

Quality Dimensional Analysis: A Basis for Marketing Strategy of Higher Educational Institutions

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Abstract: Higher education institutions currently face an increased number of participants in the market on the supply side, and increased level of requirements at the demand side. Therefore, an appropriate marketing strategy is required to pay attention to this fact. We need to apply conquest marketing to secure a sufficient level of interest and enrollment of students on one hand, and retention marketing in order to create the satisfaction and loyalty of the already enrolled students on the other. The key role in formulating and designing the marketing strategy of an educational institution is assigned to the quality of the educational process, the quality as perceived by the students, and the level of satisfaction derived from the same. Since one specific feature of the service process, including the education services too, is the heterogeneity of the services and difficult standardisation of the service process; the measured quality of services in fact represents the quality as perceived by the clients. From this follows that the precondition of a successfully created marketing strategy is the choice of an adequate quality-measuring model in the education process (service provision process). The paper uses the Kano model of service quality measuring to identify among students the factors that are used by them to measure the quality of the education process and point at them the marketing strategy of institutions.

JEL Classification: I21

Key words: conquest marketing, enrollment service, Kano model

Introduction

When selecting the way and method of measuring the quality of services, it is necessary to recognise the specificity of the service providing process and dimensions that affect the possibility and the level of measuring the service quality and the fact

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that perceived quality reflects the perception of the output (the results of the service provision) and the process as such. As a consequence, the traditional models of quality measurement are not suitable for measuring the quality of services since they are often based on norms, automation and replacement of human labor, meaning that even the TQM model (total quality management) is not appropriate even if it is oriented to remedy the defects (zero defect TQM). Above-mentioned models are, more or less, aimed at removing the defects or ensuring some standard quality in order to avoid dissatisfaction of clients. But very often this is not enough to create the clients' satisfaction, which, in itself, represents the basis for establishing a long-term relationship and the clients' loyalty.

Therefore, in the case of quality measurement in service providing companies, it is necessary to ensure the implementation of models that recognise the particularities of the process of service provision, the positions and demands of clients, and the fact that the quality is measured as a difference between the expected and perceived quality in the mind of the client. In addition to the TQM process, which seeks to constantly improve the service process and by doing so make sure that the buyer's expectations are continuously exceeded, what results with their satisfaction, the models that are found suitable are the Kano model and SERVQUAL model of service quality measuring.

Kano Model

This model of customer satisfaction stipulates that the degree of customer satisfaction is dependent upon the degree of fulfillment, but is different for different types of customer expectations.

The model demonstrates that blindly fulfilling customer requirements carries a risk if the service provider is not aware that there are different types of customer requirements. Without this understanding and measurement, providers risk:

- Providing superfluous quality
- Wowing the customer in one area, and driving them to competitors in another
- Focusing only on what customers say, and not what they think.

Developed by Professor Kano (1980), the model is based on the concepts of customer quality and provides a simple ranking scheme, which distinguishes between essential and differentiating attributes. The model is a powerful way of visualising service characteristics. Kano also produced a rigorous methodology for mapping consumer responses onto the model. Service characteristics can be classified as:

- Threshold /Basic attributes

Attributes, which must be present in order for the service to be successful, can be viewed as a 'price of entry'. However, the customer will remain neutral towards the service even with improved execution of these aspects.

- One dimensional attributes (Performance /Linear)

These characteristics are directly correlated to customer satisfaction. Increased functionality or quality of execution will result in increased customer satisfaction. Conversely, decreased functionality results in greater dissatisfaction.

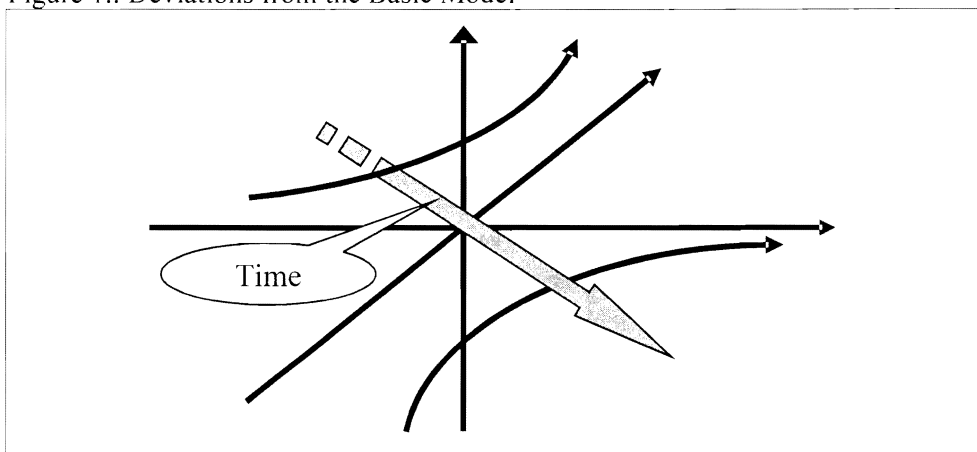
- Attractive attributes (Exciters/ Delighters)

Customers get great satisfaction from a feature – and are willing to pay a price premium. However, satisfaction will not decrease (below neutral) if the products lack the feature. These features are often unexpected by customers and they can be difficult to establish as needs up front. They are sometimes called 'unknown or latent needs'.

A high level of execution of the linear attributes or the inclusion of one or more 'delighter' features can gain Service differentiation.

What has to be remembered is the effect of time and market trends on the classification of dimensions in one of the three groups. In parallel with development of the requests of clients and buyers, some particular dimensions of the services, turn from the differentiating into basic attributes, while the other dimensions move from the category of attractive attributes ('delighters') into the category of differentiating dimensions. As a consequence of such changes, it is necessary to continuously seek dimensions and attributes that would cause the delight on the part of the buyers.

Figure 1.: Deviations from the Basic Model



The research suggests that, in addition to the dynamic movements in the model and transformation of the attractive into differentiating and then into basic attributes, it is also possible to move in the opposite direction. Namely, the failure to fulfill basic expectations that have not been communicated (promised), but they go without saying, may result with dissatisfaction and disappointment. A similar outcome may be expected also with respect to the differentiating attributes that have been communicated as an advantage of a company, but have not been realised in the service providing process.

This will result with a lower level of expectation in future, and in case of provision of some basic dimension of services (that were lacking in the previous cycle), they will be used as a basis for differentiating the offer. Similarly, the dimensions that have been communicated by the company as a basis of differentiation, but which have not been realised, will become a cause of delight of the clients and shall transform from the differentiating into attractive factors (delighters).

SERVQUAL

The other model that was used for measuring service quality is known under the name SERVQUAL (service quality) (e.g. Zeithaml and al, 1990). Originally, this model measures 10 dimensions that have resulted with this research and were used as a basis for development of a framework definition of service quality and instruments for measuring the buyer's perception of the service quality.

Table 1.

Dimension	Content
Tangibles	Appearance of physical facilities, equipment, personnel, and communication materials
Reliability	Ability to perform the promised service dependably and accurately
Responsiveness	Willingness to help customers and provide prompt service
Assurance	Knowledge and courtesy of employees and their ability to convey trust and confidence
Empathy	Caring, individualised attention the firm provides its customers

Quantitative research phase resulted in a parsimonious instrument (SERVQUAL) consisting of two sections: 1) an expectations' section to ascertain the general expectations of customers concerning a service, and 2) a perceptions section to measure customers' assessment of a specific firm within the service category.

Although SERVQUAL had only five distinct dimensions, they captured facets of all of the originally conceptualised dimensions:

Research Methodology

The research was conducted using the Kano model on a sample of students in four-years and two-years studies, as well as the post-graduate students for the purpose of identifying the key dimensions of quality that are sorted as basic, differentiating and attractive dimensions. The objectives of the research were:

- a) To identify the key dimensions that are supposed to make a backbone of the marketing strategies oriented towards attracting new students,
- b) To identify the strategies those ensure the satisfaction of the students of higher years who are the potential users of the post-graduate services. In this context, it is necessary to ensure an implementation of a marketing strategy that is directed to maintaining and establishing mutual links (students' loyalty).

The questionnaire comprised 25 questions formulated in line with the Kano model methodology. The first set of questions measured the level of satisfaction in case that a certain dimension of services is present, and the other set measured the reaction in case that such a dimension was not present.

Responses offered include four options for each question as follows:

- 1) I like it
- 2) It goes without saying
- 3) I am indifferent
- 4) I am dissatisfied

Surveys have been tabulated. Features of services that represent one of these three dimensions will have high counts according to the table 2.

The questions in the questionnaires were grouped to reflect the five dimensions of the derived SERVQUAL model. The purpose was to identify, in addition to the dimensions that would ensure the possibility of differentiating the offer (in accordance with the Kano model), also the dimensions on which one should base the marketing strategy the purpose of which is to reduce the insecurities and emphasise the dimensions of tangibility, reliability, assurance.... (by SERVQUAL model). In this way, we have combined the identified dimensions and ensured the development of a marketing strategy based on differentiated expectations of buyers (clients, students) in terms of importance (significance) of different dimensions in their

structure and in terms of the key providers of such dimensions (system, staff, management, etc.)

Table 2.: ‘Crossing’ Responses to Affirmative and Negative Questions – Kano Model

		Responses to negatively asked question			
		I like it	It goes without saying	I am indifferent	I am dissatisfied
Responses to affirmatively asked question	I like it		Attractive	Attractive	Differentiating
	It goes without saying				Basic
	I am indifferent				Basic
	I am dissatisfied				

Research Results

Full Time Students – four-year studies

According to the research results, students, depending on the duration of their studies differently perceive the share of basic, differentiating and attractive dimensions of quality. The table below illustrates that in the first year, the share of the differentiating dimensions (factors) is the highest, and they represent the basis for development of a market strategy to attract students when they are deciding on which School to go to.

Table 3.

Factors	First year	Second year	Third year	Fourth year
Basic factors	32 per cent	28 per cent	36 per cent	22 per cent
Differentiating factors	44 per cent	60 per cent	36 per cent	39 per cent
Delighting factors	24 per cent	12 per cent	28 per cent	39 per cent

In the second year of studies, we see that the share of basic and attractive factors diminishes, while the share of the differentiating factor increases. Those parameters confirm the laws of the model in terms of transformation of attractive dimensions into differentiating over time and increase in demands of the clients (in this case, the students). However, we are simultaneously registering a transformation of one part of the basic dimensions into differentiating ones, what is in this model explained as a deviation caused by dissatisfaction of the clients, or in other words, by failure to fulfill some of their basic requests.

Similar oscillations may be seen also when comparing the second and third year, as well as the third and fourth year. The share of basic factors in the third year is somewhat increased as a result of decreased differentiating dimension, what is in line with the dynamics that is characteristic for this model. At the same time, the share of attractive factors sharply increases at the expense of the differentiating ones, what again confirms the existence of a significant level of dissatisfaction or disappointment by specific dimensions of the education process. As a result, the dimensions of the education process that used to be the basis for differentiation of the offer of the School from the offer of other faculties transform into factors so unexpected that they delight the students.

And finally, the ratio of dimensions in the third and fourth year leads us to conclusion that the education process, as a service providing process, has failed to meet the students' expectations. Namely, the share of basic factors in the fourth year is at its lowest, and significantly lowers than in the third year. The differentiating factors are much less present than in the first two years, and couple of percentages more than in the third year. From this follows that the School loses in quality of dimensions that differentiate its offer compared to its competition over time, while the share of the factors the presence of which delight students is much higher compared to all previous years. It is simple to infer from the above that the experience with services provided over the four years of studies includes a series of unrealised expectations and promises, so the share of the dimensions the students of final years expect is significantly shrunk. As a consequence, naturally, to overall experience with services provided by the School will be highly dissatisfying.

If we look at the structure of the basic, differentiating and attractive factors, we can follow how they change and how they travel from one group to another. For the sake of clarity, and to avoid repetition, we are listing them all together, indicating which year of studies they relate to:

The research results suggest that the basic requirements that must be met in the higher education institutions be related to:

- a) Studying topic, with the indication of the possibility and methods of their practical use;
- b) Consistency in verbal communication between the teacher and the student; and non-verbal communication (body language) – basic for the students of the first three years;
- c) Regular classes and announcing the exam. times and exam. results (second and third year, respectively);
- d) Explaining the organisation and performance of the exams;
- e) Effective resolution of problems submitted to the School administration;

- f) Synchronisation in classes of several teachers teaching the same subject (basic in the first and fourth year), and covering the topics in accordance with the curriculum (first, second, fourth)
- g) Teachers are masters of the matter they teach (first, second and third year)
- h) Objectivity and consistency in grading (first and third year)

The results suggest that for the students, the basic dimension is fulfillment of all those requirements that facilitate a reduction in uncertainty, which is always present in case of services, and an increase of the perceived level of control of the service provision process, in this particular case, the control over the education and examination processes. Here, it is necessary to ensure regularity in performing the teachers' obligations and define the 'rules of the game' in the very beginning when it comes to students' obligation, and avoid changing them.

On the other hand, the differentiating requirements, those that go without saying and the level and intensity of which will result with increased level of satisfaction are considered to include the following:

- a) Narrowing down the scope of mandatory and recommended readers (first, second, third year;
- b) Possibility of taking part in summer seminars and schools organised through the School (first, second, fourth);
- c) For the students in the first, second and fourth year – the regularity and timeliness when announcing times of exams and results of exams is a differentiating factor (first, second, fourth);
- d) In particular, the possibility to communicate and register for the examination via Internet, or extended working hours of the relevant service (all);
- e) Organisation of partial exams is classified by all students under differentiating factors, as well as the readiness of the teacher to respond to the questions they ask (all);
- f) Communication with students, from year two to the end of the studies, after having been in the category of delight factors now becomes a factor of differentiation and, proportionally to increased quality of communication, it conditions the increased level of buyers' satisfaction (second, third, fourth);
- g) Freedom in choosing readers and validity of the diploma of the School (Faculty) of Economics are also among the differentiating factors (all).

And finally, delight was caused among students by:

- a) Visits of guest lecturers (in all four years)
- b) Possibility of taking part in summer schools (in final years);

- c) Holding consultations in the final years;
- d) Additional availability of courses of foreign languages, computers that are provided to students for free;
- e) Well-organised web pages where one can find all necessary information (first and third year).

Deviations from the previously identified changes and transformation of the attractive into differentiating and basic requirements were noted in connection with the following factors:

- a) Regularity of teachers when it comes to sticking to the consultation schedule is a differentiating factor in the first two years, and an attractive one in the last two years.¹
- b) Teacher's looks and body language (basic, basic, attractive)
- c) Possibility of taking part in summer schools (differentiating, basic)
- d) Regularity of consultations (differentiating, attractive)
- e) Teachers are knowledgeable and masters of the subject they teach (basic, basic, differentiating)
- f) Consistency in grading (basic, differentiating, basic, attractive)

The above results show a transformation of the factors that were lower ranking among students in the first, and possibly the second year, into higher-ranking factors (in terms of their effect on students' satisfaction). Based on some indicators they create a relatively high level of expectation that includes a number of factors classified as basic, or expected. The experiences they have later on, as well as a negative perception of activities on the part of some lecturers later on result with transformation of basic factors into differentiating or attractive ones.

The way that the questionnaire was formulated made it possible to monitor the share of individual dimensions of SERVQUAL model within the dimensions identified on the basis of the Kano model.

Table 4: I year VII-1 level – full-time students

Basic factors (32 per cent)	Differentiating (44 per cent)	Delighting (24 per cent)
Tangibility 13 per cent	Tangibility 18 per cent	Tangibility 49 per cent
Reliability 24 per cent	Reliability 18 per cent	Reliability 17 per cent
Responsiveness 25 per cent	Responsiveness 18 per cent	Responsiveness 0 per cent
Assurance 25 per cent	Assurance 28 per cent	Assurance 17 per cent
Empathy 13 per cent	Empathy 18 per cent	Empathy 17 per cent

One may see that in the first year of studies that in the group of basic factors, the reliability, responsiveness and assurance are ranked equally important, and combined, they take up 74 per cent of the basic factors. From this follows that the first year students believe that the key prerequisites for a successful and good quality process are the ability, readiness and responsibility of the School, teaching and administrative staff performing the basic tasks, i.e. 'promises' given to their prospective students.

In the group of differentiating factors, the assurance dominates with 28 per cent, while the other SERVQUAL dimensions are equal. From this follows that in the basis for differentiation of offer and positioning are the knowledge and receptiveness of the employees and their ability to build up a trust among the service users.

Finally, in the group of attractive factors, the dimension of tangibility is fully dominating, what suggests the need to pay special attention to the dimension of tangibility, i.e. the environment, equipment and interior where the first year students are taught. Even some small improvements in this domain, with provision of the possibility to use the computer equipment and capacities, will cause delight and secure advantage for the School compared to the competition.

Table 5.: II year VII – level – full-time students

Basic factors (28 per cent)	Differentiating (60 per cent)	Delighting (12 per cent)
Tangibility 43 per cent	Tangibility 13 per cent	Tangibility 3 per cent
Reliability 14 per cent	Reliability 27 per cent	Reliability 0 per cent
Responsiveness 29 per cent	Responsiveness 13 per cent	Responsiveness 0 per cent
Assurance 14 per cent	Assurance 34 per cent	Assurance 0 per cent
Empathy 0 per cent	Empathy 13 per cent	Empathy 67 per cent

In the second year, among the basic request the tangibility dominates with 43 percents, followed by responsiveness with 29 percents. This leads to conclusion that this level takes it as normal that the teaching process is conducted in the premises appropriately equipped and provided by all accompanying contents that are necessary for uninterrupted conduct of teaching and supporting activities. This is a logical consequence of learning of the potentials and contents the School possesses. After the delight caused by the use of those contents in the first year, the second-years will have come to expect it, what has a significant effect on the perception of the level of quality of services being provided.

Within the group of differentiating factors, the assurance and reliability have the highest percentage. What follows is that those dimensions are the basis for differentiating the School's offer. They are inferred as an implicit guarantee of what the structure of the teaching staff and their dignity as publicly perceived provide to

the future students. They signal to students what quality of services they could expect receive.

And finally, the second years are delighted by the empathy shown by the service providers (teachers and administrative staff), while the other factors are neglectable. This may be explained by the experience the students receive in the first year, when they are listening to lectures in very large groups, where it is practically impossible to individualise approach to the extent they would want it. Because of that, on the next level the readiness and ability of the teachers to establish a direct contact with students causes delight.

Table 6: III year – VII- 1 level – full-time students

Basic factors (36 per cent)	Differentiated (36 per cent)	Delighting (28 per cent)
Tangibility 22 per cent	Tangibility 22 per cent	Tangibility 28 per cent
Reliability 34 per cent	Reliability 0 per cent	Reliability 29 per cent
Responsiveness 0 per cent	Responsiveness 22 per cent	Responsiveness 29 per cent
Assurance 33 per cent	Assurance 34 per cent	Assurance 0 per cent
Empathy 11 per cent	Empathy 22 per cent	Empathy 14 per cent

The share of dimensions of reliability and assurance among the basic factors in case of the third year students is similar to their share among the differentiating factors for the second year students. Based on this, one may follow the transformation of factors from differentiating into basic, which is characteristic of the Kano model. This occurs as a result of ‘maturing’ of the service users, i.e. accumulation of experiences on the part of the students.

Table 7.: IV year – VII-1 level – full-time students

Basic factors (22 per cent)	Differentiated (39 per cent)	Delighting (39 per cent)
Tangibility 17 per cent	Tangibility 18 per cent	Tangibility 28 per cent
Reliability 0 per cent	Reliability 37 per cent	Reliability 29 per cent
Responsiveness 66 per cent	Responsiveness 0 per cent	Responsiveness 29 per cent
Assurance 0 per cent	Assurance 27 per cent	Assurance 0 per cent
Empathy 17 per cent	Empathy 18 per cent	Empathy 14 per cent

The structure of the differentiating factors, particularly, when complemented with the information on the structure of delight-causing factors shows the changes we have indicated when analysing the transformation of the basic into the differentiating factors, when analyzing the Kano model structure. Here, as a result of the bad experiences and failed expectations, the tangibility, reliability and responsiveness are promoted into the delight-causing factors, and they are, by the nature of the School’s

operations and education process, the basic precondition for the process of interaction with students.

And finally, in the fourth year, the dimensions of responsiveness has the two-third share in the basic factors, what is a logical ratio in light of the increased expectations and demands the students place before the teaching and administrative staff. The responsibility for the obligations accepted and promises given is the minimum that must be achieved in order to avoid the students' dissatisfaction and negative verbal advertising that accompanies such dissatisfaction. This dimension is followed by dimensions of tangibility and empathy, around 17 per cent each, suggesting that the students believe that the use of the available capacities is necessary as a basic precondition in implementation of the education process, but they also think that the helpfulness of the teaching and support staff is equally necessary.

As for the differentiating factors of the 'offer', the teaching process may be differentiated by the dimensions from the group of reliability and assurance, and in a significantly lower extent, tangibility and empathy. Finally, the delight is caused by dimensions of quality that are directed towards the increase in the levels of reliability and responsiveness and tangibility. From this follows that, in order to differentiate the offer from other faculties, it will be necessary to design a marketing strategy and appeal based on reliability and assurance, and factors from the group of responsiveness and tangibility (to a smaller extent), which will cause delight.

Two-years Study – parallel students

The results of the research conducted among the students in the two-years studies who have the status of parallel students (what means that they cover one part of the study costs) show a much higher level of expectation in terms of the dimensions of quality provided by the School. So the share of the basic factors is 35 per cent, the differentiating 50 per cent, and attractive only 15 per cent. From this follows that expectations of those students are much higher than of the students in the four-year studies. This is a logical consequence of the fact that those students are paying scholarship and on that basis, the perception of the sacrifice (the costs) they make is much higher.

There are no significant differences among the students in the first and second year, so the results presented here are the aggregate results obtained from the people in the two-year long study.

Table 8.

Basic factors (35 per cent)	Differentiated (50 per cent)	Delighting (15 per cent)
Tangibility 20 per cent	Tangibility 12 per cent	Tangibility 43 per cent
Reliability 30 per cent	Reliability 13 per cent	Reliability 14 per cent
Responsiveness 20 per cent	Responsiveness 13 per cent	Responsiveness 14 per cent
Assurance 20 per cent	Assurance 49 per cent	Assurance 0 per cent
Empathy 10 per cent	Empathy 13 per cent	Empathy 29 per cent

In terms of the share of the SERVQUAL dimensions, it is apparent that the dispersion of individual dimensions within the basic factors is rather harmonious, with the exception of a somewhat heavier emphasis on the reliability. The conclusion is that there are no significantly expressed preferences towards one of the dimensions of the SERVQUAL model. As a result of the increased expectations, the students show even dispersion of demands from each of those dimensions, thus implying a more comprehensive approach to communication and interaction with this group.

The basis for differentiation certainly lies in the dimension of assurance, which, with its 49 per cent, dominates this group, while the delight may be achieved by strengthening the service offer in the dimension of tangibility. This may be explained by the fact that the students of the two-year studies are very rarely in position to use the existing equipment and computer and other contents the School has available. There is an unwritten rule that the students of the four-year studies have an advantage when organising the teaching, so the opportunity for having classes in better-equipped rooms is offered to this group of students (of two-years studies) primarily in those subjects that they listen together with the four-years. It is a rare occasion that the teaching is organised in the best-equipped premises. From this results the following perception – tangibility causes delight among students.

Post-Graduate Studies

The method of data collecting in the case of post-graduate students was somewhat different from the method implemented in the under-graduate studies. Considering that the research was conducted at the time when the lectures had already been completed, the questionnaires were e-mailed to the students, with the request to send them back once filled. Since the students were informed on the method of the research and data collection, there was no doubt that they understood the questions they received.

However, the number of questionnaires that were returned made it only possible to make conclusions concerning the results of preliminary research. In addition, the

post-graduate students were asked to provide suggestions that would improve the research process and design of the questionnaire for the next stage of the research.

The results obtained suggest that the share of basic factors dominates with 51 per cent, followed by the differentiating factors with 32 per cent, while only 17 per cent of factors cause delight. Obviously, the level of demands posed by those students is much higher than in the case of the undergraduate students. This is a logical consequence of experience and knowledge the post-graduate students have, as well as of the increased level of demands they place before the School. It is only logical that the challenges the School, teaching and administrative staff face when dealing with post-graduate students is much bigger.

On the other hand, the level of expectations of those students increase in proportion to the level of scholarship fee they pay. With respect to this, there is a high level of similarity in structure of Kano model dimensions among the post-graduate students and the students of the two years long studies.

Main Findings

The following conclusions stem from the above:

- The level of demand for under-graduate and post-graduate studies show that the School (Faculty) of Economics has a strong image of a leading higher-educational institution in Bosnia and Herzegovina.
- The growing competition is a signal that it is necessary to change the pro-active marketing strategy for the purpose of mobilising and attracting the best candidates.
- The research result must be used as guidance when developing the future offensive strategy, particularly for the post-graduate studies.
- The strategy must be developed on the basis of indicators of students' expectations in terms of the scope and level of the dimensions that make up the basis for the implementation of the service encounter, but also on the basis of information on the share of dimensions in the SERVQUAL model, in order to develop a strategy that would result with reduced risk, increased reliability and effective differentiation of offer.
- The research has pointed out the need to use the contemporary models of quality measuring and quality control, particularly in the light of dynamic monitoring and measuring caused primarily by failure to meet the expectations and omissions made in the service process.

Namely, the results showed that the demands have transformed:

- a) from attractive into differentiating and basic (questions 2, 7, 17, 19, 21)
- b) from differentiating into basic (questions 1,4,15), but also
- c) from basic into differentiating (5, 11, 12, 14, 16, 18, 20), and
- d) from differentiating into attractive ones (6, 10, 15, 24).

The causes for such a significant deviation from the classic changes in the model may be found in the wide dispersion, number and structure of service providers, absence of standards and non-compliance with the rules in terms of transparency of exams, regularity of teaching, freedom in choice of readers, etc. In addition, the various level of prior knowledge the students start with, as well as the variety of students' goals, and finally, different experience and perception of any service encounter at the time they attend the School are among the factors that also have certain influence.

Implications for Managers

Based on the research results, it is necessary that the School continues the activities oriented towards retaining the leading position and image it has earned in the previous period. This is particularly important in the light of an increasing competition by the newly established and private faculties and universities.

For this purpose, it is necessary to develop a marketing strategy pointed towards reduced uncertainty for students who enroll the School (Faculty) of Economics for the first time. In accordance with the SERVQUAL model dimensions, it is necessary to insist on reliability, responsiveness and assurance as the guaranteed dimensions, and communicate the guarantees of competence in service provision and teaching. Since those are considered basic factors among the first year students, but at the same time they are a good part of the differentiating factors, this will be suitable for differentiation of the offer from the competing and capitalisation of the image that had already been built. At the same time, at the stage of service interaction, it is necessary to ensure the students, once they enroll, to work in adequately equipped premises if one wants to achieve delight by the service provided.

As for the tangibility, the research results suggest that much better work conditions need to be provided for all groups, including the availability of equipment for visual presentation because this has a direct effect on the level of satisfaction with the quality of the overall education process.

Concerning development and implementation of the marketing strategy towards the higher year's students, it is necessary to continuously monitor the trends and

changes in their demands and expectations, and accordingly define individual elements of the marketing strategy; placing emphasis on the dimensions the students of particular generation consider the most important ones.

Such activities would ensure meeting the expectations on one hand, and to a certain extent, exceeding the expectations on the other hand, what necessarily results with a higher level of perceived quality, satisfaction and loyalty of students.

The loyalty is the key precondition for securing an appropriate market for post-graduate studies. Positive experiences and satisfaction during studies ensure the preference and inclination to select the same School to attend the post-graduate studies. This is particularly important at the time of intensified competition among different offers and challenges the students face.

It is also necessary to pay serious attention to interaction with students and form smaller working groups in order to avoid unfulfilled expectations and dissatisfaction with the method of communication with students, which is illustrated by second-years choosing empathy as one of the attractive factors.

This kind of formulating and adjusting activities to various study years must be designed in such a way to ensure ongoing improvement of the service quality, and on that basis, continuous satisfaction of students with the service they receive and with education. This will contribute to formulation of higher level of expectation reflected in the high share of basic factors in the Kano model structure among the respondents attending undergraduate studies.

Conclusions

The main goal of this research was to apply dimensions of quality models, provided in the Kano model and SERVQUAL model on the education process of School (Faculty) of Economics in order to approved that they may be used as a sound basis for creating a marketing strategy. Classifying factors in one of three groups makes it possible to avoid the risk of irrational dissipation of resources to those dimensions of service provision the students do not consider important. It is also possible to prevent extensive dispersion in quality of services provided, which may lead to decision to change the service provider.

In order to maximise the effect of the analysis the next stage of research is a detailed analysis of the factors that have moved from one group to another over a period of time. The research is expected to facilitate and make possible the understanding of the causes of the specific change. In this way, the key dimensions of quality that needs to be communicated to students through external and interactive marketing would be identified. In parallel, the understanding of the causes of such transformation from one group to another would provide grounds for implementation

of internal marketing actions. Their purpose would be to ensure internal commitment and devotion to achieving the common goal – maximisation of the value created for clients.

NOTE

¹ This is where the particularity of this model and changes of the characteristics over time come to full expression, because in terms of punctuality of the teachers with respect to the time of consultations, the disappointment of the students during the first two years, and teachers' failure to fulfill their promises have resulted with students being delighted with this kind of conduct, what has increased students' loyalty towards the teacher in question and to the house. Their experience has taught them that the level of adhering to the scheduled time of consultations is at a very low level, and their satisfaction has been even higher because of that.

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