

# **Empirical Study on the Influencing Factors of Experimental Teaching Effect in Public Management Courses**

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**Abstract:** This paper first analyzes the relationship between experimental teaching and teaching effectiveness of public management courses. Secondly, it conducts empirical analysis on the factors influencing the effectiveness of experimental teaching. The key influencing factors are teaching effectiveness, equipment environment, learning attitude and learning behavior. And learning atmosphere, etc. Finally, combined with the above-mentioned influencing factors, some suggestions for improving the teaching effectiveness of the experimental course, such as enriching the teaching content, creating an open public management laboratory, innovating experimental courses, and constructing interactive experimental teaching, etc., in order to improve the experimental teaching mechanism of public management courses.

## **1. Introduction**

The public management course experimental teaching is an important part of the public management teaching mechanism. It can help students develop innovative consciousness, strengthen students' practical ability, improve students' ability to find problems and deal with problems, and train students to form correct thinking mode and promote students' comprehensive ability. Upgrade. The traditional teaching mode can no longer meet the students' learning needs and the actual needs of the society for the required talents. Therefore, it is especially necessary to incorporate the experimental curriculum into the teaching mechanism and continuously strengthen the experimental teaching results.

## **2. The relationship between experimental teaching and teaching effectiveness in public management courses**

Experimental teaching is the main link to realize the combination of actual and theoretical. The effectiveness of experimental teaching is an important criterion for measuring and testing the success of experimental teaching. The effect of experimental teaching refers to the degree to which students expect the achievement of teaching objectives after the end of experimental teaching. It also includes the degree of satisfaction of students' needs, values, learning ability and learning knowledge in experimental teaching activities. This is also a visual presentation of the effectiveness of teachers' teaching and the effectiveness of students' learning. The future development of students and the progress of learning are the focus of investigation.

## **3. Empirical analysis of factors influencing experimental teaching effectiveness**

Students are the direct consumers of teaching services. The important criterion for the success of teaching activities is the degree to which teaching activities meet the learning needs of students. The satisfaction of students with teaching services can directly show the degree of satisfaction of students' internal needs. Understanding the students' internal needs can help the school to develop corresponding measures to mobilize students' enthusiasm for learning, to investigate the effectiveness of teaching, to improve the fit between teaching activities and students' learning needs, and to meet different teaching needs to varying degrees. Students will also be fully developed in this

process.

### 3.1 Data source and model construction analysis

This study uses the TFV data model to carry out empirical analysis. This paper preprocesses the data of 1045 questionnaires feedback from public management students in some universities in China, and uses statistical software to analyze the data and obtain the corresponding results. See Table 1 (no cross terms) for details.

Table 1 Empirical results of factors influencing teaching effectiveness

Related indicators	Curriculum			Other options		
	F value	P value	Threshold	F value	P value	Threshold
Teachers in the classroom	6.086	1.60E-04	2.002	88.046	1.60E-27	2.323
Teacher outside the classroom	1.924	0.091	2.192	77.342	3.55E-17	2.746
Why choose this course	0.702	0.673	2.188	7.048	0.000	2.746
What kind of ability to train students	0.561	0.816	2.188	16.705	9.01E-07	2.746
Student textbook selection satisfaction	2.959	0.023	2.188	48.915	3.19E-13	2.746
Student teaching content affirmation	3.678	0.001	2.105	12.827	1.67E-06	2.524
Affirmation of student teaching methods	1.085	0.536	2.236	49.025	2.83E-12	2.835
Teacher's teaching attitude evaluation	2.765	0.006	1.986	56.719	2.34E-25	2.325
Extracurricular assignment evaluation	1.306	0.269	2.605	15.029	3.25E-06	2.786
Examination method evaluation	3.406	0.003	2.605	8.931	4.29E-04	2.906

### 3.2 Student internal and external factors assessment

From the empirical results of the data model in Table 1, it can be seen that for the same kind of courses, students are usually heterogeneous in the aspect of factor attention in the classroom. It can be concluded from the F value in the Table that the ability of the subject, the selection of the textbook, the type of the course and the content of the teaching do not have a significant impact on the assessment of the internal factors of the students, and the factors in the Table can have a significant influence on the teaching effectiveness and can be refined into learning. Five types of impact factors such as atmosphere, learning behavior, learning attitude, and equipment environment.

### 3.3 Analysis of the correlation between the effectiveness of experimental teaching and the five types of impact factors

The important purpose of the factor analysis method selected in this study is to study the many factors that affect the effectiveness of public management experimental teaching, to refine the key influencing factors, to explore the more accurate potential factors in the appearance of phenomena, and to improve the experimental courses. Teaching effectiveness provides a scientific reference.

Table 2 Correlation coefficient between impact factor and teaching effectiveness

classification	Teaching effectiveness	Equipment environment	learning attitude	Learning behavior	learning atmosphere	Teaching effectiveness
Teaching effectiveness	1					
Equipment environment	0.554**	1				
learning attitude	0.654**	0.421**	1			
Learning behavior	0.326**	0.265**	0.312**	1		
learning atmosphere	0.469**	0.370**	0.323**	0.373**	1	
Teaching effectiveness	0.655**	0.482**	0.575**	0.332**	0.459**	1

In order to further study the relationship between the effectiveness of experimental teaching and the five types of impact factors, the Pearson method can be used to analyze the correlation between the two. The correlation coefficient between the two is calculated by SPSS20.0 software combined with the Pearson method.  $r$  represents the Pearson correlation coefficient, and this is the standard. See Table 2 for details.

#### **4. Improve the experimental teaching suggestions for public management courses**

##### **4.1 enrich practical teaching content**

The experimental courses of public administration disciplines are highly practical and comprehensive, mainly showing public policies at the government level, providing public affairs services for public organizations, individuals, or society. The teaching carriers, research carriers and training carriers of public administration are all Public groups with certain public powers can allocate, value, and maintain the public interest, as well as behaviors such as public services and public goods management. Therefore, the experimental course plays an important role in this professional teaching. At present, the original experimental contents in the public system are mostly validated experiments and simulated experiential experiments. The experimental mode is single and the open experimental content is insufficient. All teaching institutions can encourage teachers to participate in the experimental teaching innovation activities of this course by means of additional teaching reform projects or curriculum construction projects. For example, some hot events generated in the recent society can be collected, and an open nature forum can be opened. This attracts students to actively participate in the event discussion. In addition, teachers can encourage students to set their own discussion topics and regularly update topics within the forum. When selecting topics, we should try to select hot topics that have arisen in the domestic society and the international community in the past three years. With the help of open forum settings and hot topic selection, in addition to enriching the experimental teaching content, the enthusiasm of students' experimental projects can be fully mobilized. This also creates a good learning atmosphere. In this open learning environment, students can also express their own ideas and ideas, and also promote their own thinking ability. In addition, a professional experimental guidance team was set up to systematically train talents and conduct some scientific research activities. Under the guidance of this team, students can enhance their own experimental ability in addition to their own theoretical knowledge, and strengthen their own sense of innovation, which will promote the development of their comprehensive quality. All colleges and universities should also carry out exchange activities on a regular basis to exchange their knowledge gained in the experiment and promote overall development.

##### **4.2 Creating an open public management laboratory**

Such courses are greatly influenced by the duration of teaching in actual teaching activities, and such courses have fewer hours of study, and also affect the effectiveness of experimental courses to a certain extent. Each university can supplement the experimental course time by adding such a large-scale experimental work. At the same time, it is also possible to introduce advanced teaching experience from other universities, create an open public management laboratory, and set up professional instructors to guide and manage students. Under this type of teaching mode, the impact of the time limit on the course can be reduced to a lower level, and the experimental teaching steps can be extended in terms of experimental content and duration. In addition to conducting experimental activities within the prescribed time, students can also enter the laboratory to carry out experimental activities in their spare time. In the laboratory, in addition to the teacher's ability to set up experimental content, students can also carry out experiments on the dual-innovation projects of college students and the horizontal and vertical projects set by teachers. The creation of an open laboratory can not only extend the length of experimental teaching, but also improve the actual utilization rate of the experimental system and laboratory. It can also mobilize the enthusiasm of students' experiments, which can enhance the effectiveness of experimental teaching to a certain

extent. Create a good equipment environment for students' experimental activities, and configure professional teachers to guide students. In this learning environment, students can also improve their professional knowledge and promote their comprehensive development.

#### **4.3 Innovative experimental course assessment method**

At present, the assessment methods of such courses are mostly based on theoretical assessment methods. The theoretical knowledge accounts for 70% of the total scores. The classroom question scores, attendance grades, after-school assignments and experimental scores are equal to 30% of the total scores. Because the experimental course accounts for a relatively low total score, the teachers and students pay insufficient attention to this part of the course, and the students' experimental ability is difficult to improve, which limits the comprehensive ability of students. Therefore, it is possible to appropriately increase the proportion of the results of the experimental courses in the total scores, change the awareness of teachers and students on the importance of the course, deepen the cognition of the importance of the experimental courses, and correct the attitude of students. Under the premise of large-scale experimental work, the school can set up separate performance appraisal activities to assess the students' experimental ability. If the large-scale experimental work is not opened, the proportion of experimental results can be increased to 40%.

#### **4.4 Building interactive experimental teaching**

At present, the teaching methods of teachers are relatively simple, and the lack of teaching interest is a common problem reflected by students. In addition, the inappropriate application of interactive teaching methods by teachers is also the main reason for the difference between expected teaching results and ideal teaching results. Some teachers in the teaching activities will give most of the teaching time to the students to carry out independent exploration activities, but ignore the guiding role that the teachers themselves should play in, which causes some students to blindly carry out experimental projects, and the experimental results are low. In response to this, teachers should fully grasp the teaching tasks and teaching objectives, and clarify when they should start guiding activities to prevent students from entering the misunderstanding of thinking. In addition, teachers can also increase the interactive process in the process of experimentation, exchange experimental experience and matters needing attention during the experiment process, help students explore new experimental ideas, improve their knowledge system, and improve their comprehensive ability. In this teaching activity, students can also develop good thinking habits, exploration habits and innovative consciousness. In the traditional teaching mode, students passively accept knowledge and actively explore knowledge, which can also cultivate students' knowledge application ability and learning ability. .

### **5. Conclusion**

The improvement and optimization of the experimental teaching mode in the public management curriculum is the difficulty and focus of the current public management curriculum reform. The effectiveness of experimental teaching and the realization of teaching objectives, in addition to relying on continuous updating of teaching software, the enthusiasm of teachers and the enthusiasm of students to learn have also played an important role in the experimental curriculum activities. The opening of the experimental course not only can further improve the student's knowledge system, but also improve students' practical ability and promote their comprehensive quality development. Therefore, it is necessary to carry out empirical research on the influencing factors of the experimental teaching effectiveness and clarify the potential influencing factors, so that the curriculum improvement measures can be formulated to improve the teaching effectiveness of the experimental courses.

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