

# Study on the Influence Mechanism of the Integration of Industry and Education on the Satisfaction of Applied Talents in Guizhou Network Engineering

Zhihui Shen

North Bangkok University, Bangkok 10220, Sai Mai

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**Abstract:** The present study aims to determine the perceived satisfaction of students enrolled in the network engineering undergraduate program through industry and education integration and assess the impact perceived skills have on their intentions regarding future careers. The three research objectives are; to determine the network engineering students are trained according to vertical and horizontal divisions; to establish a model to evaluate student satisfaction can further improve the evaluation mechanism for the integration of production and education in Guizhou universities; to understand the current situation of the integration of production and education in the network engineering major and discover existing problems, and promote the healthy development

**Keywords:** Influence Mechanism; New Retail Model; Snack Food

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## 1. Introduction

Under social transformation, more profound expectations are put forward for talent training in undergraduate colleges and universities in Guizhou Province. On the one hand, it requires the students it trains to develop subjective conditions based on their abilities, and on the other hand, students are required to meet the needs of society. Satisfaction is an objective condition. The rapid development of the market economy has driven the optimization and upgrading of the industrial structure. The emergence of new science and technology has prompted Guizhou undergraduate colleges to update their school-running ideas and improve student satisfaction. At present, Chinese economic development has entered a bottleneck. On the one hand, with the aging of our country's population, the demographic dividend has disappeared. There is a shortage of talents in the labor market; on the other hand, schools cannot directly evaluate and forecast the demand for talents. Industries and enterprises need to cultivate talents, and the structural contradiction between talent supply and demand is prominent.

## 2. Theoretical Basis

### 2.1 Theoretical Significance and Value

Student satisfaction is the core task of higher education development and the essential requirement for building a powerful country in higher education. To comprehensively improve student satisfaction, colleges and universities need to innovate talent training models, enhance their service capabilities, optimize their structure, and develop their characteristics. Combined with the demand for network engineering professionals from the integration of production and education, reform the talent training mode, construct the curriculum system scientifically, update the teaching content, improve the teaching method, and form the application-oriented talent training plan that serves the needs of regional and local economic construction and development.

### 2.2 Practical meaning and value

The necessity and feasibility of providing an analysis of the satisfaction of applied students majoring in network engineering in Guizhou colleges and universities, put forward theoretical ideas and measures to improve the satisfaction of students majoring in network engineering in Guizhou colleges and universities, enhance students' theoretical and practical abilities, and improve students' employment. Competitiveness. Satisfaction evaluation on the teaching quality of network engineering is conducive to understanding the current situation of the integration of production and education in network engineering and discovering existing problems, establishing a student-centered teaching information feedback mechanism, and highlighting the importance of education and training of professional application-oriented talents in Guizhou colleges and universities. It can avoid the deviation from the direction and training objectives of network engineering majors in Guizhou colleges and universities.

## 3. Understanding the Influence Mechanism of the Integration of Industry and Education on the Satisfaction of Applied Talents in Guizhou Network Engineering

### 3.1 The prototype of the satisfaction index model

#### 3.1.1 Swedish Customer Loyalty Barometer (SCSB).

Johnson; et al. (2001)<sup>[1]</sup> created several national and international customer satisfaction barometers or indices that have been introduced over the past decade. These satisfaction indices are embedded in a causal system or satisfaction model in most cases. However, there is little in the way of model development. Crucial to the validity and reliability of such indices is that the models and methods used to measure customer satisfaction and related structures learn, adapt, and improve over time.

### **3.1.2 The American Customer Satisfaction Index (ACSI)**

Fornell; et al. (1996)<sup>[2]</sup> defined the new type of new measure of market performance for firms, industries, economic sectors, and the national economy. The authors discuss the nature and purpose of ACSI and explain the theoretical underpinnings of the ACSI model, the national survey methods used to collect the data, and the econometric methods used to estimate the index.

### **3.2 Student satisfaction index model**

Based on the basic education satisfaction index model, Sun; et al. (2019)<sup>[3]</sup> proposed an analysis model of secondary vocational students' satisfaction. The specific measurement of the four latent variables is designed by combining the skills training of secondary vocational education, trainee practice, and employment. The study found that educational expectations positively impacted overall satisfaction, and perceptions of quality and fairness positively impacted overall satisfaction.

## **4. The Conceptual Framework for the Research Study**

First Sun; et al. (2018)<sup>[4]</sup> believed that developing further and improving the theory of integration of production and education is necessary. It is not enough to only rely on measures such as establishing school-enterprise cooperation in running schools, establishing vocational education groups, and building a double-qualified teacher team. It is necessary to make supporting theories first. The mechanism, guiding practice with approach, application-oriented colleges and universities have many limitations and dependencies in integrating production and education in terms of funding, discipline and professional adjustment, school-enterprise cooperation, and "double-qualified" teacher team construction. The comparative advantage highlights the characteristics, and the government takes care and supports deepening the integration of production and education.

Second The foreign customer satisfaction index model provides reference and guidance for Chinese experts and scholars to research the construction of the student satisfaction index model. Based on the American User Satisfaction Index (ACSI) model, Chen; et al. (2018)<sup>[5]</sup> established six indexes, including student expectation, perceived quality, perceived value, student satisfaction, student complaint, and student loyalty. Structure diagram of college student satisfaction index model including structural variables.

## **5. The Influence Mechanism of the Integration of Industry and Education on the Satisfaction of Applied Talents in Guizhou Network Engineering**

### **5.1 Perceived quality**

Perceived quality refers to the quality that customers recognize via the look, touch, and feel of the service or product.

### **5.2 Perceived fairness**

A sense of fairness is the individual or collective belief that any element of an environment is fair based on previous norms or standards.

### **5.3 Student satisfaction**

Student satisfaction can be defined as a short-term attitude resulting from evaluating a student's educational experience, services, and facilities. Earlier, it was measured through the Common Satisfaction Framework, but a higher education-specified satisfaction model was later developed.

## **6. Conclusion**

There is a positive relationship between quality perception and satisfaction; there is a positive relationship between fairness perception and satisfaction; there is a significant relationship between curriculum setting variables and perceived quality; there is an important relationship between teaching environment variables and perceived quality; There is significance between enterprise practice variables and perceived quality; between opportunity equity variables and perception of fairness; between process equity variables and perception of fairness. The impact of industry-education integration on the impact of quality perception on student satisfaction has a moderating impact; the impact of industry-education integration on the impacts of fairness perception on student satisfaction has a moderating influence.

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