Graduates from China's Private Undergraduate Institutions: An Analysis of Employer Satisfaction

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Abstract
Despite the tremendous growth of higher education in China, persistent social obstacles make it difficult for college graduates to obtain employment. Employment quality is a key determinant of a nation's level of economic development and prosperity. The expansion of the employment theory dialogue among Chinese college students is aided by a discussion on how to accurately boost the employment quality of private college graduates. The goal of this survey is to do exploratory factor analysis on the employer satisfaction model established for graduates of private colleges. This survey is directed toward employers who recruit graduates from private schools and colleges with over 20,000 pupils. 500 questionnaires were mailed out, 462 were returned, and ineligible samples were deleted, leaving 451 valid samples and an effective sampling rate of 90.2%. This article uses SPSS to demonstrate empirically the model of employer satisfaction based on expectation confirmation and employability. It demonstrates that enhancing the employability of private college graduates is one of the most successful strategies for enhancing employer satisfaction. This study will boost employer satisfaction based on the perspectives of the three levels of government, schools, and students. The sample size chosen for this study is still somewhat little, and the structure's reasoning is relatively weak. Due to their hectic schedules, the vast majority of employers decline to participate in the survey, resulting in an enormous burden on the scale collectors. How to integrate research on employer satisfaction, the quality of higher education, and the career development of graduates requires additional consideration.
Keywords: Undergraduate, Employer Satisfaction, Perceived Quality, University Quality, Perceived Value.

Introduction

Employment is the most fundamental contributor to economic growth and the primary source of income. College graduates in China still have a hard time finding work due to societal concerns, despite the country's enormous growth in higher education [1]. Since employment quality is the most important factor in ensuring economic growth and social stability, it is a useful indicator of a country's overall level of development [2]. Graduating students from local private universities are today the backbone of the community's economic and social development. Conditions in schools, the quality of education provided, and the prospects for graduates' future employment have all garnered widespread attention and even been questioned since China entered its age of popularizing higher education. It is expected that China's college graduate population will grow from 8.74 million in 2020 to 9.09 million in 2021 and 10.76 million in 2022 [3]. Graduating students from private universities in China keep increasing. By 2020, there will be 41.83 million students enrolled in higher education in China, with a gross enrolment rate of 54.4% [4]. This is based on data from the growth of private education in China. There are 3,126 college students for every 100,000 Chinese. Compared to 2020, there have been an additional 2.47 million people enroll in some sort of higher education program, bringing the total to 44,3 million students[4]. The overall rate of students enrolled in colleges and universities rose by 3.4% from the previous year, to 58.2%. There are currently 3,332,400 post-undergraduate students; 509,500 of them are doctoral students and 2,822,900 are master's degree candidates. There were a total of 772,800 post-undergraduates, including 72,000 doctoral students and 700,700 master's degree seekers. There are 41,400 students enrolled as undergraduates in vocational studies, 15,100 students enrolled as junior college students, and 129,300 students enrolled as college students overall [4]. Private institutions account for 24.19 percent of all undergraduates in the United States' general and vocational colleges, with 8.4574 million students enrolled. A total of 544,000 more students enrolled this year compared to last. In 2020, China's private higher education sector will have produced 1.78 million graduates (560 postgraduates, 1.03 million undergraduates, and 742,000 higher vocational students) [3]. Reduce the unemployment rate as a whole by concentrating on finding jobs for college grads. Deciding how to increase the number and quality of job opportunities for college graduates is crucial in China. Improving the quantity and quality of graduate employment while decreasing the unemployment rate can be achieved through research that emphasizes graduate expectations and employer satisfaction. One of the primary goals of early research and focus on employability is to increase job-seeker preparedness and lower the overall unemployment rate. China's government has been putting a lot of effort into finding jobs for college graduates in light of the unexpected pandemic, as well as domestic and

international opportunities and difficulties. Recent college grads' inability to find stable jobs is the country's most pressing problem right now. Graduates entering the workforce have had it the toughest in history in the years following the outbreak. The government of China places a premium on hiring college graduates. Employment is the most pressing issue, and finding work after graduation is very important.

Research Gaps

The purpose of many of these research has been to better train university employees, while assessments of employer satisfaction have been undertaken less often. As argued by Wang Bingzhong [5,] the efficiency with which resources are allocated in the talent market is reflected in how employers rate recent graduates' contentment. On October 13, 2020, the Central Committee of the Chinese Communist Party and the State Council released the "Overall Strategy for Deepening the Reform of Educational Assessment in the New Era"[5].

How does the employability of those who have earned degrees from private institutions affect the correlation between quality and value in the eyes of potential employers? Between the perceived quality and employability of a graduate from a private institution or university, employers are satisfied.

Research Significance

China's 5-year education plan (2010-2020) emphasizes that schools should do more than teach content and skills; they should also shape students' personalities. Research on employer satisfaction might provide the groundwork for changes in private higher education. Figure out how graduates' job prospects impact customers' happiness and loyalty.

Literature Review

Basic Theory: Customer Satisfaction Theory

Customer satisfaction is defined as the emotional response of joy or dismay elicited by a comparison of the actual performance of a product or service to the expectations of the customer. Cardozo Dardozo was the first to bring the concept of "satisfaction" from psychology into the field of marketing and launch the first studies on customers' levels of contentment [6]. This idea is consistent with the interpretation of pleasure from a psychological perspective, and it provides a theoretical basis for the practical application of research into consumer happiness. This finding is consistent with the hypothesis that happiness is proportional to the discrepancy between actual and anticipated outcomes. Customer satisfaction, in Oliver's view, is an emotion or reaction that reveals how well a product or service meets the needs of the buyer while they are using it. To be satisfied or dissatisfied as a

customer is a result of a product or service's actual impact as compared to the consumer's expectations for that impact. Customer satisfaction is the degree to which a client is pleased or dissatisfied after purchasing a service or using a product. For a long time, scholars and company managers have worried about customers' misaligned expectations, drawing attention to the fact that customer happiness is based on a rational cognitive evaluation process and the impact that cognitive processes have on customer satisfaction. The original theory behind the expectation-incongruity model dates back to the 1970s [7] and may be found in the fields of social psychology and organizational behavior. Despite the fact that the research approach to clarifying consumer pleasure evokes a range of opinions, all of these theoretical explorations are grounded in a model of expectation inconsistency at the level of individual consumption. The core of customer satisfaction theory is the expectation model, also known as the expectation inconsistency model, which has its theoretical roots in social psychology and organizational behavior from the 1970s. Specifically, the client's expectations are not met until some time t after the purchase, when the client actually uses the product or service and forms an impression of the real experience that is different from the client's expectations. When a product or service ends up making a different impression on the consumer than they had anticipated, we say that they are satisfied. Inconsistency is the difference between actual results and one's own projections [52]. Results are the benefit received by the consumer, and satisfaction is the final evaluation. Consumers' expectations, their impressions of the product's quality, and any inconsistencies between purchases have been the focus of recent research. According to Oliver, the expectation inconsistency paradigm dominates the field of consumer satisfaction studies. The joy we experience after making a purchase is thought to result from contrasting how the item really performed with our expectations before we made the purchase (the "expectancies-incongruity paradigm"). Customers establish an opinion of the product's effectiveness based on their hands-on experience with it, then evaluate the degree to which that opinion deviates from their expectations. It might also progress along the lines of the model of expectation inconsistency. Using the expectation inconsistency theoretical model [7], Chiu CM broke down the structure of perceived performance into three parts: perceived availability, perceived quality, and perceived worth.

The relationship between the quality of colleges and universities and the confirmation of employer expectations, perceived quality, perceived value and employer satisfaction

There is a positive correlation between how people in the workforce and at schools view their own quality of education [8]. By combining international studies with the situation in China, the China Customer Satisfaction Model (CCSI) incorporates the latent variable of quality into the customer satisfaction model. [8] found a robust positive correlation

between quality and tourist pleasure in his study of consumer happiness in ecotourism demonstrating scenic places; [9] looked at student happiness. While [8] identified a positive correlation between quality and user pleasure in his study on mobile reading, [10] also found a positive correlation with quality and customer satisfaction in their research on red tourism. Tourists are more likely to return to a place if they had a great experience there, according to studies examining the effect of destination brand personality on customer loyalty. College and university excellence has an immediate and positive effect on the satisfaction of potential employers.

Confirmation of employers' expectations of private college graduates is positively correlated with the quality of colleges and universities (H1a), the quality of colleges and universities (H1b), the quality of private college graduates (H1c), the value of private college graduates (H1d), and the value of private colleges and universities (H1e).

The relationship between employer perceived quality and perceived value and employer satisfaction

Perceived quality is correlated with perceived value and pleasure in studies examining the factors that contribute to customer happiness. University SPOC training positively affected students' evaluations of quality, value, and satisfaction, as shown by [11] in his study of college education. Researchers [12] have found a favorable association between a city's perceived quality and its residents' level of contentment with city life. According to [12], evaluating how much value a customer places on a product may be done by asking them how they feel about the product's technical and functional qualities. Student happiness in school is significantly influenced by their first assessment of the quality of available programs [13]. A student's level of happiness with their educational experience is significantly influenced by their perception of the quality of the services they get [13]. According to [14], customers' opinions of a product or service's quality and value influence their decisions to buy. The following hypotheses guide our investigation:

As for Hypothesis 3, we expect that Private College Graduation Rates are positively correlated with Value Perceived and Satisfaction Levels Among Employers (H3a) and (H3b) respectively.

The Relationship between Employer Perceived Value and Employer Satisfaction

Perceived value is a key factor in consumer happiness, according to the authors of [15]. Bidirectionality provides hedonic perceived value, and synchronization is a vital aspect of utilitarian value, both of which positively affect customer happiness, as was discovered in a study of the importance of consumer engagement with online retailers [16]. When looking at consumption as an experience, [16] explains that there are two parts to the worth of a purchase: the practical and the pleasurable.

Learner value is found to positively affect learner satisfaction in university SPOC programs [15]. Researchers found that readers' happiness was proportional to how much they valued the content they accessed on their mobile devices [16]. There is a good correlation between students' assessments of the value they receive from their courses and their overall levels of satisfaction with their education [17]. The following hypotheses guide our investigation:

Having a positive correlation between employer satisfaction and the perceived value of graduates from private colleges.

Confirmation of employer expectations as a moderator between student and employer perceptions of college quality, value, and satisfaction

Value perception has a large impact on how satisfied individuals are with educational services provided. Perceived value is seen by [18] as a way to not only motivate schools to provide educational services geared toward student satisfaction, but also to set up essential reference standards and a framework for the distribution of educational services in schools. In addition, research from [19] suggests that if people view educational services as more valuable, they are more likely to use them in a number of ways. For example, reducing students' propensity for dispersion and reselection, two measures of loyalty, and raising students' knowledge and happiness with educational services [20]. The following hypotheses guide our investigation:

The value that employers place on degrees from private universities is influenced both by the quality of such institutions and by the impression that graduates leave with from potential employers.

College Quality, Employer Value, Expectation Confirmation, and Job Satisfaction Through the Filter of Employer Perceived Quality

Perceived quality and customer satisfaction interacted to influence consumers' propensity to buy, according to [21] researchers. Therefore, subjective evaluations of quality are more weighted than scientific assessments of competence. According to Levy's studies on the topic of customer happiness, it is the product's perceived quality that ultimately determines whether or not a client would make a purchase. The connection between anchor keywords in online stores and customer satisfaction is significantly impacted by consumers' perceptions of the product's quality [11]. The sum of customers' impressions of the merchandise and the store's upkeep will influence their opinion of both, which in turn will influence their intention to buy. Perceived brand value and reputation, in turn influenced by perceived brand globality and brand local symbolic value, were thought to have an effect on purchase intent by [19], with perceived quality being the most important factor. identifying parts. The effect of price, usage experience, and quality on intent to buy was studied in [22], with perceived quality serving as the medium variable. Findings from the poll indicate that user experience is

the most influential factor in determining how consumers rate a product's quality. The following hypotheses guide our investigation:

Graduate quality from private institutions is a moderator between employer perceptions of college quality and value, expectation confirmation moderators the relationship between college quality and value, and employer satisfaction serves as a moderator between employer perceptions of college quality and value.

The link between employers' confirmed expectations and satisfaction is mediated by their views on the quality of graduates from private universities.

College Quality, Employer Perceived Quality, Expectation Confirmation, and Job Satisfaction Via the Moderating Role of Employer Perceived Value

Perceived value is influenced in turn by price, quality, store image, and other variables [23]. Perceived value is the connection between quality perception and intention to buy in the pricing effect model and the brand impact model. Perceived value acts as a mediator between the quality of a retailer's own brand and consumers' desire to make a purchase, and the quality of a retailer's own brand has a beneficial impact on consumers' pleasure in indirect ways [23]. Perceived value modifies the relationship between perceived quality and satisfaction in educational services, as stated in [24]. It is the perception of value that mediates the connection between the quality of property services and the degree to which they are appreciated [24]. The following hypotheses guide our investigation:

It is hypothesized that (a) employers' perceptions of the value of private college graduates mediate the connection between college quality and employer satisfaction, and (b) employers' perceptions of the value of private college graduates mediate the connection between graduates' perceived quality and employers' satisfaction.

Confirmation of employer expectations leads to satisfied employers, but this is mediated by the value private college graduates are seen to bring to their companies.

In addition, we use this correlation between variables to propose the following chain mediation hypothesis:

H8a: The association between college quality and perceived value is moderated by employers' anticipated verification and perceptions about the quality of students from private institutions. According to Hypothesis 8b, the quality of a college or university mediates the relationship between the quality of the institution and the satisfaction of an employer through the confirmation of employer expectations and the perceived quality of graduates from private colleges and universities. There is a middle ground in the link between a college's quality and the

value seen by employers, and that ground is the veracity of employers' expectations and the students' perceptions of the quality of their private higher education. Hypothesis 8b proposes that the link between college quality and employer satisfaction may be traced back to the degree to which graduates from private institutions live up to their employers' expectations. H9a: There is a chain intermediate effect between employers' perceptions of the quality and the value of private colleges and universities, and vice versa; H9b: Employers' expectation confirmation and perceptions of the quality of these institutions contribute to the value they assign to them.

When it comes to gauging whether or not a company is happy with its hiring decision, private sector employer assessments of the quality and value of graduates from private colleges serve as a useful middle ground.

The Moderating Effect of Employability of Private College Graduates on College Quality, Employer Perceived Quality, and Perceived Value

Because their employers are able to pay them more despite earning less money themselves, employees at private companies that lack the resources to implement welfare-based employment relationships (i.e. quality) are able to maintain high levels of job performance and excitement despite earning less and paying more. Employees' views on the worth of their careers are influenced less by the quality of their private sector employers if they have developed their employability. The "value-added spiral" effect suggests that an individual's employability, itself a valuable resource, will further boost that individual's employability. Quality and perceived value, as determined by the person, impose several moderating variables [26]. The following theories are put up for further study in this article:

Graduates from private institutions are seen as more valuable if they are marketable, according to Hypothesis 10a; while graduates from private institutions are seen as more valuable if they are marketable, according to Hypothesis 10b.

Innovation

This research contributes to the academic literature by integrating expectation confirmation theory and satisfaction theory from two perspectives, investigating the moderating effect of employability theory on satisfaction theory, and expanding the external influencing variables of expectation theory. Multiple angles on how graduates from private institutions confirm employer expectations and impact job satisfaction are considered.

Conceptual Framework
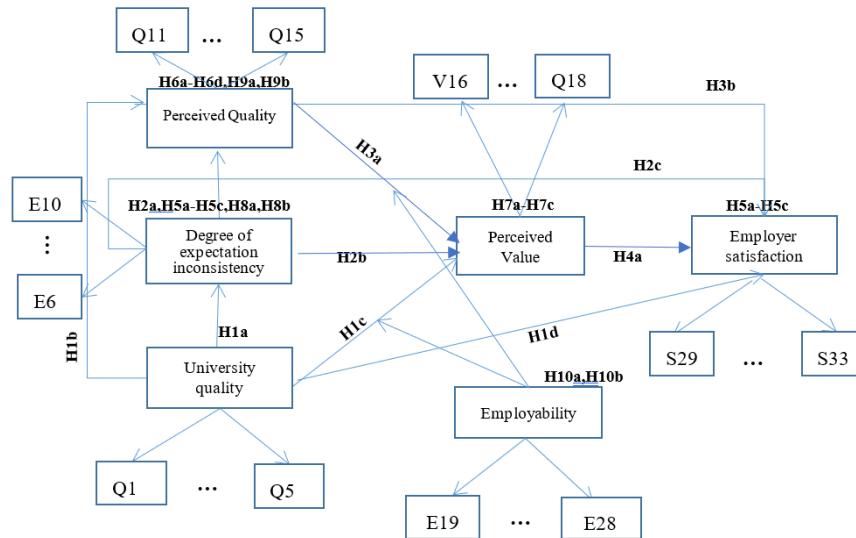
Target Group

This study, based on empirical data, examines the hiring practices of corporations that target students from prestigious private educational institutions. The Chinese word for "employer" means "boss," hence this term describes the entity or person that hires an individual to work for them (labor). Employers foot the bill for workers' pay for their services. All wealth is generated by workers, yet employers have the right to control and govern employees' time, effort, and the rights to their land, money, and intellectual property. Within an organization, the legal person functions as the employer, and the entity's legal representation both monitors and reflects the organization's internal and external activities. One who employs others is known as an employer. Salaries are the monetary compensation that workers get from their employers. In major companies, the human resources department is in charge of managing the staff. For this investigation, the researchers focused on Chinese companies that had recently hired college graduates from private institutions.

In order to collect data for this study, a sampling strategy known as "convenience sampling" will be used. Employer expectations, employability, university brand image, perceived quality, perceived value, and a model of employer satisfaction are all explored as potential predictors of job happiness.

Procedures for Distributing Questionnaires Build an online survey, network your way into touch with the hiring managers at six representative private institutions, sift through the employment database for details on where recent undergraduates are working, and repeat the process for recent grads. The sample's name, phone number,

and email address were provided so that a convenience sample could be taken.

Approximately 600 participants will be sought for this study; 100 will take part in the pretest, and at least 500 will take part in the main experiment. Below are some of the criteria used by private colleges and universities to choose which objects to sample: Graduates of private universities and colleges. Educating students for nearly two decades. In excess of 200 million people worldwide are enrolled in some form of formal education system.

Future official questions should mirror the goals of the practice test. Three to five times as many pretest items should be administered as the number of "subscales" (largest groupings of questionnaire items). Fifty products will be selected for initial testing in this study.

There will be 1.78 million private college and university graduates in China in 2020, according to the "2020 Education Statistics" report released by the Ministry of Education of the People's Republic of China. Based on [27]'s recommendations, this study should have at least 300-400 valid surveys, given that the number of questionnaires in the study is 33. Considering the Size of the Sample 500 surveys, split evenly between accurate and wrong questioning components, will be sent to private sector firms seeking recent college grads.

Data gathering

The goal of this survey is to use exploratory factor analysis to identify and name the underlying structural components of private college graduate employer satisfaction based on the model developed in this study. Six employers in China's private higher education sector will be contacted for this survey, with a smaller number of other private higher education sector employers in China also contacted. Private institutions with over 20,000 students and at least 20 years of operation are the focus of this survey. Using the information provided by the instructors of the graduate employment departments of six private colleges, generate questionnaires using the questionnaire star online survey system, actively reach out to employers using the information provided, and send the QR code to the employers is the online questionnaire survey strategy. Help us out by taking part in the survey! In order to protect the validity of the data collected from the questionnaires and to prevent any instances of duplicate entries, all questions were framed as mandatory questions, and the same IP could only be input once. We plan to undertake the research in the months of October and November of 2022. The official survey had a sampling rate of 90.2%, with 451 valid samples remaining after an initial pool of 500 questionnaires was returned and some responses were deemed ineligible.
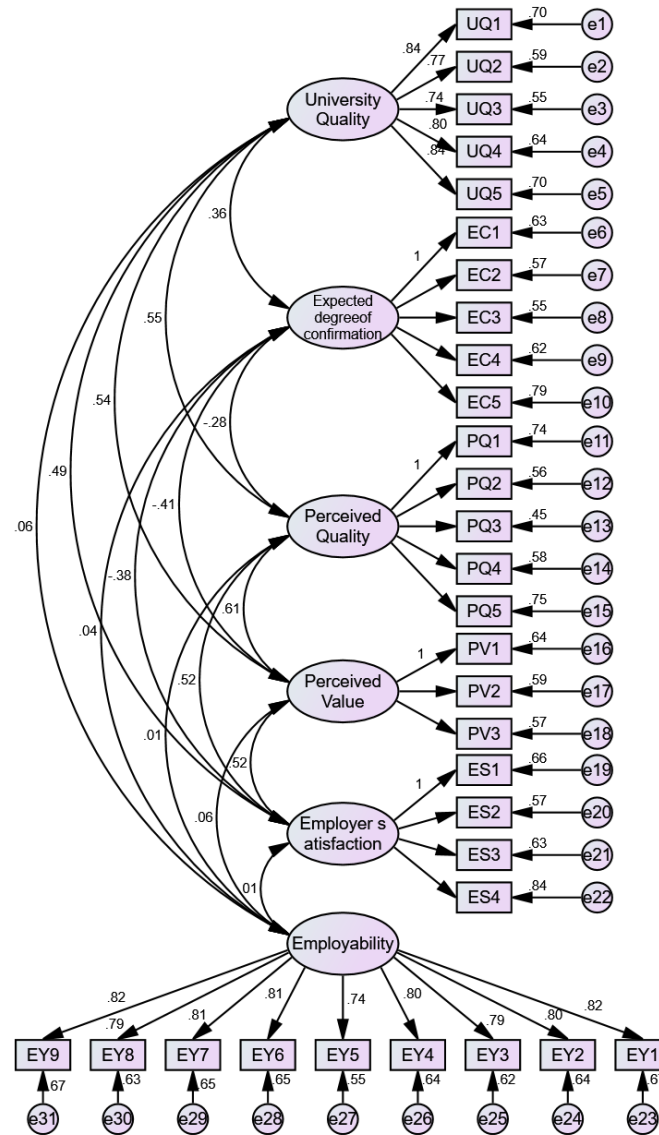
Figure 2. Confirmatory factor model

Table 1. Model Fitting Indicators

| index	X2/df	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
Statistics	1.372	0.927	0.914	0.938	0.982	0.980	0.982	0.029
Reference	<3	>0.8	>0.8	>0.9	>0.9	>0.9	>0.9	<0.08
Compliance	up to standard	up to standard	up to standard	up to standard	up to standard	up to standard	up to standard	up to standard

When comparing chi-square to degrees of freedom, the ratio is often between 1 and 3. If it's greater than 3, the model doesn't fit well

enough. Overfitting occurs when it drops below 1. With an X2 and df of 1.372, this piece satisfies the criteria and provides strong evidence that the model is appropriate. better. One such metric is the AGFI, or adjusted fitness index (adjust goodness of fit index). A measure of health and wellness, GFI (goodness of fit index). The closer the GFI and AGFI values are to 1 (the ideal is 1), the more fit the model is. This article has an excellent degree of fit, with GFI and AGFI scores of 0.927 and 0.914, respectively. The normative fit index (NFI) is the gold standard. NFI equals one minus the difference between the model and the target. As the NFI value gets closer to 1, the model difference decreases and the model becomes more consistent with data. The NFI in this study is 0.938, which is more than the generally accepted threshold of NFI of 0.9. Typically, TLI (tucker-lewis index) ranges from 0 to 1. When TLI is 1, it means that the data are a perfect match for the model. TLI in this research was 0.980, which is above the 0.9 average in the industry. Values for CFI, or the comparative fit index, can fall anywhere from 0 to 1. If the CFI is 1, then the data are a perfect fit for the model. Standard deviation is 0.9%. The content quality index for this piece is quite high, at 0.982. The ratio of the sum of the differences to the number of degrees of freedom is referred to as the root mean square error of approximation (RMSEA). When compared to the average value of 0.08, the RMSEA in this sample is rather modest, coming in at 0.029. In summary, the confirmatory factor analysis shows that all conditions have been met, and the model's fit is good.

Comparison of convergent and discriminant validity

First, a test of convergent validity Second, use AMOS.21 to construct a structural equation model in accordance with the theoretical framework.

Figure 3. Structural Equation Modeling Standardized Path Estimation
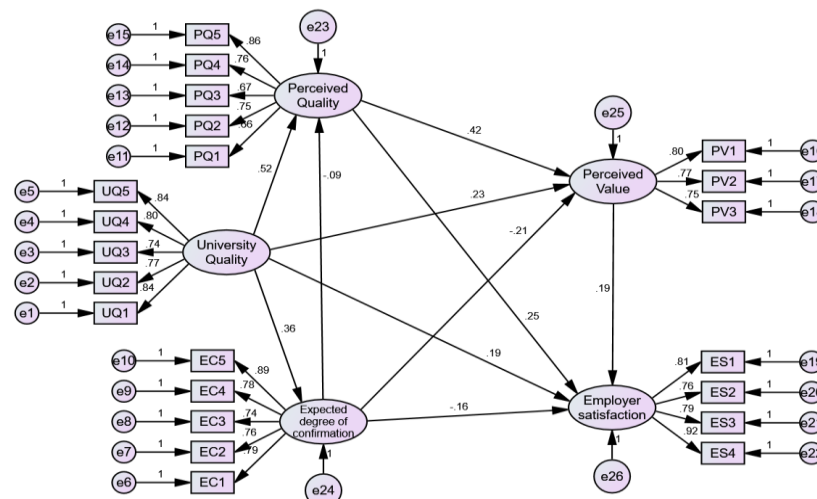
As shown in Figure 3, there is a positive correlation between the quality of higher education and the confirmation of employer expectations, with better quality private higher education leading to a greater confirmation of employer expectations. The more an employer confirms an employee's worst suspicions, the less the employee is worth to the company and the less satisfied the employer will be. The chain intermediate test shows how the quality of colleges and universities influences employer satisfaction, including how college quality affects expectation confirmation which affects perceived quality which affects perceived value, and so on. We find that the quality of colleges and universities positively affects employer satisfaction via expectation confirmation and perceived value due to the significance of this chain intermediary, i.e., verification H8b; however, the quality of colleges and universities is confirmed by expectations, and perceived quality does not significantly influence employers' perceived value. In this study, the authors conclude that employers value higher education because it validates their own assumptions about their employees' abilities and worth. College quality has a direct and substantial impact on perceived quality, whereas confirmation of expectations has a substantial impact on perceived value and, by extension, employer satisfaction.

The model's fitting index is satisfactory in comparison to the norm; hence, the model's path is studied.

Table 2. Path coefficients between variables

suppose	path			Estimate	SE	CR	P
H1a	expect confirmation	<---	University quality	0.360	0.045	6.907	***
H1b	perceived quality	<---	University quality	0.516	0.048	9.677	***
H2a	perceived quality	<---	expect confirmation	-0.089	0.051	-1.810	0.070
H3a	perceived value	<---	perceived quality	0.424	0.056	7.338	***
H1c	perceived value	<---	University quality	0.234	0.051	4.040	***
H2b	perceived value	<---	expect confirmation	-0.212	0.050	-4.342	***
H3b	employer satisfaction	<---	perceived quality	0.254	0.045	4.068	***
H1d	employer satisfaction	<---	University quality	0.190	0.038	3.276	0.001
H4a	employer satisfaction	<---	perceived value	0.190	0.051	2.772	0.006
H2c	employer satisfaction	<---	expect confirmation	-0.165	0.037	-3.341	***

Route coefficients between variables are shown in Table 2.

In other words, the greater the quality of the institution, the more correct the employer's expectations are; the standardized path coefficient between university quality and expectation confirmation is 0.360 (t value = 6.907, p = 0.0000.05). Thus, H1b is supported because there is a positive correlation between university quality and employer perceptions of that quality (standardized path coefficient = 0.516; t value = 9.677; p = 0.0000.05).

This disproves H2a, the alternative theory.

Perceived quality has a significant positive influence on perceived value, as measured by a standardized path coefficient of 0.424 (t value = 7.338, p = 0.0000.05). This means that, on general, the better the perceived quality, the greater the perceived value. In other words, the higher the quality of the college, the greater the perceived value is. The standardized path coefficient between college quality and perceived value is 0.234 (t value = 4.040, p = 0.0000.05), demonstrating a substantial positive relationship. Therefore, H2b is confirmed by the data, since the standardized path coefficient between expected confirmation and perceived value is -0.212 (t value = -4.342, p = 0.0000.05). This means that the expectation of confirmation has a considerable negative impact on the degree to which value is perceived.

Perceived quality has a substantial positive influence on employer satisfaction, as measured by a standardized path coefficient of 0.254 (t value = 4.068, p = 0.0000.05): the higher the perceived quality, the greater the employer satisfaction. A substantial positive relationship exists between university quality and employer satisfaction, as measured by a standardized path coefficient of 0.190 (t value=3.276, p=0.0010.05). This means that employers are more satisfied with higher-quality universities. Standardized path coefficient analysis shows a positive and significant relationship between perceived value and employer satisfaction (the greater the perceived value, the higher the employer satisfaction; t value=2.772, p=0.0060.05). Expectation confirmation has a substantial negative influence on employer satisfaction, as measured by a -0.165 standardized path coefficient (t value = -3.341, p=0.0000.05). This means that the more expectations are confirmed, the less happy the employer is. Reduced levels of evidence support the H2c idea.

Employer satisfaction is significantly influenced by factors such as the quality of colleges and universities attended, the confirmation of expectations, the sense of value, and the impression of quality. Assumptions (H)1d, (H)2c, (H)3b, and (H)4a are all accepted, however (H)2a is not. Assuming that Hypotheses (H)1b and (H)1c are true, the quality of colleges and universities significantly affects how valuable they are seen to be. Thus, H3a is correct. This finding lends credence to both H1a (lower employer expectations due to higher education quality)

and H2b (lower employer expectations due to lower perceived value and H2c (lower employer satisfaction).

Effect mediating test

Using the Bootstrap technique, one can directly check for the presence of the mediating effect. To do a direct test, one must first assume that the null hypothesis, H0, holds, which is represented by the equation ab = 0. Having no mediating effect is indicated if the confidence interval calculated from the test findings contains 0.

The hypothesis test is determined using the outcomes of the route analysis. We utilize the Bootstrap method in AMOS21.0, select a repetition size of 5000, specify a confidence interval standard of 95%, and run a bias correction test to determine whether or not these major routes have a mediating effect. Furthermore, this approach requires more than one mediation. One can only learn about the overall effect of mediation through a single analysis, not about a specific effect of mediation in isolation. We use the syntax provided by the AMOS software to properly weight each potential route and to independently compute non-standard and standard data.

Table 3. Mediating effect test results

Hypotheses	Parameter	Estimate	Lower	Upper	P
H5a	University Quality - Expectation Confirmation - Perceived Quality	0.032	-0.006	0.080	0.094
H5b	University Quality- Expectation Confirmation- Perceived Value	0.076	0.042	0.118	0.000
H5c	University Quality - Expectation Confirmation - Employer Satisfaction	0.059	0.022	0.100	0.001
H6a	H6a University Quality - Perceived Quality - Perceived Value	0.219	0.147	0.301	0.000
H6b	Expectation Validation - Perceived Quality - Perceived Value	-0.038	-0.088	0.007	0.094
H6c	College Quality-Perceived Quality-Employer Satisfaction	0.131	0.067	0.196	0.000
H6d	Expectation Validation - Perceived Quality - Employer Satisfaction	-0.023	-0.055	0.004	0.094
H7a	College Quality-Perceived Value-Employer Satisfaction	0.044	0.011	0.089	0.007

H7b	Perceived Quality - Perceived Value - Employer Satisfaction	0.080	0.022	0.153	0.007
H7c	Expectation Validation - Perceived Value - Employer Satisfaction	-0.040	-0.081	-0.010	0.007
H8a	University Quality-Expectation Confirmation-Perceived Quality-Perceived Value	0.014	-0.003	0.034	0.094
H8b	University Quality-Expectation Confirmation-Perceived Quality-Employer Satisfaction	0.008	-0.002	0.021	0.094
H9a	University quality-perceived value-employer satisfaction	0.042	0.011	0.083	0.007
H9b	Expectation Validation - Perceived Quality - Perceived Value - Employer Satisfaction	-0.010	-0.023	0.002	0.094

Table 3 displays the results of a Bootstrap test of the mediation effect. A confidence interval of 95% requires 5000 samples. There are 14 different paths to mediation, the upper and lower bounds do not include zero, and the P value is under the 0.05 criterion, as shown in the table. It follows that the presumption and the mediating effect are both correct. It may be concluded that there is no mediation effect because the P value is larger than the 0.05 threshold and the upper and lower intervals of the mediation path both include 0. According to Table 3, the following may be deduced from the findings of the mediation effect test: The P value for the middle path between university quality, expectation confirmation, and perceived quality is more than 0.05, and its top and lower bounds are also 0. The H5a hypothesis and the mediation effect are thus unprovable.

The P value for the intermediate path of college quality-expectation confirmation-perceived value is less than 0.05, and the upper and lower ranges do not include 0. It follows that H5b and the mediation effect are presumed to be true.

Discussion

Using a structural equation model, the authors of [28] discuss expectation confirmation, perceived quality, and perceived value in an A CSI-based model of employer satisfaction that empirically analyzes the primary factors influencing employer satisfaction of graduates from private colleges and universities. In the context of the job satisfaction

model, the mediating and moderating effects of employability theory. Here are the study's precise findings:

Statistical examination of the survey data shows that these six features are associated with higher levels of satisfaction across businesses as a whole [29]. In particular, if H1 is correct, then employers will be more satisfied with graduates from private colleges, more likely to affirm graduates from private schools meet their expectations, and more likely to value graduates from private colleges[30]. If H2 is true, then H3 is also true, namely that employers recognize private college graduates. This is because employers' perceived worth and happiness both decrease when they confirm private college graduates' expectations. The value and quality of private university grads are directly related to employer satisfaction. The value that private university grads provide to an organization increases as their reputation develops, supporting H4. A positive effect on university quality and employer satisfaction was shown to result from the confirmation of employers' expectations for graduates of private institutions, providing some support for hypothesis H5. Hypothesis H6[32] is partially supported by the data, to the extent that employer perceptions of the quality of graduates from private universities moderate the positive relationship between university quality and employer satisfaction. Businesses' impressions of those who have graduated from private universities are borne out by the data. Employer expectations, as well as the associations between perceived quality and contentment and satisfaction with the university, are all mediated by value[33]. Private college quality is related to employer satisfaction through a chain-mediating impact of expected confirmation and perceived quality of graduates. Currently, just a subset of H9 is supported. As a result, H10, which argues that the employability of graduates from private institutions is directly tied to the perceived quality and worth of private colleges and universities by employers, is supported. Employers' opinions of the quality and worth of private college graduates are affected by their perceptions of the value and employability of college graduates in general.

University quality, the degree to which employers' expectations are satisfied, and employers' evaluations of quality and value are the primary factors influencing employer satisfaction [35].

The PLS-SEM analysis revealed that employer satisfaction with the hiring of private college graduates was significantly influenced by college quality, employer perceptions of quality, and employer perceptions of value (impact coefficients of 0.190, 0.254, and 0.190, respectively). Previous studies on the factors that affect employee happiness at work have found that college and university quality, employee recognition of employer expectations, employer perceptions of their own quality and worth, and employee value all play significant roles[36].

Institution quality has a substantial positive influence on confirmation of expectations, as measured by a standardized path coefficient of 0.360 (t value = 6.907, p = 0.00005). This means that the greater the quality of the university, the more accurate employer expectations are.

Here, [37] take the good grade. A substantial positive relationship exists between university quality and employer satisfaction, as measured by a standardized path coefficient of 0.190 (t=3.276, p=0.0010.05). This means that employers are more satisfied with higher-quality universities. higher [39]. Companies have widely varying, and often rather high, expectations of college grads with various backgrounds and experiences. Organizational requirements tend to be more relaxed for workers with less formal education [38]. The level of satisfaction felt by employers is inversely proportional to the quality of education provided by colleges and universities [40][41]. This finding lends credence to previous studies' findings that college quality employers are significant factors in the employment of private college graduates [42, et al.]. According to the aforementioned research, higher education institutions' reputations have a direct bearing on the level of satisfaction maintained by their clientele of hiring organizations.

Improved happiness follows improvements in quality perception [42]. According to [43], students are more satisfied with their education when they have a favorable impression of its quality and worth. Researchers [43] looking into customer happiness with wood flooring products found that the better the product, the more satisfied the customer felt. Satisfaction levels among consumers are influenced by the standard of service received [44]. Satisfaction rates among businesses rise as their evaluations of the quality of graduates from private universities improve. Perceived quality influences urban livability satisfaction, as demonstrated by the literature on this topic [45]. Student happiness in school is heavily influenced by their opinion of the quality of the options available to them. [45]. Employer happiness is largely influenced by how quality is perceived. Graduates from private universities are judged by their prospective employers based on their moral character, work initiative, ability to deal with ambiguous situations, willingness to work together, and creativity. Companies are happier with an employee's performance if they have a favorable impression of that employee's quality. According to the aforementioned studies, perceptions of quality on the part of employers have a profound effect on the level of satisfaction experienced by those employers.

Empirical research shows that customer perceived value has a positive and considerable effect on customer satisfaction, and this is consistent with theoretical frameworks such as the American ACSI model, the European ESCI model, and others. [46,47]. Perceived value has a favorable effect on student satisfaction, as stated in [47]. It all comes down to whether or not potential employers think private college grads

are worth investing in. The way you what's valuable is a major factor in how happy you are. [48]. There is a positive and significant relationship between how much an employee is valued by their company and how satisfied they are with their job, as measured by the standardized path coefficient of 0.190 (t value = 2.772, p = 0.0060.05). higher. Graduating from a private university is positively correlated with employer satisfaction. Perceived value significantly influences employer satisfaction, as previously cited studies has shown.

For another, higher quality is associated with higher perceived value, as stated by [49]. Using data from the field, [50] showed that high standards of service lead to favorable evaluations of such services. [49] Harmonious interactions between a brand and its customers can increase the value the customers assign to the brand. Also, previous research has shown that students' estimations of the value of higher education institutions are strongly correlated with the quality of those institutions. According to [47], one way to measure how much value customers think something is worth is to ask them how they feel about the product's technical and functional qualities. According to [51], customers' evaluations of a product's quality and worth affect their purchasing decisions. The aforementioned research confirmed the hypotheses that the quality of higher education institutions significantly affects both perceived quality and perceived value, and that perceived quality also affects perceived value favorably.

Contribution Practical

In this study, SPSS is used to experimentally demonstrate the idea of employer satisfaction based on expectation confirmation and employability. Satisfaction on the part of employers rises in relation to the perceived value, the perceived quality of employers, and the quality of schools and institutions. Clearly, private undergraduate institutions need to learn more about how businesses evaluate them, so that they may make informed decisions about how to better their education and teaching reform, as well as their employment service quality. The employability of private college grads moderates the influence of employers on graduates' perceived quality and worth, as well as graduates' own perceptions of their own employability. It suggests that one of the most effective ways to increase employer satisfaction is to increase the employability of graduates from private colleges. From the perspectives of the three tiers of government, schools, and students, this research will suggest ways to improve employer satisfaction.

Limitations

This study establishes theoretically and practically meaningful conclusions by conducting a thorough assessment and discussion of theoretical and empirical research approaches pertinent to employer

satisfaction among graduates of private schools and universities. There are, however, constraints on this study that must be addressed, such as the availability of resources and the passage of time. There are mainly three types of problems with this study:

Sample selection has constraints

Because of constraints in personnel, material resources, financial resources, and time, the sample size picked for this research is still quite small, and the structure's logic is somewhat deficient. For research purposes, this article focuses solely on the 2020-2022 private college graduate employment landscape. There aren't enough samples to go around, and the sampling method lacks the scientific rigor and methodical approach needed to get reliable results. Furthermore, this study mainly focuses on universities in Shaanxi Province, which might introduce bias into the results. That means the sample is less representative, and the subsequent analytical results are less applicable, too. There is potential for further sample size expansion and validity assessment in future experiments.

Potential for bias in the data.

There are significant connection problems since the scale used in this study must contact private college graduates' firms, even though it ties to a big number of abroad mature scales. The first stage in conducting a questionnaire survey is calling the employer and inviting them to participate. Most businesses are too preoccupied to take part in the survey, which places an enormous burden on those who must gather the data. Because the employer's actual behavior was not seen, we cannot guarantee the questionnaire's accuracy, but we have the employer's word that it will be completed on time. The collected questionnaire responses may not accurately reflect the situation due to human factors like fatigue and inattention when employers complete the scale.

Despite its complexity and breadth, research on employees' levels of happiness with their workplace is rarely exhaustive. Although extensive effort was made to evaluate employer satisfaction, this study did not devote as much time or energy to investigating student or governmental perspectives. Research into the connections among students, colleges, companies, the public, and the state has to be stepped up. It is important to think about how society, the economy, the market, higher education, and students have changed through time. Multiple years of follow-up survey data were collected. Research into the value of higher education and the prospects for those who have earned their degrees need to be supplemented by efforts to gauge employer satisfaction.

Future Research

The findings of this study on employee happiness in the workplace have important consequences for the field. Potential benefits of this study

include the development of a more exact and scientific psychological assessment scale for work, as well as the generation of more quantitative evaluation indicators for the quality of college students' jobs. When compared to, is a far greater choice. To provide significant data for empirical investigation, future research should include continuous follow-up with employers.

The validity, precision, and usability of the questionnaire, as well as its structure, should be given more attention in future research. Simultaneously, it is important to choose survey items using an appropriate and thorough sampling strategy, and to further explore the validity of the constructed model by expanding the sample range. validity. As a result, indicators of employee happiness may be made more empirical and standard. We can get a more complete and accurate picture of employer satisfaction if we do research from a number of different perspectives. Research may be conducted, our understanding of employer satisfaction can be deepened, and more targeted, timely recommendations can be made thanks to the existence of other, related ideas. We may expect that diverse perspectives and ideas will play a significant role in shaping the direction of future research on employer satisfaction issues.

The level of employer contentment in relation to the quality of university talent training might be investigated in future research. Research on employer satisfaction with college graduates, and other studies like it, have traditionally sought to do two things: give reference points for expanding higher education's focus on talent training and lay the groundwork for policymaking at the national level.

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