

Discussing the Lecture Hall Service Department of National Economics University (NEU), Hanoi

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Abstract

The purpose of this study is to Evaluate the service quality of the Lecture Hall Service Department, National Economics University (NEU) and find out or suggest solutions to improve the service quality of the Lecture Hall Department, National Economics University in Hanoi Vietnam.

Authors use both qualitative and quantitative research methods. Specifically, conducting in-depth interviews with a number of managers directly and indirectly related to the Lecturer Hall Service Department to determine the constitutive factors and factors affecting the service quality of the teaching department. On the basis of that in-depth interview, complete the model, build a questionnaire to survey and collect data for quantitative analysis.

Among solutions is that we will recommend 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 hall staff, students and teachers.

Key-words: Lecture Hall Service Department, Staff, Service Quality, NEU, Hanoi.

1. Introduction

Our study purpose is to:

- Determining the factors affecting the service quality of the Lecture Department, National Economics University

- Evaluation of service quality of the Lecture Department, National Economics University, using the service quality gap model of Parasuraman (1985).

- Proposing a number of measures to improve the service quality of the Lecture Department, National Economics University to meet the needs of improving teaching quality and meeting the needs of learners.

In the current context, the issue of service and service quality has received great attention from researchers as well as in the practice of businesses or organizations. During the past two decades, many studies have been carried out, many models have been proposed to evaluate the service quality of an organization or business, thereby serving as a basis for further improving the service quality. services are provided to better satisfy the needs of customers including external and internal customers.

NEU University in Hanoi city Vietnam has been reconstructed to become a modern building.

Fig. 1 - NEU Buildings



(Source: internet)

2. Literature Review

In the world, there have been many researches on service and service quality, including typical models in service quality assessment such as:

Gronross (1984) model of service/functional quality assessment: According to this model, service quality is assessed by comparing the value that customers expect before using the service and the value. That customers receive when using the service. To measure service quality, Gronroos offers three criteria: technical quality, functional quality and image.

Service quality gap model of Parasuraman et al. (1985): These authors argue that service quality is the gap between customers' expectations (expectations) and their perceptions (perceptions) when using the service. Service quality model is built based on the analysis of service quality gaps. This section will be detailed in sections 7 and 9 below.

The antecedent and intermediate model of Dabholkar et al. (2000): This is a model that can be considered comprehensive in terms of service quality. In addition to providing a deeper understanding of service quality concepts, the model considers antecedent, intermediate, and outcome factors of service quality as factors that are considered antecedents. Improve service quality and the relationship between service quality and customer satisfaction and customer behavioral intentions.

3. Methodology

The author intends to use both qualitative and quantitative research methods. Specifically, conducting in-depth interviews with a number of managers directly and indirectly related to the Lecturer Hall Service Department to determine the constitutive factors and factors affecting the service quality of the teaching department. On the basis of that in-depth interview, complete the model, build a questionnaire to survey and collect data for quantitative analysis.

Questionnaire survey: The project plans to collect primary data through survey questionnaires. Specific quantities and ingredients are as follows:

- Officials and lecturers of faculties and subjects: 150-200 lecturers.
- Staff of the Lecturer Service Department: 20 employees of the entire department.
- Students/students of all systems: 250 – 300 people, of which only long-term students are surveyed (concentrated or unfocused).

After collecting and cleaning data, the project team processed and analyzed the data, including 124 questionnaires from officials and teachers; 20 votes from faculty staff and 222 votes from students of different systems.

4. Main Findings

4.1. Model with 5 differences of Parasuraman

The five-difference model is a general, theoretical model of service quality. To be practical, Parasuraman (1985) has tried to build a scale used to assess quality in the service sector. According to him, any quality service is perceived by customers based on the following 10 components:

1. Reliability refers to the ability to perform services appropriately and on time right the first time.
2. Responsiveness expresses the desire and willingness of service staff to provide services to customers.
3. Competence refers to the level of expertise to perform the service. The ability to serve manifests when employees interact with customers, employees directly perform services, the ability to research to capture relevant information necessary for serving customers.
4. Access refers to creating all favorable conditions for customers to access services such as shortening customer waiting time, convenient service locations and opening hours for customers.
5. Courtesy means warm service, respect and friendliness to customers.
6. Information (communication) related to communication, communicating to customers in a language they understand easily and listening to issues related to them such as explaining services, costs, resolving complaints.
7. Credibility speaks of the ability to create trust for customers, making customers trust the company. This ability is reflected in the name of the company, the personality of the service staff who directly communicate with customers.
8. Security refers to the ability to ensure the safety of customers, expressed through physical and financial safety as well as information security.
9. Understanding the customer (understanding/knowning the customer) is expressed through the ability to understand the needs of the customer through understanding the requirements of the customer, taking care of them personally and identifying the regular customers. Often.
10. Tangibles expressed through appearance, clothing the ten-component service quality model mentioned above has the advantage of covering almost all aspects of the service.

However, this model has the disadvantage of being complicated to measure. Furthermore, this model is theoretical, it is possible that many components of the service quality model do not achieve discriminant value. Therefore, these researchers have repeatedly tested this model and came to the conclusion that service quality includes five basic components, which are:

Reliability: Reflects the ability to accurately deliver the promised service. Ensuring reliable service is one of the basic expectations of customers.

- Responsibility: The willingness to actively help customers and provide service with enthusiasm. Ability to quickly recover in the event of a service failure.
- Guarantee: Is the performance of service in a polite and respectful manner to customers, good communication, care and confidentiality for customers.
- Empathy: Shows attentive care, personal attention to customers, including the ability to approach and make efforts to understand customers.
- Tangibility: The presence of working conditions, equipment, people and media.

4.2. Evaluating Service Quality of the Lecture Hall Department

The topic used has 5 criteria to evaluate service quality, which are:

- Reliability: Reflects the ability to accurately deliver the promised service.
- Responsiveness/Responsibility: Willingness to actively help customers and provide service enthusiastically. Ability to quickly recover in the event of a service failure.
- Guarantee: Is the performance of service in a polite and respectful manner to customers, good communication, care and confidentiality for customers.
- Empathy: Shows attentive care, personal attention to customers, including the ability to approach and make efforts to understand customers.
- Tangibility: The presence of working conditions, equipment, people and media.

When asked about the evaluation and ranking of the importance of each criterion to evaluate the service quality of the lecture department. Different subjects had different opinions, namely.

Table 1 - Assessment of Service Quality of Surveyed Subjects

Evaluation criteria	Meaning	Lecturer	Students	Lecture hall staff
Reliability	Provide services accurately and reliably.	19.4%	15.8%	40.0%
Assurance	Knowledge, skills, service attitude of employees.	16.1%	6.8%	25.0%
Tangibility	The external appearance of the service staff.	12.1%	9.0%	5.0%
Empathy	Refers to the employee's understanding and concern for customers.	20.2%	22.5%	10.0%
Responsiveness	Willingness to help customers and provide prompt service.	32.3%	45.9%	20.0%

(Source: author analysis)

5. Discussion

Evaluation of the service quality of the lecture department at the National Economics University.

5.1. Advantages

- Dedicated staff at work.
- The level of meeting the requirements of lecturers and students is good.

5.2. Disadvantage

- Not yet appreciated by teachers and students for reliability, assurance, and tangibles
- The coordination between the teams of the Equipment Administration Department in the service work in the lecture hall is still not good, the time to handle and fix the problems is still slow.
- There are still some staff who have not done all the responsibilities and tasks assigned by the department, do not really understand the meaning and importance of the need to improve the service quality of the lecture department, so they still work. not yet highly responsible, of a rough nature...
- The cleaning work in the lecture halls and toilets are still not clean, creating a bad assessment of the lecture department.

6. Conclusion

Kotler (2000) again defines satisfaction as a feeling of satisfaction or disappointment of a person as a result of comparing the actual received product (or outcome) in relation to expectations. their. Hoyer and MacInnis (2001) suggest that satisfaction can be associated with feelings of acceptance, happiness, help, excitement, joy.

Meanwhile, Hansemark and Albinsson (2004) put forward the view that customer satisfaction is a customer's overall attitude towards a service provider, or an emotional response to the difference between what customers anticipate and what they receive, with respect to the fulfillment of some need, goal or desire.

Hence Some solutions to improve the service quality of the lecture hall department at National Economics University.

- 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.
- Know how to listen to customers.

Finally, studies show that our university need to improve education, research and university management model (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).

Fig. 2 - New Century Building of NEU



(Source: internet)

Research Limitation

Authors can make further researches on standards of Research Institutes of University.

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Conflicts of Interest

There is no conflict of interest.

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