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ORIENTATION FOR WORK IN UNIVERSITY INSTITUTIONS

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Abstract: In the current Brazilian government management, universityinstitutions (Universities) have faced constant competition, which is why they seek tools related to work orientation, aiming at achieving organizational goals. In this light, we sought to analyze and measure the degree of market orientation of Brazilian and Portuguese public Universities, and whether they are different from private Universities. The data analysis method was Multivariate Analysis of Variance (MANOVA). Through this analysis, surveys were developed in 427 universityinstitutions in Brazil and 309 Universities in Portugal. The results made it possible to identify different responses between the two countries surveyed. Portugal had a higher average value for dissemination of information and lower values for generation of information and response to the market. On average, market orientation appears close between the two countries. The academic contributions showed important results for scientific analysis.
Keywords: Scientific Analysis. Fighting evasion. University institutions.

INTRODUCTION

Market Orientation (OM) was defined by Narver and Slater (1990) as the organizational culture that most effectively and efficiently creates the behaviors necessary to generate superior value for buyers and consequently enabling superior business performance (AKMAN & YILMAZ, 2008).

Several perspectives have been proposed throughout history, with researchers striving to conceptualize market orientation and generate metrics for its measurement in terms of organizational performance (KOHLI & JAWORSKI, 1990).

There are, at least, within the market orientation construct, five perspectives developed by the following authors: Deshpandé, Farley and Webster (2008); Kohli and Jaworski (1990); Narver and Slater (1990); Ruekert (1992); Shapiro (1988). However, these different perspectives have certain similarities and differences that do not resemble universityinstitutions. In this regard, they need to be further researched, analyzed and developed, so that civil public universityinstitutions obtain better guidelines for minimizing investment risks with the use of market orientation. In addition, it converts into effectiveness and better performance to achieve the much-desired student persistence throughout the undergraduate or training course in the case of the military, disseminating a good image for future students.

In this regard, the need to adapt market orientation in universityinstitutions is relevant due to the wide expansion of universityin most parts of the world and the growing need for training specialized personnel in most organizational sectors, going beyond the limits of traditional areas of training.

This occurrence has been extremely necessary for the adaptation of UniversityInstitutions, demonstrating that not only the quality of teaching must be studied to add value to the institution, attracting a greater number of students, but also other aspects related to the guidelines presented by the market orientation that were developed in this study. In this respect, the problem of this research is related to the following question: What are the best strategic guidelines for the management and loyalty of civil students can be presented by market orientation, comparing Public and Private UniversityInstitutions?

Contributing to this important research, the general objective is to analyze the degree of market orientation of Brazilian and Portuguese public UniversityInstitutions (Universities) and whether they are different from private Universities.

The main justification is that this article, developed in a qualitative and quantitative

research, will be able to add values to the teaching staff through the identification and analysis of the different results and responses related to the loyalty of the student body of the two countries surveyed.

This article begins by discussing the use of market orientation in universityinstitutions. After this approach, some management guidelines in universityinstitutions will be presented. Finally, the methodology, data analysis with results and conclusions with contributions at the management level are presented, followed by suggestions for future investigations.

THEORETICAL REFERENCE

MARKET ORIENTATION IN UNIVERSITYINSTITUTIONS (UNIVERSITIES)

Faced with a scenario of increasing competitiveness in which public or private Universities are obliged to obtain resources through development agencies and, in addition, to retain the student body, the concept of Market Orientation (OM) in UniversityInstitutions can be analyzed as a solution supported by a wide literature. However, this existing literature is mostly based on the for-profit sector. In this regard, publications in this field or model of educational management are still scarce or poorly publicized, in terms of articles or publishers, mainly in Brazil..

Basedonexistingliteratureonmarketingand market orientation in universityinstitutions, Asaad; Cohen and Melewar (2008) proposed a theoretical framework of market orientation through a management perspective, aiming at an analysis of propositions related to the antecedents and possible consequences of market-oriented Universities.

For these authors, the starting point for a market-oriented university is the generation of market information obtained through surveys in residences or in planned meetings with students. This activity involves the search for market intelligence concerning the different actors that participate in a universitysystem. This mainly includes current and future students, and the coherent relationship between what is taught and what will be enjoyed in the short term at the time of training or graduation of the student body and in the long term, when the student body becomes graduates or professionals of their respective areas, that is, all teaching must have a concrete objective, aiming not only to retain the student body, but also to present highly qualified professionals to society. An example for this to happen more effectively could be the interaction between Universities and civil or public business organizations, aiming at a partnership work in which everyone wins.

Corroborating these arguments, the authors Marzo-Navarro, Pedraja-Iglesias and Rivera-Torresa (2009) presented another research, defining that establishing stable relationships between Universities and other organizations is an attractive market orientation strategy through which Universities can adapt its activities to the environment. Therefore, it must be ensured that organizations participate continuously in the activities of universityinstitutions, whether public or private.

Another important contribution in studies on market orientation in Universities was developed by Durkin; Mckenna and Cummis (2011), at a University of England, which aimed to describe a repositioning tool. In this study, they found that exercising and exploring knowledge in a certain university requires enthusiasm and goals that emotionally explore the student body. For these authors, this form of conducting knowledge not only can help create significant connections or loyalty with potential undergraduate students at Universities, but can also positively influence

professional choices, based on aptitude, not just ability.

MANAGEMENT IN UNIVERSITY INSTITUTIONS

Based on the arguments of the previous chapter, this chapter will address some strategies of excellence in the management of universityinstitutions, starting with Drucker (1997) when he states that there is relevant research in the area of administration that presents data that few institutions of university, including at postgraduate level, seek to teach their students the basic skills they must have to be effective members of an organization, such as, for example: the ability to present ideas orally and in writing (with conciseness, simplicity and clarity) ; the ability to work together with others; the ability to shape and direct one's own work, contribution and career; and, more generally, the capacity to transform the organization into an instrument of its own aspirations, achievements and application of values.

Many educational institutions that have taken these guidelines as their inspiration have experienced enormous success. Institutions cannot afford to stagnate, because often doing nothing is the worst policy. Even if it is necessary to cut budgets, there will be investment needs, before the students so that there is no increase in the influence of competitors and that taxpayers and future students and their families assume institutional commitment and loyalty. Therefore, institutions that put students first will be successful, standing out in the market (LEVITZ, NOEL, & RICHTER, 1999).

Another form of good management can be developed if information about students' goals is collected, preferably at the beginning of each term, and if the student persists to the completion of their educational goals. In this respect, permanence is an indicator of institutional performance. In this context, the corollary means that student retention is the main indicator for collectively assessing success defined not only as academic success of students, but also of the institution. Permanence, then, is not the primary goal, but it is the best indicator that the institution is meeting its goal of student satisfaction and success. It is a measure of how much student growth and learning occurs, and how much is valued and respected by students (LEVITZ, NOEL, & RICHTER, 1999).

Good knowledge, developed through studies, for effective management in Universities was presented by Habley and McClanahan (2004) when reporting that the first study on "What Works in Student Retention – what works in student retention" was carried out by Beal and Noel in 1980 within the project of ACT and the National Center for UniversityManagement Systems [NCHEMS]. The study was carried out by the NCHEMS and ACT teams who developed and tested the data collection. As part of the study, the authors collected information on 17 characteristics of students and 10 characteristics of institutions that contributed to retaining students. Study participants had to select some from a list of 20 action programs that had been implemented to promote permanence. As a result of this study, the authors cited the three action programs as essential for the permanence of students:

- Practical Academic Stimulation and Assistance: Challenging and Supporting Academic Achievement;
- Future personal development: the identification and clarification of students' goals and directions for encouragement and action;
- Engagement Experiences: Student participation through interaction with a wide variety of hands-on programs and services on campus.

In addition to these studies that present forms of permanence of students in Universities and the reason for dropping out, Hulbert, Pitt and Ewing (2003), developed research related to student loyalty, stating that a more solid understanding of the conditions favorable to the coexistence of exit and voice is acquired through the introduction of the concept of loyalty. It is important to note here that Hirschman's view of loyalty is broader than most marketers are used to – it is viewed in a broader, political and social context, whereas marketers tend to consider it in terms of enduring affinity. towards a brand or company. Loyalty is the key to preventing premature departures, as it gives voice to the chance to remedy organizational failure or group disadvantage. It is loyalty that will serve to remedy deficiencies in the organization or academic community before they are presented to the market.

According to Levitz, Noel & Richter (1999), in the university environment, institutions that choose to invest additional dollars in their recruitment operations for state-of-the-art levels, that is, entertainment (practices) that students identify with and that add value to professional knowledge, will gain the loyalty of the student body quickly. However, even in these institutions, it seems that there is never extra money available to provide more life for people and programs that ensure the permanence of students. Reducing the dropout rate is often not recognized as one of the most effective ways to add full-time equivalents, expanding an institution's revenue base.

METHODOLOGY

In this study, a survey was developed with more than 5000 questionnaires applied to students, teachers and collaborators. The Markor scale (Kohli, Jaworski & Kumar, 1993) was used to measure the level of Market Orientation of the researched Universities. However, due to inadequate and incomplete responses, only 736 questionnaires were considered valid. The 26 questions mentioned were separated by 3 blocks of questions referring to different types of information collected by the generation of information (GI) in the university, Dissemination of information (DI) and the university response to market information (RM). The possible answers varied on a scale of 1 to 5, where 1 means "definitely not" and 5 "definitely yes".

In accordance with the objective of the article, the research approach was quanti-quali, with the quantitative approach presented by the statistical results and the qualitative approach in the conclusions and analysis of these results. Statistical analysis followed the following order: descriptive analysis of questions and information related to university, selection of variables (questions) by block, definition of information of interest OM and comparison of public and private Universities. Seeking to assess this comparison, responses were developed based on the multivariate analysis of variance (MANOVA).

PRESENTATION AND ANALYSIS OF RESULTS

This topic will present, through tables and explanations of results, the profile analysis of the sample; descriptive analysis of the variables of information generation (GI) in the university, Information dissemination (DI) and university response to market information (RM) by country, type of university, function in the university and gender; MANOVA result with the response variables GI, ID, RM and market orientation (OM) and the predictor variables country, type of university and role in the university; result of the Cluster analysis from the GI, DI and RM variables; cross analysis between the country variable and the clusters generated

by the GI, DI and RM variables; result of the Cluster analysis from the variable OM; cross analysis between the country variable and the Clusters generated by the OM variable; cross analysis between the variable type of university and the Clusters generated by the variable OM and cross analysis between the variable function in the university and the Clusters generated by the variable OM.

ANALYSIS OF RESPONDENT UNIVERSITYINSTITUTIONS

The respondents' profile variables were the type of university (public or private), the country (Brazil or Portugal), the respondent's role within the university (employee, student or professor) and the respondent's gender (female or male). Participating as collaborators are managers, technicians and administrative assistants of public and private Universities.

To start the statistical work, a brief profile analysis of the sample presented in Table 2 was developed. It was observed that the sample was composed mostly of students (58%, n= 429) and public Universities (78%, n = 579), with gender balanced (39.27% men and 39.27% women). We noticed that there is a high frequency of missing data in the gender variable (21%).

After the profile analysis, the latent variables of market information generation (GI), market information dissemination (DI), market response (RM) and market orientation (OM) were calculated. The GI variable was calculated, through the average of questions 1 to 7, the ID variable was calculated, through the average of questions 8 to 14 and the variable RM, through the average of questions 15 to 26. Finally, it took The average of these 3 variables is calculated, arriving at the value of the market orientation variable (OM).

In Table 3 below, the descriptive analysis of these variables is observed, it is noted that the average of the variables are very close (2.9 for GI, 3 for ID, 3.1 for RM and 3.0 for OM). It is also noted that the number of valid observations decreased significantly in the OM variable, which was left with only 632 valid observations, its maximum value (4.5) is the smallest of all variables, which is related to the smaller amount of data.

Table 4 and figures 3 to 6, they show the mean evaluation of these new variables by country, type of university, respondent's role in the university and respondent's gender.

Portugal had a higher average value for dissemination of information and lower values for generation of information and market response. On average, market orientation appears to be fairly close between the two countries.

The public Universities presented greater generation and dissemination of information, however they presented less market response. Market orientation values in relation to private Universities were the same.

Males showed worse results than females in all aspects, the biggest difference was in information dissemination and market response.

Finally, the role of the respondent in the university, it indicates that students had better results overall, followed by collaborators. Teachers showed better results (equal to students) only in information generation.

After stating that the variables are interrelated, a multivariate analysis of variance (MANOVA) was developed in which all response variables (GI, DI, MR and MO) and all predictor variables (country, type of university) considered simultaneously. The interest here was to verify whether, once we consider that the independent variables have an effect on the different response variables and they are correlated, the results are maintained. The results are summarized in Table 5, where it was observed that the consideration of the entire correlation structure between

Variable		N	%
Country	Brazil	429	58.02
	Portugal	309	41.98
Type of university	Private	157	21.33
	Public	579	78.67
Role at university	*Missing*	16	2.17
	employee	76	10.33
	Student	429	58.29
	Teacher	215	29.21
Gender	*Missing*	158	21.47
	Female	289	39.27
	Masculine	289	39.27

Table 2 - Sample profile analysis

Variable	N	Minimum	Pct 25	Average	median	Pct 75	Maximum
GI	718	1	2.6	2.9	2.9	3.1	5.0
DI	699	1	2.4	3.0	3.0	3.4	4.9
RM	668	1	2.7	3.1	3.1	3.7	5.0
OM	632	1	2.6	3.0	3.0	3.4	4.5

Table 3 - Descriptive analysis of GI, DI, RM and MO variables

Variable		GI	DI	RM	OM
Country	Brazil	2.89	2.92	3.16	2.99
	Portugal	2.87	3.01	3.09	2.98
Type of university	Private	2.82	2.90	3.19	2.99
	Public	2.90	2.97	3.12	2.99
Gender	*Missing*	2.73	2.66	3.03	2.80
	Female	2.94	3.16	3.28	3.12
	Masculine	2.90	2.93	3.05	2.95
Function	*Missing*	2.71	2.81	2.87	2.88
	employee	2.87	2.96	3.14	2.97
	Student	2.89	3.03	3.20	3.04
	Teacher	2.89	2.81	3.01	2.89

Table 4 - Descriptive analysis of the GI, DI, RM and MO variables by country, type of university, role in the university and gender.

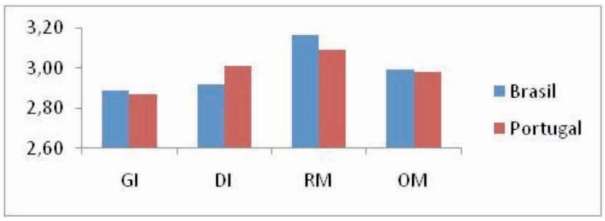

Figure 3 – Descriptive analysis of GI, DI RM and OM by country

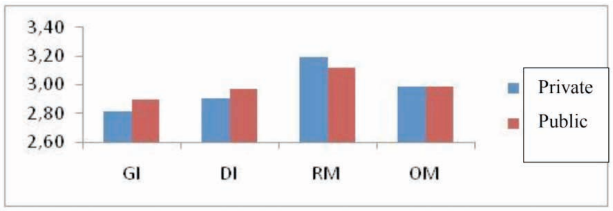

Figure 4 – Descriptive analysis of GI, DI RM and OM by type of university

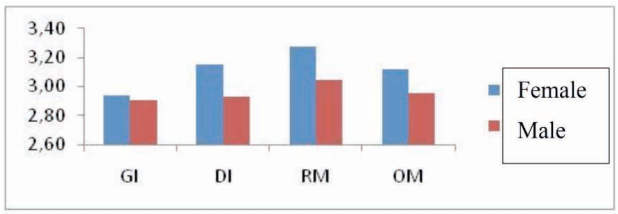

Figure 5 – Descriptive analysis of GI, DI RM and OM by gender

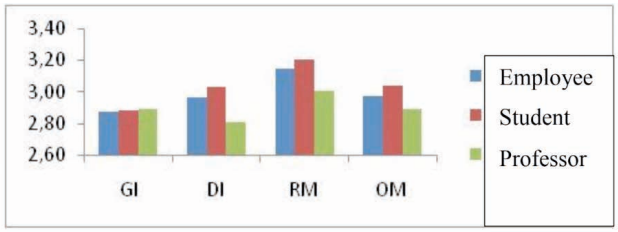

Figure 6 – Descriptive analysis of GI, DI RM and OM by function in the university

Model	Predictive variables	GL	Statistics F	P-value
GI	Country	1	0.55	0.4586
	Type	1	2.78	0.0961
	Function	2	0.05	0.9505
DI	Country	1	1.67	0.1965
	Type	1	0.38	0.5353
	Function	2	5.79	**0.0032**
RM	Country	1	1.39	0.2387
	Type	1	0.99	0.3191
	Function	2	4.92	**0.0076**
OM	Country	1	0.15	0.6973
	Type	1	0.01	0.9227
	Function	2	3.59	**0.0281**

Table 5 - MANOVA result with the response variables GI, DI, RM and MO and the predictor variables regarding the country, type of university and role in the university

the variables did not affect the conclusions. Significant p-values are in bold, the variable function in the university was again the only significant predictor variable, being significant for DI (p-value of 0.032), RM (0.0076) and OM (0.0281).

CONCLUSIONS

The aim of this study was to effectively contribute to existing perceptions of market orientation in public and private universityinstitutions. The answer was that it is more than essential to use Market Orientation in Universities, as not only will it minimize investment risks, but it can also be a tool for loyalty and combating student dropout, as the guidelines presented, bring more focus not only to Universities, but also to the entire academic community.

In this aspect, what was more effective for this investigation, due to the statistical analysis, which showed a higher percentage of negative responses in relation to the importance of using market orientation in public and private Universities, was the theoretical model of the authors Asaad; Cohen and Melewar (2008), which presents some specific guidelines that an university must follow to become a market-oriented organization.

For these authors, the starting point for a market-oriented university is the generation of market information obtained through surveys in residences or in planned meetings with students, that is, by formal and informal means. This activity involves the search for market intelligence concerning the different actors that participate in a universitysystem. This primarily includes customers: current and prospective students, and employing organizations.

In response to the objective of the investigation, which was to analyze the degree of market orientation of public Brazilian and Portuguese UniversityInstitutions (Universities) and whether they are different from private Universities. According to the statistical analyzes in table 4 (Descriptive analysis of the GI, ID, RM and MO variables by country, type of university, role in the university and gender), and figures 3 to 6.

Portugal had a higher average value for dissemination of information and lower values for generation of information and market response. On average, market orientation appears to be fairly close between the two countries.

Public universities compared to private Universities showed greater generation and dissemination of information, however they showed less market response. Market orientation values in relation to private Universities were the same. However, both in Brazil and in Portugal, although there is development in universityinstitutions in relation to market orientation, there is still a need for greater strategic investments in relation to market orientation, since the levels of responses were more negative positive in these investments.

SUGGESTIONS FOR FUTURE INVESTIGATIONS

Bearing in mind that in the application of some questionnaires there were discussions that did not show adequate interpersonal relationships between professors and students, in addition, some spoke badly of the rules presented by the Universities which they worked or studied. In this regard, a suggestion for investigation would be: to evaluate the influence of work orientation in relation to meaningful learning, decrease in student dropout and better interpersonal relationships among members of the academic community.

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