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Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

NGUYEN HOANG VAN

Improving Parent-teacher Communication through Service Design

Case: Hai Ba Trung Inter-level School in
Vietnam

DEGREE PROGRAMME IN INTERNATIONAL BUSINESS
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ABSTRACT

Nguyen, Hoang Van

Improving Parent-teacher Communication through Service Design for Hai Ba Trung Inter-level School in Vietnam

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This thesis was aimed to find solutions to improve parent-teacher communication methods through service design for a client company called Hai Ba Trung Inter-level School, an educational institution providing services from primary to upper secondary schools in Haiphong, Vietnam.

The main goal of this thesis is to identify the strengths and limitations that schools are currently facing in the communication process between parents and teachers. The author proposed solutions through service design to improve the service experience of stakeholders. This study utilized a mixed-method research design, which involved qualitative and quantitative approaches. Data collection was conducted using multi-method qualitative research, focusing primarily on qualitative research, and using quantitative methods to support qualitative data. Customer interviews were conducted using structured interview techniques. Additionally, a digital survey was conducted for 50 participants, including teachers and parents of Hai Ba Trung school, and the data collection will be studied in this thesis.

Customer journey maps, blueprints, and solutions were tailored to align with the specific requirements of the school and were developed through extensive collaboration with the client company. It is expected that the client company can improve their current communication methods situation with the help of this thesis, which will create positively impacting the satisfaction of parents and teachers, ultimately increasing the competitiveness of the school.

Keywords: Service design, Communication, Education, Vietnam

FOREWORD

The journey to completing this thesis has been both challenging and rewarding, and I am profoundly grateful to many individuals and institutions who have supported me along the way. First and foremost, I would like to acknowledge the invaluable contribution of my supervisor. Her dedication, insightful feedback, and unwavering patience were instrumental in guiding me through this process. Her willingness to invest her time and effort into providing detailed critiques and suggestions greatly enhanced the quality of this thesis.

I would also like to express my deep gratitude to Hai Ba Trung Inter-level School for their instrumental role in supporting and facilitating my research. The school's willingness to allow me to work as a trainee and their active cooperation in my data collection efforts provided a solid foundation for my research. Without their openness and assistance, this thesis would not have been possible.

Furthermore, I want to extend my heartfelt thanks to all the parents, teachers, and staff members who participated in the digital surveys and interviews. Their willingness to share their experiences and insights enabled me to gather the necessary data swiftly and effectively.

In addition, I utilized AI tool "Grammarly" to ensure the paper had correct grammar, spelling, and style.

This thesis represents not only my academic endeavours but also the collective effort and support of many dedicated individuals. It is my hope that the findings and recommendations presented herein will contribute significantly to improving parent-teacher communication, ultimately benefiting the educational experience of pupils at Hai Ba Trung Inter-level School and beyond.

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1 INTRODUCTION

Sufficient communication between parents and teachers is a cornerstone of a thriving educational environment, fostering collaboration and enhancing the overall learning experience for pupils. In the dynamic landscape of education, where the roles of parents and teachers are increasingly recognized as pivotal, the need for streamlined and efficient communication channels becomes imperative. This thesis explores the prospect of enhancing parent-teacher communication through the lens of service design, with a specific focus on Hai Ba Trung Inter-level School in Vietnam.

Hai Ba Trung Inter-Level School (HBT School), an educational institution located in Haiphong City, Vietnam, serves as the background for this study. It is a private educational organization providing education services from primary, secondary, and upper secondary schools. They were founded in 2010, and in 2019, they have 540 pupils and 56 staff and teachers. The school's mission is that Hai Ba Trung Primary - Middle - High School is an effective educational system where schools and families join together to create a comprehensive and liberal educational environment for pupils (Hai Ba Trung Inter-level School's website). This study acknowledges Hai Ba Trung Inter-level School's pivotal role in shaping its pupils' educational journey. It seeks to contribute to the ongoing discourse on optimizing parent-teacher communication.

2 RESEARCH PROBLEMS AND CONCEPTUAL FRAMEWORK

2.1 Research problems

For the last 13 years, Hai Ba Trung (HBT) Inter-level Schools have relied on traditional methods of communication, such as in-person meetings, calling and social networks, for exchanging information about pupils' learning progress. However, to improve the effectiveness and efficiency of communication between parents and teachers, HBT school is exploring a better service solution.

The central research problem addressed in this thesis revolves around identifying and implementing effective strategies to improve communication between parents and teachers. By leveraging service design principles, service design communication, the author aim to create a more accessible and responsive communication system tailored to the unique context of Hai Ba Trung Inter-level School. This research aims to enhance pupil overall educational experience by fostering a collaborative environment between parents and teachers.

2.2 Research questions

Facilitating efficient communication between parents and teachers is crucial for establishing a supportive and conducive learning environment of pupils. However, achieving this in the context of Hai Ba Trung (HBT) Inter-level School in Vietnam poses distinctive difficulties and opportunities. It is crucial to address the following research questions focused on enhancing parent-teacher communication at Hai Ba Trung School.

- What is the current situation of parent-teacher communication at Hai Ba Trung multi-level school in Vietnam?

In order to improve parent-teacher communication, it is crucial to have a clear understanding of the current state. This process covers assessment of communications in the organization with consideration made on the techniques used, frequency and level of effectiveness. By doing so, the author can identify the strengths, weaknesses, and areas that should be enhanced. This question plays an important role as the study's initial step to determine the need for an upgrade and to gather data for subsequent investigations.

- What an improved and fit-for-purpose communication process could look like for HBT School?

This question is aimed at answering one of the goals outlined for the thesis, which is to develop an effective communication system in response to the needs and context of HBT School. By envisioning an ideal communication process, the researcher can set benchmarks for enhancing the situation and develop strategies to cover the gap between current situation and desired outcome. This entails consideration of factors such as cultural background, the available technology, parent and teacher preferences.

- What are effective service solutions to coordinate with teachers and parents to implement?

It is crucial to identify areas that need improvement and implement practical solutions that improve communication between parents and teachers. The third research question is focused on creating actionable strategies and interventions that address the challenges identified in the previous two research questions. By having both teachers and parents in the implementation process, we can manage to identify effective, feasible and appropriate solutions for all stakeholders.

In summary, these research questions give a broad guideline on how to carry out research that will help in improving parent-teacher communication in HBT School. Thus, in revealing and analyzing the current state of the problem, defining an ideal image of the situation and suggesting possible scenarios for

practical changes, this thesis attempts to make a beneficial improvement toward increased cooperation and caring in the educational process for all stakeholders.

2.3 Boundaries of the research

Several boundaries have been defined for the purpose of clear and objective workflow of the research. One of these boundaries is related to a breakdown of cost and benefits as per proposed solutions. While the thesis acknowledges the importance of discussing potential costs and benefits, a comprehensive financial analysis is deemed beyond its scope due to the complexities and time-consuming.

Another boundary concerns the coverage of teacher training and professional development programs. Although the significance of teacher training for effective communication is recognized, the research is not positioned to delve deeply into the intricacies of training program development. Instead, it aims to recommend areas for improvement while refraining from extensive exploration in this regard.

Lastly, legal and ethical aspects, particularly data privacy and consent concerning parent-teacher communication, are considered essential considerations. However, the thesis opts not to engage in in-depth legal analysis due to the specialized nature of this topic. Instead, it maintains a more generalized focus on designing effective communication strategies and systems while recognizing the broader ethical implications.

These defined boundaries ensure that the research remains manageable, goal-oriented, and relevant to its central objectives. Overall, this research provides valuable insights into the development of communication strategies that can improve the quality of parent-teacher communication.

2.4 Conceptual framework

The conceptual framework was established to illustrate the relationships between the research questions mentioned in chapter 2.2 and the elements to be addressed in the thesis. It also serves as a guideline along the thesis process.

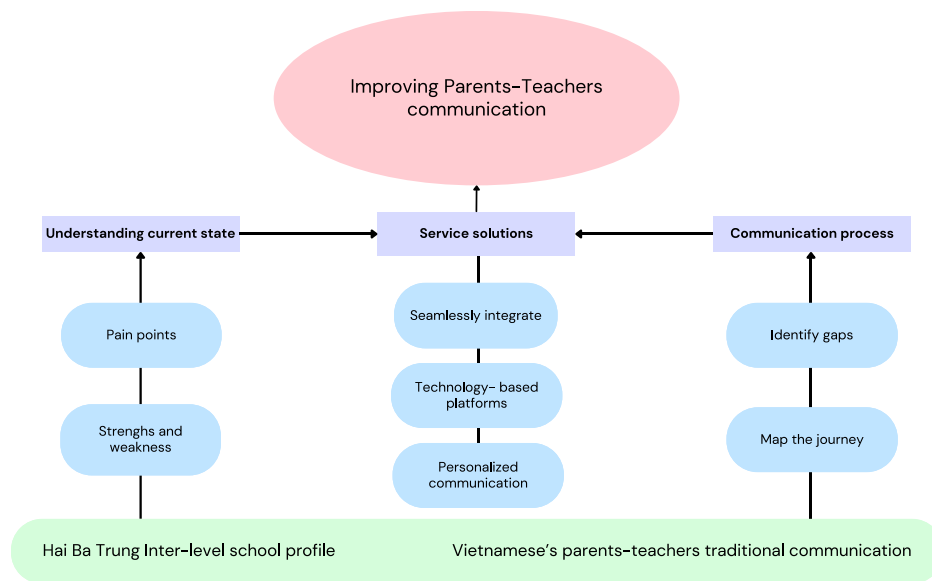


Figure 1. Conceptual framework

The Figure 1 presented illustrates the three main subjects that the case company focused on: current state, communication process, service solutions. Each subject has a couple of key components represented in light blue shapes underneath it.

In addition to these subjects, the profile of Hai Ba Trung Multi-level school and Vietnamese parent-teacher communication culture, depicted in a light green rectangle, played an important role in the research findings and evaluation. The research started with background information and supportive data at the bottom and moved upward towards concrete findings and conclusions on the main subjects.

3 SERVICE DESIGN

Definition of service design comes from Stephan Moritz: “Service design helps to innovate (create new) or improve (existing) services to make them more useful, usable, desirable for clients and efficient as well as effective for organizations. It is new, holistic, multidisciplinary, integrative field” (Moritz, 2005). For Birgit Mager (2009), “service design aims to ensure service interfaces are useful, usable and desirable from the client’s point of view and effective, efficient and distinctive from the supplier’s point of view” . In general, service design constitutes a strategic methodology focused on comprehending customer demands and anticipations, and crafting services that effectively meet those needs. Moreover, it aids organizations in refining their current services to be more pragmatic, user-centric, and attractive to consumers, thereby boosting operational efficiency and efficacy.

The concept of services and service-related activities has existed throughout human history. In other word, service design is a new field of knowledge. In the early years, designing a service was thought to be part of the domain of marketing and management disciplines. Service design plays a role in the service industry as it helps businesses create solutions and enhance experiences for both customers and service providers. By embracing service design principles businesses can gain insights into their customer’s needs and expectations allowing them to create services that effectively cater to those demands. This approach can result in customer satisfaction increased customer loyalty and a robust competitive advantage within the service industry (Shostack, 1982).

Service industry fluctuates worldwide all the time. According to recent data from the World Bank, the service industry accounted for 63.9% of the world's gross domestic product (GDP) in 2021, compared to 62% in 2011. This indicates a steady increase in the importance of the service industry in contributing to global economic development (World Bank, 2023). In Vietnam specifically, the service industry accounted for 41.3% of the country's GDP in

2022 (Statista Research, 2023). This significant share highlights the potential and relevance of the service industry in Vietnam's economic growth. With advancements and expanding globalization, the service industry is poised for continuous growth and transformation presenting new opportunities for both customers and providers.

Competition within the service industry is getting stronger as more businesses enter the market looking for customer attention. For instance, there has been an increase in educational institutions, in Vietnam each year as they strive to attract pupils. According to the statistics from the Vietnamese Ministry of Education, there are currently 685 general education institutions in the country, and the city of Haiphong has 25 private secondary schools with 15,087 pupils in 2021 (Huong, 2022). This increasing number of private education institutions reflects the growing demand for high-quality education services and the fierce competition among these institutions to differentiate themselves and attract pupils. In such a competitive landscape, investing in service design becomes essential for companies to ensure their services stand out and surpass the offerings of their competitors.

3.1 Service design thinking

Service design thinking principles, as outlined by Stickdorn and Schneider consist of five guidelines aimed at helping designers craft and deliver services. These principles encompass user centeredness, co-creating, sequencing, evidencing and holistic thinking. Embracing these principles enables businesses to delve deeper into their customer's needs and preferences engage them in the design process create service experiences offer proof of value and consider the interconnected nature of different touchpoints along the service journey (Stickdorn & Schneider, 2011, p.36-45). With the constant evolution of digital technology, users now expect companies to prioritize convenience and remove barriers to maximize their experience. (Interaction Design Foundation – IxDF, 2016)

The primary principle emphasizes designing services, with a user approach that prioritizes experiencing services from the customers perspective. Creating *user centered* services involves prioritizing the customer throughout the design process. This includes grasping their needs, preferences and expectations to develop services that cater to them effectively. (Stickdorn & Schneider, 2011, p.36, 37)

The second principle is to be *co-creative* and involve all stakeholders, in the service design journey. By engaging everyone involved, organizations can benefit from a variety of viewpoints and insights leading to solutions that meet everyone requirements. It also helps in understanding the customer experience, identifying pain points and crafting an efficient service design. (Stickdorn & Schneider, 2011, p.38, 39)

The following principle is referred to as sequencing. It is known as process of visualizing a service as a series of interconnected actions, such as using customer journey maps or blueprints. Sequencing facilitates the stakeholder's comprehension of the causal relationship between tasks performed in the service process. By presenting services as a series of steps, stakeholders can grasp how each action impacts the customer journey. (Stickdorn & Schneider, 2011, p.40, 41)

The fourth principle is evidencing, which refers to the process of representing intangible service using physical artifacts. This approach aids in understanding the service's components and how they contribute to the overall customer experience. Additionally, evidencing can help identify any gaps or inconsistencies in the service delivery process, allowing for targeted improvements and a more seamless customer journey. (Stickdorn & Schneider, 2011, p.42, 43)

The final principle emphasizes the significance of taking into account the complete service environment and it is called *holistic*. By considering the service environment, designers can ensure that their services are tailored to suit locations and weather conditions where they will be implemented. This comprehensive strategy contributes to creating a seamless and delightful customer journey by considering factors that could affect service satisfaction. (Stickdorn & Schneider, 2011, 44, 45)

3.2 The Double Diamond Service Design Process (2019 version)

The initial stage of the service design process involves creating the process itself, which is influenced by the specific circumstances of the service being developed and differs from one project to another. The first Double Diamond was introduced by the Design Council- the company design council in 2004. The framework enables firms to include design attributes in order to discover creative solutions and novel ideas. The Design Council redesigned and developed the new Double Diamond design thinking process in 2019, which is a non-linear framework for guiding service design projects (The Design Council, 2019). The four steps in The Double Diamond are Discover, Define, Develop, and Deliver which guide the design process from identifying the problem to creating a solution.

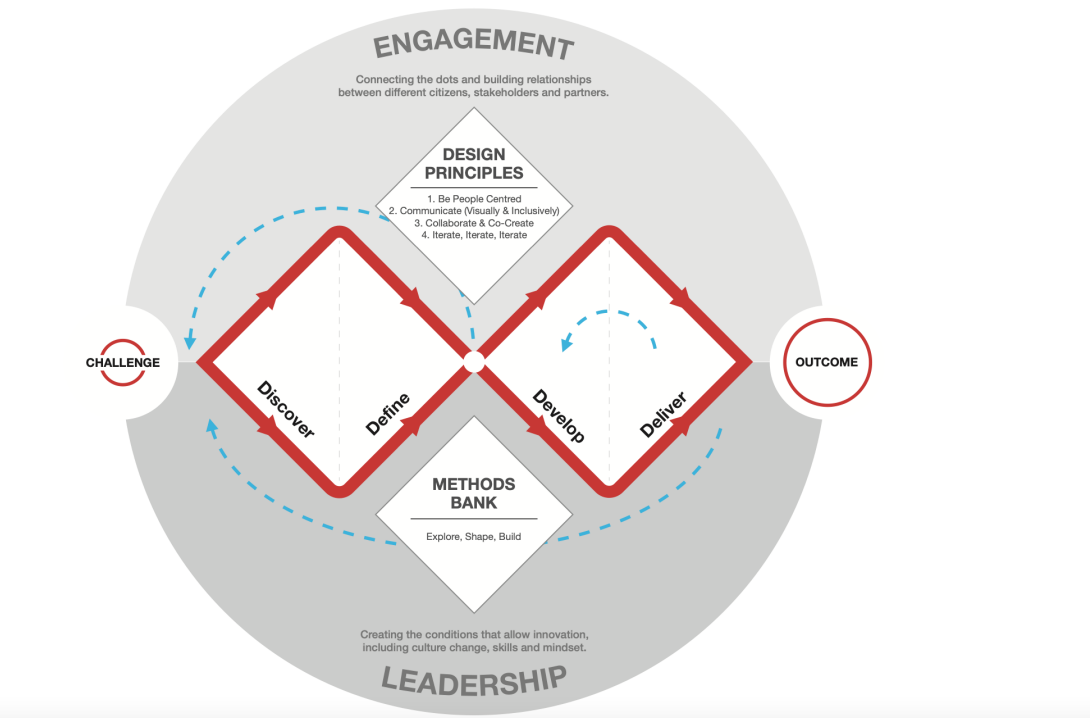


Figure 2. The new Double Diamond Design Process Framework (The Design Council, 2019)

In the problem space, the *Discover stage* involves the team examining the root cause of a problem and applying field research to understand the design challenge. The *Define stage* narrows ideas into a clear problem definition, leading to prototyping and testing steps. After that, the solution space framework begins with the *Develop step*, where teams create prototypes and test them with end-user involvement. At the end of the process, *Delivery*, user feedback and expertise evaluation are collected to improve future versions, and ideas are narrowed to a final product. (The Design Council, 2019)

In the new version of the Double Diamond framework, the entire process begins with a challenge and ends with an outcome that takes place in a collaborative environment that connects team members, consumers, stakeholders, partners, and leadership on the other end. The framework considers the inherent qualities of the organizational structure and places design attributes at the core of the process (Garofalo & Designorate, 2023).

Within this framework, the team has the flexibility to return to the Discover stage if they believe that further information is necessary to establish a precise problem definition. In addition, they have the ability to transition from the delivery phase to the development phase if the product testing reveals the necessity for additional prototypes. In the end, the Discover phase relays consumer feedback for future product improvements. (The Design Council, 2019)

The framework also emphasizes the importance of collaboration and communication among team members throughout the entire process. This ensures that everyone is aligned and working towards the same goals, leading to a more efficient and effective product development cycle. Additionally, by incorporating feedback from consumers during the Discover phase, the team can gain valuable insights that can inform future iterations of the product, ultimately resulting in a better end product for customers. (Garofalo & Designorate, 2023)

4 COMMUNICATION IN SERVICE DESIGN

Communication is a process involving the exchange of information, thoughts and emotions among individuals. It surpasses message transmission and necessitates that the recipient grasps the message. Effective communication entails using concise and suitable language for the audience. It's a two way street involving both a sender and a receiver. Ideally communication should be reciprocal to facilitate idea exchange. This demands attentive listening and constructive response to feedback. (Leagans, 1961)

In service design, it is a powerful tool that shapes user experiences, fosters collaboration, and leads to successful service implementation. Sufficient communication is the cornerstone of service design, impacting every stage of

the process from understanding user needs to ensuring successful service adoption (Zsifkovits, 2022).

Effective communication allows service designers to gain a deeper understanding of users by decoding the messages they encode about their needs, preferences, and pain points. This exchange of information allows designers to empathize with users and create services that truly address their challenges. Clear communication acts as the glue that binds stakeholders together, including service providers, policymakers, and community representatives (Zsifkovits, 2022) . By involving stakeholders in dialogue, designers ensure agreement on project objectives and foster a cooperative atmosphere. This collaborative exchange of ideas can result in co creation, where users, designers and stakeholders work together to innovate service solutions.

Communication plays a role at all stages of the service design process. User centric design, a principle of service design heavily relies on communication with users throughout. Communication facilitates the creation of service blueprints, detailed diagrams outlining service touchpoints and interactions, ensuring all parties grasp the user experience journey. During prototyping and testing phases, clear communication with users ensures valuable feedback is incorporated into service iterations. Finally, effective communication management strategies during service implementation are crucial for successful adoption and long-term success. (Forlizzi & Zimmerman, 2023)

Communication in service design goes beyond simply conveying information. For example, in educational contexts, if a child provides feedback that they are struggling to navigate the online learning platform, the institution can use this information to improve the platform's user interface and provide additional training or resources to help pupils navigate the platform more easily. The entire journey of service involves a flow of communication starting from creating awareness and demand, for services even before they are used to improving user experiences and encouraging the adoption of behaviours while using the service and finally providing support and follow up to sustain

behaviour change after the service is completed. This comprehensive approach ensures that communication effectively reaches individuals, communities and service delivery systems thereby maximizing the impact of the services provided. (Forlizzi & Zimmerman, 2023).

In summary, effective communication serves as the cornerstone for services. By promoting user comprehension, fostering collaboration among stakeholders, and facilitating all stages of the design process, impactful communication enables service designers to develop solutions centered around users that truly make a difference in people's lives.

5 TOOLS TO ANALYZE DATA

This section provides information on the theoretical framework of the business analysis tools utilized in this research. The tools are designed to assist the firm in effectively visualizing and utilizing the collected data to achieve the study objectives. The tools include SWOT analysis and customer journey map analysis to understand the business's current situation better. The other tool to be utilized is the service blueprints, which visually represent the complete relationship between customers and service providers.

5.1 Service blueprints

The Service Blueprint is an extensive tool that allows for detailed user journey charting, identifying each stage and incorporating many touchpoints. The tool contains precise information regarding the elements, experiences, and delivery in which the service is provided (Polaine, Lövile & Reason 2013, p.93). This tool is essential for businesses to understand the customer experience and make improvements where necessary.

To enhance comprehension, the figure below shows a simple service blueprint template by Andrew Polaine. The template comprises five distinct stages arranged in the top row: aware, join, use, develop, and leave. Beneath these channels are a range of touchpoint channels, with the backstage activities occupying the bottom row. The primary objective of the design is to delineate the service experience by encompassing all individuals engaged in the utilization and provision of services across various intervention channels (Polaine, Lövile & Reason 2013, p.94).

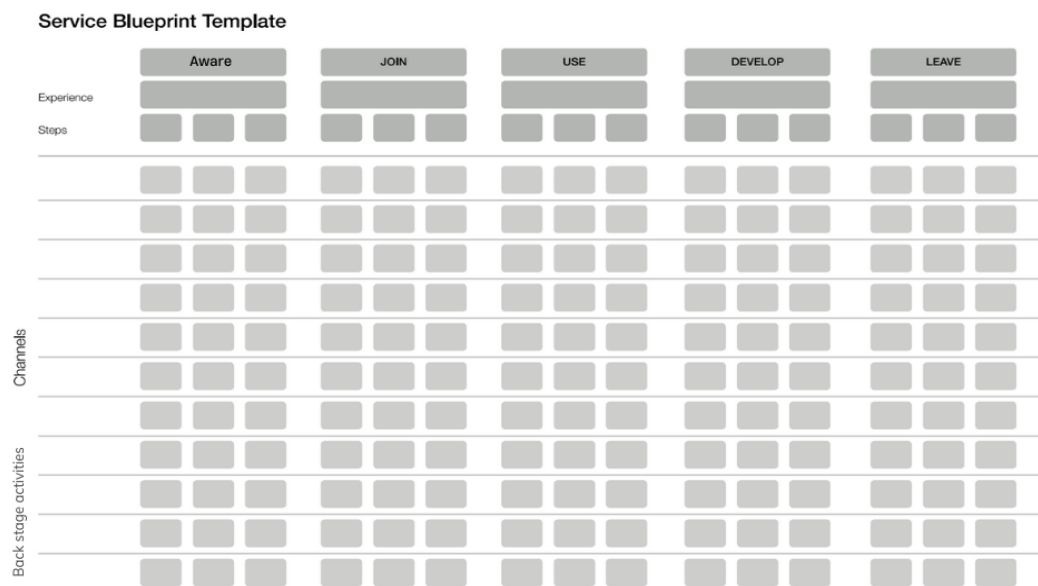


Figure 3. Service Blueprints Template (Polaine, Lövile & Reason 2013)

The initial stage of the service involves customer *awareness*, where they gain basic information about the service, such as date, time, and location. Customers can direct queries via various channels, including phone calls, social media or the company's website, which also answers frequently asked questions. As per the blueprint, the *join* stage is when people register for the event online or via phone. The *use* stage pertains to the actual participation in the service, including arriving at the venue, engaging in activities, and creating a service experience. The *development* stage involves the user expanding the usage of the service by providing feedback on the experienced service. Finally,

the *leave* stage occurs once the customer has completed the service experience and their ultimate feeling about it. (Polaine, Lövile & Reason 2013, p.94).

The blueprint tools create advantageous outcomes for service designers. The blueprints describe and outline every service component, making it possible to identify the most important sections while also pointing out areas where there is overlap or redundancy. Creating a document in a collaborative manner fosters cooperation and teamwork while also facilitating the coordination of the service providers' personnel and resources. Consequently, this results in a heightened level of efficiency and effectiveness in the provision of services. (Stickdorn & Schneider, 2011, p.204, 205).

Overall, utilizing blueprints in service design can lead to streamlined processes and improved customer satisfaction. By clearly mapping out the service components and fostering collaboration, organizations can ensure that their services are delivered more organized and efficiently.

5.2 SWOT Analysis

SWOT analysis is a strategic planning tool used to identify and understand the Strengths, Weaknesses, Opportunities, and Threats related to a business, project, or idea. The purpose of a SWOT analysis is to help organizations develop a strategic plan by identifying key factors that can affect their success. By understanding these factors, organizations can capitalize on their strengths, mitigate their weaknesses, seize opportunities, and prepare for potential threats. SWOT analysis is often used at the beginning of a strategic planning process to provide a foundation for decision-making. (B et al., 2019; Phadermrod, B., Crowder, R. M., & Wills, G. B., 2019, p.193-204)

In general, strengths and weaknesses are the internal factors comes from inside the company, which is focusing on improving its performance in the marketplaces. Strengths can be seen as the company's competitive advantage, which sets it apart from its competitors. The greater number of strengths possessed by the company, the more effectively it can stand out from the competition. For instance, effective communications, exeptional customer service and strong leadership are potential characteristics of a company. Weaknesses, on the other hand, can be viewed as areas where the company can put in more effort and resources to improve efficiency and effectiveness. By addressing its weaknesses, a company can enhance its competitiveness and strengthen its position in the market.

However, opportunities for the organization are referred to as external possibilities. For instance, the organization might have the opportunity to be the sole business provider in a particular region. Issues that arise from external sources and make it difficult for the organization to conduct its business are known as threats. An example of an external threat could be government regulations specifying the maximum number of individuals permitted in a venue of a particular size - this is an issue that the organization cannot address internally. (Gürel, 2017)

Therefore, it is crucial for organizations to perform a comprehensive assessment of their internal strengths and weakness, together with external oppotunities and threats, in order to formulate efficacious strategies for achiving success. By understanding these factors, organizations may make well-informed decisions that will assist them in navigating challenges and exploiting on potential growth opportunities. (Gürel, 2017)

5.3 Customer jouney map

A customer journey map represents a neatly articulated and coherent picture of a specific service user. This map usually shows many touchpoints where users interact with the service, which are then used to construct a narrative

based on their experience. The chosen narrative is not only about service interactions of the user but also reflects user's emotional experiences in a logical and comprehensible manner. Overall, a good journey map is a powerful tool for gaining understanding about user experiences attitudes and requirements, which are useful for effective service design strategies. (Stickdorn & Schneider, 2011).

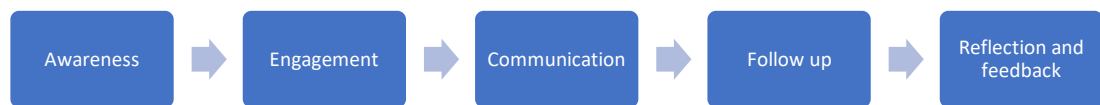


Figure 4. Customer Journey Map (Stickdorn & Schneider, 2011)

Figure 4 is an example of a customer journey map template. It begins with recognizing customer actions, whether latent or concrete, leading through stages of awareness, engagement, communication, follow-up, reflections, and feedback. From unawareness to becoming brand ambassadors, customers navigate through various phases, seeking solutions, weighing options, making decisions, and evaluating experiences. It's not just about acquiring customers but also retaining them through delivering value, support, and fostering loyalty. Each stage presents opportunities to engage, influence, and create positive experiences, ultimately building strong, long-lasting relationships with customers. (Rosenbaum et al., 2016)

Touchpoints are commonly shown in a horizontal manner on customer journey maps using a timeline of the process. The timeline is thereafter divided into three periods: pre-service, service, and post-service. The pre-service phase encompasses the interactions and encounters that customer have prior to the commencement of an actual service. For example, the customer journey of a parent enrolling her child in a new school begins with pre-service touchpoints, where she conducts online research through Google reviews, social media, or school websites, seeks recommendations, and attends local community

events. During the service period, she visits schools, completes enrolment forms, and receives communication from the chosen school. Post-service touchpoints include attending parent orientation, participating in school events, and on-going communication with teachers and staff. During the research and integration in the context of this journey, both the parent and the child would have a pleasant and smooth experience based on the interactions and feelings they get at every touchpoint level throughout this process (Rosenbaum et al., 2016).

In conclusion, it can be stated that a customer journey map is an essential tool that enables the company to see a customer's perspective throughout the whole spectrum. The analysis of each touchpoint can indicate where a company may be able to improve the customer experience, and make adjustments along the sequence of interactions. It allows them to gain insights into customer needs, preferences, and pain points and tailor their services and communications accordingly. Additionally, a well-planned customer journey map also aids in managing the internal structure and behind-the-scenes to create customer satisfaction across all the phases. All in all, customer journey is a very valuable concept because it helps the company and other stakeholders to gain insight into the actions that the consumers are likely to make and. On the other hand, it is a concept that facilitates the formation of long-term relationship between the company and the consumers.

6 RESEARCH METHODOLOGY

6.1 Research methods

This study adopts the mixed-method research design, which using both qualitative and quantitative approaches in the same research study. This approach seeks to leverage the strengths of each method to offset the

weaknesses of the other, resulting in a better understanding of the research questions.

The qualitative research component of this study involved conducting focused or semi-structured interviews with four individuals (2 parents and 2 teachers) from different backgrounds and roles. The semi-structured nature of the interviews gave the researcher the flexibility to vary the list of themes and questions covered, depending on the interview's context and nature (Saunders, Lewis 34 & Thornhill 2007, p.312). The selection of this technique was chosen as the client company required in-depth insights and recommendations from a small number of individuals with diverse backgrounds. The ideal number of questions posed was limited to 4-6 questions, allowing the option for the possibility of additional sub questions, leading to interviews that lasted between 15-30 minutes.

To complement the qualitative research component, the study also employed quantitative research methods. A survey was created for 40-50 individuals, including parents and teachers from HBT schools. The author's responsibility in the quantitative research was to analyse the findings and offer insights for the ultimate recommendation from a quantitative perspective.

While the qualitative research component was the primary focus of the study, the quantitative data was mainly utilized to support the findings from the qualitative research. The utilization of qualitative research approach allowed the researcher to acquire significant insights through individual interviews, while the quantitative research component provided a larger population sample for the study. Combining these two methods proved valuable in developing a robust service proposal for the client company.

6.2 Reliability and validity

Considering the reliability and validity of the research is essential for obtaining precise and consistent results. During online interviews, there is a possibility of subject bias and observer mistakes. In digital surveys, respondents may not

give proper attention and skip questions or select answers without reading the question. These circumstances can impact the validity and reliability of the research.

Reliability refers to the consistency of data collection and analysis in research findings (Saunders & Lewis 2012). In this research, the interview results were consistent because the informants' backgrounds were related to the HBT school. The informants were carefully selected to provide valuable insights for the research purposes, and initial information was cross-referenced with secondary data to minimize subjective assessments. The author asserts that by examining the research design and methods carefully and monitoring each stage of the process consistently, the research is based on solid theoretical foundations. Furthermore, the author believes that the data analysis techniques and procedures employed may provide relatively consistent conclusions.

Validity refers to the degree to which study findings are precisely quantified and capable of fulfilling research purpose. Internal validity assesses the extent to which the research accurately measures what it aims to access, whereas external validity focuses on the ability to apply the findings to a broader population in a different research context (Saunders & Lewis 2012). Both the gathered data and the following solutions have addressed the study questions and objectives established at the start of the research process, indicating the validity of the research.

7 DATA COLLECTION

7.1 Implementation plan

The procedure commenced with a fruitful virtual conference between the researcher and the Principal of Hai Ba Trung Inter-level School. The purpose of the meeting was to identify specific research objectives that would help improve communication between parents and teachers and enhance

the children' experiences at the school. Subsequently, the author performed an in-depth review of existing literature and developed dependable service design methods to strengthen the ultimate results of the thesis.

Data collection began on April 18, 2024, using a digital survey through the Google Form platform. To gain an overall picture of the service experience, the researcher interviewed four people, including two parents with children studying at HBT school and two teachers and staff with different tasks in the school. Once all the data was collected and analyzed, the researcher used the insights to develop a service proposal.

The service proposal outlined the suggested improvements to the communication between parents and teachers based on the research findings and the service design tools. The proposal was then presented to the school administration, marking the conclusion of the thesis process and the beginning of the potential implementation of the proposed changes. Overall, the proposed improvements will serve as a foundation for enhancing the communication between parents and teachers, ultimately improving the pupils' experiences at the school.

7.2 Survey data from Hai Ba Trung Inter-level School

The survey had a response rate of 50%, meaning that 50 out of 100 people who were surveyed responded. Out of the respondents, the majority, representing 46%, were parents, while 38% were teachers. 16% of the respondents were both teachers and parents. This result implied that the data collected may provide a more parent-centric perspective since parents represent the largest group of respondents. The number of teacher respondents added credibility to the data's relevance for educators. Additionally, the small overlap of respondents who were both parents and teachers might offer unique insights into the perspectives of individuals who fulfill both roles. Based on these findings, the data provided valuable insights into both parental and teacher perspectives on the current school's means of communication. The digital survey questionnaire can be found in Appendix 2.

Understanding who is perceived as the primary decision-maker in children's education can help educators and researcher tailor their strategies to involve parents effectively and create a more inclusive educational environment. According to the survey, 66% of the participants believe that parents are the primary decision-makers when it comes to their children's education. However, the survey also shown that 33% of the participants believe that mothers are predominantly responsible for educational decisions. This suggests nowadays, most family suggest a shared responsibility between both parents, rather than being gender specific.

The participants in the study were asked to rate their satisfaction with the frequency of communication between parents and teachers on a scale of 1 to 5, where level 1 represented the lowest satisfaction, and level 5 represented the highest. The responses were then broken down into three categories. The majority of respondents (62%) chose level 5, indicating that they were very satisfied with the frequency of communication. Another 16% chose level 4, indicating satisfaction, while 18% chose level 3, indicating relative satisfaction. Interpreting the results, it can be said that the high percentage (62%) of participants who chose level 5 suggests that the majority perceive the current frequency of communication as adequate or even more than adequate. Moreover, a significant portion (16%) of participants are also satisfied, although not to the same extent as those who are very satisfied. Nearly one-fifth (18%) of respondents feel relatively satisfied with the communication frequency. However, the fact that 34% of respondents (16% + 18%) are not at the highest level of satisfaction indicates that there may be room for improvement in communication frequency. In summary, it is important to note that effective communication between parents and teachers is crucial for pupils success. The high satisfaction levels indicate that the current communication methods may be working well for most of participants. Nonetheless, there is always room for improvement, and efforts should be made to address the concerns of the less satisfied participants.

In the next question, participants were asked about the frequency of updates they receive from their child's teacher or parents. The options provided were daily, weekly, and monthly or less than monthly. The majority of respondents (64%) reported receiving updates on a daily basis, indicating a high frequency of communication. A significant portion (28%) reported weekly updates, suggesting regular but less frequent communication. A smaller proportion (8%) reported receiving updates monthly or less frequently, indicating less regular communication. The fact that the majority of parents receive daily updates suggests that they are kept well informed about their child's progress, activities, and any issues that may arise. However, the distribution of responses also shows that communication frequency varies among parents.

Based on the data analysis, it has been observed that the majority of parents or teachers spend up to an hour per week communicating with each other about their pupil's progress. This accounts for about 80% of the respondents. Additionally, 16% of the respondents spend between 1 to 2 hours per week on communication. Only a small portion, i.e., 4%, spend more than 2 hours per week on communication.

The survey findings indicated a strong preference (100%) for using social networking platforms such as Facebook Messenger or Zalo (a domestic platform in Vietnam) for communication between parents and teachers. Additionally, parents frequently shared their children's information through physical notices and during school meetings and seminars. It was surprising to note that only 10% of teachers and parents utilized the school website or Eduman application for information updates, despite the school's plan to introduce a new application. This data highlights the need for further investigation into effective communication methods and technology integration at the school.

With the current main communication method being through social networks, 92% of survey participants feel that communication between parents and teachers is effective in two-way interaction, while 8% of responders think that the current communication is sometimes effective.

7.3 Parents and teachers interviews

7.3.1 General interviews information

The interviews were a comprehensive endeavour, aiming to gather a wide range of perspectives on the current communication methods between parents and teachers at Hai Ba Trung Inter-level School. To achieve this, we carefully selected interviewees with diverse backgrounds. The four interviewees, including two teachers (informants 1 and 2) and two parents (informants 3 and 4), provided a rich tapestry of insights that greatly enriched our understanding of the topic. The interviews were performed remotely via voice conversations, with each session being completed individually. The duration of each interview ranged from 10 to 20 minutes. Relevant information was extracted from gathered insights and thereafter integrated into each portion of findings to bolster and reinforce other data and analyses. The comprehensive format and questions of the interview can be found in Appendix 1.

Informant 1: A 1st grade homeroom teacher¹ with a decade of experience at Hai Ba Trung school, was a key contributor to our research. Her extensive experience in the educational field, particularly as a homeroom teacher for 7 years, provided invaluable insights into the current communication methods. Her experiences and comments were instrumental in shaping our understanding and guiding the development of an ideal communication system.

Informant 2: A 8th grade homeroom teacher and also an English teacher for middle school at HBT school. She has more than 5 years of experience in the field of education. As a subject teacher, the informant provided additional insight into the strengths and weaknesses of the methods currently used to communicate between parents and teachers.

Informant 3: A parent with two children attending HBT school. One child is in secondary school and the other is in high school. H. Nguyen provided valuable insights to the author regarding the effectiveness of the online applications used by the school to facilitate communication between parents and teachers.

Informant 4: A parent of a child in first grade, provides a unique perspective as a parent of a child entering school for the first time. Her objective opinions on continuous communication between teachers and parents are particularly relevant, as she believes that regular updates from teachers about her child's progress, behaviour, and any challenges they may be facing are crucial for creating a supportive and effective learning environment.

7.3.2 Interview results

The communication methods employed by HBT School for interactions between parents and homeroom teachers have received positive feedback

¹ In Vietnam, homeroom teacher is the person responsible for implementing all management decisions of the principal for the class and its members. The homeroom teacher is the one who plans and organizes her/his class to carry out the planned topics and monitors and evaluates the pupils' performance.

from all four interviewees. These methods include messaging applications, audio calls, parent-teacher conferences, and school apps.

Direct calling and messaging software are the most frequently used methods by teachers and parents. They utilize an application called Zalo, a free domestic Vietnamese platform that allows users to text, make audio calls, and video calls with high security and real-time updates. This application enables regular, quick, and effective bidirectional exchange of information between parents and teachers. For example, during a recent school closure due to a storm, teachers could inform parents about rescheduled classes and assignments through Zalo. Each class has a common group on this application, where teachers post general announcements for the class and school, ensuring that all parents receive the information. For personal exchanges, teachers and parents communicate separately via text or calls. Direct phone calls remain the most effective method in emergencies or when timely communication is needed, allowing teachers and parents to convey information quickly and promptly.

Another significant communication method is the biannual parent-teacher conferences. In Vietnam, the academic year is divided into two semesters: the fall semester (August - December) and the spring semester (January - May). At the beginning of the academic year, teachers and pupils engage in discussions to set individual goals and directions for each pupil. At the end of the fall semester, HBT School organizes 1:1:1 meeting involving teachers, parents, and children to evaluate pupil performance, provide feedback, and encourage pupils in their learning journey. A similar meeting is held at the end of the school year to review the goals achieved and the pupil's learning outcomes.

The HBT-Eduman school application, implemented at Hai Ba Trung School since November 2023, represents the latest communication method. This application allows teachers and parents to create individual accounts. Through this platform, school support staff update general information about school events, lunch menus, and daily shuttle schedules for parents. Information regarding each pupil's class schedule and physical health

status is also provided to respective parents. This application is highly regarded for its advanced features and ease of use for teachers and parents.

The researcher gathered valuable insights additional strengths, limitations, and comments from interviewees. This information will be mentioned and utilized for the SWOT analysis in chapter 8.1.

The data collected from both qualitative and quantitative research methods showed very similar results. Conducting both interviews and digital surveys provided comprehensive feedback, which provided valuable insights into the prevailing perspectives regarding the present communication strategies . The consistency between the outcomes of these research methodologies indicates that the data is solid.

8 DATA ANALYSES

8.1 SWOT analysis of Hai Ba Trung Inter-level School

In this chapter, readers can find a SWOT analysis to analyze internal strengths, weaknesses and external threats and opportunities for the current communication methods of Hai Ba Trung Inter-level school, including messaging applications, phone calls, in-person parent-teacher meetings, and school event updates applications. The analysis based on the data collection and researcher observations.

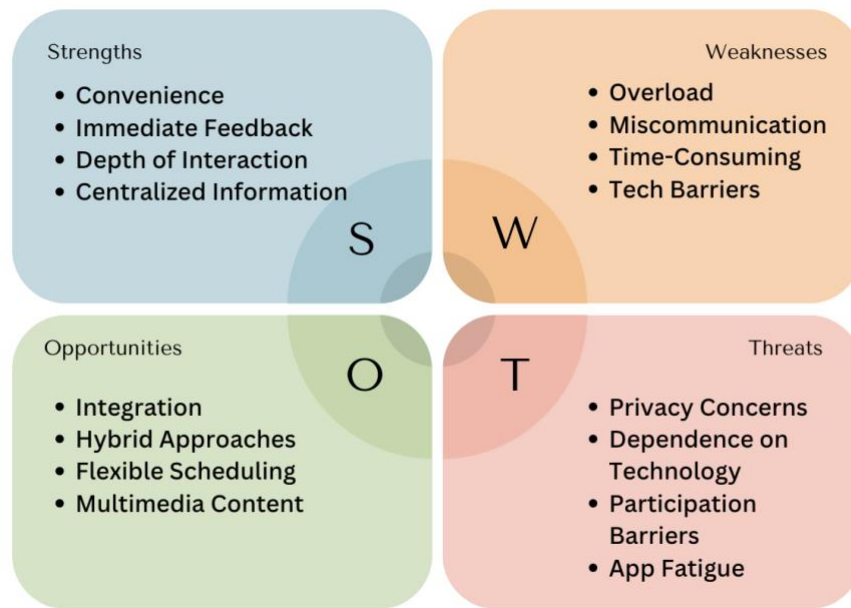


Figure 6. HBT communication methods SWOT analysis

The current communication methods between parents and teachers at HBT school have various strengths. Messaging applications offer convenience by allowing for quick and easy communication, providing a written record of communications, and enabling parents and teachers to communicate anytime and anywhere. Phone calls provide a personal touch and allow for tone and nuance in communication, as well as immediate feedback and clarification. In-person meetings allow for detailed discussions and better understanding, as well as the opportunity to strengthen personal relationships and trust between parents and teachers. The School Event Updates Application offers centralized information by consolidating event information and updates in one place, providing real-time updates and reminders, and keeping parents informed and engaged with school activities.

When considering the second internal factor, it is more difficult to pinpoint the weaknesses of the methods. In terms of messaging applications, a large volume of messages can overwhelm teachers, and the lack of tone and context can lead to misunderstandings. Phone calls, on the other hand, can be more time-consuming than written communication and require both

parties to be available simultaneously. In-person meetings require scheduling and travel, which can be inconvenient for busy parents, and it may not be feasible to hold frequent meetings. Furthermore, engaging with a school event updates application could be complex for some parents who are not conversant with the technological changes, also there is the probability that all the parents do not engage in the application or visit it frequently.

The ability to incorporate the messaging applications with the other school systems is a good opportunity since it enhances the flow of communication. This can be improved using features such as read receipt and the ability to schedule a message to be sent. Besides, it is crucial also to utilize the opportunity to increase the level of communication and employ video calls with each other. It can prove effective to provide sessions in face-to-face interactions, such as offering workshops for parents where the latter can learn more about different issues. Furthermore, the school event updates application could include interactive features such as the capability to allow the volunteers to provide their feedback about the event, or the inclusion of additional and more appealing media components that are in the form of videos and photos to the updates.

When making a decision regarding the means of communications that are best suited for a company, it entails numerous outside factors taken into consideration. While messaging applications are convenient, they may raise concerns about data privacy and security. It can be disadvantageous relying on technology for instance during blackouts, system downtimes or other technical difficulties. On the other hand, some parents may consider receiving phone calls as an invasion of their privacy that interferes with their business, it is sometimes can be challenged to reach certain parents if they are engaged in other activities. Especially, in-person meetings, and this can be hampered by health issues, or even more so, pandemics, whereas socio-economic factors may even hinder some parents from attending. Lastly, while designing and developing a school event updates app there are some challenges that should be considered these include; parents have different

levels of IT literacy and the fact that they may be using or are already overloaded by other apps.

The communication methods at HBT school have several strengths, including convenience, immediacy, and depth of interaction. However, they also face challenges such as potential miscommunication, time constraints, and technological barriers. Opportunities exist to enhance these methods through integration, flexibility, and interactive features. Nevertheless, threats like privacy concerns, intrusiveness, and varying levels of tech literacy need to be managed to ensure effective communication between parents and teachers.

8.2 Customer journey map

From Figure 7 and 8, we can see the customer journey map of parents and teachers created by the author with the support of digital tools called Canva based on digital surveys and interviews results. It shows a customer's experience of what happened during the communications and what touchpoints employed to accomplish the objectives. In the next row, we have additional emoji symbols to represent the customer's emotions at that particular moment. The author also finds out the pain points of customers and offers solutions to solve them.

8.2.1 Customer journey map (parents)

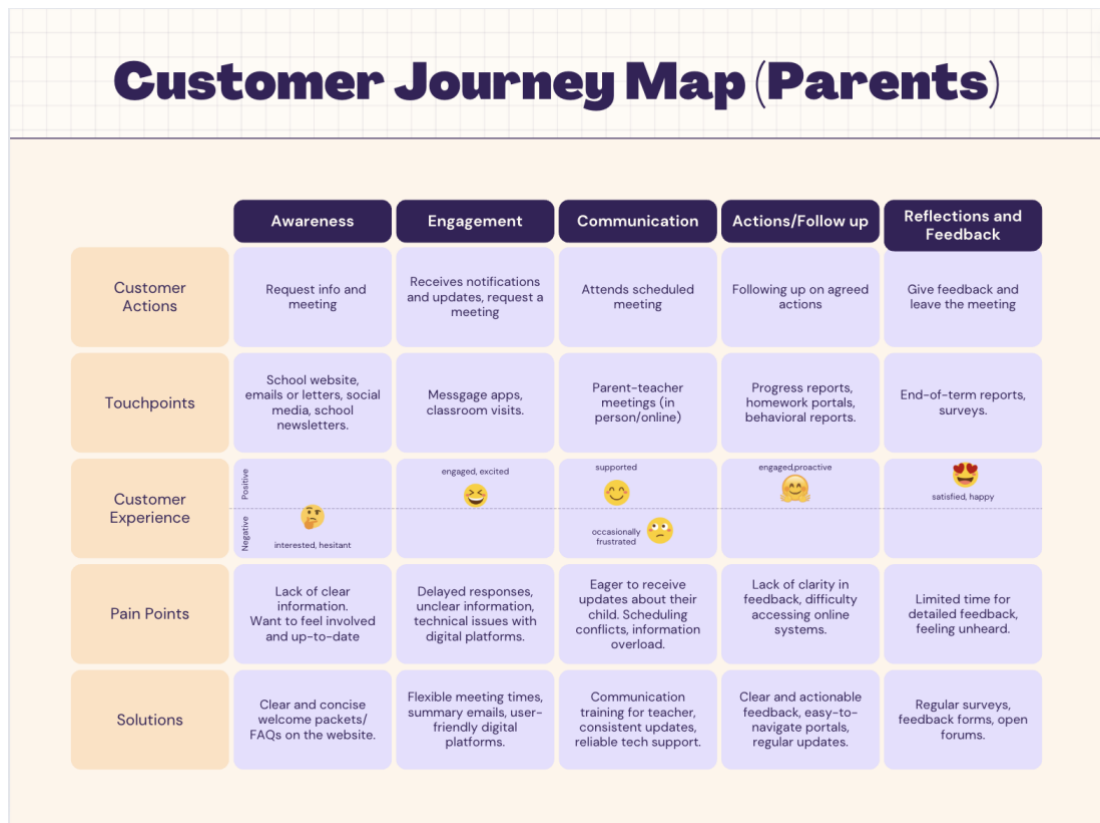


Figure 7. Customer Journey Map of new parents

During the awareness stage, parents initially establish contact with the homeroom teacher through various channels, such as phone calls, messages, or digital communication tools, in order to request information or schedule an orientation meeting. During this phase, parents may experience curiosity, excitement, and occasional hesitation towards the unfamiliar school setting. However, they may have difficulties due to a lack of clear information and an overwhelming number of new details to comprehend. In order to address these issues, HBT school can offer clear and concise welcome packets, and also keep an up-to-date FAQ section on their website.

During the engagement stage, parents are educated and assured with the progress of their child through class visits, messages and school application. This stage creates a sense of participation, confidence, and guidance to parents on their child's school life. Nevertheless, new parents may experience substantial difficulties in case of receiving delayed response or an

excessive amount of information. Hence, if teachers provide prompt answers, update the pupil's progress consistency, and provide reliable technical support, the parents may improve this period.

The communication phase is where parents and teachers are engage in a conference either online or in person. Parents typically have a sense of connection and support during these exchanges, however they sometime feel frustrated owing to problems in scheduling and an overwhelming amount of information. Schools can provide communication instruction to teachers and transmit concise emails to facilitate parental involvement.

In the action/follow-up stage, parents receive follow-up emails, progress reports, and also get access to homework documents and behavioral reports. They feel engaged and proactive, though they might also be concerned if issues arise. Challenges during this stage include a lack of clarity in feedback and difficulties accessing online systems. Schools can provide clear and up-to-date information and feedback and they should ensure that portals are easy to navigate, with regular updates to keep parents informed.

The ending phase- reflection and feedback, parents usually provide feedback encompasses the submission of end-of-term reports and the administration of parent surveys. At this point, parents commonly experience feelings of satisfaction and happiness. Limited time and feeling unheard can be sources of frustration. Utilizing regular surveys, feedback forms, and open forums can offer parents additional avenues to express their opinions and suggestions. By actively seeking feedback and implementing suggestions, schools can demonstrate their commitment to continuous improvement and parent satisfaction. Additionally, offering opportunities for parents to engage in dialogue with teachers and administrators can help foster a sense of partnership and collaboration in the education process.

8.2.2 Customer journey map (teachers)

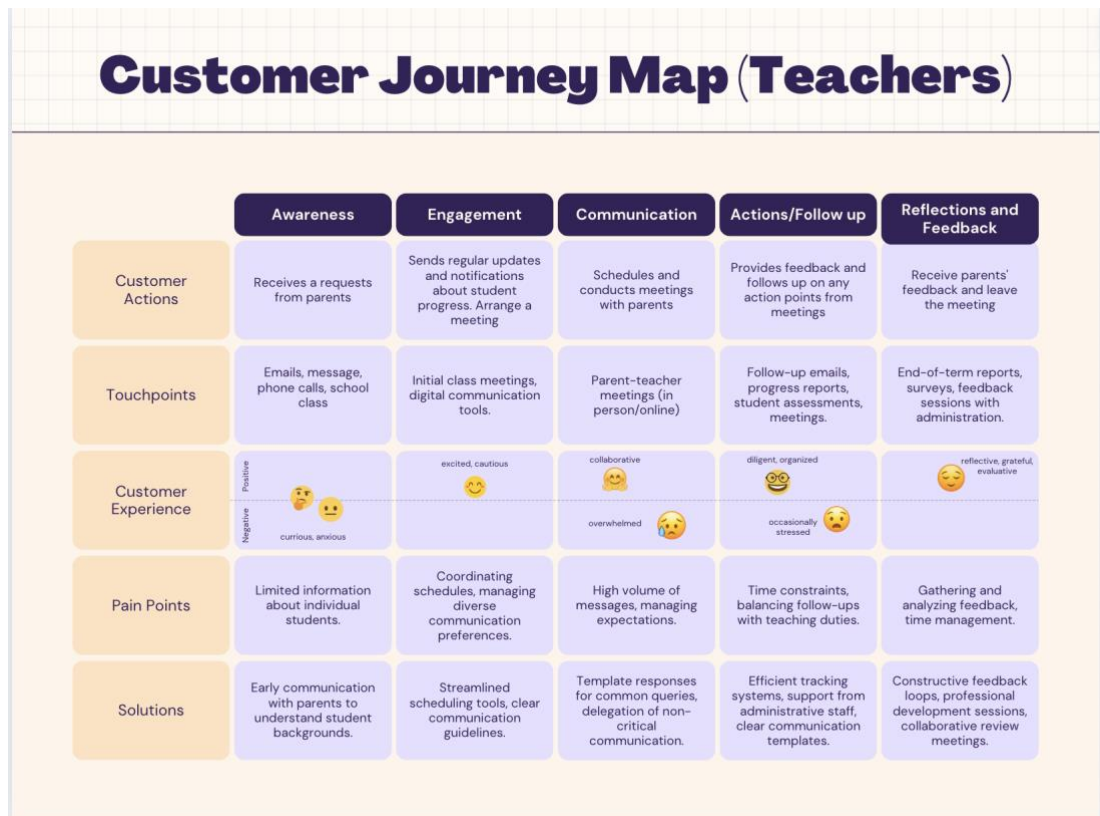


Figure 8. Customer Journey Map of homeroom teacher

During the awareness stage, teachers proactively engage with parents through various communication channels such as emails, messages, and phone calls. This is a crucial phase during which teachers feel a mix of emotions, including preparedness, excitement, and caution, as they gather important insights about their new pupils. However, teachers may face challenges due to limited information about individual children, making it essential to establish early communication with parents to comprehensively understand the pupils' backgrounds.

As the engagement stage unfolds, teachers strive to keep parents involved and informed about their pupils' progress by sending regular updates and notifications. They also arrange initial class meetings to foster a positive rapport with both children and parents. By using different digital communication technologies, they enable uncomplicated communication. However, even with such their preparedness and collaborative efforts, there

are sometimes overwhelming periods for teacher, especially during peak times. In order to manage such situations, it is important to identify several improvement of institutionalizing interaction scheduling processes and effective communication regulation.

In the communication stage, teacher also inevitably organize proactively meeting with the parents to ensure that the child has a supportive environment when he or she is at school. However, the sheer amount of communication that teachers receive might sometimes be overwhelmed as they try to meet various expectations and address numerous messages. In order to enhance the management of workload in school, it is advisable for teachers to set up scheduled office hours for parent meetings and assign non-essential communication tasks to other staff members. This can help teachers maintain a better work-life balance and handle their responsibilities more effectively.

As teachers engage in follow-up activities, providing feedback and following up on any action points from meetings through emails, progress reports, or pupils assessments, they often feel diligent and organized. However, the pressure of time constraints and balancing follow-ups with teaching duties can lead to stress. In such situations, it's crucial for teachers to prioritize self-care and reach out for support from colleagues or supervisors. By effectively managing their time and responsibilities, teachers can prevent burnout and continue to thrive in their profession. The school can play a role in this by improving efficient tracking systems, providing support from administrative staff, and offering clear communication templates to alleviate some of these pressures.

Teachers also go through the reflection and feedback phase after receiving feedback from parents through end-of-term reports, surveys, and then have feedback sessions with the administration. They generally feel reflective and accomplished but seek improvement and constructive feedback. Gathering and analysing feedback can be time-consuming, but establishing constructive feedback loops, offering professional development sessions, and holding collaborative review meetings can support teachers in this process.

Additionally, incorporating peer observations and mentorship programs can provide teachers valuable insights and support in their professional growth. By creating a continuous improvement and open communication culture, teachers can feel empowered to make positive changes in their practice.

8.3 Service Blueprints for Hai Ba Trung School's teachers and parents communication process

A service blueprint is a comprehensive tool that maps a customer's service experience, covering all touchpoints and actions at the front stages (where the customer is involved) and back stages (where stakeholders work to deliver the service). The blueprint layout, as shown in Figure 9, was meticulously created using the robust online tool, 'Microsoft Lucid'. It's a fusion of Polaine and Reason's blueprint models to ensure its effectiveness in HBT school service design endeavors.

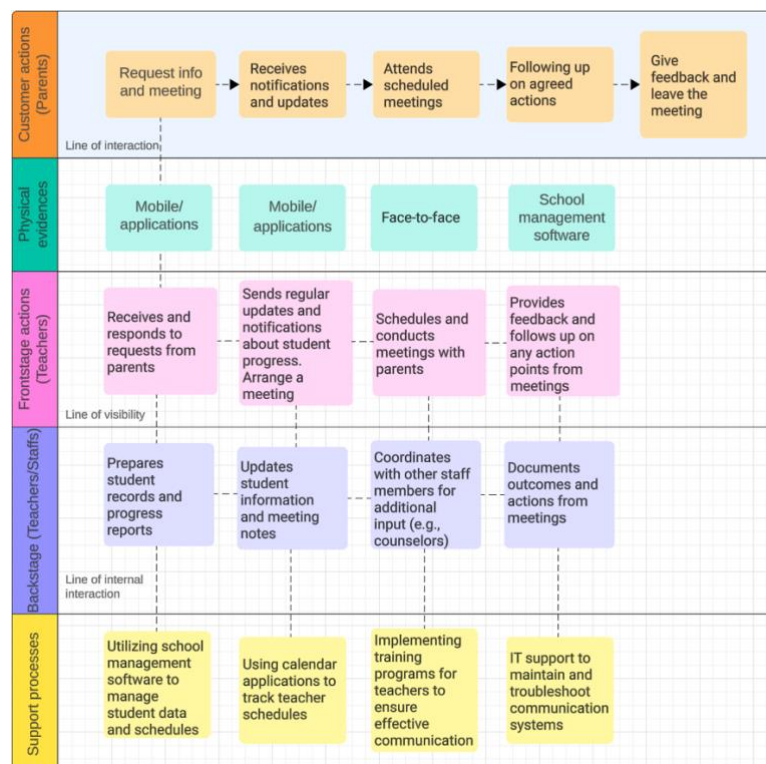


Figure 9. Service blueprint of communication process in Hai Ba Trung Inter-level School

There is a similarity between customer journey map and customer activities in service blueprints, but it mainly focuses on providing a comprehensive view of the service process. The parents' actions begin with their desire to update their child's learning situation and scheduling an in-person appointment to exchange information about the child's study progress in other subjects via phone calls or messaging applications such as Zalo with the homeroom teacher. Subsequently, the parents receive necessary information about their children's regular study results, which are very informative. The teacher is very dedicated and ready to answer any questions the parents may have. Simultaneously, the teacher and parents schedule an appointment to discuss in detail the child's situation with respect to other subjects. Afterward, the parents continue to monitor their child's learning progress, coordinate with the teachers, and follow up on agreed actions. In the final step, the parents provide feedback and complete the service cycle with a positive outlook.

In the last two sections, stakeholders are responsible for carrying out behind-the-scenes activities to facilitate the provision of services and support processes for backstage activities. These activities can be undertaken by the homeroom teacher, subject teacher, or other school staff members. The initial step in this sequence involves teachers preparing pupil records and progress reports requested by parents using school management software to manage pupil data and schedules. Subsequently, teachers update parents on the situation based on the available records or reports. When scheduling meetings with parents, teachers are required to record the meeting time and location using digital tools such as Google Calendar or mobile notes. Prior to meeting with parents, teachers may collaborate with other staff members, such as counselors or subject teachers, to gather additional input, thus enhancing the depth and persuasiveness of the conversation. Throughout this process, the support process may involve implementing training programs for teachers to ensure effective communication. Upon completing the series of activities, teachers will input document outcomes and meeting actions into the school system, receiving IT support to maintain and troubleshoot communication systems.

9 SOLUTIONS

Research indicates that communication methods between teachers and parents at HBT schools are being effectively and consistently implemented. However, there are opportunities for improvement to further enhance the communication process in the future. A comprehensive communication service plan was established to aid HBT School administrators in comprehending the complete communication experience from the standpoint of parents and teachers, utilizing interviews, digital survey data, and author's knowledge into communication approaches. Improving the customer experience involves identifying customer pain points and addressing any gaps in the process to minimize or eliminate them. As the number of satisfied customers increases, the value of the service also increases. The subsequent sections provide suggestions for the company to optimize the communication process to its highest potential, with all data derived from parents and teachers interviews and digital surveys.

9.1 Seamless integration

In order to enhance the effective communication between parents and teachers, one of the solutions is includes the development of a comprehensive and centralized communication portal. This portal will be designed to seamlessly integrate various communication channels, including emails, messages, announcements, and pupil performance data, into a single, user-friendly interface. By consolidating these communication tools, Hai Ba Trung Inter-level School will provide parents and teachers with convenient access to all relevant information, thereby facilitating more informed and meaningful interactions.

Furthermore, as part of the commitment to improving communication, the school should establish clear and detailed communication policies. These policies will outline specific guidelines regarding the frequency and types of communication expected between teachers and parents. By setting forth these expectations, the school could ensure that all parties involved have a shared understanding of communication protocols, leading to more consistent and purposeful exchanges of information.

By implementing these initiatives, HBT School will not only streamline communication processes but also to promote a culture of transparency, collaboration, and mutual support between parents and teachers. The ultimate purpose is to create an environment where communication is proactive, reliable, and conducive to the holistic development and success of our pupils.

9.2 Technology-based platforms

The HBT school currently offers an Eduman- mobile application designed to keep parents and pupils informed about school news, track academic progress, and monitor health status. Despite its potential, the application has yet to be fully utilized and is plagued by various errors that disrupt its functionality. To address these issues, HBT School is looking to collaborate with the application provider to address fundamental errors and enhance the overall user experience.

Furthermore, to better meet the needs of teachers, the application should be seamlessly integrated with tools such as Microsoft Excel, Eduman and school management software, allowing for efficient updating of pupils scores and ultimately saving valuable time for educators.

On the other hand, HBT schools should ensure that they provide access to reliable and user-friendly video conferencing tools for virtual parent-teacher meetings such as Zoom, Google Meet, etc. By encouraging the use of these

tools, schools can ensure that communication between parents and teachers remains seamless and effective, even when in-person meetings are not possible due to physical limitations.

10 SUMMARY AND CONCLUSION

Upon analysing the research findings, the researcher has developed comprehensive solutions for Hai Ba Trung Inter-level School. The primary objective of the client company is to enhance the communication between parents and teachers at the school, ultimately aiming to create a conducive environment for pupils' learning. With non-public schools gaining traction and the competitive landscape expanding, it has become increasingly vital for Hai Ba Trung school to not only uphold high teaching standards but also offer exceptional support services in order to stand out from its competitors. The research findings have successfully furnished the client company with a well-defined service design, along with valuable suggestions and recommendations for their communication service.

Based on initial theoretical research on service design and service design communications, the author has gained valuable insights on how to apply this knowledge to service design use cases to improve effective communication methods between parents and teachers. In addition, this basic knowledge will be used long term in the future, serving the author's future career.

The SWOT analysis conducted by the author provides a comprehensive overview of HBT school's internal strengths, weaknesses, as well as external opportunities and challenges. This analysis sheds light on the intricate communication dynamics between teachers and parents within the school. Furthermore, it serves as a foundation for developing targeted solutions to capitalize on the school's strengths, such as convenience, immediacy, and depth of interaction, while mitigating weaknesses, such as miscommunication, time constraints, and technological barriers. The analysis also delves into the

potential opportunities for the school, including integration, flexibility, and interactive features, as well as the external challenges, such as privacy concerns, intrusiveness, and varying levels of tech literacy.

The author has built a customer journey map for HBT School, which visualized the experiences of parents and teachers, and has taken a closer look at the communication methods currently used by the school across various touchpoints. Based on this data, the author can also analyse the pain points of the stakeholders and offer reasonable solutions for these issues.

The author has created a service blueprint for HBT school to provide a comprehensive overview of the processes involved in interactions between parents and teachers. This blueprint reveals that there are numerous activities occurring behind the scenes in addition to the visible interactions, including backstage activities and support processes. This multi-dimensional view aims to illustrate the thorough and smooth processing of these activities.

The research process was as planned, and the author successfully achieved the research objective of offering recommendations to enhance communication effectiveness between parents and teachers at Hai Ba Trung Inter-level school through service design. The final outcome was the suggestions for improving the school's services.

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APPENDIX 1

FOCUSED (SEMI-STRUCTURED) INTERVIEW QUESTIONS

Opening:

1. Can you tell me a little bit about your background?
 - Role
 - Which grade is your child study (for parents)
 - Which subject are you teaching(for teachers))
2. How many years have your child study in Hai Ba Trung Inter-level School?
3. How many years have you work in Hai Ba Trung Inter-level School?

Main questions:

1. Can you provide a detailed overview of the methods currently employed for communication between parents and teachers? This could include any channels used such as emails, phone calls, parent-teacher meetings, newsletters, or any other means.

Sub-question: Additionally, please describe the frequency and effectiveness of each communication method.

2. What do you think are the strengths of the current communication methods between parents/teachers?

Sub-question: Could you share any positive experiences or instances where communication between parents and teachers has been particularly successful?

3. What are the primary challenges or pain points you face when attempting to communicate with each other? Specifically, can you identify any obstacles, frustrations, or difficulties that arise in the process of exchanging information between parents and teachers?

Sub-question: Additionally, please elaborate on any factors that contribute to these challenges, such as time constraints, miscommunication, language barriers, or technological limitations.

4. How integral are technological tools or platforms in enabling communication between parents and teachers?

Can you describe the specific tools or platforms currently utilized, their effectiveness, and any limitations or challenges encountered in their use?

Closing:

5. From your perspective, what would constitute an ideal communication system between parents and teachers? Could you outline the key features or enhancements you believe would improve communication efficiency and effectiveness?

6. When contemplating the design of a new communication system, are there particular requirements, preferences, or considerations unique to your community (Parent/teacher) that should be taken into account?

APPENDIX 2

DIGITAL SURVEY QUESTIONS “IMPROVING COMMUNICATION BETWEEN PARENTS AND TEACHERS IN HAI BA TRUNG INTER-LEVEL SCHOOL”

1. What is your role? *

- Parent
- Teacher
- Parent and teacher

2. Who is usually decides in your family related to your child's education? *

- Father
- Mother
- Grandparents
- The child
- Khác...

3. How satisfied are you with the frequency of communication between parents/teachers?

- | | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Dissatisfied | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very satisfied |

4. Which communication methods do you primarily use to share information with parents/teachers? (Select up to 3) *

- Email
- Notes sent home with your child
- Parent-teacher conferences
- School website/app announcements
- Social media platforms (Facebook, Zalo)
- Khác...

5. How often do you receive updates from your child's teacher(s)? *

- Daily
- Weekly
- Monthly
- Less frequently than monthly
- Khác...

6. How much time do you typically spend each week communicating with parents/teachers (excluding parent-teacher conferences)? *

- Less than 30 minutes
- 30 minutes to 1 hour
- 1-2 hours
- More than 2 hours
- Khác...

⋮

7. Do you feel the current communication methods allow for effective two-way communication with parents/teachers? *

- Yes, always
- Sometimes
- Rarely
- No

8. Would you be interested in using a dedicated communication platform for parents and teachers? *

- Yes, definitely
- Maybe, depending on the features
- No, I prefer the current methods
- I'm not sure

9. What features would be most valuable to you in a parent-teacher communication platform? (Select up to 3) *

- Secure messaging with real-time updates
- Ability to schedule meetings with teachers
- Access to learning resources and assignments
- Option to translate communication in multiple languages
- Khác...

10. In your opinion, what is the biggest challenge to effective communication between parents and teachers? *

- Lack of time
- Difficulty scheduling meetings
- Unclear or inconsistent information
- Inefficient communication methods

11. Please share any additional thoughts or suggestions you may have for improving communication between parents and teachers. (Optional)

Vấn bản câu trả lời ngắn

12. Is there anything specific you would like to see included in a parent-teacher communication platform? (Optional)

Vấn bản câu trả lời ngắn

13. Are there any communication methods you find particularly helpful or unhelpful in your experience? Please elaborate (Optional)

Vấn bản trả lời dài

14. Do you have any concerns about using technology for parent-teacher communication? If so, please explain. (Optional)

Vấn bản trả lời dài