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## THE ROLE OF PERCEIVED MARKET ORIENTATION IN HIGHER EDUCATION: POLISH AND AUSTRALIAN EXPERIENCES

### Abstract

Changes taking place on the educational services market require changing the method of managing universities. It is also necessary to emphasize market activities undertaken by management, thanks to which it would be possible to maintain good competitive position and, in consequence, satisfy the needs and expectations of the university's various stakeholders. The aim of this paper is to examine the relationship between perceived market orientation, satisfaction, loyalty, and post-enrolment communication behavior in the higher education context and compare the result with the Cassidy result at an Australian University.

**Key words:** perceived market orientation, university.

### Introduction

Competitive environment is increasing in every sector including higher education institution. That's why market orientation should be adopted by various organizations. Therefore, it is important to research about effective implementation of market oriented activities and behavior, that the universities can be remained competitive in the international education market [Flavián, Lozano, 2007: 91 Ma, Todorovic, 2010: 52]. In the marketing literature took just a little attention to the notion of market orientation regarded customer perspective – so-called perceived market orientation (PMO), therefore the examination of market orientation from this perspective is very important. In this study will be focused on perceived market orientation at a polish University with this research gap in mind. More specifically, this study shows if the perceived brand orientation has

impact on satisfaction, loyalty, and post-enrolment communication behaviour. Three objectives will be accomplished in this article:

- If there is a relationship between PMO, satisfaction, loyalty, and post-enrolment communication behaviour.
- If there is a mediating effects of satisfaction on loyalty and post-enrolment communication behavior.
- If there is similarity or differences between the polish and australian Universities.

## Market orientation – literature overview

Business organizations, including service organizations like universities, create value for customers through various market interrelated performances and/or activities. However, these service behaviors and activities need to be market-oriented [Boo Ho Voon, 2006: 598].

Since the early 90s, scientists have been discussing intensively the topic “market orientation”, which can be a key to business success, and have been focusing on its impacts on business activities [Stolper, 2005: 4]. The beginning of the 90s featured the pioneering paper by [Kohli, Jaworski, 1990] and [Narver, Slater, 1990, 1994a], which derived from market orientation the distinction between the cultural and behavioral perspective. Market orientation aims to build competitive advantages through consistent focus on the needs of customers and other market participants [Kerpen, 2007: 4].

Narver and Slater define market orientation as “the organizational culture that most effectively and efficiently creates the necessary behaviors for creation of superior value for buyer and, thus, continuous superior performance for the business” (Narver, Slater, 1990: 21).

In the literature review are determined few scales for market orientation measurement in the behavioral dimension [Boo Ho Voo, 2006: 599]:

- customer;
- competitor;
- performance;
- long-term orientation.

## Customer orientation

Customer orientation is in tension with other orientation of an organization, such as controlling. True customer orientation requires the company to create customer-oriented values. Here, customer benefits and customer processes provide access to these values [Belz, 2014: 10].

The literature contains many definitions of customer orientation. For example, Shapiro defined customer orientation as the dissemination of information

about customers throughout an organization, formulation of strategies and tactics to satisfy market needs inter-functionally, and achievement of a sense of company-wide commitment to these plans [Shapiro, 1998: 21].

According to Kohli and Jaworski, customer orientation represents the degree in which customer information is both collected and used by a business entity [Kwaku Appiah-Adu Satyendra Singh, 1998: 386].

Customer orientation refers to the fundamental and permanent alignment of the entire operational thinking and activity to the needs of customers, by starting from the culture and individuals of the company, and the organizational conditions. Based on the customer-related information, it is designed in a way that in the context of service provision and interaction with the customer leads to a beneficial business relationship between the customer and the company. Thus the goal of customer orientation is a stable relationship with the customer, which has advantages for the buyers and the suppliers [Mattes, Nohr, 2007: 34].

## Competitor orientation

Competitor orientation is one of related market orientation dimensions; in an organization it is always important to satisfy the customers better than competitors [Siegel, Schöller, 2004: 94].

A competition-oriented organization has to focus on strategies and activities regarding competition. Therefore, customer orientation is so important because the customer usually can choose between several suppliers to satisfy their needs [Compendio-Autorenteam, 2011: 13]. The universities, like other organizations, are undergoing a period of rapid change and uncertainty, where new technologies and more experienced consumers are some of the opportunities and challenges to be faced by the education system. The role of a competitive market strategy is to develop, maintain or defend the organizational position. Public and private universities may either strive for an overall cost/price leadership, or differentiate themselves to gain quality leadership. Furthermore, focusing on competitors leads to a successful position [Donald, 1998: 70].

## Performance orientation

For many years, the marketing academicians and practitioners have been observing the concept of market orientation with the aim of understanding the impact of organizational performance [Han, Kim, Sirvastava, 1998:30]. The performance orientation manifests itself in the fact that services are provided at competitive costs and, at the same time, quality of services and innovation are ensured. It should be aimed at a high willingness to achieve performance, rather than at budget reduction at any cost [Schneider, 2002: 425]. The performance orientation results from the fact that exchange of services is the basis for the relationship with the consumer. Only with a successful exchange of services the

relationship can be established and built up from that point and well-maintained [Notiz, 2005: 26].

## Long-term orientation

Long-term oriented societies look towards the future and perseverance in achieving value, thrift, adaptability, self-discipline, virtue and having a sense of shame. Short-term oriented societies are more oriented towards the past and present and therefore their standards include belief in quick results, social pressure on spending, concern with personal stability and valuing freedom, achievement and truth. Long-term oriented consumers emphasize perseverance and sustained efforts [Karen Kueh, Boo Ho Voon, 2007: 665].

Long-term orientation (LO) is defined as a continuous organization-wide emphasis on long-term performance or survival, long-term relationship with the target customers, and visionary service; the organization/employees gather, disseminate and respond to the future/long-term related information. Providing long-term directions for organizations was among the main elements in the early marketing concept and market orientation [Felton, 1959; Webster, 1988; Narver, Slater, 1990]. Market orientation is a long-term perspective [Eaton, 2002]. Long-term orientation could be seen from the organizational and customer perspectives. Customer orientation stresses long-term customer satisfaction and relationships [Deng, Dart, 1994: 727].

Regarding long term orientation, the future customer should be involved always very early and continuously, which thus enables more reliable strategic planning [Scholderer, 2000: 4].

## Student satisfaction orientation as a necessity in managing a university

A growing competition on the educational services market implies the need for marketing management of a university, including the needs and expectations of its students. Many universities make an effort aiming at satisfaction of expectations of their customers, including maintenance of a high level of satisfaction with the chosen university, introduction of new study majors or adjustment of the offer to the market needs [Marzo-Navarro, Pedraja, Torres, 2005: 506]. Universities conduct also systematic satisfaction surveys of its students, being aware that the need for increasing satisfaction with the studies becomes an important factor in fight against competition [Ryńca, 2014: 86]. The literature on the subject contains numerous publications that pay attention to the need to ensure satisfaction to students who are the basic source of income for many universities. For example, J. Rowley pays attention to the benefits related to measuring student satisfaction. In the opinion of the author, such an evaluation permits a reflection about teaching process being

implemented in a given university. It provides student opinions on the operation of the university and thereby is valuable information in the scope of taken improving activities [Rowley, 2003: 142]. T. Jones and W. Sasser indicate the need for focusing the attention of the management on student needs and on their satisfaction with the chosen university [Jones, Sasser, 1995: 90]. High level of satisfaction affects loyalty of students towards a university. This loyalty may be demonstrated by re-selection of a university (e.g. second degree studies, postgraduate studies. A similar conclusion can be derived from the research by P.G. Patterson that shows impact of satisfaction on choosing postgraduate studies, trainings and advancement courses [Patterson, Spreng, 1997: 414, see also in: Helgesen, Nasset, 2007: 39]. The research by M.M. Raciti presents impact of good relations between students and employees on loyalty of the former [Raciti, 2012: 65]. The literature on the subject features also the research by Maria Josa et al. that shows a positive association between perceived market orientation of an organization and loyalty of its customers [Maria Josa *et al.*, 2007]. A positive relation between customer orientation and loyalty of customers towards an organization is presented also in the research [Dean, 2007: 161] “Thus, the university management should pay particular attention to devotion of ‘customers’ to the chosen university, who, as it has already been mentioned, are an important source of revenue and are the source of shaping opinions on the university in the society” (Ryńca, Kuchta, 2010: 459).

Customer (student) orientation requires also adequate infrastructure and staff. An especially significant thing seems to be having teaching personnel and administrative employees with adequate qualifications.

The operation of a university in a variable environment makes many universities start attaching particular importance not only to satisfaction of students, but also employees. After all, they determine largely the quality of the services provided and, in consequence, student satisfaction [Ryńca, Miśko, 2011: 444]. As indicated by R.D. Sharma and J. Jyoti, proper commitment of employees has a huge impact on proper operation of a university [Sharma, Jyoti, 2006: 51]. Bearing in mind great importance of the available staff and its impact on quality of the executed processes at an university, measurement of the level of satisfaction with work should be a significant aspect in managing a university (Oshagbemi, 2003: 1210). M. Amstrong believes that employees, through their individual and collective work, contribute to achieving goals of a university, and are the most valuable resource of any organization [Amstrong, 2010: 15]. “Adequate personnel management policy at a university may have impact on the quality of the provided teaching service and conducted scientific research” [Ryńca, 2014: 144]. It is worth highlighting also, as indicated by G. Norris, that academics may affect student attitudes. After all, employees prepare students for future professional career and affect their intellectual development [Norris, 1978]. Thus, it is also necessary to emphasize the importance of ensuring proper relations with students, which may contribute to the way of university perception by students. L. Hagederon is of a similar opinion; according to him, the level of employee qualifications, satisfaction with work at a university may have a substantial impact on the level of services provided, in particular, conducted lectures, classes and laboratory classes and, in consequence, may also affect student satisfaction [Hagederon, 1994: 713].

Ensuring adequate employees and effective motivational system, thanks to which it will be possible to keep the best employees and provide high quality of the service provided, including also appropriate atmosphere during conducted classes, seems to be of major importance [Ryńca, Miśko, 2011: 445]. As indicated by F. Lscy, B. Sheehan, atmosphere at work and interpersonal relations have a strong impact on the level of satisfaction at a university [Lscy, Sheehan, 1997: 305]. Thus, as emphasized by L. Grabski, it is right to attract and keep the most talented employees [Grabski, Rutkowski, 2001: 661]. Employees are a particular asset of an organization. Due to their large impact on the achieved university results, student satisfaction and, in consequence, market position of a university, this aspect should be an object of interest of the university management.

## 4. Methodology of research

### 4.1. Sample selection and data collection

The survey was carried out in the form of a questionnaire in the form of random survey on the group of 134 students of a public university in Poland (table 1). Respondents were full-time students of the major Management and Marketing. The survey was conducted in December 2014. The survey findings were compared to the survey (R. Casidy, 2014) conducted on the group of 258 Australian respondents.

Table 1

Respondent Characteristics

<b>Respondent Characteristics</b>	<b>(n=134) (%)</b>
<b><i>Age</i></b>	
Less than 20	1
20–25	90
More than 26	43
<b><i>Gender</i></b>	
Female	68
Male	69
<b><i>Period of Study at the University</i></b>	
Less than 12 months	30
12–24 months	97
25 - 36 months	8
Over 36 months	2

Source: own elaboration.

## 4.2. Conceptual framework

The goal of both surveys was to assess the impact of perceived market orientation (PMO) on satisfaction, loyalty and post-enrolment communication. On the contrary, the indirectly achieved goal was referring the findings of the presented Polish model to the existing Australian model. To ensure comparability between both survey findings, statements in the questionnaire presented in [Casidy, 2014] were used.

In the paper the following research hypotheses were formulated:

H1: Student perception of the university's market orientation has a positive impact on student loyalty.

H2: Student perception of the university's market orientation has a positive impact on student post-enrolment communication behavior.

H3: Student perception of the university's market orientation has a positive impact on student satisfaction.

H4: Student satisfaction has a positive impact on student loyalty.

H5: Student satisfaction has a positive impact on post-enrolment communication behavior.

H6a: Students satisfaction mediates the relation between PMO and loyalty.

H6b: Student satisfaction mediates the relation between PMO and post-enrolment communication behavior.

Conceptual model was presented in figure 1.

## 4.3. Data screening

Every survey contains some missing, and useless data, which have to be excluded from the assessment. In order to discard the unreliable set of answers, standard deviation among the answers of each respondent is calculated. Each set of answers with standard deviation smaller than 0.3 is discarded from the assessment. So, the answers of 127 participants are included in the analysis.

To check the normality of our data, two parameters are considered: skewness and kurtosis. The calculation of these two values indicates normal distribution of the collected data.

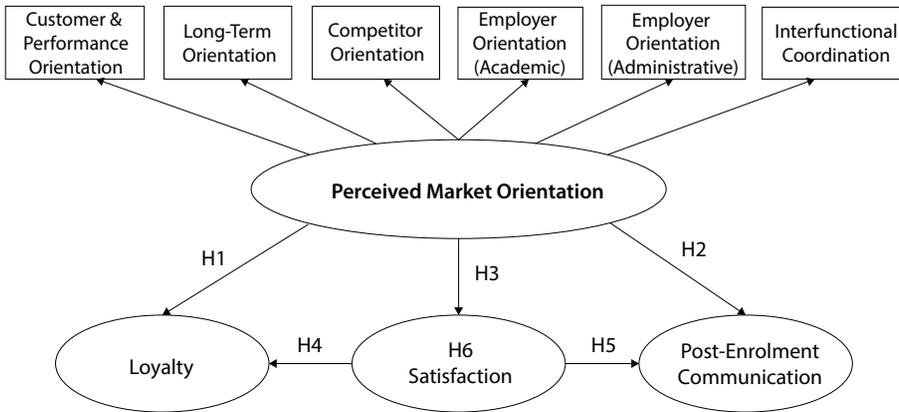


Figure 1. Conceptual framework

Source: prepared by the author based on Cassidy, 2014.

#### 4.4. Common method bias (CMB)

In this survey, common method bias analysis was implemented using Harman's single factor test. This test finds out whether the majority of variances can be explained by a single factor. If CMB was a problem, a single factor would account for the majority of variances in the model. However, in the present survey CMB is not an issue.

#### 4.5. Exploratory factor analysis

The goal was to prepare the variables to be used for clearer structural equation modeling. For this purpose, several types of factor analysis are available. In the Article by [Cassidy, 2014] principal component analysis was implemented for both data reduction and factor extraction. However, PCA is not a true Factor analysis, and the literature supports the argument that optimal results will be achieved by the use of true factor analysis extraction methods [Costello, Jason Osborne, 2005: 2]. So, in this survey, maximum likelihood factor analysis with VARIMAX rotation is implemented; it detects which variables fit together into one factor.

In contrast to [Cassidy, 2014], 6-factor analysis does not give optimal result. However, 4-factor analysis resulted in a very clear factor extraction. According to this analysis, factors – customer & performance orientation, long-term orientation and competitor orientation – are included together in a single factor ( $\chi^2=625.207$ ,  $df=272$ ,  $p<0.001$ ) (table 2).

Table 2

## Factor analysis

<b>Factor Analysis</b>				
	<b>Factor</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>CPO1</b>	0.576			
CPO2	0.680			
CPO3	0.655			
<b>CPO4</b>	0.610			
CPO5	0.543			
CPO6	0.651			
CPO7	0.527			
CP08	0.614			
LT01	0.499			
LTO2	0.631			
LTO3	0.570			
LTO4	0.555			
LTO5	0.469			
CO1	0.504			
CO2	0.518			
CO3	0.571			
<b>C04</b>	0.559			
E0Ac1				0.595
E0Ac2				0.775
E0Ac3				0.620
E0Ac4				0.482
E0Ad1			0.738	
E0Ad2			0.796	
E0Ad3			0.751	
E0Ad4			0.540	
IC1		0.730		
IC2		0.765		
IC3		0.659		
	$\chi^2$		<b>df</b>	
<b>Goodness-of-fit Test</b>	625.207**		272	

Extraction Method: *Maximum Likelihood*

Rotation Method: *Varimax with Kaiser Normalization*. \*\* Significant at the 0.001 level

Source: own elaboration.

#### 4.6. Confirmatory factor analysis

Structural equation modeling (SEM) was employed to perform a confirmatory factor analysis on the proposed model using SPSS-AMOS.

Analyzing the inter-item and inter-factor correlations, discriminant and convergent validity of factor structures was established. The reliability of constructs was measured using Cronbach's alpha. Cronbach's alpha of all constructs is above 0.66 (table 3).

Table 3

Correlation matrix and measurement properties

<b>Correlation Matrix</b>				
	<b>PMO</b>	<b>Loyalty</b>	<b>Satisfaction</b>	<b>Post-Enrolment Communication</b>
<b>PMO</b>	1.00			
<b>Loyalty</b>	.739**	1.00		
<b>Satisfaction</b>	.562**	.530**	1.00	
<b>Post-Enrolment Communication</b>	.603*	.575**	.519**	1.00

\*\* Correlation is significant at the 0.001 level (2-tailed).

<b>Items</b>	<b>Mean</b>	<b>Cronbach's Alpha</b>
<b><i>PMO - Customer &amp; Performance Orientation</i></b>		0.929
VAR4: The University regularly measures our satisfaction	4.20	
VAR 19: The University systematically and regularly measures its service performance	3.98	
VAR 20: The University seriously monitors its service performance	4,15	
VAR1: The University constantly checks its level of commitment to serving students' needs	4.62	
VAR2: The University serves us based on good understanding of our needs	4,36	
VAR3: The University believes in delivering quality service to us	4.77	
VAR18: The top management is committed to delivering quality service	4.52	
VAR17: The University strives for service excellence	4.85	

Items	Mean	Cronbach's Alpha
<b><i>PMO – Long-Term Orientation</i></b>		
VAR23: The University implements changes (e.g. new facilities) to satisfy us in the long-term	5.18	
VAR26: The University emphasises continuous improvement in managing its services and course offerings	4.96	
VAR24: The University emphasises its long-term survival	5.26	
VAR25: The University has long-term phms/goals in service and course offerings	4.79	
VAR27: The University considers serving students well as a worthwhile long-term investment	4.84	
<b><i>PMO – Competitor Orientation</i></b>		
VAR 8: The University seems to know its competitors well	4.72	
VAR 11: The University always tries to be different from other universities to stay competitive	4.88	
VAR 9: The University targets for students that it can serve better than the other universities	4.80	
VAR 10: The University always tries to be better than other universities in serving the students	4.89	
<b><i>PMO – Employee Orientation (Academic)</i></b>		0.837
VAR 35: The University recruits and hires sufficient academic staff for delivering quality service	4.83	
VAR 36: The University chooses suitable academic staff to interact or deal with us	4.79	
VAR34: The academic staff of the University that interact with us are always motivated or joyful	4.87	
VAR33: The academic staff of the University that serve us are well trained	4.77	
<b><i>PMO – Employee Orientation (Administrative)</i></b>		0.875
VAR32: The University chooses suitable administrative staff to interact or deal with us	4.85	
VAR30: The administrative staff of the University that interact with us are always motivated or joyful	4.71	
VAR31: The University recruits and hires sufficient administrative staff for delivering quality service	4.63	
VAR29: The administrative staff of the University that serve us are well trained	4.48	
<b><i>PMO – Interfunctional Coordination</i></b>		0.850
VAR16: There is good communication between the different departments/units in the University	4.28	
VAR15: When there are activities involving different divisions in the University, we can see good coordination	4.41	

Items	Mean	Cronbach's Alpha
VAR14: The employees of different divisions in the University seem to have good relationships	4.63	
<b>Loyalty</b>		0.791
VAR 85: Recommend the university to friends/acquaintances	4.94	
VAR 86: Attend the same University if starting anew	5.05	
VAR 87: Attend new courses/further education at the same University	4.90	
<b>Satisfaction</b>		0.708
VAR 79: I am satisfied with my decision to attend this University	4.92	
VAR 80: If I had to do it all over again, I would NOT enrol in this university (R)	3.22	
VAR 81: My choice to enrol in this University was a wise one	4.75	
VAR 83: I think I did the right thing when I decided to enrol in this University		
<b>Post-Enrolment Communication</b>		0.668
VAR 76: I like talking about my University to my friends	4.53	
VAR 77: I like helping potential students by providing them with information about my University and its courses	4.94	

Source: own elaboration.

## 5. Analysis of the structural model

A full structural model was employed to examine the relevant hypotheses. In this structural model, satisfaction was incorporated as a mediating variable. To check the degree in which the proposed model is going to fit the collected data, model fit is calculated according to the following metrics (table 4).

Table 4

Model fit summary

Model Fit Summary	
Metrics	4-Factor Model
$\chi^2/df$	1.598**
p-Value	0.770**
CFI	0.981**
TLI	0.969**

IFI	0.981**
GFI	0.957**
AGFI	0.908**
SRMR	0.091**
RMSEA	0.069**
PCLOSE	0.258**

\*\* Within optimal range

Source: own elaboration.

All important indicators regarding model fit are within an optimal range and are subsequently statistically significant. The bootstrapping method was used in SPSS-AMOS to estimate the standard error and indirect effects at the confidence level of 95% and the bootstrap was set to equal to 500.

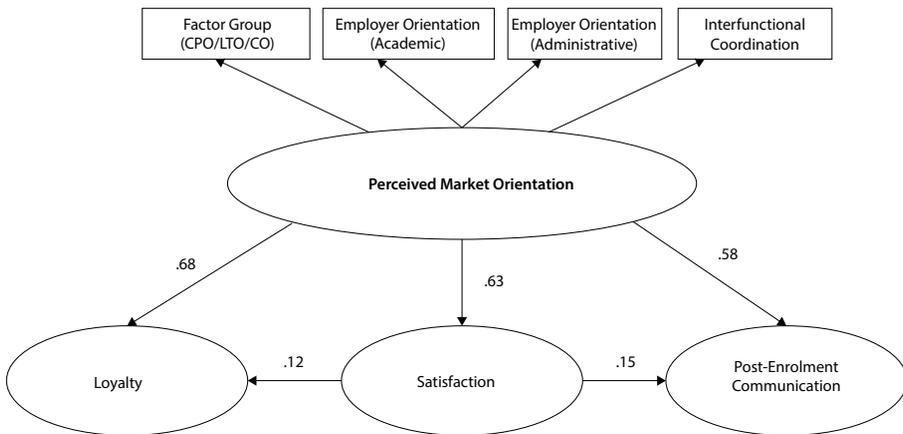


Figure 2.

Source: own elaboration.

### 5.1. Test of the mediating effects

The proposed model by [Cassidy, 2014] specifies that perceived benefits mediate the effects of PMO on loyalty and post-enrolment communication. In order to examine these two hypotheses, like the project by R. Cassidy, we followed the criteria by [Baron, Kenny, 1986: 1174] to establish whether or not the conditions for mediation exist. First, we carried out a structural model to determine the

presence of a relation between PMO (as the antecedent) and loyalty and post-enrolment communication behavior (as the outcome variables) excluding satisfaction as a mediating variable. As it can be seen in table 4 under: ‘Mediation test stage I: independent to dependent variable’, PMO has a statistically significant relation with loyalty and post-enrolment communication. Thus, the first condition of mediation is fulfilled and support was found for H1 and H2. Next, we carried out a structural model to determine the presence of a relation between PMO (as the independent variable) and satisfaction (as the mediating variable). Again, PMO has a significant relation with satisfaction ( $\beta = 0.66$ ,  $p < 0.001$ ). Thus, second condition of mediation [Baron, Kenny, 1986: 1174] is met and support was found for H3. The third condition of mediation specifies that the mediator must have significant relation with the dependent variable. The full structural model was carried out to examine the relation between satisfaction and loyalty as well as post-enrolment communication. Statistically, the relation between satisfaction – loyalty ( $\beta = 0.12$ ,  $p = 0.066$ ) and satisfaction – post-enrolment communication ( $\beta = 0.15$ ,  $p = 0.102$ ) was not significant. Thereby, the hypotheses H4 and H5 cannot be supported. Since this condition of mediation cannot be confirmed, there is no mediation effect through satisfaction, at least with our collected data.

Based on our collected data, since the relation between mediator and dependent variables is not significant, there are no significant indirect effects, due to which H6 cannot be confirmed.

Table 5

## Test of mediating effects

	Test of the mediating effects		
	Direct Effect	Indirect Effect	Total Effect
<b>PMO-Loyalty</b>	0.684**	0.077	0.76**
<b>PMO-Postenrolment Communication</b>	0.584**	0.095	0.679**

\*\* Significant at 0.001 level.

Source: own elaboration.

## 6. Discussion

This paper attempts to examine market orientation from the perspective of the students and to examine its impact on satisfaction, loyalty, and post-enrolment communication behavior. The analysis addressed the research hypotheses relating to the role of PMO in the conceptual framework and three important findings were identified (table 6).

Table 6

## Results of hypotheses testing

		Standardised coefficients		Conformity
		Polish Study	R. Cassidy's Study	
<b>Mediation test stage I: Independent to dependent variable</b>				
<b>H1</b>	PMO–Loyalty	0.737**	0.682**	✓
<b>H2</b>	PMO–Postenrolment Communication	0.694**	0.791**	✓
<b>Mediation test stage II: Independent to mediator variables</b>				
<b>H3</b>	PMO–Satisfaction	0.661**	0.692**	✓
<b>Mediation test stage III: Mediator variable to dependent variable</b>				
<b>H4</b>	Satisfaction–Loyalty	0.122	0.806**	×
<b>H5</b>	Satisfaction–Postenrolment Communication	0.151	0.458**	×
<b>Mediation test stage IV: Direct, indirect, and total effects</b>				
<b>H6a</b>	PMO–Loyalty			
	<i>Direct effects</i>	0.684**	0.093	×
	<i>Indirect effects</i>	0.077	0.558**	×
	<i>Total effects</i>	0.760**		
			0.651**	✓
<b>H6b</b>	<b>PMO–Postenrolment Communication</b>			
	<i>Direct effects</i>	0.584**	0.433**	✓
	<i>Indirect effects</i>	0.095	0.317*	×
	<i>Total effects</i>	0.679**	0.750**	✓

\*\* Significant at 0.001 level \* Significant at 0.05 level

Source: own elaboration.

First, we found that PMO has a positive impact on student loyalty. SEM reveals that satisfaction does not have a mediation effect on the relation between PMO and loyalty. This implies that a positive perception of a university's market orientation alone affects student loyalty to the university, regardless of their level of satisfaction (unlike R. Cassidy's results).

Secondly, we find a significant relation between PMO and post-enrolment communication behavior, which indicates that the more positive the perception of students about the university's market orientation, the greater the likelihood that they will recommend the university to their friends. This is consistent with findings by [Athiyaman, 1997: 537], which suggests that students' attitude to the university is related to positive post-enrolment communication behavior. However,

unlike R. Cassidy's findings, we did not find any mediation effect of satisfaction on PMO – post-enrolment communication.

Finally, the prove of a relation between PMO – satisfaction, loyalty and post-enrolment communication suggests that students will recommend the university to their friends and remain loyal if they perceive the university as market-oriented, regardless of their level of satisfaction with the university. It also implies that perceived market orientation itself can cause satisfaction for students.

## 7. Conclusions

Changes taking place on the educational services market require changes in the method of managing universities. Perceived market orientation of a university, consisting in shaping active relations with the market environment, seems right [Krzyżanowska, 2004: 36]. Market activities of a university, thanks to which it would be possible to improve the university's competitive position on the market, seem particularly important. Thus actions undertaken in order to improve satisfaction of both students and university employees and other university's stakeholders cannot be ignored. University customer orientation, attempt to satisfy their needs, may contribute to improving perception of a university, its image in the environment and, in consequence, increasing loyalty of university customers. The article presents surveys aimed at assessment of impact of perceived market orientation on post-enrolment satisfaction. The obtained findings were compared with the findings at an Australian university. The conducted survey implies a relation between perceived market orientation and satisfaction, loyalty and post-enrolment communication. A further intention of authors of the article will be identification and attempt of verification of new factors concerning the assessment of the degree of perceived market orientation of a university. As a target, they will be configured in a way enabling development of an effective model of consistent activities oriented on the implementation of university's market intentions.

Finally, the result of this study can be used as recommendation for the higher education sectors regarding the role of market orientation. In every dimension of university market orientation should be students perceived and that can lead to improve their satisfaction and loyalty. Therefore, it is important to make investing in each dimension of market orientation by universities.

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