



DISCUSSION ON UNIVERSITY SERVICE QUALITY

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ABSTRACT

Universities and colleges, like enterprises, need to provide good service quality to customers (students). Excellent service quality can retain customers and acquire new customers (Kolter, 1991).

With the establishment of universities and colleges, students' choices of schools are becoming more and more diverse. With so many competitive pressures facing universities, the ability to attract students' willingness to study lies in the quality of the services they provide.

Improving the quality of university services is the goal of the joint efforts of all teachers and staff in the school. Implementing quality improvement and making students agree with the core value of school services is an important issue for the sustainable survival of the school.

KEYWORDS: service quality

LITERATURE REVIEWS

Crosby (1979) believes that quality is the result of the comparison between the customer's expected service and the actual perceived service. Juran (1986) believes that the performance of quality lies in whether it can meet the needs of consumers, so he advocates that quality is a kind of fitness for use. Gravin (1984) suggested that quality is subjective cognitive quality rather than objective cognition.

Related the service quality, Parasuraman et al. (1985, 1988) pointed out that, service quality is the degree of service quality produced in the process of delivery and interaction with service providers and consumers. The quality of service provided by customers is an overall evaluation of consumers for purchasing products or consuming services (Olshavsky, 1985).

In the field of schools, service quality mostly refers to teaching.

In terms of teaching quality, it is aimed at students of various backgrounds, providing the most appropriate courses from planning, professor's explanation to evaluation (Wilson, 1988). Travers (1981) thinks that different times have different requirements for teaching quality.

Sakthivel and Raju (2006) studied the TQM to measure the educational quality model, and developed seven dimensions to measure the educational quality of engineering students: support from senior managers, customer attention elements, curriculum delivery, communication, equipment, continuous improvement, learning environment.

Conrad and Wilson (1985) proposed that the six quality elements to measure educational quality include: faculty quality, student quality, curriculum quality, supportive service system quality (such as library, laboratory, equipment and physical landscape), financial resources, program implementation quality.

MEASUREMENTS VARIABLES

Many researchers proposed the variables or elements to measurement the service quality.

Sugimoto Tatsuo (1986) sorted out five types of service quality:

1. Internal Qualities: The quality content that the user cannot see, such as the usual maintenance work.
2. Hardware Qualities: The physical qualities that users see, that is, the quality of commodities, products or the decoration of service places.
3. Software Qualities: The soft qualities that users see, such as advertisements and computer systems.



4. Time Promptness: Refers to the time and speed of service, such as waiting time in line, repair time.
5. Psychological Qualities: Attach importance to the psychological level, such as polite correspondence and cordial service attitude.

Gronroos (1990) adopt the service quality is divided into two categories: technical quality and functional quality:

1. Technical Quality: Refers to what is delivered by the service. It is related to the result after the customer accepts the service and belongs to the output dimension.
2. Functional Quality: Refers to how it is delivered by the service. It is related to the way the service is delivered and belongs to the process dimension.

Juran (1974) divides service quality into five categories according to its utility and impact on users:

1. Internal Quality: The quality that the customer cannot see; such as the full function of the facilities and equipment, and whether the maintenance work is complete, etc.
2. Hardware Quality: The physical part of the service, such as the brightness of the lighting
3. Software Quality: Such as computer errors, waiters delivering the wrong items.
4. Time Promptness: Such as the waiting time for receiving services, etc.
5. Psychological Quality: Such as attentive service, friendly smile and so on.

Students are like customers of the school. Oakes (1986) believes that the indicators of educational input include: finance, material and other resources, teacher quality and student background; the indicators of educational process include: school background and organization, curriculum, teaching and teaching quality; the indicators of educational output include: students' Achievement, participation, dropout rates, attitudes and aspirations.

Thus, the items that affect teaching quality include:

1. Financial, material, and other resources;
2. Teacher quality;
3. Student background;
4. School background and organization;
5. Curriculum and teaching quality.

Dwyer and Stufflebeam (1996) pointed out that teachers' teaching quality indicators include the following eight standards:

1. teaching methods are appropriate;
2. flexible and evaluable; have the ability to align teaching topics with teaching plans and learning activities;
3. effectively communicate teaching goals ;
4. the knowledge and enthusiasm for professional teaching;
5. actively promote the learning experience through teacher-student interaction;
6. a clear and respectful attitude towards students;
7. use feedback as a teaching direction to guide learning and provide a basis for improving teaching;
8. appropriate and fair assessment with grading.

QUESTIONNAIRE RESEARCH IN THE FUTURE

The improvement of the overall quality of education depends on the school's educational function. Check whether the education provided meets the needs of those who need it, and provides learners with a comparable educational quality. Including the entire education service system, service quality, how learners learn. In addition, how do learners integrate with the industry in the external environment after completing their studies and graduation, and how the industry recognizes and is satisfied with these people.

Therefore, the inspection of school service quality requires a considerable inspection mechanism to constantly reflect on and deal with the quality problems of this system.



Customer-oriented school service quality measurement has not yet established a set of models. Universities are facing a serious trend of declining birthrate, and students are regarded as customers, which is an issue that school administrators must pay attention to that.

According to above literature description, this study will take university students as the research object, and issue questionnaires to test their cognition of the service quality provided by the school. Subsequent research results will be provided to schools as suggestions for school quality improvement.

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