A Survey on the Degree of Satisfaction of Teaching Skill Learning of Mathematics Normal Students in Post Practice

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(✪ *Corresponding Author*)

Hao Li[1]
Zezhong Yang[2]✪

[1,2]*School of Mathematics and Statistics, Shandong Normal University, Jinan, China.*
[1]*Email: xiaolihaofly@163.com Tel: +8617862196328*
[2]*Email: zhongzee@163.com Tel: +8615098771849*

ABSTRACT

The post-practice of normal students is a popular practice mode at present. Teaching skill is the main content that normal students learn in practice. In order to promote the better development of post-practice, this study selected some interns of the post-practice of mathematics major in a Normal University in China and investigated the satisfaction of learning. The results show that mathematics normal students are satisfied with the learning of the teaching skills of four dimensions, which shows that they are generally satisfied with the post-practice, and their satisfaction is relatively high. However, the learning of some of the teaching skills has low scores, indicating that mathematics normal students are not very satisfied with the learning of these teaching skills and need to improve. Therefore, it is suggested that in the process of post-practice, colleges and guidance teachers should pay attention to strengthening the guidance of weak teaching skills such as writing teaching plans, so as to promote the better development of normal students.

Keywords: *Post-practice, Teaching skills, Degree of satisfaction, Normal school students, Secondary school education, Mathematics education.*

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Highlights of this paper

- Teaching skill is the main content that normal students learn in practice.
- The results show that mathematics normal students are satisfied with the learning of the teaching skills of four dimensions, which shows that they are generally satisfied with the post-practice, and their satisfaction is relatively high.

1. INTRODUCTION

Post-practice means that normal students, under the unified organization and arrangement of normal colleges and universities, according to the teaching syllabus and teaching plan, go to practice schools to teach, get familiar with the teaching process, master the conventional teaching methods, unify the practice activities and the actual teaching work, and complete the teaching practice activities that belong to all the responsibilities of a teacher (Luo, 2007). As an important bridge from school to society, post-practice had not only been paid attention by the state, but also given more and more attention by colleges and society. The degree of satisfaction of teaching skills learning of normal students in post-practice is related to the development quality of post-practice. Through the investigation of the degree of satisfaction of normal students' teaching skill learning, we can see the effect of post-practice of normal major in colleges and universities. On the one hand, it is helpful for normal college students to examine the effect of their own practice, on the other hand, it is helpful for colleges and universities to further optimize the program of post-practice. Therefore, it is of great significance for the development of post-practice to investigate the degree of satisfaction of normal students' teaching skill learning.

2. LITERATURE REVIEW

Search literature on CNKI with the theme of "educational practice degree of satisfaction". From 2008 to 2019, there are more than 120 literatures published in recent years. However, most of the literature focuses on medical students' educational practice, hotel management, tourism management, enterprise management, preschool education, and so on.

Some experts surveyed the degree of satisfaction of hotel management interns. Liu Fenglian and others conducted a questionnaire survey on the hotel management interns. Through the analysis of salary, working conditions, leadership management, learning and exercise, and interpersonal relationship, the conclusion is that the students of this major are less satisfied with the practice (Liu, Song, & Yong, 2010). Xu Feng believed that the hotel interns in higher vocational colleges are generally satisfied with the internship work itself, less satisfied with the internship environment, and the most satisfied was interpersonal relationship, with the highest score, so he put forward strategies to improve the degree of satisfaction of the hotel interns (Xu, 2013).

Some experts surveyed the degree of satisfaction of medical interns. Li Manli and others conducted a survey on the degree of satisfaction of clinical medical interns, and got the conclusion that students' degree of satisfaction with practice was low (Li & Lin, 2009). Wu Man and others believed that the degree of satisfaction of clinical medical interns is general, the existing problems were insufficient teaching resources, the disadvantages of traditional practice mode, teaching management and other aspects. In addition, some suggestions were put forward to reform the medical education mode, improve the teaching conditions and strengthen the construction of teachers (Wu, Li, & Zhang, 2012).

Some experts had investigated the major of tourism management. According to the survey, Cheng Haifeng had got the conclusion that the degree of satisfaction of tourism management interns is low, and the influencing factors include education background, internship transfer, student source, and part-time experience (Cheng, 2019). Xiao Jianzhen investigated the school factors that affect the degree of satisfaction. He believed that the influencing

factors include the choice of the hotel by the college, the preparation for the practice, the lack of guidance teachers, and the inappropriate time for the practice, and put forward relevant suggestions (Xiao, 2017).

Some experts had carried out degree of satisfaction survey on preschool education major. Jin Lan investigated the degree of satisfaction degree of practice of preschool education major in six colleges and universities in Jilin Province, and thought that the degree of satisfaction degree of students to practice was general. In order to improve the degree of satisfaction of interns, three teaching suggestions are put forward: increasing the time of practical teaching, standardizing the organization of practical teaching, and improving the teachers' guidance ability (Jin, 2016). Zeng Shan and others believed that pre-school education interns are less satisfied with the internship location, salary and interpersonal relationship, and there is a large room for improvement. They also put forward improvement countermeasures from the four aspects of government, kindergarten, school and students (Zeng, Li, & Yan, 2016). Li Huili conducted a questionnaire survey by stratified sampling method, and found that the new kindergarten teachers' degree of satisfaction with the practice content was the lowest, and only the general degree of satisfaction was the highest in the practice content, and accordingly put forward corresponding suggestions, and we need to pay attention to it Li (2019). Wang Bangyong and others selected three normal universities in Yunnan Province, and found that the overall degree of satisfaction of students is high, but the degree of satisfaction of individual aspects is low. They also put forward three suggestions: scientific organization, strengthening guidance, and focusing on individuals (Wang & Jiang, 2017).

Some experts had analyzed the degree of satisfaction degree of post-practice. Gai Bo analyzed the factors affecting the degree of satisfaction from the government, schools and internship units, and proposed that the government should pay more attention to them, universities need to reform and innovate models, internship units should be closely linked with universities, and students should strengthen self-management (Gai, 2017). Liu Xuanhui and others had shown that college students attach much more importance to the practice harvest than other factors, so we should pay attention to the practice harvest of college students. The author think that colleges and universities need to give full play to the role of assistance and management in the process of re major practice. The internship units should pay attention to work arrangement, student management, tutor setting, internship atmosphere, and the interns themselves should make full preparation for internship, on this account improve the harvest of college students in internship (Liu & Zhong, 2018). The above research studies the degree of satisfaction of interns from different majors and perspectives. We can see that although there are surveys on the degree of satisfaction of normal students, they are all about the direction of preschool teaching. There is almost no research on mathematics normal students, so in order to study the effect of post-practice of mathematics normal students and promote the better development of post-practice, it is necessary to investigate the degree of satisfaction of post-practice of mathematics normal students, so as to promote the better development of post-practice.

3. THEORETICAL BASIS

3.1. Satisfaction and Degree of Satisfaction

Satisfaction refers to an emotional state that a person must achieve a certain goal (Liu, 2008). A person's physical and mental pleasure after comparing his expectation of something to be experienced with his feeling of reality is satisfied with it, otherwise, he is dissatisfied (Liang, 2007; Liu & Yang, 2004).

Degree of satisfaction is a standard measure to analyze a person's psychological feelings or state, a feedback of a person's satisfaction, and a sense of disappointment or pleasure formed when a person's expectation value is compared with the final value (Fan, 2003; Fornell, 1992). People are more satisfied when they feel happy, and less satisfied when they feel disappointed.

3.2. Interns' Expectation for Post-Practice

Post-practice refers to practice on behalf of others' posts, and to complete all responsibilities of education and teaching activities. Post-practice often has the characteristics of long practice time and many tasks. This will help interns to accumulate rich experience in education and teaching, broaden their horizons, and improve their professional abilities. It will help interns to apply the learning teaching theory to practice and promote the better development of interns (Cheng, Pan, & He, 2016; Taylor, 2004). Before post-practice, the characteristics and requirements of post-practice will be explained in detail, and the interns will be mobilized and trained (He, 2017). Therefore, they were very aware that post-practice is to let them experience the real teaching working environment in advance, so that they can sense and understand the knowledge and skills required by teachers' posts, and combine the theoretical knowledge learned in school with teaching practice, so as to promote their career development, improve their ability to solve practical problems, and lay a foundation for the smooth move to work in the future (Tian, Liu, & Song, 2019; Zhou, 2017). Therefore, interns were generally looking forward to learning a wealth of teaching knowledge and skills during the internship, especially those practical teaching skills that can be applied in daily education activities, such as skills on teaching design, classroom teaching, communication with students, individual tutoring and reasonable evaluation of students (Li, & Jiang, 2018; Wang, Zheng, & Wu. G, 2016). Studies had shown that when students master more of these practical skills, they will feel very happy (Ma, 2017; Qu & Zhang, 2015; Wu, Liu, Zheng, & Liu, 2019).

4. RESEARCH METHODS

4.1. Research Samples

31 students majoring in mathematics and applied mathematics and public funded normal students from school of mathematics and statistics of Shandong Normal University were selected for the study. Among them, 74.2% were female students, 25.8% were male students. Half of the students had post-practice in primary school (51.6%), 32.3% in junior high school, and only 16.1% in senior high school. The proportion of urban key schools is 9.7%, urban general schools is 19.3%, district and county schools are 42.0%, and township schools are 29.0%. Details are shown in Table 1.

Table-1. Basic degree of satisfaction sample of post-practice teaching skills.

		Number of people	Percentage（%）
Gender	Male	8	25.8
	Female	31	74.2
Type of practice school	Primary school	16	51.6
	Junior middle school	10	32.3
	high school	5	16.1
Practice school level	City key school	3	9.7
	City General School	6	19.3
	District schools	13	42.0
	Township schools	9	29.0

Source: Field survey, 2019.

4.2. Research Tools

The subjects are the students majoring in mathematics and applied mathematics and the students majoring in public funded normal college of mathematics and statistics of Shandong Normal University. The questionnaire contains thirty-nine questions. This paper focuses on the investigation of the learning situation of the interns in four aspects: teaching design skills, classroom teaching skills, teaching guidance skills and teaching evaluation

skills. The answers to each question are divided into few learned, few learned, few learned, many learned and many learned according to Likert's five-level scoring method, and are scored according to 1-5.

4.3. Data Collection

In the course of the study, 31 questionnaires were sent out and 31 were recovered, with a recovery rate of 100%. The data will be automatically counted to the background of "Questionnaire Star" after the subjects finish answering the questions. Researchers only need to log in to see the data collection.

4.4. Data Processing

Use the "Questionnaire Star" self-contained statistical method to count the number of people who choose each option in each question, and express it in percentage. Then we use Excel to calculate the average score of each topic and the total average score of each aspect. According to the average score, we can get the satisfaction of learning a certain teaching skill.

5. ANALYSIS OF RESULTS

5.1. Results of Teaching Design Skill Satisfaction

Based on the analysis of the statistical results, nine teaching design skills were investigated, among which more than 70% of the interns believed that they had learned more skills of making teaching plans, mastering key and difficult points of teaching materials, choosing teaching methods, choosing teaching tools, understanding students' different skills and making teaching strategies. The number of interns who have learned more skills of writing teaching plans, selecting teaching materials and mastering the skills of teaching material structure system has reached more than 60.0%. Most of them think that they have learned the skills of teaching design. And the average score of the nine teaching design skills is 3.81, of which the most important and difficult skill is to master the teaching materials, which is 4.16, and the lowest one is to write the teaching plan, which is 3.48. Details are shown in Table 2.

Table-2. Learning Satisfaction of instructional design skills.

Teaching design skills	A lot (%)	More (%)	Little (%)	Less (%)	Very few (%)	Average
Make teaching plan	38.7	35.5	6.4	9.7	9.7	3.84
Writing lesson plans	22.6	32.3	25.8	9.7	9.7	3.48
Textbook structure system	22.6	35.5	32.3	6.4	3.2	3.68
Grasp key points and difficulties	41.9	41.9	9.8	3.2	3.2	4.16
Choose teaching methods	29.0	45.2	19.3	0	6.5	3.90
Choose teaching tools	25.8	38.7	29.1	3.2	3.2	3.81
Choose teaching materials	22.6	38.7	19.4	16.1	3.2	3.61
Understanding student differences	38.7	35.4	12.9	6.5	6.5	3.94
Develop teaching strategies	25.8	48.4	19.4	3.2	3.2	3.90

Source: Field survey, 2019.

5.2. Survey Results of Classroom Teaching Skill Satisfaction

Based on the analysis of the statistical results, 14 classroom teaching skills were investigated. Half of the interns think they can learn more skills to inspire students' learning and guide inquiry learning; they think they can learn more skills to stimulate students' motivation, introduce new courses, maintain classroom order, use teaching media, use teaching language, blackboard writing skills, analysis and evaluation skills, guide cooperative learning, promote students' understanding, master, solve problems and summarize More than 60.0% of the interns have finished the course, and most of them think they can learn the classroom teaching skills. And the average score of 14 kinds of classroom teaching skills is 3.91, among which the highest score is 4.13 for maintaining classroom order skills and using teaching media skills, and the lowest score is 3.58 for guiding students to explore skills. Details are shown in Table 3.

Table-3. Learning satisfaction of classroom teaching skills

Classroom teaching skills	A lot (%)	More (%)	Little (%)	Less (%)	Very few (%)	Average
Maintaining classroom order	41.9	35.5	19.4	0	3.2	4.13
Motivating students	25.8	41.9	29.1	0	3.2	3.87
Inspire students to learn	35.5	22.6	38.7	0	3.2	3.87
Import new lessons	32.3	38.7	22.6	3.2	3.2	3.94
Using teaching media	41.9	38.7	13.0	3.2	3.2	4.13
Using teaching language	38.7	35.5	22.6	0	3.2	4.06
Blackboard design	38.7	25.8	16.1	9.7	9.7	3.74
Analysis and evaluation skills	35.5	48.4	6.5	6.4	3.2	4.06
Guide cooperative learning	25.8	35.5	22.6	12.9	3.2	3.68
Guide inquiry learning	25.8	32.3	22.6	12.9	6.4	3.58
Promote students' understanding	25.8	51.6	16.3	3.2	3.2	3.94
Promote students' Mastery	35.5	42.0	16.1	3.2	3.2	4.03
Promote problem solving	25.8	48.4	16.1	6.5	3.2	3.87
Conclude the course	32.3	35.5	19.3	9.7	3.2	3.84

Source: Field survey, 2019.

5.3. Survey Results of Teaching and Guidance Skill Satisfaction

Based on the analysis of the statistical results, eight teaching and counseling skills were investigated. More than 70.0% of the interns think that they can learn more skills of controlling the number of assignments, controlling the difficulty of assignments, correcting assignments, answering to students, tutoring poor students and summarizing and reflecting after class. 55.0% of the interns think that they can learn more skills of guiding students to learn methods. More than half of the interns think that they have not learned more excellent tutoring skills, and most of them think that they can learn teaching tutoring skills. And the average score of eight teaching and counseling skills is 3.90, of which the highest score is 4.42 for correcting homework skills, and the lowest score is 3.39 for excellent students. Details are shown in Table 4.

Table-4. Learning satisfaction of teaching and guidance skills.

Teaching and counseling skills	A lot (%)	More (%)	Little (%)	Less (%)	Very few (%)	Average
Control the number of jobs	29.0	38.7	16.1	9.7	6.5	3.74
Control operation difficulty	25.8	48.4	9.7	12.9	3.2	3.81
Homework correcting	64.5	19.4	12.9	0	3.2	4.42
Answer for students	45.2	41.9	6.5	3.2	3.2	4.23
Poor student guidance	32.3	45.2	12.9	3.2	6.4	3.94
Eugenic counseling	19.4	22.6	41.9	9.7	6.4	3.39
Guiding learning methods	32.3	25.8	25.8	9.7	6.4	3.68
After class summary and reflection	35.5	41.9	12.9	6.5	3.2	4.00

Source: Field survey, 2019.

5.4. Teaching Evaluation Skill Satisfaction Survey Results

Based on the analysis of the statistical results, it is believed that over 77.4% of the interns can learn more skills of marking papers, over 60.0% of the interns can learn more skills of analyzing papers, half of the interns believe that they have learned less skills of proposition and writing analysis reports, and most of the interns believe that they can learn teaching evaluation skills. And the total average score of four teaching evaluation skills is 3.57, of which the highest score is 4.06; the lowest score is 3.26 for proposition skill and writing analysis report skill. Details are shown in Table 5.

Table-5. Teaching evaluation skill learning satisfaction.

Teaching evaluation skills	A lot (%)	More (%)	Little (%)	Less (%)	Very few (%)	Average
Propositional skills	22.6	19.4	32.2	12.9	12.9	3.26
Marking skills	48.4	29.0	9.6	6.5	6.5	4.06
Analysis test paper skills	25.8	35.5	29.0	3.2	6.5	3.71
Write analysis report	12.9	38.7	29.0	0	19.4	3.26

Source: Field survey, 2019.

6. DISCUSSION

Based on the above survey results, we can get:

1) In the survey of learning satisfaction of instructional design skills, the number of interns who have learned more instructional design skills has reached more than 60.0%, which shows that they are generally satisfied with the learning of instructional design skills. And the average score of nine teaching design skills is 3.81, of which the highest score is 4.16 for mastering the key and difficult skills of teaching materials, and the lowest score is 3.48 for writing teaching plans, which shows that interns are very satisfied with the learning of teaching design skills.

2) In the survey of learning satisfaction of classroom teaching skills, half of the interns think that they can learn more skills that inspire students to learn and guide inquiry learning, and the learning level of the remaining twelve classroom teaching skills has reached more than 60.0%, which shows that they are generally satisfied with the learning of classroom teaching skills. And the average score of 14 classroom teaching skills is 3.91, of which the

highest score is 4.13 for maintaining classroom order skills and using teaching media skills, and the lowest score is 3.58 for guiding students to explore skills, which shows that interns are very satisfied with the learning of classroom teaching skills.

3) In the survey of learning satisfaction of teaching and guidance skills, the number of interns who can learn more skills to control the number of assignments, control the difficulty of assignments and other skills has reached more than 70%, and the number of interns who can learn more skills to guide students to learn methods has reached more than 55%, which indicates that they are generally satisfied with the learning of these skills; half of the interns think they have not learned more This shows that the learning of guidance skills is not generally satisfactory. And the average score of eight kinds of teaching guidance skills is 3.90, among which the highest score is 4.42 about correcting homework skills, and the lowest score is 3.39 about guidance skills for excellent students, which shows that interns are very satisfied with the whole learning of teaching guidance skills.

4) In the survey of learning satisfaction of teaching evaluation skills, the number of interns who can learn more paper marking skills is over 77.0%, and the number of interns who can learn more analytical paper skills is over 60.0%, which shows that they are generally satisfied with the learning of these two skills; half of the interns think that they have learned less proposition skills and writing analysis report skills It is not generally satisfactory. And the total average score of the four teaching evaluation skills is 3.57, of which the highest score is 4.06, and the lowest score is 3.26, which shows that the interns are very satisfied with the learning of teaching evaluation skills.

7. CONCLUSION

From the above survey process and results, the number of satisfied students accounts for 88.0% of the total number of survey, the total satisfaction score is 3.80 points, and the number of dissatisfied students accounts for about 12.0% of the total number of survey, which shows that most interns are more satisfied with the learning of teaching skills in post-practice, and the degree of satisfaction is relatively high.

However, some students are not very satisfied with the learning of some skills, such as writing teaching plan skills, proposition skills, guidance skills for excellent students. The number of people who are satisfied with these kinds of teaching skills is the least and their scores are the lowest.

8. RECOMMENDATIONS

According to the above conclusion, it is suggested that the way of post-practice should be widely used in Colleges and universities to promote the acquisition and improvement of normal students' teaching skills. In the post-practice, under the condition of keeping the training of other teaching skills unchanged, we should strengthen the practice of teaching skills, such as writing teaching plan skills, proposition skills, guidance skills for excellent students, so as further and more widely improve the satisfaction of normal students. The disadvantage of this study is that there are few samples, so it is necessary to expand the research samples to obtain a broader and comprehensive conclusion.

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