

Yashil IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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IMPORTANCE-PERFORMANCE ANALYSIS AS A USEFUL TOOL FOR MARKETING AUDIT PROCESSES OF HEIS IN UZBEKISTAN

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Abstract: Profound reforms are being carried out in the Republic of Uzbekistan in all areas, and great attention is being given to upgrading all stages of education. This article highlights the results of research on reform processes in higher education. The article analyzes the results of a questionnaire survey of employers and graduates of the Namangan Institute of Engineering and Technology. The EntreComp framework and the importance-performance analysis method of Martilla and James were used to conduct the survey and analyze the results. The preliminary results of an audit carried out in the Namangan region under the international project "TRIGGER" of the Erasmus Plus program of the EU are summarized.

Key words: EntreComp, importance-performance analysis, marketing audit, skills gap, grid, standard deviation, attributes, mean value.

Annotatsiya: O'zbekiston Respublikasida barcha sohalarida chuqur islohotlar amalga oshirilmoqda va ta'limning bosqichli yangilashga katta e'tibor berilmoqda. Ushbu maqola oliy ta'limdagi islohot jarayonlarini o'rganish natijalarini yoritadi. Maqolada Namangan Muhandislik-texnologiya institutining ish beruvchilari va bitiruvchilariga o'tkazilgan so'rovnoma natijalari tahlil qilingan. So'rovnoma va natijalarni tahlil qilishda EntreComp modeli va Martilla va James'ning ahamiyat-samaradorlik tahlili usuli qo'llanildi. Erasmus Plus dasturi doirasidagi "TRIGGER" xalqaro loyihasi doirasida Namangan viloyatida o'tkazilgan auditning dastlabki natijalari umumlashtirilgan.

Kalit so'zlar: EntreComp, ahamiyat-samaradorlik tahlili, marketing auditi, ko'nikmalar bo'shligi, tarmoq, standart og'ish, atributlar, o'rtacha qiymat.

Аннотация: В Республике Узбекистан проводятся масштабные реформы во всех сферах, и особое внимание уделяется обновлению всех этапов образования. В данной статье освещены результаты исследований процессов реформирования высшего образования. Статья анализирует результаты анкетного опроса работодателей и выпускников Наманганского института инженерии и технологии. Для проведения опроса и анализа результатов использовались модель EntreComp и метод анализа важности и производительности Мариллы и Джеймса. Подведены предварительные итоги аудита, проведенного в Наманганской области в рамках международного проекта "TRIGGER" программы Erasmus Plus EC.

Ключевые слова: EntreComp, анализ важности-производительности, маркетинговый аудит, дефицит навыков, сетка, стандартное отклонение, атрибуты, среднее значение.

INTRODUCTION

The importance of this research stems from the need for higher educational institutions (HEIs) to align with labor market demands in order to thrive in competitive conditions. Current reforms in Uzbekistan, including the permission to establish private and foreign universities, are creating a more competitive environment in the higher education sector, pushing public HEIs to be more forward-thinking about their future. In January 2021, there were 130 HEIs in Uzbekistan, comprising 96 public, 9 private, and 25 foreign institutions. By June 2022, this number had risen to 162, including 107 public, 25 private, and 30 foreign HEIs. As of the present, there are now 212 HEIs in total, with 114 public, 69 private, and 29 foreign institutions.

In Namangan region, there were only 3 HEIs at the beginning of 2021, but by autumn 2024, this number had increased sharply to 10, with 4 of these being newly established private universities. While private universities are more adaptable to market demands, public universities have not yet fully grasped the importance of regular labor market research to ensure their future success.

Current practice shows a significant gap between the skills taught by public HEIs and those required by employers. For example, companies often utilize modern technologies, while public HEIs tend to teach using more traditional methods. This research focuses on conducting an audit of employer views and alumni perspec-



tives regarding the importance of specific skills in various areas and graduates' performance in those areas. The aim is to use the survey results to inform curriculum development for relevant subjects.

This paper details research conducted using the importance-performance analysis method, which had not been previously applied by HEIs in Uzbekistan. The survey was conducted following the guidelines of the Erasmus Plus TRIGGER project, with a focus on importance-performance analysis. The paper also provides an overview of the origins and development of importance-performance analysis and discusses scholarly opinions on its use in marketing audits.

METHODOLOGY

Brownlie Douglas highlighted the usefulness of Martilla and James's importance-performance analysis in the marketing audit process: "The author has found the importance-performance technique of Martilla and James to be a very useful tool to use as an adjunct to the marketing audit process... Using the importance-performance grid, it is possible to provide clients with a simple visual representation of how their companies perform on the delivery of attributes of varying degrees of importance. The same can also be done for competing companies, providing the client with a way of benchmarking against the data for other companies. The analysis identifies areas of good performance against important attributes (strengths) and areas of unsatisfactory performance against important attributes (weaknesses). It can also show where the client company is performing well against attributes of secondary importance but not as well against those of primary importance. Such a diagram can spark a wide-ranging and heated discussion as a preliminary to a full-blown marketing audit or as an adjunct to it."

Martilla and James further support this approach: "An easily-applied technique for measuring attribute importance and performance can further the development of effective marketing programs." A key element of using this technique is selecting the right attributes for the survey. Martilla and James conducted their survey by rating an Automobile Dealer's Service Department. They used a 4-point scale for both importance and performance questions. The responses were then summed up, and mean values were determined for each attribute in both categories. The attributes were also numbered, in this case from 1 to 14 (Picture-1).

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where performance can be improved. Concentrating constructive action in this area would produce maximum results.

EXHIBIT 1

Importance and Performance Ratings for Automobile Dealer's Service Department

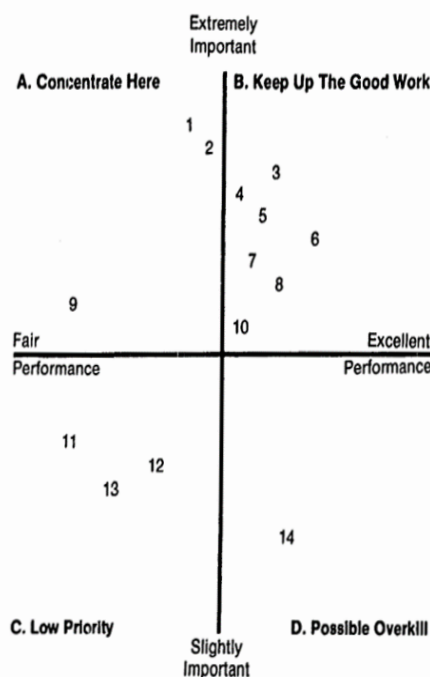
Attribute Number	Attribute Description	Mean Importance Rating ^a	Mean Performance Rating ^b
1	Job done right the first time	3.83	2.63
2	Fast action on complaints	3.63	2.73
3	Prompt warranty work	3.60	3.15
4	Able to do any job needed	3.56	3.00
5	Service available when needed	3.41	3.05
6	Courteous and friendly service	3.41	3.29
7	Car ready when promised	3.38	3.03
8	Perform only necessary work	3.37	3.11
9	Low prices on service	3.29	2.00
10	Clean up after service work	3.27	3.02
11	Convenient to home	2.52	2.25
12	Convenient to work	2.43	2.49
13	Courtesy buses and rental cars	2.37	2.35
14	Send out maintenance notices	2.05	3.33

^a Ratings obtained from a four-point scale of "extremely important," "important," "slightly important," and "not important."

^b Ratings obtained from a four-point scale of "excellent," "good," "fair," and "poor." A "no basis for judgment" category was also provided.

EXHIBIT 2

Importance-Performance Grid with Attribute Ratings for Automobile Dealer's Service Department



Picture-1. Importance-Performance ratings table of Martilla and James published in 1977.

The use of this numbering can be seen in the illustration of results in grid view (Picture-2).

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where performance can be improved. Concentrating constructive action in this area would produce maximum results.

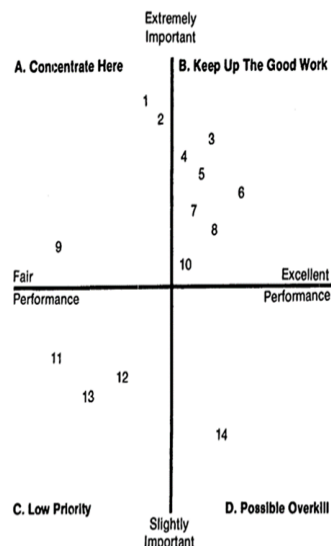
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EXHIBIT 2
Importance-Performance Grid with Attribute Ratings for Automobile Dealer's Service Department



Picture-2. Importance-Performance grid by Martilla and James in 1977.

The picture illustrates that Martilla and James (M. & J.) categorized the grid into four areas. The "A" area is labeled "Concentrate here," indicating that the company should focus on the attributes in this area and work towards moving them to the "B" area, which is called "Keep up the good work." The "D" area, referred to as "Possible Overkill," includes attributes that are considered of low importance but are performed highly, meaning that efforts on these attributes can be reduced.

Another crucial aspect of the importance-performance analysis technique is selecting the appropriate center value for each axis of the grid. Researchers can choose the center points based on the scale of values and the range of the mean values provided by respondents.

Numerous studies have utilized or discussed importance-performance analysis, including Donald R. Bacon's "A Comparison of Approaches to Importance-Performance Analysis" in the *International Journal of Market Research* (2003), Ennew, Christine T., Reed, Geoffrey V., and Binks, Martin R.'s "Importance-Performance Analysis and the Measurement of Service Quality" in the *European Journal of Marketing* (1993), and David J. Ortinau, Alan J. Bush, Robert P. Bush, and Jacquelyn L. Twible's "The Use of Importance-Performance Analysis for Improving the Quality of Marketing Education" in the *Journal of Marketing Education* (1989), among others.

There is a slight difference between M. & J.'s technique and the one used in the TRIGGER project. The main difference is that M. & J. treat all respondents as customers, considering them as a single category. In contrast, the TRIGGER project uses two respondent categories: Employers and Alumni. Additionally, unlike M. & J., the TRIGGER project does not recommend using a grid illustration, instead instructing researchers to focus on critical points. The TRIGGER project also incorporates the standard deviation indicator in its tables for result analysis.

RESULT ANALYSIS

Results from the online survey of employers and alumni. The rationale of the survey was to identify the entrepreneurial skills gaps in terms of skills needed and the actual skills state of university graduates as perceived by companies and alumni.

The survey was conducted in May and June 2021. Each TRIGGER partner in Kazakhstan, Uzbekistan and Tajikistan distributed the same questionnaire independently in order to gain comparable data. The questionnaire was developed based on the Entrepreneurship Competence Framework and other studies on entrepreneurship.



In total, the questionnaire comprised 130 items on three EntreComp¹ dimensions „Ideas“, „Resources“ and „Actions“ and in four dimensions on „Digital Skills“, „Financial Skills“, „Marketing Skills“ and „Skills in Innovation Management“, plus 8 questions on demographic variables, such as position of the survey participant in the company, company size, and sector of company/professional activity. All items were presented with a five-point Likert scale anchored with 1 = not at all important to 5 = very important.

The survey results have been analyzed by using a table for each dimension. Below is a table prepared for dimension „Ideas“ (Table-1).

Table 1: Dimension "IDEAS"		Employer							Alumni						
№	Items	Importance			Graduate level			I ± GL	Importance			Graduate level			I ± GL
		N	Mean	SD	N	Mean	SD		N	Mean	SD	N	Mean	SD	
1	Identifying, creating and seizing opportunities.	22	4.0	1.0	22	2.8	0.5	-1.2	22.0	4.3	0.6	22	2.8	0.7	-1.5
2	Uncovering the needs of customers and other stakeholders.	22	4.1	1.1	22	2.6	0.7	-1.5	22	4.5	0.6	22	2.8	1.0	-1.7
3	Analysing the contexts where value can be created.	22	3.7	1.0	22	2.8	0.7	-1.0	22	4.2	0.5	22	2.7	0.7	-1.5
4	Developing ideas and opportunities to create value.	22	3.7	1.2	22	2.6	0.7	-1.1	22	4.5	0.7	22	2.8	0.8	-1.7
5	Developing better solutions to existing and new challenges.	22	3.9	1.2	22	2.9	0.6	-1.0	22	4.4	0.5	22	3.0	1.0	-1.4
6	Exploring and experiment with innovative approaches.	22	4.0	1.0	22	2.8	0.7	-1.2	22	4.5	0.5	22	2.9	1.0	-1.7
7	Developing a vision to turn ideas into action.	22	3.8	1.0	22	2.7	0.6	-1.0	22	4.3	0.6	22	2.7	0.9	-1.6
8	Judging what value is in social, cultural and economic terms.	22	3.8	1.1	22	3.0	0.7	-0.9	22	4.5	0.7	22	3.0	0.7	-1.5
9	Recognising the potential an idea has for creating value.	22	3.8	1.2	22	2.8	0.7	-1.0	22	4.2	0.4	22	2.7	0.6	-1.5
10	Identifying suitable ways of making the most out new ideas.	22	4.0	1.1	22	2.9	0.8	-1.0	22	4.5	0.6	22	2.9	0.8	-1.6
11	Assessing the consequences of ideas that bring value on the target community, the market, society and the environment.	22	3.7	1.1	22	2.9	0.8	-0.8	22	4.4	0.5	22	2.7	0.6	-1.7
12	Reflecting on how sustainable long-term social, cultural and economic goals are.	22	3.7	1.1	22	2.8	0.7	-0.9	22	4.3	0.6	22	2.8	0.8	-1.5
13	Acting responsible.	22	4.2	1.1	22	3.0	0.9	-1.2	22.0	4.4	0.5	22.0	2.5	0.6	-2.0

Table-1. Analysis of answers on „Ideas“ dimension.

The 1st column of the table includes 13 items, i.e. statements of „Ideas“ dimension that respondents evaluated. The right side of the table is divided into „Employers“ and „Alumni“ sections, which further divide into „Importance“ (I), „Graduate level“ (GL) (i.e. performance) and I+/-GL. The „Importance“ and „Graduate level“ sections included „N“-number of respondents, „Mean“-mean value of all responses on the category, „SD“ standard deviation.

From the table it can be seen that 22 employers and 22 alumni participated in the survey. The next column presents an arithmetic mean of values given by respondents:

$$\mu = \frac{V_1 + V_2 + V_3 + \dots + V_n}{N}$$

where,

μ - mean value

$V_1, V_2, V_3, \dots, V_n$ - values given by each respondent

N – number of respondents.

The difference of the mean values of „Importance“ and „Graduate level“ is presented on column „I+/-GL“. This is the column where most attention is given in TRIGGER project. The highest differences have been picked up and recommended for considering in developing course curricula. In this example the items of „Identifying, creating and seizing opportunities“, „Uncovering the needs of customers and other stakeholders“, „Exploring and experiment with innovative approaches“, and „Acting responsible“ have been picked up as both Employer and Alumni identified biggest gaps in their importance and graduate level, i.e. their I+/-GL were the greatest.

In case if the means of „importance“ and „graduate level“ were equal then there would be no need for improvement but sustainability of it would be recommended.

The standard deviation. The standard deviation (SD) is the indicator which illustrates how scattered the answers or how close the answers are to each other, and is identified through following formula²:

$$\sigma = \sqrt{\frac{\sum(V_i - \mu)^2}{N}}$$

where,

σ – standard deviation (SD)

1 The European Entrepreneurship Competence Framework (EntreComp) <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

2 https://en.wikipedia.org/wiki/Standard_deviation



V_i - values given by each respondent

μ - mean value

N – number of respondents.

In our example, the SD value is greater in Importance sub-section of Employer section, i.e. all SDs are equal or above 1 compared to “graduate skills” where the value ranges from 0,5 to 0,9. In “Alumni” section the SDs for “importance” values range from 0,4 to 0,6 where as SDs for “graduate skills” range between 0,6 and 1, which means, the alumni’s values given to the importance statements of “ideas” are quite close to each other, where as the values given for “graduate level” a more spread.

Grid view of analysis. Using the importance-performance grid of Martilla and James the results can be illustrated as follows (Chart-1 and Chart-2).

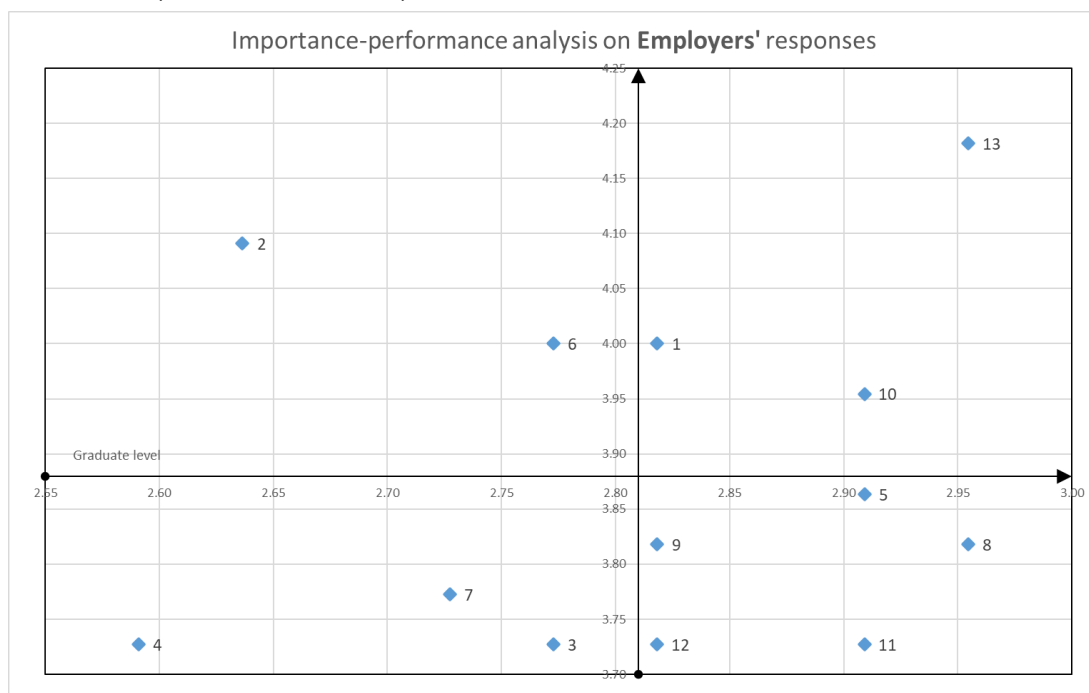


Chart-1. Grid for importance and graduate level analysis on Employers' responses.

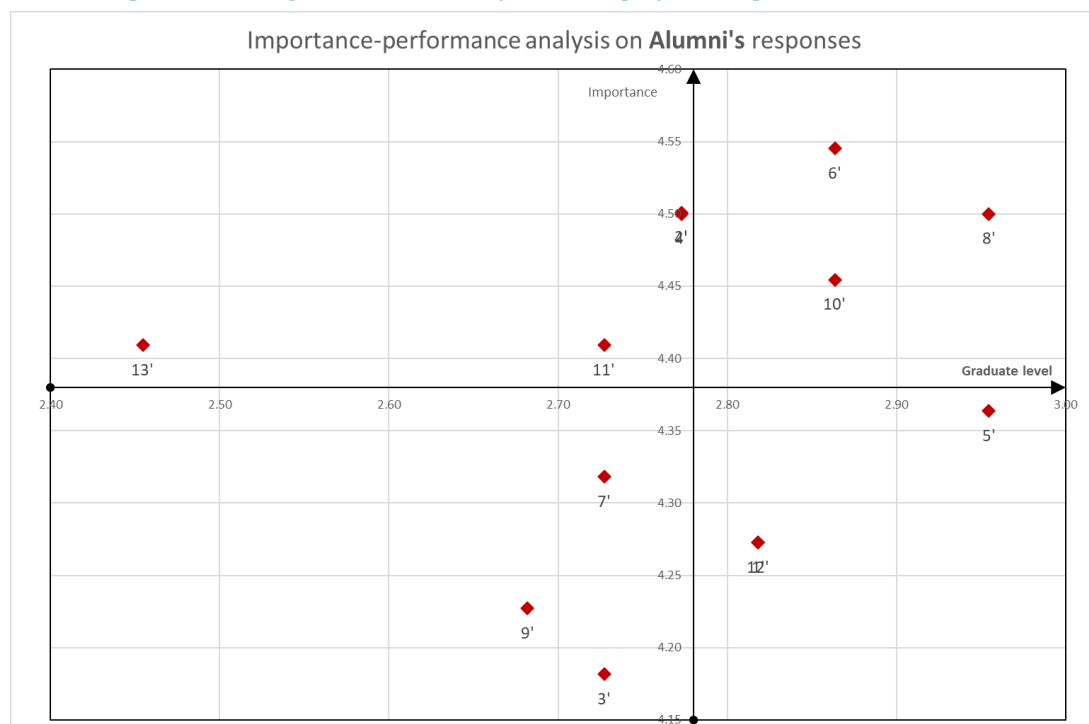


Chart-2. Grid for importance and graduate level analysis on Alumni responses.



The centre value of the axis are the mean values of the means of importance and graduate level values of Employers and Alumni, constituting $2,82 \times 3,88$ and $2,78 \times 4,38$ respectively.

In accordance with the suggestion of Martilla and James, in “concentrate here” area of the grid there are items 2 and 6 in Employers’ responses and the items of 2, 4, 11, and 13 of Alumni’s responses (item numbers are taken from the 1st column of Table-1).

As the item 2 has been identified “concentrate here” area in both of the grids, the item can be considered as the 1st priority in making changes to the curricula. Then other critical points of Employers’ and Alumni responses can be taken separately as well for consideration.

In comparing the table-based and grid view analysis, it can be noticed that the critical items pointed out in I+/-GL column of the table do not always appear “concentrate here” area in grid view. The reason is that although the difference I+/-GL is great enough, because of the high degree of the mean values it is being greater than the center value of the “graduate level” axis, appearing on the positive side. And this is the advantage of the table-based analysis, although the grid is preferable for visible analysis.

As a result of the analysis, critical items have been identified in all 7 dimensions for Namangan Institute of Engineering and Technology and directed to relevant departments for introducing them into their curricula.

Identified gaps and skills mismatches

Main dimensions of competencies	Rated as skills gap by employer and alumni	rated skills gap by employers	rated skills gap by alumni
1. Ideas	Uncovering the needs of customers and other stakeholders. Exploring and experiment with innovative approaches.	Identifying, creating and seizing opportunities. Acting responsibly.	Developing ideas and opportunities to create value. Exploring and experiment with innovative approaches.
2. Resources	Being prepared to be patient and keep trying to achieve long-term individual or group aims.	Making the most of limited resources. Demonstrating effective leadership.	Believing in one’s own ability to influence the course of events, despite uncertainty, setbacks and temporary failures. Getting and managing the material, non-material and digital resources needed to turn ideas into action.
3. Actions	Working together and cooperate with others to develop ideas and turn them into action.	Defining priorities and action plans. Testing ideas and prototypes from the early stages to reduce risks of failing.	Adapting to unforeseen changes. Networking with others to organise skills and expertise needed for goal attainment.
4. Digital skills	Deploying digital media, apps or web-based tools for marketing.	Using software apps and digital tools for managing collaboration with teams and partners.	Understanding and using information from the web and other digital sources to identify customer needs.
5. Financial skills	Calculating costs, cost prices, and margins.	Managing cash flow.	Drawing conclusions and deriving potential courses of action from balance sheets. Identifying and meeting the organization’s financial needs in the short and long term.
6. Marketing	Building relationships of trust with clients and partners.	Negotiating while using specific techniques	Using specific techniques to encourage client loyalty
7. Innovation Management	Analysing the market potentials of ideas and concepts for new products, processes and services.	Selecting and applying methods for exchange of ideas and knowledge in the innovation process.	Managing collaboration between customers, suppliers and development partners in the innovation process.



SUMMARY

Stemming from the results shown above, it can be concluded that NIET should pay more attention in developing following capabilities in students:

- Uncovering the needs of customers and other stakeholders.
- Exploring and experiment with innovative approaches.
- Being prepared to be patient and keep trying to achieve long-term individual or group aims.
- Working together and cooperate with others to develop ideas and turn them into action.
- Deploying digital media, apps or web-based tools for marketing.
- Calculating costs, cost prices, and margins.
- Building relationships of trust with clients and partners.
- Analysing the market potentials of ideas and concepts for new products, processes and services.

Namangan muhandislik-texnologiya institutida Dizayn, Iqtisodiyot, Menejment, Marketing, Buxgalteriya hisobi va audit, Energetika, Elektr energetikasi, Metrologiya, Avtomatlashtirish, Materialshunoslik, Texnologik mashinalar va uskunalar, Kimyoviy texnologiya, Qadoqlash va bosma, Yengil sanoat, Oziq-ovqat texnologiyasi, Tabiiy tolalarni birlamchi qayta ishlash, Texnologiya boshqaruv tizimlari, Qishloq xo'jaligi mahsulotlari texnologiyasi kabi yo'nalishlarda bakalavriat dasturlari mavjud. Ushbu dasturlarning aksariyati tadbirkorlik ko'nikmalarini rivojlantirishga mos keladi. Masalan, Energetika sohasida mutaxassislar korxonada energiyani samarali ishlatish yo'llarini va energiya sarfini kamaytiruvchi alternativ energiya vositalarini qo'llash imkoniyatlarini izlab topishi mumkin, bu esa mahsulot yoki xizmatning tannarxini kamaytiradi. Texnologik mashinalar va uskunalar yo'nalishidagi muhandislar ishlayotgan mashinaga o'zgartirishlar kiritish orqali mahsulotni ko'paytirish, qulaylik yaratish yoki energiya samaradorligini oshirishga ko'maklashishi mumkin, natijada mahsulot tannarxi pasayadi. Dizayn dasturi kiyim dizayniga qaratilgan bo'lib, bu yo'nalish tadbirkorlik fikrlash tarzini talab qiladi. Mutaxassislar mijozlar ehtiyojlarini hisobga olib, yangi dizaynlar yaratish orqali bozorda yetakchi bo'lishi mumkin. Kimyoviy texnologiya sohasida ishlab chiqarish hamisha materiallardan foydalanishni kamaytirish va mahsulot sifatini oshirish yo'llarini izlaydi. Tadbirkorlik ko'nikmalariga ega muhandis bunday imkoniyatlarni ko'ra oladi va o'z takliflarini beradi. Ushbu tadbirkorlik qobiliyatiga ega bo'lgan mutaxassislar ishlayotgan kompaniyada yangiliklar yaratish bilan bir qatorda, mavjud resurslar va aholining ehtiyojlarini e'tiborga olib, o'z kompaniyalarini ham tashkil qilishi mumkin. Agar Namangan muhandislik-texnologiya institutida tadbirkorlik ta'limini joriy etishni boshlash uchun dasturlarni tanlash kerak bo'lsa, Texnologik mashinalar va uskunalar, Tabiiy tolalarni birlamchi qayta ishlash, Alternativ energiyalar, Iqtisodiyot va menejment, dizayn va marketing yo'nalishlarini tanlash mumkin. Bu esa ushbu fakultetlarning imkoniyatlariga asoslanib amalga oshiriladi. Buning uchun Marketing kafedrası o'qituvchilari va tadbirkorlik qobiliyatini rivojlantirish maqsad qilingan tegishli kafedralar o'qituvchilari bilan hamkorlikda muhokama o'tkazish zarur. Muhokamaga institut bitiruvchilarini ish bilan ta'minlaydigan korxona vakillarini, shuningdek, boshqa korxonalarning vakillarini taklif qilish orqali ularning ehtiyojlari va imkoniyatlari aniqlanishi mumkin. Muhokamadan so'ng, qaror qabul qilinib, kurs nomi va mazmuni birgalikda ishlab chiqiladi. Bizningcha, tadbirkorlik ko'nikmalarini o'rganish uchun yuqorida tanlangan yo'nalishlar bo'yicha alohida kurs tashkil etilishi kerak. Agar mazkur dasturlarning texnik fanlariga ushbu ko'nikmalarni integratsiya qilish imkoniyati mavjud bo'lsa yoki texnik va tadbirkorlik ko'nikmalarini birlashtirgan yangi dastur tashkil etish imkoniyati mavjud bo'lsa, Yevropa Ittifoqi universitetlarining tajribasidan o'rganish maqsadga muvofiqdir.

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Yashil

IQTISODIYOT va TARAQQIYOT

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2024. № 9

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"Yashil" iqtisodiyot va taraqqiyot" jurnali 03.11.2022-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №566955 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.

Litsenziya raqami: №046523. PNFL: 30407832680027

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Kumushkon ko'chasi, 26-uy.

