

# การศึกษาความพึงพอใจของนักศึกษาที่มีต่อหลักสูตรสาธารณสุข หลังโควิด-19 ในมหาวิทยาลัยมียะ

## The Role Expectations of Contemporary Counselors among Students of X University in China

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### บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อหลักสูตรสาธารณสุขหลังโควิด -19 ในมหาวิทยาลัยมียะ 2) วิเคราะห์ข้อมูลทางประชากรของความพึงพอใจของนักศึกษาต่อหลักสูตรสาธารณสุขหลังโควิด -19 ในมหาวิทยาลัยมียะ คัดเลือกกลุ่มตัวอย่างโดยใช้แบบสอบถามจากนักศึกษาระดับปริญญาตรีมหาวิทยาลัยมียะ เก็บข้อมูลจากแบบสอบถามจำนวน 1200 ชุด และได้ผลจากแบบสอบถามที่สามารถนำไปใช้ได้จำนวน 1129 ชุด คิดเป็นร้อยละ 94 ของแบบสอบถามทั้งหมด

ผลการศึกษาพบว่า จากแบบสอบถามความพึงพอใจของนักศึกษาหลักสูตรสาธารณสุขศาสตร์ มหาวิทยาลัยมียะ มีการวิเคราะห์เนื้อหาการสอน รูปแบบการสอน ทรัพยากรการสอน การจัดการสอน และผลการสอน นอกจากนี้ผู้วิจัยยังได้วิเคราะห์ผลกระทบต่อความพึงพอใจของนักศึกษาตามตัวแปรทางประชากรศาสตร์ (1) ความพึงพอใจโดยรวมของนักศึกษาที่มีต่อการสอนความรู้ด้านสาธารณสุขในมหาวิทยาลัยมียะอยู่ในเกณฑ์ดี อย่างไรก็ตามคะแนนโดยรวมยังไม่สูงมากนัก ดังนั้นคุณภาพการสอน วิชาความรู้ด้านสาธารณสุขในมหาวิทยาลัยมียะจึงจำเป็นต้องได้รับการปรับปรุงให้ดียิ่งขึ้นหลังจากสถานการณ์โรคระบาด (2) นักศึกษาส่วนใหญ่ให้การยอมรับว่าอาจารย์มีคุณภาพวิชาชีพและมีความเป็นมืออาชีพสูง อีกทั้งยังสามารถปฏิบัติตามกฎระเบียบพื้นฐานของโรงเรียน ปฏิบัติหน้าที่ได้อย่างสมบูรณ์ และสามารถตอบสนองความต้องการของนักเรียนได้ (3) วิชาเอก เกรด ประสิทธิภาพการวิจัยทางวิทยาศาสตร์ และผลการเรียนของนักศึกษาล้วนมีอิทธิพลเพียงเล็กน้อยต่อการประเมินความพึงพอใจของนักศึกษา มีเพียงตัวแปรด้านเพศของนักศึกษาเท่านั้นที่มีอิทธิพลอย่างมากต่อการประเมินความพึงพอใจของนักศึกษาในการเรียนการสอน

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**คำสำคัญ (Keyword) :** ระยะการแพร่ระบาดช่วงปลายของ COVID-19, หลักสูตรสาธารณสุข, ระดับความพึงพอใจ

## Abstract

The purpose of this study is as follows: The objectives of this research were to (1) study the dimension of college students' satisfaction toward on Public Health Course after COVID -19 in Miya University and (2) analyze the demographic data of college students' satisfaction toward on Public Health Course after COVID -19 in Miya University. The subjects selected by questionnaire are randomly selected undergraduates in Miya University. A total of 1200 questionnaires were distributed, and 1129 valid questionnaires were actually recovered, with a valid recovery rate of 94%.

The results are as follows: Through the questionnaire survey on the students' satisfaction of public health course in Miya University, the teaching content, teaching form, teaching resources, teaching management and teaching effect were analyzed, and the impact on students' satisfaction was analyzed based on demographic variables. (1) Students' overall satisfaction with the teaching of public health knowledge in Miya University is good, but the score is not high in general. Therefore, the teaching quality of public health knowledge in Miya University needs to be further improved after the epidemic. (2) Most students recognize that teachers have high professional quality and professional level, can abide by the basic rules and regulations of school teaching, complete teaching tasks, and can meet the needs of students. (3) Students' major, grade, scientific research experience and academic performance all have little influence on the evaluation of students' satisfaction. Only the variable of students' gender has a significant influence on the evaluation of teaching students' satisfaction.

**Keyword :** Late epidemic stage of COVID-19, Public health course, degree of satisfaction

## Research Objectives

Undergraduate course satisfaction is an important basis for evaluating course effect and quality. Perspective of this study is based on students evaluation, with public safety management theory as the main theoretical basis, through the survey of college students' satisfaction of public health, found that different students groups on public health course satisfaction present situation and differences, to

explore the influence factors of undergraduate course degree of satisfaction, for the management of colleges and universities in the undergraduate curriculum reform to provide effective Suggestions on countermeasures.

The objectives of this research were to (1) study the dimension of college students' satisfaction toward on Public Health Course after COVID -19 in Miya University and (2) analyze the demographic data of college students' satisfaction toward on Public Health Course after COVID -19 in Miya University.

## **Investigation and Research**

### **Research Methods**

#### **Literature analysis**

This research method is a combination of qualitative and quantitative, mainly "student satisfaction", health and safety courses, such as" new crown pneumonia outbreak "for the keyword, the access and review of the literature of related fields and through the analysis of a large number of literature, understand the relevant knowledge of student satisfaction, analyze the predecessors' research according to the student satisfaction do sorting, To deepen the understanding of the related concept definition, for the establishment of the theoretical framework of the theoretical foundation.

#### **Questionnaire survey**

The subjects of the questionnaire study were randomly selected undergraduates in Miya University. A total of 1200 questionnaires were distributed, and 1129 valid questionnaires were actually recovered, with a valid recovery rate of 94%.

#### **Research Objects**

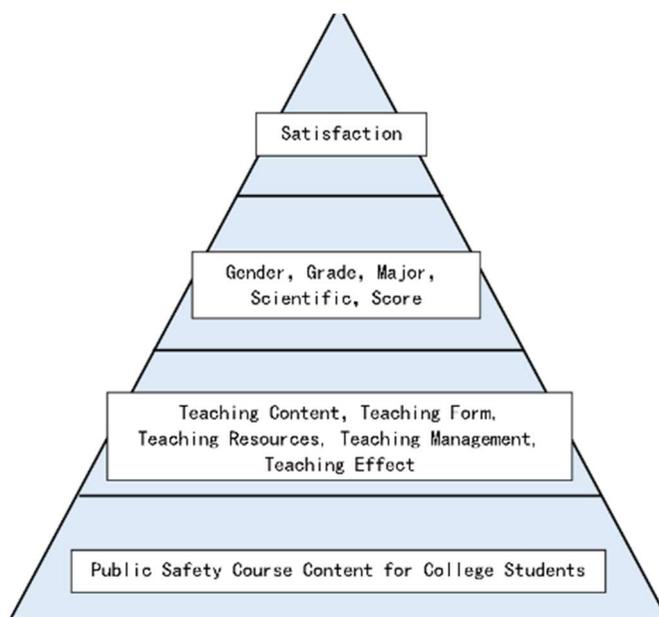
In this paper, the survey research on the satisfaction of the health safety course uses the questionnaire: "A Survey on the satisfaction of the students of Public Safety Education Course". The design of questionnaire index in this paper is mainly based on the collation and analysis of related literature on influencing factors of public health education course in literature review, which can be divided into five aspects: teaching content, teaching form, teaching resources, teaching management and teaching effect. By referring to the design of the student satisfaction questionnaire at home and abroad and consulting the suggestions of relevant professional teachers and experts, the specific survey questions in five main aspects were formed. The questionnaire was based on the Richter 5-level positive scoring method (1 means not satisfied, 2 means not very

satisfied, 3 means fair, 4 means satisfied and 5 means very satisfied). In order to obtain real and effective data, anonymous questionnaires were distributed.

### Research Tools

The questionnaire is divided into six sections with a total of 47 questions. The first part of the questionnaire is the basic information of the respondents, which is divided into 1-5 questions. The second to the sixth part of the questionnaire is to measure students' satisfaction with public health teaching. Based on the literature review of factors affecting the teaching quality of higher education, this study divides the factors affecting the quality of public health classes in the questionnaire into five, which are as follows: Teaching content (6-14 questions), teaching form (15-22 questions), teaching facilities (23-31 questions), teaching management (32-40 questions), teaching effect (41-47 questions), five factors affecting the quality of undergraduate teaching were set as the five dimensions of the questionnaire.

### IOC Evaluation Form



## **Validity test of questionnaire**

### **Content validity**

The items of this questionnaire are derived from literature review. Scholars and experts in education, teachers from the academic affairs office and relevant leaders of the school participated in the revision of the questionnaire, and the content of the questionnaire was carefully revised. At the same time, before the formal survey, 50 undergraduates were randomly sampled for a pre-survey, and the problems in the questionnaire, including the written expression and the logic of the questions, were corrected. All the above measures ensure that the content of the questionnaire has high validity.

### **Questionnaire validity**

The validity test of the questionnaire refers to whether the contents measured by the scale tools are accurate and effective. The validity of the questionnaire is usually expressed by Kaiser-Meyer-Olkin (KMO value). When the KMO value is closer to 1, the validity level of the questionnaire dimension is higher. Statistical software Statistical Computer Package for Research was used to test the validity of the questionnaire, and the KMO value of this questionnaire was 0.987. The correlation between the variables is strong, and the validity level of the questionnaire dimension is high.

### **Data Analysis**

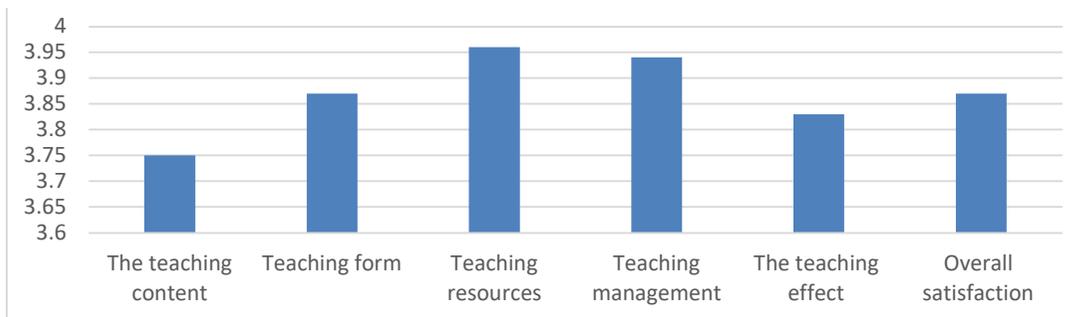
The questionnaire was based on the Richter 5-level positive scoring method (1 means not satisfied, 2 means not very satisfied, 3 means fair, 4 means satisfied and 5 means very satisfied). In this investigation and analysis, 3.0 was set as the medium observed value of each dimension score. Statistical Computer Package for Research statistical software was used to analyze the data of 1129 valid questionnaires collected, and the overall situation of student satisfaction of public health course in Miya University was obtained as shown in Table 2-1:

**Table 2-1** Overall situation of student satisfaction in public health courses at Miya University

| The evaluation index | The average | The standard deviation |
|----------------------|-------------|------------------------|
| The teaching content | 3.75        | 0.825                  |
| Teaching form        | 3.87        | 0.813                  |
| Teaching resources   | 3.96        | 0.769                  |
| Teaching management  | 3.94        | 0.832                  |
| The teaching effect  | 3.83        | 0.826                  |
| Overall satisfaction | 3.87        | 0.813                  |

As shown in Table 2-1, The overall satisfaction of students in the public health course of Miya University was 3.87

**Figure 2-1** Overall situation of student satisfaction in public health course of Miya University.



In order to make a deeper analysis of the problems affecting the five parts of undergraduate teaching students' satisfaction, the average scores of each dimension and each question are calculated and arranged in descending order, as shown in Table 2-2.

Table 2-2 Table of mean scores of each question

| The sorting | The title  | The average | The standard deviation |
|-------------|--|-------------|------------------------|
| 1           | X31. Teachers observe the basic rules and regulations of school teaching                               | 4.13        | 0.721                  |
| 2           | X36. The school examination discipline is rigorous   | 4.07        | 0.788                  |
| 3           | X29. Teachers devote themselves fully to teaching  | 4.01        | 0.765                  |
| 4           | X26. Network teaching resources are rich and easy to use   | 3.99        | 0.812                  |
| 5           | X30. Scientific research achievements and abilities of teachers  | 3.99        | 0.769                  |
| 6           | X25. Books, textbooks, periodicals and other learning resources are sufficient                         | 3.98        | 0.816                  |
| 7           | X40. How satisfied I am with the working attitude of the teaching administrators                       | 3.97        | 0.816                  |
| 8           | X28. Teachers master cutting-edge educational theories and have high professional attainment           | 3.97        | 0.778                  |
| 9           | X43. Improvement of my ideological and moral quality   | 3.96        | 0.803                  |
| 10          | X37. The school has an excellent academic atmosphere   | 3.95        | 0.848                  |
| 11          | X24. The classroom teaching hardware facilities are complete   | 3.94        | 0.803                  |
| 12          | X27. Sufficient number of teachers and reasonable teacher-student ratio                                | 3.94        | 0.792                  |
| 13          | X38. My satisfaction with the implementation of the credit system                                      | 3.93        | 0.817                  |
| 14          | X39. The school's teaching management system reflects "student-centered"                               | 3.93        | 0.843                  |
| 15          | X20. Rational use of teaching AIDS and tools by teachers   | 3.92        | 0.754                  |
| 16          | X17. Teachers' grasp and understanding of the important and difficult points in the teaching material  | 3.91        | 0.777                  |
| 17          | X16. Teachers' teaching is organized, systematic and logical   | 3.91        | 0.773                  |
| 18          | X23. Classrooms, laboratories and other advanced equipment   | 3.90        | 0.818                  |
| 19          | X35. The rationality of the distribution of total teaching hours                                       | 3.88        | 0.818                  |
| 20          | X32. Clarity of objectives for the development of public health curricula                              | 3.88        | 0.825                  |
| 21          | X44. Mastery of basic health and safety knowledge  | 3.88        | 0.816                  |
| 22          | X18. Teachers use a variety of classroom teaching methods with emphasis on teacher-student interaction | 3.87        | 0.809                  |
| 23          | X41. A change in my outlook on life  | 3.87        | 0.803                  |
| 24          | X34. Rationalization of total credits in the teaching and development                                  | 3.86        | 0.833                  |

| The sorting | The title  | The average | The standard deviation |
|-------------|--|-------------|------------------------|
|             | program for public health courses  |             |                        |
| 25          | X46. Improvement of my ability to analyze and solve health and safety problems                                       | 3.85        | 0.832                  |
| 26          | X45. Master my learning methods and improve my learning ability  | 3.85        | 0.833                  |
| 27          | X33. Clarity of objectives in public health curricula  | 3.85        | 0.855                  |
| 28          | X11. Teaching of cross-cutting and inclusive health safety knowledge   | 3.83        | 0.792                  |
| 29          | X42. Change of attitude towards my study   | 3.82        | 0.852                  |
| 30          | X47. It will help me a lot in my future development  | 3.82        | 0.834                  |
| 31          | X15. Adaptability of teaching methods to course content  | 3.81        | 0.785                  |
| 32          | X9. Scientific nature of course content  | 3.81        | 0.798                  |
| 33          | X22. My satisfaction with the comprehensive, designed and innovative practical teaching of health and safety courses | 3.76        | 0.838                  |
| 34          | X8. Rationality of the proportion of public courses to health and safety courses                                     | 3.74        | 0.847                  |
| 35          | X12. Advances and innovations in health and safety knowledge   | 3.73        | 0.828                  |
| 36          | X19. Class can stimulate my interest in learning   | 3.73        | 0.816                  |
| 37          | X14. The course content meets my learning needs  | 3.71        | 0.848                  |
| 38          | X7. Rationality of the proportion of compulsory courses and public health courses                                    | 3.71        | 0.837                  |
| 39          | X21. The classroom focuses on providing experimental opportunities for students                                      | 3.69        | 0.929                  |
| 40          | X13. The course content is practical and closely related to daily life   | 3.66        | 0.882                  |
| 41          | X6. The scientific nature of health and safety courses and the rationality of class hours arrangement                | 3.66        | 0.833                  |
| 42          | X10. The content of the course can stimulate my interest in learning   | 3.61        | 0.872                  |

The questions in the second to sixth parts of the questionnaire, namely the five parts that affect the teaching of public health courses, are listed in descending order according to the mean score in the above table. It can be seen from Table 4-2: Among the 42 questions, the average score of all questions is higher than our medium observation intensity value of 3 points, and three questions are higher than 4 points, indicating that the students in Miya University are generally satisfied with the teaching of public health courses.

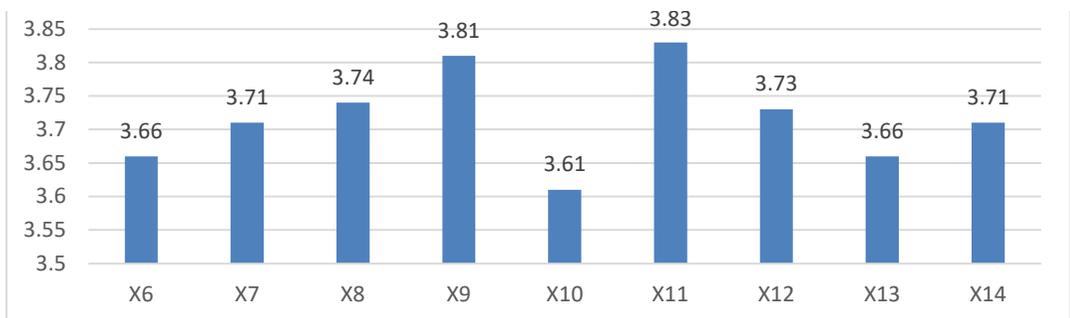
## Various dimension off student satisfaction in public health course in Miya University

This chapter reports the research results of three parts in accordance with two objectives of the study: (1) study the dimension of college students' satisfaction toward on Public Health Course after COVID -19 in Miya University and (2) analyze the demographic data college students' satisfaction toward on Public Health Course after COVID -19 in Miya University. In the last section, we sorted out and introduced the overall situation of the student satisfaction survey of public health teaching in Miya University. Next, this section mainly describes the dimensions of student satisfaction that affect public health teaching.

### Teaching Content

Compare the average scores of the 9 questions in the teaching content, as shown in Figure 3-1.

**Figure 3-1** Comparison of student satisfaction with teaching content

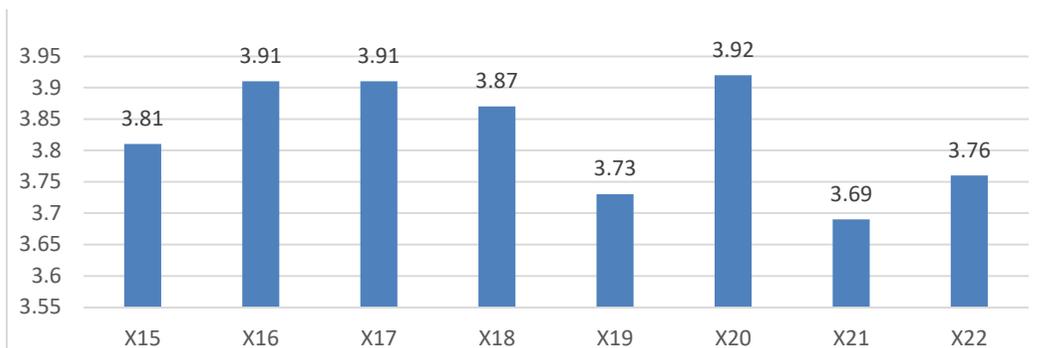


According to Figure 3-1, among the 9 questions in the dimension of teaching content, question 11 has the highest score, that is, the satisfaction with the intersectionality and inclusiveness of public health curriculum knowledge is 3.83, that is, most students believe that the subject knowledge in undergraduate teaching content is intersectionality and inclusiveness. And scored lowest question 10 that students can arouse their learning interest on the course content satisfaction only 3.61 points, scored an average of 3.72 points below the teaching content, student satisfaction, this suggests that public health course content setting remains to be further adjustment, setting of the course content should focus on the students' interest in learning and the actual need, If the students' interest in learning is too low, the teaching effect of this course can be imagined not to be too good.

### Teaching Form

The average scores of the 8 questions in the teaching form section are compared, and the comparison results are shown in Figure 3-2.

**Figure 3-2** Comparison of student satisfaction with teaching methods

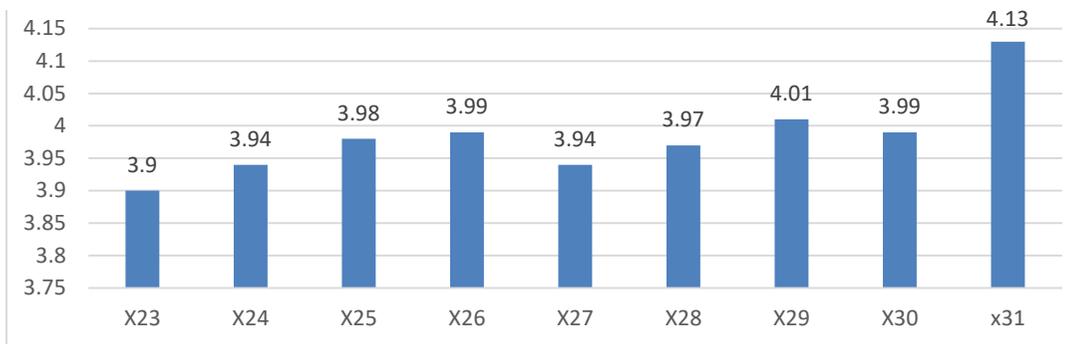


According to Figure 3-2, among the 8 questions in the teaching form, question 20 has the highest score, that is, teachers' rational use of teaching AIDS and tools. Most students believe that teachers can reasonably use teaching AIDS and tools in public health classroom teaching to improve the efficiency and quality of classroom teaching. And is the lowest scored 21 topic, namely the public health students experimental opportunity of satisfaction, averaging only 3.69 points lower than the teaching form overall satisfaction scored an average of 3.83 points, which reflects the course of public health at the university of Miya remains to be improved in the experimental teaching, more attention to provide students with the chance of professional practice, Cultivate students' professional practical skills.

### Teaching Resources

The comparison of nine questions of educational resources is shown in Figure 3-3.

**Figure 3-3** Comparison of student satisfaction with teaching resources

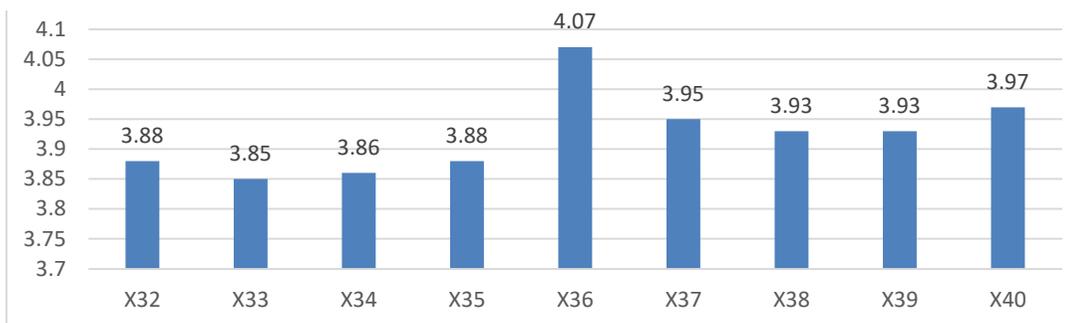


According to the comparison results shown in Figure 3-3, among the 9 questions in the teaching resources, the highest score is question 31, which is students' satisfaction with teachers' compliance with the school's basic teaching rules and system. Most students think that teachers follow the school's basic teaching rules and system and can complete basic teaching tasks. And is the lowest scored 23, namely students' satisfaction in the classroom, laboratory equipment, the average score of 3.90 points, scored an average of 3.98 points lower than teaching form overall satisfaction, suggesting that Miya in university classroom teaching resources, such as laboratory equipment remains to be perfect, increase and complete help students to learn, experiment equipment as needed.

### Teaching Management

The average scores of the nine questions of teaching management are compared as shown in Figure 3-4.

**Figure 3-4** Comparison of student satisfaction with teaching management

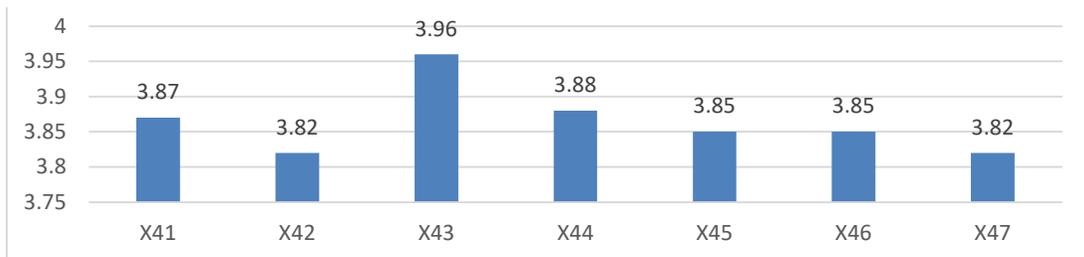


As can be seen from the comparison results in Figure 3-5, the highest score in teaching management is question 36, that is, students' satisfaction with the rigorous examination style and discipline of the school. As the abusers of the examination style and discipline, students can participate in and deeply understand the examination style and discipline of the school, and the score of this question is 4.07. It is higher than the average score of 3.92, indicating that Miya University has rigorous examination style and discipline and created an honest and fair examination atmosphere for students. The second question received the lowest score, namely, the students' satisfaction with the characteristics of public health professional training. The average score was only 3.85 points, lower than the average of 3.92 points of the overall satisfaction of teaching management. It can be seen that Miya University needs to improve the setting of professional training programs, and the characteristics of public health professional training should be highlighted.

### Teaching Effect

The average scores of the 7 questions in the dimension of teaching effect are compared as shown in Figure 3-5.

**Figure 3-5** Comparison of student satisfaction with teaching effect



According to the comparison results shown in Figure 3-5, the highest score in the teaching effect is question 43, which is students' satisfaction with the improvement of personal thought and moral quality in undergraduate teaching. The score of this question is 3.96, which is higher than the average of the overall satisfaction with the teaching effect of 3.86. The teaching task of enhancing students' ideological and moral quality is assumed in the curriculum standards of colleges and universities, and the position of ideological and political education is particularly important in any course. In the course of public health teaching, we should also play the responsibility of enhancing students' public health moral quality. The score of this question reflects the achievements made by colleges and

universities in students' ideological and political education; And the lowest score in the teaching effect item is the second question, the students about public health teaching satisfaction of personal learning attitude change, its average scoring just 3.82 points, less than the teaching effect overall satisfaction averaged 3.86 points, which reflects the Miya university during public health education still need to strengthen the students' learning attitude, Make their learning attitude to get a positive change.

## Problems and Countermeasures of Public health classes in schools after the epidemic

### Research Conclusions

1. The overall satisfaction score of Miya University students is 3.87 points, which is higher than the medium observation score of 3.0 points set in this paper. This score indicates that students in Miya University are generally satisfied with the teaching of public health knowledge. From the average score of the five parts that affect students' teaching satisfaction, students' satisfaction with teaching content is the lowest, with an average score of 3.61. The highest score is the satisfaction with teaching resources, with a score of 4.13. The scores of other questions in these five parts are between 3.61 and 4.13. This indicates that students' overall satisfaction with the public health knowledge teaching class in Miya University is good, but the score can not be said to be high in general. Therefore, the quality of public health knowledge teaching in Miya University needs to be further improved after the epidemic.

2. As can be seen from the above data, among the second-level dimensions affecting the five parts of undergraduate teaching, the highest average score of satisfaction is teacher resources, which indicates the achievements made in the construction of teaching staff in Miya University in recent years. Most students recognize that teachers themselves have high professional quality and professional level, can abide by the basic rules and regulations of school teaching, complete teaching tasks, and can meet the needs of students.

3. Through the analysis of the influence of the five variables of students' gender, major, grade, whether they have participated in scientific research and academic performance on students' satisfaction with public health knowledge teaching, we found that the four variables of students' major, grade, whether they have

participated in scientific research and academic performance have little influence on the evaluation of students' satisfaction. Only the gender of students has a significant impact on the evaluation of teaching students' satisfaction.

### **Analysis of existing problems in carrying out public health courses in schools after the epidemic**

1. Students lack interest in learning and cannot guarantee the learning effect

In the survey of students' satisfaction in the course of public health in Miya University, it is found that students' interest in classroom teaching and course content needs to be improved. Interest in class scored 3.72, while interest in course content scored 3.61. Although both were higher than the median observation of 3.0 points, the students' interest in conducting public health courses was far less than that of other subjects. It can be seen that school students need to further deepen their understanding of public health courses, correctly understand the value of learning public health courses, change their ideas and improve their interest in learning. At the same time, students tend to be distracted in learning, and the learning effect cannot be guaranteed. Many students believe that the public health course is not a required course, although they participate in the class, but the concentration in the class is obvious, the learning effect can not reach the expected. Attracting students' attention is the key to improve the efficiency of classroom teaching. Only by attracting students' attention can students actively participate in online teaching. Nowadays, when taking part in the teaching of public health courses, most of the students are suffering from the phenomenon of mental drift and inattention (Gu 2008). At the same time, due to the strong theory of public health department, students have a serious mind-wandering phenomenon, and even some students with a fluke mentality, think that the elective course teachers do not pay attention to, do not learn the psychology and behavior, directly affect the completion of the teaching task, the learning effect of students can not be guaranteed (Hu. 2020).

2. There are problems in teaching form, and experimental teaching is insufficient

The students' satisfaction score of the second-level dimension of experimental teaching is low, which indicates that the students think that the experimental teaching is not perfect in the teaching form of public health courses in Miya University.

At the same time, feedback from teachers and expert groups also mentioned: "The teacher-oriented classroom teaching concept has not been greatly changed, and students lack the active participation in the classroom; Teachers do not make full use of many media teaching tools." It can be seen that practical teaching is still lacking in the teaching form of public health courses in Miya University.

### 3. The infrastructure of teaching resources needs to be improved

In the analysis of the questionnaire results of the dimension of teaching resources, we found that the score of the secondary dimension of teaching infrastructure was lower than the average of the overall satisfaction of this part, and students had a low satisfaction with the teaching infrastructure in the teaching of public health knowledge(Huang 2020).

At the same time, relevant teachers and expert groups also mentioned in the feedback: "The integration of laboratory resources is not in place, the design of the laboratory is not comprehensive and innovative enough; The degree of openness and sharing is not enough, the level of education informatization needs to be strengthened, the structure and distribution of school classrooms cannot fully meet the needs of small-class teaching, and the construction of intelligent classrooms for interactive, exploratory, discussion, mobile learning and flipped classroom needs to be strengthened. In the undergraduate teaching of ethnic universities, the teaching resources and infrastructure need to be further improved to create a more convenient learning and living environment for students (Kang 2020).

### 4. There are problems in the professional training program

Personnel training mode of teaching management in public health course this dimension of the average scores of student satisfaction is low, and the personnel training mode, this professional student training characteristics of clear of satisfaction score is the lowest score of the whole teaching management dimension, explain Miya university professional training scheme of characteristic is not very bright. And undergraduate students said: "Public health knowledge training scheme execution chaos, public health elective courses is compulsory course for colleges and universities, we seriously insufficient, lead to junior and senior students during the next semester to credit practice too much professional elective courses, and even affect one's deceased father grind and employment" "if register according to the content of

the training scheme, to senior next semester to select all over, The reason is that there are only a few classes in a semester, and those classes are in conflict with each other." "There is a big gap in the required credits of elective courses of various majors" and "there is a big gap in the proportion of credits of elective courses of various majors".

The school teachers and the expert group mentioned in their feedback: "The professional advantages are not obvious; The professional training objectives and training programs do not fit well enough ". It can be seen that there are still some problems in the training program of public health major in Miya University.

5. The teaching has not achieved the expected effect, and the quality assurance system needs to be further strengthened

In the analysis of the questionnaire results of teaching effect, the average score of students' satisfaction in the secondary dimension of ability is the lowest, indicating that students in Miya University are satisfied with the effect of knowledge and values acquired in the teaching of public health knowledge, but not satisfied with the effect of ability cultivation. (Li 2015).

The teaching did not achieve the expected effect. In addition to the lack of practical teaching, the expert group also proposed: "The construction and operation of public health course teaching quality assurance system still need to be further improved; Supervision and improvement of teaching quality grasp lack ". In Miya University undergraduate public health teaching, it is necessary to strengthen the training of students' practical ability, increase the implementation of practical teaching, and further improve the teaching quality assurance system.

### Countermeasures

#### 1. Strengthen curriculum reform and strengthen curriculum connotation construction

Most students think that the basic course of academic degree will directly affect the final academic performance, and closely linked to the major they learn, in the future work practice need to be often used, so they pay more attention to it; For non-degree courses, students pay less attention to them; In terms of public courses, students of different majors can take elective courses, which are relatively weak in specialty and pertinence, and students pay less attention to them. Therefore, the college can strengthen the course reform, reform the course content and teaching method of public health course, and strengthen the

connotation construction of the course. The different subjects of public health and preventive medicine should reflect their differences and characteristics. Colleges can also increase the freedom of course selection, give students more autonomy in course selection, and build a rich personalized curriculum system. In order to improve the enthusiasm of students in learning non-degree courses and public courses, colleges can appropriately increase the difficulty of the examination of non-degree courses and public courses and adopt practical examination methods to make students have a sense of crisis, so as to mobilize their interest in learning (Li. 2020).

Curriculum is the basis of the implementation of undergraduate teaching. In order to improve the quality of public health teaching in Miya University, it is necessary to improve the curriculum setting. First of all, the professional compulsory courses and professional elective courses in teaching courses are reasonably divided, and the courses that students must learn within the scope of their major are completely included in the professional compulsory courses, so as to ensure the quality of students' professional learning. Secondly, the scope of public courses should be expanded, teachers should be encouraged to open more public courses that students are interested in within the scope of their abilities, and students' needs and interests should be taken as the starting point to expand students' knowledge scope other than professional knowledge, meet their learning needs and improve their employment competitiveness.(Liu 2016) Thirdly, the course content should focus on cultivating students' ability to solve problems, increase the relevant content of professional practical ability, and effectively improve students' practical ability and skills. Finally, we should focus on the construction and cultivation of high-quality courses, increase quality courses, strengthen curriculum management, and establish curriculum sharing platform. National colleges and universities curriculum design principles to consider the learning style of ethnic minority students, helps to develop students' good self-consciousness, help students comprehensive understanding of ethnic culture and national characteristics, help them form the pluralistic values, cultivate students across national relationship and social scientific management and decision-making skills, etc. (Liu. 2009).

## **2. Optimize the teaching form and improve learning enthusiasm**

The teaching of specialized courses is mainly focused on small classes, and teachers can pay attention to each student, and the form of courses is relatively diverse. On the other hand, public health courses are mainly taught in

large classes with a large number of students, and basically follow the teaching methods of "filling the room" and "cramming". Undergraduates rarely have the opportunity to express their opinions in class, let alone make in-depth exploration on some issues in class. This kind of teaching method without interaction ignores the main position of undergraduates in learning and is not conducive to the development of their learning enthusiasm and innovation ability (Liu. 2020). Therefore, teachers should pay attention to the diversification of teaching methods, appropriately increase the network teaching courses, so that students can independently arrange learning time, flexible grasp the learning content; To enhance students' interest in learning by forming written reports, literature reports, academic lectures and extracurricular practices. Some links with relatively weak scientific research can hire external experts in related fields as visiting professors to increase the richness of the course content. In addition, the communication between teachers and students should be strengthened to enhance the enthusiasm of undergraduates in learning.

### **3. Improve teaching resource infrastructure**

Students propose suggestions for improving the infrastructure of teaching resources: "To provide more place for students to discuss, the classroom is a place where learning, we need to group discussion have nowhere else to go" "hopes to increase the number of students study lounges and seats, set up a separate students study lounges and discussion classroom" "for the students to provide more experimental equipment resources, increase the number of laboratory" "hopes to increase the library a paper-based resources and electronic resources". The school teaching resource infrastructure will affect the quality of teaching implementation to a certain extent. Firstly, universities for nationalities should integrate existing school resources, enhance the function of classroom informatization, build smart classrooms, and promote the deep integration of information technology and education and teaching. Secondly, improve the infrastructure of teaching resources in the school, rationally use the national special funds, increase the experimental equipment and tools required by science and technology laboratories, and based on the existing resources, realize the effective integration and open sharing of resources at the school level; Then, we should gradually expand the library's paper resources such as books and periodicals and electronic resources such as periodicals or databases, especially the database of

foreign periodicals, so as to facilitate teachers and students to access the journal data resources at home and abroad, and further promote the smooth development of their scientific research and study. Finally, the number of self-study seats in the classroom and library should be increased, special group discussion classrooms should be established for the discussion and study of student associations or student study groups, and the opening hours of the library should be extended appropriately to meet the learning needs of students (Lu. 2020).

#### **4. Enhance experimental operation training and improve the quality of experimental teaching**

The survey found that about 20% of postgraduate students think that the hours of experimental courses such as nucleic acid experiment, animal experiment and protein technology are less, indicating that students have great interest in experimental courses and hope to have more hands-on opportunities, but the recognition, seriousness and satisfaction of such courses are low.(Wang 2012) The reason may be that the class hours of such courses are relatively small, the teaching content overlaps with undergraduate teaching, and the experimental content is too basic and simple to meet students' psychological expectations. In addition, problems such as insufficient investment in laboratory construction and imperfect instruments and equipment may also lead to a decline in students' satisfaction with experimental courses. Laboratory is an important position for training innovative talents. Schools should increase the investment of funds to build a high-level scientific research platform as much as possible to ensure the basic needs of students' innovative scientific research experiments. Appropriately increase the number of experimental course hours for students, adjust the content of experimental teaching, increase the teaching of cutting-edge experimental technology and the training of students' practical ability. "The all-round development of people" is an important topic in the new era, but as a public course, there are more students think that the number of classes is too much, and the degree of recognition, seriousness and satisfaction of the course are relatively low. The importance of public health course in students' later life is self-evident, but students generally pay less attention to it. Aiming at this problem, in addition to the need to improve students dine phenomenon, classroom teachers should optimize the course content, attaches great importance to the course content is practical and advanced, adopt various teaching methods, such as a medical project or specific social events such

as research and learning, situational teaching, promote the integration of general course and specialized course, improve students' comprehensive quality.

### **5. Adjust the professional training program**

The suggestions put forward by the students concerning the adjustment of the professional training program are as follows: "To speed up the pace of double first-class universities construction, focus on professional development characteristics, combining other professional" "set professional conform to the standard of talent cultivation and scientific and reasonable effective personnel training plan, according to the talent training scheme is reasonable make each semester grade" a "from the big together let the students understand the professional talent training scheme, So that students can plan their learning schedule as soon as possible, so that they will not be confused more and more, "and" rationally set the credits of each major and each semester and each course ". This is the present our country personnel training work important epistemology and methodology. The adjustment of talent training mode in Miya University has made the quality of talent training work more detailed. First of all, rationally set the total credits of each major and the allocation of credits of each semester, as well as the credit setting of various courses, appropriately increase the credit of practical courses; Secondly, we should highlight the specialty characteristics. Each specialty has its own characteristics. We should formulate specialty training programs according to the actual situation of the specialty, integrate relevant resources, especially teachers' resources, concentrate on strengthening the specialty with advantages and characteristics, and further highlight the advantages and characteristics of the school. If all major training programs are much the same, then the students cultivated are also much the same, and how to say that professional talents? In addition, the major training program should be implemented in a thorough way, so that students can understand the major training program from the moment they enter school, which will help them have a rough plan and goal for future study arrangement. Then, further research is carried out on the specification of professional talents training to meet the objectives of talent training and national and regional economic and social development, especially the development needs of ethnic areas. Finally, the construction of discipline system should be strengthened. Discipline is an important carrier for university personnel training, scientific research, social service, cultural inheritance and innovation. The discipline construction level of a university highlights the comprehensive strength and

core competitiveness of the university (Wang 2018). Colleges and universities should be based on their own orientation in running schools, refine the development direction of disciplines, highlight the key points of discipline construction, and drive schools to exert their advantages and develop their characteristics (Wang. 2018).

## CONCLUSION

### 1. Research Conclusions

The sudden appearance and rapid spread of the epidemic changed the education which was originally stable and developing in China. In the face of the epidemic situation, college education has a bound ant responsibility. Therefore, the development of public health knowledge is the teaching requirement and teaching standard in the post-epidemic era. Teaching is the cornerstone of a university. Without teaching, a university will lose its "root" and "root". In the stage of higher education popularization, Miya University is facing more prominent quality problems than other universities in the stage of public health course education. Quality is the lifeline of national universities. This study studied the problems existing in the teaching of public health in Miya University from five aspects: undergraduate teaching content, teaching form, teaching resources, teaching management and teaching effect. Through the analysis of the questionnaire data of undergraduate students in Miya University and the feedback of relevant teachers and expert groups, we found that there were unreasonable curriculum setting and lack of quality courses in the public health teaching of Miya University. There are problems in teaching form and insufficient practice teaching; Teaching resource infrastructure needs to be improved; There are problems in talent training mode; Teaching has not achieved the expected effect; the quality assurance system is not perfect these several problems. According to the problems found above, the corresponding solutions are proposed: improve the curriculum setting, increase quality courses; Perfect the practice teaching form, renew the teaching idea; Adjust the personnel training mode; Improve the teaching resources infrastructure; To strengthen the construction of teaching quality assurance system, in order to provide a little help for Miya University to improve the quality of public health teaching, and hope that the university can improve the satisfaction of students under the relevant improvement.

## 2. Insufficient Research

Restricted by various factors, this study is the investigation and study to select objects too little and affecting Miya university public health course teaching quality of student satisfaction factor analysis and specific in-depth problem, insufficient comprehensive countermeasures for how to effectively improve real Miya university course teaching quality of public health measures, remains to be further research.

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