

Satisfaction survey of students majoring in human resource management at Tarim University under the background of digitization

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Abstract: With the rapid development of digital technology, higher education is speeding up its digital transformation, a core approach to boosting the quality of talent training in universities. This article takes students majoring in human resource management at Tarim University as the research object, analyzes their satisfaction levels in six dimensions: teaching hardware, faculty strength, curriculum design, practical activities, training objectives, and employment prospects, and proposes countermeasures for the human resource management major at Tarim University under the background of digitalization.

Keywords: digitalization; human resource management major; satisfaction analysis; countermeasures

1 Introduction

The satisfaction of college students with their majors is an important indicator for measuring the quality of talent cultivation, which directly affects their learning motivation and career development. With the rapid advancement of digital technology, big data, artificial intelligence, and other technologies have posed new requirements for the professional ethics of human resource management majors. Accordingly, major construction is confronted with the urgent task of digital transformation. In recent years, a growing body of academic research has focused on college students' major satisfaction. Existing studies primarily analyze this topic from multiple dimensions, including teaching quality, curriculum design, and employment expectations [1-3]. However, existing research mainly concentrates on universities in developed eastern China, while insufficient attention has been paid to institutions in remote areas such as southern Xinjiang. Moreover, there are few studies examining the major satisfaction of human resource management students from the perspective of digital transformation.

Tarim University undertakes the important task of cultivating local talents for regional economic and social development. However, due to factors such as geographical location and economic development level, there are shortcomings in the curriculum design and practical teaching of digital intelligence courses within this major. Therefore, this article investigates the satisfaction status of students majoring in human resource management at Tarim University and proposes improvement measures, in order to provide a reference for the digital transformation of the human resource management major at Tarim University.

2 Analysis of students' satisfaction with various dimensions of their major against the background of digitalization

2.1 Survey participants and research methods

This study adopted a questionnaire survey method and surveyed students majoring in human resource management at Tarim University. A total of 172 questionnaires were distributed, and 160 valid questionnaires were collected, with an effective response rate of 93.02%. In the sample, males accounted for 38.2% and females accounted for 61.8%. The grade distribution is 28.1% in sophomore year, 34.0% in junior year, and 36.9% in senior year. In terms of source of students, southern Xinjiang accounts for 23.9%, northern Xinjiang accounts for 23.5%, and inland provinces account for 52.6%. The questionnaire is designed around six dimensions: teaching hardware, faculty strength, curriculum design, practical activities, training objectives, and employment prospects. A Likert 5-point scoring system is used (1=very dissatisfied, 5=very satisfied), and the mean of each dimension is the arithmetic mean of the scores of all items under that dimension, which reflects the overall satisfaction level of students with each dimension.

2.2 Satisfaction with teaching hardware and faculty strength

Firstly, teaching hardware and faculty are the core support for professional development, and their overall satisfaction level is above average. However, deficiencies in digital and intelligent supporting capacity are relatively prominent. The average score of teaching hardware is 3.91, with sufficient multimedia facilities and library materials, but the score of practical training software is only 3.72, indicating insufficient supply of digital and practical resources. The average score for the teaching staff dimension is 3.96, with teachers' theoretical expertise rated the highest at 4.10. However, the understanding of cutting-edge industries including big data and AI is only 3.86, and the improvement of teachers' digital literacy fails to keep pace with industrial development.

2.3 Satisfaction with curriculum design and practical activities

Secondly, curriculum design and practical activities are key links in the cultivation of digital talents, and there remains considerable room for improvement in the depth of content integration and practical relevance. The average score of the course design dimension is 3.71, which is at a relatively low level among the six dimensions. The overall course framework is complete, but the integration of cutting-edge content in digitalization is insufficient. The average score of the practical activities dimension is 3.81, and the recognition of enterprise visits and special lectures is relatively high, yet the average score for professional internship opportunities stands at merely 3.68. The training of digital skills in practical activities is not targeted, and there is a lack of high-quality digital scenario internship channels, making it difficult to achieve effective transformation between theory and practice.

2.4 Training objectives and employment prospects satisfaction

The training objectives and employment prospects are the directional guidance and outcome evaluation of talent cultivation, but the digital positioning of talent training fails to align with industry demand. The average score of the training objectives dimension is 3.30, which is the lowest among the six dimensions. The average score for the clarity of training positioning among students is only 3.10, and the professional training orientation has not been effectively aligned with market demand for digital and intelligent professionals. The average score of employment prospects dimension is 3.55, indicating that students have a certain level of confidence in the overall prospects, but their understanding of the industry's digital intelligence requirements is only 3.46, reflecting a poor connection between professional teaching and industry employment needs, and a mismatch between students' ability reserves and job standards.

3 Countermeasures for the construction of human resource management major in Tarim University under the background of digitization

Tarim University should adopt mechanisms including refining the communication of training objectives, dynamically updating curriculum systems, and providing differentiated education assistance as a means to achieve the transformation of professional construction from basic guarantee to digital intelligence empowerment.

3.1 Tarim University needs to strengthen the clarity and operability of its training objectives

It is recommended to offer a professional introduction course in the first semester of new students' enrollment, where the professional leader will interpret the training objectives, graduation requirements, and course map one by one, and clarify the ability goals that should be achieved in each semester [4]. At the same time, the university should develop a "Course-Competency-Graduation Requirements" alignment table, and in the first week of each course, the instructor will present the corresponding training objectives and graduation requirements indicators to the students. It should also hold a training program briefing session every autumn semester of the academic year, targeting sophomore and junior students for stage review and Q&A, to avoid the phenomenon of "understanding only after graduation".

3.2 Accelerating the updating of digital content in curriculum design

Embed one to two intelligent digital topics into each of the four core courses: namely Recruitment Management, Performance Management, Compensation Management, and Training and Development, with each topic lasting no less than two hours. Two new elective courses shall be offered: "Human Resources Data Analysis" and "HR Information System Practice". A rolling update mechanism for curriculum content will be established. The university will conduct enterprise surveys every two years, and adjust course outlines according to industry changes.

3.3 Enriching the forms of practical teaching through digital and intelligent training

The university shall sign in-depth training base cooperation agreements with two to three enterprises with high levels of digitalization, upgrading from visiting to project-based internships, allowing students to participate in real data analysis or system operation tasks. Professional training laboratories will be accessible to students for independent practice at fixed times every week, equipped with teaching assistants or graduate students to answer questions [5]. Universities can organize an annual human resources data analysis competition to encourage students to use real or simulated datasets for analysis and reporting. The winners can be recommended to partner companies for internships.

3.4 Enhancing the digital literacy of the teaching staff

The college may select two to three professional teachers annually to participate in specialized training covering data analysis, HR system operation, and other related content, which is included in the workload. The college shall encourage teachers to engage in short-term secondments at digital enterprises and transform practical enterprise case into teaching materials. Meanwhile, it can recruit two to three enterprise HR technical specialists as part-time instructors, who will hold two to three cutting-edge lectures per semester, and participate in practical course guidance, so as to build an on-campus and off-campus integrated "dual-qualified teacher" teaching team.

4 Conclusion

This article is based on the satisfaction survey data of students majoring in Human Resource Management at Tarim University. It systematically analyzes the current situation of professional talent cultivation and shortcomings in digital intelligence construction. The main research conclusions are as follows.

(1) There exists a structural imbalance in the hardware and software support for digital transformation, with faculty digital literacy and practical training resource allocation serving as key bottlenecks constraining the improvement of talent cultivation quality.

(2) The transmission of digitalized positioning within the professional cultivation system is impeded, and insufficient depth of curriculum integration combined with the lack of targeted practical components leads to a significant mismatch between students' competence readiness and industry demands.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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