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6Student customer orientation: A comparison between a selection of South African and Indonesian students Johan W. de Jager

1Tshwane University of Technology, South Africa And Nuri Wulandari Indonesian Banking School, Indonesia

ABSTRACT objective(s), rationale, methodological rigor, and major contributions & implications 5 ke
INTRODUCTION

1Various authors have researched the importance of the marketing concept, as it relates to higher education

(Koris, Ortenblad, Kerem & Ojala, 2015; Hemsley Brown & Oplatka, 2015; Bailey & Dangerfield, 2010).

1Most of them contend that customer orientation enhances business performance, regardless of the industry in which they are operating, or the size of the organisation. Higher education institutions are regarded as businesses, such as various other service-related organisations; and they should, consequently, embrace a customer-orientated approach within the marketing concept – if they want to succeed

(Ivy, 2008; Desai, Damewood & Jones, 2001).

1This came in the light where higher education is operating – in a highly competitive and dynamic environment. The challenge is all the more intense, given the host of comparable alternatives

(Gbadamosi & de Jager, 2008). Koris et al. (2015) contend

1that institutions of higher education world-wide, have to compete for funds from both public and private sectors, as well as for potential students.

They continue to state that

1because only a few institutions of higher education can claim that they are different, **based on**

2historical heritage or sustainability; and academic excellence or value-creation also **no longer** provides any **differential advantage;** since institutions of higher education increasingly **position themselves as customer-oriented academic institutions, stressing flexibility and convenience of attendance,** in order **to attract prospective students. The** concepts of

4choice and consumerism are staples of research on the marketisation of higher education, especially from the perspectives of students.

excessive support can increase student reliance on staff and negatively impact on students' own skills development.

4There are no standardised practices or consensus with regards to the levels of support students should or ought to receive. There are concerns that academic values and integrity may be eroded by consumerist expectations, as well as the changing identities of lecturers into service providers in light of these changes.

4Wong, B., & Chiu, Y. L. T. (2017). Let me entertain you: the ambivalent role of university lecturers as educators and performers. Educational Review,

1-16. The

9transformations experienced in the environment in which universities unfold their activities have increased the degree of competition in the sector and have introduced market **elements.**

9it is necessary to have a deeper knowledge of the needs of students and other stakeholders in the university.

The

9application of marketing principles and/or practices in the university management field is met with much reluctance both among citizens and the academics themselves. This is, however, due to a misunderstanding of the discipline.

1This study aims to investigate the different categories of educational experience and to what extent students expect higher education institutions to be customer-oriented. A comparison is made between the genders, and between Indonesian and South African students.

LITERATURE STUDY 2.1 Market Orientation and competitiveness in Higher Education One of the main challenges

10for developing countries lies in mobilising and equipping human resources with the necessary knowledge to exploit the advantages of globalisation. The information age has provided the developing world with a unique opportunity to play catch-up in a world where knowledge is the only enduring asset of any society (Michael, 2004). To meet the

challenges of providing a labour force with the appropriate knowledge and skills, institutions of higher education fulfil an important role in this endeavour. In order to meet this need, institutions of higher education are continuously competing with one another, to attract the best students to build their image and reputation amongst others; and also to be recognised by various stakeholders, such as the government or rating agencies in the international domain. South Africa and Indonesia have different approaches regarding the provision of higher education, with the emphasis on their own citizens. However, this is not limited to locals as international students contribute to the income of the institutions. Different approaches are followed to recruit and retain students; while it is evident that marketing principles are increasingly being utilised to recruit and retain the most appropriate students (Ivy, 2008). According to

5Oplatka and Hemsley-Brown (2007), the following three related components of marketing orientation are suggested; and these components are underpinned by shared values and beliefs. This may assist higher education administrators, managers and faculties to understand the higher education institution and its environment. This may also provide them with norms for behaviour.

Three dimensions for marketing orientation can be distinguished (Hemsley-Brown & Oplatka, 2010; Slater & Nerver, 1994). ? Customer orientation – this comprises the service provider to collect information about the environment in which students operate, as well as their characteristics; and they will consequently adapt their teaching methods to accommodate their customers' needs. By following this approach, institutions of higher education would be innovative; and they would implement future improvements for students, based on their anticipated needs (Hemsley-Brown & Oplatka, 2010). Pesch, Calhoun, Schneider and Bristow (2008) contend that university administrators who adopt a customer-oriented approach should endeavour

3to provide students with challenging and quality education that would enable them to pursue successful, productive careers, and to contribute to the communities in which they work and

live. This would contribute to an inter-functional orientation, where qualified students would meet the needs of employers; while the reputation and image of the institutions of higher education would thereby be enhanced. ? The

3adoption of a customer- oriented approach in an educational setting implies that the university looks at the educational experience from the student's perspective.

Pesch et al. (2008) conclude by stating that a successful implementation of the marketing concept, while adopting a customer-oriented approach in academia implies the need to access the students' perception of the institution's commitment to understanding and meeting students' needs. Ikeda, Campomar, Veludo-de-Oliveira (2009), however, warn that quality education should not only be customer-driven; as it is when the marketing orientation is applied alone; it is not able to properly sustain the complexity of studies concerning the educational reality. It is stressed that more important – than merely recognizing student satisfaction – is to consider the value that has been created in the society (marketing orientation versus societal marketing orientation). ? Competitor orientation – Institutions of higher education that would like to assess the strengths, weaknesses,

5capabilities and potential of competing institutions seem to internalise this element of marketing orientation. Awareness and analyses of

competitive activity can have a positive impact on decision-making through the development of initiatives, such as additional services for students. Pesch et al. (2008) contend that various universities in the USA

3have joined a growing list of schools that build competitive advantage by viewing the relationship between students and universities from the perspective of a marketing exchange.

? Inter-functional co-ordination (Obermiller, Fleenor & Peter, 2005) – this implies

5that creating superior value for target customers is significant for institutions of higher educations' success in a competitive marketplace; and it may be achieved through the integration and co-ordination of the higher educational institution's resources. Attracting student-customers

5is the responsibility of all within the university community. Full

information about competition, the market environment and the community is important to achieve this goal. This is, according to Ikeda et al. (2009), known as a societal-marketing orientation. ? This approach enlarges the scope of the manager's actions because the public interest and sustainability are considered; and they are highlighted by managing the activities according to this philosophy. This can correctly serve the educational institutions and society. Pesch et al. (2008) contend that the

3adoption of a customer orientation in academia implies that the needs of multiple stakeholders, such as the university, the students,

as well as the employers are being recognised and addressed. According to Pesch at al. (2008),

3an important component of this marketing perspective is the adoption of the marketing concept, which is based on a simple underlying business philosophy; and that is: to best achieve organisational objectives and goals and to ensure organisations long- term success, the organisation should focus on the identification and satisfaction of

customers, as well as the needs of the organisations (Kotler & Armstrong, 2015). To add to the debate of the impact of competitiveness, Saginova and Belyansky (2008) contend that merging economies are characterised by high levels of complexity, significant reforms in almost all industrial sectors, massive restructuring and increased competition. In an effort to maintain a competitive advantage, the service-quality concept (interwoven in the marketing concept and marketing orientation) in higher education is inextricably linked to the competitive service and the success of participants in the industry (Abouchdid & Nasser, 2002). Service quality can be implemented to meet the basic objective of the retention and enrolment of students in higher education institutions. This mindset confirms the

11value of offering acceptable services to students, in order to maintain the stature and academic reputation of an institution

(Hemsley- Brown & Oplatka, 2010). Consequently, the management process should focus on students as customers, in addition to

11 traditional areas like accreditation and performance indicators of teaching and research.

The increasing competition in higher education, has led many organisations to focus on their internal (students) and external customers (potential employers); as there are often no actual products involved (Yeo, 2008). Higher education's primary focus is to provide a quality-learning experience to students; and its secondary purpose is to meet the industry's needs for skills and knowledge. Due to the effect that is brought about by internationalisation, higher educational institutions worldwide are under pressure to provide unique learning experiences to students; so that they can obtain a competitive advantage to enrich the educational market. Educational services are often intangible and difficult to measure; as the outcome is reflected in the transformation of individuals, as regards their knowledge, their characteristics and their behaviour (Tsinidou, Gerogiannis & Fitsilis, 2010). Consequently, there is no commonly accepted definition of quality that applies specifically to the higher education sector. Yeo (2008) contends that

12 service quality in higher education is a complex concept; and it concerns not

only the student- lecturer relationship; but it is also concerned with the physical, institutional and psychological aspects of higher education. 2.2 Higher education in Southern Africa After the end of apartheid in 1994, the

8 Tertiary education sector in South Africa faced **many challenges; and,**

since then, it has been attempting to transform

14 its higher education sector to rid itself of its apartheid past (Mpinganjira, 2011). Measures **to**

achieve this include structural issues, the funding of students and institutions, student composition and size, but more fundamentally, the mergers and transformations of Technikons into Universities of Technology. This transformation has brought about a change of status in these institutions. It has also established intrinsically different institutions. In the previous dispensation,

11 technikons and universities competed indirectly. Currently, **they** are competing **directly for the same market.** Three categories **of**

public universities are to be distinguished (de Jager & Gbadamosi, 2013). Currently, there are 28 public universities, universities of technology and comprehensive universities (provides a combination of the first two mentioned institutions' programs of both degrees and diplomas). Although increased access to institutions of higher education is a national priority, access to higher education in South Africa through foreign programs has decreased over the last 15 years due to the strict new government regulations and accreditation processes that apply. The effect thereof has been that numerous institutions, such as the Netherlands Business school and the De Montfort University, had to close down their operations due to

stricter quality control (Altbach & Knight, 2007). This put enormous pressure on the local institutions of higher education in the region. Only one university of technology has a business school offering MBA and DBA programs that are accredited by the Department of

8Higher Education. The level of competition in the education environment has led to institutions of higher education employing managerial techniques to improve the efficiency and quality of their provisions (Palihawadana, 1999,

Ivy, 2008, de Jager & Gbadamosi, 2013); and to

10switch from a passive to a more active market approach (Naudé & Ivy, 1999;

Ivy 2008).

8Meeting the demands of globalisation has impinged on the tertiary education sector in that government policies for quality education have held these institutions up to greater scrutiny and accountability (Kistan, 1999;

Coetzee, Botha, Eccles, Nienaber & Holtzhausen, 2012). Mpinganjira (2011) contends that South Africa, despite various challenges

14,,is currently the leading exporter of higher education services in Africa. South Africa's share of international students has grown significantly over the years, from 12 557 in 1994 to 45 377 in 2000, and

to 52 703 in 2006 (IEASA, 2006). South Africa is actively involved in marketing the country as an international study destination, and in particular, as an "African International Student alternative" to studying overseas (Mpinganjira, 2011), bearing in mind its responsibility towards its own citizens. Despite the various challenges that higher education institutions are facing, such as poorly prepared scholars from the secondary system (Coetzee et al., 2012); institutions of higher education are exercising deliberate attempts to compete for the most promising candidates to complete their respective courses within the minimum time period. Due to South Africa's highly competitive education market, it appears as if the market dynamics prevail; in that the institutions of higher education that can meet the needs of their diverse target population, will be the most successful. 2.3 Higher education in Indonesia The higher education system in Indonesia refers to all post-secondary education, including diploma programs, undergraduate programs, magister programs, doctoral programs, as well as professional and specialist programs. Higher education institutions in Indonesia manifest in different forms, including institutions, polytechnics, colleges, academies and universities. According to the Directorate of Higher Education Institution (DIKTI, 2017); there are currently 4,496 higher education institutions operating in Indonesia. Less than 10 per cent of these are State-owned universities; and the rest are privately owned universities. The large numbers of HEIs provide many challenges; and therefore, they increase the competition in the industry. One of the challenges is

7 to improve the quality of education and the

management of HEIs. Studies have shown that there is a need for “equity for quality” in Indonesian HEI (Razak, Syah & Aziz, 2017). The diverse quality between the institutions has resulted in a huge gap in higher education, especially between the State-owned and private universities. Because of this inequality, prospective students prefer to go to State-owned universities, which have the advantages of quality and lower tuition costs. This has made the private HEIs need to compete intensely for the rest of the market. In 2016, there were 103 HEIs closed by the Ministry of Higher Education, because they had not been able to compete for students for the past 2 years (Gayati, 2016). The competition within the higher education institutions has forced changes to be made in the management and governance of the HEIs,

8 in order to have a competitive advantage in the market.

Recently, many of the HEIs have been employing a managerial approach, instead of the bureaucratic and traditional approach. More studies have encouraged the use of total-quality management (Suti, 2011) and service marketing (Anwar, 2016). Marketing factors, such as university image and the perception of quality have been found to be determining factors for the intention to study in Indonesia HEIs (Wibowo & Widodo, 2015). The government has attempted to help the industry to overcome the challenges by giving autonomy to the universities and merging universities to improve their overall quality. The government has established a law on Higher Education, which regulates the autonomy of universities. The ministry of Higher Education has also encouraged mergers between HEIs, in order to improve the management and quality of HEI. In addition to the improvement of quality of the HEI, the government is currently encouraging higher education by allocating 20% of the State budget for scholarship and research in 2016 and 2017. This is the largest allocation to date in the country (Ministry of Finance, 2017). Despite the support from the government, HEI institutions still need to find new approaches, in order to manage the challenge and the competition in the education sector.

3. Research objective The primary research objective is to measure the perceptions of students regarding 14 marketing orientation constructs. The second objective is to investigate the demographic differences in terms of gender across the 14 student-customer orientation constructs. The next objective is to investigate the geographical differences (Southern Africa and Indonesia) across the 14 student-customer orientation constructs. In addition, satisfaction is also tested on the differences between the genders and countries. The study also aims to test the relationship between satisfaction and the 14 student-customer orientation constructs. Consequently, the hypotheses that are to be tested are as follows:

1. There is a significant demographic difference within the 14 variables tested.
2. There is a significant geographical difference within the 14 variables tested.
3. There is a significant and positive relationship between satisfaction and the 14 variables to be tested.
4. The research methodology The research design is a cross-sectional study, in which a group of respondents is studied once only (Malhotra, 2004). The unit of analysis of the study is students of higher education institutions, currently studying at such institutions, or who have just graduated. The current study aims to explore the differences between higher education institutions in two developing regions and resulted in a Southern African (South Africa and Lesotho combined) and Indonesian dataset. From each region, a convenience sampling method has been applied with a paper-based survey, as well as an online survey.

6 A total of 518 students: 279 students from Southern Africa, and 239 from Indonesia, were selected.

All these students were represented from the management faculties of the respective higher education institutions. Within each faculty, student courses were listed and then drawn randomly to represent each region (two institutions in Southern Africa and two in Indonesia). All the respondents completed a 90-item questionnaire on student-customer orientation, as well as a set of demographic questions. 4.1. Instruments' Reliability and Descriptive Statistics The questions in the survey followed the items of a

13 Student-Customer Orientation Questionnaire (SCOQ) developed by **Koris and Nikoilanen (2015)**. The SCOQ consists of

14 constructs dealing with student-customer orientation questions. The students were questioned on each statement, with a scale of 1 for "strongly disagree" to 6 for "strongly agree". Each of the 14 construct was tested for reliability by the Cronbach Alpha, as follows: Admission The first construct in the SCOQ is admission to an institution, which is defined as the

2 level of selectivity which students expect from a higher education institution **to apply during the admission**

period. The construct includes the importance of the admission interview, the achievement of academic capabilities as the basis for admission; and whether difficult admission requirements would be preferable. A total of four variables applied for this construct; and the Cronbach Alpha was 0.44. Student Feedback The next construct is student feedback. This construct measures the

13 importance of collecting and acting on the feedback of students.

There are 8 variables in this construct; and they were also measured on a six-point scale. The variables tested the agreement on students' feedback collection; and whether any action has been reported based on the feedback. The

7 Cronbach's Alpha for this construct was **0.72**. Graduation **The third construct**

is Graduation, which is defined as the level of strictness that students expect a higher education institution to employ during student graduation. The construct consists of 5 variables that test the strictness of the graduation requirements and procedures. The resulting Cronbach Alpha was 0.32. Curriculum Design and Course Design There are two constructs that measure curriculum and course design. The first construct, curriculum design, assesses whether students think their opinion, the opinions of alumni's, and that of the employers should be taken into consideration in the curriculum and in the subjects they study. Furthermore, it also measures the nature of the curriculum: whether it needs to lean towards a practical approach, rather than a theoretical approach. Similarly, the course design construct attempts to measure the students' expectations regarding who is designing the course, as well as the

2 nature of the course (practical vs theoretical). The

Cronbach Alpha for the curriculum design construct was 0.47; and for the course itself, the design construct was 0.67. Communication with service staff and communication with a lecturer The SCOQ also measures communication. There are two separate constructs measuring communication with staff; while another one measures communication with the lecturer. The communication with the staff measures the expectations of students towards the study consultants, and other bodies responsible for the study-related activities in accommodating the student's requests. This construct excludes the classroom activities. Five variables measure the responsibility of the study department regarding the study calendar, informing the deadlines, and solving problems with lecturers. The Cronbach Alpha for communication with the staff construct was 0.65. The communication with the lecturer construct measures the

2 **approachability and convenience that students expect from lecturers outside class hours.**

The four variables measure the channels of communication, as well as the flexibility of contacting lecturers outside class hours. The Cronbach Alpha for the communication with lecturers construct was 0.49. Rigour The questionnaire also measures the rigour or the

2 **lenience or strictness with which students expect the higher education institutions to follow the established rules and regulations.**

This construct comprises 10 variables, which measure the strictness in class attendance, deadlines and the application of the rules. The Cronbach

7 **Alpha for this construct** was **0.49**. Grading **Regarding the evaluation of assignments, the**

survey also measures grading. Within the 6 variables, the construct measures the agreement in terms of ease or difficulty that would be implemented. The Cronbach Alpha for this construct was 0.65. Classroom Behaviour The SCOQ measures classroom behaviour with 10 variables. Classroom behaviour is defined as the

2 **lenience or strictness with which students expect the lecturer to approach students' good or bad behaviour in the class.**

The behaviour includes cheating, being late in class, as well as deadlines related to assignments. The Cronbach Alpha for this construct was 0.64. Relational Level The relational level between students and lecturers is measured by using 4 variables. The questions measure the closeness and friendliness of the lecturer to the students. The Cronbach Alpha for this construct is 0.44. Classroom Study and Individual Study In measuring study activities, there are two constructs. The first construct is class study, which is defined as the convenience and ease of classroom studies. This construct is measured by four variables regarding access to materials, coverage of materials and practical activities in class. The other study activity is individual studies. This implies the

2students' willingness to make academic efforts outside class hours.

This construct measures the willingness of students to study individually at home or outside the class. The Cronbach Alpha for the class-study construct was 0.72; while for the individual study, the construct was 0.69. Teaching Methods The next construct of the questionnaire is related to the class activities, such as pedagogy or teaching methods. The eight variables measure the delivery of materials in the classroom. The Cronbach's Alpha for the teaching methods construct was 0.69. This study employed Cronbach's Alpha criteria of 0.5 to 0.75 to be a moderately reliable scale (Hinton, McMurray, Brownlow & Cozens, 2004). From the 14 constructs, there were 12 that were beyond 0.5 (rounded value). Thus, except for mission and graduation, all variables may be considered to be moderately reliable. Table 5 provides the Cronbach Alpha and the inter- correlation as a sign of reliability and the convergent validity of the measures. Moreover, it can be inferred from the descriptive statistics in Table 1, overall, variables that have the strongest agreement of expectations are: Class Study (M=4.97, SD=1.00); Student Feedback (M=4.91, SD=0.91); and Relational Level (M=4.83, SD=1.08). Table 1: Means and standard deviations of study variables 1 Admission 2

13Student Feedback 3 Graduation 4 Curriculum Design 5 Communication with Service Staff 6 Rigour 7 Grading

8

6Class Behaviour 9 Relational Level 10 Communication with Teacher 11 Class Study 12 Individual Study 13 Teaching Method 14 Course Design

15 Satisfaction Mean SD 3.35 1.31 4.91 0.91 4.11 0.82 4.34 0.79 3.70 1.15 4.10 0.72 4.19 0.94 4.18 0.83 4.83 1.08 4.48 1.09 4.97 1.00 2.99 1.30 4.53 0.80 4.30 0.92 3.48 0.90 5. Data Analysis and Findings 5.1 Respondents' Profiles A total of 518 questionnaires were collected from the respondents in Southern Africa (54%) and Indonesia (46%). Overall, they consisted of 47% males and 53% females. Most of the respondents were in their third year at an institution of higher education (44%). Regarding the source of payment for their study, 43% of the students relied on their parents to pay; while 16% of the respondents' fees were covered by government grants/loans. While studying, 81% of the respondents were not working. Table 2: Summary of Respondents' Profiles by Country By Country Gender Male Female Year 1 2 3 4 5 6 Southern Indo- Africa nesia 141 101 137 139 12 14 56 44 132 92 69 63 0 6 0 21 Total % Total 242 47% 276 53% 26 5% 100 20% 224 44% 132 26% 6 1% 21 4% Financing I pay The State pays Full Scholarship Partial Scholarship Others/Parents Others 90 79 73 10 26 0 11 3 5 20 196 5 101 82 78 30 222 5 19% 16% 15% 6% 43% 1% Working Work Do Not Work 60 218 37 203 97 421 19% 81% Table 3: Summary of Respondents' Profile by Gender By Gender Males Females Total % Total Country Year Financing Working Southern Africa 141 Indonesia 101 1 8 2 50 3 107 4 62 5 3 6 6 I pay 57 The State pays 40 Full Scholarship 40 Partial Scholarship 9 Others/Parents 95 Others 1 Work 58 Do Not Work 184 137 139 18 50 117 70 3 15 44 42 38 21 127 4 39 237 278 240 26 100 224 132 6 21 101 82 78 30 222 5 97 421 54% 46% 5% 20% 44% 26% 1% 4% 19% 16% 15% 6% 43% 1% 19% 81% 5.2 Gender Differences This section reports on the findings related to gender differences between the respondents surveyed. An independent t-test was conducted to examine gender differences across study constructs, as well as the individual variables. Significant gender differences were found within the following constructs:

7 Student Feedback, Communication with Service Staff and Class Behaviour. The

result validated that Student Feedback is significantly more important to females than it is to males. Communication with service staff, on the other hand, is significantly more important to the males compared to the females. With regard to in class behaviour, females, more than males, significantly agree that it is important to be controlled. The

13 independent T test also found that there were no significant differences in

terms of satisfaction between male and female students. This implies that both gender perceptions on satisfaction fall within a similar level. Table 4: Independent Sample test (gender differences) Levene's Test for Equality of Male Female Variances Mn SD Mn SD F Sig. t-test for equality of means t df Sig. (2-tailed)

2 Admission Student Feedback Graduation Curriculum Design Communication with Service Staff Rigour Grading Class Behaviour Relational Level Communication with Teacher Class Study Individual Study Teaching Method Course Design

Satisfaction 3.41 1.34 4.80 0.99 4.05 0.82 4.36 0.77 3.83 1.10 4.08 0.73 4.15 0.91 4.03 0.86 4.81 1.09 4.42 1.12 4.92 1.01 3.06 1.27 4.51 0.82 4.30 0.93 3.42 0.92 3.30 1.29 5.00 0.82 4.17 0.82 4.33 0.82 3.57 1.17 4.12 0.72 4.22 0.96 4.32 0.76 4.85 1.07 4.53 1.08 5.00 1.00 2.94 1.32 4.55 0.79 4.30 0.93 3.53 0.89 0.56 0.46 8.91 0.00 0.03 0.87 1.27 0.26 0.63 2.10 1.76 2.88 0.01 0.09 0.04 0.17 0.28 0.24 0.94 0.43 0.15 0.19 0.09 0.91 0.76 0.84 0.68 0.60 0.62 0.33 0.91 514 0.37 -2.51 466 0.01 -1.66 514 0.10 0.33 514 0.74 2.64 514 0.01 -0.64 514 0.52 -0.85 514 0.39 -4.00 514 0.00 -0.38 514 0.71 -1.15 514 0.25 -0.92 514 0.36 1.06 514 0.29 -0.65 514 0.52 -0.02 514 0.99 -1.43 513 0.15 5.3 Country Differences An independent t-test was conducted to investigate the regional differences within the student- customer oriented constructs. The result showed that within the 14 constructs, there were five constructs that proved to have significant differences between Southern Africa and Indonesia. These variables are: curriculum design, grading, communication with the lecturer, class study and individual study. Table 5: Independent Sample test (country differences) Southern Africa Indonesia

11 Levene's Test for Equality of Variances t-test for equality of means

Mn Admission 3.35 Student Feedback 4.94 Graduation 4.16

13 Curriculum Design 4. 41 Communication with Service Staff

3.72 Rigour 4.07 Grading 3.88 Class Behaviour 4.14 Relational Level 4.86

6Communication with Teacher 4.82 Class Study 5.18 Individual Study 2.68
Teaching Method

4.53 Course Design 4.29 SD Mn 1.445 3.36 0.928 4.86 0.803 4.06 0.785 4.26 1.201 3.67 0.705 4.15 0.924
 4.54 0.847 4.23 1.135 4.8 1.086 4.08 1.007 4.73 1.266 3.35 0.801 4.54 0.942 4.31 SD F 1.14 14.96 0.883
 0.04 0.835 0.36 0.794 0.00 1.086 4.19 0.742 3.00 0.828 2.23 0.801 1.74 1.01 4.12 0.965 5.60 0.943 0.11
 1.241 0.45 0.798 0.07 0.906 0.31 Sig. 0.00 0.84 0.55 0.96 0.04 0.08 0.14 0.19 0.04 0.02 0.74 0.50 0.79 0.58
 Sig. (2- taile t df d) - 0.09 513 0.93 1.00 517 0.32 1.47 517 0.14 2.16 0.55 - 1.22 - 8.45 - 1.21 0.70 8.20 5.23
 - 6.03 - 0.27 - 0.25 517 516 517 517 517 516 516 517 517 517 516 0.03 0.58 0.23 0.00 0.23 0.48 0.00 0.00
 0.00 0.79 0.80 - Satisfaction 3.44 0.982 3.53 0.797 12.45 0.00 1.13 513 0.26 The results reveal that
 Curriculum Design is significantly more important to Southern African students than it is to Indonesian
 students. The same applies to communication with the lecturer, which is significantly more important to the
 Southern African students compared to the Indonesian Students. It seems as if Southern African students
 expect that lecturers' communication should be available through various channels, including after-class
 hours. In terms of study, Southern African students have more expectations of class study compared to
 Indonesian students. On the contrary, Indonesian students assigned greater importance to individual study.
 Lastly, Indonesian students also regard Grading as very important, which differs significantly from Southern
 African students. The study also tested for differences in satisfaction between Southern African and
 Indonesian students. The results found no significant evidence of differences between the two regions, in
 terms of satisfaction. Providing the result, the study was then interested to know the relationship between
 satisfaction and each of the student-customer orientation constructs. 5.4. Satisfaction and SCOQ constructs
 The study conducted a multiple-regression analysis to find satisfaction outcome from the SCOQ variables.
 The analysis was conducted using the combined data of Indonesia and Southern Africa. The results found
 that there are two variables that statistically predicted significant satisfaction: $F(14,502) = 1.823$, $p < .003$,
 $R^2 = .048$. o The first variable is Classroom Behaviour. This variable had a positive and significant
 relationship with satisfaction. This result implied that the students feel more satisfied when the class teacher
 imposes a stricter rule to approach students' bad behaviour in the classroom (e.g. regarding cheating,
 deadlines and plagiarism). o The second variable is Course Design. The regression analysis resulted in a
 significant and negative relationship between Course Design and Satisfaction. The Course Design variable
 is measuring the expectation of

2who designs the course, as well as the nature of the course (practical vs theoretical). The result implies **that**

the more practical the course design, the greater the degree of satisfaction. The result, in any case, should be interpreted with caution, because of the complexity of the data which consist of two different sets merged into one. It would be advisable to conduct a separate analysis for each set (the Southern African and the Indonesian set). The result heightened the importance of conducive class behaviour in the teaching experience, which then significantly increased satisfaction. Interestingly, the result seemed to support a more theoretical Course Design versus the practical one. With many universities, the curricula are designed more towards the practical approach. This result provides evidence that there is still a demand for a solid theoretical basis in the curriculum. Furthermore, it is important to integrate theoretical framework into every practice-based learning experience, thereby providing theory in practice, instead of theory versus practical (Rotthoff, Schneider, Ritz- Timme & Windolf, 2015). Table 6: Coefficient Constant

2 Admission Student Feedback Graduation Curriculum Design
Communication with Service Staff Rigour Grading Class Behaviour Relational
Level Communication with Teacher Class Study Individual Study Teaching

Method B Unstandardized Coefficient Std. Error 3.376 0.338 -0.460 0.048 0.037 0.068 0.076 0.058 -0.059
 0.069 0.074 0.048 -0.026 0.071 -0.055 0.055 0.210 0.067 -0.044 0.062 -0.085 0.055 0.052 0.051 -0.036
 0.058 0.024 0.066 Standardized Coefficient Beta Sig. - -0.047 0.334 0.029 0.589 0.069 0.186 -0.047 0.393
 0.079 0.120 -0.021 0.711 -0.057 0.319 0.169 0.002 -0.039 0.479 -0.084 0.120 0.057 0.306 -0.033 0.540
 0.022 0.711 Course Design -0.106 0.051 -0.112 0.039 Dependent Variable: Satisfaction 6. Conclusion and
 management implications students expect to be treated as customers in some, but not all categories of
 educational experience that an HEI offers (findings from Estonia, -- Koris, R., Örténblad, A., Kerem, K., &
 Ojala, T. (2015). Student-customer orientation at a higher education institution: The perspective of
 undergraduate business students. *Journal of Marketing for Higher Education*, 25(1), 29-44. The findings
 confirm that there are significant differences within gender (females vs males) in three of the student-
 customer orientation constructs. The first difference is in the student feedback. Most of the past literature
 studying student feedback discusses feedback to students' work or lecturers/lecturer as an object of
 student's evaluation. The contribution of this study is by giving a different perspective on the topic, which is
 to explore the action taken by the HEI management, after feedback to them had been given by the students.
 Females were found more attentive to the feedback; and the university's action was

7 based on the feedback given, compared **to the male students**. This implies that
the

university should communicate all actions taken based on feedback; and alert the students that they are
 acting proactively in addressing issues through regular evaluation. Communication with service staff was
 also found to be a factor that is differentiated by gender. Male students demand more than female students,
 that service staff actively communicate changes to them. This finding might imply that direct communication
 is preferred by males; while female students might prefer mediated communication by technology. Past
 study shows that the females compared to the males, are using mediated technology more (Kimbrough,
 Guadagno, Muscanell & Dill, 2013). In addition, male students regard clarity and timely communication with
 service staff as more important than do the female students. However, the study indicates that female
 students place more importance on the information provided than do their male counterparts (Joseph &
 Joseph, 2000). Thus, females might be more focused on the content of communication; whereas the males
 are more focused on how the information was communicated to them. On class behaviour, the study
 revealed that female students take class discipline more seriously than do their male counterparts. The
 finding is in line with recent literature reported that females are indeed more critical regarding the behaviour
 of laddism in the learning environment, which includes arriving late and being disrespectful to lecturers
 (Jackson, Dempster & Pollard, 2015) compared to their male counterparts. The implications of the findings
 might result in a clear set of rules on the class discipline of learners, in order to create a supporting learning
 experience. The study also found that there are, indeed, differences between students' expectations related
 to higher education institutions in Southern Africa and Indonesia. The variables that differ most between the
 two regions are the students' expectations on curriculum design, grading, communication with the lecturer,
 class study and individual study. From a management perspective, the study has given valuable information
 regarding different demographic areas, such as gender expectations. Should a higher education institution
 have a majority of a specific gender e.g. males, they should be able to concentrate on specific issues, as the
 results from the study indicated that this applies more to the specific gender group (e.g. males). Another

managerial implication also applies, especially to the variables that are proved to be different in Southern Africa and the Indonesian region. Thus, if a university has the intention to expand in the two countries, they need to realise the differences and adjust their approach accordingly. This may, for example, apply to an Australian university that has branches in, for example, Johannesburg as well as Jakarta.

6 Regarding satisfaction, there are two elements that education managers should be paying attention to in any situation. Firstly, there is the

classroom behaviour and

6 the course design which has the right balance of theory and practice.

Although the current study, attempts to contribute in terms of identifying differences between demographics, as well as geographical areas, certain limitations exist. The study did not focus on the different sources of financing, which may affect the expectations of students within the two regions. Furthermore, it also did not differentiate between the various disciplines or the type of institution e.g. public versus private institutions.

12 Education has always been evaluated in terms of its practical value; and in many parts of the world, university education is highly regarded and treasured because it has always been, and may still be for a long time, only available to very few people (de Jager & Gbadamosi, 2008). A

further study on education is important and could be explored further in terms of cultural aspects affecting both the Southern African region and Indonesia representing the Asian region. Furthermore, an interesting avenue can also be investigated in the study of private vs public (state-owned) university students' expectations in each region. Acknowledgement

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and inter-correlation among study variables Commented [PJSG1]: You MUST put a 0 in front of all naked decimal points. Thus, .333 becomes 0.333 and so on.