

## STAKEHOLDERS' EXPECTATIONS AND EXPERIENCES REGARDING SCHOOL EVENTS. RESULTS OF RESEARCH

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**Purpose:** bringing closer the essence of the expectations of students, parents and teachers towards school events and the resulting experiences; presenting the results of own research by representatives of the key stakeholders of the selected primary school, assessing its situation in terms of the issues under consideration and identifying improvements; formulation of recommendations for marketers interested in school events tailored to the expectations of participants and aimed at creating their appropriate experiences, as well as achieving goals and generating multi-faceted benefits.

**Methodology:** computer-assisted survey with combinations of the elements of the Servqual method, Schmitt's strategic experiential modules (sense – stimulating the senses, feel – eliciting emotions, think – intellectual engagement, act – motivation and inspiration, and relate – strengthening relationships), the NPS (Net Promoter Score) metric, and participant observation in events organized by the research object.

**Results:** research has confirmed that through events, schools may and should manage the relationships and experiences of the interested stakeholders and generate many social and practical benefits. Research with the use of the author's original methodology shows that what stakeholders care about most is for events to elicit emotions (the feel module), motivate and inspire the participants (the act module), and strengthen relationships (the relate module).

**Study limitations:** planned studies at other schools with different groups of stakeholders.

**Practical implications:** better implementation of the contemporary school's tasks oriented at stakeholders and their engagement, cooperation development, creating unique experiences while streamlining the school's marketing and management activities, including building its recognisable brand. Attractive ways of providing information, education, inspiration, and activation through events. Streamlining school event marketing activities.

**Social implications:** building the school community, a number of benefits related to partnerships and integration with local entities, improvement of employee qualifications, activities for the development of the local community in terms of culture, heritage, patriotism, physical activity, environmental protection, and enterprise.

**Value:** the first study of this type at this type of place and the possibility to actually optimise event marketing activities with notable benefits for teachers, students, parents, and other related stakeholders, and improving the experiences, relationships, and satisfaction level of all those involved.

**Keywords:** expectations and experiences, school stakeholders, creating experiences, school events, school marketing.

**Type of article:** research paper.

## 1. Introduction

The modern school performs educational, shaping and caring functions. It operates in an increasingly competitive environment and is interested in developing its strategic advantage. It is obliged to keep up with trends, fashions and technological progress. In order to meet market conditions, it should consider the use of artificial intelligence, augmented and virtual reality; implement e-books, gamification, support education with video materials and pay special attention to the development of soft skills. These types of practices are fostered by school events, where stimuli can be dosed according to the expectations of the participants, which fosters value generation and creates experiences (Smilansky, 2009) for all stakeholders.

Today's schools also face challenges arising from the industrial revolution. Many students starting their education now will be working in new professions that do not yet exist (CND, 2023). In an Industry 4.0 environment, people talk about Education 4.0 (OECD, 2023), where the emphasis is on personalised, diverse, self-paced learning, based on the child's experiences, projects and individual needs. Digital (Siemieniecka, 2021), technological, innovative and creative skills are becoming increasingly important, as well as empathy, collaboration, interpersonal emotional intelligence and social awareness.

Modern learning is also moving towards free choice of materials, programmes, tools and techniques. It does not matter by what means, it is important to achieve the goal. Adapting to what the labour market will expect from a young person, students should work in projects (Campbell, 2020; Targiel, 2022; Kerzner, 2022; Wolniak, 2022), in groups, learn organisational techniques and manage their time skilfully. Under such conditions, the importance of school events aimed at developing the talents of the participants and achieving their diverse goals increases significantly.

The aim of this article is to present the essence of students', parents' and teachers' expectations regarding school events and the resulting experiences; to present the results of the research conducted by the representatives of key stakeholders of a selected primary school, to assess its situation with regard to the issues considered and to identify improvements; to formulate recommendations for marketers interested in school events tailored to the expectations of participants and aimed at creating relevant experiences, as well as at achieving goals and generating multifaceted benefits. The research into the experiences of the school's key stakeholders (students, parents, teachers) as a result of their participation in the events organised by the school took into account Schmitt's modules – sense, feel, think,

act, and relate, the NPS recommendation indicator and participant observation of the events organised by the analysed research subject with the possibility of interviewing their participants.

## 2. Literature review

Expectations are suppositions, hopes, desires (Wawak, Bajak, 2023); something that people want and expect from an activity, e.g. an event (Kotler et al., 2021). An organisation should understand the expectations of its stakeholders in terms of how their needs will be met, which will be reflected in meeting those expectations and even going beyond them where possible. Meeting stakeholder expectations is a kind of demonstration on the part of the organisation, which should result in a positive emotion and satisfaction and, in the long term, in the creation of relevant experiences associated with it. At the same time, experience is an individual's response to stimuli and is created as a result of some stimulation (Boguszewicz-Kreft, 2022; Clatworthy, 2022).

Customers, although very important (Kotler, 2021), are not the only target group. An organisation's activities should be focused on stakeholders. According to Freeman (2022) a stakeholder is any individual or group that can directly or indirectly influence or be influenced by an organisation. The school is an example of an institution with a large number of stakeholders (Fazlagić, 2011, p. 31; Wilkin, 2009, p. 88; Hillebrand et al., 2015), beyond its internal framework, encompassing a diverse group of subjects. The school's stakeholders include: teachers, students, parents, representatives of the media, local community, representatives of local authorities, other cooperating entities (Dziadkiewicz et al., 2022). Different stakeholder groups show varying degrees of engagement and interest in the school's activities and performance, and have different expectations of the school and its events. This is due to different stakeholders attaching different importance to different factors. They assess the quality of services through the prism of their expectations and the degree to which these are met (Frankowska, 2011, p. 210).

With regard to expectations, it is worth introducing the concept of the tolerance zone (Szóstek, 2022, pp. 36-37), which states that customer expectations fall between 'desirable' and 'sufficient'. The space between these points is the 'tolerance zone', which is individual to each person. Through stimuli/activities, the individual acquires experiences that they subjectively evaluate (consciously and subconsciously) and as a result are satisfied or dissatisfied. Finally, if they experience something unusual beyond their expectations they will be positively surprised. In such a situation, their emotional involvement can be expected.

Stakeholder experiences are of interest to many researchers and practitioners and are given great importance (Smilansky, 2009; Schmitt, 2011; Hillebrand et al., 2015; Tarczydło, Miłoś, 2019b; Hansen, 2021; Kotler et al., 2021; Boguszewicz-Kreft, 2022; Dziadkiewicz et al., 2022). It should be emphasised that every contact, every interaction that a customer has with a brand/physical product or service influences their experience. Moreover, it is in a way the resultant of the organisation's actions, the senses stimulated and the feelings evoked, which relate to everything the organisation does, but also to what it does not do, but what the stakeholder associates with it. The stakeholder's total experience of the organisation is the result of all the manifestations of the organisation's actions – physical, emotional and sensory. It can therefore be concluded that experiences will be diverse, but they can be grouped together, as exemplified by Schmitt's experience modules (2011, pp. 60-62), which include the sensory module (sense), the emotional module (feel), the intellectual module (think), the behavioural module (act) and the relational module (relate).

In the sensory module, experiences are created by affecting the senses (sight, hearing, smell, taste, touch and sapience). The emotional module refers to the impact on feelings and emotions, which creates affective experiences ranging from moderately positive feelings to strong emotions. The intellectual module refers to the human intellect, which is about creating cognitive experiences that require the consumer to think and engage creatively (Wolniak, 2023). The behavioural module refers to rational thinking, to motivation and inspiration, and patterns that enrich the consumer's life, influencing their lifestyle. The relational module refers to the individual's connections with other people or social groups. As Schmitt wrote (2011, p. 175), an individual forms a bond with a group by purchasing and consuming the products of a chosen brand. Consumer satisfaction resulting from belonging to a group can also be enhanced by the brand's delivery of a positive experience as a result of, for example, organising a successful event.

In this article, the focus is on school events. In the available literature, event is defined in many ways (Alan, Kabadayı, Köksal, 2017, p. 588; Bączek, 2011, p. 7; Tarczydło, Miłoś, 2019b). On the basis of the available definitions of an event, taking into account the specifics of the school, it is assumed that a school event is a specific management tool of the school, enabling meaningful content to be communicated to the participants in a creative, original and surprising way, contributing to the achievement of the school's defined goals and having an impact on those participating, providing experiences and evoking emotions through stimuli that translate into stakeholder experiences.

In relation to event participation, it can be argued that the level of fulfilment of the event participant's expectations and the level of their engagement will depend on the quality and type of experience that will be created through the stimuli provided during the event in which they participate. In order to achieve an experience at the desired level, it may be helpful to take into account the theory of the event participant stepping out of their comfort zone. According to J.B. Bączek (2011, pp. 25-29) the key to the success of an event is to provide

opportunities for participants to step out of their comfort zone. Since an event, by definition, is unusual and unique, the participant must experience something new during the event by entering their discomfort zone, which will raise their adrenaline and heart rate. To illustrate, the author gives the example of organising an event in a rope park between trees for people working at heights. Such an event will not be attractive to the participants – it will not cause them to step out of their comfort zone, because they work at height everyday. It can therefore be concluded that the quality of the experience fails to reach the 'desirable' level.

The results of the research (Alan, Kabadayi, Köksal, 2017) confirm that events that are assessed as inventive, purposeful and well-chosen have a positive impact on participant engagement. At the same time, the participant will find the event attractive and engaging if it is well organised and includes innovative and creative ideas.

Management of school events needs to take into account their high frequency in the education sector and the increasing expectations of their participants. The 'event career' phenomenon has been written about by Richards (2019, p. 87), whose view is that regular participants are becoming increasingly demanding of the events they attend.

In the light of bibliometric research, the education sector has not been sufficiently recognised in the available studies, hence the authors, for the purpose of effectively managing the experiences of key school stakeholders through events taking into account the changing expectations of their participants and related partners in the current market conditions, felt it necessary to conduct a study of this important phenomenon.

### **3. Methodology of own research**

The identified research gap relates to the lack of knowledge about the actual expectations of students, parents and teachers towards school events and their experiences, and consequently the multifaceted benefits for all related stakeholders.

The aim of the research conducted was to obtain information on the actual expectations of students, parents and teachers of the selected primary school towards the events it organises and to relate them to the acquired experiences of the stakeholders interviewed. For the purposes of this study, self-reported research was conducted aimed at answering the questions: What do school stakeholders expect from school events? What are the differences in expectations of events among key stakeholder groups? How do stakeholders assess the level of fulfilment of their event expectations? Which dimensions of experience are most important to stakeholders? What are the differences in the relevance of experience dimensions between stakeholder groups? What is the position of respondents on the possibility of using school events for relationship building and other sublime tasks?

The research was conducted using a computer-assisted survey method with a sample of 361 primary school stakeholders (including 31 teachers, 182 students and 148 parents). A proprietary measurement tool with a combination of elements of the Servqual method, Schmitt's strategic experience modules and the Net Promoter Score (NPS) indicator was designed. Participant observation at selected events organised by the research facility was also used. This enabled interviews with event participants about their specific expectations and lessons learned.

The research object was a primary school in the Oświęcim district, where one of the authors works and is directly involved in its event marketing activities. The research object is characterised by a large number of events organised during the school year, with an average of about three events per week. The school has a reputation for providing high quality education, which is confirmed by a ranking of Małopolska primary schools based on the average results of all subjects taken at the school during the eighth-grade exam.

The research was conducted between April and June 2021. The subject scope of the research included the primary school together with its key stakeholder groups – students, teachers and parents. The main focus of the research was on stakeholders' expectations and experiences of school events.

The research provided an insight into respondents' actual expectations of school events and the resulting experiences. A proprietary research questionnaire was designed for the purpose of surveying, which was used in electronic form via the [interankiety.pl](http://interankiety.pl) website. Modelled on the Servqual method (Woźniak, 2017) and taking into account Schmitt's experience modules (sensory, emotional, intellectual, behavioural, relational) (Schmitt, 2011), a list of 11 questions was developed in order to identify the ideal event (expected value) and then obtain an evaluation of the actual events and the resulting experiences.

B. Schmitt's experience modules were included in the research questionnaire; respondents gave their opinions on 26 statements, including five each for the sensory, emotional, intellectual and behavioural modules and six for the relational module. Responses were given on a five-point scale: 1 – definitely no, 2 – no, 3 – hard to say, 4 – yes, 5 – definitely yes. The results of the obtained surveys will be discussed in detail in the next section of the article. Respondents were also asked to distribute 100 points between the modules according to the principle that the more important the module is to the respondent, the more points they give it. In addition, the NPS indicator (Gitlin, 2023) was used in the survey. Stakeholders responded on a 10-point scale ranging from 1 (definitely not recommended) to 10 (definitely recommended) on the topic of recommending school events for relationship building.

#### 4. Results, conclusions and improvements for the tested object

The survey among key stakeholders identified their expectations of school events organised by the surveyed facility and the resulting experiences. Respondents' expectations are summarised below in order of importance:

- students: entertainment and mood enhancement, opportunity for personal development, fulfilment of passions and hobbies, expansion and acquisition of skills and knowledge, promotion of oneself in the community and opportunity to stand out from other students;
- parents: entertainment, personal development, improvement of self-esteem, broadening of knowledge and acquisition of new skills, making new friends and integration into the school and community;
- teachers: inspiration, motivation, opportunity to develop and pursue passions and hobbies, integration into the community and intellectual engagement.

Point values were also obtained according to the 1-5 scale used regarding the Schmitt experience modules: sensory (sensory stimulation), emotional (emotional arousal), intellectual (intellectual engagement), behavioural (motivation and inspiration) and relational (relationship strengthening). The average response values for expectations and experiences for each group are summarised in Table 1.

**Table 1.**

*Respondents' expectations of school events including Schmitt's modules and resulting experiences*

Module	Expectations			Experiences		
	parents	students	teachers	parents	students	teachers
Intellectual	4,03	3,71	3,86	3,56	3,38	3,58
Relational	3,94	3,67	3,90	3,61	3,27	3,55
Sensory	3,97	3,88	4,00	3,74	3,43	3,52
Emotional	4,07	3,89	4,01	3,75	3,43	3,48
Behavioural	4,05	3,85	4,13	3,60	3,40	3,56
Average	4,01	3,80	3,98	3,65	3,38	3,54

Source: own elaboration based on conducted surveys (n = 361; scale: 1 – definitely no, 2 – no, 3 – hard to say, 4 – yes, 5 – definitely yes).

The analysis of the data showed that parents have the highest expectations of school events in the areas of intellectual engagement, strengthening relationships and evoking emotions, while teachers have the highest expectations in relation to sensory stimulation as well as motivation and inspiration. The expectations of the different stakeholder groups in relation to school events are different, thus confirming the opinion of Honey (2016, p. 2), who reports that the opinions of the different stakeholder groups regarding one subject are different, which is due to the different needs and expectations of these groups. Considering the average of all modules, parents have the highest expectations (4.01), while students have the lowest expectations (3.80), for whom additionally the lowest values for each module were recorded.

Students are also the group most dissatisfied with their event experience for each module. At the same time, parents, who are the most demanding, are also the group most satisfied with their experience of attending school events. Table 2 presents the impact of the diagnosed expectations and key experiences on the directions of the school's event marketing policy and proposed improvements to activities.

**Table 2.**

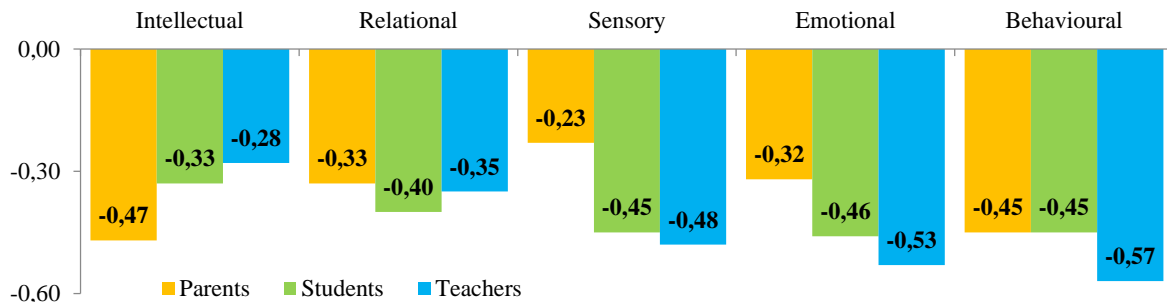
*Impact of stakeholder expectations and experiences on the event marketing of the studied school*

Criteria analysis Key school stakeholders	Expectations towards school events	Experiences from school events	Comments, remarks and recommendations for the school organising events	Examples of event activities
Students	Strong involvement of all senses (appropriate music, decoration, costumes, location). Arousing emotions, impact on feelings, desire to feel pleasure from participation. The need to be motivated, inspired, stimulated to a lesser extent.	Experiences below expectations. The lowest quality of experience relates to establishing relationships at events.	Events treated as a permanent, routine part of the learning process. The school should surprise the student to arouse the need to participate, fully engage, generate benefits and offer relevant experiences.	Thematic events with the participation of practitioners/specialists who will present the issue in an attractive way with intense activation (ecological – meeting with a forester, beekeeper; social – meeting with a fireman, policeman, scientist; health – meeting with a nurse, doctor, athlete, nutritionist). Use of modern technology (VR, AI, etc.). Events targeted at students' interests.
Parents	Arousing emotions, impact on feelings, desire to feel pleasure from participation. The need to be motivated, inspired, stimulated. Intellectual engagement (mental effort, stimulating thinking) to a lesser extent.	Experiences below expectations. The lowest quality of experience relates to intellectual engagement at events.	Very demanding group. Suggested increased engagement and consultation on event organisation.	Events involving whole families and the local community: Family picnic, Grandmother's and Grandfather's Day, Mother's Day, Nativity play with programme points to activate all stakeholders.
Teachers	Intellectual engagement (mental effort, stimulating thinking). Strong involvement of all senses (appropriate music, decoration, costumes, location). Arousing emotions, impact on feelings, desire to feel pleasure from participation.	Experiences below expectations. The lowest quality experience concerns the arousal of emotions during the event, the impact on feelings, the feeling of pleasure from participation.	Attention should be paid to organising events exclusively for teachers that engage their senses and evoke emotions.	Competence-enhancing training events outside the school premises. Team-building trips.

Source: own elaboration based on conducted research.



The indicated directions for the optimisation of the school's event activities according to the information gained from the research led to determining the size of the gaps between the value experienced and expected by parents, students and teachers within the framework of the considered modules (Figure 1).



**Figure 1.** Sizes of the module gaps for the stakeholder groups surveyed.

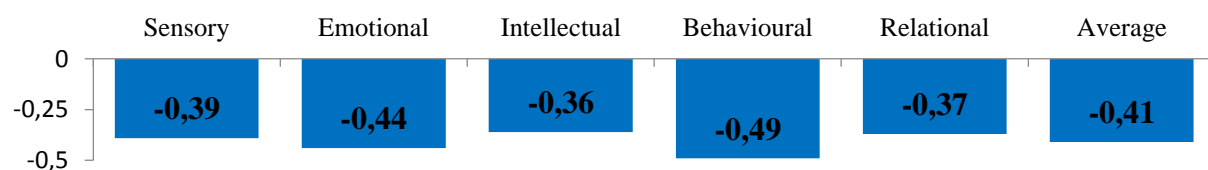
Source: own elaboration based on conducted research.

The biggest difference between expectation and experience in the area of intellectual engagement was found among parents. This group of respondents has a greater preference for school events that broaden their children's knowledge and engage them mentally so that they can win awards at different levels of competitions.

Among students, the biggest differences between expectation and experience are seen in engaging the senses, evoking emotions as well as motivating and inspiring. Students have higher expectations for event activities that will be attractive from the perspective of sensory experience and at the same time inspire them, broadening the spectrum of their developmental possibilities. This group prefers to participate in events that use the latest event trends.

In the group of teachers, the biggest differences between expectations and experiences are in the areas of arousing emotions, stimulating the senses as well as motivating and inspiring. What is significant here is the all-round engagement of event participants which stimulates, motivates and inspires. Teachers are mainly the organisers of school events and are responsible for the good atmosphere at the events. A group of teachers will enjoy events that are aimed exclusively at them. Their task is to integrate, inspire and develop.

Considering all stakeholders, the differences between expectation and experience with consideration of Schmitt's modules are shown in Figure 2. Based on the results, there is a need, according to the respondents, to organise school events in a way that makes them more engaging, which can result in changes in attitudes and behaviour, reflection and inspiration.



**Figure 2.** Average gap sizes for experience modules.

Source: own elaboration based on conducted research.

In order to determine the relevance of the stimuli determining their event experience, respondents were asked to distribute 100 points between the different modules – the more relevant a module is in the respondent's opinion, the more points they assign to it. In this way, declarative data was obtained and analysed and weighting values were determined (Table 3).

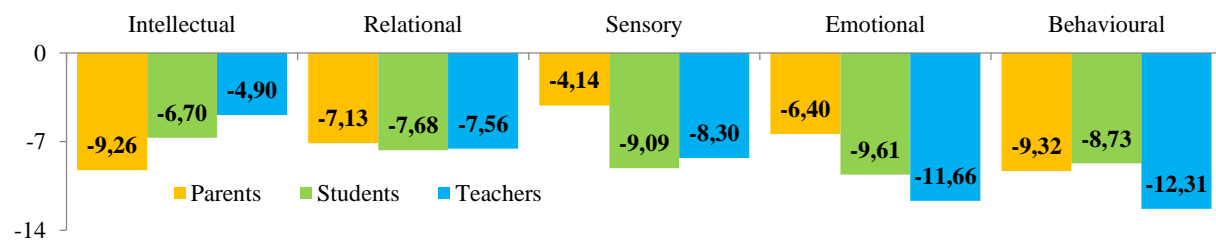
**Table 3.**

*Weights of experience modules in the opinion of the respondents*

Module	Weight value		
	teachers	parents	students
Intellectual (intellectual engagement)	17,5	19,7	20,9
Relational (strengthening relationships)	21,6	20,7	20,2
Sensory (stimulating the senses)	17,3	21,6	19,4
Emotional (arousing emotions)	22,0	20,0	19,2
Behavioural (motivation and inspiration)	21,6	18,0	20,3

Source: own elaboration based on conducted research.

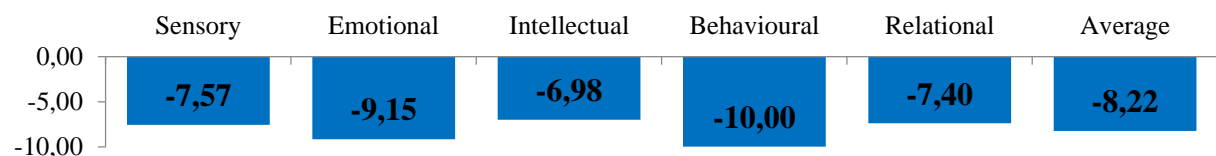
The results showed that the respondents considered all modules to be important, the differences in the scores assigned being small. For teachers, emotions are an important factor influencing experiences, for parents sensory experiences and for students intellectual engagement. In order to determine the level of importance of the modules for each group of respondents, weighted gap values (multiplying the gap values of a module by its weight) (Figure 3) and weighted average gap values for all respondents (Figure 4) were calculated.



**Figure 3.** Weighted module gap values for surveyed stakeholder groups.

Source: own elaboration based on conducted research.

The consideration of weighting in the different modules has significantly influenced the size of the gaps in the student group. In addition, the rank of the modules changed, which means that the most important thing is to take care of the right emotional experience and sensory experience at school events. For the other groups, the introduced weights did not significantly affect the size of the gaps between the expected value and the experienced value.



**Figure 4.** Weighted average gap values for the experience modules.

Source: own elaboration based on the research.

Considering all stakeholders, the order of the modules in terms of weighted gap size did not change – the largest gap is still for the behavioural module and the smallest for the intellectual module. This confirms that special attention should be paid to motivating, inspiring and shaping personalities when organising school events.

Table 4 shows the modules ranked from lowest to highest gap value with their corresponding weights.

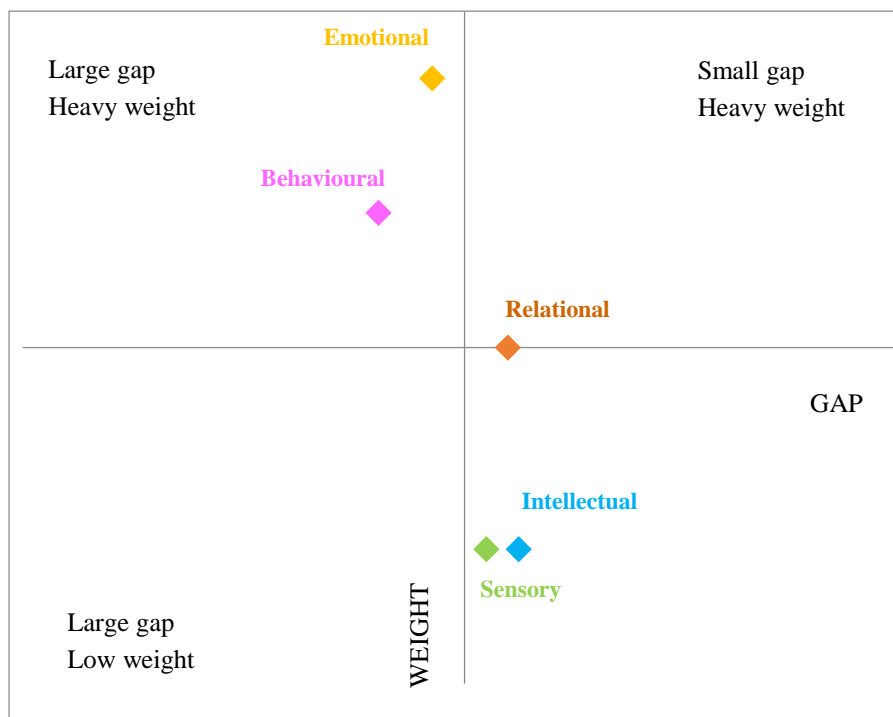
**Table 4.**

*Gap values and weights for experience modules as perceived by respondents*

Module	Gap value	Weight value
Intellectual (intellectual engagement)	-0,36	19,4
Relational (strengthening relationships)	-0,37	20,0
Sensory (stimulating the senses)	-0,39	19,4
Emotional (arousing emotions)	-0,44	20,8
Behavioural (motivation and inspiration)	-0,49	20,4
Average	-0,41	20,0

Source: own elaboration based on conducted research.

To illustrate the results, a matrix (Figure 5) was created by plotting the gap values (X axis) and weights (Y axis) on the axes. The centre is defined by the average gap and weight values (-0.41;20).



**Figure 5.** Gap-weight matrix for the experience modules.

Source: own elaboration based on conducted research.

Figure 5 allows the modules to be classified into areas that require the fastest action from the school. Modules with a high gap between expectations and experiences in relation to school events that are important to respondents (have heavy weight) are key. According to all

respondents, these are the behavioural and emotional modules. It is suggested that the school's activities related to these modules should include: selecting the theme and type of event for a specific group preceded by a needs analysis in this regard. Examples of activities considering the fulfilment of this task could be: theatre and dance performances and competitions between parents, children and teachers; joint charity events, fairs with handicrafts made by students with the participation of other stakeholder groups.

Next, it was checked how the modules with a large gap and weight were distributed among the different stakeholder groups. For this purpose, the place on the matrix (gap-weight) of each module was compared for each group of respondents (Table 5).

**Table 5.**

*Place of experience modules in the gap-weight matrix by respondent groups*

<b>Respondent groups and experience modules</b> <b>Place in the matrix</b>	<b>Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Total respondents</b>
Large gap Heavy weight	Behavioural	Emotional Sensory	Emotional Behavioural	Emotional Behavioural
Small gap Heavy weight	Relational Emotional	Intellectual	Relational	Relational
Large gap Low weight	Intellectual	Behavioural	Sensory	–
Small gap Low weight	Sensory	Relational	Intellectual	Intellectual Sensory

Source: own elaboration based on the research.

Considering each group of respondents individually, the key modules (of high weight and gap value) included emotional, behavioural and sensory. In order to secure an appropriate level of experience for all stakeholders, it is essential to address these areas first. Ideally, the gap between experience and expectation should be reduced simultaneously for all stakeholders. The desired state is to provide each stakeholder group with an experience that meets their expectations taking into account all components and achieving a holistic impact. The ideal state means exceeding the expectations of all groups for each module. However, the bridging of gaps should be approached thoughtfully. Obtaining full satisfaction from all stakeholders will be possible through a methodical approach to planning event activities for individual stakeholder groups, taking into account their specific expectations and the differences between them. Hence the conclusion to organise events targeted at specific stakeholder groups, preceded by research and analysis of their personalised desired expectations and experiences.

The survey checked the position of respondents regarding the possibility of using events to build relationships. The NPS values obtained for the teacher and parent groups are at a similar level, respectively: 13 for teachers and 14 for parents. The percentages of promoters (39% and 37% respectively) and detractors (26% and 23%) are also similar. A very different opinion

was expressed by students on this issue. The NPS value for the student group was (-5) with 27% promoters and 32% detractors.

Due to the lack of identification of survey results using the NPS indicator for schools, it is difficult to make a clear reference to the values obtained. It would be useful to compare this with the results of other studies, however, the use of the NPS indicator for schools has not been encountered in the available studies. According to global comparative data, which takes into account the NPS of more than 150,000 organisations, the average score is +32 (Gitlin, 2023). The authors are of the opinion that positive score values (more promoters than detractors) can be taken as satisfactory. Considering the range of the indicator  $<-100;+100>$  the value (-5) is not critical. Particularly since, according to global data, up to 25% of subjects obtained values of zero or below.

## 5. Summary

The literature studies and empirical research carried out give rise to observations and final conclusions. Celebrating important school events fosters relationship management and stakeholder experiences as well as generates many social and practical benefits. The research using the applied methodology showed that stakeholders care most about events evoking emotions (feel module), motivating and inspiring participants (act module) and strengthening relationships (relate module). The results confirmed the differences between groups of respondents in terms of their expectations from events (for students, the most important thing is to stimulate the senses and evoke emotions; for parents, to motivate and inspire; and for teachers, to evoke emotions as well as to motivate and inspire). Differences were also found in the experience associated with participation in events between the different stakeholder groups (the best experiences were associated with sensory stimulation and emotional arousal among students and parents, and intellectual engagement among teachers).

The research work carried out generates a number of implementation benefits including: better implementation of the tasks of a modern school focused on stakeholders and their engagement (Chaffey, Smith, 2017), development of collaboration, creation of unique experiences while improving the marketing and management activities of the school, including building its recognisable brand (Keller, 2013; Ind, Horlings, 2016; Tarczydło, 2018; Tarczydło, Miłoś, 2019a; Hansen, 2021). Attractive ways to inform, educate (), inspire and activate through events. Improving marketing activities related to school events.

All stakeholders gain benefits such as: building the school community, a range of benefits related to partnerships and integration with local stakeholders, improving staff skills (Wolniak, 2023), activities for community development in culture, heritage, patriotism, physical activity, environmental protection, entrepreneurship. Engaging stakeholders

(Dziadkiewicz et al., 2022) in cooperation, promoting the right behaviours: safety, assistance, activity, environmental awareness (Wan et al., 2016; McPhee, Dias, 2020; Scoffham, Rawlinson, 2022), entrepreneurship, making the offer more attractive, innovative ways of transferring knowledge, shaping attitudes, school activities (educational, developmental, in partnership with event participants, social impact, development of cooperation with business representatives; integration and relationship building).

In order to identify recommendations for marketers interested in using school events to meet the expectations of school stakeholders and generate incentives that create relevant experiences, the following actions are reasonable: 1) Particular attention should be paid to organising well-chosen events for key school stakeholders, taking into account their expectations. This should be based on the results of research into event expectations and actual experiences. 2) Decisions should be based on knowledge of stakeholder expectations and not on the school's perceptions. The school's knowledge of its stakeholders should be regularly updated. 3) It should be ensured that the designed activities and incentives are aligned with the competitive structure, technical and technological conditions, current market trends and the actual expectations and experiences of key stakeholders. 4) The school should aim for a state in which what the stakeholder realistically experiences is at least at the level of the promise made. 5) The school's event procedures should operate in a way that generates the desired values and experiences for key stakeholders. Existing procedures should be reviewed to ensure that they meet the expectations of key stakeholders. 6) The habit of making changes to both events and other staff activities to improve the stakeholder experience created should be developed. 7) When organising school events at the research facility, care should be taken to improve the emotional and motivational aspects, as confirmed by the research results obtained. These are important from the perspective of the school's key stakeholders. Their quality experienced during organised events is relatively far below expectations. The emotional aspects need to be improved the most from the perspective of teachers and students, while the motivational aspects need to be improved the most from the perspective of teachers and parents.

The article was based on literature studies and original research using the following methods: case study of a selected primary school, surveys of key stakeholders of the research object and participant observation.

The authors are aware of the limited nature of the research and plan to expand it with other units from the education sector. The undertaken research problem should be analyzed on the basis of a larger number of schools and representatives of their communities.

In conclusion, knowing the expectations of stakeholders and diagnosing their experiences of school events significantly influences the optimisation of school event marketing activities in the current market conditions in the education sector. Research into actual expectations and feelings after attending an event and the associated experiences are an important element in methodical creation of optimal incentives and generation of a unique set of values.

This provides the basis for optimising event marketing activities with measurable benefits for teachers, students, parents and other related stakeholders and improving the experience, relationships and satisfaction levels of all parties involved.

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