

Service quality influencing online education service satisfaction of Shandong Foreign Affairs Vocational University students

1. Consistency between Title and Objectives

The title clearly specifies "Service quality influencing online education service satisfaction" for a specific university. This aligns precisely with the research objective to examine how five service quality factors (tangibility, reliability, responsiveness, guarantee, and empathy) influence online education service satisfaction.

Suggestion: The alignment is perfect, maintaining a clear focus on the variables and the target demographic throughout.

2. Comprehensiveness and Clarity of the Abstract

The abstract covers the background of "Internet Plus Education," the target subjects (Shandong Foreign Affairs Vocational University students), the SERVQUAL framework, the methodology (370 valid questionnaires), and the research goals of platform optimization and digital transformation.

Suggestion: The abstract is highly effective, providing all critical technical details and the study's practical significance.

3. Consistency of Problem, Significance, and Objectives

The study identifies a rapid growth in online education but highlights challenges such as limited interaction and delayed feedback. It justifies its focus on an application-oriented vocational university by noting a scarcity of empirical research in this specific context.

Suggestion: The problem statement directly supports the objective to explore service quality impacts to provide practical guidelines for vocational platforms.

4. Integration of Concepts, Theories, and Framework

The research is grounded in the SERVQUAL model (Parasuraman, 1988), utilizing its five dimensions: Tangibility, Reliability, Responsiveness, Guarantee, and Empathy. These dimensions are clearly mapped to service satisfaction in the theoretical framework.

Suggestion: The adaptation of a classic service quality model to a digital education context is well-executed and theoretically sound.

5. Reliability of Methodology and Procedures

The study targeted 3,850 students, utilizing Yamane's formula to determine a required sample size, eventually collecting 370 valid responses. Data was collected via a specialized online platform (Wenjuanxing) with established quality controls.

Suggestion: The methodology is robust, using stratified random sampling and validated statistical standards for vocational college research.

6. Accuracy and Reliability of Data Analysis and Presentation

Analysis was performed using SPSS, including Pearson correlation and stepwise regression. All critical metrics were reported: VIF values < 5 (no multicollinearity), Durbin-Watson near 2 (no autocorrelation), and a significant F-test ($F = 43.439$, $p < 0.001$).

Suggestion: The reporting of secondary statistical tests (VIF, D-W) adds a layer of professionalism and ensures the regression results are reliable.

7. Interpretation and Conclusion

The study concludes that all five dimensions exert significant positive effects on satisfaction. It highlights "Responsiveness" as having the strongest positive impact on service satisfaction for these students.

Suggestion: The interpretation is clear, specifically identifying which service qualities are foundational versus those that are dominant in a vocational setting.

8. Discussion of Research Results

The results are discussed within the context of the SERVQUAL model's applicability to university online education. The study notes that while empathy is notable, responsiveness is the dominant factor for applied vocational students.

Suggestion: The discussion is strong; it could be further enhanced by directly contrasting these specific vocational findings with findings from traditional research universities mentioned in the literature review.

9. Recommendations and Practical Utility

The study provides six targeted suggestions, including strengthening platform response mechanisms (intelligent customer service), enhancing teacher-student interaction, and using big data for personalized services.

Suggestion: The recommendations are highly actionable and directly address the "Responsiveness" and "Empathy" factors found to be most influential in the data.

10. Accuracy of Citations and Bibliography

The citations include a range of Chinese educational researchers and international standards for service quality . The references are properly formatted and relevant to the study of online learning experiences.

Suggestion: The bibliography is comprehensive; ensure that all internal citations (e.g., Hair et al., 2010) are fully detailed in the final reference list