An Experiment on Customer Satisfaction Measurement Using Personification Method and a Comparison with the results of an Quantitative Method

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Abstract

This research aims to develop a qualitative research method that can be used to determine customer satisfaction, one of the most important issues in marketing, in a comprehensive, descriptive, accurate, and simple way. In recent years, the importance of qualitative research in the field of marketing has been increasing. For example, in this direction, the satisfaction with the college and the opinions about the college of college students from different classes were studied. The opinions of 115 students, collected using the personalization technique within the descriptive phenomenological design, were tested, and the findings were compared with the results obtained from the same students by quantitative means. As a result of the research, it was found that the average value of general satisfaction, which was obtained by 17 open-ended questions, differed from the results of the quantitative research by only 3%. On the other hand, students' opinions were grouped under themes, which were divided into four categories.

In order to shorten and simplify the method, the results of the two questions selected from the questions were compared with the general results. In this direction, it was found that the information provided by the open-ended question "If it was an animal, which animal would it be? And why?" asked to the participants was sufficient to reveal the general satisfaction and attitude themes. It was understood that this question revealed results covering both quantitative and qualitative research results in the overall satisfaction measurement. This question is expected to be useful in easily revealing the obvious or implicit perceptions of customers about a brand

Keywords: Qualitative Research, Customer Satisfaction, Satisfaction Measurement, Phenomenological Design, Personalization.

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Kişileştirme Yöntemiyle Müşteri Memnuniyeti Ölçümü Üzerine Bir Deneme ve Nicel Yöntem Sonuçlarıyla Karşılaştırma

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Öz

Bu araştırmanın amacı pazarlamanın en önemli meselelerinden birisi olan müşteri memnuniyetini kapsamlı, betimleyici, doğru ve kolay şekilde ortaya koyacak bir nitel araştırma yöntemi geliştirmektir. Son yıllarda pazarlama alanında nitel araştırmaların önemi giderek artmaktadır. Araştırmanın amacı doğrultusunda örnek olarak bir üniversitenin farklı sınıflarında okuyan öğrencilerinin üniversiteden memnuniyetleri ve üniversiteye dair görüşleri araştırılmıştır. 115 öğrenciden betimleyici fenomenoloji deseni altında kişiselleştirme tekniğiyle elde edilen görüşler sınanmış ve ulaşılan bulgular aynı öğrencilerden nicel yolla elde edilen sonuçlarla karşılaştırılmıştır. Nicel araştırmada kullanılan yöntem iki soruluk bir ölçektir. Araştırma sonucunda 17 adet açık uçlu soruyla elde edilen genel memnuniyet ortalama puanının, nicel araştırmayla elde sonuçtan sadece %3'lük bir farka sahip olduğu ortaya konulmuştur. Diğer yandan öğrencilerin görüşleri 4 kategoriye ayrılmış temalar altında konsolide edilmiştir.

 Ayrıca yöntemi kısaltmak ve kolaylaştırmak için sorular içinden seçilen iki sorunun sonuçları genel bulgularla karşılaştırılmıştır. Sonuç olarak müşterilere sorulacak "……….. (araştırılan marka/kurum) bir hayvan olsa hangi hayvan olurdu? Neden?" şeklindeki tek bir sorunun genel memnuniyet ölçümünde hem nicel hem de nitel araştırma sonuçlarını kapsayan sonuçlar ortaya koyduğu anlaşılmıştır. Bu sorunun özellikle müşterilerin bir markayla ilgili açık ya da gizli genel algılarını kolay bir şekilde ortaya koymada faydalı olması beklenmektedir.

Anahtar Kelimeler: Nitel Araştırma, Müşteri Memnuniyeti, Memnuniyet Ölçümü, Fenomenoloji Deseni, Kişileştirme.

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Introduction

In March 2022, Google Academy found 2,730,000 articles when searching for "customer satisfaction" and 461,000 articles when asking for a "customer satisfaction survey." The importance of customer satisfaction and its measurement is obvious. Customer satisfaction surveys allow a company to make performance comparisons between different periods, develop a comprehensive understanding of quality, and meet customer expectations (Lin and Jones, 1997). Although the reasons for measuring customer satisfaction vary from company to company, the top five general reasons can be summarized as follows (Naumann, 1995, p. 7-22):

- Being close to the customer, understanding what is important to them

- To measure company self-assessment and continuous improvement

- To be able to make customer-oriented improvements

- To measure competitive strengths and weaknesses

- To integrate satisfaction measurement results with internal data

Although the importance and number of customer satisfaction measurements are constantly increasing, these measurements and methods for measuring the relationships between the antecedents and successors of customer satisfaction are only moderately successful (Szymanski and Henard, 2001; Wilson, 2002; Bloemer and Kasper, 1995, p.323). Or the satisfaction data obtained are not representative of main objectives like loyalty that the firms seek for (Jones and Sasser, 1995, p.88). In that sense, different methods for satisfaction measures are being developed. Quantitive (surveys), qualitative (focus group discussion), or mixed methods are used in order to put forth the extents of customer satisfaction. However, these measures do not achieve success for reasons such as limited sample size, dependence on a researcher's opinion in a certain sector, or adapting old, incoherent measurements to make new measurements (Guo ve ark. 2017, p.469). Accordingly, there is an increase in the number and type of measurements done with digital data especially on the internet as a new measurement space. As an example, due to new data technologies such as emotion classification, it is possible to automatically classify customer emotions and get feedback from the customers on the internet (Wan and Gao, 2015, p. 55). Nonetheless, it is not possible for a lot of sectors and firms to have their own satisfaction measurement since there is not much online data.

Therefore, this study made a different attempt to contribute to the problem's solution. A measurement that is based on personalization and consisting of short questions in a way that has not been come up on in the literature before which will minimize the errors and challenges in quantitive or qualitive research has been developed. This measurement makes a difference by the fact that it can be applied to many participants and it has similar qualities to quantitive measurements such as its allowance for a numerical measurement. Participants can more easily participate in research conducted with the personalization method and give more accurate and sincere answers. Thus, the importance of research findings can be increased. Before presenting a new method for measuring customer satisfaction, the methods and theories developed in customer satisfaction measurement are mentioned as an example of qualitative research whose importance has increased recently, and the differences and problems between them are pointed out.

Customer Satısfactıon Measurement And Methods

According to Day (1980, p.595), satifaction is the feeling of content or discontent that affect future consumption decisions after the consumer uses a product or receives (experiences) a service. According to Oliver (1999, p.34), satisfaction is the sense that expresses the consumer's contentness or discontentness level after the consumption which they commit for meeting some needs, wishes, goals etc. Much of the old research on satisfaction such as Bitner (1990), Fornel (1992) and Oliver (1999) put forth that it affects many outcomes particularly customer loyalty. Cronin et. al., (2000, p.197) have presented more than 35 studies in a table together in this respect. Briefly, it is probable that a customer continues to get service when they are satisfied with the service and when they are in a good relationship with the brand (Chen and Wang, 2009, p.1118). But this is not the same for every sector (Fornell 1992, p.17). Because of this, satisfaction levels should be measured at first in order to develop satisfaction (Tsai, Tsai, ve Chang, 2010, p.731).

Several conceptual theories have been developed to explain and measure customer satisfaction. Some of them are Expectancy Confirmation Theory, Equity Theory, Attribution Theory, Value Perception Theory, Dissonance Theory, Contrast Theory, Comparison Theory, and Evaluative Fit Theory (Yi, 1990, p-33-37). These theories suggest that consumer satisfaction is a relative concept. Within the framework of these theories, it can be claimed that there are two main directions in measuring customer satisfaction: Evaluation methods (an assessment between customer expectations and the company's performance) and Perception methods (measuring only the company's performance). The most widely used evaluation method is the SERVQUAL scale introduced by Parasuraman et al. (1988), which analyzes the difference between customer expectations and the service provided by the company.

Cronin and Taylor (1992), on the other hand, focused more on a measurement method based on company performance (SERVPERF) (Danaher, 1997, p.236-237). Many scales have emerged that follow these two scales and have similar characteristics. One commonly preferred method for measuring satisfaction is the Kano model developed by Kano et al. (1984). In this model, customer needs and expectations are evaluated by dividing them into three groups (basic, expected, and exciting). Another important method to measure satisfaction is the Net Promoter Score (NPS), introduced by Reicheld and Sasser (2003). The authors claimed that other quantitative scales with multiple items mismeasure satisfaction, and instead, a single question should be used to ask about customer referral rates. The NPS has been widely used around the world for a short period. However, authors such as Kristensen and Eskildsen (2014) have shown that the NPS is inadequate for measuring customer satisfaction and, contrary to claims, does not provide a more accurate measurement.

Ordinal and discrete rating scales, such as Likert scales, which typically contain an odd number of options between 5 and 7, are most commonly used for quantitative satisfaction measurement. However, it has been criticized that customers are more likely to give more positive ratings on Likert-type measures. The Semantic Differential Scale (SD) was used by Osgood (1964) to compensate for the shortcomings of the Likert scale. In this scale, words, and concepts that warn people are expressed in two extremes (Pizam et al., 2016, p. 23).

There are some reasons that the methods used to measure customer satisfaction can be

only moderately meaningful. For example, it is impossible to compare and standardize satisfaction measurements due to customers' subjective ratings (Yüksel and Yüksel, 2001). In addition, there are other problems such as cultural differences in quantitative satisfaction measurements and problems in translating scales into different languages. According to Reichheld (1996), because there is no standard, satisfaction surveys lead to over-satisfaction, and because they are conducted with too many questions, they lead to customer boredom. For these reasons, it is important to evaluate the reliability of the methods used to measure customer satisfaction (Lin and Jones, 1997, p.11).

The low reliability of quantitative customer satisfaction surveys is generally attributed to the complexity of measurement procedures and statistical methods. In contrast, methods that produce meaningful results and practical use from customer satisfaction survey figures should be more pragmatic, easier to answer and contain fewer questions that involve customers' subjective problems (Yüksel and Yüksel, 2001, p.106). Which dimensions and variables in customer satisfaction are measured should be determined by customers' opinions (Pizam and Ellis , 1999, p.335-336). According to Kenett and Salini (2011, p.465), integrated approaches and models that combine different methods in analyzing quantitative survey data increase the quality of information obtained due to research. In this direction, different measurement methods have been developed to overcome the difficulties in comparing service quality and customer expectations, which are quite abstract and subjective variables, in other words, in measuring customer satisfaction. In other words, there are various methods for assessing service quality and customer satisfaction. These methods include concrete objectives and criteria and subjective or soft quality measures that focus on customer perceptions and attitudes (Pizam et al., 2016). In the future, researchers will develop complex and sophisticated methods to obtain the desired information. However, objective and subjective information must be considered to achieve successful results with these methods (Oña and Oña, 2015, p.14).

In this direction, qualitative studies have recently been used in satisfaction research, which allows us to identify the basic character or nature of something. Table 1. shows the number of quantitative and qualitative methods that have been used recently in satisfaction studies in some journals (Journal of Hospitality Marketing and Management (JHMM), , International Journal of Contemporary Hospitality Management (IJCHM), Journal of Hospitality and Tourism Research (JHTR), International Journal of Hospitality Management (IJHM), Cornell Hospitality Quarterly (CHQ).

Table 1. Methods Used in Customer Satisfaction Studies

Method/Journal	JHMM	IJCHM	JHTR	IJHM	CHQ	Total
Qualitative	4	17	2	0	0	23
Combined	1	7	4	5	1	18
Quantitative	38	43	16	58	12	167
Total	43	67	22	63	13	208

Source: Prayag et al. (2019, p.8).

As can be seen, the majority of research is still conducted quantitatively. Below are some

examples from the few qualitative studies that have been conducted.

Qulitative Research Examples In Satisfaction Measures

Chatterjee (2019) conducted quantitative and qualitative analyses in his research on airline comments and remarks online, focusing particularly on emotions. According to the author, companies that can be described as more product-oriented and offer more tangible services, such as low-cost airlines or fast-food chains, should use quantitative measurements. In contrast, companies such as airlines, hospitals, and hotels that promise more abstract services should focus on text analyses, i.e., qualitative methods. In the research, other emotions were analyzed, and it was found that the feeling of delight was even more effective among customers than surprise, expectation, and trust.

Luo et al. (2018) noted that none of the 19-item patient satisfaction questionnaires such as DSQ, DVSS, and DSS used in dentistry was developed based on qualitative research on dental treatment and evaluated the criteria in DSQ after a qualitative focus group study with 30 patients. Thus, while five themes (attitude, cost, comfort, pain management, and quality) emerged similar to the DSQ, new themes not included in the DSQ were also effective for patient satisfaction. These topics were recruitment of dental support staff, access to emergency services, hospital admission procedures, length of treatment, consideration of clinician clinical skills, hospital infection control, and information on the prevention of oral disease.

Brayer and Marcinowicz (2018) conducted a quantitative and qualitative nurse satisfaction survey. In addition to a quantitative survey, the researchers asked participants two additional open-ended questions (what makes you happy and what causes dissatisfaction in your job) and analyzed the responses using content analysis. All expressions were written down and coded, and themes and subthemes were identified in two separate areas (positive and negative). The results of the two studies were similar: following Herzberg's theory, internal factors (feeling valuable, caring about one's work) lead to positive motivation and satisfaction, while external factors (salary, etc.) are the main causes of dissatisfaction.

In another study on satisfaction, Falcón (2020, p.117) conducted a total of 6 interviews and asked interviewers nine open-ended questions about secondary school teachers' satisfaction with an evaluation system used in quantitative and qualitative studies. Briefly, these questions are as follows:

- How would you describe your overall satisfaction with your job as a teacher?
- Please explain your feelings about the evaluation system.
- How does the evaluation process affect your job satisfaction?
- Does the evaluation system help your development as a teacher?
- Can you tell us about your positive experiences with the evaluation process?
- Can you tell us about your negative experiences with the evaluation process?
- What changes would you make to the assessment process, if any?

- If the appraisal system does not impact your overall job satisfaction, what works best? What are the important factors that affect your job satisfaction?

- Is there anything you would like to add that could contribute to the research?

Lu et al. (2015) conducted qualitative research to determine whether there is a difference between the perceptions of luxury, quality, and customer satisfaction between the general managers of 5-star hotels in Taiwan and the guests of these hotels. After face-to-face interviews with four general managers and 12 hotel guests (customers) with open-ended questions, it was found that there were no significant differences between the views of the two groups. The method used was to write down the words and then analyze them through coding. The questions used for the study are listed in Table 2.

Table 2. Examples Questions of Qualitative Satisfaction Surveys

General Manager Questions	Customer Questions
1. Quality of Service	1. Quality of Service
1.1. What do you think the quality of service is? What does it mean to you?	1.1. What do you think the quality of service is? What does it mean to you?
1.2. How important do you think it is to provide customers with a high quality physical environment?	1.2. How important is it for you as a customer to encounter a high-quality physical environment?
1.3. How important is it for your employees to provide a high-quality communication experience with your customers?	1.2. How important is it for you to have a high-quality interaction experience with employees?
1.4. How important is it to offer customers a high quality room?	1.4. How important is it for you to stay in a high quality room?
2. Luxury	2. Luxury
2.1. What is luxury?	2.1. What is luxury?
2.2. How is the luxury of the hotel?	2.2. How is the luxury of the hotel?
3. Satisfaction	3. Satisfaction
3.1. How would you describe the satisfied customer?	3.1. What pleases you as a luxury hotel customer?
3.2. To what extent does your hotel meet your customers' expectations regarding the physical environment, employees, and rooms?	3.2. What pleases/displeases you about the physical environment?
	3.3. What pleases/displeases you about interacting with physical workers?
	3.4. What pleases/displeases you about the room you are staying in?

Source: Lu et al. (2015, p.176).

Henrik et al. (2011, p.1001) evaluated quantitative questionnaires and conducted a qualitative survey with 830 assessments of families receiving ICU services. The three questions they asked were as follows:

- What are your suggestions for improving the services provided in the ICU?

- What are your comments on things you think are being done well?

- Could you provide a comment or suggestion that you think would help staff?

In this survey, 22 themes were uncovered, and comments were made on the importance levels depending on the number of times these themes were repeated.

As seen from the examples, the general method in qualitative research described in the literature is to ask clients open-ended questions, write them down and code them, and then interpret them by uncovering some themes and patterns. Moreover, qualitative research has generally been conducted in addition to quantitative research. Apart from academic studies, there are hardly any companies in business that measure customer satisfaction using qualitative methods. They also do not conduct their qualitative measurements as a regular indicator but rather as a one-time, non-periodic way to understand customers. In this respect, it would be useful to develop new and different methods for such an important indicator as customer satisfaction.

Method

In qualitative research, a descriptive phenomenological design was used because the qualitative satisfaction study aims to investigate a phenomenon that people are aware of but do not attribute any meaning to (Yıldırım & Şimşek, 2018, p.75). In qualitative research, data are collected or created, then these data are coded, processed, and an attempt is made to arrive at information through induction. In this research, the phenomenological design is suitable because the information (causes and consequences of satisfaction) has already been conceptualized (Küçüködük & Karakullukçu, 2020, p.160). In order to overcome the main difficulties of qualitative research (generalizations, identifying the most appropriate participants, finding the most appropriate participants, unbiasedness) (Akgün, 2020 ,p.100), the greatest attention was paid to the selection of the sample and the validity/reliability of the research. For this reason, the research was conducted only with students from four different classes. The research results were compared with the quantitative results of the same group.

Under the ethical principles of qualitative research, informed consent was obtained from the participants prior to the interviews, the content of the study was explained, they were advised that they were free to participate or not in the study, that they could withdraw from the study at any time, and that the interviews would be recorded. Interviews were conducted in a classroom setting. The recordings were kept in written form in Microsoft Teams. The questions were explained to all participants individually at the same time on May 30 and 31, and they were asked to think about them and express their opinions within two weeks at the latest. Participants answered the questions directly on the form as if they were having a conversation, but in written form. The forms were completed on June 14. A quantitative research questionnaire with two questions was mailed to the same participants one month later.

This survey is the Net Promoter Score (NPS) survey put forward by Reicheld and Sasser (2003). Thus, the students were asked to what extent they recommend the university with the Likert scale and to what extent they are proud of being a student at this university, supporting this question.

Approval for the study was obtained from the Health Sciences University Hamidiye Scientific Research Ethics Committee with the number 2022 /11/1.

Sample Selection and Size

The sample selected by the criterion-based method in phenomenological studies is very useful because it represents individuals with experience with the phenomenon under study (Baltaci, 2018, p.264 fromTashakkori & Teddlie, 2010). The study used criterion and homogeneous sampling following purposive sampling, a non-random sampling method. This is because the research aims to develop a method to measure a certain group's perception (satisfaction) on a certain topic and compare its accuracy with other methods. In criterion sampling, all cases that meet certain criteria are included in the sample. In phenomenological research, data sources should be selected from individuals or groups who personally experience the phenomenon on which the research is focused and can reflect it externally (Yıldırım & Şimşek, 2013, p.65). Therefore, for the sample, 3rd-year students of a department of the Faculty of Health Sciences of the University (the name of the university (The name of the university is kept confidential) , 2nd-year students of the Health Facilities Management Department, 2nd-year students of the Pharmacy Services Department, and 2nd-year students of the Faculty of Health Sciences were selected. According to what Baltacı (2018, p. 261-263) has cited from previous studies, the sample size can differ from 1 person (Miles & Huberman, 1994) to 325 people (Neuman, 2014) in phenomenological research. While Rubin and Babbie (2016) suggest that a study should be done between 3 and 10 people, Charmaz (2011) suggests that a phenomenological research should be carried out with at least 10 people. In addition, as the number of participants increase, it is harder to analyze and understand the data. With that, the same 115 students have joined (participated) in both qualitative and quantitative research.

Data Collection Tool

The data collection tool used in qualitative research was one of the projective methods, the personification technique, and in quantitative research was the validity and reliability scale of Çelebiler et al. (2013, p.9), which contains the widely used recommendation questions worldwide.

In the personification technique, participants are asked to imagine an inanimate object as a human being and think about some of its characteristics, such as personality, lifestyle, and demographic features (Celep, 2020, p.218). In this way, participants can express their thoughts more accurately, even if only implicitly. Participants were asked to think of their school as a human being, and their opinions on this were solicited with 17 open-ended questions. Defining the questions is crucial to overcoming the difficulties of generalizing phenomenological research. For this reason, the questions to be asked to the participants under the researcher's expertise and the literature review were determined in a semi-structured manner by using the questions created by Doherty and Nelson (2010, p.402) to personify a store.

The identified questions were presented to an expert, and the questionnaires resulting from his comments and critiques were tested with two students. Then, the questionnaire was forwarded to a Turkish expert for final approval. The questions that emerged after corrections from him and their answers were collected are as follows:

- 1. What is his lifestyle like?

- 2. What does he look like, and how does he dress?

- 3. What is the living space/house like (big, small, with a garden, how did he decorate his house, etc.)?

- 4. Where does he go on vacation?

- 5. What is his profession?

- 6. What is his favorite food?

- 7. What is his personality?

- 8. What are his hobbies? Why?

- 9. What are his good sides?

- 10. What are his bad sides?

- 11. If he were an animal, what animal would he be? Why?

- 12. Does he smoke? Why?

- 13. What is your relationship/relationship with him? Why?

- 14. How old is he?

- 15. Gender?

- 16. If he was a movie character or superhero, which would he be? Why?

- 17. You work in the same workplace as him and are his supervisor. Management has asked you to write a short report honestly sharing your thoughts. What would you write? Why?

Data Analysis Method

The categorical analysis method was used in analyzing the responses received. This method is also very systematic, as Karakullukçu (2020, p.142-143) described for qualitative research. The researcher read and coded the content three times at different times. Subsequently, the themes in these codes were determined and categorized. To ensure the internal validity of the research, the process of reading, coding, and determining the themes was also performed by another expert, and the two interpretations were harmonized and consolidated through statistical percentages. It can be said that the comments were partially quantified as the statistical percentages of the opinions were extracted.

Validity and Reliability of the Research

The validity and reliability used in quantitative research can be defined as internal validity (credibility), external validity (transferability/transferability), internal reliability (consistency), and external reliability (confirmability) in qualitative research, and various methods are used to ensure them (Akgün, 2020, p.96-99). In this direction, the procedures conducted in the research are as follows:

1) For the study's internal validity (credibility),
   a) The questions were prepared with expert opinions. The questions prepared by the researcher in draft form were reviewed and interpreted by a market research specialist. Then the questionnaire

was presented to a group of two people, and after their comments and feedback, the questionnaire was fixed.

b) Participants were given detailed preliminary information about the survey's purpose, content, and method. Then, long-term interaction with the participants was ensured, i.e., the opinion-forming process was maintained long enough. In this way, in-depth data collection was achieved.

c) Participants held their opinions and had the opportunity to change their minds.

d) For the analysis, coding, and interpretation of the given answers, not only the researcher's opinion but also the opinion of another expert was evaluated.

2) For external validity, i.e., transferability, a detailed description and a purposive sampling method were used. In this sense, the research process was described in detail, and as a whole, how the participants were determined and the data collection was detailed (Akgün, 2020, p.99). In addition, individual examples from the participant's point of view were also presented in the research text.

3) The expert evaluation method was used for internal reliability, i.e., consistency.

4) For external reliability, i.e., confirmability, an expert review was used as mentioned above.

Results And Comments

The comments in 7 questions that can be directly interpreted positively/negatively (What is his lifestyle like? / What is his personality? / What animal would he be? / Does he smoke? / What is your relationship with him? / If he was a movie character, which would he be? / Comment about the workplace) were summarized. Thus, the general impression of the college was determined. According to the first expert, 341 of the 756 comments are positive, 251 are negative, and the others are uncertain. According to the second expert, 315 of the 756 comments are positive, 234 are negative, and the rest are uncertain. Thus, on average, 656 of the 1141 comments identified by the students were positive (57%), and 485 (43%) were negative.

On the other hand, 79 students participated in the quantitative survey conducted with the participants. The participants' responses to two questions about their overall satisfaction with the college are shown in Table 3. Excluding the neutral responses in these results, there are 62 positive (60%) and 42 negative (40%) ratings for the two questions.

Table 3. Quantitative Research Results

Statement	Strongly Disagree	Rarely Agree	Partially Agree	Largely Agree	Strongly Agree
I recommend the my university to students who will enter the university.	9	10	35	18	7

I am proud to be a student at the University (my University)					
	7	16	19	24	13

The quantitative and qualitative research methods produced similar results in measuring overall satisfaction, with a difference of 3%.

In contrast, the themes identified in the qualitative research (which cannot be identified in the quantitative research), namely students' perceptions of the College, are as follows.

The themes that emerged in the first reading were singularized according to their importance, which was determined by considering the other comments of the participants. The themes of the two experts were harmonized among themselves. This way, 2043 determinations (frequency) were made for 55 emergent themes. Subsequently, themes with less than one percent for induction were excluded from the evaluation, and contradictory themes (helpful-cheap, closed-open, regular-irregular, boring-fun) were mathematically consolidated among themselves. The distribution of the remaining 1502 frequencies by theme is shown in Table 4.

Table 4. Themes, Percentages, and Categories

THEME	FREQ.	PERC.	T/Y	O/OS/N	CATEGORY
Hardworking / Responsible	160	10,65	T	O	1
Helpful	80	5,33	T	O	1
Understanding / Gentle	71	4,73	T	O	1
Sincere/Confident	70	4,66	T	O	1
Category 1 Total	381	25			
Ordinary / Bureaucratic	122	8,12	T	OS	2
Closed to Innovations/Stubborn	42	2,80	T	OS	2
Asociality	27	1,80	T	OS	2
Slow / Unsuccessful	93	6,19	T	OS	2
Irregular/Confused/Unconcerned	44	2,93	T	OS	2
Nervous/Tense/Tough	52	3,46	T	OS	2
Selfish/Arrogant	46	3,06	T	OS	2
Not As It Seems	41	2,73	T	OS	2
Thrift	41	2,73	T	OS	2
Controller-Dominant	37	2,46	T	OS	2
Category 2 Total	545	36			
Quiet/Calm	137	9,12	T	N	3
Historical/Traditional/Old/Conservative	184	12,25	T	N	3
Category 3 Total	321	21			
Healthy	101	6,72	Y	O	4
Beautiful Appearance/Loving/Smiling	81	5,39	Y	O	4

Strong/Leader/Confident	37	2,46	Y	O	4
Knowledgeable/Intuitive	36	2,40	Y	O	4
Category 4 Total	255	17			
GRAND TOTAL	1502	100			

The themes were divided into four categories to facilitate interpretation (see Table 4). In dividing the categories, two main axes were established as attitudinal (behavioral) and characteristic (structural) themes, following personification. Attitudinal (T) themes are positive (category 1), negative (category 2), and neutral (category 3); characteristic themes were divided into positive (category 4) only.

As shown in Table 4, it is noteworthy that diligence/work orientation and a sense of responsibility are represented in the first category, i.e., positive attitudinal themes. Students view their colleagues as hardworking/work-oriented and responsible. Two striking examples of the opinions assessed in this category are as follows:

An ant because I think the fact that ants can lift multiples of themselves shows how they overcome difficulties and reflects their personality. (The participant's answer with ID number 18 to question number 11.)

He is an honest, hardworking, and reliable person who meets the requirements. You can give him your work with a clear conscience, you can count on him. (Answer participant ID number 46 to question number 17)

The second category focuses on mediocrity and boredom. Students perceive their universities as boring, normative, bureaucratic, slow, and closed to innovation.

That would be the turtle. Because her exterior is a hard tortoiseshell, she adapts to innovations with the speed of a turtle. (Participant with ID number 16, question 11)

He goes on vacation to Ankara (capital city), there is bureaucracy there (participant with ID 87, question 4)

The neutral attitudinal characteristics in the third category are traditionalism and serenity with loyalty to the past. Examples of expressions in this category are:

She is 50 years old, head scarfed. She prefers long cloth skirts and plain blouses. She wears a gold bracelet and a wedding ring on her finger. She is 1.63 meters tall and slim. Her face is always grumpy and dissatisfied. (Participant ID 50, question 2).

A detached house with a garden, flowers, trees, the fences of the garden, and the boards of the roof of the house are swollen, where he lives like an old couple retired from the bank, there is an old small table in the garden and two libraries.(Participant ID 43, question 3)

In the fourth, i.e., characteristic category, health, and beautiful appearance are in the foreground. Here it can be stated that a health college in a very historical building plays a role. The most striking examples of this category are the following.

He would be someone in a classic suit and sometimes a white apron. Because he has a formal side as well as a healthy side. (Participant ID 41, Question 2)

It is a big house. Moreover, it has a huge garden, just like Hogwarts. The current

decoration is shades of blue and looks softer (Participant ID 63, Question 3).

Since the research goal is to develop an effective and comprehensive measurement method, an attempt was made to determine a single question that could replace all the questions asked. With this in mind, the 11th and 17th questions were evaluated. These questions are:

- 11. If he was an animal, what animal would he be? Why?
- 17. You work in the same workplace as him and are his supervisor. Management has asked you to write a short report honestly sharing your thoughts. What would you write? Why?

Special analyses were conducted to test the validity of these two questions for all questions.

For the 11th question, the researcher (first expert) found 45 positive and 38 negative findings, and the second expert found 42 positive and 32 negative findings. In addition, only the subjects of this question are summarized in Table 5.

Table 5. What animal would he be? / Question Evaluation

THEME	FREQUENCY	PERCENTAGE	CATEGORY
Hardworking / Responsible	10	6.33	1
Helpful	4	2.53	1
Understanding / Gentle	3	1.90	1
Sincere/Confident	3	1.90	1
Fun/Positive/Nature lover	1	1	1
Category 1 Total	21	13.29	
Ordinary / Bureaucratic	6	3.80	2
Slow / Unsuccessful	36	22.78	2
Irregular/Confused/Unconcerned	3	1.90	2
Nervous/Tense/Tough	3	1.90	2
Selfish/Arrogant	14	8.86	2
Gregarious/Friendly	3	1.90	2
Not As It Seems	12	7.59	2
Controller/Dominant	1	0.63	2
Open to innovation	6	3.80	2
Category 2 Total	84	53	
Quiet/Calm	9	5.70	3
Historical/Traditional/Old/Conservative	11	6.96	3
Category 3 Total	20	13	
Beautiful Appearance/Loving/Smiling	17	10.76	4
Strong/Leader/Confident	15	9.49	4
Knowledgeable/Intuitive	1	0.63	4

Category 4 Total	33	20.89	
GRAND TOTAL	158	100	

First of all, the percentage distribution of 87 positive (55%) and 70 negative (45%) comments on this question is quite compatible with the positive (57%) and negative (43%) values obtained for all questions. It differs from the results of quantitative research by 5% (60% positive, 40% negative). Thus, the effectiveness of this issue in determining overall satisfaction can be mentioned. On the other hand, although there is a table parallel to the ratings of all issues, there are some small differences if we look at the distribution of issues by categories. In the first category, diligence is the main theme, and in the second category, unlike all question evaluations, slowness is the main theme, but the first three are similar. Traditionalism is the theme with the highest percentage in the third category, similar to all question evaluations. In the fourth category, the theme of "being healthy" was replaced by "being beautiful" in all questions this question. However, there is a great closeness of meaning between the themes.

In the 17th question, the researcher assigned 42 positive and 36 negative labels, and the second expert assigned 42 positive and 41 negative labels. The distribution of themes assigned to this question is shown in Table 6.

Table 6. "You work in the same workplace" as him and are his supervisor. Management has asked you to write a short report honestly sharing your thoughts. What would you write?" Question Evaluation

THEME	FREQUENCY	PERCENTAGE	CATEGORY
Hardworking / Responsible	130	48.15	1
Helpful	0	0.00	1
Understanding / Gentle	10	3.70	1
Sincere/Confident	20	7.41	1
Category 1 Total	160	59	
Ordinary / Bureaucratic	14	5.19	2
Closed to Innovations/Stubborn	8	2.96	2
Asociality	11	4.07	2
Slow / Unsuccessful	31	11.48	2
Irregular/Confused/Unconcerned	8	2.96	2
Nervous/Tense/Tough	0	0.00	2
Selfish/Arrogant	3	1.11	2
Not As It Seems	4	1.48	2
Thrift	0	0.00	2
Controller/Dominant	3	1.11	2
Category 2 Total	82	30	
Quiet/Calm	14	5.19	3
Historical/Traditional/Old/Conservative	3	1.11	3

Category 3 Total	17	6	
Beautiful Appearance/Loving/Smiling	1	0.37	4
Strong/Leader/Confident	3	1.11	4
Knowledgeable/Intuitive	7	2.59	4
Category 4 Total	11	4	
GRAND TOTAL	270	100	

The percentage distribution of 84 positive (52%) and 77 negative (48%) comments on this question is consistent with the distribution of positive (57%) and negative (43%) comments on all questions. It differs from the results of quantitative research by 7% (60% positive, 40% negative). Thus, the effectiveness of this question can be mentioned, although less than the question "Which animal should he be" in determining overall satisfaction. On the other hand, if we look at the distribution of topics by category, there is a table that parallels the evaluation of all questions, but there are some minor differences, similar to the evaluation of the eleventh question. In the first category, diligence is the main theme, and in the second category, unlike all question evaluations, slowness is the main theme, but the first three are similar. Traditionalism is the theme with the highest percentage in the third category, similar to all question evaluations. In the fourth category, the theme "healthy" was replaced by "knowledgeable/intuitive" in all questions. It can be said that this is an important difference. However, it can be argued that because the fourth category is a trait category, it is much more difficult to measure than attitude or behavior categories.

Conclusion, Authenticity, Limittations and Discussion

In general, the results of this research, which was conducted to develop a qualitative method for descriptive measurement of customer satisfaction and compare it with a quantitative satisfaction scale, were satisfactory. The result of the general satisfaction measurement, obtained with 17 open-ended questions, differs only by 3% from the result obtained with the quantitative research. The themes identified in the qualitative research were both attitudinal and characteristically descriptive. The customers' positive, negative, and neutral perceptions were presented as a guide for managers and researchers.

On the other hand, comprehensive questions comprising 17 questions were tested for their measurability. In this direction, the question "If there was an animal, which animal would he be? And why?" about the studied facility was satisfactory in terms of overall measuring satisfaction and revealing the themes. In measuring overall satisfaction with this question, there is a 3% difference between the results of the qualitative research with 17 questions and 5% with the quantitative method. The themes identified with this question are compatible with the 17-question method in descriptiveness, especially in revealing attitudes toward business. This question is particularly useful for easily identifying customers' perceptions of the organization's non-structural, attitudinal, and behavioral characteristics, whose customer satisfaction is being studied.

As justified in the literature section, it would be beneficial to include both objective and subjective characteristics, in other words, both quantitative and qualitative, for effective

research to reveal customer satisfaction. The present research can be interpreted as a quantification of a qualitative method. Since the research was conducted with qualitative questions but with a much larger number of participants than the number of samples used in qualitative research, the results were digitized based on positivity/negativity, and all questions were reduced to a single question that provided both qualitative and quantitative results.

Thus, the method whose functionality has been proved as a result of the research, has put forth a similar case to Reicheld and Sasser (2003) in regards to eliminating deficiencies in satisfaction measurements as mentioned in the literature section. At the same time, it tries to meet the needs that are stated by writers such as Fornel (1992), Tsai and Tsai (2010) and Oña and Oña (2015, p.15).

In short, a method was developed that provided qualitative results for measuring satisfaction but could be used easily and with many participants, as with a quantitative survey. Since this approach was not found in the literature reviewed, it can be claimed that this is original research.

Since the study is qualitative, statistical tests such as the t-test could not be performed. However, all necessary conditions for the validity and reliability of qualitative research were met. However, the method should be tested by repeating the research in different sectors and areas. Thus, developing a short scale similar to NPS will be possible.

On the other hand, it would be beneficial to conduct the method with a smaller number of people and in greater depth face-to-face. Because the number of samples in this study was large, the forms were completed by themselves. Above all, asking "Why?" guarantees that participants will get the right results.

Demographic comparisons and tests are conducted to enrich the method.

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