Universities should be based on the long-term and the future, actively adapt to the new needs of national strategic development and new trends in the development of higher education in the world, and firmly grasp the core point of comprehensively improving talent training capabilities, put undergraduate education in the core posi-

tion of talent training, the basic position of education and teaching, and the forefront of education development in the new era. Comprehensively promote the governance of modern universities, and form a good situation in which the government administers according to law, schools run schools according to law, teachers teach according to law, and the society supervises and evaluates according to law.

Strengthen the development of characteristics and enhance the social reputation of the school. The impact of educational expectations on the overall satisfaction of education ranks first, indicating the extreme importance of educational expectations. The internal reasons for students' high educational expectations stem from students' good expectations for higher education, and the external factors stem from the quality of talent training, academic influence and social reputation of the colleges and universities where they are located. Universities should break through the traditional development model, innovate knowledge production and organizational forms, and explore the road of independent innovation that is more suitable for the development of universities. The government should expand the right of universities to run independently, enhance the ability of universities to quickly respond to the new needs of social economy and urban development, and promote universities to continuously focus on their own advantages, condense their own characteristics, and form a model and road, school-running characteristics and ideas suitable for their own development.

Acknowledgements

This work is supported by the Chongqing Education Science Planning funds, and the project is 2021-GX-114.

Limitations

The study is limited by its reliance on a modest sample from 10 universities in china that are not often examined in the English-language education research literature. The generalizability of the findings may not extend to developed or culturally-western cultures. This is because China's higher education is different from other countries, especially western countries, in terms of school-running nature, social system and cultural characteristics. This study only studies the satisfaction degree of higher education from the perspective of students, and the conclusion will be more scientific and correct if the satisfaction degree is studied from the perspective of front-line teachers.

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Thoughts on the Inheritance and Development of China's National Vocal Music Art in the New Era

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ARTICLE INFO

Article history

Received: 26 April 2022

Revised: 8 May 2022

Accepted: 24 July 2022

Published Online: 30 July 2022

Keywords:

National vocal music

Artistic inheritance

National art

ABSTRACT

With the collision of Chinese and Western cultures, Chinese traditional culture and Western culture often present an opposite situation. At present, the most important problem is how to balance the relationship between the two cultures. Chinese national vocal music art is an important part of Chinese traditional culture. For the continuous development of Chinese culture, the development of national vocal music is also a key factor. Therefore, starting with the rich and colorful art of national vocal music in China, this paper discusses the problems existing in the current development of national vocal music, and puts forward measures on how to inherit and carry forward national vocal music in the new period.

1. Introduction

The so-called “music without borders” is a situation loved by all under the collision of Chinese and western music culture. However, at present, there is a problem of competition between China's traditional national vocal music and the vocal music art introduced from abroad. This has led to many traditional music being forgotten, and the playing technology of some traditional musical instruments is facing a severe situation of loss. At present, many people have been aware of the retrogression of traditional national vocal music art, and there is no doubt that more and more people have joined the ranks of traditional art. However, in the new era, there are still some problems in China's national vocal music art, leading to its stagnation. While making a detailed introduction to China's national vocal music art, this paper analyzes the existing problems in order to reconsider the development prospect of China's national art.

2. Historical Evolution of National Vocal Music Art

As a traditional culture, the art of national vocal music is of historical significance. The so-called historical point is tolerance. Just like our central culture, in the face of various foreign cultures, our culture always keeps the same view of seeking common ground while reserving differences, namely, taking the essence and removing the dross. From the perspective of national vocal music art, China's national vocal music art mainly includes folk song singing, folk art singing, opera singing and so on. With the evolution of history, the artistic content of national vocal music in the new period has become more rich and diverse. For example, with the collision of different cultures, some bel canto content has been added to the art of national vocal music. National vocal music art is a multi-ethnic art, that is, vocal music between different nationalities has national characteristics. For example,

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Mongolian people who are good at singing and dancing have their own unique local language, their own unique breathing mode and breathing mode when singing. In terms of musical instruments, Mongolian people naturally have their own unique musical instruments, such as Matouqin, Mongolian drum, huobusi, tob Xiuer, etc. There is no doubt that Mongols have deep feelings for music. Long ago, society was not popularized by science and technology. Nomads, such as Mongols, live in the open air, eat and sleep, and often migrate according to climate or season. This precarious and boring life makes the Mongolian people place their emotions on the art of national vocal music. Among them, Mongolian music is represented by welcoming guests, praying, offering sacrifices and celebrating festivals. Each kind of music represents the unique characteristics of its nation and the unique emotions it reveals. Like the Mongols, this is true in any country. They have different living habits, different ways of behavior, and even different ancient legends, which will naturally produce different national arts. It is undeniable that the vocal music art of all nationalities also has the characteristics of "beauty". The beauty of rhythm bears the brunt. In addition, the "beauty" also refers to the meaning of beauty, that is, the meaning of a better life ^[1]. National vocal music represents a branch of Chinese traditional culture with a long history. From the vigorous evolution of ancient time, nature represents the meaning of life. Although there is a huge gap in the art of vocal music among all ethnic groups, its emotions are common. The meaning of music itself is equivalent to a language without borders. Immersed in the world of music, you only need the intersection of hearts. As a national vocal music, the living environment and living habits of different nationalities are different. In music, the emotion with national significance can not be realized, but emotions such as happiness, anger, sadness and joy can be communicated with the art of national vocal music. There is not only a gap in vocal music art between different nationalities, but also a gap between contemporary vocal music art and traditional vocal music art.

Socialism with Chinese characteristics has entered a new era, and the emotion represented by its music is passionate. Therefore, contemporary national vocal music can better convey the feeling of blood gushing ^[2]. Therefore, most modern and contemporary vocal art can be used in some chorus. At this time, vocal music is still full of vitality in the construction of domestic vocal music. In fact, since the development of national vocal music art, more changes have taken place in music elements, including collective interpretation, solo and minority emotion. The biggest change is the addition of some modern

elements, which makes the integration of national vocal music and modern trend glow again. Based on this view, the art of national vocal music has the characteristics of the times, and the richness of its connotation changes with the changes of the times. Problems in the inheritance of national vocal music art at the beginning of the collision between Chinese and Western cultures, the vocal music art in western culture had a profound impact on the Chinese national vocal music art. It is mainly reflected in that most people advocate "foreign culture" and "hate" their own culture. As a result, fewer and fewer people learn traditional folk vocal music, and even some vocal music culture has been lost. Fundamentally speaking, the disappearance of national vocal music art with historical significance is actually an impact on the national traditional culture.

3. Promotion of National Vocal Music Art

In recent years, with the promotion of national vocal music and the improvement of social attention to national vocal music art, China's national vocal music art is full of vitality. However, there are still some problems in the art of Chinese national vocal music.

The most prominent problem in the art of Chinese national vocal music is the confusion of concepts. It is undeniable that there are many categories of national vocal music art in China, but in such a chaotic classification, only minority art has its distinctive and significant characteristics, while most other vocal music arts have commonalities. At the same time, they have not found their own development goals. Therefore, in the case of conceptual confusion, many hopeless national vocal music arts have disappeared in the long river of history. Secondly, national vocal music art has its unique musical instruments, music theory, and even breathing and breathing skills. Some special vocal skills take time to learn. Take opera as an example. There is a saying in Opera Art: "one minute on stage, ten years off stage". Its special vocal skills, as well as the recitation, aria, minor aria and aria in opera performance, need to be exercised from an early age in order to realize the real visual feast. Therefore, some national vocal arts need time. Its own characteristics are not easy to inherit. In addition, the development of vocal art itself has stagnated, which also hinders its inheritance. In essence, anything with development potential has vitality, and its inclusiveness in the development of the times is vitality. Some traditional vocal music art is rigid, and will eventually fall into a stagnant situation, and even gradually disappear in the future development.

The problem with social values is that the inheritance of Chinese national vocal music art still depends on the

number of its audience. The public is now more inclined to the so-called “trend music art”, such as Korean wave culture and American black culture spread abroad. First of all, this worship psychology is a symbol of independence for some people. Modern people in the new era are more inclined to all non-traditional things and abandon traditional things. Fundamentally speaking, this is by no means an innovation. The real innovation lies in respecting one’s own culture, accepting foreign culture with an inclusive attitude, using it for oneself and reproducing it in another unique form. Secondly, from the perspective of music itself. In the public consciousness, the study of music art is a subject that consumes human, financial and material resources. In ordinary families, children are more likely to learn general cultural knowledge, while music and art will be studied separately as their majors. The music art knowledge and the music accomplishment derived from it will not be cultivated well.

The problem of national vocal music events, the problem of national vocal music art publicity, in fact, is the problem of national vocal music art publicity. At present, there are many large-scale international competitions, including piano competitions and western bel canto singing competitions, but there is a lack of large-scale competitions on national vocal music art. From a profit point of view, even for the sake of a golden reputation, the public will not choose musical instruments or music related to national vocal music. Secondly, while the international publicity is not in place, the domestic publicity is also very weak. The famous national dance artist has devoted his whole life to dance. With such pearls and jade in front, the successor will have the goal of progress. Throughout the country, many national vocal music artists’ propaganda is not enough, and the public does not pay much attention to it. Although some of the most humorous national art works have declined in recent years, some are related to the decline of national art, but they are not interested in the decline of national art, such as vocal music. Among them, the singing in the four basic skills of “speaking, learning, teasing and singing” of crosstalk is a kind of national vocal music art. The most typical crosstalk is Deyun society, which is a self-contained enterprise supporting the traditional crosstalk art. The main reason for its rapid development is the uniqueness of its publicity mode.

4. National Vocal Music Art Integrates Traditional Music Culture

In college vocal music teaching activities, we should pay attention to the integration of the core values of traditional excellent music culture, which is mainly reflected in the following three aspects.

Promote the modernization of China’s excellent music culture. Traditional music culture is the essence of music formed by the long-term practice, development and integration of Chinese working people. With the help of traditional music culture, we can better understand China’s historical customs, geographical characteristics and folk customs. The introduction of traditional music culture elements into vocal music teaching in Colleges and universities can guide students to more comprehensively understand the connotation of Chinese excellent music culture, deepen students’ confidence in Chinese culture, cultivate students’ local consciousness, and promote the inheritance of Chinese excellent music culture to a great extent ^[3].

From the reality of vocal music teaching in colleges and universities in China, there is an educational situation with western music culture as the core in education and teaching activities, but little attention is paid to ontology culture ^[4]. Western music culture is not necessarily fully suitable for the aesthetic needs of Chinese people. It has formed a set of culture with its own music characteristics in the process of China’s long historical development. This music culture fully meets people’s aesthetic needs. Integrating traditional music culture into vocal music teaching activities in colleges and universities can enrich the content of vocal music classroom teaching to a great extent and ensure that the trained people can better meet the needs of social development.

Promote the improvement of students’ comprehensive quality. Traditional music culture is the achievement of excellent music works in various periods of China’s long history. Combining traditional music culture with vocal music teaching in colleges and universities can effectively enhance students’ aesthetic thinking and let students understand what Chinese beauty is, so as to cultivate students’ aesthetic quality. In this process, the student union is exposed to various music works, so as to activate thinking, promote the development of innovation ability, and realize the cultivation of students’ comprehensive quality. Chinese traditional music culture is rich in resources and diverse in forms, which itself has strong educational value. Therefore, in college vocal music teaching, we need to pay special attention to excavating the value of traditional music culture, improve students’ Ideological and moral cultivation, improve students’ cultural quality and promote students’ good growth with the help of traditional music culture. In daily teaching, on the basis of guiding students to master the basic knowledge and skills of vocal music, guide students to pay attention to the study of traditional vocal music knowledge. Due to the insufficient publicity of traditional music culture in vocal music teaching in colleges and universities, many students’ understanding

of traditional music culture is not comprehensive enough. Therefore, in the vocal music teaching in colleges and universities, we should publicize the traditional music culture in a diversified way, formulate the corresponding educational objectives of traditional vocal music culture, and enhance students' attention to traditional vocal music culture. In the course of vocal music, we should fully consider the elements of traditional music culture, such as integrating national elements into Bel Canto and adding traditional national music.

5. Inheritance and Development of National Vocal Music Art

There are deep-rooted defects in the art of national vocal music, which can not be changed at present. What ultimately promotes its inheritance and development is the degree of integration with society and the corresponding changes in external conditions.

The change of national vocal music art itself - the characteristics of time-consuming research of national vocal music art cannot be changed at present, but its integration with society can be changed. The premise of change is to understand today's public preferences. People who like quiet will like piano or opera art. Most people who like lively music will choose some lively music styles, such as Korean dance music, American black rap, rock band and so on. Obviously, in some trend cultures, foreign cultures have more audiences. Therefore, in view of this situation, the national vocal music art should also integrate some social trend vocal music art elements. For example, suona, a traditional national musical instrument. Its unique voice is often used in red and white activities in China. In some new music programs, you can see suona and integrate some fashionable electronic music. The change of Suona can be regarded as an epitome of the change of vocal music art of other nationalities. However, while changing the traditional national vocal music art, we should not shake its most basic traditional culture.

To change the attitude of national vocal music art, we must first have the tendency of national policy. Various preferential policies are essential for the development of national vocal music art. Take the examination of state organs as an example. The number of people preparing for the exam is increasing every year. Now there are thousands of people competing for each position. For a large number of people who can successfully apply for jobs, their welfare policy is undoubtedly attractive. Therefore, for the inheritance of national vocal music art, if the inclination of national policy can make it attractive, its development trend will gradually become warm. Second, the change of people's attitudes. As mentioned

above, although people are aware of the importance of the inheritance of national vocal music art, they have not taken any measures to maintain it. Therefore, in order to better inherit and develop national vocal music art, people need to change their own attitude. No matter what the requirements of utilitarianism, the public can spend part of their entertainment time on national vocal music art. China has a population of more than 1.5 billion. Improving everyone's attention is absolutely conducive to the development of national vocal music art. Finally, there must be non-governmental organizations on vocal music. Most of these organizations are public welfare. Their relevant personnel not only love the traditional national vocal music art, but also devote themselves to the national vocal music art all their life. However, most of these organizations are not widely known. Most of the working capital and activity funds of the organization are provided by the organization's personnel. If the forces of all sectors of society can pay attention to some organizations and provide investment for them, the publicity will increase and more people will join them.

The publicity of national vocal music art needs the efforts of the state, all sectors of society and everyone. First of all, we can set a legal festival for national vocal music. Although the national vocal music art is multi-ethnic, and each nation may have different definitions for each date due to different cultures, after all, it inherits its unique traditional culture, and the day most related to vocal music art in traditional culture can be regarded as a festival. In addition, the national vocal music art festival can also be a popular festival, like today's double 11. Originally, November 11 was just a singles Festival joked by the public. After the vigorous publicity of Alibaba and other online shopping companies, this day has become a shopping festival pursued by many people. Secondly, the organizations of national vocal music art from all walks of life should also strengthen its publicity. For the promotion between community and city, yes. Take opera as an example. Some old people in the community may be lovers of various operas. Doing some public welfare performances for it can increase the number of organizations and improve the publicity effect of the opera. In rural areas, some temple fairs and other activities are often held, most of which are only performances with local characteristics. If we add some arts with national characteristics, we will achieve unexpected results. Secondly, in some publicity activities, such as some commercial performances, most of them will invite some stars as spokesmen, or invite some pop singers to cheer up. If these fashionable performances can be replaced by folk vocal performances, it may change the traditional appearance of these commercial activities and

attract more people's attention. From the perspective of publicity, the audience of national vocal music art may increase due to the increase of novelty. From the perspective of the enterprise itself, supporting the traditional national culture is the best embodiment of the excellent enterprise image.

6. Conclusions

China is a multi-ethnic country. Each nation has its own unique music and musical instruments. Such a colorful vocal collision depicts the beautiful melody of this country. Therefore, according to the historical evolution of thousands of years, today's national vocal music not only has the characteristics of entertainment life, but also is endowed with life, that is, the soul of a nation. At present, due to the collision of various cultures in the new era,

there is a problem of retrogression in the art of national vocal music. The key is to find the root of the problem and solve it.

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