Strategic Issue in Higher Education Marketing: How University Students' Perceive Higher Education Services

Halil Nadiri[†]

Department of Business Administration,
Eastern Mediterranean University, North Cyprus.
halil.nadiri@emu.edu.tr

Abstract

One of the most important service industries that emerged in the last decade is "Higher Education". The most of the higher education institutes involve in marketing efforts to build up a good image, to improve the level of satisfaction of students and the stakeholders, to gain competitive advantage with respect to competitors and as well as to increase their market share. Within this intense competition universities should identify and meet the expectations of students to attract more and to retain the existing students. This study is to gain more insights into the dimensions of satisfaction of the university students and factors that affecting their judgments. SSI educational experience questionnaire is used to identify the importance and performance perceptions of students' in Eastern Mediterranean University among different dimensions and also study find out the difference between importance and performance scores of eleven educational experience dimensions. Results show that "Academic Advising", "Instruction Effectiveness", "Recruitment and Financial Aid" and "Student Centeredness" was very important to students. Study also provides managerial implications as well.

1. Introduction

Researchs in customer satisfaction about the service industry have increased dramatically in recent years.This increasement has been aggravated by the increasing growth of the service industries.Also today's increasingly competitive environment forces companies to be more customer-oriented (Kotler, 2003). Besides all these, the underpinning of the marketing concept is that identification and satisfaction of customer needs leads, to improved customer retention (Day, 1994). As Parasuraman and Berry (1985) mention within their consumer behavior theoretical model the consumer satisfaction is influenced by the availability of customer service and the provision of the quality customer service which turn out to be important

---

†Corresponding Author

business concerns. Thus, the companies' attempts to spend substantial resources to measure and manage customer satisfaction should not be surprise. Hence, customer satisfaction has long been an area of interest in academic research.

Service quality and customer satisfaction are inarguably the two core concepts that are the crux of the marketing theory and practice (Spreng and Mackoy, 1996). In today's intensive competition, the key to sustainable competitive advantage lies in delivering high quality service that will in turn result in satisfied customers (Shemwell et al, 1998). The prominence of these two concepts is further manifested by the cornucopia of theoretical and empirical studies on the topic that have emanated over the past few years. Thus, there is no even an iota of doubt concerning the importance of service quality and customer satisfaction as the ultimate goals of service providers.

As Berry and Parasuraman mention (1993), the importance of services within most economies grow after Second World War, as a result of this the level of interest in services as a distinct field of study increased. Prior to 1970's services, marketing was not distinguished as a separate field of research (Berry and Parasuramann, 1993; Fisk et al., 1993). The main reason can be stated as the difficulty associated with classifying the services and the traditional treatment of services in business literature. The traditional understanding of services in business is to ignore them as intangibles useful only in supporting the marketing of goods (Parasuraman, Berry, and Zeithaml, 1993; Lovelock). Throughout time; marketing has evolved many changes from being product-oriented through recognizing the importance of service marketing (Grönroos, 1990; Edgett and Parkinson, 1993).

As Mazzarol (1998) implies, one of the most important service industries that emerged in the last decade is "International Higher Education". Almost with every sector we face increased competition that also shows itself in higher education as well. Together with increase in number of higher education supplier institutions all over the world, as Naudé and Ivy (1999) mentioned, both new and traditionally old universities are finding themselves in an unfamiliar environment, which requires competing for students. The main result of these has been that academic institutions are marketing themselves ever more aggressively in order to increase their market share, whether in terms of student numbers or the quality of those enrolling. Thus, universities need to market their programs and degrees more aggressively than was required (Nandé and Ivy, 1999; Gorard, 1998; Davis and Ellison, 1998; Berry, 1993).

Like many other organizations, universities are now concerned with market share, productivity, return on investment and the quality of services offered to the customers. Especially the quality of service influences student recommendations to others (Allen and Davis, 1991).

Institutions employ a number of both quantitative and qualitative tools to measure customer satisfaction. Roszkowski (2003) note that the most two important tools used in measuring

student satisfaction are the Student Opinion Survey (SOS) and the Student Satisfaction Inventory (SSI) marketed and distributed by the Noel-Levitz, a US based consultant in higher education. In this study SSI instrument is use to measure the importance of different factors about higher education that have effect on student satisfaction and also how these factors are perceived by students are measured and a gap analysis is also carried out.

Thus, the main purpose of this study is to gain more insights into the dimensions of satisfaction of the university students and factors that affecting their judgments. Also the study tries to diagnose out if there is any difference between the students' level of satisfaction in terms of their nationality, level of success and the field of specialization. The results of this study is expected to contribute to the marketing processes of higher education institutions that should concentrate on the general emphasize of marketing concept which focus on customer satisfaction.

2. Literature Review

2.1 The Nature of Education in a Global Marketplace

As Thomas (1978) mention, the education service is directed at people, and it is "people based" rather than "equipment base". Just like all other marketable services education services are perishable, inseparable from the production, heterogony and intangible. Each one produces difficult problems and requires deliberate marketing strategies.

Intangibility poses many problems. Thus, Parasuraman's five dimensional construct consisting of tangibles, reliability, responsiveness, assurance and empathy will signal the quality of education services to students. The physical environment where the education services is produced, the reliability of the service providers' ability to perform dependably and accurately, responsiveness for prompt education services assurance which describe the knowledge and courtesy of employees, empathy which corresponds for carrying, individualize attention are very important factors for students (Le Blanck and Nguyen, 1997). Because of the high level of involvement from its customers, it differs from marketing tangible goods. Purchase takes place only once in a lifetime, with many costs other than money, like time, loss of potential income, psychic costs and etc. (Smith and Çavuşgil, 1984; Burggraaf, 1997). Analysis of customers and target markets, positioning and image building have become the core competency tools in the education sector. Higher education institutions usually try to build a good image in the eyes of their customers and society as a whole. By having a reputable name, university becomes an assemblage of communities with different ideologies, agenda and academic traditions held together by a common institutional logo and name (Barnett, 1992; Lundsrom, White, and Schuster, 1996; Dickter, 1985).

The higher education industry in order to survive, it must develop successful marketing

strategies and learn how to act professionally. They must formulate competitive strategies, which satisfies the needs of potential customers. According to Conway *et al.* (1994), higher education sector has to become more market oriented. A university characterised as market oriented must understand the unique characteristics of education marketing. Because doing things right does not guarantee success. Universities seeking to achieve success in international markets must undertake a range of services designed to attract prospective students from around the world. This brings with itself a swift competition among competitors. A university characterised as market oriented must develop an appreciation that understands present and potential student needs. Providing superior education service encourages the systematic gathering and analysis of information regarding students and rival universities (Kohli and Jaworski, 1990; Narver and Slater, 1990).

2.2 Emerging Need for Strategic Marketing in the University Sector

A large body of the available literature tends to emphasise traditional marketing approaches to higher education institutions. Educational programs being the product and the students as the sole customers (Weaver, 1976; Robinson and Long, 1988; Dondere, 1997; Doyle, 1998; Palihawadana and Holmes, 1999). They try to gain clear understanding and insights of the educational needs of students (Morstain, 1977) through students' past evaluation processes and intensify all their efforts in integrating marketing in the management of today's higher educational institutions. Their vital starting point is "marketing orientation" (Berry and George, 1975; Fram, 1974/75; Krachenberg, 1972; Kotler and Fox, 1985; Hollingshead and Griffith, 1990).

Many authors simply regard the students as the sole customer of the universities (Moore, 1989; Convey *et al.*, 1994; Nicholls *et al.*, 1995; Naudé and Ivy, 1999; Guolla, 1999; Elliot and Healy, 2001). This reality involves the customer in the production of the service. Universities have been advised to become more student-centred and adopt a consumer-oriented philosophy. The consumers determine the identification of a need, the conceptualisation of a product or service as the "marketing concept" implies. According to this idea, the survival of the educational institution depends solely on the continuing satisfaction of its customers. Organisations try to retain the current customers, rather than seek to get new ones.

Viewing a student as a customer, Gyure and Arnold (2001) argues that through relationship-marketing tactics, students can be made satisfied. Thus, there is a need to develop systems where a continuous process that requires an in-depth understanding of students' expectations, needs experiences and factors that influence them (Kotze and Plessis, 2003). Elliot and Healy (2001) note that total student's life influences his/her satisfaction. In addition, student life itself is affected by a number of factors among them the student's academic, social, physical and spiritual environments. A student may be satisfied with his/her academic

programme but he/she may not be satisfied with the other on campus facilities or supporting activities. As evidence of satisfaction, the student's willingness to recommend his/her former institution of learning to friends largely depends on his/her satisfaction with educational experience with the institution. For this reason, educational experience can be used as a predicator of student satisfaction.

Since there is a competitive environment in higher education sector, a university must identify what is important to students, inform students that they intend to deliver what is important to them, then deliver what they promise.

In order to measure students' level of satisfaction higher education institutes employ a number of both quantitative and qualitative tools to measure customer satisfaction. These tools include customer surveys, suggestion boxes, complaints procedures, focus groups, participation, consultation, and many other tools. Similarly, there have been considerable discussions on how to measure customer satisfaction, particularly student satisfaction for the purpose of education quality. Moreover, institutions of learning have used different tools to measure student satisfaction. However, standardised survey tools exist and continue to grow. Roszkowski (2003) note that the most two important tools used in measuring student satisfaction are the Student Opinion Survey (SOS) and the Student Satisfaction Inventory (SSI) marketed and distributed by the Noel-Levitz, a US based consultant in higher education. Though different in format, these tools tend to have the same objective behind them. Waugh (2003) mentions of the Community College Student Questionnaire (CCSQ) and the Course Experience Questionnaire (CEQ) as tools used in measuring student educational experience. Beltyukova and Fox (2002) observe that the SSI and the CCSQ measure the same factors and seem to explain student satisfaction in the same way. The student satisfaction inventory (SSI), on which this study's questionnaire is modelled, is standard survey questionnaire and has reputation.

3. Methodologhy

3.1 Questionnaire

The survey instrument used in this study is a questionnaire modelled on the Student Satisfaction Inventory (SSI), the latter that is distributed by USA Group Noel-Levitz. Two versions of the SSI exist: one for getting students feedback from a four-year institution and another meant for a two-year college (Beltyukova and Fox, 2002). The former is used as model for our questionnaire. Similar to the SSI, our questionnaire is divided into three sections: experience questions section, summary questions section and demographic questions section. In the experience, there are 86 questions aimed at getting feedback on the educa-

tional experience of students. There are three questions in the summary section and twelve demographic questions in the demography section. Our questionnaire is in two versions: the English version and the Turkish version. The Turkish version was obtained through a back-to-back translation of the English questionnaire. After the initial translation, the questionnaire was rechecked three times to make sure that the English sense is appropriately conveyed into Turkish.

Student Satisfaction Inventory has provided high internal reliability (see note below) and high convergent validity and therefore, its wider applicability (Elliot and Healy, 2001). SSI educational experience questions capture educational experience on eleven dimensions (Table 1). This study questionnaire is modelled to capture educational experience on the similar variables as in the SSI.

Table 1. Description of Factors that Define Educational Experience

Factor	Description of the Factor
Academic advising effectiveness	This assesses the students' satisfaction with the university's advising role. Questions related to student's expectations regarding this role and what they actually experienced are asked. This advising role is seen to include academic advising as well as advising on non-academic issues that relate to the general life of university processes
Campus climate	This relate to how the students feel about the campus.
Campus life	here questions related to the expectation and experience of social amenities and facilities are asked
Campus support services	Support services include restraints, canteens, and other non-academic facilities.
Instructional effectives	here questions on how students find full time and part time teaching personnel effective in delivering their respective course materials are asked
Concern for the individual	this relate to how the student feels or perceives that s/he is being care for academically as well as career-wise
Recruitment and financial aid	Students are asked how they felt and feel about the recruitment procedures. This relate to provision of information about the university enrolment, courses as well as financial aid
Registration effectiveness	Students are asked how they feel about the university's recruitment staff as well as the process itself. Questions related to the hospitableness of the registration staff are asked.
Safety and Security	We attempt to assess how the student feel about the campus safety in terms of noise, crimes, and other related risks
Service excellence	We assess how students feel about the services like library, computer, dormitory and other related services that are provided by the university
Student centeredness	Questions related to how the student is viewed by the university are asked. Is the university student centred operational?

This research focuses on student satisfaction of Eastern Mediterranean University (EMU) in North Cyprus which is international university that provides higher education in seven different faculties and three schools with 14000 students from 68 different nations and 1000 instructors from 35 different nations. A pilot study and thereafter, take a full study. The pilot study takes a random sample of 50 students, while our main study focuses on a sample of 380 students from EMU.

The SSI has demonstrated exceptionally high internal reliability. Cronbach's alpha is .94 for the set of importance scores and .95 for the set of satisfaction scores.

Each question item is rated first rate on the 'importance' scale, and then rated on the 'satisfaction' scale. The 'importance' and 'satisfaction' scales are Likert-type scale with item rated on range of (1) "Not Important At All" or "Not Satisfied At All" to (7) "Very Important" or "Very Satisfied". Therefore, the results of the questionnaire are supposed to provide two sets of scores: importance score and satisfaction score. In the analysis, another set of scores is generated, the performance score. This score is given as Importance score less Satisfaction score. A positive performance score means that importance is higher than satisfaction and implies that the institution is not meeting the expectations on important items. On the other hand, a negative performance score entails that the institutions is exceedingly meeting the expectations of the students. A zero mean score means that the expectations are being met.

3.2 Sample

The data is collected randomly from Eastern Mediterranean University students. 380 questionnaires were distributed, 20% of which were in English and the rest in Turkish. This ratio of distribution was based on the population distribution of the university. Eastern Mediterranean University has more students from Turkey than another other country. The data collected is analyzed using the SPPS program. While selecting the sample that represents the census, first a stratified sampling method was used and the stratified sampling results are presented in Table 2.

Table 2. Comparison of Sample and Population distributions of EMU Students

Category	Population		Sample/Respondents		% Sample/Total Population
	Number	%	Number	%	%
Turkish Cypriots	5247	37.90%	113	30.70%	2.2%
Turkish Students	7322	52.90%	180	48.90%	2.5%
International (foreign students)	1270	9.20%	75	20.40%	5.9%
Total	13839	100.00%	368	100.00%	10.5%

As it can be seen from Table 2 while constructing stratified sampling students in EMU are classified according to their nationalities. Three basic classes were considered in terms of Turkish (main land Turks), Turkish Cypriot, and the rest of students as foreign or international class. According to stratified sampling, results respondents were selected by using non probabilities sampling method as a convenient sampling, through simple random selection which is simplified extensively is the most used method in social science researches in general (Aacher, Kumar, and Day, 1995).The demographic results of the main sample feedback are as shown in Table 3.

Table 3. Demographic Profile of Respondents

Characteristic		Frequency	Percentage Frequency
Gender of Respondent	Female	187	49.2%
	Male	193	50.8%
	Total	380	100%
Age of Respondents	18 and Under	45	11.8%
	19 to 24	233	61.3%
	25 to 34	96	25.3%
	35 to 44	4	1.1%
	44 and above	2	0.5%
	Total	380	100%
Ethnicity	African	4	1.1%
	Persian	25	6.6%
	Asian	16	4.2%
	Arabic	5	1.3%
	European	12	3.2%
	Turkish	253	66.6%
	Turkish Cypriot	50	13.2%
	others than above	6	1.6%
	Prefer not respond	9	2.4%
	Total	380	100%
Current Class Level	Freshman	77	20.3%
	Sophomore	83	21.8%
	Junior	71	18.7%
	Senior	88	23.2%
	special student	4	1.1%
	graduate/professional student	53	13.9%
	Other	4	1.1%
	Total Responses	380	100%
Current GPA	No credits earned	56	14.7%
	1.99 and below	48	12.6%
	2.00 to 2.49	65	17.1%
	2.50 to 2.99	75	19.7%
	3.00 to 3.49	82	21.5%
	3.50 and above	54	14.2%
	Total	380	100%

Besides demographic characteristics of respondents as shown in Table 3, the sample results of how students rated various questions on various education experiences are given in Table 4. The results are given based on in each educational experience. The most significant statistic for our analysis is the mean, though the other values may be of importance as well. To obtain these means, first the mean values of the questions for each category of education experience were computed for each case (student) entered in the SPSS (Statistical Packages for Social Sciences). Results shows that there is a minimum score of 2 (not very important rating) for each educational experience. A maximum of 7 (very important rating) is reported. The standard deviation shows how the respondents vary in rating the questions. The higher the standard deviation the higher is the difference in opinion about a particular education experience.

By comparing the means, it can be seen that "Instructional effectiveness" has the highest mean (mean = 5.7141) while "campus life" has the lowest mean (mean = 5.2203). These variables can be arranged as follows in order of their importance (1) "Instructional effectiveness" (2) "Safety and Security" (3) "Academic Advising" (4) "Recruitment and Financial Aid" (5) "Students Centeredness" (6) "Registration effectiveness" (7) "Service Excellence" (8) "Campus Climate" (9) "Concern for Individual" (10) "Campus Support Services" (11) "Campus Life." From this result, it can be seen that student rate academic oriented education dimension to be more critical and very important in their education experience.

The dimensions were rated on the satisfaction scale to assess student's perception of their EMU educational experience. The descriptive results are illustrated in Table 4. The lowest rating reported is one and correspond to "not satisfied at all" and the highest is 7 representing "very satisfied." The mean score tend to cloud around 4 which is a neutral rating on the satisfaction scale. This results ties in with the distribution of respondents based on the satisfaction scale as most student tend to go for a rating around 4. Again, the standard deviation for each dimension represents the variation in the satisfaction level of respondents. Students tend to be most satisfied with "Concern for Individual" and least satisfied with "Recruitment and Financial Aid." Satisfaction priority can be ordered (more satisfied to less satisfied) as follows (1) "Concern for Individual" (2) "Safety and Security" (3) "Campus Climate" (4) "Registration Effectiveness" (5) "Instructional Effectiveness" (6) "Academic Advising" (7) "Campus Life" (8) "Student centeredness" (9) "Service Excellence" (10) "Campus Support" (11) "Recruitment/Financial Aid."

The importance and satisfaction ratings were used to compute the performance scores and shown in Table 16. These were found by subtracting the satisfaction score from the importance score. A positive score shows that Importance is more than satisfaction that is the level of satisfaction is lower than the level of expectation. A negative score means that the satisfaction is more than the expectation, that is, the expectations have been exceeded. A zero score mean the satisfactions have been met. Each category of education experience di-

mension has a negative minimum score, showing that some of the students are satisfied on all of these dimensions.

On the other hand, a positive score as high as 7 has been reported. The highest positive gap score has been reported on "Recruitment and Financial Aid" while the lowest positive score has been reported on "campus climate." This suggests that students tend to be more satisfied with EMU "campus climate" and less satisfied with "Recruitment and Financial Aid." The order (lower gap to more gap scores) of satisfaction can be put as follows (1) "Campus climate" (2) "Campus Life" (3) "Registration Effectiveness" (4) "Safety and Security" (5) "Concern for Individual" (6) "Academic Advising" (7) "Service Excellence" (8) "Student Centeredness" (9) "Instructional Effectiveness" (10) "Campus Support" (11) "Recruitment and Financial Aid."

Table 4. Descriptive Statistics of Education Dimensions as Rated on the Importance, Satisfaction Scale and Performance Score

Educational Experience Dimension	Number of observations	Importance Mean (St. Dev.)	Satisfaction Mean (St. Dev.)	Performance Score (I-S)
Academic Advising	380	5.6138 (0.87666)	4.4350 (1.00216)	1.1537
Instructional Effectiveness	380	5.7141 (0.91381)	4.4425 (0.97272)	1.2202
Safety and Security	380	5.6740 (1.41829)	4.8732 (1.66547)	1.1161
Registration Effectiveness	380	5.5443 (0.91682)	4.6373 (0.94448)	1.0437
Campus Climate	380	5.4193 (0.89304)	4.8259 (1.06438)	0.6123
Concern for Individual	380	5.3577 (0.75541)	5.3577 (0.75541)	1.1414
Campus Support Services	380	5.2971 (0.89494)	4.1186 (0.92493)	1.2356
Student Centeredness	380	5.5613 (0.93374)	4.3636 (0.94743)	1.1578
Recruitment and Financial Aid	380	5.5899 (0.95311)	3.7764 (1.21402)	1.7336
Service Excellence	380	5.5235 (0.84188)	4.3279 (0.95156)	1.1570
Campus Life	380	5.2203 (0.82124)	4.3764 (0.94460)	0.9147

3.3 Satisfaction-Importance Matrix Analysis

The foregone results can be portrayed on the Satisfaction-Importance matrix. The matrix

was discussed in the previous chapter and it can help in showing which educational experience dimensions are important to management. The matrix is based on Table 4. The 11 items that describe the educational experience of students are portrayed on the matrix. The categorisation is based on the rating assigned to them in the above sections. The low and high classifications on the satisfaction and importance axis were determined arbitrary: we take it that below any dimension ordered 5 and above is in the high category while those ordered below 5 are in the low category. The coordinate indication on the educational experience dimension follows the mathematical x-y convention. Therefore, "Registration Effectiveness" (6, 4) means that it is rated number 6 on the importance scale and number 4 on the satisfaction scale. Based on this categorisation, we have the matrix as in Figure 1.

This classification shows that students rate "Safety and Security" to be important and are at the same time satisfied with it. On the other hand dimensions such as "Registration Effectiveness", "Campus Climate" and "Concern for Individual" are rated as unimportant but students tend to be very satisfied with them. "Service Excellence", "Campus Support" and "Campus Life" are rated as unimportant and dimensions that do not bring satisfaction to students. "Instructional Effectiveness", "Academic Advising", "Recruitment and Financial Aid" and "Student Centeredness" are rated as highly important, but students have low satisfaction for them.

This classification highlights areas that may be important for the attention of EMU management. "Instructional Effectiveness", "Academic Advising", "Registration and Financial Aid", and "Student Centeredness" are items that EMU management must give attention too. On the other hand, management can consider resources invested in items such as "Service Excellence", "Campus Support" and "Campus Life" as candidates for harvesting.
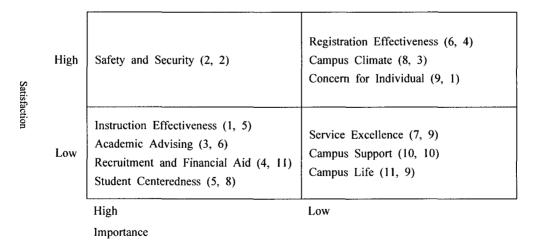
Satisfaction	High	Safety and Security (2, 2)	Registration Effectiveness (6, 4) Campus Climate (8, 3) Concern for Individual (9, 1)
	Low	Instruction Effectiveness (1, 5) Academic Advising (3, 6) Recruitment and Financial Aid (4, 11) Student Centeredness (5, 8)	Service Excellence (7, 9) Campus Support (10, 10) Campus Life (11, 9)
		High	Low
		Importance	

Figure 1. Satisfaction-Importance Matrix Based on Rating of Importance and Satisfaction Ratings from EMU Students

4. Conclusions

In this study, attempt has been made to discuss quality and apply the concept to the education sector. It was seen that quality is customer satisfaction and that this concept has been extended to services sector such as the education sector. Quality mobilises the organisation's effort and dedicates them to satisfying customers. In the education sector, these customers may include a wide range of groups representing all those that are interested in the university with different needs to be met. Furthermore, in this study, we have simplified our study by taking it that the customer of the university is the student. Following other works of research, we take it that the student's satisfaction is determined by the his/her educational experience. Moreover, following on the work done by Eliot and Healy (2001), we describe this education experience in terms of 11 dimensions. We attempt to measure the satisfaction level of EMU students using a target sample of 350 students by employing a survey instrument modelled on the SSI instrument was used. This questionnaire was designed in English as well as in Turkish in order to enhance data capture capability as EMU.

Respondents were asked to answer questions by rating the 11 dimensions on two scales, namely the importance scale and the satisfaction scale. A performance score was then calculated based on the difference of these two ratings. This score showed whether a student's expectation were being met, delighted, or not.

Based on the importance scale, it was learnt that dimensions can be ordered as follows (1) "Instructional effectiveness" (2) "Safety and Security" (3) "Academic Advising" (4) "Recruitment and Financial Aid" (5) "Students Centeredness" (6) "Registration effectiveness" (7) "Service Excellence" (8) "Campus Climate" (9) "Concern for Individual" (10) "Campus Support Services" (11) "Campus Life" "Academic Advising" as the most important variables to the students. Academic Advising related to University's advising role, which include academic as well as non-academic advising such as career counselling and self-development.

"Instruction Effectiveness" emerged as the second most important. This relates to instructors effectiveness in delivering lecture materials as well as the instructor's effective understanding of the course material. Another dimension that emerges as important is "Recruitment and Financial Aid." This dimension related to provision of information about university enrolment, course as well as financial aid. It also encompasses issues to do with recruitment procedures. "Students Centeredness" is also important and describes how the student is viewed and handled by the university.

On the satisfaction scale, results reveals the following order (starting with the most satisfying variable): more satisfied to less satisfied) as follows (1) "Concern for Individual" (2) "Safety and Security" (3) "Campus Climate" (4) "Registration Effectiveness" (5) "Instructional Effectiveness" (6) "Academic Advising" (7) "Campus Life" (8) "Student centeredness" (9) "Service Excellence" (10) "Campus Support"

On the gap scale the following order was revealed: (1) "Campus climate" (2) "Campus Life" (3) "Registration Effectiveness" (4) "Safety and Security" (5) "Concern for Individual" (6) "Academic Advising" (7) "Service Excellence" (8) "Student Centeredness" (9) "Instructional Effectiveness" (10) "Campus Support" (11) "Recruitment and Financial Aid."

The results were tabulated on the satisfaction-importance matrix and it was revealed that "Academic Advising", "Instruction Effectiveness", "Recruitment and Financial Aid" and "Student Centeredness" were very important to students and that students were least satisfied on these dimensions. Management must take quality related initiative on enriching the students' education experience and satisfaction by focusing on these dimensions.

References

1. Aaker, D. A., Kumar, V., and Day, G. S.(1995), *Marketing Research*, 5th Edition, John Wiley, New York.

2. Allen, J. and Davis, D.(1991), "Searching for excellence in marketing education: The relationship between service quality and three outcome variables," *Journal of Marketing Education*, Spring, pp. 47-55.

3. Barnett, R.(1992), *Improving Higher Education: Total Quality Case*, Open University Press, Buckingham, U.K.

4. Beltyukova, S. A. and Fox, C. M.(2002), "Student satisfaction as a measure of student development: Towards a Universal Metric," *Journal of College Student Development*, Vol. 43, No. 2, pp. 1-12

5. Berry, L. L. and George, W. R.(1975), "Marketing the university opportunity in an era of crises," *Atlanta Economic Review*, July/August, pp. 4-8.

6. Berry, L. L. and Parasuraman, A.(1993), " Building a new academic field–the case of services marketing," *Journal of Retailing*, Vol. 69, No. 1, Spring, pp. 13-60.

7. Burggraff, W.(1997), "Management skills from different educational settings," *International Journal of Educational Management*, Vol. 11, No. 2, pp. 65-71.

8. Conway, T., Mackay, S., and Yorke, D.(1994), "Strategic planning in higher education: Who are the customers?," *International Journal of Education Management*, Vol. 8, No. 2, pp. 29-36.

9. Davis, B. and Ellison, L.(1998), "Future and strategic perspectives in school planning," *International Journal of Educational Management*, pp. 133-140.

10. Day, G. S.(1994), "The capabilities of market-driven organisations," *Journal of Marketing*, Vol. 58, No. 4, pp. 37-52.

11. Dickter, E.(1985), "What's in an image?," *The Journal of Consumer Marketing*, Winter,

pp. 75-81.

12. Dondero, G. M.(1997), "Organizational climate and teacher autonomy: Implications for educational reform," *International Journal of Educational Management*, Vol. 11, No. 5, pp. 218-221.

13. Doyle, J. L.(1998), "Class, consumerism and education," *International Journal of Educational Management*, Vol. 12, No. 4, pp. 183-187.

14. Elliott, M. K. and Healey, A. M.(2001), "Key factors influencing student satisfaction related to recruitment and retention," *Journal of Marketing for Higher Education*, Vol. 10, No. 4, pp. 1-11.

15. Fram, E. H.(1974/75), "Marketing revisited: Clarifying concepts and strategies," *College Board Review*, Winter, pp. 6-8.

16. Grönrooss, C.(1990), *Services Management and Marketing*, Lexington Books, Massachusetts.

17. Guolla, M.(1999), "Assessing the teaching quality to student satisfaction reationship: Applied customer satisfaction research in the classroom," *Journal of Marketing Theory and Practice*, Vol. 7, No. 3, pp. 87-97.

18. Gyure, F. J. and Arnold, G. S.(2001), "Using 'Relationship Marketing' theory to develop a training model for admissions recruiters," *Journal of Marketing for Higher Education*, Vol. 10, No. 4, pp. 35-49.

19. Hollingshead, B. and Griffith, J.(1990), *Mature Students Marketing and Admission Policy -Strategies for Polytechnics and Colleges*, CNAA, London.

20. Kohli, A. K. and Jaworski, B. J.(1990), "Market orientation: The construct, research propositions and managerial implications," *Journal of Marketing*, Vol. 54, April, pp. 1-18.

21. Kotler, P.(2003), *Marketing Management*, 11th Edition, Prentice Hall, USA.

22. Kotler, P. and Fox, K.(1985), *Strategic Marketing for Higher Educational Institutions*, Prentice-Hall, Englewood Cliffs, NJ.

23. Kotze T. G. and Plessis P. J. Du,(2003), "Students as 'Co-producers' of education: A proposed model of student socialisation and participation at tertiary institutions", *Quality Assurance in Education*, Vol. 11, No. 4, pp. 186-201.

24. Kranchenberg, A. R.(1972), "Bringing the concept of marketing to higher education," *Journal of Higher Education*, Vol. 51, January/February, pp. 40-59.

25. Le Blanc, G. and Nguyen, N.(1997), "Searching for excellence in business education: An exploratory study of customer impressions of service quality," *International Journal of Educational Management*, Vol. 11, No. 2, pp. 65-71.

26. Lundsrom, W. J., White, D. S., and Schuster, C. P.(1996), "Internationalizing the marketing curriculum; the professional marketer's perspective," *Journal of Marketing Education*, Vol. 18, Summer, pp. 5-16.

27. Mazzarrol, T.(1998), "Critical success factors for international education marketing,"

International Journal of Education Management, Vol. 12, No. 4, pp. 163-175.

28. Moore, P. G.(1989), "Marketing higher education," *Higher Education Quarterly*, Vol. 43, No. 2, Spring, pp. 108-124.

29. Morstain, B. R.(1977), "An analysis of student satisfaction with their academic programs", *Journal of Higher Education*, Vol. 48, January-February, pp. 1-16.

30. Narver, J. C. and Slater, S. F.(1990), "The effect of a market orientation or business profitability," *Journal of Marketing*, Vol. 54, October, pp. 20-35.

31. Naudé, P. and Ivy, J.(1999), "The marketing strategies of universities in the United Kingdom," T*he International Journal of Educational Management*, Vol. 13, No. 3, pp. 126-134.

32. Nicholls, J., Harris, J., Morgan, E., Clarke, K., and Sims, D.(1995), "Marketing higher education: The MBA experience," *The International Journal of Educational Management*, Vol. 9, No. 2, pp. 31-38.

33. Palihawadana, D. and Holmes, G.(1999), "Modeling Module Evaluation in Marketing Education," *Quality Assurance In Education*, Vol. 7, No. 1, pp. 41-46.

34. Parasuraman, A., Zeithmal, V., and Berry, L.(1985), "A conceptual model of service quality and its implications for future research," *Journal of Marketing*, Vol. 48, pp. 41-50.

35. Parasuramann, A., Berry, L. L., and Zeithaml, V.(1993), "More on improving service quality measurement," *Journal of Retailing*, Vol, 69, Spring, pp. 140-147.

36. Robinson, A. and Long, G.(1988), "Substances v.s trapping in marketing non-advanced F. E," *Journal of Further and Higher Education*, Vol. 21, No. 1, pp. 42-53.

37. Roszkowski, J. M.(2003), "The nature of the importance- satisfaction relationship in ratings: Evidence from the normative data of the NOEL-LEVITZ Student Satisfaction Inventory," *Journal of customer Satisfaction and Complaining Behaviour*, Vol. 16, pp. 211-221.

38. Shemwell, D. J., Yavaş, U., and Bilgin, Z.(1998), "Customer-service provider relationship: An emperical test of a model of service quality, satisfaction and relationship oriented outcome," *International Journal of Service Industry Management*, Vol. 9, pp. 155-168.

39. Smith, L. R. and Cavusgil, T. S.(1984), "Marketing planning for colleges and universities," *Long Range Planning*, Vol. 17, No. 6, pp. 105-116.

40. Spreng, R. A. and Mackoy, R. D.(1996), "An empirical examination of a model of perceived service quality and satisfaction," *Journal of Retailing*, Vol. 72, pp. 201-214.

41. Thomas, D. R. E.(1978), "Strategy is different in service businesses," *Harvard Business Review*, Vol. 56, No. 4, July-August, pp. 158-165.

42. Waugh F. Russell, (2003), "Evaluation of quality of student experience at a university

using a Rasch Measurement Model," *Studies in Educational Evaluations*, Vol. 29, pp. 145-168.

43. Weaver, T.(1976), "What is the good of higher education?," *Higher Education Review*, Vol. 18, No. 3, pp. 3-14.