

The Influence of One-stop Service in Colleges and Universities on Students' Life Satisfaction

Yingni Hong^{1*}

¹ Beihai Campus, Guilin University of Electronic Technology, Beihai, China

Email Address

494456134@qq.com (Yingni Hong)

*Correspondence: 494456134@qq.com

Received: 10 April 2024; Accepted: 30 April 2024; Published: 22 May 2024

Abstract:

At present, some colleges and universities in China are building a complete service network and providing convenient and efficient services through the integration and optimization of the school's existing service organizations to improve students' sense of belonging and life satisfaction on campus. This paper will explore the factors that affect the satisfaction of students with one-stop service, and put forward how to optimize student satisfaction and other issues. Therefore, starting from the content of service quality, student needs, and work efficiency, this paper takes the sense of belonging as an intermediary variable, and finds that all variables are positively correlated through research. A model of the impact of one-stop service on student life satisfaction. Through the research on comprehensively improving the service quality, efficiency and management of colleges and universities, it will help students develop and promote students to better integrate into the campus.

Keywords:

One-stop Service, Service Quality, Student Demand, Work Efficiency, Sense of Belonging, Life Satisfaction

1. Introduction

In the era of big data with the increasing development of the Internet, the scale of students in colleges and universities continues to expand, and the lifestyle and personal needs of students are also constantly changing, resulting in new life needs and demands. Traditional student service work can no longer meet the various needs of students. For example, how to change the way of student service in colleges and universities in the Internet era has become an important research content of colleges and universities at home and abroad. With the changes in the needs and ideas of college students, the traditional affairs work of colleges and universities has been unable to meet the needs of students' daily life, and there is no way to make most students satisfied with the services of colleges and universities. For example, in terms of student service satisfaction, nearly 63% of students give a "relatively satisfied" opinion on the service satisfaction provided by the school, and 5.3% of students give a

“relatively dissatisfied” attitude [1]. Through the analysis of the surveyed students, it can be concluded that the main reasons for students’ dissatisfaction with the service are long business processing time, cumbersome procedures, and inability to handle some business, etc., which are far from meeting the needs of the majority of students and reducing the sense of belonging and identity of students [1]. In addition, 52.4% of students in some colleges and universities in China said that some business could not be handled in their schools, and 90% of students believed that service centers needed to add service content [2]. It can be seen that in providing services to students, colleges and universities have not only failed to solve students’ ideological confusion and practical problems, but also failed to meet the needs of students’ growth and talent. [3]. At the same time, some students believe that there are few personalized services, and differentiated services and management cannot be achieved for different students’ demands. For example, academic services, guidance for postgraduate study programs, training for innovative and entrepreneurial projects, etc. [2], too single management services will limit the development of students’ unique personality and creativity.

Through the study of the impact of one-stop service in colleges and universities on students’ life satisfaction, this study explores the existing problems and root causes of one-stop service in colleges and universities. Based on Ziclin’s seven-vector theory of college students’ development, this study aims to improve service quality from various aspects, pay attention to the significant impact of environment on students’ development and the socialization between people [4], namely, time and space, emotion, material, form, information, operation and security, optimize the student service work and management mode of colleges and universities, and improve students’ satisfaction with college life.

2. Literature Review

The concept of “one-stop” Service, that is, one-stop service, first appeared in the United States in the 20th century, meaning that customers can solve all problems in One place without running around [5]. One-stop service in colleges and universities is a mode in which all administrative departments involved in student affairs are unified in a certain place for collaborative work from multiple perspectives such as adaptation to management system, reform and development [10]. Due to the expansion of the scale of colleges and universities and the scale of students in recent years, the original campus business process department has been unable to meet the needs of student affairs management.

Wang Shuqing, Tong Yuehua et al. [9] believe that according to the theory of customer satisfaction, college students’ satisfaction reflects their subjective feelings about college students’ services, and also reflects the difference between their psychological expectations and actual perceptions. The lower the satisfaction, the higher the requirements and expectations for college students’ service quality. Jiang Tingyan [7] said in her research that universities should clarify the concept of service quality in universities, strive to improve service quality, improve service quality, enhance students’ sense of belonging, and enhance students’ life satisfaction. Therefore, the following hypothesis is proposed in this study:

H1: College service quality has a positive impact on students’ life satisfaction.

With the continuous development of China’s higher education, the injection and strengthening of service concept in student work has gradually become the focus of

colleges and universities' attention and reform. Therefore, the service concept and content of "student work management" have gradually become more cordial and humane, Ying Jinzhu pointed out in his research that the feeling of belonging is the premise and foundation of students' high-level needs, academic success and physical and mental health, and students without a sense of belonging will inevitably feel lonely and anxious. Yang Hongyan believed that the staff had a positive impact on students through their enthusiastic service attitude, and created a good education atmosphere with a clean and tidy campus environment. Therefore, the following hypothesis is proposed in this study:

H2: University service quality has a positive impact on the sense of belonging

In demand-oriented entrepreneurship education, the talent cultivation of colleges and universities first serves the needs of students. Shi Wanbing believes that the educational demand of colleges and universities is "the need of society and individuals to have the ability to pay for higher education". Colleges and universities should be oriented to meet the needs of different students, develop education and training models suitable for students' needs, and provide personalized differential services as much as possible to better serve students and promote their development. Therefore, the following hypothesis is proposed in this study:

H3: Student demand has a positive impact on students' life satisfaction.

Wang Yihui pointed out in her research that for the growing diversified demands of students, colleges and universities should first ensure the physiological needs of students, and then meet the safety needs of students. After the two are satisfied, they should pay attention to the social needs of students and fully protect the respect needs of students. Colleges and universities should especially deal with the emotional changes and needs of students in the current complex living environment, especially to meet students' feelings of belonging, and timely intervention (Ying Jinzhu, 2017). Therefore, the following hypothesis is proposed in this study:

H4: Students' needs have a positive impact on the sense of belonging.

The efficiency of the work is to pay attention to the reasonable use of time, not necessarily the faster the better. In the case of basically meeting the expectations of students, due to the requirements of policies and procedures, students must wait a little, but it does not affect the arrangement of the entire service, which is not easy to arouse students' disgust (Li Yangyang, 2019). In recent years, the Chinese government has made great efforts to streamline administration and delegate power to lower levels and improve work efficiency. In this environment, the administrative management of ordinary colleges and universities has been promoted, the efficiency of administrative management has been improved, and corresponding achievements have been made. Therefore, the following hypothesis is proposed in this study:

H5: University administration efficiency has a positive impact on students' life satisfaction.

The aim of the one-stop service is to ensure that the service adds value to the student. Guided by the needs of students, we should eliminate the links that cannot add value, adjust the links that add little value, clarify and improve the business process of students, refine the functions of each department, realize professional division of labor, and provide students with more professional and comprehensive services [1]. Therefore, the following hypothesis is proposed in this study:

H6: The administrative efficiency of colleges and universities has a positive impact on the sense of belonging.

Colleges and universities can provide students with a sense of being cared for and valued, which promotes their sense of identity as belonging to the school. At the same time, colleges and universities can create connections between students and others, provide help for student development, and promote students' better integration into the campus, which has a positive effect on students' sense of identity. When colleges and universities fail to provide adequate support, students will feel isolated and neglected, showing distancing from the community and a low sense of belonging. Therefore, the following hypotheses are derived from this study:

H7: Students' sense of belonging has a significant positive impact on students' life satisfaction.

3. Research Method

This paper will use quantitative research methods to test the impact of one-stop service on students' life satisfaction model. Quantitative research refers to concretizing complex educational phenomena into mathematical language through quantitative research paths, and accurately analyzing the causal relationship between phenomena with rigorous logical reasoning and highly standardized research processes [8]. Through the statistics of scattered information, we can not only systemize the information, but also summarize, analyze and abstract the general rules from the precise and huge data system. Quantitative forecasting focuses on the analysis of quantity, attaches importance to the degree of change of the predicted object, and can accurately describe the degree of change in quantity.

This paper mainly studies the effect of one-stop service on students' life satisfaction. Therefore, the questionnaire should be distributed to full-time tertiary students, undergraduate students and postgraduate students. In addition, the object of one-stop service is also college students, mainly students, hoping to learn more about the status quo and problems of one-stop service from the perspective of relevant groups and students in student affairs management. From the perspective of students' needs, this paper discusses the mode of one-stop service for students' affairs. This paper discusses the one-stop service from the perspective of students, in order to grasp the situation of the service center more accurately and effectively, and puts forward the corresponding suggestions to improve the service quality of students and promote the good development of the one-stop service center. Therefore, this paper takes college students as the research object to obtain data more conveniently and with higher credibility, and the conclusion will be more reliable.

In this paper, SPSS27.0 statistical analysis software will be used as a questionnaire analysis tool to conduct empirical analysis of the collected data. The main methods include descriptive statistical analysis, reliability analysis, validity analysis, correlation analysis, etc. On this basis, the conceptual model and theoretical hypothesis are verified and analyzed.

This paper makes descriptive statistical analysis of students' gender, age, grade and education, and makes reliability and validity analysis of sample data. The correlation coefficient is obtained through correlation analysis, and the correlation between the study variables is examined to see if there is a significant correlation between the study variables, the hypothesis is tested, and the correlation between the variables is

explained. Finally, the rationality and causality of the conceptual model are tested by regression analysis.

4. Research Result

4.1. Descriptive statistical analysis

The formal survey was released online from May 27, 2023 and completed on June 5, 2023. A total of 265 questionnaires were collected. Among the results of the formal survey, 142 were male subjects, accounting for 53.6%, and 123 were female subjects, accounting for 46.4. The age group was between 16 and 20, accounting for 69.4%. After the collection, 256 questionnaires without one-stop service were excluded, and the effective rate was 96.60%.

4.2. Reliability analysis

SPSS27.0 software was used to calculate the reliability of each variable in the formal test questionnaire results. The α coefficient value should be greater than 0.8, and 0.7-0.8 belongs to the acceptable range. If the α coefficient value is expected to be greater than 0.7, then 0.6-0.7 is also acceptable; If the α coefficient value is less than 0.6, the revised scale needs to be reconsidered (Zhou Jun, 2020). Among them, the life satisfaction variable reliability of this study scale is 0.906, the demand reliability of students is 0.951, and the reliability of variables such as service quality, work efficiency and sense of belonging are 0.958, 0.933 and 0.876 respectively, all of which are above 0.8, indicating high reliability of questionnaire survey results (Li Jiajia et al., 2021).

4.3. Validity analysis

In the validity test of the formal questionnaire, the result of the questionnaire was $KMO=0.925>0.7$, which met the prerequisite for factor analysis (Zhang Yu et al., 2021). A KMO value greater than 0.6 indicates a high correlation between items (Sun Jia, 2022).

According to the calculation result of the total variance explanation rate, five factors can be extracted from the questionnaire, and the cumulative variance explanation rate of the five factors is 66.547%, which can represent most of the variance variance.

The maximum variance method was used for factor rotation, in which the load value of the five indicators of life satisfaction was higher than 0.5 on the fourth principal component factor and lower than 0.5 on the other four factors, so the information of the five indicators could be represented by the overall life satisfaction factor. In addition, the four factors of student demand, service quality, work efficiency and sense of belonging were also higher than 0.5 in the second, first, third and fifth components respectively, so the questionnaire met the requirements of exploratory factor analysis and the scale had a good validity level (Jiang Yifeng, 2022).

4.4. Common method deviation test

Common method bias refers to the artificial covariation between predictor and criterion variables caused by the same data source or scorer, the same measurement environment, project context and the characteristics of the project itself, which is a kind of systematic error (Wei Cuining, 2022). In the process of data collection, the item statements may have certain guidance, or the respondents may be affected by

social expectations, emotions and other factors, resulting in common methodology bias. In this study, Harman single factor test was used to test the homology bias level of the questionnaire survey results, in which the explanation rate of the first factor was only 32.226%, lower than the standard requirement of 40%, so it can be considered that the common method bias of the questionnaire survey results was not serious (Tang Dandan, Wen Zhonglin, 2020).

4.5. Correlation analysis

Variable scores were calculated according to the selection results of each variable, and Pearson product difference correlation analysis method was used to compare the correlation among variables (Wu Dan, 2022). Among them, life satisfaction, student demand, service quality, work efficiency and sense of belonging were all significantly positively correlated.

4.6. Regression analysis

On the basis of correlation analysis, with life satisfaction as the dependent variable, sense of belonging as the intermediary variable, and student demand, service quality, and work efficiency as the independent variable, a multiple linear regression model is established, and step-based regression analysis method is adopted to test whether sense of belonging plays a significant indirect role in the impact of student demand, service quality, and work efficiency on life satisfaction.

The test results of Model 2 show that students' demand, service quality and work efficiency have significant positive regression effects on the sense of belonging, and the regression coefficients reach 0.371, 0.303 and 0.248, respectively. After excluding the influence of control variables, the explanatory rate of the regression impact of the three independent variables on the intermediary variables is 0.372, indicating that the first half of the intermediary model is valid. The test results of Model 4 show that students' demand, service quality and work efficiency also have significant positive regression effects on life satisfaction, with the regression coefficients reaching 0.245, 0.233 and 0.212 respectively. After excluding the influence of control variables, the explanatory rate of the regression impact of the three independent variables on the dependent variables is 0.208, and the total effect of the intermediary model is significant. In Model 5, the impact of belonging on life satisfaction is further analyzed. The regression coefficient of belonging on life satisfaction is 0.267, and is significant at the $p < 0.001$ level. Therefore, the latter half of the mediation model is valid, and there is a significant mediation effect in the model. At this time, the direct influence path of the independent variable on the dependent variable is significant, so the intermediary model shows a form of partial intermediary effect. The influence of the independent variable on the dependent variable is partly realized through the influence on the sense of belonging, and partly through the direct influence path.

4.7. Mediation analysis

In order to more accurately compare the results of each effect size of the three groups of intermediary models, the process plug-in was used to calculate the total effect, direct effect and indirect effect of the model, and the bootstrap method was used to sample 5000 times for deviation correction. The calculation results show that the mediating effect sizes of student demand, service quality and work efficiency on life satisfaction through belonging are 0.159, 0.209 and 0.129, respectively, and the 95% confidence intervals of total effect, direct effect and mediating effect in the three

groups of paths do not contain 0, which further verifies the hypothesis of some mediating effects in the model. Since both direct and indirect effects are valid at the same time and both are positive effects, they belong to complementary mediations.

5. Conclusion and Suggestion

This paper takes the one-stop service of colleges and universities as the research object, carries out the research from the perspective of service quality, and conducts the related research on the service quality of colleges and universities. The research shows that the service quality will directly affect the difference between students' perception and expectation of the service provided by universities. At the same time, the sense of belonging is taken as the intermediary variable, which complements the shortcomings of previous studies and pays more attention to students' evaluation of service quality.

Through the conclusion of the study, we hope to provide some references for the analysis of the impact of one-stop service on students' life satisfaction. First of all, colleges and universities need to provide personalized and differentiated services for different students to better serve students, promote students' development, enhance their sense of belonging, and thus enhance students' life satisfaction. Secondly, the concept of service quality in universities should be clarified, and efforts should be made to improve service quality, enhance students' sense of belonging, and enhance students' life satisfaction. In addition, the correlation coefficient between administrative efficiency and the sense of belonging is also large, and the improvement of administrative efficiency can greatly improve work efficiency. The student-centered service management mode of colleges and universities can explore diversified and all-round service methods, and comprehensively conduct research on service quality, efficiency and management of colleges and universities. Finally, it is hoped that colleges and universities can provide students with a sense of being cared for and valued, which will promote students' sense of identity as belonging to the school, provide help for students' development, and promote students' better integration into the campus.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Zhang, Y.F. Study on Optimization of one-stop service process for students in Z College, 2022.
- [2] Huang, S. Research on "one-stop" college student service center, 2018.
- [3] Wang, J.H. Endogenous Value, realistic Challenges and Breakthrough Approach of "one-stop" student community construction in universities. *Think Theoretical Education*, 2022, 10, 108-11.

- [4] Gu, X.L. College student development theory, 2015.
- [5] Peng, L.Y. Research on Optimization of “one-stop” administrative service mode in Y University, 2022.
- [6] Jiang, Y.F. Research on the relationship between social control and supply chain performance in manufacturing enterprises, 2022.
- [7] Jiang, T.Y. A study on service quality satisfaction of universities in the new era -- A case study of a university in Central China. *Contemporary Education Forum*, 2022, 04, 93-99.
- [8] Mu, W.H. Analysis of quantitative research methods for Master’s degree theses of Higher education, 2022.
- [9] Wang, S.Q.; Tong, Y.H.; Dong, J.M. Evaluation System and Investigation of college students’ Service satisfaction. *Journal of Ludong University (Philosophy and Social Sciences Edition)*, 2021, 03, 56-62.
- [10] Yan, M.; Pan, Z.J.; Jiang, R.M. Research on “one-stop” student community comprehensive education in universities. *School Party Building and Ideological Education*, 2022, 02, 61-63.
- [11] Zhao, Z.Y. Study on the influence of college students’ sense of school acquisition on school belonging, 2020.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)