

DISCUSSION ON SOLUTIONS TO ENHANCE QUALITY OF LECTURE HALL SERVICE FOR TEACHERS AT SCHOOLS

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ABSTRACT

The issue of training and training quality has always been concerned in Vietnam as well as in the world, but there have not been sufficient studies and assessments on the service quality of the lecture department and the impacts of this service on the training process and quality. training in general. Therefore, the research on services and service quality directly provided by the Lecture Hall Staff to learners is a study of practical significance, making a common contribution to the policy of innovation and quality improvement. Training and training support services of the school today.

Authors will use qualitative, analysis, synthesis research methods. Then, Among solutions is that It is necessary to regularly organize training courses and training courses on serving, communicating, and dealing with customers. Next, we demand that Lecture hall staff have a polite, courteous and friendly attitude, always smile when meeting teachers/students, and provide dedicated guidance when students/teachers search for lecture halls.

Key words: limitations, standards, development plans, lecture hall service, teachers

JEL: A2, A20

1. Introduction

Previously, in the field of education, the quality of training support services was not really concerned. Researches mainly focus on improving training quality with influencing factors such as programs, curricula, human resources, facilities, teachers, learners, training process... Meanwhile The problem that has a large and direct influence on the training process and quality is that the training support services have not been paid enough attention. From this perspective, the lecture service department is also considered as a training support service department and affects the quality of training.

Research question

- Evaluate limitations of lecture hall service in Vietnam?
- Solutions to overcome limitations and development plans for lecture hall service for teachers?

2. Literature review

2.1 Basic concepts

Some basic concepts

Customer at schools

An organization's customer is a collection of individuals, groups of people, businesses, etc., who have a need to use the company's products and desire to satisfy that need. Previously, when referring to customers, people only thought of those outside the organization that bought the goods that the organization provided. However, now the concept of customer has been extended into the organization. External customers are individuals and organizations that carry out transactions with an organization in many forms: face-to-face meeting, telephone transactions or online transactions. Customers are the owners of the business, they are the people who pay us by spending their money when using the products and services of the business. Satisfied customers are those who buy and receive products, services provided by the business. Customers have a choice, if our products and services do not satisfy customers, they will complain and can choose another supplier. According to the understanding here, the external customers of the lecture hall management department are the learners, who have to pay to enjoy the quality of the school's services, in which the quality of service in the lecture hall is an important part. important, has a great influence on the quality of training of the University

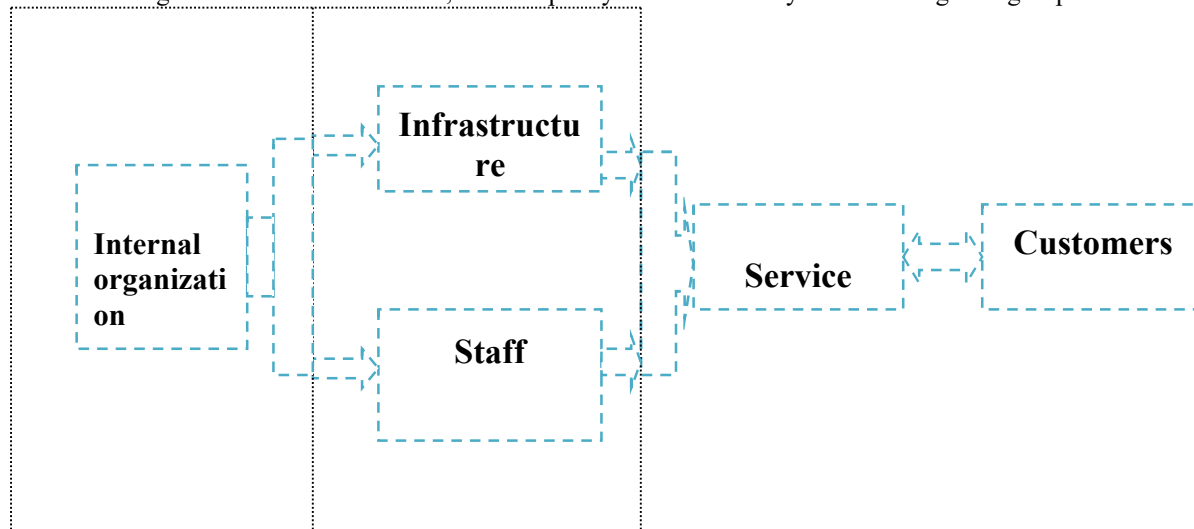
Internal customers are people who work in different parts of the organization, are employees of the company, they depend on the company, the products/services and information they need to complete your task. Although they are not traditional customers, they also need to be cared for, taken care of and treated like outside customers.

2.2 Previous studies

First, studies show that our management and education or research paths need to be improved (Thi Hang Nguyen, Van Huan Nguyen, Dinh Tran Ngoc Huy; 2021; Le, K., & Nguyen, M; 2021; DT Tinh et al, 2021; DTN Huy, 2015; PM Dat et al, 2020; TTH Ha et al, 2019; NT Hoang, DTN Huy, 2021; TDT Vu, DTN Huy, NTH Trang, NN Thach, 2021; PN Tram, DT Ngoc Huy, 2021).

Model SERVUCTION

According to SERVUCTION model, service quality is determined by the following four groups of factors:



Intangible

Tangible

Figure 1- Service Delivery Model SERVUCTION

Next we look at below table:

Authors	Year	Content, results
Lehtinen & Lehtinen	1982	define service quality to be assessed on two aspects, (1) the service delivery process and (2) the service outcome.
Gronroos	1984	also suggested two components of service quality, namely (1) technical quality, which is what the customer receives, and (2) functional quality, which interprets how the service provided.
Feigenbaum	1991	“quality is a customer decision based on actual experience with a product or service, measured against customer requirements, these requirements may or may not be true. stated, consciously or simply perceived, purely subjective or technical and always representing a dynamic target in a competitive market”.
Sherry et al.	2004	measured the expectations and feelings of local and foreign students about UNITEC Institute of Technology, Auckland, New Zealand with a 5-component

		Servqual scale with 20 observed variables. Research results show that the scale has good reliability and value with 5 components of 17 distinct parts like the original scale. All gaps between perceptions and expectations of the 5 components are negative and significant. This shows that UNITEC needs much improvement to improve the quality of education services.
Huong, L.T.T., Huong, D.T., Huy, D.T.N., & Thuy, N.T	2021	Education for students to enhance research skills and meet demand from workplace

(source: author synthesis)

Beside, Hang, N.T., Tinh, D.T., Huy, D.T.N., & Nhung, P.T.H. (2021) also pointed we Need Educating and training labor force Under Covid 19 for globalization demand.

According to ISO 8402, service quality is “the set of characteristics of an object, which give it the ability to satisfy stated or implied requirements”. Service quality can be understood as customer satisfaction measured by the difference between the expected quality and the quality achieved. If the expected quality is lower than the achieved quality, the service quality is excellent, if the expected quality is greater than the achieved quality, the service quality is not guaranteed, if the expected quality is equal to the achieved quality service quality is guaranteed.

Philip Kotler et al. (2005) defined service quality as the ability of a service to include overall durability, reliability, accuracy, ease of operation, ease of repair, and valuable attributes. other values to perform its functions.

3. Methodology

The author intends to use will use qualitative, analysis, synthesis research methods.

Then authors use dialectical materialism method to complete this paper.

Research objectives and content:

- Determining the factors constituting the service quality of the Lecture Hall Service/Staff
- Determining the factors affecting the service quality
- Proposing a number of measures to improve the service quality of the Lecture Hall Service/Staff to meet the needs of improving teaching quality and meeting the needs of learners.
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4. Main findings

4.1 Causes of Limitations of lecture hall service at schools in Vietnam

We see that Causes:

- The school has not paid much attention to the training and soft skills training for the teaching staff
- The school's inspection and examination of the lecture hall has not yet been focused. Every month, the School's inspection department organizes to check the working hours of officials and teachers, but has not yet checked the working hours of the lecture division.
- The staff of the lecture department is not highly qualified, the service work is mainly based on experience, not training.

Figure 1 - Lecture rooms



(source : noithatduckhang.com.vn)

4.2. Solutions to overcome limitations and development plans for lecture hall service for teachers

Because of above limitations we need to overcome them and propose some recommendations as follows:

Improve the quality of teaching staff

- Develop a reasonable monitoring, evaluation and reward mechanism to motivate people to work hard;
- Each staff on duty in the lecture hall has a job description with clear responsibilities, rights and obligations;

- Conduct ongoing training. It is necessary to regularly organize training courses and trainings on serving, communicating, and dealing with customers

Next, Improve the service process of the teaching staff

Building a culture of communication and behavior

Lecturer service staff is the part that has direct contact with teachers and students on a daily basis, the way they behave, speak or dress greatly affects the quality of service in the lecture department. Building a culture of interaction between lecture staff, students and teachers is really necessary. Attention should be paid to building a culture of communication and behavior between lecture staff, students and teachers. Expressed through words, communication, care and sharing, responsibility for work.

Next, to enhance lecture hall service quality, We can use below form at schools to collect ideas:

**QUESTIONS ON THE QUALITY OF SERVICE OF THE
 LEARNING DEPARTMENT
 SCHOOL NAME:.....**

Dear Sirs and Madams!

Currently, we are conducting a study on the service quality of the school's lecture department....

We look forward to receiving your cooperation with honest and complete answers to ensure highly reliable processing results, thereby offering solutions to improve the service quality of our lecture hall section.

Part I. Please indicate the extent to which you agree with the following statements regarding the service quality of the auditorium. For each statement, circle one of the numbers 1 to 5; By convention, the larger the number, the more you agree.

No.	Statements	Agree Level				
		Totally disagree	Disagree	Neutral	Agree	Totally agree
1	RELIABILITY					
1.1	Lecture service staff provide services on time.	1	2	3	4	5
1.2	The lecture hall staff did it right the first time.	1	2	3	4	5
1.3	Lecture hall staff are less likely to make mistakes when performing their duties	1	2	3	4	5
1.4	All services at the lecture hall are well served by the staff.	1	2	3	4	5
1.5	Staff/lecturers/students can easily meet lecture staff when needed.	1	2	3	4	5
2	GUARANTEE					
2.1	Lecture hall staff are familiar with the class schedule.	1	2	3	4	5
2.2	Lecture hall staff are familiar with the procedures for borrowing rooms, changing lecture halls, etc	1	2	3	4	5
2.3	Lecture hall staff have good communication skills.	1	2	3	4	5
2.4	Lecture hall staff have a polite, courteous and friendly attitude	1	2	3	4	5
2.5	Lecturers always smile when meeting teachers/students					
2.6	Lecture hall service staff provide dedicated guidance when students/teachers search for lecture halls					
2.7	Lecture hall staff always listen to customers' opinions					
3	TANGIBLE					

3.1	Lecture hall staff are politely dressed.	1	2	3	4	5
3.2	Lecture hall staff on duty does not work separately when on duty	1	2	3	4	5
3.3.	The facilities in the teacher's room are complete and comfortable	1	2	3	4	5
4	EMPATHY					
4.1	Lecture hall staff are interested in serving the needs of each staff member/lecturer/student	1	2	3	4	5
4.2	Lecture hall staff are available to support staff/lecturers/students when needed	1	2	3	4	5
4.3	Lecture service staff respects and listens to opinions from staff/lecturers/students	1	2	3	4	5
5	RESPONSIBILITY					
5.1	Auditorium staff provide services upon request	1	2	3	4	5
5.2	Lecture hall staff are available to answer questions from staff/lecturers/students	1	2	3	4	5
5.3	Lecture service staff quickly handle problems arising at the lecture hall.	1	2	3	4	5
5.4	Equipment in the classrooms is well guaranteed to serve teaching and learning	1	2	3	4	5
5.5	The opening and closing time of the lecture hall is according to the timetable of the school timetable and the time prescribed by the school	1	2	3	4	5

(source: author analysis)

5. Discussion and conclusion

We need to enhance Standards of conduct with customers at schools (including teachers, students, clients).

- Create a professional, dynamic and effective customer service style.
- Have a respectful, welcoming, friendly, considerate, close, dedicated and attentive attitude to customers;
- Know how to listen to customers.

Figure 2 - Develop smart learning rooms for learners



(source: author synthesis)

Finally, According to TCVN and ISO - 9000: Service quality is the suitability of products and services to satisfy stated or predetermined requirements of the buyer, the supplier must periodically review the quality requirements.

- Service quality is an abstract concept, difficult to grasp because of the unique characteristics of the service, the approach to quality is created during the service delivery process, often occurs in the meeting between customers. customer and employee, it is determined by the comparison between perceived service (P) and expected service (E):

+ Good service quality: If the perceived service exceeds customer expectations.

+ Satisfactory service quality: If the perceived service matches the customer's expectations.

+ Poor service quality: If the perceived service is below the customer's expectations.

Research limitation

Authors can make further researches on standards of lecture service of schools

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Conflicts of interest

There is no conflict of interest

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