

Research on the Influencing Factors of College Students' Satisfaction with Practical Courses Based on Their Psychological Perception

Hongqi Zhou¹, Liuyu Sun², Wensheng Liu^{3,*}

¹*Xianda College of Economics and Humanities, Shanghai International Studies University, Shanghai, China*

²*Shanghai Industrial and Commercial Polytechnic, Shanghai, China*

³*Shanghai Modern Chemical Industry Vocational College, Shanghai, China*

**Corresponding Author.*

Abstract: The construction of a satisfaction index system for college teaching is of great significance for improving the teaching level of universities and cultivating innovative talents. This paper conducts empirical research using a questionnaire and scale statistics method. Principal component analysis is employed for factor analysis, and multiple regression analysis is used to investigate the degree of influence of various primary factors on student satisfaction. The results indicate that psychological factors such as teaching organization and methods, practical environment, and practical gains significantly affect students' perception of course satisfaction, while practical content and teacher-student relationships have no significant impact on satisfaction. By exploring the influencing factors of students' course satisfaction, this paper argues that the construction of practical courses in design majors should embody a student-centered approach, prioritize students' psychological perception factors, design reasonable teaching organization and methods for students, create a good practical environment, and enable students to experience a psychological sense of achievement, thereby effectively enhancing course satisfaction. This paper explores the key factors influencing students' satisfaction with practical courses in design majors from the perspective of students' psychological perception, providing psychological insights and suggestions for optimizing practical courses in design majors at colleges and universities.

Keywords: Practical Courses; Students;

Teaching Satisfaction; Influencing Factors

1. Introduction

In the era of big data, society has set higher requirements for the professional knowledge and skills of applied talents. Facing this new situation, the cultivation of practical and applied talents based on the principles of "being oriented by social needs, focusing on application, and prioritizing ability development" has become a crucial measure for the construction of various disciplines [1]. The quality of applied talent cultivation is closely related to the setup and effectiveness of practical teaching. Practical teaching is an effective way to consolidate theoretical knowledge and deepen understanding of theories. It is also a vital link in cultivating high-quality applied talents with innovative consciousness. Furthermore, it serves as an important platform for integrating theory with practice and fostering students' scientific methodologies and practical abilities. Renowned universities in the United States, Canada, and the United Kingdom have actively explored practical teaching models for cultivating innovative talents by establishing practical teaching curriculum systems, industry-academia-research practical teaching bases, and practical teaching laboratories, thereby enhancing university students' innovative capabilities [2]. However, Chinese universities generally face issues such as outdated practical teaching facilities, loosely designed curricula, and lax management, which significantly hinder the improvement of practical teaching quality and consequently reduce teaching satisfaction.

Currently, research on practical teaching in China mainly focuses on two aspects:

evaluation systems and influencing factors. As early as 2009, Chen Hong designed evaluation indicators based on teaching assessment content, including teaching attitude, teaching content, teaching methods, and teaching effects, to construct a teaching quality evaluation system for practical teaching [3]. Li Shuzhen et al., taking Beijing Institute of Fashion Technology as an example, explored the construction of a practical teaching quality evaluation system for design majors, encompassing four aspects: classroom experimental teaching evaluation, internship (sketching and field studies) evaluation, project creation and research practice evaluation, and graduation design (thesis) evaluation. This system is highly operable and targeted [4]. As students' dominant position in education and teaching gradually strengthens, the "student-centered" educational model has attracted widespread attention in the educational community. How to reform teaching based on students' actual course issues and how to better cultivate applied and innovative talents have become important research topics for domestic educators. Ma Yuchao et al. examined university students' satisfaction with practical teaching from four aspects: management system, software and hardware facilities, instructors, and internship gains [5]. Li Xingguo's survey and analysis of undergraduate students revealed that instructional design, teaching atmosphere, reflective tendencies, and internal control tendencies all have a positive and significant impact on the effectiveness of practical teaching [6]. In his research on the influencing factors of practical teaching in engineering management, Li Xiaoyong believed that attitudes, assessment methods, satisfaction with practice bases, and other factors affected students' satisfaction with practical teaching [7]. Song Chunhong proposed factors influencing the effectiveness of modern distance education practical teaching from the perspectives of teaching support, teaching content, teaching interaction, and learning motivation [8].

From the available literature, previous experts and scholars have conducted in-depth research on practical teaching. However, there is limited research on the factors influencing practical teaching satisfaction from the perspective of students' psychological

perceptions, especially in the field of art design majors. Environmental design, which belongs to the discipline of design arts, typically includes interior design and outdoor environmental design (landscape design). Environmental design is a highly applied discipline. Practical courses not only help students better grasp knowledge and broaden their thinking but are also important methods and means for improving independence, collaboration, innovation, and comprehensive design abilities. Therefore, practical courses occupy an important position in the entire disciplinary education system. Therefore, paying attention to the perceptions and needs of environmental design majors in practical courses, creating a good learning experience for students, and enhancing their interest and initiative in learning can effectively improve the quality of practical teaching. Taking the teaching of practical courses in environmental design as an example, this paper uses factor analysis to extract dimensions that affect practical teaching, constructs a teaching satisfaction evaluation model, deeply analyzes the important factors influencing practical teaching, and seeks directions and goals for improvement, thereby optimizing teaching resources and enhancing the quality of talent cultivation. This research can provide a reference for evaluating the quality and effectiveness of similar practical classroom teaching in universities.

2. Methods

2.1 Selection of Research Subjects

This study targets junior and senior students majoring in Environmental Design at the Xianda College of Economics and Humanities, Shanghai International Studies University. These students have already taken practical courses such as "Renovation and Renewal Design Practice," "Comprehensive Project Design Practice," and "Culture and Space Design." These courses are jointly conducted by enterprises (or governments) and the university's Environmental Design studio, and are taught by teachers with dual-qualification certifications. The teaching activities of these courses usually adopt the form of cooperation with governments or enterprises, combining course content with regional construction practice projects or real design projects of

enterprises. The projects mainly focus on the renovation and design of old factories in urban and rural areas, homestay design, public space design, community micro-renewal, etc. Classroom teaching emphasizes the practical value of design and the cultivation of students' practical abilities. Practical project exhibitions are conducted in student groups, and teachers guide and communicate with students in classroom teaching. This study explores the influencing factors of satisfaction with practical course teaching in applied undergraduate environmental design majors, and the selected cases are representative.

2.2 Hypothesis Model

Applied undergraduate practical teaching is one of the many teaching services provided by higher education to university students. Students, as its "customers," receive talent cultivation through the quality of curriculum setting, teacher allocation, teaching methods, resource equipment, management, and assessment. Based on the common main content of undergraduate teaching quality assessment perceived by students (teaching attitude, teaching content, teaching methods, teaching effects, etc.), this paper combines the characteristics of practical teaching in environmental design majors to construct an evaluation model of teaching satisfaction for design majors. The evaluation model of teaching satisfaction for design majors mainly includes six influencing factors. "Practical environment" mainly refers to the spatial layout of the practice studio, ventilation and lighting, software and hardware equipment conditions, etc., providing a material basis for the development of practical courses. "Practical teaching content" is the core of practical course construction. Whether the course is innovative, practical, and meaningful is of great significance to students. Teaching methods mainly consider learning methods, especially the cultivation of students' knowledge acquisition and autonomous learning abilities with diversified teaching methods supported by modern technology. Teaching organization considers the order in the course development process and the rationality of the practical teaching assessment system. The "teacher-student relationship" factor reflects the characteristics of practical courses in design majors, such as emphasizing

communication and interaction, professional expression, and design creativity. A good teacher-student relationship facilitates in-depth learning and communication and can better stimulate students' interest and creativity. Whether students gain something from practical courses is also an important factor affecting their perception of the course. By learning through practical projects, students can improve their professional application abilities, innovation abilities, and comprehensive qualities, which will generate a sense of achievement and professional confidence, leading to a positive evaluation of the course.

The research hypotheses proposed in this study are:

H1: Students' psychological perception of the quality of practical course teaching has a significant impact on their teaching satisfaction.

H2: The various dimensions of practical teaching quality perceived by students have a significant impact on their satisfaction.

Based on exploratory factor analysis and with reference to surveys of undergraduate students in Jiangsu universities by Sun Youran (2016) and surveys of ordinary undergraduate students with off-campus practical course experience by Ma Weiwei and Guo Qian (2018), a questionnaire was designed (Table 1. Indicator System of Factors Influencing Satisfaction with Practical Courses Based on Students' Psychological Perception).

The questionnaire design is divided into two parts. The first part consists of items reflecting demographic statistical characteristics, including the respondent's gender, age, education level, major status, etc. The second part consists of items related to students' psychological perception of the practical teaching process, mainly examining their satisfaction with the teaching environment, teaching content, teaching methods, teacher quality, etc. The items are divided into six categories with 25 items. This part of the items uses the Likert 5-point scale for measurement, which includes five levels of options: "very dissatisfied, dissatisfied, neutral, satisfied, very satisfied," assigned values of 1, 2, 3, 4, and 5, respectively. The higher the score, the higher the respondent's degree of recognition, and vice versa. After the initial items were formed, 10 teachers in the environmental design major

and some students were invited to test them. revised, improved, and finalized into a
Based on the test results, the wording was satisfaction evaluation questionnaire.

Table 1. Indicator System of Factors Influencing Satisfaction with Practical Courses Based on Students' Psychological Perception.

Dimension	Question Items (Potential Impact Factor)
Practical Environment (S1)	The design studio environment is good and feels comfortable. The studio's hardware conditions are excellent, and the related equipment is advanced. The software is good, and practical activities can be carried out smoothly. The practical projects meet teaching requirements
Practical Content (S2)	The course content meets social development needs and is highly practical. The course content does not rely on textbooks or courseware and focuses on the combination of theory and practice. The course content is highly practical and emphasizes the cultivation of students' hands-on abilities The teaching content is easy to understand and accept. The practical course keeps abreast of design trends and frontiers, broadening students' horizons.
Teaching Methods (S3)	The course adopts methods such as school-enterprise cooperation and school-local government cooperation to create work scenarios. Adopt heuristic and guided teaching methods, emphasizing classroom interaction and communication. Combine online and offline courses with diverse teaching methods
Teaching Organization (S4)	The objectives of each practice are clear, and practical abilities are gradually improved. The teaching organization design is scientific, balancing knowledge learning and ability cultivation. The teaching process design is reasonable, and the teaching order is good. The practical teaching assessment system is reasonable
Teacher-Student Relationship (S5)	The atmosphere in the practical venues is friendly, and teacher-student exchanges are enjoyable. Teachers provide individualized instruction based on students' aptitudes. Teachers focus on cultivating students' innovative design abilities and have good control over the classroom. Students can actively participate in classroom teaching and have more classroom interactions with teachers.
Practical Gains (S6)	Through participation in project-based practical teaching, students gain professional confidence. Through practical courses, students deepen their understanding of theoretical knowledge and improve their professional application abilities. Practical courses expand thinking and improve innovation abilities. The practical teaching content is very useful, and students gain a lot through practical teaching.

2.3 Data Collection

Data collection was conducted through questionnaires and interviews. Between March and April 2024, electronic questionnaires were sent to junior and senior students majoring in Environmental Design at Xianda College through class WeChat groups. A total of 254 questionnaires were received, with 29 invalid questionnaires (mostly due to multiple selections or obvious lack of effort in filling

out) excluded, resulting in 225 valid questionnaires with an effective rate of 88.58%.

This study used SPSS 25.0 statistical software, adopting principal component analysis and selecting the variance maximization method for factor rotation to extract common factors of each variable. Cronbach's α was used to test the reliability of the questionnaire scale data, and the KMO (Kaiser-Meyer-Olkin) statistic and Bartlett's test of sphericity were

used to test the validity of the data. The study analyzed the influencing factors represented by the common factors and used these factors as independent variables to analyze their significant impact on satisfaction with practical courses through multiple regression analysis.

3. Results

3.1 Demographic Characteristics Analysis

Among the survey participants, there were 84 male students (37.3%) and 141 female students (62.6%), with a higher proportion of females than males. The majority of participants were aged 18-22 (155 people, accounting for 68.8%). In terms of grade, there were 137 third-year students (60.8%) and 88 fourth-year students (39.2%). There were 150 students majoring in interior design (66.6%) and 75 in landscape design (33.3%). Regarding their perceptions before the practical courses began, 70 students (31.1%) chose "very interested and looking forward to it," 130 (57.7%) chose "interested, but see it as a normal course," 27 (12%) were indifferent, and 27 (12%) were not interested but would attend the class regularly. This indicates that most students have a certain level of interest and anticipation for the course. The survey participants' demographic characteristics, including gender ratio, age structure, and majors, are clear and meet the research requirements.

3.2 Reliability Test

The Cronbach's α reliability coefficient for the satisfaction scale of practical courses in this paper is 0.968, indicating a high overall reliability of the questionnaire. Internal

consistency reliability reflects the degree of correlation between the items in the survey questionnaire. The Cronbach's α coefficient ranges from 0 to 1, and a higher α coefficient indicates better correlation between the questionnaire items, i.e., higher internal consistency reliability.

3.3 Validity Analysis

The KMO test and Bartlett's test of sphericity were used to assess the suitability of the questionnaire design for factor analysis. The KMO test coefficient result was 0.963, indicating very good internal consistency and reliability of the questionnaire. The chi-square value of the Bartlett's test was 4824.044 (Sig.=0.000<0.01), indicating good overall validity of the questionnaire data and suitability for factor analysis. To clarify the components of each common factor, this study used the varimax method for rotation. The rotation converged after six iterations, resulting in a component matrix with factor loadings ranging from 0.505 to 0.842. Principal component analysis was conducted based on the rotated component matrix, and three common factors were extracted based on the characteristics and definitions of the main variables contained in each common factor (Table 2. Factor Analysis Results of Students' Satisfaction with Practical Courses). The characteristic root values were all greater than 1, and the variance explanation rates of these three factors after rotation were 26.782, 24.426, and 20.312, respectively; the cumulative variance explanation rate after rotation was 71.520%, indicating that the factors effectively extracted information.

3.4 Factor Analysis

Table 2. Factor Analysis Results of Students' Satisfaction with Practical Courses

Impact Factor	Ingredients		
	Common factor1	Common factor2	Common factor3
The practical teaching environment is good and comfortable	0.180	0.759	0.208
The hardware conditions are excellent, and the related equipment is advanced	0.213	0.814	0.147
The software is good, and practical activities can be carried out smoothly	0.247	0.799	0.174
The practical projects meet teaching requirements.	0.464	0.722	0.149
The course content meets the needs of social development and is highly practical	0.375	0.691	0.194
The course content does not rely on textbooks or courseware and focuses on the integration of theory and practice	0.493	0.515	0.278

The practical teaching courses are enriching and focus on cultivating students' hands-on abilities	0.505	0.498	0.322
The teaching content is easy to understand and acceptable.	0.562	0.515	0.278
The practical courses provide insights into design trends and frontiers, broadening horizons.	0.592	0.475	0.308
The course adopts methods such as school-enterprise cooperation and school-locality cooperation to create work scenarios.	0.453	0.582	0.218
Heuristic and guided teaching methods are adopted, emphasizing classroom interaction and communication.	0.673	0.389	0.352
Combine online and offline courses with diverse teaching methods.	0.647	0.442	0.295
The objectives of each practice are clear, and practical abilities are gradually improved.	0.763	0.360	0.239
The teaching organization design is scientific, balancing knowledge learning and ability cultivation.	0.755	0.386	0.253
The teaching process design is reasonable, and the teaching order is good.	0.713	0.322	0.322
The practical teaching assessment system is reasonable.	0.727	0.269	0.377
The atmosphere in the practical venues is friendly, and teacher-student exchanges are enjoyable.	0.440	0.699	0.187
Teachers provide individualized instruction based on students' aptitudes.	0.747	0.349	0.305
Teachers focus on cultivating students' innovative design abilities and have good control over the classroom.	0.613	0.152	0.491
Students can actively participate in classroom teaching and have more classroom interactions with teachers.	0.262	0.141	0.787
Through participation in project-based practical teaching, students gain professional confidence.	0.274	0.220	0.831
Through practical courses, students deepen their understanding of theoretical knowledge and improve their professional application abilities.	0.279	0.196	0.840
Practical courses expand thinking and improve innovation abilities	0.266	0.219	0.842
The practical teaching content is very useful, and students gain a lot through practical teaching	0.286	0.238	0.805

3.4.1 Teaching organization and methods

Among the factors constituting Common Factor 1, there are 11 with factor loadings above 0.5. Among them, "The objectives of each practice are clear, and practical abilities are gradually improved," "The teaching organization design is scientific, balancing knowledge learning and ability cultivation," and "Teachers provide individualized instruction based on students' aptitudes" have larger factor loadings ranging from 0.505 to 0.763. Most of the factors with larger loadings are related to the teaching organization and methods of practical courses. Therefore, Common Factor 1 is named the "Practical Teaching Organization and Methods" factor. Among them, "The objectives of each practice are clear, and practical abilities are gradually improved" (0.763) has the greatest explanatory power for satisfaction, followed by "Teachers provide individualized instruction based on students' aptitudes" (0.747), "The teaching organization design is scientific, balancing

knowledge learning and ability cultivation" (0.755), "The practical teaching assessment system is reasonable. Multiple assessment methods (presentations, reports, designs, projects, competitions, etc.) are used in the teaching process" (0.727), and "Heuristic and guided teaching methods are adopted, emphasizing classroom interaction and communication" (0.673). According to the survey, the practical courses for environmental design majors mainly focus on urban and rural architectural interior and exterior space design projects. When carrying out project practices, they often involve various disciplines and comprehensive knowledge applications such as culture, art, social development, architectural forms, landscape elements, and decorative materials. The diverse content often causes students to feel overwhelmed when engaging in design practices. Therefore, clear and specific design tasks and objectives are particularly important for students' cognition. During the practical course, a reasonable

teaching schedule and good teaching order can help students quickly understand the design tasks, thereby enabling them to arrange their learning plans in an orderly manner and complete practical work. Therefore, clear objectives and good teaching order have become important factors affecting students' satisfaction. Practical courses for environmental design majors are usually completed independently by project teams, and differences in student cognition, personality, and creativity also lead to different expression effects of design projects. In Practice Teaching In practice teaching, designing individualized schemes for different students requires teachers to teach students in accordance with their aptitudes and provide personalized guidance, thereby promoting the enhancement of students' professional abilities. Evaluation plays a guiding role in school education [9] and is also the most direct reflection of students' course outcomes. In particular, course assessment results are of great significance to students' future postgraduate studies and career development. Therefore, the rationality of the practical assessment system is also an important factor in students' perception of teaching. Moreover, novel teaching methods with abundant classroom interaction, a lively atmosphere, a combination of online and offline courses, and diverse teaching methods also affect students' understanding of the course, indicating that the use of flexible and diverse teaching means and methods can greatly increase learners' interest and enthusiasm, playing a crucial role in broadening the scope of practical teaching quality. Therefore, it can be inferred that practical courses with clear teaching objectives, reasonable organization and scientific arrangement, reasonable teaching assessment, and diversified teaching methods have a positive effect on students' learning of practical courses and become important factors in student satisfaction.

3.4.2 Practical environment and atmosphere

Among the factor compositions of Common Factor 2, there are eight factors with factor loadings above 0.5, including "Excellent hardware conditions and advanced related equipment (such as advanced computers, projectors, microphones, and good classroom demonstrations)", "Good software that allows smooth implementation of practice (complete

installation of professional software, convenient to use)", "Good practical teaching environment, feeling comfortable (good ventilation and lighting, appropriate spatial scale, comfortable desks and chairs)", "Practical projects meet teaching requirements and can smoothly carry out preliminary investigations, analyses, etc.", and "Friendly atmosphere in the practice venue, enjoyable teacher-student exchanges". These factors have larger factor loadings ranging from 0.515 to 0.814. These factors reflect the influence of teaching environmental factors on students' course learning and can better correspond to the latent variable S1 in the model. Therefore, Common Factor 2 is named the "Teaching Environment and Atmosphere" factor. Among them, "Excellent hardware conditions and advanced related equipment (such as advanced computers, projectors, microphones, and good classroom demonstrations)" (0.814) explains satisfaction the most; followed by "Good software that allows smooth implementation of practice (complete installation of professional software, convenient to use)" (0.799), "Good practical teaching environment, feeling comfortable (good ventilation and lighting, appropriate spatial scale, comfortable desks and chairs)" (0.759), and "Practical projects meet teaching requirements and can smoothly carry out preliminary investigations, analyses, etc." (0.722); and then "Friendly atmosphere in the practice venue, enjoyable teacher-student exchanges" (0.699), "Course content meets the needs of social development and is highly practical" (0.691), and "Courses adopt school-enterprise cooperation, school-locality cooperation, and other methods to create work scenarios" (0.582), etc. The smooth implementation of practical courses is significantly influenced by the provision of teaching material resources. During the course, issues such as computer crashes or inability to open projection screens not only affect students' learning states but also disrupt teaching activities, leading to emotional disturbances such as irritability and disappointment. During practical courses, students mainly work in practice studios, and whether the environment is comfortable and pleasant, with an appropriate spatial scale, also has a certain impact on students' learning. Especially for design-related practical courses, which involve numerous discussions,

exchanges, and presentations of design schemes, it is necessary to provide corresponding spatial forms to meet teaching needs. In addition, teachers with a certain sense of affinity, harmonious teacher-student relationships, and smooth communication can create a friendly and enjoyable atmosphere, stimulate students' learning enthusiasm, and promote course satisfaction. Course content that meets the needs of social development, adopts school-enterprise cooperation, school-locality cooperation, and other methods to create work scenarios, and is easy to understand and accept will also make it easier for students to engage in course learning, thereby gaining knowledge growth and professional ability enhancement. Therefore, this paper believes that a good spatial layout, complete software and hardware conditions, good teacher-student relationships, and easily accessible course content will promote students' positive perceptions, thereby influencing course satisfaction evaluations.

3.4.3 Sense of achievement in practice

Among the factor compositions of Common Factor 3, there are five factors with factor loadings above 0.5, including "Practical courses expand thinking and enhance innovative abilities", "Deepening understanding of theoretical knowledge and improving professional application abilities through practical courses", "Gaining professional confidence through participation in project-based practical teaching", and "Practical teaching content is very useful and very rewarding through practical teaching". These factors have larger factor loadings ranging from 0.787 to 0.842, reflecting the achievements and sense of gain in practical courses, and can better correspond to the latent variable S5 in the model. Therefore, Common Factor 3 is named the "Sense of Achievement in Practice" factor. Among them, "Practical courses expand thinking and enhance innovative abilities" (0.842) explains satisfaction the most; followed by "Deepening understanding of theoretical knowledge and improving professional application abilities through practical courses" (0.840), "Gaining professional confidence through participation in project-based practical teaching" (0.831); and then "Practical teaching content is very useful and very rewarding through practical teaching" (0.805). The factor with a smaller

impact is "Students can actively participate in classroom teaching and have more classroom interaction with teachers" (0.787). The sense of achievement in practical courses is a subjective psychological feeling generated by students based on their objective perception of the external environment. It is a real emotion obtained ideologically and psychologically after a certain need of the subject is satisfied. Interviews revealed that students usually adopt a design team work approach to complete project design in real environments during practical courses. Guided by teachers and corporate mentors, many students' thinking is expanded, they exert creativity and innovation in practice, and feel a sense of achievement in design and professional ability enhancement. Therefore, whether practical courses can expand thinking and enhance innovative abilities becomes an important part of the gain experience; through practical teaching, students try to use design theory to solve practical professional problems, and their abilities to identify and solve problems are improved, which also becomes a psychological experience of whether students can have a sense of gain. When students achieve success in practical courses, their professional self-confidence will be enhanced, making them more actively participate in classroom learning and more willing to showcase their learning outcomes, thereby reflecting a better satisfaction perception of course evaluations. Design professional practice courses are a process of completing project design. When design schemes, from conception, creative proposal, effect expression, design and production content, are recognized, praised, and affirmed, students often gain a sense of achievement and professional confidence, thereby developing a favorable impression of the course. Therefore, it can be considered that whether practical courses can bring a sense of achievement to students is an influencing factor of course teaching satisfaction.

3.5 Multiple Regression Analysis

Taking the common factors as independent variables and the mean value of students' satisfaction perception of practical courses as the dependent variable (H), a stepwise multiple regression analysis was conducted, and three variables entered the final regression equation model.

Based on the fit of the stepwise regression model, the constant term of the model is 4.218, and the regression coefficients of Variable 1 "Teaching Organization and Methods", Variable 2 "Practical Environment and Atmosphere", and Variable 3 "Sense of Achievement in Practice" are 0.270, 0.180,

and 0.622, respectively. The P-values for the regression coefficient tests of Variables 1, 2, and 3 are all less than 0.05, indicating significance (Table 3 Multiple Regression Model Results for Factors Influencing Satisfaction with Practical Courses).

Table 3. Multiple Regression Model Results for Factors Influencing Satisfaction with Practical Courses

Models	Non-standard-zed coefficiet		Standarized coefficient	t	Sig.	95% confidence interval of B		Relevance			Covariance statistics	
	B	Standard Error				Lower	Upper	Zero Stage	bias	Part	Toler ances	VIF
Constants	4.124	0.032		129.899	0.000	4.062	4.187					
Teaching Organization and Methods	0.270	0.032	0.319	8.497	0.000	0.208	0.333	0.319	0.496	0.319	1.000	1.000
Practical Environment and Atmosphere	0.180	0.032	0.213	5.670	0.000	0.118	0.243	0.213	0.356	0.213	1.000	1.000
Sense of Achievement in Practice	0.622	0.032	0.735	19.553	0.000	0.559	0.685	0.735	0.796	0.735	1.000	1.000

Based on the above analysis, the regression equation for the satisfaction influence of practical courses is established as follows: Satisfaction (H) = 4.124 + 0.270S1 + 0.180S2 + 0.622S3.

4. Conclusions

From the perspective of students' psychological perception, this paper constructs an evaluation index system for satisfaction with practical courses. Using methods such as factor analysis and multiple regression analysis, it empirically analyzes survey data from 225 students at the Xianda School of Economics and Humanities, Shanghai International Studies University, to explore the factors influencing students' satisfaction with practical courses. The research shows that course organization and teaching methods, practical environment and atmosphere, and course sense of achievement significantly affect students' perception of satisfaction with practical courses, while course content and teacher-student relationship have no significant impact on satisfaction. Therefore, the construction of practical courses should be optimized in terms of course organization and teaching methods, course environment and

atmosphere, and course sense of achievement, effectively improving students' satisfaction with the courses.

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