

Investigation and Analysis on the Satisfaction Degree of Teaching Service in Universities

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Keywords: Teaching service, Student satisfaction, Investigation and analysis

Abstract: Improving the quality of teaching service is conducive to improving the quality of university teaching, improving the quality of talent training, improving the students' satisfaction of teaching service, and improving students' sense of identity and belonging to the school. Based on a questionnaire survey of 2468 students in a comprehensive university in Beijing, this paper discusses how to improve the satisfaction of teaching service for students. The survey data shows that the overall satisfaction of students to the school's teaching service is high, and the students' satisfaction is closely related to the teaching service content, teaching service environment, teaching service mode and teaching service team. On this basis, this paper puts forward important suggestions on how to improve the quality of teaching service and improve students' satisfaction.

1. Introduction

Under the guidance of the concept of “student-centered”, colleges and universities pay more and more attention to student service. Teaching service takes “serving students” as the working purpose, and focuses on providing students with teaching related support and services. The research on students' satisfaction enables universities to have a channel to listen to students' voices, so as to understand, improve and improve the campus environment, and learning atmosphere for students, which in turn can improve the organizational efficiency of universities.1. Research background

In the background of higher education, the concept of student satisfaction mainly originates from customer satisfaction[1]. Customer satisfaction is a kind of business philosophy which appeared in the middle and late 1980s. Its basic content is: the whole business activities of enterprises should take customer satisfaction as the guide, analyze and consider the needs of customers from the perspective of customers, not the interests and viewpoints of enterprises themselves, and fully respect and safeguard the interests of customers as far as possible[2].

2. Research Design

After many discussions, combined with the theory of customer satisfaction and interviews with teachers and students, based on the current situation of teaching service in Colleges and universities, the research group designed and compiled the “teaching service satisfaction questionnaire” of a university in Beijing with 2468 questionnaires.

(1) Questionnaire design and research methods

The overall design idea of the questionnaire is: Based on the perspective of students, through teaching service content, environment, mode, team, and analysis of the degree of correlation with the overall satisfaction, in order to find the problems and deficiencies of teaching service. The questionnaire is divided into three parts: the first part is the basic information survey; the second part is the current situation survey. According to Likert's five point scale, the questions related to "degree" are divided into "satisfied, relatively satisfied, general, dissatisfied, very dissatisfied" or "convenient, relatively convenient, general, inconvenient, very inconvenient", The main body of the content is the satisfaction degree of each link of teaching service. The third part is open question and answer, the content is the students' suggestions on teaching service.

(2) Distribution of respondents

A total of 2468 questionnaires were collected and all valid. Among the 12 colleges, 751 were male students, accounting for 30.43%, and 1717 were female students, accounting for 69.57%. Grade distribution: 1038 freshmen, accounting for 42.06%; 497 sophomores, accounting for 20.14%; 636 junior students, accounting for 25.77%; 242 seniors, accounting for 9.81%; 55 graduates (the survey object is graduates who have just graduated for one year), accounting for 2.23%. Level distribution: 1778 undergraduates, accounting for 72.04%; 549 College to Undergraduate students, accounting for 22.24%; 141 Higher Vocational Students, accounting for 5.71%.

3. Investigation and Analysis

(1) Students' overall satisfaction with teaching service

Through the evaluation of students' overall perception of the teaching service provided by the teaching service center, the overall satisfaction of students to the teaching service is obtained, and the difference of satisfaction degree of different gender and different levels of students on teaching service is analyzed.

The overall satisfaction rate of the respondents to the teaching service is 79.09%, which indicates that the students' overall satisfaction with the teaching service of the school is relatively high, and they are generally satisfied with the teaching service provided by the school.

The overall satisfaction rate of male and female is 79.23% and 79.03%, which indicates that the recognition of school teaching services by male and female is relatively consistent, and there is little difference between students of different genders.

It is found that the overall satisfaction rate of undergraduate students to teaching service is 83.3%, that of higher vocational students is 71.63%, and that of College to Undergraduate students is 67.39%. The satisfaction rate of undergraduate students is the highest, followed by higher vocational students, and the lowest among College to Undergraduate students.

Through comparison, it is found that the overall satisfaction rate of freshmen is 87.38%, that of sophomores is 71.63%, that of juniors is 70.60%, that of seniors is 73.96%, and that of graduates is 58.19%. Freshmen and graduates have different experience of teaching service. Freshmen have the highest satisfaction rate and graduate satisfaction rate is the lowest. The satisfaction rate of sophomores, juniors and seniors is relatively balanced.

(2) Students' satisfaction with teaching service

The questionnaire measures students' satisfaction with teaching service from four dimensions, namely teaching service content, teaching service environment, teaching service mode and teaching service team. Through the evaluation of these four dimensions, the correlation coefficient between the four dimension variables and the overall evaluation variable is analyzed.

1) Students' satisfaction with teaching service content

The satisfaction evaluation of the variables included in the teaching service content was

calculated. It can be seen that the satisfaction of students is 70.47% for "Is the teaching service comprehensive?"; 62.55% is satisfied with "Can the teaching service meet the requirements?"; it shows that the overall satisfaction of students with the teaching service content is high, but there is still much room for improvement.

2) Students' satisfaction with teaching service environment

The satisfaction of students is 66.28% for "Is the office location easy to find?"; 64.87% for "Is teaching service equipment advanced?"; 67.42% for "How about the environment?"; which indicates that the overall satisfaction of students for the teaching service environment is moderate.

3) Students' satisfaction with teaching service

The satisfaction evaluation of the variables included in the teaching service mode was calculated. 63.17% for students' satisfaction with teaching service mode; 69.41% for students' satisfaction with teaching service convenient; 69.70% for students' satisfaction with "are guides and instructions clear and easy to view?"; 70.47% for students' satisfaction with "are the guides and instructions complete and clear at a glance?"; It is indicating that the students' satisfaction with the teaching service mode is high, but the satisfaction with the diversification of the teaching service mode is relatively low.

4) Students' satisfaction with teaching service team

Calculate the satisfaction evaluation of the variables included in the teaching service team.

For the attitude of teaching service staff, students' satisfaction is 76.94%; for professional level of teaching service staff, student satisfaction is 78.41%; for teaching service staffs' communication, student satisfaction is 78.37%; for teaching service staff, students' satisfaction is 68.31%; for "Do teaching service staff have a clear understanding of your needs?", students' satisfaction is 68.31%; for "Do teaching service staff answer questions comprehensively?", students' satisfaction was 74.10%; for "Is the service staff correct in answering questions?" students' satisfaction was 77.96%; for efficiency and speed of teaching service, students' satisfaction was 72.65%. through these data, we could find that students are satisfied with the teaching service team as a whole.

4. Conclusion and Suggestion

Based on the survey data of a comprehensive university in Beijing, this paper analyzes the reliability, validity and investigation of the questionnaire, This paper draws the following conclusions:

(1) The teaching service is recognized by nearly 80% of the students, and the overall satisfaction evaluation is high. 79.09% of the respondents were satisfied with the teaching service. The satisfaction of students' gender on teaching service is basically the same; the satisfaction degree of College to Undergraduate students is lower than that of undergraduate students and higher vocational students. Therefore, in the future, we should pay more attention to the needs of College to Undergraduate students, improve the quality of teaching service; freshmen have a higher satisfaction rate of teaching service, while graduates' satisfaction rate is relatively low. The survey objects of graduates are students who return to the school to handle affairs after graduation, in the future, we should focus on the graduates, and the service for the graduates should be in place, so that the graduates can feel at home when they go back to school to handle affairs, and have a better experience of the teaching services received.

(2) From the evaluation dimensions of teaching service, the teaching service content with the highest satisfaction is followed by teaching service team, teaching service mode and teaching service environment. The satisfaction of teaching service content is the highest, which indicates that the teaching service content provided by the school is affirmed by the vast majority of students, and the attitude, professionalism, communication mode and working time of teaching service staff can be recognized by students. What needs to be improved is the teaching service mode and teaching

service environment. The diversity of teaching service mode needs to be strengthened, and the most important thing is teaching service environment. In the future, we can introduce more advanced teaching service equipment and self-service equipment to provide more convenient services for students.

(3) It is a systematic project to improve teaching service quality and students' satisfaction. It is a systematic project to improve the teaching service quality, strengthen the professional service guarantee ability, undertake the service function and continuously improve. The teaching management department should establish a high-quality platform to serve students, improve the teaching service content, optimize the teaching service process, innovate the teaching service mode, improve the quality of teaching service staff, deepen the teaching service consciousness, specialization and refinement, do a good job in the service guarantee work, improve the work efficiency and improve the service quality. At the same time, it is not the responsibility and obligation of a certain department or a few staff members to improve the satisfaction of teaching service, but to implement the service for students and student-centered into every work in colleges and universities. Every staff member should have a sense of service in their hearts.

References

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