Analysis and empirical research about the satisfaction related factors of business administration specialty practice teaching in Chinese Medicine Universities

Xiao Cheng 1, Cuiling Guan 1, Xiaoyi Pan 1, Yongjian Wang 2

1 Hubei University of Chinese Medicine, Management School, Hubei Provincial Chinese Medicine Development Research Center, Hubei Wuhan 430065;
2 West Chester Business School, Pennsylvania, United States of America 19383

Corresponding author and e-mail: Cheng Xiao, 48899293@qq.com

Abstract. To study the effects of pre-control, central control and post-test management programs on student satisfaction in management practice teaching in TCM University, 57 students in the experimental class of medical marketing were investigated by test tools like questionnaire and self-made satisfaction scale. There is no statistical difference in student satisfaction (P>0.05), no statistical difference in the sense of knowledge (P>0.05). There are statistical differences in the understanding of content, and understanding is higher than unknown satisfaction (P< 0.05). There are statistical differences in the number of preparatory projects before the internship. The more preparatory projects, the higher the satisfaction (P<0.05). There are statistical differences in the number of internship questions. The more preparatory questions, the higher the satisfaction (P<0.05). Quality and satisfaction of enterprise lecturers were correlated (P<0.05). The factors that affect the satisfaction of practice activities of management practice in Chinese medicine colleges include the content of pre-internship, the number of projects and questions for preparation, and the quality of enterprise lecturers.

1. Introduction

Since the 1990s, some medical colleges and universities have successively opened management majors to meet the needs of the market. According to statistics, about 20 Medical colleges and universities in China have established management majors [1]. Management majors have become an indispensable part of medical colleges and universities. Like medical majors, management majors require a lot of practical practice teaching, but the form and content are different [2].

Practice teaching is a necessary means for modern colleges and universities to cultivate complex innovative talents. It can be divided into two types: outside school and inside school. In the courses of management majors in foreign universities, the proportion of internship practice hours can be as high as 70 % -100 % [1], In 2012, the Ministry of Education issued the "Notice on the Construction of the" Undergraduate Teaching Project "College Students' Practical Education Base" and decided to build college student practical education base to undertake the task of college practice education [2]. In 2018, the "National Standards for Teaching Quality in Business Administration"(hereinafter referred to as "National Standards") promulgated by the Ministry of Education[3], "Pay attention to theory and practice, aiming to cultivate and train students’ processing skills and decision-making ability" and
have "knowledge acquisition ability, knowledge application ability, and innovation and entrepreneurship ability". The practice credits in the teaching plans of institutions of higher learning must reach more than 15 %. Practical teaching forms include "actual training experiments, internships, and social practices" [3]. The practice of college management major in China mainly uses simulation laboratory for simulation experiments and simulation experiments. Some colleges and universities have logistics practice bases. Outside the school are mainly to visit the internship base and practice on the top post [4-6].

The quality evaluation of practical teaching in management specialty has always been the most intractable problem in universities [4]. The practice teaching in colleges and universities generally does not attach importance to student feedback and lacks pre-control, central control and post-test. The evaluation standards for the quality of practical teaching are not scientific and the quality monitoring system is not perfect enough, making practical teaching mostly in the form. College students are still unable to meet social requirements [1].

Regarding the research on practical teaching, the existing literature are generally inductive, comparative, and work summary. The research methods are relatively single, and there is a lack of quantitative and empirical research. This makes the research conclusions unconvincing and can not be widely used [5-9].

Medical marketing major in our school is a pilot program of JingChu Excellent Management Talents Program in Hubei Province. This plan aims to explore the talents training model of combining science and education, integration of production and education, cooperation between schools and enterprises, and uniting well-known pharmaceutical enterprises in our province. To construct a long-term mechanism for the joint training of high quality management talents in universities and enterprises, and to train innovative application talents who understand medical marketing. The practice of internship is the most important part of this plan. In order to improve the quality of personnel training, explore suitable practice forms, and provide decision-making basis for the "National Standard". This study targets students in experimental classes. The effects of pre-internship preparation and internship process on internship satisfaction were studied by combining qualitative and quantitative methods.

2. Object and methodology

2.1. Objects of study

On March 1, 2019, after the completion of the visit to the pharmaceutical enterprises, the students of the 17th medical marketing major were surveyed by sending a link to the online questionnaire. A total of 57 questionnaires were distributed and 57 valid questionnaires were received. The recovery rate was 100 %. The average age of students is 19.86 ± 0.693 years old, all of whom are college students.

2.2. Research Tools

This questionnaire is mainly to investigate the student's satisfaction evaluation of various factors before, during and after visiting the internship. It includes four parts: (1) Population variables gender, age, grade, and basic questions. (2) Pre-internship preparation section (pre-control): Including 4 questions: Do you know if the visit is part of the Hubei Province Outstanding Talent Program, if the teacher explained the purpose and content of the visit before the visit, and if you did it before the visit? Which preparation (multiple selection), how many questions did you prepare before the visit, all classified variables. (3) Internship Process Part (Central Control): The internship process involves generally the internship process, internship content, and internship lecturer, etc.. It is the main aspect that affects student internship process experience [8-10]. Therefore, the evaluation of this visit activity includes three questions: whether you are satisfied with the design of the visit process, whether you are satisfied with the content of the visit, and whether you are satisfied with the corporate lecturer, all of which are Likert's Level 5 scales, from very unsatisfactory to very satisfied, 1-5 points. The higher the score, the more satisfied it is. (4) Post-internship experience section (post-test): Including overall
satisfaction, you are most impressed with the visit activities (multiple choices), the impact of this visit on your future learning life is (multiple choices). And an open question: What do you think and suggest about this visit?

2.3. Methods of Statistical Analysis
The statistical software SPSS24.0 was used to process the data, and ANOVA was used to analyze the differences in the satisfaction of demographic variables and pre-internship preparation variables. Using VIF value (variance expansion factor) [11] Conlinear diagnosis of independent variables; Multiple linear regression was used to explore the effect of various variables of the practice process on satisfaction. The hypothesis of this paper is that: H1 Gender and pre-internship preparation variables have statistical differences in satisfaction; H2 Internship process, internship content, corporate lecturer and satisfaction are linearly related.

3. Outcomes

3.1. Degree of satisfaction of various factors in preparation for internship
There is no statistical difference in student satisfaction. There is no statistical difference in the meaning of knowledge; there are statistical differences in understanding content, and understanding is higher than unknown satisfaction; there are statistical differences in the number of preparatory projects before the internship. The more preparatory projects, the higher the satisfaction. There are statistical differences in the number of internship questions. The more preparatory questions, the higher the satisfaction. (Table 1) The study assumes that H1 holds.

Table 1. Results of factors satisfaction of demographic variables and pre-internship preparation

| program | gender | meaning knows | content knows |
|---------|--------|---------------|---------------|
|         | male   | female        | yes | no      | yes | no | not clear |
|         | (n=21) | (n=36)        | F   | F       | F   | F   | F          |
| satisfaction | 3.7±1.1 | 4.0±0.7 | 1.83 | 4.0±0.7 | 3.7±1.0 | 1.83 | 4.0±0.8 | 0 | 3.2±0.8 | 4.05* |
| number of preparation job before visit | 1 | 2 | 3 | 0 | 1-3 | >3 |
| (n=17) | (n=17) | (n=14) | (n=9) | (n=16) | (n=39) | (n=2) |
| satisfaction | 3.9±0.5 | 3.9±0.8 | 4.5±0.7 | 3.1±1.2 | 6.29** | 3.5±0.9 | 4.0±0.8 | 5.0±0.0 | 4.31* |

*P<0.05 **P<0.01

3.2. Impact of the internship process on overall satisfaction
This paper further discusses the impact of the internship process, the internship content and the enterprise lecturer on the satisfaction. Taking the overall satisfaction as the dependent variable, taking the internship process, the internship content, and the enterprise lecturer as the independent variables, multiple linear regression analysis was carried out, and the common linear diagnosis results VIF<5, indicating that there is no colinearity between independent variables [11]. Eventually, business lecturers entered the model and were able to explain 58.8 % of the total variation. (Table 2) The study assumes that H2 holds.

Table 2. Multiple linear regression analysis results based on satisfaction variables

| independent | β  | SE  | t    | P   | stdedβ | R²  | R²_adj |
|-------------|----|-----|------|-----|--------|-----|--------|
| process     | 0.251 | 0.166 | 1.511 | 0.137 | 0.262 | 0.606 | 0.548   |
| content     | 0.281 | 0.196 | 1.433 | 0.158 | 0.267 |      |        |
| lecturer    | 0.373 | 0.170 | 2.200 | 0.032 | 0.310 |      |        |
3.3. Post-internship experience
When asked if you are most impressed with your internship activities (multiple choices), students are most impressed with the work environment of the company, followed by quality management, production arrangements, human resources management and corporate discipline. (Figure 1)

![Figure 1. Most impressive internship projects](image)

When asked about the impact of this internship on your future learning life (multiple choices), the most important choice for students is to inspire and improve their own knowledge structure. The second is to motivate me to study hard professional knowledge, motivate me to improve their language expression and communication skills, correct their own learning attitude. (Figure 2).

![Figure 2. Impact of this internship on future learning life](image)

4. Conclusions and recommendations

4.1. Pre-internship preparation work is related to internship satisfaction
This study found that understanding the internship content is higher than understanding the satisfaction, the more the number of pre-internship preparation projects, the higher the satisfaction, the more pre-internship preparation questions, the higher the satisfaction. In particular, there is a high degree of satisfaction between the number of pre-internship preparatory work projects. Pre-internship preparation includes understanding of the company's situation, understanding of the relevant content of the company's brand, and understanding of knowledge related to medicine production. The result is same to Zheng Hong-ling [5] and Zhang Fen [7], it suggests that the understanding of the internship before the internship will help to improve the internship satisfaction. Understanding the internship unit
before the internship helps students to improve their learning expectations, stimulate their curiosity, improve participation, so that students have more sense of acquisition.

The "National Standards" stipulates that the practice teaching norms should include the preparation of internship activities, the evaluation and summary of internship achievements, but in fact, the standards of various universities and colleges on how to evaluate the quality of internship and how to score are inconsistent, and many do not even evaluate the quality of internship. Examination Form 1 turned in [1] [4]. At this visit, the teacher mentored the students to carry out preparatory work guidance before the internship, including the preparation topics for the students to refer to the week before the internship (to understand the situation of the company, the content of the company's brand, and the knowledge of medicine production). On the previous day, students' preparation for the project and the preparation of questions were sampled.

4.2. Excellent corporate lecturers(mentors) are related to internship satisfaction
In this study, the internship process is related to satisfaction, and the satisfaction of corporate lecturers can significantly affect overall satisfaction. This is consistent with the results of previous studies. The quality of the instructor of the internship objects will make students feel the value and significance of internship activities. Put more psychological capital into learning. Stimulate their stronger learning motivation and more active learning behavior [10].

The "National Standard" stipulates that industry and commerce management majors should hire "people with practical experience to undertake some teaching tasks." Encourage the employment of well-known scientists, entrepreneurial successes, entrepreneurs, venture capitalists and other outstanding talents from all walks of life as professional courses, innovative entrepreneurship courses or guidance teachers"[3]. There is no quality requirement for external enterprise lecturers(mentors), but according to the results of this survey and long-term school enterprise experience, corporate lecturers(mentors) are the most important factors that affect student internship effectiveness and satisfaction. Excellent corporate mentors generally have the competence of outstanding employees in the company. They mainly include professional experience, solid integrity, dedication, outstanding performance, and smooth expression [5] [7-9]. Before practice, the school should cooperate with the company to select employees or managers with the above qualities in order to achieve a multiplier effect.

4.3. Relationship between short-term internship and long-term practice
Compared with other social sciences, medical marketing majors have high requirements for students' practical ability and require a lot of hands-on experience of classroom knowledge. As educators, they need to systematically embed these practices into teaching plans while learning and practicing [1]. Practical teaching is an important link that promotes the cross-combination of knowledge structure, ability structure and scientific thinking. It is the key to cultivate practical and innovative talents and is an important experience learning. Students acquire emotional experiences that are not achieved by symbolic learning (books, online learning) through operational learning, communicative learning, observational learning, and reflective learning, and then internalize into comprehensive abilities [10]. Intern practice should also be conducted in accordance with "from basic to advanced, from individual to comprehensive, and perceptual recognition of experience and innovation"[3]. The company's visit activities belong to the "cognitive internship", acquire perceptual knowledge in the professional field, consolidate the theory learned, provide a cognitive basis for the "professional internship" in the later grades, and use professional knowledge to carry out practical operations. Understand the basic rules of the main content of management activities in various fields, use professional knowledge to conduct comprehensive research on real problems, and propose solutions to real problems during formal off-campus internships in senior year. Therefore, visiting internships is a compulsory project for the management of the lower grades of majors.

The "National Standard" clearly stated that undergraduate education should be transformed into a "student-centered and competency-oriented talent training model", with special emphasis on quality
assurance monitoring to be "dynamic and effective" [3]. This study is a useful exploration of the monitoring mechanism. In the future, a short-term evaluation and long-term monitoring system will be established.

There are three shortcomings in this study: the first is the choice of students' majors, age is relatively single, which is not conducive to the comparison of these factors; The second is that the survey was only aimed at one project in the internship, and the students did not feel sustained enough. Future research will combine short-term internship surveys with long-term surveys, compare the differences in students' perceptions of internship activities at different ages and majors, and integrate variables to add learning burnout and career adaptability to make research more practical. To form a more effective quality evaluation index system.

Acknowledgement

Fund projects: 2018 "Jingchu Outstanding Talents" Collaborative Education Program Project (project number: Egao Letter 2018-20-46); 2019 Hubei University Outstanding Youth Science and Technology Innovation Team Project (T201910)

Reference

[1] Cheng Xiao, Wang Yong-Jian, Guan Cui-Ling. Problems and Countermeasures of the Construction of Practical Education Base in Colleges and Universities: Taking Medicine Marketing Specialty in Chinese Medicine Colleges as an Example[J]. Shi Zhen Chinese medicine, 2016, 27(02): 447-449. (In Chinese)
[2] Ministry of Education of the People's Republic of China. Notice of the Ministry of Education on the Construction of "Undergraduate Teaching Project" College Students' Practical Education Base. Http://www.moe.gov.cn(2012-03-02). (In Chinese)
[3] People's Republic of China Ministry of Education. National Standard for Teaching Quality of Undergraduate Specialty in Colleges and Universities. Http://www.moe.gov.cn(2018-1-30). (In Chinese)
[4] Zheng Heng-Bin. Problems and Countermeasures of Practice Teaching in Local Colleges and Universities [J]. Educational Exploration, 2012(11): 69-70. (In Chinese)
[5] Zheng Hong-Hing, Song Yan-Hua. Research on the Theory and Practice of Internship for Students with Major in Administration [J]. Education and occupation, 2016(20): 107-109. (In Chinese)
[6] Wang Dong. Research on the Construction of Multi-professional Simulation Comprehensive Practice Platform [J]. Experimental Science and Technology, 2014, 12(3): 129-132. (In Chinese)
[7] Zhang Fen. Investigation and Analysis of Top Class Practice of Administrative Students in Xinjiang Higher Vocational Colleges: Taking Xinjiang Light Industry Vocational and Technical College as an Example [J]. Introduction to Economic Research, 2018, 380(30): 157-158. (In Chinese)
[8] Jia Xian-Min. Construction of practical teaching system of applied undergraduate management [J]. Laboratory Research and Exploration, 2013, 212(10): 217-220. (In Chinese)
[9] Luo Ming-Zhong, Huang Sha-Sha, Duan Yu. On the Reform of Curriculum and Teaching Content in Colleges and Universities from the Perspective of Employment Orientation [J]. Higher agricultural education, 2013(8): 66-70. (In Chinese)
[10] Chen You-Qing. Relationship and Interaction between Symbolic Learning and Empirical Learning in Student Development [J]. Journal of East China Normal University (Education Science Edition), 2010, 28(02): 24-32. (In Chinese)
[11] Zhang Xin-Min, Shen Jie, Yu Shun-Zhang. Discussion on the method of studying colinearity of independent variables in multivariate regression analysis [J]. China Health Statistics, 1995(1): 62-63. (In Chinese)