

STUDY ON THE EFFICIENCY OF PUBLIC EMPLOYMENT SERVICES
OF CHONGQING PUBLIC TRANSPORTATION
VOCATIONAL COLLEGE, CHONGQING,
CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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LI YUAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
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IN PUBLIC ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
IN PUBLIC ADMINISTRATION

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บทคัดย่อ

การศึกษาเชิงปริมาณนี้มีวัตถุประสงค์ 3 ประการดังนี้ 1) การรับรู้สถานการณ์ในปัจจุบันด้านการบริการจัดหางานสาธารณะในวิทยาลัยอาชีวศึกษาการขนส่งสาธารณะฉงชิ่ง สาธารณรัฐประชาชนจีน 2) ระบุปัจจัยที่มีผลต่อการบริการจัดหางานภาครัฐในวิทยาลัยอาชีวศึกษาการขนส่งสาธารณะฉงชิ่ง และ 3) ปรับปรุงระดับการบริการจัดหางานสาธารณะในวิทยาลัยอาชีวศึกษาการขนส่งสาธารณะฉงชิ่ง โดยสร้างแบบสอบถามด้วยข้อมูลประชากรพื้นฐานและคำถามเชิงพรรณนา และทำการเก็บข้อมูลโดยใช้แบบสอบถามอิเล็กทรอนิกส์กับอาจารย์ผู้สอนมากกว่า 1 ปี ในวิทยาลัยอาชีวศึกษาการขนส่งสาธารณะฉงชิ่ง ตัวอย่างจำนวน 196 จากวิธีมาตราส่วนลิเคิร์ต แหล่งข้อมูลส่วนใหญ่มาจากอินเทอร์เน็ต รายงานประจำปี และสถิติที่เกี่ยวข้องกับการจ้างงาน ทำการวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา การศึกษาครั้งนี้ใช้ทฤษฎี 3 ทฤษฎี ได้แก่ ทฤษฎีการจัดการคุณภาพเป็นทฤษฎีหลัก และทฤษฎีทุนมนุษย์และทฤษฎีห่วงโซ่การบริการการจ้างงานเป็นทฤษฎีรอง

ผลการศึกษามีดังนี้ 1) จำนวนครึ่งหนึ่ง (ร้อยละ 50) ของผู้ตอบแบบสอบถามเชื่อว่าวิทยาลัยแห่งนี้มีประสบปัญหาหลายด้าน เช่น การจ้างงานนักศึกษาที่ไม่มั่นคง และอาจารย์ในวิทยาลัยมีการทดสอบซ้ำไม่เพียงพอ ซึ่งนำไปสู่ความยุ่งยากในการจ้างงานนักศึกษา 2) ปัจจัยที่มีผลต่อคุณภาพการจ้างงาน ได้แก่ ความมั่นคงด้านการจ้างงาน สภาพสิ่งแวดล้อมการทำงาน และข้อมูลการจ้างงาน และ 3) การสร้างความเข้มแข็งของนโยบายด้านการให้ความสำคัญกับการจ้างงาน การเพิ่มและปรับปรุงระบบสนับสนุนการจ้างงาน เพิ่มพูนการฝึกอบรมด้านการอาชีวศึกษาและยกระดับคุณภาพของอาจารย์ในวิทยาลัย

คำสำคัญ : คุณภาพการจ้างงาน, ปัจจัยที่มีอิทธิพล, อาจารย์ผู้สอนวิทยาลัยอาชีวศึกษาการขนส่งสาธารณะฉงชิ่ง



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ABSTRACT

This study aims to achieve the following 3 objectives:(1) To find out the current situation of public employment services in Chongqing Public Transportation Vocational College . Chongqing, China. (2) To identify the factors affecting the public employment services in Chongqing Public Transport Vocational College. Chongqing, China. (3) To improve the level of public employment services in Chongqing Public Transport Vocational College. Chongqing, China.

This study adopts a quantitative design, 220 electronic questionnaires were distributed to the teachers of Chongqing Public Transportation Vocational College who have more than one year, the quantitative research methods used mainly include the location of this study is Chongqing Public Transportation Vocational College, the questionnaires include the basic demographic information and descriptive questions, the design of Likert scale was used, the data sources are mainly three aspects, the first Internet. Secondly from annual reports and employment related statistics; thirdly data collected through questionnaires, this study calculated the sample size is 196 by using the following statistical formulas, this time using questionnaires and descriptive analyses. Three theories were used in this study, namely, Quality Management Theory as the main theory and Human Capital Theory and Employment Service Chain Theory as the supporting theories.

The results of this study are: 1) Through the questionnaire survey, 50% believe that Chongqing Public Transportation Vocational College has problems such as unstable employment of students and insufficient retesting by college instructors, which leads to difficulties in student employment. 2) Factors affecting the quality of employment, employment security, employment environment, employment information, and 3) Strengthening the policy of giving priority to employment, optimizing and improving the employment support system, enhancing vocational training and upgrading the quality of teachers.

Keywords : employment quality, influencing factors, Chongqing Public Transportation Vocational College Instructor



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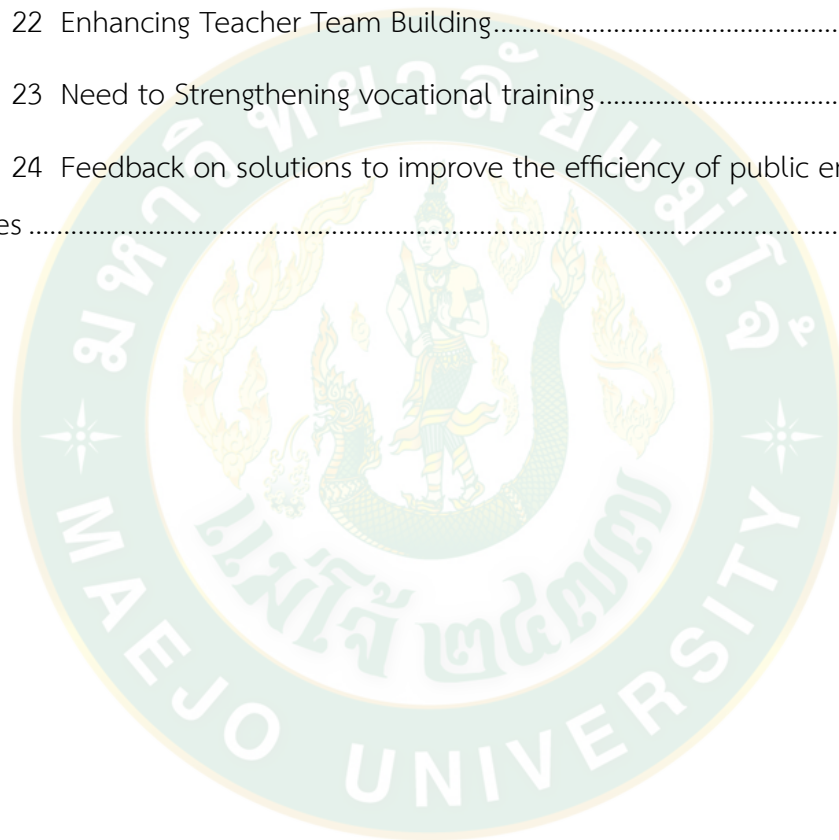
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CHAPTER 1 INTRODUCTION

Background and Justification of the Study

The public employment service (PES) refers to the free service related to the employment matters to both supply side and demand side of the labor force provided by the government. As an important part of human resource service, public employment service plays a leading role in promoting full employment, optimizing labor allocation and promoting employment priority strategy (Lin and Jia, 2015)

In all Asian countries, public employment services (PESs) are the authorities that connect job seekers with employers. Although the governance of PESs differs in each country, all PESs aim to improve the matching of supply and demand within the labor market through information, placement, and the provision of active support services. Concerning the Chinese case, the activity of the PESs has been conditioned by the particular characteristics of the Chinese Labor market. In fact, according to the Statista (2023), the unemployment rate ranged at 5.6 percent, slightly up from 5.5 percent in the previous month, due to new coronavirus COVID-19 outbreaks and related lockdowns, the unemployment rate had risen to 6.1 percent in April 2022. This upward trend in unemployment in china has resulted in both, COVID-19 outbreaks and, it is also affecting the PESs capacity and the quality of the services offered since the recession of 2018 Statista (2023). In addition, According to National Bureau of Statistics of China's (2023) report, at the end of 2022, the number of employed people in China was 733.51 million, and that in urban areas was 459.31 million, accounting for 62.6 percent of the total employed people. The increased employed people in urban areas numbered 12.06 million in 2022, 0.63 million less than that of the previous year (Figure 1).

Faced with this adverse scenario, the problem of managing efficiently the relatively scarcer resources available to the employment services, especially, public ones becomes a crucial issue when confronting improvements in active employment policies. For this reason, the analysis of the efficiency of the PES, object of this study, could prove a key factor as well as an aid towards understanding the activity of these services. In this line, vocational colleges are tools addressed to either increasing the probability of employment for students or to reducing the probability of losing a job in the case of employed individuals. Legal and regulatory overhauls to China's education system in recent years have thrown what was once one of the most lucrative sectors for foreign investors into disarray. Yet, while most education industries in China are becoming more restrictive to private investment, vocational education continues to be encouraged by the government. On April 20, 2022, the Standing Committee of the National People's Congress passed the revised Vocational Education Law (the "Law"). The Law, which came into effect on May 1, 2020, upgrades the status of vocational education in China and encourages enterprises and schools to improve their vocational education capacity (China Briefing, 2022).

Chongqing-China's economy is transitioning from being led by investment and manufacturing to being driven by consumption, services, and innovation, and talents are key in the process. As the economy changes, China's next challenge is transforming education and skills development to deliver the talent needed for an innovative, digitized, postindustrial economy. Based on the iChongqing (2022) report, iChongqing reporters, together with Agents from PTE, a British Youtuber who discusses geopolitics, politics, entertainment, and issues around the world, discussed China's Next Move, illustrating how the university and vocational education can promote employment an entrepreneurship, help economic and social development, improve people's well-being and maintain strong resilience in the long-term development of China. Vocational education has played an irreplaceable and important role in economic and social development and personal growth. As of August 2022, there were 11,200 vocational colleges in China with 29.15 million students. Chongqing as a crucial city in manufacturing,

Chongqing saw an increasing demand for the manufacturing sector's employment, with 1.15 million people last year. Obviously, Employment services of Chongqing colleges will play a significant role in choosing and finding students' careers. They also will have essential impacts in promoting employment and entrepreneurship and helping economic and social development.

In recent years, unemployment in China has remained high and there is a great need for employment services. Public employment services can be divided into two categories, which are closely related to active labour market policies. The first is indirect active labour market policies, also known as indirect job creation policies (Knight and Song, 2005). They include vocational education, training and employment service activities. These policies provide skills or vocational training for the unemployed to enhance their employability and various service activities to facilitate job matching. The second type is direct active labour market policies or direct job creation policies. These policies include direct job creation by the public sector and various employment subsidy programmes, including public works projects, government subsidies to private employers, and government support for entrepreneurship among the unemployed. In China, employment intermediation functions can be carried out through 'labour market offices' in various locations (Lin and Jia, 2015).

Chongqing Public Transportation Vocational College has successfully established a strong and reliable public employment service system to assist graduates in their job search. The College's Career Services Centre provides a range of resources and guidance to help individuals find suitable employment opportunities. The Service Centre provides CV workshops, interview preparation and job search strategies to equip students with the necessary skills for a successful job search. In addition, the College tries to organise job fairs and recruitment events to allow students to interact directly with potential employers. However, in order to increase employment opportunities, the services need to develop such proactive approaches to help bridge the gap between academia and industry

Research Questions

1. How is public employment service quality in Chongqing public transportation vocational college?
2. What are factors that impact to public employment service quality of Chongqing public transportation vocational college?
3. How to improve public employment service quality in Chongqing public transportation vocational college?

Research Objectives

1. To study public employment service quality of Chongqing public transportation vocational college
2. To investigate factors related to public employment service quality of Chongqing public transportation vocational college.
3. To find ways to improve the public employment service quality of Chongqing public transportation vocational college

Scope and Limitations of the Study

This study also aims to investigate what barriers and constraints exist in public employment services and to assess ways to improve the efficiency of public employment services.

The scope of the study is limited to the efficiency of public employment services in Chongqing Public Transportation Vocational College (CQPTV), and the survey focuses on the students who will be employed in 2023 in CQPTV.

Definition of Terms

Chongqing Public Transportation Vocational College:

Chongqing Public Transportation Vocational College is a full-time general higher vocational college approved by Chongqing Municipal People's Government and recorded by the Ministry of Education in 2010, organised by Chongqing Urban Transportation Development and Investment (Group) Co. The school is located in Yangping Community, Shuangfu Street, Chongqing, China. As of March 2023, the school covers an area of 414.72 acres, with 533,500 paper books, and the total value of teaching and research instruments and equipment is about 60.63 million yuan. As of November 2022, the school has six teaching units and offers 38 majors; there are more than 11,000 students enrolled in full-time academic education. (<http://baike.baidu.com>, 2022).

Public Employment Service (PES)

Public employment services (PES) refer to free services related to employment matters provided by the government for both the supply side and the demand side of the labour force. They match workers, help employers find the workers they need, and support workers and employers in adapting their labour. As an important part of human resource services, public employment services play a leading role in promoting full employment, optimizing labour allocation, and advancing the employment priority strategy (Lin and Jia, 2015).

Public Service Quality

Public Service Quality refers to the ratio of the input of public service resources to the output of public service effects and the effectiveness of the allocation of public service resources.

The Government, as the provider of public services, is the policy maker and capital investor, and macro-regulates the employment situation when there are problems in the operation of the market mechanism. Among them, the market as an employment carrier is reflected in the supply and demand relationship and employer demand, while the society encompasses non-profit and for-profit organisations, colleges and universities, employers, college graduates, the media, families and other subjects. (Cao Hui Public Service Renmin, 2016)



CHAPTER 2

LITERATURE REVIEW

Vocational colleges and universities around the world, especially in China, are becoming increasingly competitive in the labour and education markets. Nowadays, many vocational colleges have neglected to focus on schooling, and the college's public employment service contributes to students by guiding and educating them, providing information, and guaranteeing support. This may be directly related to the success or failure of students' career choices and entry into the labour market, and to their judgement of the efficiency of the colleges they attend. This is the reason why the researcher considers it interesting to study the efficiency of such services. The researcher believes that the efficiency of public employment services in Chongqing Public Transportation Vocational College may lead to students' career choices. In the literature review section of this study, I will use three theories and other concepts to answer the research questions posed and to support my study as follows:

1. Employment Service Chain Theory
2. Human Capital Theory
3. Quality Management Theory
4. Public Service Quality
5. Related Research
6. Conceptual Framework

Employment service chain theory

According to Denhardt and Denhardt (2007), public service refers to a set of ideas about the role of public administration in a citizen-centred system of governance. Public service is the theoretical outcome of a group of public administration scholars, represented by Robert and Janet Denhardt, who have critiqued and reflected on the New Public Management theory, particularly the

entrepreneurial government theory. Denhardt, in articles such as "The New Public Service: Serving, Not Steering", suggests that it is necessary to examine public management theory in the light of the basic principles of democratic politics. The fundamental error of entrepreneurial government theory is to base the idea of "reinventing government" or "reinventing government" on the fiction that "the self-interested motivation of the individual can lead to and better achieve the public good". The idea of "reinventing government" or "reinventing government" is based on the fiction that "individual self-interested motives can lead to and better achieve the public good. In the longer term, "individual self-interested motives" can only lead to self-interested government, not democratic government and government committed to serving the people. (Denhardt and Denhardt, 2007: 22)

The Employment Service Chain Theory emphasises the entire service process from employment needs to employment outcomes, including career counselling, employment training, job matching and follow-up services, aiming to comprehensively promote the employment and employment quality of individuals.

Human capital theory

The theory emphasises that education and training of individuals is the key to improving employment opportunities and the quality of employment. Public employment services help individuals to upgrade their skills and knowledge and improve their human capital by providing relevant education and vocational training support.

In the early 1960s, in a speech entitled "Investing in Human Capital", delivered when he was President of the American Economic Association, Schultz proposed that upgrading the human capital of the workforce could effectively promote labour supply, alleviate structural contradictions in the labour market and improve the quality of employment. The knowledge, skills and the abilities they manifest in labourers are the outstanding manifestations of human capital, which is the main factor of production growth and a kind of capital with

economic value. Generally speaking, increasing the number of years of education, increasing on- the-job training and professional training, accumulating work experience, and investing in a certain amount of health care are all indispensable means of enhancing investment in human capital, and higher vocational colleges and universities, orientated to employment, help students to form comprehensive abilities through education, training, practice and other educational and teaching activities, so as to form the human capital that can effectively contribute to the enhancement of the quality of employment.

Quality management theory

The theory emphasises quality management of public employment services, which involves assessing and monitoring the effectiveness and efficiency of the services, and continuously improving and upgrading the level of quality of the services to ensure that individuals receive satisfactory and useful employment services.

Qi and Qiu (1990: 5) believe that: teaching quality management is the management at all levels, supervise and guarantee the smooth implementation of all aspects of the teaching process in accordance with the quality standards and requirements, in order to achieve the requirements of the training objectives, the evaluation of the quality of teaching is the central part of quality management. Some scholars also discuss from the micro level of management, that teaching quality management should control the teaching design, teaching process, course arrangement and other specific aspects to ensure that the teaching effect can meet the requirements of the syllabus.

Chen (2015: 113-138) proposed strategies to improve the employment quality of graduates of higher vocational colleges and universities by accurately positioning schools, reforming talent training, and improving the employment service system for graduates.

Wu (2019: 8-71) believes that from the two aspects of employment and quality, the connotation of the quality of employment, namely, the individual through the combination of labour and means of production, to engage in work and ensure the effectiveness and rationality of the distribution of the means of production, and ultimately to achieve the unity of their own value and social value.

Jiang (2014: 26-32) Graduate employment quality: the degree of conformity of graduates' upcoming jobs with their education, majors, schools, training objectives and graduates' willingness to be employed.

Liu (2005: 34-38) The quality of employment is the degree of the specific situation in which labourers combine with the means of production in the process of employment and obtain remuneration or income. Objective evaluation of the quality of employment and continuous improvement of the quality of employment is a prominent and urgent task in the field of employment at present.

Wu (2009: 62-66) The employment quality of college students refers to the optimal degree of college students' access to suitable, flexible and sustainable employment opportunities under the conditions of freedom, fairness, security and human dignity through reasonably balanced industrial and geographical mobility, and by virtue of the platform of the human resources market or talent intermediary organizations, so that they can be combined with the means of production and obtain income and development, and it is a substantive measure of the employment status of college students and the overall development of the society. It is a comprehensive indicator that essentially measures the employment situation and the overall development of the society, reflecting the intrinsic essential characteristics of college students' employment, i.e., reflecting the structure, level, movement, nature and advantages and disadvantages of college students' employment.

Ke (2007: 82-84) the quality of employment of college graduates is the sum of the characteristics and characteristics of educational products (college graduates) to meet the requirements of the potential needs of society in accordance with the laws of higher education.

Combining the above table on the definition of the concept of employment quality of Chinese scholars to sort out and the problems of this study, borrowing the theoretical perspective of quality management, this study defines the quality of employment as follows: the degree of satisfaction of graduated students of higher vocational colleges and universities with their employment, including the degree to which the work income, welfare benefits, space for development, work environment, etc. that the students can obtain meets the needs of the individual.

Public Service Quality

Nina (2014: 41-45) believes that public employment services are facing many difficulties, and it is difficult to adapt to the needs of social development by relying only on the public employment services provided by the government. It is necessary for the government, enterprises, non-profit organisations and individual citizens to act as the main participants to solve this problem and achieve common governance.

Liu (2018: 46-50) believes that there are problems such as overlapping institutional settings, lack of institutional integration, unclear functional positioning, and lack of unity in the scope of services between public employment services and talent services, and from the perspective of integration and synergy, believes that it is important to strengthen the functions of public welfare, and to use information technology to build a platform for public employment and talent services, and to improve the efficiency of public services.

Supervisor's Support

Definition of teachers' perception of supervisor's support

As an important part of social support, supervisor's support refers to teachers who can get emotional, academic, and live help from teachers in the process of academic and life at all stages (including primary university to university). Supervisors' support, as defined by Brewster and Bowen (2004), is the capacity to hear, motivate and esteem teachers. Zhang et al. (2020) believes that supervisor's support is all kinds of help teachers get from teachers, including emotional help and information help. Supervisor support can be a single-dimensional variable, such as in the study of Patrick et al. (2011). Meanwhile, supervisor's support can also be a multidimensional variable. Kilpatrick Demaray and Kerres Malecki (2003) research revealed that supervisor assistance encompasses a variety of components, such as emotional aid, data aid, tool aid, and assessment support. Wentzel et al.'s study corroborated this. The research of Wentzel et al. (2017) reveals that supervisor's support encompasses four dimensions: communicating expectations and values, offering help, advice, and directions, creating a secure environment, and providing emotional support. Moreover, teachers' expectations of mutual aid behavior, attention to teaching content, teacher assistance, and emotional care are also taken into account. Mitchell and DellaMattera (2011) believed that the performance of supervisor's support was to provide help for academic tasks, express concern for teachers, and care for teachers' interests and happiness. Daniel et al. (2018) held the conviction that supervisor assistance encompassed academic, aptitude and psychological backing.

The analysis of supervisor's support should be based on the support that teachers can perceive, and analyze the specific situation of teachers' academic and life in university (Fu et al., 2022). Jiang et al. (2023) put forward a concept in his literature, which is the concept of Perception of supervisor's support that teachers will perceive to some extent. The teacher's attitude and conduct towards their supervisor's backing in their educational life, including academic aid, proficiency aid, and emotional assistance, is referred to.

Supportive academic mainly refers to the support teachers feel from their teachers in their academic, such as guidance when they encounter difficulties in their academic, and reminders when a teacher answers a question in class; supervisor's support refers to the support teachers feel from their teachers for participating in activities and competitions. For example, teachers often refer me to various activities or competitions. Teachers recommended me to be elected class leader, etc.

The emotional backing teachers receive from their instructors is referred to as emotional support. For instance, after a failed exam, teachers will provide prompt encouragement and are usually very generous with me. Liu (2018) defined teachers perception of supervisor's support as that teachers feel supervisor's support for their academic activities, academic attitudes, academic abilities, and other aspects of their academic life inside and outside the university, including attention and support behaviors in terms of speech and behavior. Yu (2020) believes that teachers' perception of supervisor's support is that when teachers encounter some difficulties or obstacles in campus life, they can feel the help and care from teachers.

This paper primarily focuses on Jiang et al. (2023) definition of teachers' perceived supervisor's support, which is the behavior and attitude that teachers will experience from their primary university to university academic life. This encompasses three main components: academic aid, ability assistance, and emotional aid.

Yam et al. (2017) studied supervisor's support based on the basic psychological needs theory. Li (2018) posited that individuals typically possess three fundamental psychological needs: autonomy, relationships and ability. however, argued that these three essential requirements are a requisite for the healthy growth of all biological beings - similar to how plants require adequate sunlight, soil and water to flourish.

Some scholars believe that individuals must be able to act autonomously, free from any control by others, and have their own will and autonomy, thus forming self-control (Yam et al., 2017). In the context of

academic research, the need for autonomy is the need for individuals to make self-determining decisions about academic activities

Li (2018), The basic psychological needs theory suggests that humans are naturally inclined towards self-directed behavior, and autonomy is necessary for healthy functioning. When individuals feel that they are the initiator and decision-maker of their own choices and decisions, and their actions are consistent with their feelings, they satisfy their need for autonomy. The satisfaction of autonomy often stimulates autonomous motivation and adaptive behavior; On the contrary, a decrease in autonomy can lead to control motivation and maladaptive personal behavior (Deci and Ryan, 2000)

The desire to establish and maintain a certain number of positive and lasting interpersonal relationships is often referred to as relationship needs. This sense of belonging can be expressed through establishing close relationships with others, caring for others, and being cared for by others (Deci and Ryan, 2000). Baumeister and Leary (1995) further proposed that humans also have the same desire for interpersonal relationships. In an academic context, belongingness refers to the need for individuals to feel connected to significant others and receive recognition and support in the academic setting (Li, 2018). Besides, teachers need interpersonal relationship. The satisfaction of relational needs is the foundation for achieving optimal levels of development, as good interpersonal relationships can effectively alleviate stress and stimulate positive emotional states. Legault (2017) pointed out that when teachers establish harmonious interpersonal relationships with individuals around them and feel the care of key interpersonal subjects, their relationship needs can be met. The satisfaction of relational needs can stimulate motivational behaviors, such as effort, persistence, and active participation in teachers, and can also encourage individuals to pursue socially recognized goals. York (2007) believed that a sense of belonging can promote teachers' understanding of their expectations for success and their inherent academic values.

Competency needs, also known as capacity needs, refer to the individual's need to effectively practice their actions and expand their existing capabilities. In academic settings, competency needs refer to the need for individuals to exert their potential to effectively adapt during interactions with academic settings (Li, 2018). Street et al. (2012) pointed out that competence needs to provide dynamic support for individual academic development. When individuals feel that their actions have been effectively implemented, their ability needs are met.

At any stage of education, the satisfaction of basic psychological needs can lead to a range of beneficial academic outcomes, such as intrinsic motivation, academic self-regulation, and curriculum performance. This is because it encourages teachers to focus on their studies and fulfill their educational responsibilities (Yam et al., 2017). Jang et al. (2009) hypothesized that the satisfaction of basic psychological needs can affect the internalization of individual behavior, thereby promoting the development of internal academic motivation; On the contrary, those who are driven by intrinsic motivation will show excellent academic performance. The study of Jang et al. (2009) found that the satisfaction of teachers' basic psychological needs can lead to enjoyable learning experiences and significant academic achievements; However, when social circumstances hinder or prevent these basic psychological needs, individuals' behaviors are mainly driven by non-autonomous motives. The failure of psychological needs can lead to many adverse developmental outcomes, such as poor academic performance, emotional instability, and physical discomfort (Deci and Ryan, 2000). Therefore, the realization of basic psychological needs can enhance the subjective vitality of research subjects; However, the lack of autonomous needs can lead to harmful consequences of emotional and physical exhaustion (Adie et al., 2008)

The satisfaction of basic psychological needs can be either supported or thwarted by the social environment, thus influencing individual motivation (Yam et al., 2017). If this environment is conducive to satisfying these needs, it will foster autonomous behavioral regulation and increase the pleasure of

involvement. In the academic setting, teachers find greater autonomy, a feeling of inclusion and proficiency in their studies when the university environment meets their fundamental psychological requirements. In the social atmosphere of universities, teachers are the most influential factor in influencing teacher motivation and conduct (Street et al., 2012)

The requirement for supervisor assistance has the most immediate and significant effect on the gratification of the fundamental psychological needs of educators. Jiang et al. (2023) suggested that teachers' independent support is a critical factor in satisfying their psychological needs, exploring the correlation between public university educators' view of such assistance and fundamental mental requirements. The findings indicated that providing more independent aid made it simpler for teachers to satisfy their psychological needs. At the same time, Bois et al. discovered that the backing of supervisors can satisfy the three fundamental psychological requirements of educators and have a beneficial effect on their scholastic accomplishment also said that the self-supporting university environment created by teachers can predict teachers' competence. All these indicate that the level of supervisor's support teachers feel can better predict and meet their satisfaction with their psychological needs (Li, 2018)

The psychological needs of teachers, to some degree, are shaped by the emotional and cognitive experiences they experience; these feelings can have an effect on academic interest and performance, as well as reduce procrastination (Li, 2018). This is due to the fact that both academic, emotional and competency support provided by teachers has a certain impact.

Measurement of teachers' perception of supervisor's support

At present, supervisor's support is mostly measured by questionnaires (Liu, 2018). The Teacher as Social Context Questionnaire, compiled allows teachers to evaluate themselves through a self-assessment questionnaire, which is used to measure teachers' self-perceived self-support, structure, and participation. The scale has 24 questions in total and is scored at seven levels.

The self-support subscale Cronbach's α 0.76, structured component Cronbach's α 0.70, participating in the subscale Cronbach's α is 0.74.

Since teachers are the primary object of perceived supervisor's support, many questionnaires use other evaluation methods to measure perceived supervisor's support behavior from the teacher's perspective. Chang et al. (2015) developed the Academic Climate Questionnaire (LCQ) that teachers perceive in academic situations. The scale has 15 questions in total and uses a test form with a 7-point scale. Cronbach's α is 0.96.

Qian (2017) viewed supervisor's support as a form of independent teachers' support, and revised questionnaire. To gauge the level of support Chinese primary and secondary university teachers receive, he created the Self-support Perception: Mathematics Academic Situation Questionnaire, which is composed of one factor and six items. These questions express the teacher's perception of the teacher's autonomy support. The questionnaire was used to measure teacher perception of the autonomous support provided by the mathematics teacher during the teaching process. General Questionnaire Cronbach's α is 0.83.

In their paper, used the Mathematics Supervisor's Support Questionnaire Perceived by Middle university teachers, which is mainly used to measure the mathematics supervisor's support perceived by junior high university teachers. The questionnaire has been examined in numerous ways, comprising three distinct aspects: autonomy aid, intellectual assistance, and emotional backing. There are 17 questions in all three dimensions. A five-point scoring system was used. From 1 to 5, it represents the transition from complete nonconformity to full conformity. The higher the sum of scores in each dimension, the more support the teacher perceives from the teacher. General Questionnaire Cronbach's α is 0.92.

Daniel et al. (2018) revised and compiled the Questionnaire of Supervisor's Support based on the teacher behavior questionnaire prepared by to measure the supervisor's support behavior perceived by teachers. The

questionnaire, comprising 19 items, encompasses academic support (9 of which are "the teacher often requests I answer questions in class"), emotional support (6 of which are "the teacher has always been very kind towards me"), and ability support (4 projects)- such as "teachers frequently let me take charge of the classroom". Six points shall be used for scoring, and 1~6 points shall be scored, respectively, from "completely inconsistent" to "completely consistent". The higher the average score of each dimension, the more supervisors' support teachers perceive α Is 0.87.

This research adopts the questionnaire on teachers' perception of supervisor's support behavior compiled by Jiang et al. (2023). Revised and compiled to reflect the actual state of education and teaching in China, the questionnaire is mainly suitable for university teachers and has been extensively employed in related research in the same country

Research on teachers' perception of supervisor's support

The perception of supervisor support by teachers has been the subject of research, teachers perceive that supervisor's support an individual development interact in a variety of ways, with psychological well-being, academic motivation, beliefs, and values, coping styles, academic status, and other factors having a greater impact. Teachers' support behavior will have a positive impact on teachers' academic development (Jiang et al., 2018). Jiang et al. (2023) pointed out that the teacher expectation effect has an impact on teachers' perception of supervisor's support, and teachers who are highly expected by teachers have a higher sense of support. The importance of supervisor's backing in the academic, career, and social growth of teachers was demonstrated.

Chen (2021) also found that teachers perceived supervisor's support as closely related to their self-control. Should teachers encounter academic challenges and require assistance, they can gain the fortitude and assurance to surmount any hindrances and setbacks, then become self-motivated and strive for self-control (Wentzel et al., 2017). This is due to the teacher's respect,

understanding, encouragement, and support. teachers' sense of justice also has an impact on their perceived supervisor's support. For teachers with a high level of justice belief, they believe that teachers treat every teacher in the class fairly and objectively, and they believe that the class atmosphere is also fair and just, pointed out that the more junior high university teachers perceive supervisor's support, the more positive their coping styles and ways of seeking help when encountering academic setbacks found that supervisor's support has a greater impact on teachers' sense of inferiority. teachers feelings of inferiority also decreased when they perceived more supervisor's support took rural junior middle university teachers as the research object to investigate and analyze the relationship between perceived teachers' caring behavior and the university's sense of belonging. The results showed that the more rural junior high teachers felt cared for by their teachers, the more they felt they belonged, determined that the degree of university adaptation was significantly linked to the perceived supervisor's support behavior. Examining the dimensions of this support, he discovered that academic and emotional backing had the most profound effect on teacher university adjustment, with a slight influence on the university atmosphere and teacher self-evaluation. discussed the impact of perceived teacher care behavior on teenagers' online behavior. The study found that teacher care behavior indirectly influenced teens' online behavior. The more teachers are perceived to support teens, the easier it will be to develop good online habits and reduce the probability of addiction.

Based on the above studies, it is not difficult to see that supervisor's support has a large impact on a teacher's mental health, beliefs, values, coping style, academic status, etc. The teacher's academic motivation, self-control and more are closely linked to the supervisor they perceive as providing support. When teachers feel supported and cared for by their instructors, they become more motivated and engaged in their studies, have the courage and assurance to surmount obstacles and setbacks, thus inspiring themselves and striving for self-discipline.

Research on teachers' perception of supervisor's support an background variables discovered that, in terms of supervisor's overall, academic, and ability support dimensions, junior high university teachers had no noteworthy gender disparity; however, a marked distinction was observed in emotional support dimensions, with girls at the junior high university perceiving more than boys. However, the academic support dimension, sentiment support dimension, and capacity support dimension differ significantly across teaching grades. No distinction was observed between first- and third-teaching graders in terms of the least amount of aid from instructors that second-grade students felt. Zhang et al. (2020) pointed out that there was no significant difference in supervisor's support among junior high university teachers of different teaching grades and genders found in her research on senior high university teachers that the average score of teachers' independent support perceived by teachers from senior one to senior three increased in turn. No noteworthy disparity in the perception of teacher autonomy support between first and second-year instructors was observed, yet a considerable divergence in perceived teacher autonomy support between first and second-year teachers and third-year educators was discernible; female perceived teacher autonomy support was greater than male perceived teacher autonomy support, and there was a noteworthy distinction between male and female perceived teacher autonomy support scores.

Fu et al. (2022) concluded from his research on the relationship between the academic emotions of private public university teachers and supervisor's support that, in terms of gender, male public universities' teacher emotional support and the total score of supervisor's support are significantly higher than female public universities; At teaching grade level, teachers in all three teaching grades had significant differences in total scores for academic support, emotional support, ability support, and supervisor' support, with lower teaching grades having significantly lower levels of supervisor's support than teachers. did research on public universities teachers' supervisor's support, academic gains, and enterprising spirit, and found that teachers of different teaching grades had statistically significant differences in supervisor's support scores, teachers scored

higher in supervisor's support and academic outcomes than teachers, juniors, and seniors. The reason is that incoming teachers remain wary of the new university life and system. Many public universities teachers are far from home and need emotional support and care from their teachers in the face of unfamiliar surroundings. As a result, teachers will be eager for the emotional support of their teachers as they adjust to their new academic environment and strive to quickly settle into a new life. Familiarity with the university's management system and academic methods typically reduces the need for faculty support among teachers, juniors, and seniors.

At the same time, said that there was a significant difference in perceived supervisor's support among public universities teachers of different genders, and public universities girls perceived supervisor's support significantly higher than boys, which was consistent with the research results of. It may be that a disparity in the attention and backing given by public university teachers between genders exists, with girls receiving more assistance from their instructors. Girls, on the other hand, are much more sensitive and responsive to supportive teachers than boys. However, there was no significant difference in perceived supervisor's support among public universities teachers in different teaching majors.

Self-efficiency

Concept of Self-efficiency

In 1977, the American scholar Bandura proposed the notion of self-efficiency. This concept is characterized by an individual's conviction in their capability to attain success and a feeling of aptitude. In particular, it alludes to a person's capabilities and convictions that must be fulfilled in order to reach a certain behavioral objective within a specific atmosphere, At the Psychological Society's Outstanding Scientific Contribution Award Conference, Bandura delivered a discourse on Self-efficiency Mechanism in Human Behavior. In the speech, he proposed that individuals' judgment of their abilities played a teaching major role in their self-regulation system, and thus proposed the concept of Self-efficiency.

The content of this talk further enriches the theory of Self-efficiency. Bandura posits that self-efficiency is an individual's anticipation of their capability to perform in a given circumstance.

For academic Self-efficiency, believed that academic Self-efficiency is the expression of Self-efficiency in teachers' academic and exploration, which represents people' reasoning and evaluation of whether they can achieve the expected results by successfully handling academic lessons, and it is people' personal to feel about their academic ability and behavior. After continuous exploration and research, scholars point out that an important part of Self-efficiency also includes academic Self-efficiency, which can be divided into academic ability Self-efficiency and academic behavior Self-efficiency. Among them, the Self-efficiency of academic ability is a judgment of whether people can complete their studies and achieve good results in the process of completing studies. Self-efficiency of academic behavior is a judgment of whether individuals can flexibly adopt certain academic methods to achieve their own goals in the academic process, to complete their own academic goal and tasks. found that teachers' academic performance is closely related to their academic performance. Through experiments, some researchers also clearly pointed out that academic Self-efficiency is inseparable from mental health. This fully proves that academic Self-efficiency and mental health are an organic whole, and also finds a way for us to prevent mental diseases and improve mental health use their study to summarize the research achievements of other scholars, based on in-depth studies are more systematically explore and understand Self-efficiency, it considers Self-efficiency as a person's ability to realize the goal of behavior in specific areas of faith or belief, through in-depth study and explore the form the basic framework of the theory. Scholars and experts have been captivated by the notion of Self-efficiency, leading to a plethora of psychologists conducting various studies and investigations into this concept. The research on academic Self- efficiency is also deeply studied based on the above ideas.

In other word, although most experts and scholars put forward different views on academic Self-efficiency, everyone has some common views because of academic Self-efficiency. They all realize that academic Self-efficiency plays an essential role in the process of academic, which can greatly stimulate teachers' belief in academic and improve their academic ability and academic effect. The degree of academic Self-efficiency can have a considerable influence on the consequences and results. teachers with a high sense of academic Self-efficiency can better overcome the problems encountered in the academic process than those with a low sense of academic Self-efficiency, to achieve the desired effect more smoothly.

Liu (2005) summarized the following main factors influencing the formation and change of academic Self-efficiency in the research.

1. The success or failure experience of behavior is the teacher's own past experience. Because the knowledge about oneself obtained by relying on one's own experience is the most reliable, the teacher's own experience has the greatest impact on Self-efficiency. Continuous winning will enable people to build a stable sense of Self-efficiency, which will not be reduced due to temporary setbacks, but will be extended to similar situations. The building of Self-efficiency is impacted by a variety of elements, including the motivation for personal evaluation of success or failure, the amount of exertion, the complexity of duties and the degree of outside help. Should the tasks be difficult to accomplish, or those who attempt them neglect their own efforts and rely on others for assistance, then success can heighten one's sense of Self-efficiency; however, failure will not diminish it. On the other hand, if what needs to be done is simple and laborious, even if winning does not have a great impact on Self-efficiency, defeat will reduce Self-efficiency.

2. Alternative experience. The formation of Self-efficiency will be affected not only by people' indirect experience but also by personal direct experience. When people do academic work that a person with the same level as himself wins in an event, he will improve, and this person will think that he can win in the same event. On the contrary, people do academic work that when

a person with the same level fails in an event, his sense of Self-efficiency will decline, and they will feel frustrated that they will fail in the same practice. Observing academic will have an impact on Self-efficiency, and this impact is judged by comparing people with presenters and referring to the performance of presenters, so as to improve the effectiveness of their behaviors and improve the quality of life.

3. Verbal persuasion. This is a way to influence people's sense of Self-efficiency through persuasive suggestions, exhortations, explanations and self guidance. It is easy to use, so it is often used. The lack of empirical proof renders sustaining the sense of Self-efficiency in this instance a challenge, and the efficacy of this technique is also influenced by the persuader's identity and reliability.

4. The state of emotional arousal. Under pressure, danger or a heavy load, emotions can quickly be stirred, the level of arousal contingent on the environment and individual sensitivity and acceptance of data. The greater the emotional regulation, the lower the anticipation of success; however, self-efficiency increases the impediment to behavior and the lower the expectation of accomplishment. That is, strong emotions (such as high anxiety and tension) usually hinder behavior and reduce the expectation of Self-efficiency.

Measurement of Self-efficiency

The measurement of Self-efficiency has two directions. Assessing domain relevance and gauging general Self-efficiency are two distinct processes. The latter is a measure of one's assurance in the answers to numerous queries from various areas of production and advancement. It reflects the overall sense of control over the environment.

The measurement of Self-efficiency has two directions, one is the assessment of domain relevance, the other is the assessment of general Self-efficiency. showed in their research in 2006 that general Self-efficiency reflects an individual's overall sense of control over the environment. Self-efficiency can be seen as a continuum in research. One level represents more general, and

the other level represents more special. In different activities in China and Vietnam, the more special and specific sense of efficacy is different. Distinguishing between different purposes of denial and determining the level of Self-efficiency to comprehend is essential for gauging Self- efficacy. The research and testing of Self-efficiency basically revolve around three dimensions: level, intensity and breadth. Teaching Grade indicates the difficulty of individuals in judging Self-efficiency. Generally, two-level scoring method is adopted. The intensity of a task's difficulty and complexity is measured by the individual's confidence in their ability to complete it, with teaching grade scoring being the usual evaluation technique. Breadth is to evaluate whether a person's behavior is effective only in a certain professional skill or a wide range of professional skills. In real life, what we call Self-efficiency usually refers to the degree of certainty, that is, the intensity of Self-efficiency.

This research refers to the relevant research of and adopts the relevant dimensions of the academic questionnaire of Self-efficiency compiled by of Huazhong Normal University. The scale divides academic achievement into two independent dimensions: academic ability Self-efficiency and academic behavior Self-efficiency. Each dimension summarizes the key issues, totaling 22 issues (Cronbach=0.89). The sense of efficacy increases with a higher score; the aggregate academic score, which is the combination of Self-efficiency and academic aptitude, is the highest possible result.

Research on Self-efficiency

The study of Self-efficiency has gone through a long process. The Self-efficiency was first proposed by Bandura, who believed that Self-efficiency was the inference of individuals' confidence and feelings about a certain task they could accomplish. Therefore, there were great differences in Self-efficiency in different fields and individuals. Cen Cui, a famous scholar, found through tests that teachers' academic Self-efficiency is closely related to their academic achievements. Academic Self-efficiency is inseparable from mental health (Liang, 2000). The evidence here unequivocally demonstrates that academic Self-

efficiency and mental health are a unified entity, offering us an avenue to avert psychological illness and enhance mental wellbeing. After long-term research, Wang Hongli and others also found that academic Self-efficiency was closely related to mental health (Wang, 2005)

studied 300 teachers from a vocational university in Beijing and Tianjin, and drew a conclusion using the general Self-efficiency scale and the academic motivation scale. No noteworthy disparity in overall Self-efficiency was observed between public universities with distinct genders, yet there were considerable disparities in general Self-efficiency among public universities with varying teaching grades and teaching majors. Teachers' scores were notably higher than those of their peers, and liberal arts teachers' scores were significantly superior to those of science and engineering instructors.

Agarwal (2009) studied the relationship between Self-efficiency, academic motivation and academic performance of 600 teachers from nine teaching majors in Linyi Vocational public universities. The academic Self-efficiency of ordinary public university teachers is revealed to be superior to that of their counterparts at other universities. The difference between teachers' teaching grades and teaching majors is large, and the difference of Self-efficiency between teachers' genders is not large.

The results revealed that the academic performance of teachers was inferior to that of their students, and science teachers' Self-efficiency was lower than that of liberal arts educators.

To sum up, the Self-efficiency of public university teachers is lower than that of public universities teachers. No noteworthy correlation exists between gender and Self-efficiency; yet, a noteworthy association exists between the Self-efficacy of various teaching majors and their teaching grades.

Relevant studies

In the process of literature collation, we noticed that human capital theory has assumed an important role in vocational education talent cultivation and employment issues. Studies on the impact of human capital on the employment of graduates of vocational colleges and universities have been relatively abundant, and scholars have explored the correlation between human capital and employment quality from different perspectives and using different methods.

Although there is a certain degree of variation in the findings of the studies, in general, the significant impact of human capital on the quality of employment is undeniable Meng (2005: 121-127) explained the screening theory and the human capital theory on the employment status of tertiary students from the perspective of the human capital theory, education can improve the productive capacity of the educated person, so that he or she has a better productivity in the workplace.

Wang (2005: 121-127) empirical research results show that different quality of human capital has different competitiveness in the job market, different industries or enterprises on the preference of the human capital of the employer there is a certain degree of difference, in addition to knowledge and skills of social practice, organisational skills, coordination skills, innovation and so on can be used as an employer's recruitment as an indicator of consideration. The theory of education screening makes vocational education graduates have a certain degree of concentration of diploma screening, therefore, high-quality human capital can help graduates show their own advantages and high core competitiveness, so as to obtain better employment opportunities and broad prospects for development.

Fan et al. (2011: 25-30) and others studied the utility of college graduates' human capital signals in the job market. The empirical results show that the human capital signals of college graduates play an important role in improving the asymmetry of signals in the job market, and the explicit human

capital signals of graduates will be fully displayed during the interview; in addition, most employers pay more attention to the human capital signals of institutional level, academic level, and academic performance, with occasional differences in some enterprises. However, it must be admitted that graduates with heterogeneous human capital signals are easier to be recognised by employers, and the special human capital they possess can help them gain employers' favour.

Ma (2004: 6-8) found that replacing the focus on "employment rate" with a focus on "employment quality" is a new perspective for vocational education research. The quality of employment can reflect the social status, professional prestige, salary level and development space of vocational education students after employment.

Hu (2004) discerned the measurements of high and low employment quality. By analysing the results of the survey, it was found that how well the professional settings are aligned with the industry and how well the students' skills are trained will affect the quality of their employment. Sun (2012) believes that the Delphi method is used to construct the employment quality index system of higher vocational colleges and universities in a concise and practical way. Among them, the research on the employment quality of higher vocational graduates can be summarised into three aspects, namely, employment quality measurement, employment quality influencing factors, and employment quality enhancement countermeasures, which are as follows: (Hu, 2004: 63-64)

1. Research on the Measurement of Employment Quality of Graduates of Higher Vocational Colleges and Universities

Sun (2012: 110-112) through the Delphi method, the employment quality evaluation of graduates of higher vocational colleges and universities of the first level of indicators established as employment rate, welfare benefits, working conditions, graduate satisfaction, including 8 first-level indicators and 18 secondary indicators covering the social evaluation, working environment, work intensity, interpersonal relationships, weekly working hours. Chen (2015) focuses on a higher vocational institution, based on the actual situation of the institution,

from the ability to quality, survival work, feelings and reactions, development and progress of the four dimensions of the quality of employment of the students were measured.

2. Research on the factors influencing the employment quality of higher vocational graduates

Zhou (2008: 64-65) believes that, on the basis of clarifying the concept and content of employment quality, the strength of the institution, the characteristics of professional talent training, the situation of professional settings, the close degree of engineering-academic integration as well as employment guidance and services all have different degrees of influence on employment quality measurement.

According to Ding (2010: 80-82), the employment rate and the quality of employment are not equal, and the quality of employment consists of two parts: "quality" refers to the characteristics of jobs and the degree of subjective satisfaction, and "quantity" refers to the availability of employment opportunities. The degree of graduates' adaptation to social needs, the degree of adaptation of employment concepts to the job market, and their own irreplaceability all affect the quality of employment.

Qi (2009) and Chen (2015) summarised the reasons for the low quality of employment in vocational education from theoretical and empirical studies respectively, firstly, the concern for quantity is greater than the concern for quality, the professional setting is backward, the curriculum is inappropriate, and the cultivation method is lacking; secondly, the effectiveness of employment guidance is not enough, and the unit's demand is not clear, and thirdly, the graduates' personal qualities are lower, the talent cultivation of the tertiary institutions is in problems, and the requirements of employers are too high. (Qi, 2009: 75-77)

3. Strategies on improving the employment quality of graduates of higher vocational colleges and universities

Chen (2015: 113-138) proposes to improve the employment quality of graduates of higher vocational colleges and universities by accurately positioning schools, reforming talent training and improving the employment service system of graduates. The national quality standard management system can be introduced into the employment quality management of vocational education to build a PDCA education quality cycle management system that includes enrollment management, professional management, teaching management, and employment service management. At the same time, through the initiative to adjust the professional structure, the initiative to dock the enterprise demand, promote the depth of cooperation between schools and enterprises, and increase the mode of fixed-position employment, deepen the combination of talent cultivation and economic development. the combination of talent cultivation and economic development, and broaden employment channels

Higher vocational colleges and universities should pay special attention to students' perception of career choice and evaluation of employment, and they should do a series of base work in the pre-career choice period by carrying out employment education, vocational literacy education, vocational ability cultivation of students, strengthening the construction of dual-teacher teachers, enhancing the effectiveness of the employment guidance service, strengthening the change of the teaching system and mechanism, and attaching importance to the participation of enterprises and the top internships of students in the enterprises, and other exercise pathways. Then we carefully collect and record the employment information of graduates and conduct employment tracking surveys on them after seeking students' consent to understand the employment situation and work status, and frequently dock with enterprises and units to understand the work evaluation of graduated students and their expectations for future talents.

Conceptual framework:

This study establishes a conceptual framework based on previous empirical studies. This study aims to examine the key factors related to the efficiency of public employment services for students in higher education institutions in Chongqing. The conceptual framework is shown below:

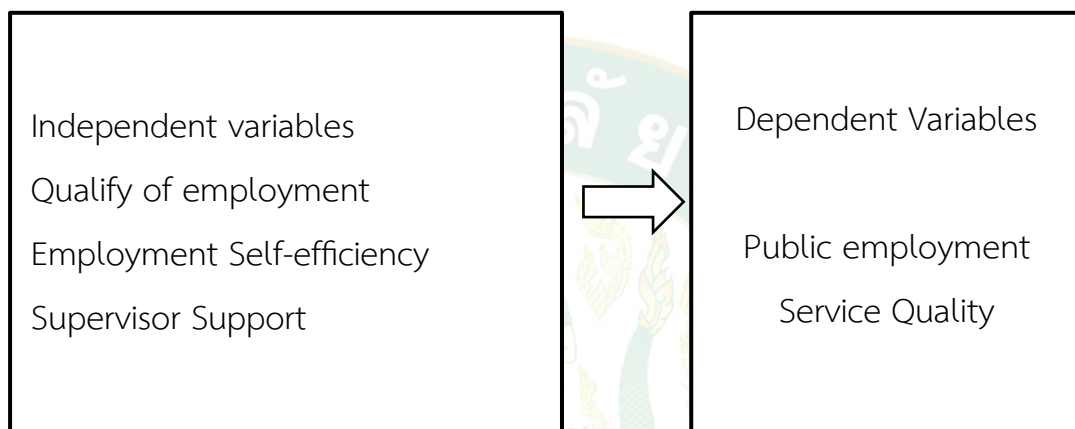


Figure 1 The Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter is to introduce the methodology used to collect and analyze the data. It includes seven sections. The detail was showed with following.

1. Locale of the Study
2. Population
3. Sampling Procedure
4. Sample
5. Research Tools
6. Validation of the research tools
7. Data Collection
8. Data Analysis

Locale of the Study

The location of this study is Chongqing Municipal Public Transportation Vocational College. It is located at No. 638 Xiangfu Road, Shuangfu Street, Jiangjin District, Chongqing. Chongqing, also known as "Chongqing" or "Shancheng" or "Jiangcheng", is a municipality directly under the central government of the People's Republic of China, a national central city, a mega city, one of the important national central cities approved by the State Council, an economic center in the upper reaches of the Yangtze River, a core city of the Chengdu Chongqing dual city economic circle, an important advanced manufacturing center, a financial center in the western region, an international comprehensive transportation hub in the western region, and an international gateway hub. Jurisdiction over 38 districts and counties. The total area is 82400 square kilometers, with a permanent population of 32.1334 million by the end of 2022. In 2019, there were 68 general higher education schools, 4 adult colleges, 180

secondary vocational schools, 1,127 general secondary schools, 2,860 general primary schools, 5,660 kindergartens, and 39 special education schools in Chongqing (SACBU, 2021).

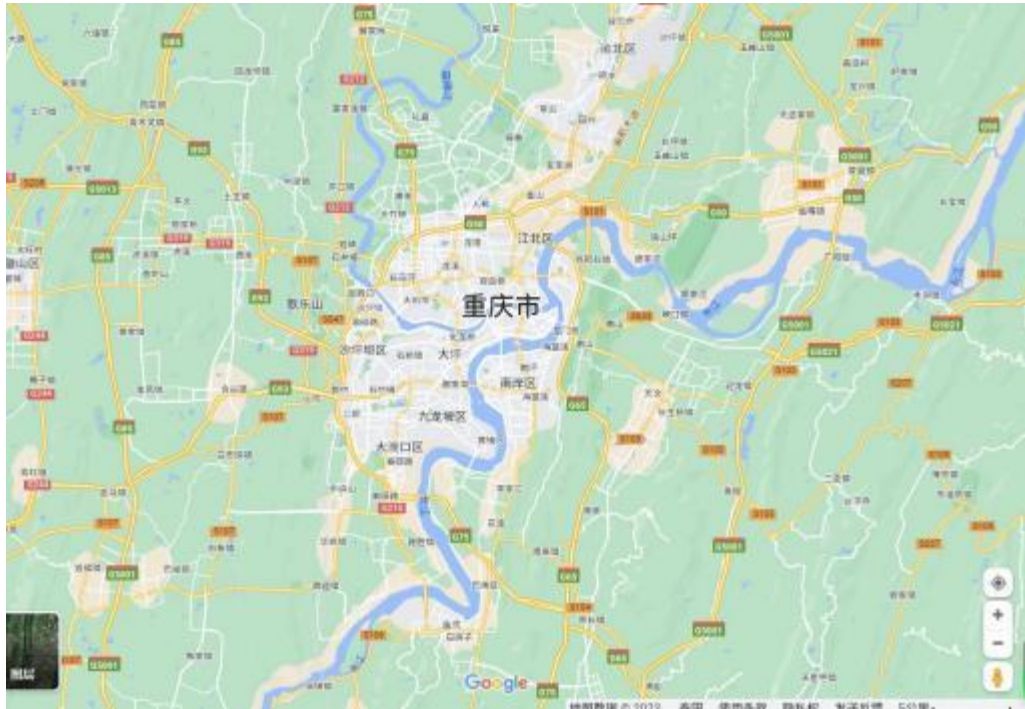


Figure 2 Map of Chongqing Municipal Public Transport Vocational College

Population

The Population of are all Chongqing's Vocational Secondary Schools, Chongqing, China which have 180 secondary vocational schools with around 200,000 teachers and staff in those secondary vocational schools in Chongqing, China. Chongqing Public Transportation Vocational College is a full-time general vocational and technical college approved by Chongqing Municipal People's Government and filed with the Ministry of Education, and invested and founded by Chongqing Municipal Transportation Development and Investment Group Company Limited, a key state-owned enterprise in Chongqing. Ltd. is a key state-owned backbone enterprise in Chongqing approved by the Chongqing Municipal People's Government and recorded by the Ministry of Education. It is the only

transport industry vocational college in Chongqing that focuses on urban railways, high-speed railways and intelligent transport. It is the talent training base for the rail, railway and public transport industry in Chongqing and even in the southwestern region. At the same time, it is also a base for R&D and application promotion of intelligent transport technology. Located at No.638 Xiangfu Road, Shuangfu Street, Jiangjin District, Chongqing, the college has 38 majors in 6 departments, including Vehicles and Machinery, Railway Electrical Equipment, Railway and Architectural Engineering, Transportation and Trade, Automobile Engineering, Humanities and Arts.

Sampling Procedure

Since the population who have been working in as teacher in Chongqing's vocational secondary schools is not easy to estimate, researcher decided to use the following statistical formula (Cochran1977)

$$n = \frac{Z^2 \times p \times (1-p)}{e^2}$$

Where:

n = number of sample size,

Z = the confidence level in standard error units (1.96 for 95% confidence level),

e² = .05, the acceptable sampling error in estimating the population proportion.

p = 0.5, the true proportion of the population,

proposed that when there is no prior knowledge or estimate of the true proportion p, this research should use p = 0.5,

Hence:

$$\mathbf{n} = \frac{1.96 \times 0.5 \times (1-0.5)}{(.05)^2} = 196$$

Therefore, the required sample size is 196. However, stated that using a large sample size will help decrease errors. Thus, in order to increase accuracy and minimize errors, and correspondent to the estimated schools for surveying the principals, the researcher used 200 as the sample size of this study.

This study used random sampling method to conduce the questionnaire survey. In order to determine the actual sample size of the respondents, the total number of people related to employment in Chongqing Public Transportation Vocational College is 200, and the total number of questionnaires for this study is 200.

Sample

Based on the reports, Chongqing has 180 secondary vocational schools. If we consider at least two samples of the schools management team such as the principals and general managers (They had enough information as much as the principals to answer the questions), then the total samples will be at least 200 samples. Hence, to estimate the sample size of the principals, the method was applied. To determine the sample size for principals, the researcher designs sample a sufficient number to generate a 95% confidence interval that predicted the proportion who would be repeated principals within plus or minus 5%. Zikmund et al. (2014) stated the process of sampling involves any procedure using a small number of parts of the whole population to make conclusions regarding the whole population. A sample is a subset or some part of a larger population. The sample size is the number of observations which are specified by the evaluated variance of the population, acceptable error and confidence level (Zikmund et al., 2014)

Quota sampling technique is a non-probability sampling procedure that ensures that certain characteristics of a population sample will be represented to the exact extent that the investigator desires (Zikmund et al., 2014). In this research the 200 questionnaires were equally divided among the schools the management team (i.e., principals and general management), thus obtaining 2 samples allocated to each school. In order to avoid invalid questionnaires, 200 questionnaires were planned to be distributed to respondents.

The researchers used the technique to select the sample based on some appropriate characteristic of the sample member by his or her judgment. The sample has been selected to satisfy a specific objective. In this study, the researcher will collect data of the principals and teachers of 93 vocational secondary schools in Chongqing.

Research Tools

A questionnaire is a research instrument consisting of a series of questions designed to gather information about the opinions, attitudes, behaviors and characteristics of respondents. It is commonly used in survey research to collect data from a sample population. Questionnaires usually consist of both closed-ended and

open-ended questions. Open-ended questions allow respondents to explain themselves in detail. The questionnaire consists of basic demographic information and descriptive questions and is designed using a Likert scale.

A Likert scale is a commonly used rating scale that uses summation to rate a set of statements. The items in the scale reflect the same structure, and their individual scores are meaningless. It was developed by the American social psychologist Rensis Likert in 1932 (Likert, 1932) based on the original summation rating scale. Sections 2, 3 and 4 of the questionnaire were designed based on the Likert scale.

In this study, the researcher used both primary and secondary data to collect information which provided a good basis for the researcher to conduct the study. Malhotra and Singh (2007) mentions that data is organised by the researcher for the specific purpose of addressing the research question.

The primary data was collected through a well-organised questionnaire based on previous literature review and was collected specifically for the purpose of the investigation at hand.

To complete the study, the researcher collected information through a self-administered questionnaire.

Firstly, the researcher introduced the thrust of the study to a few friends and then asked them to distribute the questionnaire to the respondents. Permission was also sought from the management of the college to meet with individuals from the school management team (Principal and General Manager) and teachers in the corridor during breaks in the canteen. The researcher and friends will administer the questionnaire 21 times on any day and at any point of time between February and March 2023 during the meeting with the target respondents. Data will be collected from the participants and teachers of 93 higher education institutions in Chongqing.

In this study, the data were also gathered from secondary sources. Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when the primary cannot be obtained at all (Malhotra and Singh, 2007). Cainelli et al. (2006) defined secondary data as those data that had been previously collected for a prior intention rather than for an immediate study at hand. In this study, the secondary data will be obtained from several sources such as the information that is available on the Internet, local and foreign journals, as well as various articles, online databases, textbooks.

Two sets of questionnaires were used namely, the principal's questionnaire and the teacher's questionnaire. Principals' and teachers' questionnaires each with items addressing study objectives were used.

In this research, the researcher used questionnaires with easily understandable questions to get the necessary information from the targeted population. The design of the questionnaire is based on the conceptual framework and previous empirical research. The questionnaire related to the principals contains four parts (Appendix A) and the questionnaire related to the teachers comprises three parts (Appendix B).

Validation of the research tools

The reliability of the scales was then tested using Cronbach's Alpha (α) Coefficient suggested that when the reliability value is no less than 0.6, it can be looked as reliable. Besides, cronbach's Alpha (α) Coefficient will generally increase when the correlations between the items increase. The results of the Cronbach's Alpha Coefficient which was assisted by the Statistical Package for Social Science (SPSS) program. As the Table shows, the Alpha values are greater than 0.600. Therefore, the designed questionnaire is both consistent and reliable.

Data Collection

There are three main sources of data for this study, the first is journals and papers on the internet related to employment in higher education institutions, the second is from annual reports of data provided by schools, government, statistical bureaus, employment departments and employment related statistics; and the third is the data collected by means of questionnaires.

In this study, the quantitative research are mainly used by researcher to do this research. The research has applied the survey technique, distributing the questionnaires to collect data from respondents. A sample survey was used in such a way that sample of respondents would be representative of a specific population. The survey method is a research technique in which information is gathered from a sample of people by distributing the questionnaires. This survey

technique provides a quick, inexpensive, efficient, and accurate means of assessing information about the population (Zikmund et al., 2014)

The quantitative research used in this paper mainly used a questionnaire study to collect data. The researcher used a self-administered questionnaire to collect primary data. Self-administered questionnaire is a technique used to collect the required data.

In this study, the research focuses on the current situation of the efficiency of educational administration in secondary vocational schools in Chongqing, to investigate the relevant factors affecting the Supervisor's Supportal administration in secondary vocational schools in Chongqing, and to find out how to improve the efficiency of the Supervisor's Supportal administration in secondary vocational schools in Chongqing. In this study, in order to obtain more information, the author conducted a survey through questionnaires to the headmasters and teachers of all secondary vocational schools in Chongqing.

In this research directly distribute the questionnaire to principals and teachers willing to answer it in vocational secondary schools in Chongqing. The researcher collected data throughout the day between 9.00 a.m. – 14.00 p.m. on selected days by the researcher on a random basis from Aug 29 to Sep. 5, 2023.

Data Analysis

The data processing during this analysis was done based on Microsoft Excel software, and SPSS was used to unfold the reliability as well as validity of the data. The basic principles of statistic include measures of central tendency and dispersion. Central tendency refers to mean, median and mode and dispersion refers to variance and standard deviation. Two main statistical methods are used for data analysis: descriptive statistics, which summarises sample data using indicators such as mean or standard deviation. summarising sample data using indicators such as mean or standard deviation; and inferential statistics, which draws conclusions from randomly varying data (e.g. inferential

statistics draws conclusions from data that is subject to random variation (e.g. observational error, sampling variation).

This study will use the factors in the following table to design a questionnaire to find out how the quality of employment in Chongqing Public Transport Vocational College and to investigate what are the factors that affect the employment of graduates of Chongqing Public Transport Vocational College.

When data are collected, the researchers will use SPSS software to analyze it before deciding whether other statistical tools would be required to use. In order to interpret data collected the researcher uses the Statistical Package for Social Science (SPSS). This program is utilized to summarize and interpret the data especially when time is limited and is used for descriptive analysis. All statistical manipulations of data follow commonly accepted research practices. The data presentation from these procedures would also be presented in an easily interpretable format using descriptive along with the tabular form. The detail and concepts of each statistical method used are shown as follows.

In questionnaire part 1, the demographic information will be showed to measure the basic information (gender, age, and income et al.) of teachers of vocational secondary school in Chongqing, China.

In questionnaire part 2 to answer question 2, I will use system theory to find out the factors which compound as follow: School classroom, school laboratories, Information, communication, technology, and teaching equipment also, executive office, and Schools have adequate laboratory equipment.

In questionnaire part 2 to answer question 2, I will use Human relations management theory to find out the factors which compound as follow: cultivate trust, financial sponsorship support, adequate government funding, people-oriented, respect and open communication. Also, I will use Organization theory to find out the factors which compound as follow: distribute and organize resource, and then improving the role of teachers, teacher recognition, resource allocation, teachers' workshops, team building, empathy and understanding, goal-oriented, status of teachers, organizational structure, leadership role. Also, to

measure current level of Supervisor's Support as follow: willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance.

Then based on the comprehensive analyze of all part 1, part 2 and part 3, researcher can answer question 3, based on three theories as just as above informed that, the ways of improving administrative efficiency to enhance the Supervisor's Support is not a simple way, it is a comprehensive system, the improving system can improve administrative efficiency in education through improving school classrooms, school laboratories, information, communication, technology and teaching equipment, executive office, and adequate laboratory equipment can be a system which help improve administrative efficiency to enhance the Supervisor's Support, and the improving including a willingness to learn, extracurricular activities, resources, facilities and environment and improvement in performance.

The Human relations management theory help the managers to know the people better in the school which can help them improving administrative efficiency, then to enhance the Supervisor's Support. The Organization theory help the managers to know how to manage resource better in the school which can help them improving administrative efficiency, then to enhance the Supervisor's Support.

Descriptive Statistics

Descriptive statistics refers to the transformation of the raw data into a form that makes them easily comprehensible and interpreted with mean, median and mode which draw conclusions from data that are subject to random variation.

CHAPTER 4

RESEARCH RESULTS

In this chapter, we will discuss in detail the research results on the quality of public employment services at Chongqing Public Transport Vocational College. The researcher will present the statistical results of the questionnaire survey, data analysis and conclusions will be presented in the form of tables and graphs. This chapter will begin by analyzing the demographic and other variable information of the study and then answer in detail the relevant research objectives, the research objectives are:

1. How is public employment service quality in Chongqing public transportation vocational college?
2. What are factors that impact to public employment service quality of Chongqing public transportation vocational college?
3. How to improve public employment service quality in Chongqing public transportation vocational college?

Personal Information of Respondent

In this study, we distributed a total of 220 questionnaires aimed at collecting opinions and feedback from a wide range of respondents. The questionnaire covers teachers of different genders, ages, and levels of teaching experience, in order to comprehensively understand the impact of these background variables on the teaching effectiveness and career development of teachers.

Table 1 Gender

No.	Gender	N	Percentage
1	Male	99	45%
2	Female	121	55%
Total		220	100%

According to following table 1, in terms of gender, there are 121 female teachers (55%) and 99 male teachers (45%).

Table 2 Age

No.	Age	N	Percentage
1	Less than 30 years old	51	23%
2	30-40 years old	59	27%
3	41-50 years old	85	39%
4	More than 50 years old	25	11%
Total		220	100%

According to following table 2, showed that, the main age level of respondents is teachers come from 41-50 years old, they have 85 people with 39%. The second group is teachers aged between 30-40 years old group, they have 59 people with 27% The last group is teachers aged More than 50 years old, they have 25 people, and 11% in total. And the age less than 30 years old teachers have 51 people with 23%.

Table 3 Teaching Major

No.	Teaching Major	N	Percentage
1	Business	102	41%
2	Arts	59	27%
3	Communication Arts	46	21%
4	Others	13	6%
Total		220	100%

According to following table 3 showed that, the main Teaching Major of teachers is come from Business teaching major, they have 102 people with 41%. The second group teachers Teaching Major of respondents is come from Arts teaching major, they have 59 people with 27%. The last Teaching Major of teachers respondents is come from other teaching major, they have 13 people, and 6% in total. And there are 46 teachers with 21% are teaching Communication Arts majors.

Table 4 Teaching Years

No.	Teaching Years	N	Percentage
1	Within 1 years	68	31%
2	1-3 years	85	39%
3	3-5 year	33	15%
4	More than 5 year	34	15%
Total		220	100%

According to following table 4 showed that, the main teachers' Teaching Years level of respondents are teaching year is 1-3 years, they have 85 people with 39%. The second group is teachers' teaching year is within 1 years, they have 68 people with 31%. The last group is teachers' teaching year is more than 5 years, they have 34 people, and 15.4% in total. And there are 33 teachers' teaching year is 3-5 years, they have 15%.

Table 5 Current monthly income

No.	Income	N	Percentage
1	Less than 3,000 RMB	20	9%
2	4,000 - 5,000 RMB	75	34%
3	50,000 RMB - 6,000 RMB	75	34%
4	6,000 RMB and above	50	23%
Total		220	100%

Note: 1 yuan = 0.1394 United States dollars

1	Less than \$418.2	20	9%
2	\$557.6 - \$679	75	34%
3	\$679 - \$836.4	75	34%
4	836.4 and above	50	23%
Total		220	100%

According to above table 5 showed that, the main teachers' income of respondents are 4,000 - 5,000 RMB and 50,000 RMB - 6,000 RMB, they have 75 people with 34%. The second group is teachers' income of respondents are 6,000 RMB and above, they have 50 people with 23%. The last group is teachers' income of respondents are Less than 3,000 RMB, they have 20 people with 9%.

In summary, above tables1- 5 can know Shown in the table below, the gender of the individual research is given priority to with women, female teachers account for 55%, male teachers accounted for 45%. The main age level of respondents is teachers come from 41-50 years old, they have 85 people with 39%. The main Teaching Major of teachers is come from Business teaching major, they have 102 people with 41%. The main teachers' Teaching Years level of respondents are teaching year is 1-3 years, they have 85 people with 39%. the main teachers' income of respondents are 4,000 - 5,000 RMB and 50,000 RMB - 6,000 RMB, they have 75 people with 34%.

The Current Status of the Efficiency of Public Employment Services

Table 6 Insufficient attention by faculty members

No.	Insufficient attention by faculty members	N	Percentage
1	Strongly disagree	13	6%
2	Disagree	7	3%
3	Undecided	53	24%
4	Agree	67	31%
5	Strongly agree	80	36%
Total		220	100%

According to above table 6, there are 13 people (6%) Strongly disagree that Insufficient efficiency of public employment services in Chongqing Public Transportation Vocational College, but most of the people 80 people with 36% are Strongly agree that Insufficient efficiency of public employment services in Chongqing Public Transportation Vocational College.

Table 7 Difficulty in choosing a job

No.	Difficulty in choosing a job	N	Percentage
1	Strongly disagree	24	11%
2	Disagree	52	24%
3	Undecided	97	44%
4	Agree	34	15%
5	Strongly agree	13	6%
Total		220	100%

According to above table 7, there are 24 people (11%) Strongly disagree that Difficulty in choosing a job in Chongqing Public Transportation Vocational College, but most of the people 97 people with 44% are Undecided that Difficulty in choosing a job in Chongqing Public Transportation Vocational College. And only 13 people with 6% are Strongly agree that Difficulty in choosing a job in Chongqing Public Transportation Vocational College.

Table 8 Feedback on the current status of the efficiency of public employment services

No	Name	Mean	Standard deviation	Opinion
1	Insufficient attention by faculty members	3.88	1.50	Strongly agree
2	Difficulty in choosing a job	2.82	0.91	Strongly agree
Total		3.35	1.21	Strongly agree

From Table 8, it can be found that after the information related to the status of employment in the public service, strongly agree that the overall expectations are high, with an average feedback score of 3.35, the expectations are

ranked in ascending order by Insufficient attention by faculty members or Difficulty in choosing a job information, the expectations are good, and 2.82 respectively.

Therefore, based on the data in Tables 6-8 above shown that the current status of the school is insufficient efficiency of public employment services which is.

In this section, the analysis of the data reveals that Chongqing Public Transportation Vocational College (CPTVC) suffers from unstable student employment and insufficient retesting by college instructors, leading to difficulties in employment.

Factors Affecting the Efficiency of Public Employment Services

Table 9 Do you think the job security is high

No.	Do you think the job security is high	N	Percentage
1	Strongly disagree	26	12%
2	Disagree	47	22%
3	Undecided	92	42%
4	Agree	37	17%
5	Strongly agree	18	8%
Total		220	100%

According to above table 9, there are 26 people (12%) Strongly disagree that Difficulty in choosing a job in Chongqing Public Transportation Vocational College, but most of the people 92 people with 42% are Undecided that Difficulty in choosing a job in Chongqing Public Transportation Vocational College. The people 18 people with 8% are Undecided that Strongly agree in choosing a job in Chongqing Public Transportation Vocational College

Table 10 Do you think the employment environment is good

No.	Do you think the employment environment is good	N	Percentage
1	Strongly disagree	16	7%
2	Disagree	32	15%
3	Undecided	86	39%
4	Agree	86	39%
5	Strongly agree	0	0%
Total		220	100%

According to above table 10, there are 16 people (7%) Strongly disagree that the employment environment is good in Chongqing Public Transportation Vocational College, but most of the people 86 people with 39% are Undecided or agree that the employment environment is good in Chongqing Public Transportation Vocational College. And no people with 0% are Strongly agree that think the employment environment is good in Chongqing Public Transportation Vocational College

Table 11 Schools provide a lot of employment information

No.	Schools provide a lot of employment information	N	Percentage
1	Strongly disagree	39	18%
2	Disagree	63	29%
3	Undecided	79	36%
4	Agree	28	13%
5	Strongly agree	11	5%
Total		220	100%

According to above table 11, there are 39 people (18%) Strongly disagree that Schools provide a lot of employment information in Chongqing Public Transportation Vocational College, but most of the people 79 people with 36% are Undecided taht Schools provide a lot of employment information in Chongqing Public Transportation Vocational College. And only 11 people with 5% are Strongly agree that Schools provide a lot of employment information in Chongqing Public Transportation Vocational College.

Table 12 The school provides many job opportunities and holds job fairs

No.	The school provides many job opportunities and holds job fairs	N	Percentage
1	Strongly disagree	33	15%
2	Disagree	61	28%
3	Undecided	79	36%
4	Agree	32	15%
5	Strongly agree	15	7%
Total		220	100%

According to above table 12, there are 33 people (15%) Strongly disagree that The school provides many job opportunities and holds job fairs in Chongqing Public Transportation Vocational College, but most of the people 79 people with 36% are Undecided taht The school provides many job opportunities and holds job fairs in Chongqing Public Transportation Vocational College. And only 15 people with 7% are Strongly agree that The school provides many job opportunities and holds job fairs in Chongqing Public Transportation Vocational College.

Table 13 I believe we have confidence to get good Efficiency of Public Employment Services in our school

No.	believe we have confidence to get good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	12	5%
2	Disagree	16	7%
3	Undecided	93	42%
4	Agree	63	29%
5	Strongly agree	36	16%
Total		220	100%

According to above table 13, there are 12 people (5%) Strongly disagree that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, but most of the people 93 people with 42% are Undecided that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College. And only 36 people with 16% are Strongly agree that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College

Table 14 I believe we have the ability to provide good Efficiency of Public Employment Services in our school

No.	I believe we have the ability to provide good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	26	12%
2	Disagree	44	20%
3	Undecided	79	36%
4	Agree	43	20%
5	Strongly agree	28	13%
Total		220	100%

According to above table 14, there are 26 people (12%) Strongly disagree that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, but most of the people 79 people with 36% are Undecided that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College. And only 28 people with 13% are Strongly agree that I believe we have the ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College.

Table 15 Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school

No.	Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	33	15%
2	Disagree	66	30%
3	Undecided	83	38%
4	Agree	27	12%
5	Strongly agree	11	5%
Total		220	100%

According to above table 15, there are 33 people (15%) Strongly disagree that Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, but most of the people 83 people with 38% are Undecided that Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College. And only 11 people with 5% are Strongly agree that Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College.

Table 16 The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school

No.	The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	27	12%
2	Disagree	44	20%
3	Undecided	92	42%
4	Agree	37	17%
5	Strongly agree	20	9%
Total		220	100%

According to above table 16, there are 27 people (12%) Strongly disagree that The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school, but most of the people 92 people with 42% are Undecided taht The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, And only 20 people with 9% are Strongly agree that The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College.

Table 17 The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school

No.	The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	37	17%
2	Disagree	69	31%
3	Undecided	76	35%
4	Agree	26	12%
5	Strongly agree	11	6%
Total		220	100%

According to above table 17, there are 37 people (17%) Strongly disagree that The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, but most of the people 76 people with 35% are Undecided taht The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school. And only 11 people with 6% are Strongly agree that The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College.

Table 18 My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school

No.	My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school	N	Percentage
1	Strongly disagree	31	14%
2	Disagree	63	29%
3	Undecided	84	38%
4	Agree	29	13%
5	Strongly agree	13	6%
Total		220	100%

According to above table 18, there are 31 people (14%) Strongly disagree that My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College, but most of the people 84 people with 38% are Undecided that My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school. And only 13 people with 6% are Strongly agree that My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school in Chongqing Public Transportation Vocational College.

Table 19 Feedback on factors affecting the efficiency of public employment services

N	Name	Mean	Standard deviation	Opinion
1	Do you think the job security is high	2.82	0.84	Strongly agree
2	Do you think the employment environment is good	3.10	2.38	Strongly agree
3	Schools provide a lot of employment information	2.59	0.70	Strongly agree
4	The school provides many job opportunities and holds job fairs	2.70	0.68	Strongly agree
5	I believe we have confidence to get good Efficiency of Public Employment Services in our school	3.43	0.10	Strongly agree
6	I believe we have the ability to provide good Efficiency of Public Employment Services in our school.	3.01	0.72	Strongly agree
7	Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school.	2.62	0.76	Strongly agree
8	The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school.	2.90	0.84	Strongly agree
9	The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school.	2.55	0.68	Strongly agree
10	My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school.	2.68	0.75	Strongly agree
Total		2.84	0.85	Strongly agree

From Table 19, it can be found that after the information on the relevant factors affecting public service employment, strongly agree with the overall expectations, with a mean feedback of 2.84, expectations over Do you think the job security is high and Schools provide a lot of employment information last mean score feedback scores After receiving information on employment factors, in ascending order, the expectation of having a good, odd feeling, the average feedback was 3.43, followed by the expectation of other related factors, the average feedback scores were 2.82, 3.10, 2.59, 2.70, 3.43, 3.01, 2.62, 2.90, 2.55, 2.68 and 2.84.

In conclusion, Table 8-19 answers .my second research question well In this section, The analysis of the questionnaire revealed that the main factors affecting the quality of education include: job security. employment environment. Employment information.

Solution Measures to Improve the Efficiency of Public Employment Services

Table 20 Need to Optimising and improving the employment support system

No.	Need to Optimising and improving the employment support system	N	Percentage
1	Strongly disagree	12	5%
2	Disagree	24	11%
3	Undecided	24	11%
4	Agree	50	23%
5	Strongly agree	110	50%
Total		220	100%

According to Table 20 above, 12 (5%) strongly disagreed, 110 (50%) strongly agreed, 110 (50%) agreed and 50 (23%) agreed that the college needs to optimize and improve the employment support system.

Table 21 Strengthening employment priority policies

No.	Strengthening employment priority policies	N	Percentage
1	Strongly disagree	22	10%
2	Disagree	47	21%
3	Undecided	14	6%
4	Agree	37	17%
5	Strongly agree	100	46%
Total		220	100%

According to Table 21 above, 22 (10 per cent) strongly disagreed and 100 (46 per cent) strongly agreed. Forty-seven (21 per cent) believe that the College needs to strengthen its employment priority policy.

Table 22 Enhancing Teacher Team Building

No.	Enhancing Teacher Team Building	N	Percentage
1	Strongly disagree	25	11%
2	Disagree	51	23%
3	Undecided	12	6%
4	Agree	31	14%
5	Strongly agree	101	46%
Total		220	100%

According to Table 21 above, 25 (11%) strongly disagreed and 101 (46%) strongly agreed. Thirty-one (24%) agreed that the college needs to improve the faculty team building.

Table 23 Need to Strengthening vocational training

No.	Need to Strengthening vocational training	N	Percentage
1	Strongly disagree	27	12%
2	Disagree	53	24%
3	Undecided	14	7%
4	Agree	32	14%
5	Strongly agree	94	43%
Total		220	100%

According to Table 22 above, 27 (12%) strongly disagreed and 94 (43%) strongly agreed. Fifty-three (53) or 24 per cent agreed that the College needs to strengthen vocational training.

Table 24 Feedback on solutions to improve the efficiency of public employment services

No	name	mean	standard deviation	Opinion
1	Need to Optimising and improving the employment support system	4.00	1.97	Strongly agree
2	Enhancing Teacher Team Building	3.60	1.77	Strongly agree
3	Need to Strengthening vocational training	3.51	1.62	Strongly agree
Total		3.56	1.70	Strongly agree

From Table 24, it can be found that after the information related to measures to improve the quality of public employment services, there is strong agreement with the overall expectations, with an overall mean score of 3.56, and the expectations are ranked in ascending order by Need to Optimising and improving the employment support system, Enhancing Teacher Team Building and Need to Strengthening vocational training information after, in ascending order, expects good with odd. The mean score was 4.0 and the other factors averaged 3.60 and 3.51.

Table 18-24 answers the third question. The conclusions drawn from the survey and research are: strengthening the policy of giving priority to employment, optimising and improving the employment support system, strengthening vocational training and upgrading the team of teachers.

Conclusion

Therefore, the study on the efficiency of public employment services in Chongqing Public Transportation Vocational College is summarised as follows:

1. Chongqing Public Transportation Vocational College has the problem of unstable employment of students and insufficient re-testing by college instructors, which leads to difficulties in employment.
2. The main factors affecting the quality of education include: job security, employment environment. Employment information.
3. Strengthen the employment priority policy, optimise and improve the employment support system, strengthen vocational training, and upgrade the teaching staff.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATION

This study selected Chongqing Public Transportation Vocational College for the participation of employment guidance teachers as the research object, Chongqing Public Transportation Vocational College is a full-time general higher vocational college. Therefore, this chapter will present the conclusions drawn from this study, discuss the findings, and make some relevant recommendations in response to the findings and discussion.

Conclusion

This paper evaluates and researches the efficiency of public employment services in Chongqing Public Transportation Vocational College through literature review combined with quantitative methods. This study takes adults who have been in the efficiency of public employment service in Chongqing Public Transportation Vocational College for more than one year as the object of investigation, and carries out the study by means of questionnaire, which requires collecting at least 200 questionnaires, and 220 questionnaires were collected and analyzed by using questionnaires in order to make the results of the study more representative.

1. The main findings of this study yielded problems Job instability, employment difficulties, insufficient teacher guidance, the degree of the survey shows that in terms of reliability, the proportion of respondents who chose "dissatisfied" and "very dissatisfied" are more than 50 percent of the respondents this can be obtained job instability, employment difficulties.

2. The questionnaire survey shows that employment security, employment environment. Employment information, through from the choice of "unsatisfactory" and "very unsatisfactory" proportion of respondents are more than

50 percent, which can be seen in the employment security, employment environment, employment information services and other aspects are bad.

3. The questionnaire survey shows that in terms of reliability, the proportion of respondents who chose "satisfied" and "very satisfied" both exceeded 50 percent. This can be seen. Strengthening the employment priority policy, optimising and improving the employment support system, strengthening vocational training and upgrading the teaching force need to be upgraded.

Discussion

Human Capital Theory, in the process of literature collation we noticed that human capital theory has assumed an important role in vocational education personnel training and employment issues. There have been abundant studies on the impact of human capital on the employment of vocational college graduates.

Fan et al. (2011) and others studied the utility of college graduates' human capital signals in the job market. The empirical results show that the human capital signals of college graduates play an important role in improving the signal asymmetry in the job market, and the explicit human capital signals of graduates will be fully displayed during the interview; in addition, most employers pay more attention to human capital signals such as the level of the institution, the level of education, and the academic performance, and occasionally there are differences in some enterprises.

In the same way of the research believes that on the existence of problems such as instability of student employment, difficulties in student employment, insufficient attention of faculty members in the college status quo, as well as employment quality factors job security, employment environment, quality of education and employment information.

I believe that the human capital signals of college graduates play an important role in improving the asymmetry of signals in the job market, and that the explicit human capital signals of graduates will be fully displayed during

interviews; in addition, most employers pay more attention to human capital signals such as the level of the college and university, the level of education, and learning achievements, and occasionally some enterprises have differences. There are occasional differences.

Therefore, "human capital theory" is applicable to the employment of college students, and it can be used to analyse in depth the problems of job insecurity, difficulty in employment, and insufficient guidance from teachers, so that the problem of difficulty in employment of college students can be cured and the quality of employment can be improved. The researcher's view is consistent with the present study.

According to the human capital theory, the quality of education and training provided by the College has a direct impact on the employment opportunities and workplace performance of students after graduation. The findings show that the College has made some progress in improving the quality of education, such as the increase in practical teaching, but further enhancement is needed in the areas of co-operation with enterprises and the provision of internships to strengthen students' skills and knowledge.

This study aims to explore how colleges can enhance the human capital of students through education and training activities to improve their adaptability to the labour market. The study recommends that the College introduce more employment-related courses and enhance the practicality of the programmes to provide students with more exposure to real-life working environments, as well as to develop students' innovative thinking and problem-solving skills.

Stewart (2013) through his research study found that employment services should be a multi-stakeholder employment service chain of job seekers, employers, educational institutions, government agencies, training organisations and other intermediaries. The successful creation of the employment service chain can lead to successful job placement. For example, college counsellors can help job seekers with employment difficulties by advising on university majors and providing information on potential employment opportunities in various fields, and job seekers may first seek guidance from employment agencies

or career counsellors on resume building, interviewing skills and job search strategies.

In the same way of the research believes recognises that the employment service chain theory emphasises the entire service process from employment needs to employment outcomes. It includes employment services such as career counselling, job training, job matching and tracking, and aims to comprehensively promote the employment and employment quality of individuals.

I believe that the theory is appropriate to address the study of factors related to employment quality difficulties, job security, employment environment, education quality and employment information. Further improving the quality of employment. I argue that education improves producer capabilities, enables job security, improves the employment environment, and improves the quality of employment.

Therefore, the Employment Service Chain Theory is applicable to the employment factors of the university students in this study, and the researcher's view is consistent with this study.

This study analyses the whole process of public employment services in Chongqing Public Transportation Vocational College according to the theory of employment service chain, from pre-professional career planning, training, job matching to post-professional follow-up services, focusing on how the college can improve the employment rate of students through a complete service chain.

In response to the primary stage of public employment services, Chongqing Public Transportation Vocational College provides professional career counselling services to help students clarify their career direction through personalised guidance.

Ma (2004) found that replacing the focus on "employment rate" with a focus on "employment quality" is a new perspective for vocational education research. The quality of employment can reflect the social status, professional prestige, salary level, and room for development of vocational education students after employment.

In the same way of the research believe should strengthen the employment priority policy, optimise and improve the employment support system, enhance vocational training, and improve the level of teachers in order to improve the quality of employment for the employment of students in higher vocational schools.

I believe that in the employment problem of students, strengthen the employment priority policy, optimise and improve the employment support system, strengthen vocational training, improve the level of teachers, so as to improve the quality of employment.

Therefore, the Quality Management Theory is applicable to enhance and improve the quality of student employment, and the researcher's view is consistent with this study.

Based on the analysis of quality management theory, the study suggests the need to assess and improve the quality of the College's employment services. The study found that the College has achieved some success in terms of timeliness, accuracy and personalisation of service delivery, but there are shortcomings in terms of continuous improvement and meeting the diversity of graduates' needs. It is recommended that the systematic and targeted nature of the services should be enhanced to achieve continuous improvement in service quality.

Research points out that teachers play a key role in students' career preparation and employment services. Currently, teachers' commitment to career counselling for graduates varies and their professional knowledge is not updated in a timely manner. To improve this situation, colleges need to enhance opportunities for faculty development and industry exchanges to enable faculty to provide career counselling services that are more responsive to market needs and trends.

Recommendations

This study is based on human capital theory. Employment Service Chain Theory and Quality Management Theory as a support, statistically processing the data through questionnaire method to come up with the answers to the questions, the ways to improve the quality of employment by the government and school level, the author will give the recommendations, as well as give the recommendations to the scholars in the future, as follows:

For the Government: The Government should strengthen the supervision and guidance of the employment work of the College.

For the College:

1. Strengthening the policy of giving priority to employment. Schools actively implement and refine the policy of giving priority to employment, especially in the work of promoting the employment of young people, especially college graduates, to ensure that their basic livelihoods are safeguarded.

2. Optimise and improve the employment support system. The school's career guidance centre provides students with guidance on career planning, job-seeking skills and workplace etiquette. At the same time, enterprise human resource experts and career counsellors can be regularly invited to schools to conduct lectures, so that students can understand the dynamics of the industry and market demand.

3. Enhancement of the teaching team. From time to time, the school invites relevant experts and professors to conduct employment guidance training for teachers involved in guiding students' employment, so as to create a team of teachers with excellent professional skills.

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APPENDIX



Appendix A

Questionnaire

Questionnaire survey

The questionnaire consists of four parts. The first part is demographics. The second part investigates the current situation of public employment service efficiency in Chongqing Public Transport Vocational College. The third part is to investigate the factors affecting the efficiency of public employment service in Chongqing Public Transport Vocational College. The fourth part is the solution measures to improve the efficiency of public employment service in Chongqing Public Transport Vocational College.

Part 1: Demographics and other variables, please mark (✓) in the corresponding brackets.

1. What is your gender?
Male Female
2. How old are you?
Less than 30 years old 30-40 years old
41-50 years old More than 50 years old
3. What is your Teaching Major ?
Business Arts Communication Arts
Others
4. What is your Teaching Years?
Within 1 years 1-3 years 3-5 year More than 5 year
5. What is your current monthly income?
Less than 3,000 RMB 4,000 - 5,000 RMB
50,000 RMB - 6,000 RMB 6,000 RMB and above

Part 2: The Current Status of the Efficiency of Public Employment Services in
Chongqing Public Transportation Vocational College

Please read the following items and tick (✓) next to your answer. In this table, 1 means "Strongly Disagree", 2 means "Disagree", 3 means "Neither Agree nor Disagree", 4 means "Agree" and 5 means "Strongly Agree".

No	question	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agreed (4)	Strongly agree (5)
6	Insufficient attention by faculty members					
7	Difficulty in choosing a job					



Part 3: Factors Affecting the Efficiency of Public Employment Services in Chongqing
Public Transportation Vocational College

Please read the following items and tick (√) next to your answer. In this table, 1 means "Strongly Disagree", 2 means "Disagree", 3 means "Neither Agree nor Disagree", 4 means "Agree" and 5 means "Strongly Agree".

Serial Number	Question	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agreed (4)	Strongly Agree (5)
	Quality of employment					
8	Do you think the job security is high					
9	Do you think the employment environment is good					
	Employment Policies					
10	Schools provide a lot of employment information					
11	The school provides many job opportunities and holds job fairs					
	Self-efficiency					
12	I believe we have confidence to get good Efficiency of Public Employment Services in our school					
13	I believe we have the ability to provide good Efficiency of Public Employment Services in our school					

Serial Number	Question	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agreed (4)	Strongly Agree (5)
14	Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school					
	Supervisor's Support					
15	The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school					
16	The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school					
17	My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school.					

Part 4: Solution Measures to Improve the Efficiency of Public Employment Services in Chongqing Public Transportation Vocational College

Please read the following items and tick (√) next to your answer. In this table, 1 means "Strongly Disagree", 2 means "Disagree", 3 means "Neither Agree nor Disagree", 4 means "Agree" and 5 means "Strongly Agree".

Serial Number	Question	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agreed (4)	Strongly Agree (5)
18	Need to improve Employment Policies					
19	Strengthening employment priority policies					
20	Enhancing Teacher Team Building					
21	Need to Strengthening vocational training					

5. What are your suggestions for improving the efficiency of public employment services?

.....

.....

问卷调查

调查结果将仅用于学术研究，您的相关信息将被严格保密

问卷由四部分组成。第一部分是人口统计学。第二部分是重庆公共运输职业学院公共就业服务效率现状调查。第三部分是调查影响重庆公共运输职业学院公共就业服务效率的因素。第四部分是提高重庆公共运输职业学院公共就业服务效率的解决措施。

第 1 部分：人口统计学和其他变量，请在相应的括号内打"√"

1. What is your gender?

男性 女性

2. 你多大了？

3. 岁以下 30-40 岁 41-50 岁 50 岁以上

3. 您的教学专业是什么？

商业 艺术 传播艺术 其他

4. 您的教学年限是多少？

1 年内 1-3 年 3-5 年 5 年以上

5. 您目前的月收入是多少？

低于 3,000 人民币 4,000 - 5,000 人民币

50,000 人民币 - 6,000 人民币 6,000 人民币及以上

第二部分：重庆公共运输职业学院公共就业服务效率现状

请阅读以下项目，并在您的答案旁边打勾 (√) 在本表中，1 表示 "非常不同意"，2 表示 "不同意"，3 表示 "既不同意也不不同意"，4 表示 "同意"，5 表示 "非常同意"。

序列号	问题	非常不同意 (1)	不同意 (2)	既不同意也不 反对 (3)	同意 (4)	非常同意 (5)
6	教师对此的关注不足					
7	择业困难					

第三部分：影响重庆公共运输职业学院公共就业服务效率的因素

请阅读以下项目，并在您的答案旁边打勾（√）。在本表中，1表示“非常不同意”，2表示“不同意”，3表示“既不同意也不不同意”，4表示“同意”，5表示“非常同意”

序列号	问题	非常不同意 (1)	不同意 (2)	既不同意也不反对 (3)	同意 (4)	非常同意 (5)
	就业质量					
8	您认为工作安全性高吗？					
9	您认为就业环境是否良好					
	就业政策					
10	学校提供大量就业信息					
11	学校提供许多就业机会并举办招聘会					
	自给自足					
12	相信我们有信心在我校获得良好的公共就业服务效率					
13	相信我们有能力在我校提供良好的公共就业服务效率					
14	与其他学校相比，我校有足够的能力提供良好的公共就业服务					
	主管的支持					
15	该主管将为我校提供支持，以提高我校公共就业服务的效率					
16	监督员将向我们提出建议，以提高我校公共就业服务的效率					
17	我的上司经常推荐我为学校的公共就业服务提供良好的效率					

四：重庆公共运输职业学院提高公共就业服务效率的解决措施

请阅读以下项目，并在您的答案旁边打勾（√）。在本表中，1 表示 "非常不同意"，2 表示 "不同意"，3 表示 "既不同意也不不同意"，4 表示 "同意"，5 表示 "非常同意"。

序列号	问题	非常不同意 (1)	不同意 (2)	既不同意也不反对 (3)	同意 (4)	非常同意 (5)
18	需要优化和完善就业支持体系					
19	加强就业优先政策					
20	加强教师团队建设					
21	需要加强职业培训					





Appendix B

Codebook

No.	Variable Name	Variable	Value	Value Label
1	Q1	Gender	1	Male
2			2	Female
3	Q2	Age	1	Less than 30 years old
4			2	30-40 years old
5			3	41-50 years old
6			4	More than 50 years old
7	Q3	Teaching Major	1	Business
8			2	Arts
9			3	Communication Arts
10			4	Others
11	Q4	Teaching Years	1	Within 1 years
12			2	1-3 years
13			3	3-5 year
14			4	More than 5 year
15	Q5	current monthly income	1	Less than 3,000 RMB
16			2	4,000 - 5,000 RMB
17			3	50,000 RMB - 6,000 RMB
18			4	6,000 RMB and above
19	Q6	Insufficient attention by faculty members	1	Strongly Disagree
20			2	Disagree
21			3	Neither Agree Nor Disagree
22			4	Agreed
23			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
24	Q7	Difficulty in choosing a job	1	Strongly Disagree
25			2	Disagree
26			3	Neither Agree Nor Disagree
27			4	Agreed
28			5	Strongly Agree
29	Q8	Do you think the job security is high	1	Strongly Disagree
30			2	Disagree
31			3	Neither Agree Nor Disagree
32			4	Agreed
33			5	Strongly Agree
34	Q9	Do you think the employment environment is good	1	Strongly Disagree
35			2	Disagree
36			3	Neither Agree Nor Disagree
37			4	Agreed
38			5	Strongly Agree
39	Q10	Schools provide a lot of employment information	1	Strongly Disagree
40			2	Disagree
41			3	Neither Agree Nor Disagree
42			4	Agreed
43			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
44	Q10	The school provides many job opportunities and holds job fairs	1	Strongly Disagree
45			2	Disagree
46			3	Neither Agree Nor Disagree
47			4	Agreed
48			5	Strongly Agree
49	Q12	I believe we have confidence to get good Efficiency of Public Employment Services in	1	Strongly Disagree
50			2	Disagree
51			3	Neither Agree Nor Disagree
52			4	Agreed
53			5	Strongly Agree
54	Q13	I believe we have the ability to provide good Efficiency of Public Employment Services in our school.	1	Strongly Disagree
55			2	Disagree
56			3	Neither Agree Nor Disagree
57			4	Agreed
58			5	Strongly Agree
59	Q14	Compared to other school, our school have enough ability to provide good Efficiency of Public Employment Services in our school.	1	Strongly Disagree
60			2	Disagree
61			3	Neither Agree Nor Disagree
62			4	Agreed
63			5	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
64	Q15	The supervisor will provide support to us to provide good Efficiency of Public Employment Services in our school.	1	Strongly Disagree
65			2	Disagree
66			3	Neither Agree Nor Disagree
67			4	Agreed
68			5	Strongly Agree
69	Q16	The supervisor will give us suggestion for provide good Efficiency of Public Employment Services in our school..	1	Strongly Disagree
70			2	Disagree
71			3	Neither Agree Nor Disagree
72			4	Agreed
73			5	Strongly Agree
74	Q17	My supervisor often recommends me to provide good Efficiency of Public Employment Services in our school.	1	Strongly Disagree
75			2	Disagree
76			3	Neither Agree Nor Disagree
77			4	Agreed
78			5	Strongly Agree
79	Q18	Need to Optimising and improving the employment support system	1	Strongly Disagree
80			2	Disagree
81			3	Neither Agree Nor Disagree
82			4	Agreed
83			4	Strongly Agree

No.	Variable Name	Variable	Value	Value Label
84	Q19	Strengthening employment priority policies	1	Strongly Disagree
85			2	Disagree
86			3	Neither Agree Nor Disagree
87			4	Agreed
88			5	Strongly Agree
89	Q20	Enhancing Teacher Team Building	1	Strongly Disagree
90			2	Disagree
91			3	Neither Agree Nor Disagree
92			4	Agreed
93			5	Strongly Agree
94	Q21	Need to Strengthening vocational training	1	Strongly Disagree
95			2	Disagree
96			3	Neither Agree Nor Disagree
97			4	Agreed
98			5	Strongly Agree

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