



Student Satisfaction towards Employment Services in Colleges and Universities: A case study of Tongren University

Liao Shijia

International Chinese College, MBA, Rangsit University, Pathum Thani, Thailand

Corresponding author, E-mail: Liao.sh61@rus.ac.th

Abstract

Employment is the foundation of people's livelihood, and employment services have always been the focus and hot issue of the society and people from all walks of life. Colleges and universities provide high-quality services for students, and students are the most direct beneficiaries. The guarantee of sound employment services is helpful to students' full employment. A college employment service satisfaction index system is constructed by drawing on the "student oriented" ideas in existing researches as the ideological concept. A total of 400 questionnaires were issued to students in Tongren University, and 9 students were interviewed. The SPSS23.0 statistical software was also adopted to organize and analyze the data. It is found from survey data that students' overall satisfaction with employment services in colleges and universities is not high; employment guidance lacks professionalism and practicality; the faculty is weak and teachers have a high proportion of part-time jobs; the construction of employment information platform is not perfect; and there is a lack of professional guidance on employment ability and vocational service. In order to increase the employment service satisfaction and improve employment service in colleges and universities, targeted recommendations are proposed.

Keywords: colleges and universities, employment service, student satisfaction

1. Introduction

Since the enrollment expansion of colleges and universities in 1999, the gross enrollment rate has reached 15% in 2002, and China's higher education has shifted from the stage of elitism to mass development. Boqing (2011) pointed out in the college student employment report, with an estimated 8.6 million college graduates in China, the popularity of education has made China the largest higher education system in the world. Liusheng and Jin (2008) proposed that an important link to solve the employment difficulty of college students is to build a perfect employment service system. The research on employment services in colleges and universities is too general, and the study on the satisfaction of employment services in colleges and universities from the perspective of student satisfaction has yet to be deepened. Xingliang (2013) believes that the employment services in colleges and universities mainly refer to various services provided by colleges and universities for graduates to achieve employment. The author believes that employment service is a continuous process and is not limited to graduates, but it should be a service process from college students' admission to graduation. Located in the "Famous City of Western China", Tongren University was upgraded to a full-time undergraduate college in 2006. It is the first batch of experimental universities in Guizhou to transform to application-oriented development and a national and provincial civilized unit. In this paper, Tongren University is chosen as the research object. A college employment service satisfaction index system is constructed by drawing on the "student oriented" ideas in existing researches as the ideological concept. The survey analysis was conducted to the satisfaction of employment services in Tongren University through semi-structured open interviews and questionnaire surveys. Attaching importance to students' satisfaction with employment services in colleges and universities, effectively finding problems and solving problems, and improving student satisfaction can lead to full employment of graduates from colleges and universities.

2. Research Objectives

[1821]



Firstly, to construct an index system of employment service satisfaction in colleges and universities through questionnaires and interviews with students of different grades and majors. Secondly, to understand the problems existing in employment service in colleges and universities through students' evaluation of five first-level indexes: employment guidance education, employment security support, employment management service, employment information service and personalized guidance. Finally, to analyze weak links of employment service in college and universities and propose suggestions to help college students obtain employment with high efficiency and high quality.

3. Research Procedure and Method

Tongren University was used as an example in this study for empirical research. Excel2007 and SPSS23.0 statistical software were used to analyze the effective data collected. The overall situation, average value and variance of employment service for students in Tongren University were compared and analyzed by using the statistical analysis method. The texts were coded during the interview, and the data was sorted and analyzed by three-level coding.

3.1 Data Collection and Design

The Likert scale was used to measure the indexes of questionnaires. The options of each question include the satisfaction levels of very satisfied, satisfied, general, dissatisfied and very dissatisfied. It is divided into 5 levels according to the satisfaction, namely, 5 points for "very satisfied", 4 points for "satisfied", 3 points for "general", 2 points for "dissatisfied" and 1 point for "very dissatisfied". The questionnaire is mainly based on five indicators of employment guidance education, employment security support, employment management service, employment information service and personalized guidance, and the Likert Scale was adopted for scoring. A total of 400 paper questionnaires were issued to students in Tongren University. After removing 101 questionnaires with incomplete answers and obvious errors, finally, 254 valid questionnaires were obtained, with an effective recovery rate of 63.5%. Among them, the gender difference is moderate, and the proportion of men and women is relatively modest, with boys accounting for 46.85% and girls for 53.15%; from the perspective of grade structure, freshmen account for 19.29%, sophomores account for 14.75%, which is relatively small, juniors account for 31.5% and seniors account for 34.65%, which is relatively large; from the perspective of major, students majored in engineering account for 31.1%, which is relatively high in proportion, followed by 29.13% of the students majored in literature.

In order to find out more about students' satisfaction with employment services, interviewed about five items with the lowest average of satisfaction were conducted. Affected by the new coronavirus epidemic, online interviews with nine students were conducted via Wechat, and interview recordings were analyzed by word-for-word encoding. Then, the text data of the interview were sorted out and summarized. The original interview data was record, and the coding examples are as follows:

Table 1 Example of a Codebook & Coding Data

Original data (a+)	First-order coding (aa+)
"There are very few classes in this area (a1). Our school provides courses about employment and employment guidance, but it is not interesting in the content of the class. (a2)"	aa1 Few courses about employment guidance
	aa2 Content of courses is stiff
"The class on the guidance of career needs to be strengthened (a3)."	aa3 The course cannot meet the needs

Table 2 Example of First-order Coding

First-order coding (aa+)	Second-order coding (aaa+)
aa1 There are few courses on employment guidance	aaa1 Curriculum provision
aa2 The content of innovation and entrepreneurship courses is stiff; aa3 The courses cannot meet the needs.	aaa2 Teaching effect

**Table 3** Example of Second-order Coding

Second-order coding (aaa+)	Third-order coding (A+)
aaa1 Curriculum provision	A1 Career guidance education
aaa2 Teaching effect	

3.2 Reliability and Validity Test

In this study, the SPSS23.0 software was adopted to analyze the reliability of the questionnaire. The Cronbach's α coefficient of the satisfaction factor was 0.978, which has very high reliability value. The reliability of the measurement questionnaire was consistent. The observed value of the overall Bartlett sphericity test statistic for this study was 7047.253, and the degree of freedom was 496. The significance was $0.000 < 0$, which reached a significance level, and the KMO value was 0.975, indicating that the overall validity of the questionnaire for this study is high.

3.3 Research Methods

Four research methods, namely literature research method, questionnaire survey, interview and data analysis, are adopted in this study. Firstly, based on the consultation of a large number of relevant literature materials and the theory of job-person-fit, and guided by employment services in colleges and universities, the established student satisfaction evaluation index system of employment service in Tongren University is used for reference. Secondly, the questionnaire mainly focuses on five indexes of employment guidance education, employment security support, employment management service, employment information service and personalized guidance, which are gradually refined to 32 specific questions, then the questionnaire survey is conducted to students in Tongren University. Next, the SPSS23.0 software is used to make descriptive statistical analysis of the pre-test and empirical research sample data. Finally, students' status and their suggestions to the satisfaction of employment services in colleges and universities are comprehended through the semi-structured interviews, and more effective and targeted programs are provided.

4. Results and Discussion

By sorting out the relevant literature, a student satisfaction evaluation index system for employment services in Tongren University was constructed, and 32 questions were set to measure the mean and average difference in the scale.

4.1 Construction of Employment Service Index System

The college employment service is a continuous service process and is not limited to graduates. It should be a gradual service process from college students' admission to graduation. In this paper, with combination of Zhuo Xingliang, the employment service in colleges and universities is defined as: schools and other relevant departments coordinate and cooperate with each other to convey employment information by virtue of certain facilities and platforms and take employment as a guide to help college students carry out career planning according to their individual characteristics and needs of social occupation in the process of job-hunting and job-selection. The index system in this study mainly refers to the survey and research on students' satisfaction with employment services in higher vocational college by Lilin (2018) and the employment guidance work of Wenzhou University graduates by Heji (2014), and is further improved on the basis of the existing research and combined with the specific situation of Tongren College. The index system is as follows:

**Table 4** Student Satisfaction Evaluation Index of Employment Services in Tongren University

First-level Index	Second-level Index	Third-level Index
Career guidance education	Curriculum	Employment guidance course
		Training objectives
		Innovation and entrepreneurship effects
		Career planning course
	Content and method	Diversified guidance methods
		Teaching interaction
		Employment promotion
	Career teaching	Guidance for postgraduate and civil servant entrance exam
		Entrepreneurship education
Employment security support	Faculty guarantee	Number of teachers
		Professional competence
		Service attitude
	Organization guarantee	Leadership recognition
		Management team
	Resource guarantee	Funds
		Employment assistance
Management of Employment service management	Management service	File management
		Inform students of employment practice
	Occupation introduction	Internship
		Recommend students to employers
Transmission of employment information	Information service	Employment websites
		Timeliness
		Construction of information database
	Software platform	Employment status
		Venues and recruitment events
	Hardware platform	Construction of internship and practice base
		Recruitment service places
Personalized guidance	Educational counseling	Career counseling
		Education of professional ideology
	Individual demand	Ability training
		Student needs



Employment service is an intangible product (service) provided by colleges and universities, which is different from the concrete physical product. For the satisfaction with employment services, more emphasis is put on the difference between students' perception and psychological expectation. However, students' receiving services in school is a long-term process, which needs to follow certain steps. Therefore, the evaluation of satisfaction with employment services runs through the entire process from students' admission to graduation. The construction of indexes in this study focuses on employment guidance education, employment guarantee support, employment management service, employment information service and personalized guidance. The first-class indexes are expanded to 13 second-class indexes, and the second-class indexes are transformed into specific questions for survey in the form of questionnaires to form the third level of the evaluation index system.

4.2 Analysis of Overall Situation of Satisfaction with Employment Services

4.2.1 Analysis of Satisfaction with Employment Guidance Education

In the employment guidance education, the average value of specificity and practicality of employment guidance teaching materials is 3.61, which is the lowest and lower than the average score of 3.71. The standard deviation is between 0.94 and 1.06, which indicates that the overall volatility is not obvious, and the evaluation has a good consistency. The Ministry of Education has listed the employment rate as one of the factors to assess colleges and universities. Under severe employment pressure, colleges and universities have begun to attach importance to employment guidance services, and the over-emphasis on the employment rate will lead to the ignorance of employment quality. The average value of the appraisal of the specificity and practicality of the employment guidance materials is 3.61 points, which shows a very low evaluation, and only 16.54% of the students are very satisfied. In the face of intense employment pressure in the job market, some students choose to take public servant or postgraduate entrance exam for further study. From the data on the official website of Tongren University, the total number of graduates of Tongren University in 2019 was 1,713. According to the "Annual Report of Tongren University on the Employment Quality of Graduates in 2019", 93 students chose further study after graduation, with the proportion of further studies of 5.4%. The average value of satisfaction with guidance on postgraduate and public servant entrance exams is 3.63 points, and the school cannot meet students' needs in terms of guidance on further studies. Taking "very satisfied" and "satisfied" as the positive opinions, students' dissatisfaction with teaching effects of innovation and entrepreneurship course and guidance on postgraduate and public servant entrance exams accounts for 12.2%, of which the dissatisfaction with employment guidance curriculum accounted for 3.94%. Compared with other indexes, the satisfaction with employment guidance education is the lowest, which indicates that the employment guidance education cannot meet students' needs.

Table 5 Descriptive Statistical Scale of Satisfaction with Employment Guidance Education

Evaluation Index	Question No.	Evaluation Question	Mean value	Standard Deviation
Employment Guidance Education	Q01	Career guidance curriculum	3.78	1.03
	Q02	Specificity and practicality of employment guidance materials	3.61	0.94
	Q03	Teaching effects of innovation and entrepreneurship courses	3.7	1.06
	Q04	Career planning guidance	3.64	1
	Q05	Diversification of employment guidance services	3.69	1.04
	Q06	Care and interaction of teachers and students in practical classes	3.83	0.96
	Q07	Publicity of employment situation, employment policy and laws	3.77	0.97
	Q08	Guidance for postgraduate and public servant entrance exams	3.63	1.02
	Q09	Cultivate students' entrepreneurial awareness and skills	3.74	1.05



4.2.2 Analysis of Satisfaction with Employment Guarantee Support

Students' overall satisfaction with the employment guarantee support is relatively high, and the support of employment and entrepreneurship is 3.71 points, which is lower than the average. The average value of teachers' professional ability is 3.97 points, followed by employment service teachers' attitude towards students and school leadership's degree of recognition. The standard deviation is between 0.84 and 1.04, which indicates that the overall support for employment guarantee has not fluctuated greatly, and students' evaluation on it tends to be consistent. Students who are "very satisfied" and "satisfied" with the employment guarantee support account for 59.84% - 75.59%, showing that more than three-fifths of the students are satisfied with the employment guarantee support employment guarantee support. Among them, the satisfaction with teachers' professional ability accounted for 75.59%, which is the highest, and the satisfaction with employment service teachers' attitude towards student accounts for 69.69%, which was higher than the average. The satisfaction with the number of employment guidance teachers accounts for 10.24%, which is the lowest, indicating that professional guidance teachers are very inadequate and unable to meet students' needs.

Table 6 Descriptive Statistical Scale of Satisfaction with Employment Guarantee Support

Evaluation Index	Question No.	Evaluation Question	Mean value	Standard Deviation
Employment Guarantee Support	Q10	Number of employment guidance service teachers	3.73	1.04
	Q11	Teachers' professional ability	3.97	0.85
	Q12	Employment service teachers' attitude towards students	3.92	0.84
	Q13	School leaders' degree of recognition	3.89	0.9
	Q14	Service attitude of employment management employees	3.76	0.92
	Q15	Funding for students' employment and entrepreneurship	3.71	0.96
	Q16	One-on-one support for students with employment difficulties	3.77	0.99
	Q17	Facilities used in employment services	3.73	1.02

4.2.3 Analysis of Satisfaction with Employment Management Service

Among the employment management services, the satisfaction with employment process and material transfer information service has the highest score, 3.86 points. The standard deviation is between 0.91 and 1.00, of which the fluctuation of recommending graduates to society and employers is low, and there is not much difference in the gap of evaluation of the other three questions. The average of students' satisfaction with the arrangement of internship posts is only 3.66 points. Each student has different employment direction after graduation, and the school should provide more selections of internship opportunities, so that each graduate can accumulate more experience in internship to be better prepared for finding a job in the future. Students who were "very satisfied" and "satisfied" with employment management services only account for 55.51%-61.81%. The results show that less than three-fifths of the students are satisfied, and the employment management service cannot meet the needs of students.

Table 7 Descriptive Statistical Scale of Satisfaction with Employment Management Service

Evaluation Index	Question No.	Evaluation Question	Mean value	Standard Deviation
Employment Management Service	Q18	Handle the employment procedures	3.81	0.93
	Q19	Serve the employment process, material transfer and submission	3.86	0.91
	Q20	Arrange recommended internship posts	3.66	0.92

[1826]



Q21	Recommend graduates to society and employers	3.69	1
-----	--	------	---

4.2.4 Analysis of Satisfaction with Employment Information Service

The satisfaction with the construction of employment service website is 3.69 points. The satisfaction evaluation is very low, which means that it cannot meet students' needs. The second is the timeliness of employment information updates and the construction of internship base and its information database. The standard deviation is between 0.92 and 1.04. The difference of 0.12 indicates that students have the consistent attitude, and the fluctuation is slight. In the information age, the employment service network of colleges and universities is the most convenient and important platform for students and employers to understand and communicate with each other. Without perfect internship base and job fairs, students can neither fully understand the job market nor grasp the direction of career development. The timeliness of employment information release affects students' speed of acquiring information and employment opportunities. Students' positive evaluation of employment information services is between 57.87% and 65.35%. The dissatisfaction with the timeliness of employment information updates accounts for 12.20%, and the dissatisfaction with the construction of employment service website accounts for 11.81%, which are relatively low in overall index.

Table 8 Descriptive Statistical Scale of Satisfaction with Employment Information Service

Evaluation Index	Question No.	Evaluation Question	Mean value	Standard Deviation
Employment Information Service	Q22	Construction of employment service website	3.69	1.02
	Q23	Timeliness of information updates	3.71	1.02
	Q24	Construction of internship base and its information database	3.72	0.94
	Q25	Feedback on employment status of previous graduates	3.80	0.92
	Q26	Campus recruitment activities and effects	3.77	0.96
	Q27	Construction of internship, apprenticeship or practice base	3.80	0.98
	Q28	Recruitment venue and negotiation room	3.74	1.04

4.2.5 Analysis of Satisfaction with Personalized Guidance

Among indexes of personalized guidance, the satisfaction with the education of professional ideology carried out by the school is 3.7 points, which is slightly lower than the average and is the lowest among all indexes. The standard deviation of all questions is 1.06 at the highest and 0.92 at the lowest, which is not very largely different, indicating that there is little fluctuation in students' attitude towards personalized guidance. The evaluation of "very satisfied" and "satisfied" with personalized guidance is between 57.48% and 63.39%, which indicates that three-fifths of the students are satisfied with personalized guidance. In addition, 12.99% of the students are not satisfied with the employment counseling services provided by the school, and about 30% of students have the "general" satisfaction. Therefore, schools cannot meet students' needs in terms of professional ideology education and employment counseling.

Table 9 Descriptive Statistical Scale of Satisfaction with Personalized Guidance

Evaluation Index	Question No.	Evaluation Question	Mean value	Standard Deviation
Personalized Guidance	Q29	Employment counseling services provided by the school	3.71	1.06
	Q30	Education of professional ideology carried out by the school	3.70	0.99
	Q31	Cultivation of students' ability	3.85	0.92
	Q32	Understanding of students' specific situations	3.79	1.02

[1827]



4.3 Correlation analysis of employment service satisfaction

The number of the questionnaire samples N is 254, and the statistical software SPSS23.0 was used to statistically process evaluation results. From the perspective of gender, the ratio of boys to girls who participated in the questionnaire survey was about 1: 1.1.119 samples were effectively recovered from boys and 135 from girls, with girls accounted a higher proportion than boys. On the whole, the proportion of boys who were very satisfied were 4.14% higher than girls, and the proportion of boys who were satisfied were 3.04% higher than girls. There are obvious differences among the different first-class indexes. Among the five indicators, the evaluation of boys was higher than that of girls. The index with the highest average is the employment security support, with the score of 3.88. The satisfaction rating of boys is higher than that of girls. Girls are in higher demand for employment services.

Table10 Satisfaction Evaluation of Students of Different Sexes on Employment Service

Degree of satisfaction	Gender	Boys	Girls
	Very satisfied		27.84%
Satisfied		36.88%	33.84%
General		26.01%	33.47%
Dissatisfied		7.01%	7.36%
Very dissatisfied		2.26%	1.62%

For the perspective of students of different grades, sophomores' evaluation of very satisfaction is the highest, accounting for 40.54%, followed by the freshmen of 30.18%. Students' satisfaction with employment services, ranked in descending order of grade, is as follows: sophomores > freshmen > juniors > seniors. As a result, it can be concluded that the higher the grade, the lower the overall satisfaction. The lower-grade students mainly focus on theoretical knowledge of employment guidance, while juniors and seniors are facing tremendous pressure on the selection of internship units and graduation & employment, and their requirements for employment services are more specific. The insufficient works of the school in terms of employment services causes the relatively low satisfaction of senior grade students.

Table11 Satisfaction Evaluation of Students of Different Grades on Employment Service

Degree of satisfaction	Grades	Freshmen	Sophomores	Juniors	Seniors
	Very satisfied		30.18%	40.54%	14.77%
Satisfied		38.99%	34.71%	35.70%	33.03%
General		28.32%	20.61%	36.56%	28.84%
Dissatisfied		2.13%	3.97%	9.34%	9.45%
Very dissatisfied		0.38%	0.17%	3.63%	1.95%

From the perspective of students with different majors, students majoring in engineering are "very satisfied" with the employment services in Tongren University, accounting for 38.49%, followed by students majoring in art, accounting for 30.86%. Students majoring in agriculture have higher average value of three indexes of employment guarantee support, employment information service and personalized guidance than those majoring in engineering. Other indexes and overall satisfaction are consistent. The



rankings of the satisfaction of different professions with employment services are: engineering > art science > management science > literature > agriculture > education. With more and more detailed social division of labor, the requirements for posts also become higher. The demand for professional and technical personnel has increased, and ordinary jobs in production and management have been gradually replaced by professional technology. Therefore, there is less demand for professional posts of liberal arts. The competition is more intense, and students have higher requirements for employment services.

Table12 Satisfaction Evaluation of for Students of Different Majors on Employment Service

Degree of satisfaction	Majors					
	Education	Engineering	Agriculture	Literature	Management science	Art science
Very satisfied	13.58%	38.49%	19.17%	17.82%	30.29%	30.86%
Satisfied	23.99%	35.68%	35.68%	37.54%	31.49%	42.19%
General	45.69%	20.41%	33.90%	35.85%	25.36%	17.58%
Dissatisfied	11.79%	4.71%	8.81%	6.42%	11.78%	9.38%
Very dissatisfied	4.95%	0.71%	2.44%	2.36%	1.08%	0.00%

4.4 Problems with Employment Services in Colleges and Universities

4.4.1 Not very practical employment guidance education

The employment service in colleges and universities should give students correct guidance and planning in theory teaching and practice. The average value of the specificity and practicality of the employment guidance materials is 3.61 points, which is 0.144 points lower than the overall average. During the interview about curriculum, the most frequent is that “there are too few courses”, which occurred 7 times, and “fuzzy memory about the course and too long class time” occurred 6 times, followed by 5 times of “poor course content and effect”. The study of theoretical knowledge should be tested through practice. Interviews revealed that the number and time of practice in schools are relatively small, and employment guidance is mainly based on classroom teaching, lacking practical exercises. The guidance mainly focuses on lectures, which is relatively simple in form.

4.4.2 Weak faculty of employment guidance service teachers

The average scores of the number of employment guidance service teachers is 3.73 points, and 3.54% of students think they are very dissatisfied. From the perspective of the theory of social division of labor, Yanqiong (2012) believes that employment guidance is a kind of specialized occupation which comes into being with the development of social division of labor and professional differentiation, and needs to be performed by specialized and professional personnel. During the interview, it was mentioned as many as eight times that the tutors were “not enough in number and did not have relevant instructions”. Employment issues are mentioned by professional teachers in the classroom. Many teachers have not been systematically trained. Professional teachers lack time, energy and experience to carry out the work, and their work is not carried out in place, as well as the completion quality is poor.

4.4.3 Imperfect construction of employment information platform

Employment information in the Internet era is the most important channel for students to obtain employment information for units to know about the applicants. Chuikai (2004) proposed that the unmet need for information has become one of the bottlenecks restricting the employment of college students. There are very few job postings posted on the websites of schools and professional colleges, and the provision and updates of job positions are low. During the interview, it was mentioned as many as six times that “they are not very concerned about it and do not understand it”. The school employment information forms a lonely island state. It was mentioned seven times that the employment information is shared by



teachers or classmates through the class QQ group. It was shown during the interview that most of the employment information was forwarded, and the specific recruitment information and requirements were not clear, causing students to be troubled by the credibility and practicality of information. The construction of website information and information release need to be improved, and reliable and timely employment information platform is the most basic needs of graduates.

4.4.4 Lack of professional instructional education

The comprehensive quality is the most important factor for the employer to hire personnel. During the interview, students expressed their lack of personal ability and nonconfidence in professional skills. The school is short of the overall comprehensive quality of students. Students are less dependent on the school and believe that they should depend on their own ability, which occurs 5 times. Professional consultation is the key to actively guide students' employment. The current situation is that "college students become unemployed upon graduation" and "become boomerang kids". Many students do not have correct employment concept and are unwilling to go to the grassroots to work in economically backward areas. It was found in the interview that most students said that they had not been involved in professional career planning and employment guidance, so they were more anxious about employment and inaccurate in positioning for future jobs, and lacked confidence in their majors and individuals. It was mentioned as high as 5 times that respondents "choose to obtain certificates before choosing a job". The lack of professional teachers and encouragement of entrance examination lead students to rely excessively on obtaining certificates and getting "a secure job" and "high income and good treatment". This concept of employment will lead to inaccurate occupation positioning and the phenomenon of underachievement. It is necessary to set up the correct outlook on life and values, remove students' concerns about employment issues and enhance students' social adaptability and employment competitiveness so as to make students get better employment.

4.5 Conclusion and discussion

In the employment guidance education, the average value of specificity and practicality of employment guidance teaching materials is 3.61, which is the lowest, lower than the average score of 3.71. The satisfaction with the number of employment guidance teachers accounts for 10.24%, which is the lowest, indicating that professional guidance teachers are very inadequate and unable to meet students' needs. The satisfaction with the construction of employment service website is 3.69 points. Students' positive evaluation of employment information services is between 57.87% and 65.35%. The dissatisfaction with the timeliness of employment information updates accounts for 12.20%, and the dissatisfaction with the construction of employment service website accounts for 11.81%, which are relatively low in overall index. Among indexes of personalized guidance, the satisfaction with the education of professional ideology carried out by the school is 3.7 points. schools cannot meet students' needs in terms of professional ideology education and employment counseling. From the perspective of gender, the satisfaction of male students is higher than that of female students. There are differences in the satisfaction of students of different grades. The higher the grade, the lower the satisfaction, and the overall satisfaction shows a downward trend. The rankings of the satisfaction of different professions with employment services are: engineering > art science > management science > literature > agriculture > education.

5. Recommendation

Students' overall satisfaction with employment services in colleges and universities is not high, and employment guidance lacks professionalism and practicality; the faculty is weak and teachers have a high proportion of part-time jobs; the construction of employment information platform is not perfect; and there is a lack of professional guidance on employment ability and vocational service. In order to improve



the satisfaction of employment service and improve the employment service of colleges and universities, the following suggestions are put forward.

It is suggested to set up a full-course employment service curriculum system to enrich the curriculum teaching format, strengthen the construction of employment information platform, introduce outstanding teachers, and carry out diversified career guidance. It is recommended to attach importance to the all-round development of students' comprehensive quality, strengthen the education of vocational concept, and improve the employment ability of college students and help them to get full employment.

6. Acknowledgments

This research was completed with the patient guidance and care of Teacher Jiang Haiyue. Teacher Jiang's rigorous academic attitude has been a model for me all my life. Here, I would like to express my heartfelt thanks to Teacher Jiang.

Thanks to all the teachers and classmates who provided help during the questionnaire and interview process. It is because of your help that the investigation was carried out smoothly. Finally, I want to thank those family members, classmates and friends who have spurred, urged, encouraged, and supported me. Thank you very much.

7. References

- Chuikai, Z. (2004). *Investigation and Research on Job Information Demand of College Students in Changsha*. Hunan Normal University.
- Heji, Q. (2014). *Modeling and Empirical Study on Job Satisfaction Evaluation of Employment Guidance in Wenzhou University*. Zhejiang University of Technology.
- Liusheng, L., & Jin, M. (2008). Construction of Employment Service System in Colleges and Universities under Popularization. *Journal of Wenshan Teachers' College*, 21 (04): 66-69+88.
- Lilin, H. (2018). *Investigation and Research on Student Satisfaction of Employment Service in Higher Vocational Colleges: A Case study of Guangdong College of Industry and Commerce*. Lanzhou University, Lanzhou
- Boqing, W. (2011). College Student Employment Report. *Beijing: Social Science Academic Press*. 139.
- Tongren University. (n.d.). Retrieved from <http://www.gztrc.edu.cn/>
- Xingliang, Z. (2013). *A Study on the Evaluation of Employment Service Quality in Colleges and Universities*. Huaqiao University.
- Yanqiong, S. (2012). *A Study on the Perfection of Employment Guidance System of Private College and Universities under the Leadership of the Government*. Changsha: Central South University.