



A STUDY ON HIGHER EDUCATION STUDENT SATISFACTION AND EDUCATIONAL MARKETING IN PERU

KEVIN MARIO LAURA-DE LA CRUZ, MARÍA EMILIA BAHAMONDES-ROSADO, JEHOVANNI FABRICIO VELARDE-MOLINA, BIANCA DAISA LAURA-DE LA CRUZ
Escuela de Posgrado Newman, Peru

KEYWORDS

*Education quality
Educational marketing
Higher education
institutions
Management
Student satisfaction*

ABSTRACT

The objective of this research was to determine the relationship between educational marketing and student satisfaction in Higher Education Institutions in the Tacna region, in order to analyse the characteristics that are related to the study variables. The methodology was carried out under a quantitative approach, with a correlational and transversal research design; sample was composed of 249 students. Pearson's statistical test was applied, showing that the educational marketing variable is significantly related to student satisfaction in higher education institutions. Finally, it was demonstrated that the students evidenced effective characteristics of their respective institutions that differentiate them from others.

Received: 09/03/2023

Accepted: 20/07/2023

1. Introduction

Currently, there are considerable contrasts with respect to companies in the education sector, specifically in the higher education service and the academic offer proposed for the student (Larios, 2014). Therefore, higher education institutions must have the ability to shrewdly impact the changes in the educational market, which is increasingly broader and requires proposals in line with the needs of the target audience.

According to Manes (2004), educational marketing is defined as that process of researching needs at the social level that allows the development of educational services likely to satisfy them, in relation to their perceived value over time, as well as promoted in an ethical manner to promote well-being between the learner and the organization. In the same line, Mogaji and Hyunsun (2019) consider marketing as an innovative instrument that higher education institutions handle to achieve presence and consolidation in the educational service market, with the purpose of building user loyalty, generating an increase in economic income, always seeking that both maintain reciprocal benefits.

On the other hand, Gento and Vivas (2003) state that student satisfaction should be defined as the positive evaluation of the experiences and results associated with the education and/or service they received, according to their stated needs. Considering that students are a crucial and important axis in higher education institutions (Salinas and Martínez, 2017), it is that the periodic measurement of student satisfaction is important since it will show the true image of the institution, so that their opinion or impression is relevant to carry out programs or, if necessary, to optimize the existing ones, in order to achieve educational quality (Sánchez, 2018). Therefore, it is necessary and transcendental to identify highly reliable formats to measure student satisfaction in higher education, so that institutions will know the situation in which they find themselves, be able to contrast it with that of other competitors and analyse it in the short term.

At the national level, the demand to achieve quality standards and verification of basic conditions in public and private universities drives universities to continue improving the educational service (SINEACE, 2016). However, monitoring and verification by students, who are the ones who receive the educational service and the influence of educational marketing on it, is essential (Turpo-Gebera et al., 2021).

Thus, the current research aims to analyse the relationship between educational marketing and the level of satisfaction of students in higher education institutions in the Tacna region, Peru, and thus provide significant opportunities for better institutional management to offer optimal service delivery with respect to academic, social, scientific and professional training.

2. Methodology

2.1. Type and design of research

The study was developed under the basic research type and the design of the present research was non-experimental, correlational and cross-sectional (Hernández-Sampieri & Mendoza, 2018).

2.2. Population

According to the objectives of the work and the geographic space of the study, the population of the research consisted of three higher education institutions in the Tacna region, among them: two universities (private and public) and a higher technological institute.

2.3. Sample

The sample included 249 undergraduate students from the first to the fifth cycle of the professional careers of the different faculties of the higher education institutions considered for the study. Likewise, these 249 students were divided among the three institutions, resulting in 83 students as a sample for each institution.

2.4. Data analysis techniques

The survey technique and the questionnaire instrument were used to measure the variables educational marketing and student satisfaction.

The first questionnaire, aimed at measuring educational marketing, consisted of 14 questions, which were divided into the following dimensions:

- Product: If the institution complies with SUNEDU's requirements, seeks integral development and differentiates itself from other institutions.
- Price: Regarding the existence of strategic academic alliances that reduce costs and if the price of the service fully covers all educational aspects such as extracurricular demands.
- Place: The location of the institution is accessible, clean, tidy and spacious for the realization of the service.
- Promotion and quality: Implementation of promotional strategies, satisfaction of expectations, efficient use of communication channels, implementation of innovative changes and educational quality.

The questionnaire that measured the student satisfaction variable consisted of 15 questions divided into five dimensions:

- Tangible elements: Perception of adequate facilities, use of modern technological equipment and uniformity in the clothing of the institution's employees.
- Reliability: Fulfilment of functions by employees and the institution, as well as the provision of constant information about educational services and activities.
- Responsiveness: If it provides an efficient educational service, and if there is willingness on the part of employees to support students by providing the necessary time.
- Assurance: If the collaborators inspire confidence in the students, if they have the knowledge to answer their questions and if the institution informs about its progress and situation compared to others at the national level.
- Affinity: Understanding, flexibility of schedules and contextualization of the educational service provided by the institution in relation to the students' demands.

For both questionnaires the Likert scale was used, which is subdivided into identifying whether the respondent totally disagrees, disagrees, neither agrees nor disagrees, agrees, or totally agrees with respect to the statements presented.

2.5. Instrument reliability

In order to check the reliability of the instruments applied, Cronbach's alpha coefficient was used. For the instrument of the digital marketing variable, 0.935 was obtained; and for the instrument of the student satisfaction variable, 0.931. Consequently, both instruments were found to be reliable.

3. Results

In order to understand the results obtained in a stratified manner, they will be presented according to the institute from which the sample originated.

Table 1. Rating level of the variable educational marketing in a national university

Rating level	Dimensions								Total	
	Product		Price		Place		Promotion and quality		N	%
	N	%	N	%	N	%	N	%		
Low	3	3.66	5	4.8	3	3.6	3	3.6	3	3.6
Medium	55	66.3	60	72.3	47	56.6	26	31.3	64	77.1
High	25	30.1	19	21.7	33	39.8	54	65.1	16	19.3
Total	83	100.00	83	100.00	83	100.00	83	100.00	83	100.00

Table 1 shows the results obtained with respect to the dimensions of the educational marketing variable, as well as the overall average perception of the variable at the national university in the sample.

It can be seen that in the product and price dimensions, a good percentage of respondents rated these aspects as average (66.3% and 72.3% respectively). On the other hand, in the place dimension, 56.6% responded as medium, and 39.8% as high; and, in the promotion and quality dimension, 65.1% of the respondents perceived this aspect as high. In general terms, the sample (77.1%) showed an average evaluation of the educational marketing provided by the national institution, inferring that the students value the educational service, costs, location, promotion and educational quality moderately, with the latter factor having a high perception.

Figure 1. Rating level of the variable Student Satisfaction at a national university.

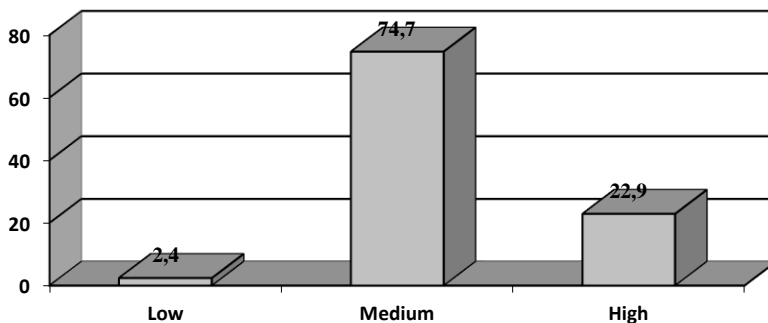


Figure 1 shows the findings obtained with respect to the level of satisfaction of students at the national university in the sample. It is perceived that 74.7% of the students present a medium satisfaction, followed by 22.9% with high satisfaction and 2.4% with low satisfaction. From the results it can be inferred that students perceive the facilities, equipment, service reliability, responsiveness, teaching guarantee and affinity with their needs as moderately satisfactory.

Table 2. Rating level of the variable educational marketing in a private university

Rating level	Dimensions								Total	
	Product		Price		Place		Promotion and quality		N	%
	N	%	N	%	N	%	N	%		
Low	2	2.4	7	8.4	1	1.2	8	9.6	1	1.2
Medium	62	74.7	66	79.5	36	43.4	20	24.1	75	90.4
High	19	22.9	10	12.0	46	55.4	55	66.3	7	8.4
Total	83	100.00	83	100.00	83	100.00	83	100.00	83	100.00

The results obtained with respect to the dimensions of the educational marketing variable, as well as the overall average perception of the same in the private university sample can be seen in Table 2. It is evident that the respondents rate the product and price dimensions as average (74.7% and 79.5% respectively). Likewise, the place and promotion and quality dimensions obtained significant percentages in high value perception with 55.4% of acceptance in the first, and 66.3% in the second. In general terms, the sample (90.4%) showed a medium valuation of the educational marketing provided by the private institution, so it can be inferred that students perceive that the educational service and costs of the institution are regular and that the location and promotion and educational quality is regular, leaning towards a high perception.

Figure 2. Rating level of the variable Student Satisfaction at a private university

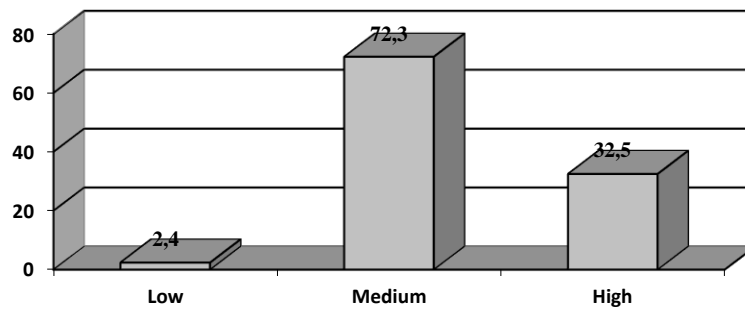


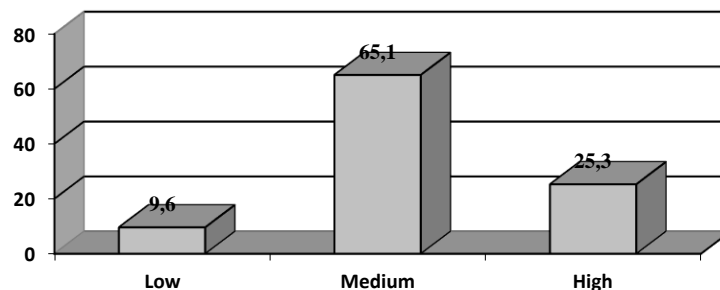
Figure 2 presents the results achieved with respect to the level of student satisfaction at the private university in the sample. It is observed that 72.3% of the students present a medium satisfaction, followed by 32.5% with high satisfaction and 2.4% with low satisfaction. From the results it can be inferred that students perceive the facilities, equipment, service reliability, responsiveness, teaching guarantee and affinity with their needs as moderately satisfactory.

Table 3 Rating level of the variable educational marketing in a technological institute

Rating level	Dimensions								Total	
	Product		Price		Place		Promotion and quality		N	%
	N	%	N	%	N	%	N	%		
Low	11	13.3	12	14.5	5	6.0	0	0	9	10.8
Medium	55	66.3	55	66.3	45	54.2	20	24.1	62	74.7
High	17	20.5	16	19.3	33	39.8	63	75.9	12	14.5
Total	83	100.00	83	100.00	83	100.00	83	100.00	83	100.00

Table 3 presents the results obtained with respect to the dimensions of the educational marketing variable, as well as the overall average perception of this variable in the technological institute of the sample. It can be seen that in the product, price and place dimensions the participants (66.3% in the first two and 54.2% in the last one) value these aspects moderately. On the other hand, in the promotion and quality dimension, 75.9% of the respondents perceived this aspect as high. In general terms, the sample (74.7%) showed a good perception of the educational marketing provided by the technological institute, thus inferring that the students value the educational service, costs, location, promotion and educational quality in an average manner, with the latter dimension having a high value.

Figure 3. Rating level of the variable Student Satisfaction at a technological institute



The findings regarding the level of student satisfaction in a technological institute of the sample are shown in Figure 3. 65.1% of the students show medium satisfaction, followed by 25.3% with high satisfaction and 9.6% with low satisfaction. From the results it can be inferred that students perceive the facilities, equipment, service reliability, responsiveness, teaching guarantee and affinity with their needs as moderately satisfactory.

Table 4. Normality test of the variables educational marketing and student satisfaction.

	Kolmogorov- Smirnov		
	Statistical	GI	Sig.
Educational marketing	0.081	249	0.071
Student satisfaction	0.053	249	0.093

Note: Data obtained through SPSS statistical software.

Table 4 shows the Kolmogorov-Smirnov normality test for the educational marketing and student satisfaction variables. It is evident that the p-value of the educational marketing variable (0.071) is less than the significance level (0.05); likewise, the p-value of the student satisfaction variable is 0.093. Consequently, it is concluded that there is normality in the data of both variables.

Table 5 Testing of the general hypothesis

			Educational marketing	Student satisfaction
Pearson	Educational marketing	Correlation coefficient	1	0.848
		Sig. (bilateral)	.	0.000
		N	249	249
	Student satisfaction	Correlation coefficient	0.848	1
		Sig. (bilateral)	0.000	.
		N	249	249

Table 5 presents the level of significance of the variables educational marketing and student satisfaction. With a 5% level of significance, it is concluded that there is a significant relationship between educational marketing and student satisfaction in Higher Education Institutions in the Tacna region.

4. Discussion

After analyzing the results, it became evident that educational marketing is significantly related to the satisfaction of students in higher education institutions in the Tacna region (p-value = 0.000, being lower than the significance level 0.05). Regarding this, similar results were found in the master's thesis of Ramirez (2017) who concludes the existence of a direct relationship between educational marketing and educational service satisfaction, in students of educational institutions in the district of Bellavista, Callao, 2017, with a correlation coefficient of Spearman's Rho ($r=0.643$).

These results are supported by Lara (2018) in his research conducted on undergraduate students of the Universidad de las Americas during the period 2018 on the influence of educational marketing strategies for the choice of university. He concludes that, the product dimension in the surveyed students is represented in 3 levels: high, medium and low with percentages of 46.4%, 44.8% and 8.9% respectively. In contrast to the present study, in the same dimension, it is evident that the respondents belonging to a national university are also represented in three levels: high, medium and low with percentages of 30.1%, 66.3% and 3.6%, respectively. Likewise, in the surveys conducted with students from a technological institute, 20.5% of the respondents were at the high level, 66.3% at the medium level and 13.3% at the low level. Next, the students surveyed from a private university in the high, medium and low levels, percentages of 22.9%, 74.7% and 2.4%, respectively, were observed. It can be evidenced in the results of Lara's research (2018) with the present research that, similarity is kept with respect to the variation of percentages regarding the product dimension, that is, in the high level similarity of percentages that do not exceed 50% is observed, likewise in the medium level, Demonstrating the similarity of information in different contexts on the perception of their students with respect to the product dimension of the educational marketing variable.

It has been demonstrated that the educational marketing variable is significantly related to student satisfaction in higher education institutions in the Tacna region. Therefore, the students show that the

facilities of the institutions are adequate and equipped to provide the educational service, that their collaborators develop their functions in an adequate manner, provide information, use a language that inspires confidence and demonstrate knowledge in their area with respect to other institutions at the national level. Likewise, it is highlighted that students state that the institutions are flexible with respect to their needs given that they provide personalized attention and adequate schedules for their attention, understanding their requirements.

Therefore, it is recommended that the directors of the higher education institutions under study gradually monitor the application of educational marketing strategies, as well as carry out exhaustive research to determine the satisfaction of their students with respect to the educational service they provide in order to maintain or improve the results obtained in this research. Finally, it is necessary to emphasize that studies regarding the situation of the institutions' graduates should be carried out in order to know the long-term results of the educational service provided; furthermore, such results can be enriching for the improvement of educational marketing.

For their part, Vila & Camayo (2021) conclude in their research work that there is a significant relationship between institutional management and educational marketing, evidenced by a significance level of 0.05% and a Rho coefficient of 0.310 ($t_c(2.609) > t_t(2.02)$). In the same way, the present research demonstrates under a Pearson statistical test that educational marketing is significantly related to student satisfaction in a national university, a technological institute and a private university in the Tacna region ($p\text{-value} = 0.000$) with a significance level of 0.05. Likewise, Sanz et al. (2017) evidence that educational marketing should be incorporated in higher education institutions in order to use it as a tool to make the institution competitive in the higher education market.

These results are supported by Chinguel et al. (2018) in their research entitled: "Educational Marketing Strategies to increase the demand for the service in the Educational Institution "Alfred Nobel" - Pasco, 2017" the results shown maintain a direct relationship according to the processing of the information. With respect to the general hypothesis, the educational marketing strategies would contribute in increasing the demand for the service in the Educational Institution "Alfred Nobel" of the city of Pasco, 2017, according to the Chi-square statistical test = 50.93, with a $p = 0.04$ ($p < 0.05$). In that sense, it can be affirmed that educational marketing strategies contribute in increasing the demand for service in the educational institution under investigation, in the district of Pasco, 2017.

On the other hand, Mora (2021) in his research entitled Educational marketing for the positioning of postgraduate programs, where it is evidenced through Crombach's Alpha coefficient ($r_{tt} = 0.987$) with respect to the educational marketing variable, concluding that, it is transcendental the application of marketing strategies for the attraction of students and the positioning in front of other institutions.

In this regard, Becerra (2020) in his research conducted with students of the National University of Education shows that product marketing is significantly related to the attraction of students ($p < 0.05$, Spearman's Rho = 0.399). Likewise, similar results were found in the research of Castillo (2018), educational marketing influences the persuasion of students, on the other hand, with respect to promotional marketing it also has a significant relationship ($p < 0.05$, Spearman's Rho = 0.554). In the same way, the present research highlights the importance of educational marketing with respect to the promotion dimension, where it is evident that students of higher education institutions in the Tacna region mostly perceive a medium level of valuation.

Finally, the different studies show similar results in spite of the difference in sociocultural contexts. Likewise, unlike the studies presented, the present study has collected information from three different higher education institutions in terms of their mode of administration.

5. Conclusion

It has been demonstrated that the variable educational marketing is substantially related to student satisfaction in Tacna region higher education institutions. Therefore, the students demonstrate that the facilities of the institutions are adequate and equipped to provide the educational service, that their collaborators develop their functions in an adequate manner, provide information, use a language that inspires confidence, and demonstrate knowledge in their field relative to other national institutions. Similarly, it is emphasized that students perceive institutions to be accommodating with regard to their needs because they provide individualized attention and schedules that meet their requirements.

To maintain or enhance the results of this study, it is recommended that the directors of the higher education institutions under study gradually monitor the application of educational marketing strategies and conduct exhaustive research to determine the satisfaction of their students with regard to the educational service they provide. In conclusion, it is important to note that studies should be conducted to determine the long-term outcomes of the educational service provided; moreover, such outcomes can contribute to the enhancement of educational marketing.

References

- Becerra, A. (2020). *Plan de mercadeo para la maestría en ingeniería agroindustrial de la Universidad Nacional de Colombia sede Palmira*. [Tesis de maestría]. Colombia: Universidad Nacional de Colombia. Obtenido de <https://repositorio.unal.edu.co/handle/unal/78376>
- Castillo, M. (2018). *Impacto de las redes sociales en la captación de estudiantes en la Universidad del Azuay*. [Tesis de maestría]. Ecuador: Universidad del Azuay. Obtenido de <http://dspace.uazuay.edu.ec/handle/datos/7963>
- Chinguel Cordero, E., & Montesinos Caqui, F. (2018). *Estrategias de marketing educacional para incrementar la demanda del servicio en la institución educativa Alfred Nobel- Pasco 2017*. Pasco: Universidad Nacional Daniel Alcides Carrión.
- Gento, S., & Vivas, M. (2003). El SEUE: un instrumento para conocer la satisfacción de los estudiantes universitarios con su educación. *Acción Pedagógica*, 12(2), 16-27. <https://dialnet.unirioja.es/descarga/articulo/2972060.pdf>
- Hernández-Sampieri, R. & Mendoza, C (2018). *Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta*, Ciudad de México, México: Editorial Mc Graw Hill Education, Año de edición: 2018, ISBN: 978-1-4562-6096-5, 714 p.
- Lara Bernuy, F. (2018). *Influencia de las estrategias del marketing educativo para la elección de la universidad de las ámericas en estudiantes del primer ciclo, 2018*. Lima: Universidad de Lima.
- Larios, E. (2014). Mercadotecnia de las instituciones de educación. *Caderno Profissional de Marketing - UNIMEP*, 2(1), 15-29. <https://www.cadernomarketingunimep.com.br/ojs/index.php/cadprofmkt/article/view/17>
- Manes, J. (2004). *Marketing para instituciones educativas: Guía para planificar la captación y retención de alumnos*. Granica.
- Mejías, A., Martínez, D. (2009). Desarrollo de un Instrumento para Medir la Satisfacción Estudiantil en Educación Superior. *Docencia Universitaria*, 10(2), 29 - 47. http://saber.ucv.ve/ojs/index.php/rev_docu/article/view/3704/3546
- Mogaji, E., & Hyunsun, Y. (2019). Thematic analysis of marketing messages in UK universities' prospectuses. *International Journal of Educational Management*, 33(7), 1561-1581. <https://doi.org/10.1108/IJEM-05-2018-0149>
- Mora Pontiluis, B. (2021). *Marketing educativo para el posicionamiento de los programas de capacitación de postgrados de la Universidad de la Guajira*. Guajira: Universidad de la Guajira.
- Ramírez Purizaca, M. R. (2017). *El marketing educativo y la satisfacción del servicio educativo en los alumnos de las instituciones educativas del distrito de Bellavista, Callao, 2017*.
- Salinas, A., & Martínez, P. (2007). Principales factores de satisfacción entre los estudiantes universitarios. La unidad académica Multidisciplinaria de Agronomía y Ciencias de la UAT. *Revista Internacional de Ciencias Sociales y Humanidades*, 17(1), 163-192. <https://www.redalyc.org/pdf/654/65417108.pdf>
- Sánchez, F. (2018). *El servicio educativo, la percepción de la calidad y el nivel de satisfacción en los estudiantes de la Universidad Nacional de Educación Enrique Guzmán y Valle en el periodo 2017* [Tesis doctoral]. Universidad Nacional de Educación Enrique Guzmán y Valle.
- Sanz, D.; García, J.; Prieto, R.; y Medina, H. (2016). Plan de marketing educativo: Marketing y competitividad en las organizaciones. *Marketing y competitividad en las organizaciones*, 8, 197 - 225.
- Sanz, D., Borrero, T., García, J. y Patiño, M. (2017). *Marketing educativo como estrategia de negocio en Universidades Privadas*. Colombia: Universidad Simón Bolívar. Obtenido de <http://revistas.unisimon.edu.co/index.php/desarrollogerencial/article/view/2731/2923>
- Superintendencia Nacional de Educación Superior Universitaria. (27 de enero del 2023). *Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa*. <https://www.gob.pe/sineace>
- Turpo-Gebera, O., Pérez-Zea, A., Pérez-Postigo, G. y Merly, L.-M. (2021). Cultura en universidades peruanas: estudio de caso. *Revista Venezolana de Gerencia*, 26(93), 318-333. <https://doi.org/10.52080/rvg93.14>

- Turpo-Gebera, O. y Perez-Zea, A. (2020). Sistemas basados en la cultura organizacional de los docentes de carrera y de estudios generales de una Universidad Peruana. *Revista Ibérica de Sistemas e Tecnologias de Informação*, E31. <https://www.proquest.com/openview/93108b1a636ebab12ac19d12411f8acc/1?pq-origsite=gscholar&cbl=1006393>
- Vila Hinojo, B., & Camayo Meza, M. (2021). *Gestión institucional y marketing educativo: ventanas para la transformación*. Milla.