

ORIENTATION TO THE CUSTOMER IN SERVICE OF EARLY EDUCATION, FROM THE CONCEPT TO PRACTICE

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Abstract: *Measuring customer satisfaction and initiate necessary actions in order to correlate the organization's objectives with customer needs and expectations is very important in ensuring a quality education. This is also subject to research that aims to understand customer needs (including defaults) and capable of building an educational offer with the demands of parents and children. The research was carried out in the kindergarten and consisted of an analysis of needs, basis for designing educational offerings for the next school year and its dissemination plan. The objectives were: determining the importance of variety of optional and extracurricular programs; identification of needs and expectations of goals (educational activities) and subjective (the learners); obtaining building elements needed to design educational offer. The research hypothesis was: objective and subjective expectations of parents regarding the services provided do not exceed the unit capacity to provide the required services. The educational offer is constructed so as to overcome threats, maintain opportunities and overcome weaknesses. The hypothesis was confirmed by analyzing the responses and it was build a dissemination plan to form a clear picture of the services offered to all the beneficiaries.*

Keywords: *customer satisfaction; educational offer; beneficiaries; dissemination plan;*

Introduction

A school organization that wishes to excel through quality must satisfy all of its customers' claims through its services. The open and sincere orientation towards solving customer problems is the key to opening up the gate of success, is the solution of a profitable business.

A satisfied customer:

- will rejoin the products of the organization, turning into a constant customer;
- will convey the feeling of satisfaction to others by putting the bidding organization in a favourable light;
- Increases self-confidence in the choice made;
- pay less attention to competing products and their advertising, e.g. [1].

Winning customers is done with promises. Their retention is accomplished by meeting needs. Through the feedback we receive from our customers, we can identify our strengths and weaknesses and we can evaluate our performance from a competitive perspective, e.g. [3].

Customer orientation in time education services

Customer awareness is a vast term used to cover all components that help maintain an effective relationship with customers, e.g. [2]. The success of all school organizations is based on the ability to manage the expectations of their clients, facilitating quality education services. "Customer Guidance" does not mean that the organization is simply aware of its customers, but refers to the actions it takes to ensure that they continue to remain customers with the following: how does management manage to pass on the objectives quality in such a

way that the objectives of the organization are also the objectives of the teaching staff; how they manage their resources; how it plans, organizes and carries out educational services tailored to the needs of its clients; how to measure, analyse, and improve these services; however, to achieve performance. Through performance, the school organization will orient its actions to attract other customers, e.g. [4].

Who are our customers? The direct customers of the early education units are preschoolers, students, and indirect clients, parents. Meeting customer needs is the central element of any quality system.

Understanding the needs and expectations of customers for educational services, food security, playing conditions, securing environment, education appropriate to pre-school exploration interests, etc. is done by preschool education. In order to meet these needs, the units specific to early education prepare well-built educational offerings to cope with modernity and its evolution.

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Construction of an educational offer

Measuring customer satisfaction and initiating actions to align the organization's objectives with customer needs and expectations is a very important aspect in delivering quality education. This is also the subject of this research that aims to understand the needs of customers (including those implicitly) and to build an educational offer capable of meeting the needs of both parents and children. The research was carried out in the Kindergarten with P.P. "The House of Joy" 11, Braşov at the end of the school year 2014-2015 and consisted of a needs analysis, a basis for designing the next educational offer for the 2015-2016 school year and its dissemination plan.

The proposed objectives were:

- Determining the importance of the variety of optional and extracurricular programs;
- Identification of the objective and educational (subjective) needs and expectations (on the part of educators);

- Obtaining the necessary building elements for designing the educational offer;

The hypothesis of the research was: the objective and subjective expectations of parents regarding the services offered do not exceed the capacity of the unit to provide the required services. The data used in the construction of the needs analysis were obtained using the questionnaire survey method. The questionnaire was applied with the support of teachers on a group of 51 parents aged between 28 and 40, at the level of 9 groups of preschoolers. The questionnaire was structured out of 14 open and closed response items.

We synthesized the statistical data obtained as follows:

Table nr. 1 Results obtained in closed-ended items.

Items	frequent		Most often		rare		never	
I1. Consulted in the realization of the educational offer	16	31%	13	26%	19	37%	3	6%
I2. Asked about the educational objectives of the activities	30	59%	20	39%	1	2%	-	-
I3 Ideas and suggestions for educational offer	26	51%	24	47%	1	2%	-	-
I4 Required optional / extracurricular activities	31	61%	16	31%	4	8%	-	-
I5 Leadership stimulates teacher-teacher co-operation on extracurricular / optional assets	30	59%	19	37%	2	4%	-	-
I6 Effective participation in optional / extracurricular activities	38	75%	13	25%	-	-	-	-

It is noticed that the tendency of the answers is one in which the parents are consulted in everything that the school takes, which means that the educational offer has been and is built on their needs.

In item 7 regarding the most important factor in the kindergarten activity, the answers were 63% oriented to the educational offer and less to the material endowment 22% and 15% to the kindergarten staff. At item 8, 86% of the parents confirmed that the educational offer should be drawn according to the interests / skills / needs of the children, the community. In item 9 were recorded the extra-curricular activities offered by the unit and which are the most frequently attended by pre-schoolers, as it is noticed that 50% of the children attend all extracurricular activities in the offer. At point 10, although 57% of the proposals for extracurricular activities were requested, nothing has been suggested, which indicates the level of satisfaction of the indirect beneficiaries of the services offered. Items 11, 12, 13, 14 record the capabilities, skills and attitudes that are desired to be formed through extracurricular activities; the most relevant activities of the unit; the area of development that it would like to encompass / develop the optional activities designed by the teacher, the frequency of demonstrative activities.

Based on parent feedback, the SWOT Analysis was built.

Strong points:

1. The educational offer contributes to the personalization of the instructive-educational process;
2. Quality didactic design documents in accordance with the national curriculum and the available resources, with the specific needs of pre-schoolers and their interests;
3. Use of modern curricular aids: guides, worksheets, educational software, for the efficiency and attractiveness of the instructive-educational process;
4. Concerns about increasing the use of educational software in the teaching process;

5. Elaboration of curriculum programs for the kindergarten decision that allow deepening of contents, remediation of children with learning difficulties and valorisation of the potentials of gifted children;

6. Elaboration of a curriculum for the nursery decision to respect the nursery continuity - kindergarten - school;

7. Educational offer materialized according to the interests and skills of the children, parents' requirements, differentiated from other preschool units;

8. Adequate educational climate to encourage pre-school children to learn with joy;

9. Running projects and contests to highlight individual potential and stimulate child development;

10. Extracurricular activities: trips, cultural activities, competitions, meetings organized in collaboration with the family;

11. Certification of the quality system of the kindergarten by national and international bodies.

Weaknesses:

1. The insufficient diversity of the teachers' abilities in relation to the complex needs of the beneficiaries;

2. Evaluation is not sufficiently exploited as a regulatory factor in process design;

3. Poor involvement of families in the formation of their own children;

Opportunities:

1. Certification of the quality system of the kindergarten by national and international bodies;

2. Implementing the CEIF excellence model, a European quality standard for child and family services, organization and management;

3. Personalization of the curriculum at the decision of the kindergarten and transformation into the kindergarten. The curriculum at the kindergarten's decision allows the capitalization of individual skills and interests;

4. A diversified offer of teaching aids allows rigorous selection for purchase;

5. Increasing the quality of social partnership, private initiative and community support for the development and support of the educational act;

Threats:

1. The desire of parents to enrol their children in all extracurricular activities leads to overcrowding of their children's program;

2. Legislative instability and high levels of bureaucracy in education.

The educational offer is built in such a way as to overcome threats, maintain opportunities and overcome weaknesses. By analysing the given answers, the hypothesis was confirmed and a dissemination plan was drawn up to give all beneficiaries a clear picture of the services offered, as follows:

Table 2. Plan to disseminate the educational offer

Dissemination in the kindergarten

Activity: Making a panel of the educational offer - metaphor

Objectives: To present the educational offer to everyone

Means: panel

Target group: educators, parents, unit staff, local community

Expected results: good information of kindergarten teachers, parents and staff coming to kindergarten.

Activity: Presentation of the educational offer for kindergarten parents

Objectives: to know the educational offer by all the parents of the kindergarten

Means: the leaflet of the educational offer, the activity of the children

Target group: parents of children in kindergarten no. 11

Expected outcomes: Informing parents about the educational offer of the kindergarten as accurate as possible

Activity: Organization of "Open Days"

Objectives: providing information about the kindergarten's educational offer

Means: support materials

Target group: educators, parents and other teachers coming to the unit, local community

Expected results Target group manifestation of an increased openness and interest towards the traditions and culture of other peoples

Dissemination in the wider educational community

Activity: Publish a PPT presentation on www.didactic.ro

Objectives: Provide information about the kindergarten's educational offer and its activities

Means: Article

Target group: Site visitors

Expected results: informing all site visitors

Activity: Making an informative leaflet of the educational offer

Objectives: Provide information about the kindergarten's educational offer and its activities

Means: folding

Responsible: Commission for the promotion of the image of the educational unit and educational marketing

Activity: Kindergarten magazine

Objectives: Provide information about the kindergarten's educational offer and its activities

Means: magazine

Responsible: Commission for the promotion of the image of the educational unit and educational marketing

Activity: organization of voluntary actions, excursions, involvement in community actions

Objectives: to promote the educational offer of the kindergarten and its activities

Responsible: Commission to promote the image of the educational unit and educational marketing, all teachers.

Particular attention paid to the construction of an educational offer and its dissemination way helps school organizations stay competitive. Customers' expectations are constantly evolving and it is essential for organizations to keep in touch with them if they want to keep them. Being centered or customer-oriented can be a challenge because it means always thinking about what customers really want and how you can touch, or even better, how to overcome your expectations. It is also essential to maintain a customer alert status, analyze what you want, and treat any problem raised by them well and promptly. These are also the elements pursued in the present case, which determines the construction of a successful school organization, capable of meeting the requirements of the community in which it operates.

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