

# Research on Students' Satisfaction with the Teaching Quality of Foreign Teachers in Universities

-Take the Department of Art of M University as an Example

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**Abstract**—This article studies the students' satisfaction with the teaching quality of foreign teachers who teach art (public art) in the Department of Art of M University. Through the statistical analysis of the teaching attitude, teaching content, teaching effects and evaluation recommendations, the author suggests to accelerate constructing scientific and reasonable foreign teaching quality monitoring system for teachers and introducing the research results of high-level teacher teams.

**Keywords**—Teaching quality; Foreign teachers; Satisfaction; Statistical analysis

## I. INTRODUCTION

Teaching quality is one of the most important indicators to measure the level of undergraduate teaching in colleges and universities, and is the lifeline of the school. The establishment and implementation of the teaching quality monitoring system in colleges and universities is an effective mechanism to guarantee the continuous improvement of the teaching quality of colleges and universities, and is also an important content of current higher education management and reform [1]. At present, all colleges and universities pay great attention to the classroom teaching of teachers and incorporate it into one of the most important assessment methods of teaching quality. However, due to constraints imposed by various factors such as establishment and treatment, the status of teachers in many colleges and universities is still severely inadequate. Therefore, teachers from other universities or famous experts and famous entrepreneurs in the industry have to be employed as external teachers. This is especially true for art schools. Because of the uneven academic level and teaching level of these external teachers, for example, due to the special nature of art colleges, many courses require teachers with rich theoretical and practical abilities. Nowadays, most of the major names in the industry are Only undergraduates and below academic qualifications, and even more, such as traditional intangible cultural heritage inheritance characteristics of the curriculum of teachers (such as the Minnan paper-cut art, Gezai opera, etc.) only junior high school or primary school education, although

the practical experience is rich, but the theoretical level is lacking This creates a phenomenon that "knows why it is unknown," so the quality of teaching cannot be guaranteed. Therefore, it is a difficult problem that all colleges and universities need to solve to strengthen the monitoring of the teaching quality of the external teachers.

## II. BACKGROUND OF PROBELMS

Founded in 2004, School of Arts of M University consists of the Department of Music and Dance, Department of Fine Arts and Design, and holds three undergraduate majors: Musicology, Fine Arts, and Public Art. The subject of education in academic subjects and the discipline of fine arts education. The School adheres to the motto of "learning, understanding, know-how, and practice", focusing on undergraduate art education and supplementing graduate education. At present, there are 751 undergraduate students and 5 graduate students. As of June 2017, the School currently has 37 faculty members (29 full-time teachers, including 17 music studies, 7 fine arts, and 5 public arts). There are 3 full-time faculty members (3 music students). There are 6 associate professors (5 in music and 1 in fine arts) and 28 full-time teachers with master's degree or above.

According to the Ministry of Education's "Basic Conditions for Running Regular Colleges and Universities" (Jiao-Fa [2004] No. 2), the ratio of qualified students to majors in the arts major is 11:1, and the number of full-time teachers in the college should be reduced to 68. Therefore, The School's teachers are seriously deficient and far fall short of the Ministry of Education's requirements for good education.

In order to ensure the harmonious and stable normal teaching work of the college, the college has hired 28 external teachers to serve as college curriculum teachers. However, due to the special nature of art majors, many courses in Zhangzhou do not have relevant professional teachers. They must go to universities, enterprises, cultural institutions, or professional art groups within and outside the province to hire highly qualified

external teachers who are recognized by the industry. How can these be ensured? The teaching quality of the external teachers has become the most important task of School undergraduate teaching.

### III. STUDY DESIGN

#### A. Evaluation Table Design

The Academic Affairs Section of the School continues to hire or not to hire, based on teaching attitude, teaching content, teaching effectiveness, and suggestions.

Four Indicators Design "Teacher Assessment Report of Fine Art & Public Art ,School of Arts M University", including teaching attitudes (the main assessment indicators are whether the teacher carefully prepares for the lesson, whether it is taught strictly in accordance with the school rules, whether there is arbitrary transfer, and the phenomenon of suspension 20 points, teaching content (the main assessment indicators for the assessment of the content of the teaching is enriched and enriched, whether closely linked to professional training objectives, whether to pay attention to the theory with the actual) and teaching effectiveness (the main assessment indicators for the teaching effect is excellent, whether to complete the teaching task, Whether to achieve the purpose of teaching) each takes 40 points and the total score is 100 points. It is recommended to continue hiring or not to hire no points, but as an important reference for whether the college continues to employ external teachers.

#### B. Survey Objects

All undergraduate students in the School of Fine Arts and Public Art are selected for the survey. A total of 455 evaluation forms were issued and 301 were recovered. The recovery rate was 66%, of which 301 were valid and 100% effective.

#### C. Data Processing Methods

This study used SPSS19.0 statistical software to analyze and process the data. The students' satisfaction with teaching quality of external teachers was analyzed in depth using descriptive statistics such as mean analysis, principal component analysis, independent sample T test analysis, and paired sample T test analysis [2-4].

### IV. DATA ANALYSIS

#### A. Analysis of the Basic Situations of Outstanding Teachers

##### 1) Analysis of Academic Degrees

According to the data, it can be found that 44.4% of the graduates have master's degree, 50% have a master's degree, 55.6% hold a bachelor's degree or below, 22.2% hold a bachelor's degree, and 27.8% are external teachers. No degree, in addition, no doctoral degree, therefore, academic level is relatively low compared to college teachers.

##### 2) Situation Analysis of Work Units

Through the data, it can be found that the working units of the external teachers account for 50% of the colleges and universities, 16.7% of other institutions, 16.7% of the enterprises, and 16.7% of the remaining non-units. The proportion is low.

##### 3) Analysis of Titles

According to the data, external teachers with senior professional titles accounted for 27.8%, external teachers with intermediate professional titles accounted for 33.3%, and external teachers with primary and non-professional titles accounted for 39.6%. For college teachers, this proportion It is low.

##### 4) Analysis of Graduate School Situation

According to the data, 38.9% of the external teachers graduated from 985 universities, 211 colleges, and overseas colleges, and 50% of the external teachers graduated from provincial undergraduate colleges, and another 11.1% of external teachers. Graduated from higher vocational colleges, fewer teachers graduated from 985 colleges and universities.

In summary, the overall situation of the college's external teachers is relatively weak, and colleges should strengthen the introduction and recruitment of teachers with doctoral degrees or senior professional titles, and improve the college's overall level of education.

#### B. Analysis of Teaching Situation of Foreign Teachers

##### 1) Analysis of teaching attitude

TABLE I TEACHING ATTITUDE

	Frequency	Percentage	Effective percentage	Cumulative percentage	Percentage Bootstrap a			
					Deviation	Standard error	95% confidence interval	
							Lower limit	Upper limit
effective 11.32	1	5.6	5.6	5.6	.0	.0	5.6	5.6
11.78	1	5.6	5.6	11.1	.0	.0	5.6	5.6
12.00	1	5.6	5.6	16.7	.0	.0	5.6	5.6
14.77	1	5.6	5.6	22.2	.0	.0	5.6	5.6
14.88	1	5.6	5.6	27.8	.0	.0	5.6	5.6
15.00	1	5.6	5.6	33.3	.0	.0	5.6	5.6
17.00	1	5.6	5.6	38.9	.0	.0	5.6	5.6
17.27	1	5.6	5.6	44.4	.0	.0	5.6	5.6
18.00	1	5.6	5.6	50.0	.0	.0	5.6	5.6
18.36	1	5.6	5.6	55.6	.0	.0	5.6	5.6
18.50	1	5.6	5.6	61.1	.0	.0	5.6	5.6
19.00	1	5.6	5.6	66.7	.0	.0	5.6	5.6
20.00	6	33.3	33.3	100.0	.0	.0	33.3	33.3
total	18	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

The teaching attitude is a key factor that reflects whether teachers are preparing lessons seriously, whether they strictly follow the rules of the school, whether there is random transfer, and the phenomenon of suspension of classes. This is a key factor in assessing whether teachers have a strong sense of responsibility. Through the data analysis, we can see that there is a total score of 20 points in teaching attitudes, with 6 out of the total, accounting for 33.3% of the total, with a mean score of 17.10 points, and 11 points that exceed the mean score,

accounting for 61.1% of the total. It is said that more than 60% of the external teachers have strong sense of responsibility, but nearly 40% of the external teachers have poor sense of responsibility due to various reasons, and there are random adjustments and suspension of classes.

2) Analysis of teaching Content

TABLE II TEACHING CONTENT

	Frequency	Percentage	Effective percentage	Cumulative percentage	Percentage Bootstrap a			
					Deviation	Standard error	95% confidence interval	
							Lower limit	Upper limit
effective 28.00	1	5.6	5.6	5.6	.0	.0	5.6	5.6
28.54	1	5.6	5.6	11.1	.0	.0	5.6	5.6
29.82	1	5.6	5.6	16.7	.0	.0	5.6	5.6
32.40	1	5.6	5.6	22.2	.0	.0	5.6	5.6
32.58	1	5.6	5.6	27.8	.0	.0	5.6	5.6
35.32	1	5.6	5.6	33.3	.0	.0	5.6	5.6
35.52	1	5.6	5.6	38.9	.0	.0	5.6	5.6
36.00	3	16.7	16.7	55.6	-.2	5.1	11.1	27.8
37.05	1	5.6	5.6	61.1	.0	.0	5.6	5.6
37.30	1	5.6	5.6	66.7	.0	.0	5.6	5.6
38.00	3	16.7	16.7	83.3	.4	6.6	5.6	27.8
39.00	1	5.6	5.6	88.9	.1	5.1	.0	16.7
40.00	2	11.1	11.1	100.0	-.2	6.3	.0	22.2
total	18	100.0	100.0		.0	.0	100.0	100.0

The teaching content is to assess whether the teacher's teaching content is enriched and enriched, whether it is closely related to the professional training goal, whether to pay attention to the theory and practice, and whether it is the key factor to assess whether the teacher's teaching quality is qualified or not. Through data analysis, we can see that there is a total score of 40 points in teaching attitudes, only two out of the total score, accounting for 11.1% of the total, the average score is 35.42 points, 12 points more than the average, accounting for 66.7% of the total, overall It is said that more than 60% of the external teachers' teaching content is closely

related to professional training objectives and rich in content, but nearly 40% of the external teachers do not fully adhere to professional training objectives or are not rich in content for various reasons.

3) *Analysis of teaching effectiveness*

TABLE III TEACHING EFFECT

	Frequency	Percentage	Effective percentage	Cumulative percentage	Percentage Bootstrap a				
					Deviation	Standard error	95% confidence interval		
							Lower limit	Upper limit	
effective	28.90	1	5.6	5.6	5.6	.0	.0	5.6	5.6
	29.15	1	5.6	5.6	11.1	.0	.0	5.6	5.6
	31.52	1	5.6	5.6	16.7	.0	.0	5.6	5.6
	32.35	1	5.6	5.6	22.2	.0	.0	5.6	5.6
	34.00	1	5.6	5.6	27.8	.0	.0	5.6	5.6
	35.00	1	5.6	5.6	33.3	.0	.0	5.6	5.6
	36.00	1	5.6	5.6	38.9	.0	.0	5.6	5.6
	36.03	1	5.6	5.6	44.4	.0	4.5	.0	16.7
	36.17	1	5.6	5.6	50.0	-.1	4.5	.0	16.7
	36.21	1	5.6	5.6	55.6	-.1	4.5	.0	16.7
	36.82	1	5.6	5.6	66.7	.1	4.5	.0	16.7
	37.14	1	5.6	5.6	72.2	.1	4.5	.0	16.7
	38.00	1	5.6	5.6	77.8	.0	.0	5.6	5.6
	38.13	1	5.6	5.6	83.3	.0	4.4	.0	16.7
	38.62	1	5.6	5.6	88.9	.0	3.9	.0	11.1
	39.03	1	5.6	5.6	94.4	.0	3.9	.0	11.1
	39.90	1	5.6	5.6	100.0	.0	.0	5.6	5.6
total	18	100.0	100.0			.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

The teaching effect is to reflect whether the teacher's teaching effect is excellent, whether it completes the teaching task, whether it achieves the purpose of teaching, and it is an important factor to assess whether the student has reached the training goal. Through the data analysis, we can see that the total score is 40 points of teaching effectiveness, and the score of perfect score is 35.53 points. There are 12 points that exceed the average score, accounting for 66.7% of the total. Overall, more than 60% of the external the teaching effect of teachers achieves the purpose of teaching, but nearly 40% of the external teachers do not achieve the purpose of teaching for various reasons.

4) Analysis of comprehensive evaluation

TABLE IV COMPREHENSIVE EVALUATION SCORE

	Frequency	Percentage	Effective percentage	Cumulative percentage	Percentage Bootstrap a				
					Deviation	Standard error	95% confidence interval		
							Lower limit	Upper limit	
effective	68.22	1	5.6	5.6	5.6	.0	.0	5.6	5.6
	70.97	1	5.6	5.6	11.1	.0	.0	5.6	5.6
	71.84	1	5.6	5.6	16.7	.0	.0	5.6	5.6
	81.17	1	5.6	5.6	22.2	.0	.0	5.6	5.6
	82.55	1	5.6	5.6	27.8	.0	.0	5.6	5.6
	84.08	1	5.6	5.6	33.3	.0	.0	5.6	5.6
	88.52	1	5.6	5.6	38.9	.0	.0	5.6	5.6
	90.21	1	5.6	5.6	44.4	.2	4.6	.0	16.7
	90.41	1	5.6	5.6	50.0	.0	4.5	.0	16.7
	90.55	1	5.6	5.6	55.6	.0	.0	5.6	5.6
	92.03	1	5.6	5.6	61.1	-.2	4.4	.0	16.7
	93.17	1	5.6	5.6	66.7	.0	4.5	.0	16.7
	93.66	1	5.6	5.6	72.2	.0	.0	5.6	5.6
	94.82	1	5.6	5.6	77.8	.0	4.5	.0	16.7
	96.13	1	5.6	5.6	83.3	.0	4.6	.0	16.7
	98.62	1	5.6	5.6	88.9	-.1	4.0	.0	11.1
	98.90	1	5.6	5.6	94.4	.0	.0	5.6	5.6
	99.03	1	5.6	5.6	100.0	.1	4.0	.0	11.1
total	18	100.0	100.0			.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 stratified bootstrap samples

Through data analysis, it can be seen that the overall evaluation score is 100 points, and the score of perfect score is 88.05 points. There are 12 points that exceed the average score, accounting for 66.7% of the total. Overall, over 60% of the external teachers the student satisfaction rate reached an average level, but nearly 40% of the external teachers did not achieve an average level of student satisfaction for various

reasons. It is suggested that the college should strengthen the teaching quality assessment and monitoring of this part of the external teachers if it does those who are not qualified for the curriculum teacher should be dismissed.

5) Analysis of overall student satisfaction

TABLE V PAIRED SAMPLE STATISTICS

	Mean	N	Standard deviation	Standard error of the mean	Correlation coefficient	Sig.
Pair 1 Comprehensive evaluation score	88.0489	18	9.67843	2.28123	-.930	.000
Not hired	9.83	18	14.164	3.338		

According to the data analysis, the average value of the comprehensive evaluation score is 88.0489, the standard deviation is 9.67843, the standard error of the mean value is 0.14082.28123, the average value of the non-employment condition is 9.83, the standard deviation is 14.164, and the standard error of the mean value is 3.338. There is a significant

correlation between the overall evaluation score and the non-employment status.

It can be seen that the correlation coefficient of the paired sample is -0.930, the two-sided significant probability is 0.000, which is less than 0.01, indicating that the probability that the comprehensive evaluation score is not related to the non-employment condition is less than 0.01, which also

indicates the comprehensive evaluation score. The better, the lower the situation of not hiring, the higher the degree of

student satisfaction.

TABLE VI PAIRED SAMPLE TEST

	Pair difference					t	df	Sig. (two-sided)
	Mean	Standard deviation	Standard error of the mean	95% confidence interval for difference				
				Lower limit	Upper limit			
Pair 1 Comprehensive evaluation points - no appointments	78.21556	23.43586	5.52388	66.56118	89.86993	14.160	17	.000

A paired sample T-test with a composite evaluation score and a no-employment status averaged 78.21556 with a standard deviation of 23.43586. The standard error of the mean was 5.52388. The upper limit of the 95% confidence interval for the difference was 89.86993, the lower limit was 66.56118, and the t value was 14.160. The two-tailed significance level is 0.000, and this value is less than 0.001, so it can be considered that the difference between the two variables has a significant difference. That is to say, the overall effect of the student's non-employment status on the comprehensive evaluation score is significant.

Through further research, it can be found that the satisfaction of external teachers satisfying the three conditions that teaching attitudes are correct, teaching content is closely linked to professional training goals and teaching effectiveness meets the purpose of teaching is high, and the overall evaluation score is more than 90 points. 0. Those with unacceptable teaching attitudes, such as the random adjustment of classes and suspension of classes due to various reasons such as the busy work of the original unit; the teaching contents are not closely related to the professional training objectives, such as those of some enterprises or other institutions (non-college teachers). External teachers, although strong in practice, but the theoretical level can not be reached and can not explain the content of the course or just graduated, lack of teaching experience, etc.; teaching effectiveness can not achieve the purpose of teaching, such as because the teaching content is not closely linked to professional If the training results are poor due to training objectives, the external teachers' satisfaction with these three conditions is relatively low. The overall evaluation score is 88 points or more, and the number of non-employment candidates is less than 10, satisfying three conditions. The external teachers of the second grade students have a lower degree of satisfaction. The total evaluation is divided into 80 points or more, and the number of non-employers is 21 or less. The satisfaction of external teachers with the three conditions is the lowest, and the total evaluation is 80 points or less. The maximum number of hirings is 40.

V. CONCLUSIONS AND RECOMMENDATIONS

Through the monitoring and evaluation of the teaching quality of external teachers, this paper timely obtains feedback on the various elements, links, and work status of the external

teachers' teaching process. It accurately and objectively monitors, judges and adjusts the teaching process, and constrains them with effective means. The organizers and implementers of the inspiring teaching process have continuously improved the teaching quality of universities and entered a virtuous circle [5].

The monitoring of teacher's teaching quality has positive and important significance for both the school and the teacher as well as for the students. Effective Teaching Quality Student Satisfaction Evaluation enables teachers to understand their own deficiencies through classroom teaching student satisfaction evaluation, so as to improve teaching and improve the teaching level, so as to further promote the systematic, rational, scientific realization of higher education teaching quality management. The educational level and social status of colleges and universities are continuously improving.

Suggestion 1: Speed up the construction of a scientific and reasonable monitoring system for teaching quality of external teachers.

At present, various universities and colleges have increasingly improved their teaching quality monitoring systems for in-service teachers. However, external teachers are still further advanced because of their high mobility, their own work reasons, and difficulties in hiring some courses. In the course of exploration, therefore, accelerating the construction of a scientific and reasonable monitoring system for the teaching quality of external teachers is currently a key issue that should be considered by the educational administration of universities.

Recommendation 2: Strengthen the introduction of high-quality teachers and gradually reduce the recruitment of external teachers.

The construction of a high-level teacher team is the core competitiveness of colleges and universities. Colleges and universities should speed up the introduction and recruitment of high-level talents and gradually reduce the employment of external teachers. If it is unable to introduce full-time high-level teachers due to difficulties in preparation and transfer, they may consider recruiting full-time Ph.D. Corresponding supporting measures, such as the assessment of the title of the doctoral title of Taiwan in China, further strengthen the construction of the school's teaching staff.

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