

Survey and Analysis of Satisfaction of Teaching Management at the Grassroots Level in Medical Vocational Colleges in China

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Abstract—Basic teaching management is an important guarantee of teaching quality in medical vocational colleges. By investigating teachers' satisfaction with this work, we found that there are problems in the Medical Vocational Colleges. For example, the form of individual systems is greater than the content, the quality evaluation system is not objective and fair, and the management level needs to be improved. So, Managers should explore ideas, improve management concepts, strengthen communication with teachers, and promote the improvement of teaching management level and quality.

Keywords—Grassroots Teaching Management; Satisfaction Survey; Medical Vocational Colleges

I. INTRODUCTION

Medical vocational colleges are an important part of education in China. In order to adapt to the deepening reform of education system, such colleges must strengthen their teaching management in order to improve their running ability in the competition and not be eliminated by the society[1].

The teaching management personnel at the primary level of a medical vocational colleges department include the dean (or department head), the deputy dean (or department deputy director) in charge of teaching, the teaching officer (or teaching secretary), and the dean (or research leader) of the teaching and research office. The teaching management of the department is mainly carried out by the cooperation of the basic teaching management staff, namely the teaching officer and the head of the teaching and research office^[2]. The grass-roots teaching management personnel is the important link of the teaching management system, and the quality of their work is also the important guarantee of the teaching management quality. The teachers in medical vocational colleges are the main objects of the teaching management, and also the important participants of the teaching management. Therefore, by understanding the teachers' satisfaction with the teaching management at the grassroots level, the existing problems can be found. On this basis, improvement measures are proposed to improve the work level and quality and better serve the teaching. In this way, the overall level of medical vocational colleges teaching management is improved continuously^[3].

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II. INVESTIGATION DESIGN

A. Purpose and Object of Study

The purpose of this survey is to find out the teachers' satisfaction with the teaching management. This study takes teachers of S college as the research object. 1000 questionnaires were distributed and 945 valid questionnaires were collected, the effective rate is 94.5%.

B. Research Method

This study obtained data by issuing questionnaires, and then analyze the data by organized part of the interview^[4]. The questionnaire was in the form of likert five-point scale, with five items, namely "very dissatisfied", "dissatisfied", "not certain", "satisfied" and "very satisfied", corresponding to one to five points respectively. Finally, an open question was designed to collect the respondents' opinions and suggestions on teaching management.

C. Research Process

In order to guarantee the quality, the pre-survey should be organized first, and the formal survey should be conducted on the basis of listening to the opinions of the respondents and revising the original questionnaire^[5].

III. SURVEY RESULTS AND DISCUSSION

A. The Influence of Different Factors on the Satisfaction of Teaching Management

1) Influence of Title Factors on Satisfaction

It was found that the satisfaction of the lecturers was highest (4.33), followed by teaching assistants (3.99), associate professors (3.27) and professors (3.11). In the interview, we learned that the newly employed teaching assistants are enthusiastic about career development and can cooperate with the management work as required. When promoting a lecturer's professional title, relevant materials such as teaching plans should also be submitted. Therefore, the standard of daily teaching management is also conducive to the preparation of materials for the promotion of a teacher's professional title^[6]. And associate professor and teacher, without the pressure of promotion of professional title, will think that the daily teaching management work is too tedious, therefore cannot fully cooperate positively. The results are shown in TABLE I.

TABLE I. INFLUENCE OF TITLE FACTORS ON SATISFACTION

Title	Score
lecturers	4.33
assistants	3.99
associate professors	3.27
professors	3.11

2) Influence of Age on Satisfaction

Teachers of different ages have different satisfaction on basic teaching management. The most satisfied teachers were those aged between 30 and 39 (3.86), followed by those under 30 (3.77), those aged between 40 and 49 (3.21) and those aged over 50 (3.11). The effect of age on satisfaction was consistent with that of job title. The results are shown in TABLE II.

TABLE II. INFLUENCE OF AGE ON SATISFACTION

Age	Score
between 30 and 39	3.86
under 30	3.77
between 40 and 49	3.21
over 50	3.11

3) Influence of Working Years on Satisfaction

The effect of working years on satisfaction was roughly consistent with age. The division by age group roughly coincides with the working years^[7].

B. Teachers' Satisfaction with Specific Teaching Management

1) Satisfaction with Process Management.

The teaching process is a process of mutual communication and mutual complementation between teachers and students. Among them, teacher is dominant, student is main body. The teaching process of a teacher usually consists of five links: lesson preparation, teaching, extracurricular tutoring, homework grading and assessment. Management of the teaching process includes check the teaching plan and teaching calendar at the beginning of each semester, check the grading of homework and teaching progress in the semester, and check the questions and papers at the end of the semester. According to the interview, teachers can regulate daily teaching and monitor teaching progress through the management of teaching process^[8]. Due to the improvement of the school's teaching inspection system, teachers have higher satisfaction with process management (3.56).

2) Satisfaction with Business Management

The teaching business management of S college includes the head of the department, the deputy director of the department, the director of the teaching and research office to listen to the teachers, the peer to listen to the lectures, and the evaluation of the teaching and research office activities. For new teachers, they must go through lectures. In this regard, the satisfaction of teachers is average (2.84). In the interview, the teacher reflected on the management of the business, and currently the lectures are only in the form, hoping to increase the forms of evaluation and open classes, so as to promote communication and learning between each other^[9].

Teaching quality management is the core of teaching management. At present, S college's evaluation of teaching

quality adopts student evaluation of teaching performance as the main reference standard. Teachers' satisfaction is not high (2.13). Teachers generally believe that the student evaluation system cannot measure a teacher's teaching effect and level comprehensively and objectively, and the evaluation standards need to be improved^[10].

3) Satisfaction with Monitoring Management

Teaching monitoring and management is specifically implemented in the teaching management work of S college as three centralized teaching inspections at the beginning, middle and end of each semester. The content of monitoring and management involves the teaching outline, teaching calendar, teaching plan, teaching progress, teaching discipline, problem setting, examination paper reading, grade entry and other aspects. For routine inspection and archiving, the teacher thinks that the system is standard, the management is perfect and the satisfaction is high (3.85).

IV. EXISTING PROBLEMS AND SUGGESTIONS

Through the survey and interview of teachers in S college, it is found that teachers generally have higher satisfaction with archival work in teaching management. This kind of work is relatively specific, operable and easy to control. The satisfaction degree of the two kinds of more abstract and complex management work is general. There are still some problems that should not be ignored in the teaching management at the grassroots level^[11].

A. Business Management Takes More Form Than Content

Teachers' satisfaction evaluation of business management is relatively general. The teacher thinks that the content of current business management only stipulates the minimum number of lectures per teacher per semester, and requires filling in the lecture card and filing, but the content is simple, and there is no feedback after the completion of the lecture unless teachers can actively communicate with each other, let alone improve their professional level. Although the discussion of teaching method reform and class evaluation activities will be organized by the teaching and research office from time to time, the effect is not obvious. Therefore, teaching managers should open their minds, make efforts to innovate, improve the business management system, and mobilize teachers' enthusiasm.

B. Teaching Quality Evaluation System Still Needs to be Improved

At present, the teaching quality evaluation mainly refers to the students' evaluation of teaching performance, and is related to the assessment, recruitment and evaluation. This evaluation standard is not objective and comprehensive enough to reflect the effectiveness and fairness of teaching management and limit teachers' initiative. Therefore, it is still necessary to summarize experience and develop a more reasonable, objective, fair and effective evaluation system and incentive mechanism.

C. Management Level Needs to be Improved

Foundation teaching management staff not only need to go out and learn advanced management concept, improve the management system, improve the management ability and level, more and more front-line teachers to communicate, listen

to their views, the specification of teacher's teaching behavior at the same time, also want to better service for the teaching, can promote the improvement of teaching quality, achieve the goal of teaching management.

V. CONCLUSION

The object of teaching management is teachers with thoughts and knowledge. The foundation of teaching management is to motivate teachers and regulate teaching behavior. The executive imperative management inevitably ignores the subjective value of teachers, and the initiative and creativity of teachers are suppressed, which will inevitably lead to a large deviation between education quality and the objectives of managers. At present is still in the development of applied undergraduate colleges, should be timely find problems, summarize experience and lessons, establish and improve various rules and regulations, actively listen to first-line teachers' Suggestions and comments, seize the opportunity, through the teaching management regulations, promote the teachers' teaching level and ability, and raise their ability of running a school.

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