

Measuring the Advocacy Levels for UBT Student by Using Net Promoter Score

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Abstract: Net Promoter Score is a measure used successfully in the commercial fields. In this research we want to apply it on an academic field. Nowadays, there are three universities that are offering MBA program in Jeddah city or we can say in the Western region of Saudi Arabia, and UBT is one of them. In this research we want to measure the advocacy levels for UBT students and explore key interactions and their importance to students. This will show MBA students to what extend they promote this program.

Keywords: Higher education research design, Institutional performance measures, Quality, Research design and methodologies, Student experience

INTRODUCTION

The University of Business & Technology has started in 2000 as the institute of Business Administration (IBA) that granted diplomas in various business related courses. The University of Business & Technology had been declared officially in 2012. It consists of Business colleges, college of engineering & Information Technology, college of Advertising, and the Master of Business Administration (MBA program).

To keep UBT on a higher competitive rank, the student-university relationship should be measured. To sustain students positive interaction and build loyalty, UBT need to discover what do students really think and feel about it. To build a lasting growth trajectory based on deep customer loyalty, most organizations first must correct some bad practices.

Since customer orientation has always played a crucial role for commercial enterprises, it seems reasonable to draw on their experience and try to apply it to the higher education context. This is why we seek to answer the questions posed by employing the concept of the so called Net Promoter Score (NPS) [1] – a measure of customer satisfaction and loyalty that has become quite popular in management within the last years [2] but has seldom been used in higher education so far. Before we put this idea to the test, however, some general remarks on customer satisfaction and the NPS are necessary.

Net Promoter Score (NPS), is a customer loyalty metric developed by Fred Reichheld, Bain & Company[4]. In the recent years, it has been proved its success and used by many companies. NPS can be a management tool that can be used to gauge the loyalty

of UBT student's relationships and serves as an alternative to traditional satisfaction research that UBT has. In this research, NPS is applied on academia by measuring student satisfaction score.

This paper is organized as follow. Section 2 will give a brief background about NPS. Section 3 will describe the process of applying NPS on UBT student. Research findings are discussed in section 4. Finally, section 5 conclude the paper and present some recommendations and future works.

BACKGROUND

Today, dissatisfied customers share their problems with the whole world through the Internet . Such word-of-mouth complaints can escalate marketing and service costs. Subsequent studies found that companies with measurably loyal clients experienced twice the growth realized by their competitors.

Fred Reichheld[5] tried to find the "Ultimate Question" for evaluating the quality of customer relations by investigating group of 20 different questions that used to be asked in customer satisfaction surveys. He found out that the answers to the question "How likely is it that you would recommend Company X to a friend or colleague", in the customer satisfaction survey, were the actual reflection of the customer experience. The responds to this 'Ultimate Question' , one-to-ten scale are used to calculate the "Net Promoter Score."

NPS could be considered as Six Sigma measurement for customer satisfaction levels. In order to get an accurate score, an organization should use

specific measurement rules and surveying people the right way to have the most reliable actionable data.

The answers to the ultimate question allowing dividing the customers into three categories: promoters, passives and detractors.

- “Promoters”: The customers that give an answer of 9 or 10 are the committed customers

who are going to spread positive word-of-mouth.

- “Passives” – Answers that give 7 or 8 score are coming from regular, not excited customers.
- “Detractors” – Score between 0 and 6 are considered as dissatisfied consumers.

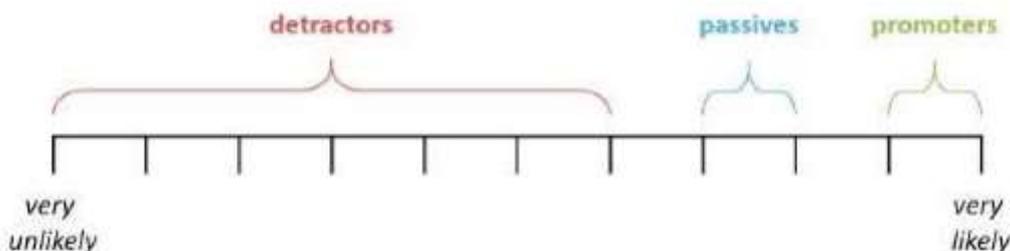


Fig-1: groups of customers according to their likeness of recommendation

NPS can be as low as -100 (everybody is a detractor) or as high as +100 (everybody is a promoter). An NPS that is positive (i.e., higher than zero) is felt to be good, and an NPS of +50 is excellent. Companies are encouraged to follow this question with an open-ended request for explanation, asking for customers’ rating reasons. These reasons can then be provided to front-line employees and management teams for follow-up.

The score can be used to motivate an organization to become more focused on improving products and services for customers and increase revenue. The Net Promoter approach has been adopted by several companies, including Philips, GE, Apple & American Express.

UBT NET PROMOTER SCORE: A CASE STUDY

A university’s most important competitive factor and thus main goal is a positive reputation [3].

In this research we want to study to what extend the MBA students at UBT recommend the MBA program, and which factors significantly influence their recommendations by using NPS. NPS can be a management tool that can be used to gauge the loyalty of UBT student’s relationships and serves as an alternative to traditional satisfaction research that UBT has.

Approach to the Research Problem

An exploratory research have been done to produce analytical model. As shown in figure 2, five key elements affecting the recommendations degree have been identified which are registration and administration, college location, lecture, material provided and emotion.

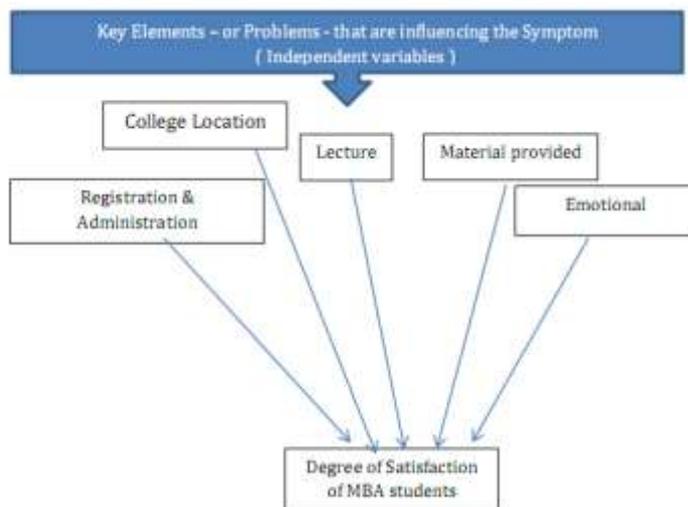


Fig-2: Analytic Model for the Approach to Research Problem

Based on the analytic model, the research questions that NPS will be used to answer it is how are these key elements contribute in the advocacy levels of MBA students?. There are a predefined hypothesis that there are significant relationship between the those key elements and the advocacy levels of MBA students.

The Sample

Our survey is targeting UBT MBA students. The total population of MBA students is approximately 500 students. Out of this population our sample was 62 students. The Sample Population Demographics is demonstrated in Table 1.

Table 1: The Sample Population Demographics

| Gender | | Age | | Hours Completed | |
|--------|-----|--------------------|-----|---------------------|-----|
| Female | 21% | <26 years old | 10% | < 12 hours | 19% |
| Male | 79% | 26 To 30 year old | 40% | From 12 to 24 hours | 15% |
| | | 31 to 35 years old | 26% | From 25 to 37 hours | 39% |
| | | > 36 years old | 24% | > 37 hours | 27% |

The Survey

The survey have five questions of which four are closed ended and the fifth one is an open ended type (see appendix A for the survey). The population demographics data is collected by using closed ended questions in the survey.

The open ended question allows the participants to respond in any way they choose. Then, a taxonomy list is used to encode responses for the open-ended question (see appendix B for taxonomy list).

Calculating NPS

To get UBT NPS, basically subtract the percent of students who are detractors from the percent who are promoters. A high positive rating is 50% to 80%, while average come in at 5% to 10%. A negative score shows that an organization has more dissatisfied students than happy ones, but that even the unhappy ones are staying, although their loyalty is tenuous.

RESEARCH FINDINGS

As shown in figure 3, the results show that the largest portion of students belongs to the group of the promoters that satisfied with MBA program with 37 %.

Whereas 35% of students tend to be passive and 27% of students are detractors. As a result, the calculated Net Promoter Score for UBT MPA program is +10% in total.

The reasons for the detractor and promoters are analyzed by reviewing the open-ended question that describing their motivation of the rating. Based on the five predefined key elements in the analytical model, the results prove that there is no significant relationship between the registration and administration process, college location and emotions on the advocacy levels of MBA students. In the other hand, detractors complain about the lecture and material provided which draw a significant impact on the advocacy levels of MBA students

Knowing university’s NPS is the first step towards improving it. Either increasing the promoter’s percentage by working on passive student’s comments or decreasing the percentage of detractor by working to improve their complaints.

“المحاضر ضعيف في فتح النقاش في المحاضرة”
 “الازعاج خارج القاعة ياتر على تحصيلي”

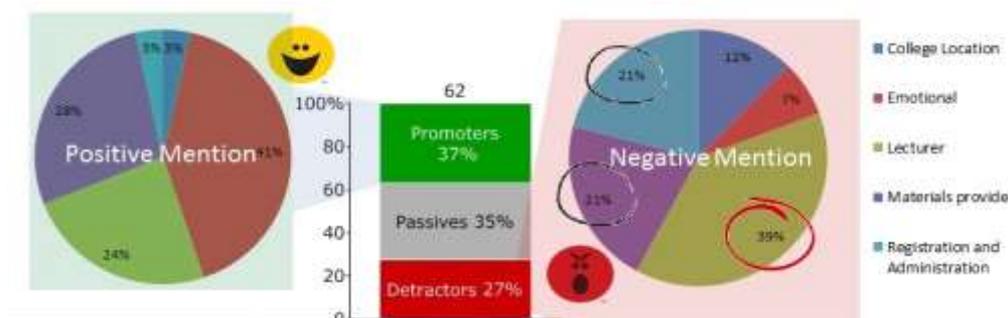


Fig-3: Survey Results

CONCLUSION AND FUTURE WORKS

The main goal of this research is to apply NPS on an academic organization and analyzing the results. The paper gives a background about the concept theory of Net Promoter Score. Then, applying the score on UBT MBA students is presented. The resulted score was +10% in total and shows that the university should take extra care about the lectures and materials provided

as the majority of the distractors complain about this key element.

As a future works, the university should maintain NPS for every course presented as the score could vary between courses as the variables change as number of students register in the course, course instructor and material provided.

REFERENCES

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I. Appendix

i. Survey

VERSION – October 7, 2012**23, 2012****PROJECT: MBA NPS****استكشافية أسئلة SCREENING QUESTION**

Q1- RECORD GENDER 1الجنس –

| | | |
|--------|---|------|
| Male | 1 | ذكر |
| Female | 2 | أنثى |

Q2- Please provides us with your age:

-هل يمكنك أن تخبرني عن عمرك:2س

| | | |
|--------------------|---|------------------|
| Less than 26 YEARS | 1 | أصغر من 26 سنة |
| 26 TO 30 Years | 2 | من 26 إلى 30 سنة |
| 31 TO 35 Years | 3 | من 31 إلى 35 سنة |
| 36 TO 40 Years | 4 | من 36 إلى 40 سنة |
| 41 TO 45 Years | 5 | من 41 إلى 45 سنة |
| More than 45 YEARS | 6 | أكبر من 45 سنة |

Q3-Can you tell me the number of hours completed in the MBA program

MBA -هل يمكنك أن تخبرني عدد الساعات المنجزة في برنامج 3س

| | | |
|---------------------|---|-------------------|
| Less than 12 hours | 1 | أقل من 12 ساعه |
| From 12 to 24 hours | 2 | من 12 الى 24 ساعه |
| From 25 to 37 hours | 3 | من 25 الى 37 ساعه |
| More than 37 hours | 4 | اكثر من 37 ساعه |

Q4- Do you work in one of the following industries?

-هل تعمل في أي من المجالات التالية؟4س

| | | |
|---|----|--|
| Health Care | 1 | القطاع الصحي |
| Banks, insurance companies, other financial institute | 2 | البنوك، شركات التأمين، مؤسسات مالية أخرى |
| Melatory | 3 | قطاع العسكري |
| Media(Newspaper/Magazine/TV/Radio) | 4 | الدعاية والإعلان / الاعلام |
| Airways Company | 5 | شركة طيران |
| Telecom & IT Company | 6 | و تكنولوجيا , شركة اتصالات المعلومات |
| Government | 7 | عمل حكومي |
| Education | 8 | قطاع التعليم |
| Privet | 9 | عمل خاص |
| other | 10 | اخرى |

NPS QUESTION

Q5- On a scale of 0 to 10, where 0 is not at all likely and 10 is extremely likely, how likely are you to recommend UBT MBA to a friend or relative?

-على المقياس من "0" إلى "10"، حيث "0" تعني "ليس من المرجح على الإطلاق" و "10" تعني "من المرجح جداً"، ما مدى احتمالية أن 5س إلى صديق أو قريب؟ UBT MBA توصي ببرنامج ال

| Extremely likely من المرجح جداً | | | | | | | | | | | Not at all likely ليس من المرجح على الإطلاق |
|------------------------------------|---|---|---|---|---|---|---|---|---|---|--|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |

Q5.1- Please answer the APPROPRIATE QUESTION FROM BELOW

1- الرجاء الاجابه على السؤال المناسب مما أدناه بحسب تقييمك للبرنامج 5س

<5 > في حالة إن كانت الإجابة 9 أو 10 في السؤال

- الرجاء أن تخبرنا لماذا أعطيت مثل هذا التقييم العالي؟

<IN CASE THE ANSWER WAS 7 OR 8

- What would UBT MBA need to improve in order for you to give a 9 or 10?
<5 > في حالة إن كانت الإجابة 7 أو 8 في سؤال
- (ليتحسن لكي تعطيه 9 أو 10؟ UBT MBA ماذا يحتاج)

<IN CASE THE ANSWER WAS BETWEEN 0 AND 6 >

- What are the main reasons for giving UBT MBA a low score?
<6 > في حالة إن كانت الإجابة بين 0 إلى 6
- تقييم منخفض؟ UBT MBA ما هي الأسباب الرئيسية لإعطاء

| | |
|--|--|
| Thank you very much for participating in this survey. Your input and time has been extremely valuable to us. | شكراً جزيلاً لمشاركتك في هذه الدراسة. رأيك ووقتك محل تقدير بالغ بالنسبة لنا. |
|--|--|

ii. Taxonomy List for coding open ended responses

| Category (English) | Code | Category (Arabic) |
|--|------|-----------------------------|
| Registration and Administration | | التسجيل و الإدارة |
| Willingness to Help | 101 | الإستعداد للمساعدة |
| Viewing | 102 | الإطلاع |
| Sense of the value | 103 | الشعور بالقيمة |
| Understand my needs | 104 | فهم إحتياجاتي |
| Solving problems | 105 | حل المشاكل |
| Speed of service | 106 | سرعة الخدمة |
| Provide staff | 107 | توفر الموظفين |
| Working hours | 108 | ساعات العمل |
| Total cost | 109 | اجمالي التكلفة |
| Government support | 110 | الدعم الحكومي |
| Registration rolls | 111 | شروط التسجيل |
| Colleges | | موقع الكلية |
| Location | 200 | الموقع بشكل عام |
| Appearance, cleanliness, atmosphere | 201 | المظهر، النظافة، الجو العام |
| Availability of space for study | 202 | توافر مساحة للدراسة |
| Availability of parking | 203 | توافر موقف للسيارات |
| Lecturer | | المحاضر |
| Lecturer in general | 400 | المحاضر بشكل عام |
| Commitment Bloguet | 401 | الالتزام بلوقت |
| Teaching Methods | 402 | طرق التدريس |
| Office Hours | 403 | الساعات المكتنيه |

| | | |
|------------------------------|-----|--------------------------|
| Language | 404 | اللغة |
| Viewing | 405 | الإطلاع |
| Enthusiasm | 406 | الحماس |
| Justice | 407 | العدل |
| Interests | 408 | الاهتمام |
| Materials provided | | المواد المقدمة |
| Materials in general | 500 | المواد بشكل عام |
| Quality | 501 | الجودة |
| Clarity and understanding | 502 | الوضوح و الفهم |
| Reliable | 503 | الاعتماد عليها |
| Use at work | 504 | الاستخدام في العمل |
| Lecture Hall | | قاعة المحاضرات |
| Hall | 600 | القاعة بشكل عام |
| Area | 601 | المساحة |
| Teaching aids | 602 | الوسائل التعليمية |
| Emotional | | العاطفة |
| Emotion in general | 700 | العاطفة بشكل عام |
| Loyalty | 701 | الولاء |
| Compared with other colleges | 702 | مقارنة مع الكليات الأخرى |
| Honesty / truthfulness | 703 | الأمانة / الصدق |
| Recommendation | 704 | التوصية |
| Repetition | 705 | السمعة |
| Creditation | 706 | الاعتراف |