

DIMENSIONS OF CONSUMERS' SATISFACTION REGARDING THE EDUCATIONAL SERVICES PROVIDED BY THE ROMANIAN MILITARY HIGHER EDUCATION INSTITUTIONS

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ABSTRACT: The academic environment, subject of intense dynamics in the recent years, demands for a marketing approach and an appropriate positioning of the educational products and services provided by the military higher education institutions, in order to get the attention and attract the public addressed through the educational offer. In a context characterized by challenges generated by the decrease of the school population and an increased competition between the participants in the educational market, positioning of the educational products and services of the military higher education institutions is supported by the peculiarities of the organization and functioning of the military higher education system. The results produced assessing the satisfaction of the students of military higher education institutions in terms of the educational process, products and services provided by these institutions, are employed in the design and implementation of the marketing strategies that could generate a significant impact in the educational market.

KEYWORDS: consumer satisfaction, educational market, military higher education, marketing strategy

JEL Classification: I21, M31

Introduction

Totally changed from the beginning of the '90s, the environment in which the military higher education institutions evolve requires a continuous adaptation of the institutions to the market and consumer requirements, the adaptation of educational products and services which are offered to the public, of the personnel and, last, but not least, of the beneficiaries of these services, the development of the society generating changes in the needs and preferences of the consumers (Pelau, 2012).

The spectacular increase in the number of higher education institutions in Romania and the number of students, has instituted a phenomenon of mass higher education, even in the case that the labor market can not absorb their graduates. Competition for being student, during the prior period time of 1990 and during the early years of the next transition of Romanian society has turned into a competition of higher education institutions to attract students, the quality of educational services and products offered and satisfaction students on these, being important factors in the favorable positioning on the education market.

The marketing approach of the military higher education institutions, educational marketing, involves analyzes and decisions on customers which to attract them, whom they want, what their needs and desires, identified through investigations, trying to satisfy through educational programs and educational services, which products and services to provide, what prices to establish for them, what communications to send and receive, what channels to use and what partnerships to develop (Kotler and Keller, 2008).

One of the definitions of marketing concept aims the customer satisfaction in the sense of meeting their needs in a profitably way, marketing dealing with identifying and meeting human and social needs. Satisfaction reflects comparative judgments about the difference between perceived

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performance of a product or service and expectations that consumers have on this performance. In this regard, if the performance of the product or service does not live up to expectations, the customer will be dissatisfied and disappointed if the performance is as expected, the customer will be satisfied, and if perform exceeds expectations, the customer will be extremely satisfied or happy (Kotler and Keller, 2008).

Military higher education institutions address to a vast audience of consumers, by identifying specific particularities of each segment and their individual it can develop strategies to address these needs. Future students can choose a higher education institution considering only its image, image that can be modified or enhanced by creating a distinctive identity. Knowing the causes of attraction or rejection of an institution of higher education, customers can support positioning it within the education market, can be identified and analyzed the best solutions for positioning and can be developed strategies to reach this position or to generate different details of an institution towards other possible alternatives from the market (Popescu, 2010).

Literature review

As a concept, satisfaction was defined as consumer sentiment on the experiences gained from consuming the products or services (Oliver, 1999).

Oliver (1999) states that between the concept of consumer satisfaction and the loyalty the relationship is tight but asymmetrical, satisfaction being an uncertain precursor to loyalty.

Choi et al. (2005) shows that consumer satisfaction is an emotional reaction to the experience gained from consuming a service, the result of an evaluation process. Thus, the perception of service quality is a cognitive construct, while satisfaction is an affective reaction, the distinction between the two concepts suggesting a causal order that would position the service quality as an antecedent of satisfaction.

Satisfaction is a phenomenon describing customer satisfaction to a particular product or service, it occurred after consumption. Understanding how consumers are satisfied with the services or products offered, help organizations optimize service quality, to focus resources more efficiently and strengthen customer relationships (Anderson et al., 1994).

Nedelcu et al. (2010) define the concept of customer satisfaction as the mood that customers have of the institution when their expectations were met or exceeded during the lifetime of the product or service of their choice, achieving customer satisfaction leading to loyalty to the institution, to its products and services, and to repeat the option.

Investing in the quality of products and services offered on the market, product diversification and adequate training of staff to ensure customer satisfaction will lead to an increase in costs, affecting the profitability of the institution, the conclusion being that by creating a valuable product / service will increase consumer satisfaction who will continue to repurchase service, which will ensure profitability (Bolog, 2006).

For an advantageous position on market, education institutions must focus constantly their effort to understand and meet the needs, requirements and expectations of their customers, both existing and potential ones, should identify appropriate methods and tools for evaluating the customer satisfaction and to assure their loyalty, and for improvement of internal and external relationships system, creating partnerships with customers (Păunescu, 2006).

Development of technology and globalization facilitate easy access to information about higher education for students and future students. In this competitive environment can excel only those institutions that offers quality education and a constructive university environment for their students, these being factors which may influence what institutions to choose at admission, can meet the expectations of students from institutions and affect their decisions to participate in the educational act (Butt and Rehman, 2010).

The service sector has experienced during the recent decades a rapidly changing, primarily due to the pressure forces affecting the social environment, the main source behind this revolution

being the technology, which has brought higher education institutions in an equitably competitive environment, by eliminating geographical barriers (Zafar et al., 2011), thus, more and more, higher education institutions realizes that higher education could be considered a real industry of services, just as in business, beginning to focus on meeting the needs of students (Gruber et al., 2010).

Functional resizing at the level of higher education institutions imposed by the dynamics of society, relatively difficult to predict, consolidates more the idea that higher education institutions offers educational services and knowledge (Hapenciuc and Hapenciuc, 2002).

Students satisfaction can serve as an indicator of success of the military higher education institutions, both in the past and present, as well as an indicator of future performance. The quality of educational services offered to students is a prerequisite of maintaining competitiveness in the market of higher education. A relationship that is created between the expectations of students and their satisfaction with the quality of service that provides higher education institutions plays an important role in shaping the reputation of institutions. Higher education institutions are becoming aware of the importance of student satisfaction, because satisfaction positively influences their decision to continue their education at this institution, and the high level of satisfaction will affect student motivation in positive mode, and therefore their academic performance (Mihanović et al, 2016).

According to Schreiner (2009) the student satisfaction is of compelling interest to higher education institutions as they seek to continually improve the learning environment for students, meet the expectations of their constituent groups and demonstrate their institutional effectiveness.

Methodological notes

The purpose of the research is to identify the views on the quality of educational services provided by military institutions of higher education.

Data collection was conducted using as a preparation tool a questionnaire with 35 questions, the survey was the collection method, thereby generating data necessary to achieve the research objectives by centralizing and processing data using SPSS Statistics 20.

To measure the information obtained was used the semantic differential as a method of scaling in research, based on bipolar adjectives like favorable-unfavorable, high-low, between which was established a number of 5 steps.

For data processing and interpretation of the 6 scale levels we attributed scores from 5 to *Very favorable* conditions to 1 for *Very unfavorable*. Non responses, quantified 9 will not be considered.

Communication with respondents, students of military higher education institutions, was made directly, for students of the Military Technical Academy of Bucharest and the Military Medical Institute, and online, the questionnaire being sent by e-mail to students of military higher education institution from Braşov, Sibiu, Constanţa, and then being filled by them.

To obtain relevant information was established a group of respondents of 450 people from the students of military higher education institutions, from each year of studies from Military Technical Academy, Naval Academy, Land Forces Academy, Air Force Academy, Military Medical Institute and National Defense University. A number of 418 respondents answered the questionnaire.

Main findings of the research

After processing the data resulted a higher proportion of male respondents, 73.4% versus 26.6% female respondents. Also, origin of respondents, students of military higher education institutions is predominantly urban, 59.3%.

To identify the reasons that led the consumers towards military higher education system, in the questionnaire we used the item *What are the reasons which determined the choice of a military higher education institution for tuition at university level?*

Table 1.

The reasons which determined the choice of a military higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of educational services	87	20,8	20,8	20,8
	Quality of teaching staff	10	2,4	2,4	23,2
	Job security	100	23,9	23,9	47,1
	The prestige of military job	48	11,5	11,5	58,6
	Benefits granted during the studies and at graduation	8	1,9	1,9	60,5
	Opportunities for assertion and development	28	6,7	6,7	67,2
	The image of military system	6	1,4	1,4	68,7
	Military career	65	15,6	15,6	84,2
	Military discipline	36	8,6	8,6	92,8
	Patriotism	9	2,2	2,2	95,0
	Family tradition	16	3,8	3,8	98,8
	Study programs offered	5	1,2	1,2	100,0
Total	418	100,0	100,0		

Respondents indicated the quality of educational services, quality of teaching staff from military institutions of higher education, ensuring a steady job, the prestige of the military profession, benefits granted during the studies, opportunities for assertion and development, the image of the military system, military career, military discipline, patriotism, decent pay, family tradition, offered study programs.

It notes the high percentage of the answer *job security* (23.9%) as a determinant reason of choice, higher military educational institutions providing employment for graduates of study programs financed from the budget, according to the specialization.

Also, the quality of educational services provided by military higher education institutions was main reason of choice for 20.8% of respondents, and military career for 15.6% of respondents.

The main reason of choosing a military institution of higher education at university level training is job security.

To identify the reasons which led the consumers towards the military institution of higher education where they study we used the item *What are te reasons that have determined the choice of the military institution of higher education where you study?*

Table 2.

The reasons that have determined the choice of the military higher education institution where the respondents study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of education	73	17,5	17,5	17,5
	Institution image and prestige	52	12,4	12,4	29,9
	Family tradition	8	1,9	1,9	31,8
	Assertion and development opportunities	15	3,6	3,6	35,4
	Quality of study programs	157	37,6	37,6	73,0
	Officer career	108	25,8	25,8	98,8
	Military uniform	5	1,2	1,2	100,0
	Total	418	100,0	100,0	

Respondents indicated the quality of education, image and prestige of the military institution of higher education, family tradition, assertion and development opportunities, quality of study programs offered, officer career in the desired specialization and army, military uniform specific for the army.

It notes the high percentage (37.6%) of the response *quality of study programs*, military higher education institutions providing study programs in various fields: military knowledge, informations and interior, marine engineering, aerospace engineering, automotive engineering, civil engineering, computers and information technology, health. Also, the military officer career was main reason of choice for 25.8% of respondents, and the quality of education for 17.5% of respondents.

The main reason of choosing the military institution of higher education in which they are studying is the quality of study programs.

To analyze the satisfaction level of military students, consumers of educational services provided by military higher education institutions, we have used an item in the study: *How do you assess the student experience in a military higher education institution?*

The response options were: 1 = *Very favorable*, 2 = *Favourable*, 3= *Neither favorable nor unfavorable*, 4 = *Unfavorable*, 5=*Very unfavorable*, 9 =*Don't know/No opinion*.

The results show that 16.3% of respondents assessed as very favorable the student experience in a military higher education institutions, 62% considers favorable, 16.3% acoose the answer neither favorable nor unfavorable, 3.3% of subjects do not have a positive view on the student experience, 1,9% are totally dissatisfied and 0.2% say they do not know can not appreciate.

There can be observed a small percentage of non-responses or refusals of students to cooperate in carrying out the research or the inability to provide the information requested in the questionnaire.

Summing up the favorable responses, it appears that over 78% of students who responded to the questionnaire assessed as favorable or very favorable the academic experience in the military higher education institution in which they study.

Table 3.

The frequency of responses referring to students experiencing the activity in a military higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very favorable	68	16,3	16,3	16,3
	Favorable	259	62,0	62,0	78,2
	Neither favorable/neither unfavorable	68	16,3	16,3	94,5
	Unfavorable	14	3,3	3,3	97,8
	Very unfavorable	8	1,9	1,9	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

The average calculated score, starting from grade “5” attributed to the appreciations very favorable and into a continuous decrease to grade “1” for the very unfavorable appreciations is:

$$M = 3.875$$

For the item, regarding the opinion referring to the ensemble quality of the educational process in a military higher education institution, the answers were: 1 = Very high; 2 = High; 3 = Medium; 4 = Low; 5 = Very low; 9 = Don't know/No opinion.

To process and interpret the 6 layers dates of the scale, I have attributed scores from 5 for very high to 1 for very low. Nonresponses, quantified with 9 won't be taken in calculation.

The obtained results show that 14.4% from the subjects appreciate that the quality of the educational process in a military higher education institution is very high, 60 % appreciate it as

high, 23.7 % choose the response that indicates the medium level, 1.7% it as low, 0.2% declare that they do not know, they can not appreciate.

It was found that there weren't answers to indicate a very low quality o the educational process.

Table 4.

The frequency of responses referring to the ensemble quality of the educational process in a military higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high quality	60	14,4	14,4	14,4
	High	251	60,0	60,0	74,4
	Medium	99	23,7	23,7	98,1
	Low	7	1,7	1,7	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

Gathering the favorable answers, it can be noted that over 74.4% from the students participating to the questionnaire appreciate as high or very high the ensemble quality of the educational process in a military higher education institution.

The central trend corresponds to the opinion that indicates a high quality educational process in a military higher education institution, expressed by 60% of the respondents.

The average calculated score, starting from grade "5" attributed to the appreciations very favorable and in a continuous decrease to grade "1" for the very unfavorable appreciations is:

$$M = 3.873$$

For the item regarding the opinion referring to the ensemble quality of the educational process in a military higher education institution, the answers were: 1 = Very high; 2 = High; 3 = Medium; 4 = Low; 5 = Very low; 9 = Don't know/No opinion .

The obtained results show that 17.7% from the subjects appreciate that the quality of the curricula is very high, 61 % appreciate it as high, 19,4 % choose the response that indicate the medium level, 1.4% it as low, 0.5 declare that they don't know, they can not appreciate. It was found that there weren't answers to indicate a very low quality o the curricula.

Table 5.

The frequency of responses referring to students experiencing the quality studiies offered by a military higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	74	17,7	17,7	17,7
	High	255	61,0	61,0	78,7
	Medium	81	19,4	19,4	98,1
	Low	6	1,4	1,4	99,5
	Don't know/No opinion	2	,5	,5	100,0
	Total	418	100,0	100,0	

Gathering the favorable answers, it can be noted that over 78.7% from the students participating to the questionnaire, appreciate as high or very high the quality of the studies they attendet for.

The central trend corresponds to the opinion that indicates a high quality educational process in a military higher education institution, expressed by 61% of the respondents.

The average calculated score, starting from grade "5" attributed to the appreciations very favorable and into a continuous decrease to grade "1" for the very unfavorable appreciations is:

$$M = 3.954$$

For the item regarding the opinion referring to the utility of the diploma obtained at the graduation from an military higher education institution, the answers were: 1= only in the military system; 2 = only in a nonmilitary system; 3 = both military and nonmilitary; 9 = neither of the previous answers.

Table 6.

The frequency of responses referring to the utility of the diploma obtained at the graduation from a military higher education institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only in the military system	22	5,3	5,3	5,3
	Only in the nonmilitary system	7	1,7	1,7	6,9
	Both military and nonmilitary system	388	92,8	92,8	99,8
	Neither of the previous answers	1	,2	,2	100,0
	Total	418	100,0	100,0	

The obtained results show that 5.3% from the subjects appreciate that the diploma obtained at the graduation from an military higher education institution is usable only in a military system, 1.7 % appreciate that the diploma is only usable in a nonmilitary system, 92.8 % consider that the diploma is usable in both systems, 0.2% declare that they don't know, they can not appreciate .

In keeping with the central tendency both in the case of employment outside the military system and the military system, expressed by 92.8% of respondents.

For the item on the opinion about the quality of teaching in the military institutions of higher education, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know/No opinion*.

The results show that 14.1% of respondents assessed as very high quality of teaching, 51.7% believe that elevated 32.3% choose the answer that indicates the average level of teaching quality, polled 1.4% of the low quality of teaching a percentage of total 0.2% of respondents are dissatisfied, very low considering that the quality of teaching and 0.2% say that they can not appreciate.

In keeping with the central tendency indicating a high quality of teaching, expressed by 51.7% of respondents.

Table 7.

Frequency of responses on the quality of teaching in military higher education institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	59	14,1	14,1	14,1
	High	216	51,7	51,7	65,8
	Medium	135	32,3	32,3	98,1
	Low	6	1,4	1,4	99,5
	Very low	1	,2	,2	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

Gathering favorable responses, it appears that 65.8% of students who responded to the questionnaire assessed as high or very high quality of teaching in military higher education institutions where they study.

Calculated average score is $M = 3.782$

For the item on the opinion on the quality of knowledge transmitted in the subjects studied in military higher education institutions, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know/No opinion*.

The results show that 14.8% of respondents assessed as very high quality of transmitted knowledge in the subjects studied, 54.8% believe that elevated 28.0% choose the answer that indicates the average level of quality of knowledge, 1.9% of subjects considers that the low quality of knowledge, a percentage of 0.2% of the total respondents are dissatisfied, saying that the very low quality of knowledge and 0.2% say they do not know, they can not appreciate.

Table 8.

Frequency of responses on the quality of transmitted knowledge in the subjects studied in military higher education institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	62	14,8	14,8	14,8
	High	229	54,8	54,8	69,6
	Medium	117	28,0	28,0	97,6
	Low	8	1,9	1,9	99,5
	Very low	1	,2	,2	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

In keeping with the central tendency indicating a high quality of transmitted knowledge in the subjects studied in military higher education institutions, expressed by 54.8% of respondents.

Gathering favorable responses, it appears that 69.6% of students who responded to the questionnaire assessed as high or very high quality of transmitted knowledge in the subjects studied in military higher education institutions.

Calculated average score is $M = 3.823$

Regarding the item on view on the usefulness of the subjects studied in the curriculum of their choice, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know/ No opinion*.

The results show that 12.9% of respondents assessed as very high utility of subjects studied, 48.8% believe that high, 31.6% choose the answer that indicates the average level of usefulness subjects studied, a large percentage of respondents 6,0% considers low usefulness subjects studied, a percentage of 0.5% of the total respondents are dissatisfied, very low considering that the usefulness of subjects studied and 0.2% say they do not know /they can not appreciate.

Table 9.

Frequency of responses on the usefulness subjects studied in study programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high quality	54	12,9	12,9	12,9
	High	204	48,8	48,8	61,7
	Medium	132	31,6	31,6	93,3
	Low	25	6,0	6,0	99,3
	Very low	2	,5	,5	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

In keeping with the central tendency of the responses indicates a high utility of the subjects covered in the study programs expressed by 48.8% of respondents.

Calculated average score is $M = 3.794$

Gathering favorable responses, it appears that 61.7% of students who responded to the questionnaire assessed as high or very high usefulness of subjects studied in military higher education institutions.

Concerning the quality of extracurricular activities organized in military higher education institutions, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know / No opinion*.

Referring to opinions on the quality of extracurricular activities organized in military higher education institutions 8.1% of respondents indicated very high quality activities, 24.9% of respondents appreciated the high level of quality, 34.4% answered indicating average, and 21.8% were rated as low quality of the work, a percentage of 8.1% of respondents are totally dissatisfied, saying that the very low quality of extracurricular activities organized and 2.6% say they do not know, they can not appreciate.

Table 10.

The frequency of the responses on the quality of extracurricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	34	8,1	8,1	8,1
	High	104	24,9	24,9	33,0
	Medium	144	34,4	34,4	67,5
	Low	91	21,8	21,8	89,2
	Very low	34	8,1	8,1	97,4
	Don't know/No opinion	11	2,6	2,6	100,0
	Total	418	100,0	100,0	

The central trend indicates an average quality of extracurricular activities organized in the military higher education institutions, expressed by 34.4% of respondents.

The average score is calculated $M = 3.032$

Regarding the item on the opinion on the quality of the teaching staff, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know / No opinion*.

The results show that 19.1% of respondents assessed as very high the quality of the teaching staff, 58.6% assessed it as high, 20.3% choose the answer that indicates the average level of quality, a small percentage of respondents, 1.2%, considers that the quality of the teaching staff with which they have interacted during studies is low, a percentage of 0.5% respondents are totally dissatisfied, saying that the quality of teaching staff is very low and 0.2% say they do not know can not appreciate.

Favorable responses represent a 77.7% of all answers given by students who responded to the questionnaire, considering as high or very high quality of teaching staff in military higher education institutions.

Table 11.

The frequency of the responses on the quality of teaching staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	80	19,1	19,1	19,1
	High	245	58,6	58,6	77,8
	Medium	85	20,3	20,3	98,1
	Low	5	1,2	1,2	99,3
	Very low	2	,5	,5	99,8
	Don't know/No opinion	1	,2	,2	100,0
	Total	418	100,0	100,0	

The central trend indicates a high quality of the teaching staff in the military higher education institutions, expressed by 58.6% of respondents.

The average score calculated is $M = 3.950$

The study covered also issues on the opinions regarding the quality of accommodation and feeding of which the students from higher military education institutions benefit for free.

Regarding the item on view for quality of accommodation service in the home of the military in which they study, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Don't know/No opinion*.

The results show that a very small percentage of respondents, 2.4%, assessed as very high the quality of the accommodation service, 18.9% assessed it as high, 49.8% choose the answer that indicates the average level of quality for accommodation service, a percentage of respondents of 18.9% consider the quality as low, a percentage of 7.2% of the respondents are totally dissatisfied, saying that quality is very low for accommodations and 2.9% say they do not know can not appreciate.

Table 12.

Responses Frequency for quality accommodation service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	10	2,4	2,4	2,4
	High	79	18,9	18,9	21,3
	Medium	208	49,8	49,8	71,1
	Low	79	18,9	18,9	90,0
	Very low	30	7,2	7,2	97,1
	Don't know/No opinion	12	2,9	2,9	100,0
	Total	418	100,0	100,0	

Favorable responses represent a small proportion, only 21.3% of all answers given by students who responded to the questionnaire, considering them as high or very high quality accommodation in the military higher education institutions campuses. It is noted that unfavorable answers are in greater proportion, 26.1%, those who appreciate quality accommodation at an average level being nearly half of the respondents.

The central trend, expressed by 49.8% of respondents, indicates an average quality accommodation in military higher education institutions.

The average score is calculated $M = 2.901$

Regarding the item that analyzes the opinion on the quality of food service provided by the military higher education institutions in that study, the response options were: 1 = *Very high*, 2 = *High*, 3 = *Medium*, 4 = *Low*, 5 = *Very low*, 9 = *Do not know / No answer*.

Table 13.

Frequency of feeding responses of quality of service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	15	3,6	3,6	3,6
	High	94	22,5	22,5	26,1
	Medium	181	43,3	43,3	69,4
	Low	87	20,8	20,8	90,2
	Very low	33	7,9	7,9	98,1
	Don't know/No opinion	8	1,9	1,9	100,0
	Total	418	100,0	100,0	

The results show that a small percentage of respondents, 3.6%, assessed as very high the quality of food service, 22.5% assessed as high, 43.3% choose the answer that indicates the average level of quality for food service, a percentage of 20.8% respondents assessed as low the quality of food service, a percentage of 7.9% of respondents are totally dissatisfied, saying that the quality is very low and 1.9% say they do not know and can not appreciate.

Favorable responses represent a minor proportion, 26.1% of all answers given by students who responded to the questionnaire, considering the quality of food service as high or very high into military higher education institutions.

It is noted that unfavorable answers are 28.7%, a higher proportion of students, those who appreciate quality accommodation at an average being nearly half of respondents.

The central tendency of opinions on the quality of feeding, given by the modal value, corresponds to the opinion that indicates an average quality of the food service into military higher education institutions, expressed by 43.3% of respondents.

The average score calculated is $M = 2.929$

Summary assessments of educational services offered by military higher education institutions consumers is presented in Table 14.

In the table we have presented average scores calculated at each attribute for which opinions of students of military higher education institutions were requested, thus it is noted that the average assessments are generally between the values 3 and 4 which correspond to levels *Neither favorable nor Unfavorable/Medium* and *Favorable/High*.

Table 14.

Average assessments from the beneficiaries of educational services provided by military higher education institutions

Attributes	The average score of the evaluations
Student experience in military higher educational institutions	3.875
Overall quality of educational process in the military higher education institutions	3.873
Quality of study programs in military higher education institutions	3.954
The quality of teaching in military higher education institutions	3.782
The quality of transmitted knowledge in the subjects studied	3.823
The usefulness of subjects studied in study programs	3.794
The quality of extracurricular activities organized in military higher education institutions	3.032
The quality of teaching staff in military higher education institutions	3.950
Quality accommodation in the campuses of military higher education institutions	2.901
Feeding quality in military higher education institutions	2.929
Average of all evaluations	3.591

Average scores calculated for the opinions expressed by students of military higher education institutions show a relatively high quality of military higher education in the environment.

Conclusions

The results of the study show that the beneficiaries of educational services provided by military higher education institutions are generally satisfied with the quality of educational product /services offered, with the education offered in military higher education institutions.

Assessment of students' satisfaction on the quality of educational services provided by military higher education institutions allow the identification of strengths and weaknesses of military institutions, opportunities and threats in the marketing environment in which they evolve, and also, based on them, the development of new strategies to increase the quality of educational services, while providing policymakers a feedback from students, to generate measures to improve the military academic environment in general and to attract future students.

Consumers of educational services provided by military higher education institutions firstly appreciate the study programs conducted in these institutions, the teaching staff, the educational process as a whole, followed by the quality of knowledge transmitted in the subjects studied, the usefulness of subjects studied in the curriculum and the quality of teaching in military higher education institutions.

To increase the consumer satisfaction, taking into account the results of the research, there must be considered the quality of the accommodation spaces in the military higher education institutions, in the sense of a larger space for every student, as well as the quality and diversity of the alimentation services provided to the students, the current generation being used to and delighted by the fast food menus.

Average assessments being between the value 3 and 4, which corresponds to levels "not favorable/nor unfavorable" and respectively "favorable" permit the assessment of a degree of satisfaction relatively high, which brings support elements in developing and implementing of new educational marketing strategies for the military higher education institutions with a significant impact.

How students perceive the educational services provided by military higher education institution is highly connected with maintaining them in the institution, with continuing master degree also in the military system, with promoting the image of the institution in the education market to potential students, to society at large.

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