

## Study on the Evaluation and Application of Servqual Model on Higher Vocational Tourism Management Teaching

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**Keywords:** Servqual model, Higher vocational education, Tourism management, Teaching, Evaluation application

**Abstract:** The evaluation of tourism management professional teaching can be carried out with the help of the service quality gap model (SERVQUAL model), and the research related to the nature of the tourism management professional itself, and the goals of higher vocational education. On the basis of explaining the theoretical content of the SERVQUAL model, this thesis designs a questionnaire applied to the evaluation of tourism management in higher vocational colleges. The second and third grade students taught by the author are used as the target of the survey. Based on the factor analysis method, public factors were extracted from the evaluation variable indicators, and it was found that the quality of the evaluation of the teaching of tourism management major in higher vocational education mainly highlights the credibility, responsiveness, empathy, reliability, and tangibility.

### 1. Introduction

From the beginning of the 21st century to now, whether in key colleges, ordinary colleges or private colleges and universities, almost all fields of higher education have successively added new designs of tourism management majors. The increasing scale of higher tourism education and the sharp increase in the number of tourism institutions of higher education have created a quality that cannot be ignored, both in terms of the school-running concept and management mechanism of higher education in tourism majors, as well as in the form of teaching and its actual content. The impact of this, which directly leads to uneven teaching results, at the same time. Therefore, systematic, scientific, and comprehensive evaluation of teaching quality is obviously necessary to strengthen the quality of tourism management in higher vocational colleges in the shortest possible time. Of course, in order to achieve the ideal quality of teaching, a scientific evaluation system and its standards should be promulgated. Among them, the SERVQUAL model is a scientific evaluation method that has emerged in recent years and can be applied to the tourism management profession. In order to stimulate and urge higher vocational colleges to reform the previous teaching concepts, to adjust the training plan of talents and their goals according to the actual situation, improve the standard of teaching, strengthen the progress of building disciplines, and scientifically promote the progress of teaching, Pay attention to the specific progress, strengthen the quality of teaching as much as possible, and ultimately guarantee the quality of training talents.

### 2. Related Theories of Servqual Model

The SERVQUAL model was led by three scholars: Leonard L. Berry, A. Parasuraman, and Varie A. Zeithaml. The premise built by this model is related theories of customer perception of service quality, and a customer-oriented questionnaire-type evaluation tool for service quality. Its core element is “the gap in service quality”, that is, the quality of service is determined by the following indicators: the gap between the user's perceived service level and the customer's desired

service level (hence the name “expectation” -Perception “model”); its model has the following specific meanings: SERVQUAL score = reality perception score-expectation score. The higher the SERVQUAL score, the greater the gap between customer service experience and service expectation, that is, customer perception service. The lower the quality, the opposite is true. This model divides the service quality indicators into the following 5 dimensions: credibility, responsiveness, empathy, reliability, and tangibility, based on 22 different items of customers on the client, and sequentially based on different 2 expectations and perceptions 2 The information collected by the answers in each dimension is in the range of 1-7 for each item, which in turn indicates “completely disagree” to “fully agree”. This model originated from the sales industry and is widely used in for-profit organizations. At present, in the context of deepening the popularization of higher education services and paying more attention to its quality, the application of the SERVQUAL model is becoming more and more widespread. This thesis mainly analyzes the evaluation and application of the SERVQUAL model combined with the teaching of tourism management in higher vocational education.

In essence, the teaching activities of higher vocational colleges are the process of providing education-related services to special customers-students. The main goal is to enable students to obtain as much technical knowledge as possible. Strengthening the service quality of higher vocational education is regarded as a major issue in the current higher vocational education reform, and the premise of strengthening the service quality of higher vocational education is a scientific assessment, which involves three indicators: education and teaching, logistics service departments, and Management department, etc. Among these three, education and teaching are the most important indicators. Because tourism management itself highlights the characteristics of comprehensiveness and applicability, whether it is the entire teaching process or the teaching effect, there is no clear definition of the content at present, and there is no special set of teaching quality that is related to the characteristics of tourism. Consistent assessment criteria. Against the background of the ever-expanding professional team of higher vocational tourism, the overall scale continues to expand, and whether the teaching quality of higher vocational tourism can be guaranteed is receiving more and more attention from all sides. However, in the current situation, there is still a lack of effective means to evaluate the teaching quality of higher vocational tourism majors. At the same time, the teaching services that are usually concerned with the evaluation of teaching quality mainly involve other subjects of interest, including the satisfaction of the country, society, and the school itself, and ignore the direct subjects of interest, that is, the test of student group satisfaction with teaching quality. Assess the situation. American experts Corinne and Taylor pointed out that there is an indispensable causal link between the quality of education services and student satisfaction. Obviously, it is necessary to carry out relevant analysis on the quality assessment of tourism management major teaching based on the perspectives required by students.

### **3. Application of Servqual Model in the Evaluation of Tourism Management in Higher Vocational Education**

In October 2019, the author identified the objects of this survey, that is, the second and third grade students of the vocational tourism management major that they coached, and distributed a questionnaire among them to evaluate the teaching service quality of the vocational tourism management major. A total of 95 questionnaires were collected, and 95 were recovered with a 100% recovery rate. Among all 95 questionnaires, the proportion of female students was 82.1% (78 persons). This result shows that in recent years, there has been a significant imbalance in the sex ratio of higher vocational tourism management students, that is, the proportion of girls is far more important than that of boys. The averages and standard deviations of the 31 applied variables for detecting the quality of teaching service quality evaluation of tourism management in higher vocational education can be shown in Table 1 below:

**Table 1 Students' Scores On Related Variables That Reflect the Teaching Quality of the Vocational Tourism Major**

Variable No.	The contents of a variable	Average value	Standard deviation
1	Teachers will arrive in the classroom a few minutes in advance to adjust the teaching facilities or complete other preparatory work for teaching	3.75	0.635
2	Clean classroom / classroom environment	3.81	0.613
3	Continuously add the latest teaching information based on the latest developments in the tourism industry	3.73	0.752
4	Teachers must remind students about the layout of the course content	3.71	0.692
5	The content of teaching should be consistent with the teaching plan	3.69	0.813
6	Teachers are good at mobilizing students' passion for studying tourism	3.41	0.822
7	Teachers are good at analyzing the differences between students, and education is targeted	3.23	0.911
8	Leading teaching facilities	3.51	0.662
9	Do the maintenance of teaching related equipment	3.58	0.741
10	Teachers can respond to students' questions	3.71	0.651
11	Decent teacher clothes	3.98	0.601
12	Teachers good at teaching	3.39	0.711
13	Teachers are good at using multimedia functions and pay attention to the fun of class content	3.78	0.778
14	Teachers have extensive expertise	4.02	0.571
15	Actively guide and organize classroom teaching discussion activities, pay attention to the interaction between teaching	3.49	0.748
16	Teachers pay more attention to the feedback of teaching and the actual improvement of teaching	3.59	0.779
17	The content of the teacher's explanation is accurate	4.21	0.502
18	Teachers speak clearly in class and are easy to accept	4.02	0.591
19	Textbooks / Lectures are unique and will be updated in time	3.66	0.779
20	Teachers keep their promises	3.77	0.631
21	When students encounter difficulties, provide the necessary solutions in good faith	3.75	0.641
22	Gracious, students think teachers are happy to assist them in solving problems	3.81	0.641
23	Students will feel safe during the teacher-student interaction	3.69	0.591
24	Tourism-related theory and practice integration	3.61	0.813
25	Teachers treat students well	4.01	0.552
26	In addition to class, teachers will spend enough time to communicate with students	3.11	0.719
27	Implementation of a mentor-based teaching program, which can guide students to actively participate in tourism research projects for which teachers are responsible	2.91	0.851
28	Hands-on lessons on school guides, restaurant / room service in school projects	2.91	0.922
29	Carry out practical activities in restaurants, scenic spots and travel agencies	2.98	1.001
30	Carry out top-of-the-line practices at companies such as off-campus scenic spots, restaurants, and travel agencies	2.91	1.061
31	Some professional courses adopt bilingual teaching	0.771	
	2.68		
	Overall average	2.93	0.861

The relevant information obtained from the survey questionnaire was entered into the SPSS22.0 tool for statistical research. First, the maximum rotation method of variance is used to conduct the initial research on the initial information, that is, to extract the common factors in the variable-related matrix, so that the number of variables with the highest load corresponding to each factor is in the smallest state, and The intrinsic relationship between the variables contained in the factor is the most closely related. The results of the examination and the original factor study showed that the commonality of a few variables was not high. Therefore, the second factor study was performed after deleting variables (6 in total) with a value less than 0.5 in common. According to the results, the remaining 25 variables are clustered in the factor (6), the total variance ratio of the

variables is 70.812%, and the KMO value is 0.773. At the same time, the load of each variable on its assigned factor is approaching Or it exceeds 0.5, but the load of other factors is less than 0.5. According to the level of the load, the variables are divided into the following common factors: empathy (variables 3, 6, 7, 12, 13, 15, 19, 26) , Responsiveness (variables 24, 27, 28, 29, 30, 31), credibility (variables 17, 18, 20), reliability (variables 21, 22, 23), tangibility (variables 8, 9), and Assurance (variables 1, 5, 14). Therefore, the effect of the second expansion factor study is good, indicating that the variables studied have higher credibility.

#### **4. Conclusion**

In the context of the rapid development of the tourism industry, which has become a popular leisure item favored by the public, the need for high-end talents in the tourism industry is becoming increasingly apparent. The training of higher vocational tourism professional education increasingly reflects the characteristics of innovation, practicality and comprehensiveness. Correspondingly, high-quality tourism professionals are of great significance in promoting the steady and sustainable development of the tourism industry. Because of the special nature of the tourism industry, practical teaching has become one of the most critical steps in higher vocational education in tourism. Constructing a complete application evaluation system for the quality of practical teaching can obviously dissolve the current teaching practice process in higher vocational tourism. A series of problems exposed in. This paper is based on the SERVQUAL model to achieve a certain research effect.

#### **Acknowledgment**

Scientific research fund project of Yunnan Provincial Department of Education in 2020 (Teachers): The practice research about the tourism management major in vocational college base on SERVQUAL model-take Yunnan Land and Resources Vocational College as an example (2020J0967).

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