BioTechnology
An Indian Journal

Evaluation and research of university employment satisfaction based on SERVQUAL model

Sufen Huang
Su Zhou College, Su Zhou, 234000, (CHINA)

ABSTRACT

Main function of SERVQUAL model is to effectively evaluate their quality. Judging from the employment of college graduates in the contemporary situation, the quality of university employment guidance decides development direction of students after graduation. Students have certain expectations for career guidance service, while universities cannot meet their demands, which brings negative influence on quality satisfaction of college graduates employment guidance service. This paper, combining with SERVQUAL model building process, conduct an effective research on the related issues, in the hope that college students have a positive role in promoting college students' employment management. That makes college student satisfaction with the quality of employment services continues to increase, in order to provide the theoretical basis to reduce the employment pressure on college students today.

KEYWORDS

QOS model; SERVQUAL scale; Quality analysis; Model and assumption.

INTRODUCTION

From the perspective of college students' employment status, students' great employment pressure has become an indisputable fact, so the level of employment quality service to its universities has a decisive influence. The quality of university employment guidance services for the future direction of the students will have a positive guide, which enables students to develop social and gradually clear direction. If students receive university employment guidance services which united with their expectations, they will increase their satisfaction, which plays an important role in students' social employment. But during practice and surveys, students' satisfaction of quality of employment guidance service does not achieve the desired goals, in which SERVQUAL model can be used to evaluate it. Both have corresponding internal relations. This paper, combing SERVQUAL Model with SERVQUAL scale, aims at improving and promoting the quality of university services, at the same time providing a powerful guarantee for it.

QOS MODEL

Service quality gap model

The scholar in the field of American Marketing PZB proposed QOS model in 1985 pointed out that there is a gap in 5 areas about the quality perception of students' employment between college students and managers (Figure 1).
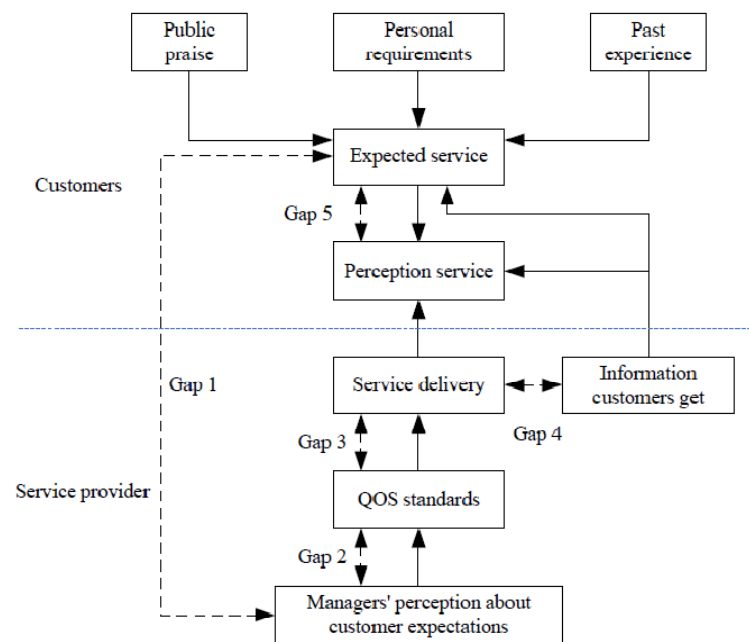

Figure 1: QOS gap model

(a) Gap one

The perception gap of employment expectation between college students and managers is mainly because college managers don't really understand students' expectations. Employment chances provided by the university employment organization cannot meet the expectations, which in turn affects the college students' perception process of it. The main approach to this gap is to strengthen university administrators' understanding of employment services[1].

(b) Gap two

The managers can realize the gap between college students' expectation and the standard of service quality. When having the information about service quality, managers should handle these information correspondingly. But as the standard of service quality cannot meet every student's expectation, the second gap in the above model is formed. This gap is produced by manager's carelessness. As a result, narrowing the integration of the standard of human resource services is the very effective way to the gap.

(c) Gap three

The gap exits between the quality standard of employment service and the actual standard. University administrators delivery employment service to every college student. Instability between university employment service personnel and college students may appear in this process making the whole transfer process affected. Thus the existed quality standard of employment service can not form which may be due to the lack of systematic training, which means motivating university employment service staff can narrow the gap.

(d) Gap four

The information gap exists between employment service that colleges delivered and that students receive. This is mainly due to two reasons. The first is colleges do not keep its word about the promise of employment service. The second is in the promotion process the expected standard can not be met. Both affect college student's expectation of their employment QOS severely. The solution to the problem is the effective evaluation of the employment service quality levels, making the university employment services meet the pre- publicity.

(e) Gap five

The information gap exists between employment service that colleges delivered and that students expect. The quality of employment services that college students perceive is reflected in gap five. If the quality of employment services that college students perceive is as the same as expected or higher than expected, it will get praise. On the contrary it will get negative impact and evaluation.

QOS gap model constructed by Parasuraman and others is of great theory value, making the mode very operational during the course of operation[2]. Through the discussion of the five gaps in the mode, gap four and five are the reflection of what influence the overall performance of the quality of college students employment services. Gap five is the root of college students employment service problem. This paper focuses on gap five during the exploration to ensure the quality of college students employment services.

QOS perceptual model

American Marketing scientist Parasuraman and others believe that to measure the quality of employment is more difficult than to measure the quality of a product. The quality of college students employment services is the the result of comparison between the actual quality of college students employment services and the quality of employment expectations, during which students' perception process of employment service quality is actually delivered during the course of QOS structure. The quality of employment service is totally decided by the gap between the quality of service employment that students receive and their employment expectations, which has been affirmed by many scholars and one basic theory for university employment management research process. Parasuraman also did corresponding expansion for the theory. The mode is built and the building process is shown in Figure 2.
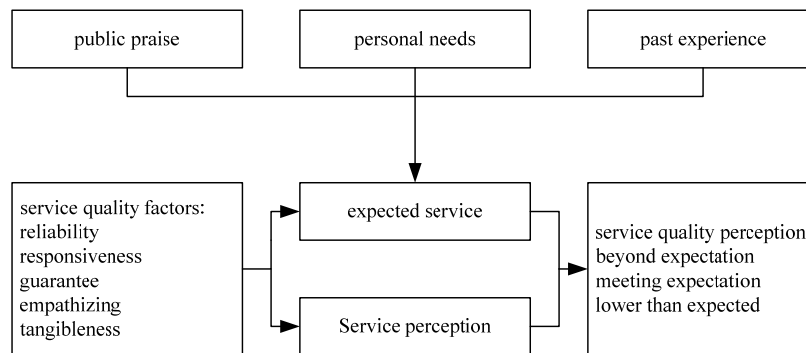
**Figure 2: Perceived service quality model**

During the course of employment quality service experience, it is important to guarantee student's employment expectations is lower than the services they have felt, or the satisfaction level will gradually descend[3]. If the gap between student's employment expectations and employment service quality continue to increase, the quality of students employment service the satisfaction level will go down to the bottom.

If the two factors are contrary to each other, students are satisfied with quality of employment services. If the two factors are equally to each other, the quality of employment service is in a idealized state and will receive satisfaction from students.

Relations between QOS and satisfaction

Cronin and Taylor have ever done a survey about the relationship between college students ' satisfaction level and the quality of employment service. According to the survey, quality of college students employment services affect the student's satisfaction level greatly.

Zeithaml and Berry come up with the inevitable relationship between the quality of the perceived employment service and student's satisfaction level, as well as the difference between their concepts. The quality of employment service is mainly reflected in five aspects, while student's satisfaction level is mainly reflected in quality of employment service. From this aspect, we can see that the quality of college employment services is the critical factor that influences student's satisfaction level. The relationship between college student's perceive employment service quality and student's satisfaction is shown as Figure 3.
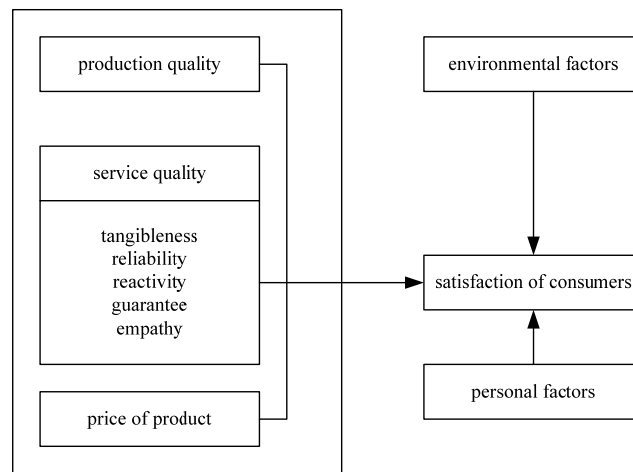
Figure 3: Relationship between college student's perceive employment service quality and student's satisfaction

From the above discussion viewpoints of experts and scholars, this paper believes the relationship exists between the two is student's satisfaction level of employment service is wider than the concept service quality itself. Being one critical factor, quality of service employment can deeply affect college student's satisfaction level. The fundamental purpose of college employment services is to increase their employment chance to make the quality of the services ensured and alleviate the employment pressure and ultimately achieving student satisfaction. According to Parasuraman's QOS model and SERVQUAL scale, research and effective analysis is done to explore the factors that affect college student's satisfaction level of employment service, then corresponding improvement will be made[4].

STUDY DESIGN

Model and assumption

In the previous research, SERVQUAL theory for measuring the quality of student employment services can summarize the corresponding theory. The gap exists between student's expectation level and the quality of the perceived employment service. However, it can be clearly realized that the quality of the perceived employment service is critical to student's satisfaction level. In a Chinese teacher Shao Hongyu's research, it has been shown that the quality of the perceived employment service affects the promotion of college employment service, which also includes personal factors. This paper includes corresponding research shown as Figure 4.
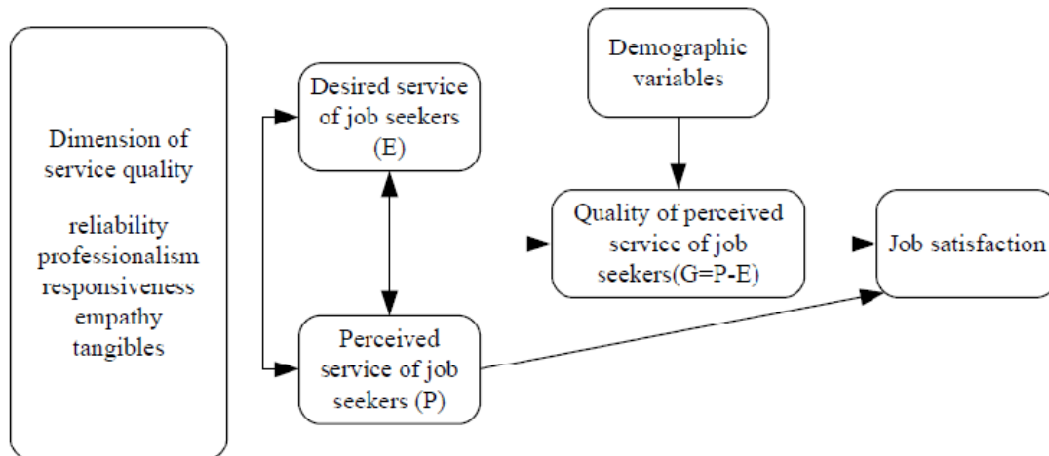
Figure 4: Study model

According to Parasuraman's QOS model and SERVQUAL scale, the survey was done combined with relevant documents related to quality of college students employment service. And five dimensions are developed based on quality of service employment in some college, introduced in the following discussion[5].

Tangibles : related facilities, environment and staff in the course of college employment guidance

Reliability: the process of college career guidance services is reliable allowing students to be able to trust, in which career guidance and reliable staff and other factors are included.

Responsiveness: the guidance staff can quickly react according to students' employment feedback.

Professionalism: related staff which provide students with employment guidance service are of high degree of professionalism, being able to make appropriate judgments according to the employment market.

Empathy : university employment guidance is carried out with students as a fundamental, solving outstanding problems and reducing obstacles in the employment process.

Empirical design
(a) Design ideas

To ensure an effective indicator and scientific questionnaire, empirical study is carried out in three phases. The first stage is the interview survey to establish the specific measure. The second is the pre- investigation (small-scale survey) carried out for further excision of some projects and questionnaire improvements. Finally, a wide range of research work is carried out to obtain sufficient data for the empirical analysis and hypothesis testing.

(b) Questionnaire design

The scale is to measure the satisfaction of a college graduates employment guidance services for school work, and allowed only one asking items. The survey is answered by the overall feel of respondents according to their experience of college graduate employment guidance services which also adopts a five-point Likert scale. 1 is very dissatisfied, 2 represents not satisfied, 3 is the general, 4 represents satisfied, 5 represents very satisfied. The variable names and questionnaire items are as shown in TABLE 1.

TABLE 1 : Overall job satisfaction scale

Quantitative name	Questionnaire items
Overall satisfaction	Overall, your satisfaction with this human resource company

This section focuses on the impact of a corresponding number of college graduates on the quality of statistical variables generated by university employment services. Students' ages are limited to the minimum age of 24 by individual choice.

SCALE QUALITY ANALYSIS

Scale reliability test

In this study, Cronbach'Sa is as a measure of the reliability of the questionnaire and the results of measurements from the statistics can be seen (as shown in TABLE 2). The university QOS questionnaire is of high reliability. The coefficient of the five dimensions are 0.7 or more. So the 17 study items can meet their respective standards, with high internal consistency among projects. Therefore the scale used to measure the dimensions of service quality employment of college graduates is of high credibility and the effectiveness can be guaranteed[6].

TABLE 2: Scale credibility coefficient test

Dimension	Expected service E	Perceived service P	Service quality G = P-E
Reliability	0.724	0.705	0.706
Professionalism	0.721	0.723	0.749
Responsiveness	0.851	0.866	0.849
Empathy	0.705	0.750	0.715
Tangibles	0.707	0.804	0.728
Satisfaction	0	0	0
Total	0.797	0.899	0.860

Validity of scale

First is the test of whether indicators suitable for factor analysis. KMO measure and Bartlett.s sphere sample test is used to verify whether targets are suitable for both methods of factor analysis. Only the index of higher correlation is suitable for factor analysis. The results in TABLE 3 shows that Bartlett values of expectations of employment services and perceived employment services are 1.866E3,2.364E3 and their p values are less than 0.0001KMO values, being 0.807, 0.862, 0.828, which means the correlation matrix is not an identity matrix and the average value is greater than 0.7. Judging from experience, these indicators can be used for factor analysis. The KMO measure and Bartlett sphere sample test results is shown as TABLE 3.

TABLE 3: KMO measure and Bartlett sphere sample test results

Category	Name		Value
	KMO Samples measure		**0.807**
Expected service		Approx.Chi-Square	1.866E3
	Bartlett's sphere sample test	Df	136
		Sig.	0.000
	KMO Samples measure		**0.862**
Perceived service		Approx.Chi-Square	2.364E3
	Bartlett's sphere sample test	Df	136
		Sig.	0.000
	KMO Samples measure		**0.828**
Service quality		Approx.Chi-Square	1.960E3
	Bartlett's sphere sample test	Df	136
		Sig.	0.000

The second is the extraction of common factors. A college student employment service quality dimension has a total of 17 sub- scale projects. Analysis shows in the desired service, the fifth factor occurring at an obvious level in expected service and in the perceived service the forth factor is at an obvious level. This paper selects five factors based on the fifth factor in desired service, and four factors based on the forth factor. The total explained variances are respectively of 65.14%, 64.17%, and 60.80% (as shown in TABLE 4).

TABLE 4 : Analysis of variance table

Expected service	Explained variance %	Perceived service	Explained variance %	Service quality	Explained variance %
Responsiveness	27.682	Assurance	37.108	Assurance	30.322
Tangibles	13.330	Responsiveness	11.102	Responsiveness	13.014
Reliability	8.617	Tangibles	8.968	Tangibles	9.956
Professionalism	8.204	Empathy	6.994	Empathy	7.503
Empathy	7.309				
Total	65.141	Total	64.172	Total	60.796

TABLE 5: Results of validity test

Expected service (E)			Perceived service (P)			Service quality (SQ)		
Factor	**Question and answer project**	**Loaded Factor**	**Factor**	**Question and answer project**	**Loaded Factor**	**Factor**	**Question and answer project**	**Loaded Factor**
Responsiveness	E7	.722	Assurance	P1	.721	Assurance	SQ1	.768
	E9	.888		P2	.523		SQ2	.583
	E10	.878		P5	.666		SQ5	.728
Tangibles	E4	.718		P6	.726		SQ6	.756
	E13	.747		P12	.709		SQ12	.639
	E14	.801		P16	.534		SQ16	.585
	E15	.649		P17	.494		SQ17	.528
Reliability	E2	.698	Responsiveness	P7	.727	Responsiveness	SQ7	.719
	E5	.734		P9	.885		SQ9	.902
	E16	.647		P10	.828		SQ10	.862
	E17	.707	Tangibles	P4	.704	Tangibles	SQ4	.721
Professionalism	E1	.780		P13	.812		SQ13	.801
	E6	.783		P14	.765		SQ14	.804
	E12	.723		P15	.780		SQ15	.646
Empathy	E3	.660	Empathy	P3	.776	Empathy	SQ3	.740
	E8	.777		P8	.734		SQ8	.733
	E11	.795		P11	.576		SQ11	.654

The final is the validity analysis. As shown in TABLE 5, in the original scale of 17 projects a discrepancy appears among the expected service, perceived service, and quality of service on the division of dimensions. The expected service is divided into five dimensions and explains Reliability, professionalism, responsiveness, empathy, tangibles[7].

But perceived service and service quality are divided into dimensions. The reliability and professionalism in the expected service are of one dimension, called assurance dimension. Besides, each index of load factor from two dimensions are between 0.494--0.902, indicating that the questionnaire has good construct validity. In the following analysis, this paper will analyze in different dimensions.

CONCLUSION

The above is the related comment and analysis of satisfaction level of college employment service based on SERVQUAL model and SERVQUAL scale. Through service quality gap model, the model of employment service quality, the model of perceived employment service quality and the relationship between service quality and satisfaction level for effective establishment, this study is a very scientific process. Secondly, through empirical design and the scientific selection of research objects, the resulting data is of a strong authenticity. Through further studies of SERVQUAL scale data, the scale validity analysis and scale reliability testing process are scientifically discussed to ensure the authenticity and reliability in the research process.

ACKNOWLEDGEMENT

REFERENCES

[1] Pan Xuan; An Empirical Analysis of employment of migrant workers and the public satisfaction of relations, Economic reform, **4**, 80-84 **(2014)**.
[2] Zhou Yang; Rural tourism employees and job satisfaction evaluation factors. Academic Research, **6**, 90-94 **(2014)**.
[3] Wang Naiyi; Free Normal student's job satisfaction surveys and Reflection--East China Normal University as an example. Teacher education research, **26(2)**, 65-71 **(2014)**.
[4] Gao Xiaoqin; Xi Kaiguo; Status and analysis of individual differences in the employment satisfaction of Forestry graduates. Jiangsu Social Sciences, **(S1)**, 117-119 **(2012)**.
[5] Yue Changjun; Analysis of factors affecting the employment satisfaction of college graduates in China, Peking University Education Review, **2**, 84-96 **(2013)**.
[6] Liu Kuiying; Qie Lina; Huang Chunping; Research of job satisfaction and constitution of employment ability of college students. Hebei University of Technology Journal, **39(6)**, 48-52 **(2010)**.
[7] Wang Yuxin; Survey based on the perspective of employment satisfaction of vocational school graduates, Chinese Vocational and Technical Education, **25**, 85-89 **(2013)**.