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Protecting Students-Consumers Interests in Universities and Colleges

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Abstract

This study will investigate ways in which universities and colleges can better protect the interests of their student customers by creating a new learning environment and improving the quality of the services provided to students in lecture halls. The ultimate goal of this research is to increase student satisfaction as customers. The authors of this research derive certain educational lessons for students in Vietnam and other developing markets based on their observations, experiences, synthesis analyses, and dialectical approaches. According to the findings of this survey, students are the universities' primary customers. The level of happiness a company's customers feel may be directly attributed to the quality of the service provided. Customers will first have a positive impression of a company if the service provider gives them with high-quality items that are able to fulfill their requirements.

Introduction

According to Vannier & O'Sullivan (2018), satisfaction is defined as the sensation of contentment or discontentment experienced by a person as a direct consequence of evaluating the degree to which the actual product (or outcome) meets or falls short of their expectations. According to Ladhari & Tchetgna (2017), a sense of fulfillment may be linked to emotions such as acceptance, happiness, feeling helpful, enthusiasm, and joy. In the meanwhile, Fernandes & Pedroso (2017) presented the viewpoint that customer satisfaction is the total

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attitude that a consumer has toward a service provider. Or, it may be seen as an emotional reaction to the disparity between what consumers expect and what they actually get in relation to the satisfaction of a need, objective, or desire.

Therefore, the amount of satisfaction is a function of the disparity between the outcomes that were really obtained and the ones that were anticipated (Liao et al., 2017). Customers might fall into one of these three categories regarding their degree of satisfaction. In the event that the performance falls below what was anticipated, the customer's needs will not be met. If the actual outcomes of the performance are in line with the forecast, the client will be happy with the purchase (Otto et al., 2020). If the real outcomes are better than expected, the consumer will be overjoyed and very happy with the purchase.

Then, Jones (2019) as this paper demonstrates, Protecting Students' Interests in Universities and Colleges Via Enhancing the Quality of Lecture Hall Services for Students (Increasing Their Satisfaction), and as a result, We Conducted This Study with an Introduction, the Research Issues, a Literature Review, and a Methodology, followed by a discussion, a conclusion, and some suggestions (Hamidi & Chavoshi, 2018).

Review of Literature

According to Kahu et al. (2017), a significant amount of literature has been produced on the difficulties that first-year college students experience. The purpose of this research is to contribute to the existing body of knowledge by investigating student interest, which is known to be connected with perseverance and learning. This research investigates the factors that lead up to a student's interest by using data from a qualitative study that tracked 19 students during their first year at a remote Australian institution (O'Sullivan et al., 2018). The results of this study were used to assess student interest. The findings indicate that the students' preexisting interests and ambitions combine with the educational environment to produce situational interest in the students. The enhancement of behavioral and cognitive engagement brought about by situational interest ultimately results in improved learning and grades (Kiili et al., 2021). It has been shown that the perceived relevance of the educational activity is a particularly crucial factor in determining the degree to which a student would be interested in the material. When trying to understand the connections between student interest, the teaching environment, and student engagement, other key aspects to consider are the students' feelings, their sense of self-efficacy, and their sense of belonging to the group (Kahu & Nelson, 2018).

It has been discovered that student interest and student engagement are essential communication-related attributes that are connected to student classroom outcomes such as student learning and student retention (MacLeod et al., 2019). This multidisciplinary research utilizes a student characteristic approach to better understand how to best encourage both student interest and engagement in the classroom (Gillen-O'Neel, 2021). The study employs student identity development as well as personality components. It was revealed that the degree to which students explored their identities was a favorable predictor of their cognitive engagement in the material covered in classes (McLean et al., 2018). Both student interest and student engagement with the material covered in a course were shown to be positively correlated with a student's level of demand for cognition, which is a personality trait. Discussion is held on the implications this finding has for future study, including scale development.

According to De Gregorio (2021), public law already safeguards the right to freedom of speech and guarantees that it may be used to its full potential on a global scale. In addition, Hoa et al. (2021), addresses a case study of the Thanh Nien newspaper (thanhnien.vn) and make suggestions for editorial standards for newspaper writers and editors. In addition, we provide

some recommendations for the instruction of students, particularly at the area of journalism in academic institutions, as well as some strategies for dealing with crimes committed over the internet (Abbas et al., 2019).

Interest is a potent motivating process that animates learning, directs academic and professional pathways, and is necessary for academic achievement (McDavid et al., 2020). The psychological condition of attention and emotion toward a specific item or subject is referred to as interest, and interest also refers to the persisting inclination to reengage over the course of time. The four-phase model of interest development is a guide for interventions that encourage interest and capitalize on interests that are already present (Wulff et al., 2018). This model integrates the two definitions of interest. There are four treatments that tend to be beneficial in raising interest: attention-getting settings, contexts eliciting previous individual interest, problem-based learning, and improving utility value. Students may have a more engaged and motivated learning experience overall if their interests are supported and promoted (Harackiewicz et al., 2016).

Customers who purchase and receive the goods and services offered by a company might be considered to be satisfied with the company's offerings. Customers have options; if they are unhappy with the quality of our goods and services, they have the ability to go with a different provider or file a complaint with us (Lysenko-Ryba & Zimon, 2021). Learners, who are required to pay in order to enjoy the high quality of services provided by the educational institution, of which the high quality of service provided in the lecture hall is an integral part, are considered to be the external customers of the department that is in charge of managing the lecture halls. Significant, having a major impact on the educational opportunities provided by the university (Tomlinson, 2017).

Methods

Within the scope of this investigation, researchers shall be using the dialectical technique. The writers also draw on their own personal experiences, observations obtained via the use of a case study as an example, and numerous other qualitative research processes such as synthesis, explanation, and inductive methodologies.

Results and Discussion

Protecting students-consumer interests in universities

We watch as the NEU institution constructs new buildings in an effort to improve the happiness of its students. The whole structure is designed in an excellent French design style, and it has rooms that are airy and well-lit, classrooms that are up to date and plush, and staircases that provide access to all floors. No surprise there isn't a line out the door to view the A2 lecture hall at the National Economics University, which is the university's spanking new "building of the century." Within the framework of this research, the first thing that has to be done is to improve the service that is provided to students in lecture halls at universities.

Take, for example, the situation with NEU university in Hanoi. The first thing that the manager of the lecture hall is responsible for is getting the plan to utilize the lecture hall from the training unit in the school or from the head of the relevant department. Students or teachers will be required to write an application to register for make-up classes, supplementary study, exam system, implementation of internship plans, and other similar activities that are not included in the plan from the beginning of the semester or the beginning of the year that was approved by

the Board of Education (Torres et al., 2019). sign to use the lecture hall (according to the form specified by the University), then go to the room leader to confirm, and if the room leader gives permission, he will proceed to the lecture hall to check in the room and the equipment associated with the lecture hall. microphone, control for the projector, and control for the air conditioner

If an individual or organization wants to rent a lecture hall, the tenant must first meet with the manager of the lecture hall to determine whether or not the classroom is available. Next, the tenant must meet with the head of the Equipment Administration Department to confirm that the room has been rented. After that, go to the department of finance to make the required payment of money before proceeding to the staff of the lecture hall to check in. The procedure for borrowing a classroom that is not part of the present timetable is complicated, and it requires a significant amount of time due to the amount of time spent waiting and traveling, as determined by the pupils. There is a consensus among a number of individuals that the institution's existing system for renting out lecture rooms needs to be revised in order to make the procedure less complicated and more user-friendly. Even though the school already has lecture management software, it is practically never utilized by students or professors since its usage is inefficient. This is because many training units take a long time to enter data and schedule information because of the program used in the registration process for the purpose of renting out lecture halls.

Second, in order for the technical duty department to carry out its duties, it is necessary, first and foremost, for instructors or students to report broken or malfunctioning lecture equipment to the staff of the relevant lectures. The technical department is notified by the lecturer to solve the issue. In the event that the members of the technical staff are unable to resolve the issue, it is required to seek assistance from the head of the group or the assistant head of the lecture hall.

It is the responsibility of the employees working in the lecture rooms to provide drinking water to the lecturers at the appropriate times; Keeping the teacher's water room clean; opening and locking classroom doors at the beginning and end of the school day; cleaning the teacher's office; Notify the leader of the aberrant scenario that has occurred in the lecture hall, and notify the technical department of the condition of any malfunctioning equipment; On duty, you are responsible for managing the assets and equipment of classrooms and water rooms; Check the status of each class at the beginning of each period, and if any of the classes are not studying and there are no students in the room, lock the door and switch off all of the electrical equipment in the space. At the moment, members of the lecture staff work in shifts, with the morning shift lasting from 6:45 a.m. to 12:15 p.m. and the afternoon shift running from 12:30 p.m. to 9:30 p.m. Each member of the lecture staff is allocated to a particular location.

In the meanwhile, additional research has shown that customer happiness and service quality are not the same thing, despite the fact that they are strongly associated to one another. This is despite the fact that customer happiness and service quality are closely related to one another (Mensah & Mensah, 2018). Service quality is the primary driver of customer satisfaction since it is intrinsically linked to the actual delivery of the service, in contrast to customer contentment, which can only be evaluated after the fact that it has been used. Huang et al., (2019) reached the conclusion that a high quality of service has a direct correlation too pleased customers as a result of the outcomes of the study that they conducted. According to Pakurár et al., (2019) the quality of the service provided is both a significant factor in overall customer satisfaction and one of the key factors that determine overall satisfaction.

According to Lien et al., (2010) individual consumers often have distinctive perspectives about quality. As a consequence, including customers in the formulation and evaluation of quality

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standards for services is very important. In the service business, quality is measured by how the customer evaluates the product or experience being provided. To put this another way, the evaluation of the quality of the service is dependent on how the customer sees it in connection to the particular demands that are placed on them by their own unique circumstance (Thomann et al., 2018).

Conclusion

In a nutshell, the quality of the service provided is a component that has a significant impact on the level of client satisfaction. Customers will first have a positive impression of a company if the service provider gives them with high-quality items that are able to fulfill their requirements. Therefore, in order for companies to increase the happiness of their customers, they need to enhance the quality of the services they provide. To put it another way, the quality of the service provided and the level of customer satisfaction have a tight connection, with the quality of the service being the primary factor that affects the level of customer satisfaction. The majority of research relating to customer satisfaction focus on determining the nature of the link that exists between these two aspects.

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