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An Empirical Analysis of the Factors Influencing the Satisfaction of Teaching Woodworking Courses in Collegiate Art Colleges

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Abstract: Students' satisfaction with teaching is an important indicator of college course evaluation, which has important reference value for the enhancement and improvement of course teaching mode and program. The study used a questionnaire to investigate the four dimensions of teaching satisfaction in woodworking courses, collected data through the questionnaire, and used SPSS to analyze the data and empirical analysis, which is used as the basis and breakthrough for the teaching reform of the course to improve the effect and quality of teaching woodworking courses.

Keywords: carpentry program, teaching satisfaction

Introduction

Teaching satisfaction surveys are a key feedback mechanism in the education system, which plays an important role in enhancing the quality of education, optimizing the teaching process and improving the learning environment[1]. Through the systematic collection of feedback, teaching institutions are able to accurately understand the opinions and needs of students, and thus provide directions for improvement in teaching and learning.

As the direct beneficiaries, students can best intuitively feel the reasonableness of the teaching content, the appropriateness of the teaching methods, and the teaching attitude of the teachers[2]. Through the Teaching Satisfaction Survey, students can anonymously express their true feelings about the course curriculum, teaching quality and classroom interaction. This kind of feedback can help teachers identify shortcomings in their teaching, such as inappropriate pacing of lectures, inappropriate difficulty of content, or overly monotonous teaching methods, so that targeted adjustments can be made. This not only helps to improve the effectiveness of classroom teaching, but also helps teachers to continuously improve their teaching level and personal development.

As a combination of hands-on and creative skills training, the woodworking program not only helps students master basic craft skills, but also stimulates their creativity and innovative thinking in the process.

1. Purpose of the study

Under the concept of “student-centered” teaching, it is important to study the satisfaction of teaching[3]. The core of the concept is to emphasize the students' subjective position in teaching and learning. By understanding students' learning experiences and needs, teachers can better design and adjust their teaching methods to help students achieve the best learning outcomes[4]. Therefore, research on teaching satisfaction provides an important basis for improving the quality of teaching and promoting the overall development of students.

The woodworking program stimulates students' hands-on and problem-solving skills through practical exercises. In

the learning process, students need to start with the most basic woodworking and gradually master a variety of skills such as cutting, sanding and splicing. This process requires students to think about the use of materials according to the needs of the design, especially when encountering difficult problems, students must solve the problem through innovative ways.

2. Research strategy

2.1 Research method and research question

In this study, a quantitative research method was used and a questionnaire was designed on a Likert scale based on the identified factors of student satisfaction in higher education. Student satisfaction was categorized into five levels: “Very satisfied”, “Satisfied”, “Quite satisfied”, “Dissatisfied” and “Not satisfied at all”. The five levels of satisfaction were “very satisfied”, “satisfied”, “quite satisfied”, “dissatisfied” and “not satisfied at all”. The value of the scale is “5, 4, 3, 2, 1”.

This survey was conducted on college students, questionnaires were distributed to students who had already taken woodworking courses, a total of 130 questionnaires were distributed, the sample came from Sichuan Tourism University, Arts and Crafts Department. Recovered valid questionnaires totaled 118. It provides a sufficient data base for this study.

The questionnaire scale is divided into four dimensions: teaching content, teacher performance, course resources, and learning experience. The questionnaire was able to understand students' satisfaction with the four dimensions, which can provide a reference for the subsequent course arrangement. At the same time, the questionnaire also investigated whether there would be a difference in gender for courses with strong carpentry practice.

2.2 Data analysis

In the dimension of teaching content: whether the difficulty of the course is moderate, whether the course content has practical application value, and whether the course arrangement is reasonable, the percentage of very satisfied is relatively high. In the instructor performance, is the program content consistent with the course objectives? showed a slightly lower percentage than the other questions. In the dimension of curriculum resource provision, the percentage of students who expressed satisfaction with the curriculum resources provided by the school as well as the teachers ranged from 25% to 29%. Meanwhile in the fourth dimension learning experience, the percentage of those who chose average was around 20%.

Table 1 Representation of different genders in the content of teaching

Independent samples test										
		Levine's test of variance equivalence		Mean equivalence t-test						
		F	significance	t	degrees of freedom	significance (BOTTOMS)	mean difference	standard error margin	95% confidence interval	
									lower limit	limit
Is the course moderately difficult?	Assuming isotropic	.029	.866	-.745	85	.458	-.175	.234	-.640	.291
	Not assuming equal variance			-.688	36.015	.496	-.175	.254	-.689	.340
Does the course content have practical application?	Assuming isotropic	.019	.890	-.997	85	.322	-.234	.235	-.701	.233
	Not assuming equal			-.924	36.240	.361	-.234	.253	-.748	.279
Do you think the course schedule is reasonable?	Assuming isotropic	.329	.568	-1.255	85	.213	-.351	.280	-.908	.205
	Not assuming equal			-1.223	39.604	.229	-.351	.287	-.932	.229

Whether the course is moderately difficult: The significance values of the t-tests, both assuming equal variance and not assuming equal variance, are equally greater than .05 (.458 and .496, respectively), indicating that there is no significant difference between male and female students' perceptions of whether the course is moderately difficult. The mean difference values were close to 0 (-.175 and -.175, respectively), indicating that male and female students' perceptions of the difficulty of the course were essentially the same.

Whether the course content has practical application value: the significance values of the t-tests, both assuming equal variance and not assuming equal variance, were greater than .05 (.322 and .361, respectively), indicating that there is no significant difference between male and female students' perceptions of whether the course content has practical application value. The mean difference values were close to 0 (-.234 and -.234, respectively), further supporting the conclusion that male and female students have similar perceptions of the practical application value of course content.

Whether the course schedule is reasonable or not: with equal variance assumed, the t-test has a significance value of .213, which is greater than .05, indicating that there is no significant difference between male and female students' perceptions of whether the course schedule is reasonable or not. However, without assuming equal variance, the significance value is .229, again greater than .05, but it is worth noting that there are duplicate rows here (probably an error in copying and pasting), and we should only consider one result. The difference in means is close to 0 (-.351 and -.351, respectively, although there is one duplicate value), suggesting that male and female students' perceptions of the reasonableness of course scheduling are generally consistent.

Similarly on the other dimensions, there were no significant differences in students' perceptions of the different dimensions of rain across genders, which will not be discussed in detail here.

3. Conclusion

In the survey on satisfaction with the overall content of the course: 55.17% of the students were very satisfied with the overall content of the course, which indicates that the content of the course met the expectations and needs of the students to a large extent. 22.99% of the students were satisfied with the content of the course, which was not as strong as that of the group of “very, very satisfied”, but they also recognized the content of the course in general. 8.39% of the students considered the course content average, which may mean that there is room for improvement in some aspects of the course content. 8.39% of the students considered the course content to be average, which may mean that there is room for improvement in some aspects of the course content. A total of 3.45% of the students were dissatisfied or very dissatisfied with the course content, which is a group that needs special attention and whose feedback may be crucial to the improvement of the course.

At the same time, for this very dissatisfied group, the feedback data on the difficulty of the course as well as on the course resources are relatively low, and it may be necessary to focus on analyzing this group of students in the actual classroom. To adjust the overall pace of the classroom.

4. Discussion

This research has some limitations, the sample only comes from one school and one program, so there is a higher possibility of bias in the satisfaction survey, and it is not universal. Because in the overall survey, the proportion of very satisfied students accounted for half, and then the other half is also very important to consider the population, therefore, just through the research can understand the student's views and expectations of purely practical courses, which is also conducive to teachers in the future for the further development of the curriculum.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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