RESEARCH ARTICLES

Educational Marketing as a Strategy for the Satisfaction of University Students

El marketing educativo como estrategia para la satisfacción de alumnos universitarios

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Summary

In a globalized and competitive world, the need for the Higher Education Institutions to have a competitive advantage and exceed the expectations of the learners becomes more and more imperative, although the fundamental part of the Institutions is also true in addition to capturing enrollment is to retain it. and to retain it, and to achieve the above, it requires student satisfaction, so the objective of this research was to propose educational marketing as a strategy for student satisfaction at the Polytechnic University of Francisco I, Madero (UPFIN). The study has a quantitative approach of a descriptive type, it was applied to a sample of 361 UPFIN students and some results were that in order to achieve student satisfaction, variables such as: teaching videos, digital library service, linkage with microenterprises, extra classes for those who fail, overtime teaching second language, psychological and social guidance, study guide to present exams, classrooms and laboratories in good condition, plan according to the race, congresses and symposium in different careers, student involvement in research projects, friendly treatment of administrative staff, scholarships for student tickets, demonstrations and training with microentrepreneurs and the general public of what is done in the university.

Keywords: Educational Marketing; Satisfaction; Strategy.

Resumen

Las instituciones de educación superior se enfocan en la captación de alumnado, así como de su fidelización a la institución, esto se logra mediante la satisfacción en el estudiante. El objetivo de esta investigación fue analizar el marketing educativo como estrategia de satisfacción de los alumnos de la Universidad Politécnica de Francisco I, Madero (UPFIN). El estudio tiene un enfoque cuantitativo de tipo descriptiva, se aplicó a una muestra de 361 estudiantes de la UPFIN y algunos resultados fueron que para lograr la satisfacción del educando intervienen variables como: los vídeos de enseñanza, servicio de biblioteca digital, vinculación con microempresas, clases extras para los que reprueban, horas extras de enseñanza de segundo idioma, orientación psicológica y social, guía de estudios para presentar exámenes, salones y laboratorios en buenas condiciones, plan acorde a la carrera, congresos y simposium en diferentes carreras, involucramiento de estudiantes en proyectos de investigación, trato amable de los administrativos, becas para pasajes de alumnos, demostraciones y capacitaciones con microempresarios y público en general de lo que se realiza en la universidad.

Palabras clave: Marketing educativo; Satisfacción; Estrategia

Introduction

Currently Higher Education Institutions play an important role for economic development. In addition to this, in the State Development Plan (2017-2022). Within the Institutional Development Program of the Polytechnic University of Francisco I. Madero (UPEFIM), it points out as challenges the great transformations of the Institutions and society in general and should be developed in a highly competitive environment. Starting from this idea, he mentions that quality, technology, service and highly prepared resources become critical factors of success (Government of the State of Hidalgo, 2016).

According to Salinas and Martínez (2007), student satisfaction in university studies has become vitally important for institutions, since their survival depends on it. Only with the satisfaction of the students can a positive word of mouth be achieved. In this sense, it is extremely important to find reliable ways to measure student satisfaction in university education, thus allowing educational institutions to know their reality, compare it with that of other competitors, and analyze it over time.

The term satisfaction is closely related to quality, explained as the result of comparing expectations with the perception of the service received. This means that the measure of quality is in people's satisfaction and in the value of what they receive. Effectiveness, as a relationship between felt needs and perceived results, is the only valid scale to measure quality. The success of the programs or organizations lies essentially in responding to the maximization of this proportion (Lago, López, Municio, Ospina and Vergara 2013, p. 37).

Through the university context where the increase of both public and private universities is seen, higher education institutions must generate competitive advantage and therefore achieve satisfaction in the students, thus, customer satisfaction has become the axis marketing center; Organizations perceive the value of a satisfied customer in terms of positive brand attitudes, effective word of mouth, repeat purchases, and loyalty (Spreng, MacKenzie, and Olshavsky, 1996). Student satisfaction is generally accepted as a short-term attitude that results from an evaluation of the school's educational experience (Elliott and Healy, 2001), and has a positive impact when the actual performance meets or exceeds the expectations of the students.

Educational Marketing

According to Manes (2004), educational institutions are undergoing a process of change that may be too fast for their institutional times. However, it is necessary that the people in charge assume the real usefulness of new tools that, like marketing, help to improve institutional management and contribute to the process of change.

From the new institutional perspective, schools must recognize that:

a) Educational marketing is complementary to efficient administrative management.
b) There are limitations to the use of marketing by educational establishments, especially in formal education.
c) There is limited knowledge of marketing by educational institutions and its correct application.
d) There is a difference between minimal marketing, balanced marketing, and commercial marketing.
e) In educational institutions there are different cultural structures, history and purposes.
f) It is necessary to evaluate administrative and organizational decisions within the framework of ethics.
g) It is necessary for managers to understand the need for training in marketing and educational management.
h) It is necessary to understand that today the educational institution must incorporate marketing as a process and designate a person in charge of the area at the service of the community.

Larios-Gómez (2014), mentions that educational marketing is the strategic tool of management, carried out by educational institutions (at all levels or school grades) and that allows satisfying personal development needs for the acquisition of new knowledge, through the marketing (exchange and sale) of a service, directly or indirectly (face-to-face or virtual).

Likewise, educational marketing is the process of researching social needs, to develop educational services tending to satisfy them, according to their perceived value, distributed in time and place and ethically promoted to generate well-being among individuals and organizations (Manes, 2004).

Although it is true that educational marketing has gone through a series of complications, many institutions do not apply it 100%. According to Zapata (2012), educational marketing is a topic poorly addressed by some institutions, however, it is convenient to place it at the service of

the growth process of higher education institutions. Thus, the importance of educational marketing increases significantly in the educational sector at all levels.

Educational marketing is the process of researching social needs, to develop educational services tending to satisfy them, according to their perceived value, distributed in time and place, and ethically promoted to generate well-being among individuals and organizations (Manes, 2004, p .15) educational marketing is the satisfaction of individual and social needs that allow quality educational services in a given time and place, creating value for the well-being of society.

Alvarado (2003), highlights that educational marketing is the fulfillment of the commercial action that guides the flow of the service, from the universities towards the consumers of the service to satisfy needs. Educational quality is one in which the results combine the quality of promise and quality of demand.

Student satisfaction

According to Jiménez, Terriquez and Robles (2012), student satisfaction reflects the efficiency of academic and administrative services. It is important to know that the students express their satisfaction with the learning units, with the interactions with their teacher and classmates, as well as with the facilities and equipment. Students are the main users of university services, they are the ones who can best value it, and although they may have a partial vision, their opinions serve as an indicator of improvement in the management and development of academic programs.

Garbanzo (2007), conceptualizes student satisfaction as the well-being that students experience by feeling their academic expectations covered as a result of the activities carried out by the institution to meet their educational needs. Studies on student satisfaction in universities as indicators to assess educational quality are particularly important, because student satisfaction improves academic performance, in turn Sinclaire (2014) mentions that academic performance is a requirement for learning success. . Although it is true, educational institutions, in this search for opportunities to improve, have been identifying factors to evaluate student satisfaction in line with trends in quality management and performance excellence, to know the dimension of satisfaction of The students with the institution to which they attend will allow the identification of both positive and negative aspects, the latter being fundamental when determining strategies for improving education. This is how satisfaction becomes the essence of marketing in which students are satisfied with the educational product received, for this reason it is necessary to see if the expectations that students when entering the institution were met when using what received (Cadena-Badilla, Mejías, Vega and Vázquez, 2015).

Hill, Brierley, and MacDougall (2003) consider that a customer satisfaction measurement program generates capabilities to: understand how customers perceive their organization and if their performance meets their expectations, identify priority areas for improvement, where performance improvements will produce the greatest gain in customer satisfaction, undertake a cost-benefit analysis to assess impact, locate gaps in understanding where collaborators have misinterpretations about their clients' priorities or about the competencies that can satisfy customer needs, establish Goals for service improvement and to track progress in the satisfaction index, compare performance with that of other organizations in the same field, and increase profits or profitability by improving customer loyalty and retention.

In any organization, in addition to attracting customers, it is necessary to retain and retain them, considering that in order to achieve the aforementioned, you must have total customer satisfaction, including strategies that allow customer satisfaction. these.

Satisfaction is a gratifying cognitive and emotional state in which the perception of the human being is materialized in the face of the fulfillment of his expectations. Under this tenor lies the importance of the satisfaction of the student to be successful in the Institution (Sánchez, 2018).

Estrategy

All public or private companies establish strategies to achieve the organizational objectives. For Chandler (2003), the strategy is the determination of the goals and objectives of a company in the long term, the actions to be undertaken and the allocation of resources necessary to achieve those goals. It should be noted that the author refers to the long-term strategy since companies tend to survive by applying the strategies, as well as time and the application of financial, technological, and human resources.

According to Carneiro (2010), the strategy is the orientation in the future action, it is the establishment of an end, in an estimated time period as acceptable towards which to guide the business direction. It is worth highlighting the importance of establishing strategies to achieve organizational success.

Method

This research had a quantitative approach, which according to Hernández, Fernández and Baptista (2014) has the characteristic of data that can be measured and a statistical analysis is established. A descriptive study was carried out, which shows the degree of satisfaction by the target group, which are the students of the Polytechnic University of Francisco I. Madero. The research design was non-experimental since the phenomenon is carried out in its natural context without the researcher influencing the variables to be measured, it is transactional since the data collection was carried out in a certain time.

In the present investigation the educational marketing variable was analyzed; in which various aspects are evaluated, as it is observed that they are explained in Table 1.

Table 1.

Conceptualization and operationalization of variables

Variable	Conceptual Definition	Operational definition
Educative Product	It is all that the service offers the institution which includes the plans and programs of study and facilities Espinoza (2010).	33 items that measure the educational product such as: scholarships, linking area, practical subjects, academic advising, English courses, study guides. Adhoc career plan, extracurricular activities, adequate infrastructure, dissemination of the institution, psychological and social orientation, customer service, study plan with recognition, constant motivation, trained personnel, refresher courses, inclusion of students in projects, conferences in different careers, digital library, medical service, administrative management supports, student expectations, academic exchanges, technology transfer, internet service, tutoring programs, school cafeteria, parking lots, Green areas.

Note: Own elaboration.

Sample Selection

The sample is made up of female and male students who attend the semester May-August 2019 at UPFIM has an enrollment of 1581 students in total, divided into the different academic programs offered by the university as shown in Table 2.

Table 2
UPFIM educational offer in different academic programs

Level	Educativ Program	Registration
Degree	Agro Industrial Engineer	144
	Agro-technology engineer	295
	Computer Systems Engineer	263
	Financial Engineer	275
	Engineer Civil	429
	Industrial Design Engineer	93
	Energy Engineer	66
Masters	ciences in Sustainable Agro-Technology	16
Degree	Development	
Total		1581

Source: UPFIM School Services (2019).

To determine the sample, the statistical formula for finite populations was taken with a 95% confidence interval and an estimation error of 5%, applying the following equation.
With the application of the formula it gave a result of 361 participants.

Data collection instruments

To collect the data on the variables that were determined as shown in the table of conceptualization and operationalization of variables, a structured questionnaire was used, based on statements.

The questionnaire was made up of 66 items, with two different types of Likert scale as shown below:

1. Nothing important
2. Unimportant
3. Neither important nor not important
4. Important
5. Very important

While for the satisfaction evaluation it is used:

1. Nothing Satisfied
2. Little Satisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

Results

The results of the research were carried out with a perceptual map of satisfaction to be more precise about the frequencies in the responses, it was obtained with the study variables for this case, educational marketing, importance and satisfaction, this perceptual map is giving Four quadrants the X axis and the Y axis, for the X axis the importance of educational marketing is

reflected, and the Y axis shows the satisfaction of the student with educational marketing, so it is It can be interpreted that the closer they are to the origin of the coordinates, the greater satisfaction and importance regarding the indicators of educational marketing, as can be seen in Figure 1.
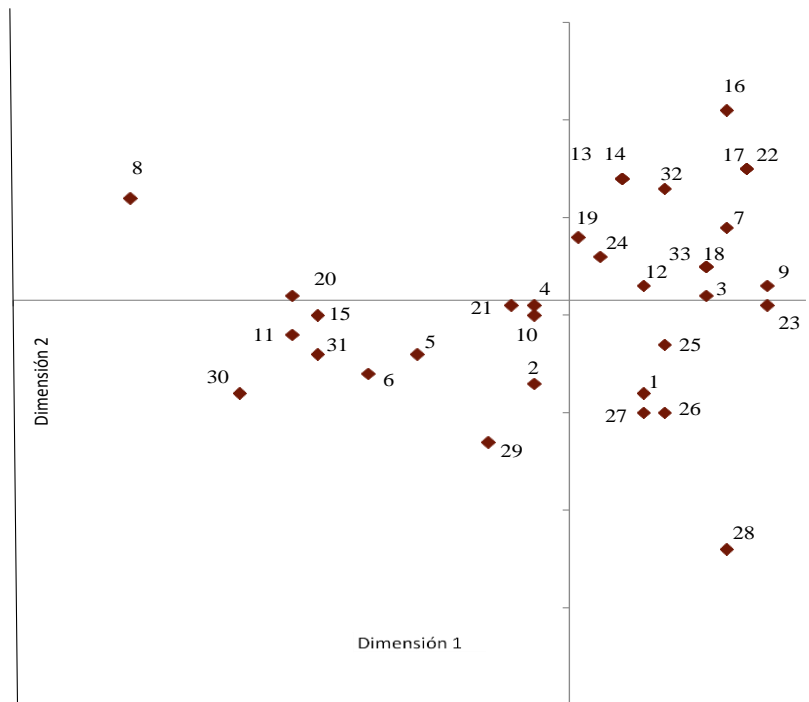

Figure1. Perceptual map. Source: SPSS map report

According to question 19, how important and how much do you satisfy the congresses and symposiums of the different careers? so it is another indicator in the second quadrant with high importance and satisfaction.

Another indicator according to quadrant two is number 33. How important and satisfied are you with the service received by UPFIM as regards the current library that is available?, where for those educating if the current library is of great importance, thus as they are also satisfied.

Likewise, question 18, how important and how satisfied do you consider being involved with researchers in projects that help society to learn? According to the quadrant, this variable has high satisfaction and high importance for students, for what researchers have to integrate students into research projects.

Another of the nine questions was: how important and satisfied are you with the service received by UPFIM in terms of the appropriate equipment for laboratory practices and the material required? Therefore, it is concluded that the university must have equipment suitable for laboratory practices and the material required by the students.

Regarding question seven, how important and how satisfied do you consider that the Career Plan is in accordance with the needs of the labor market? Therefore, this indicator is in quadrant two above in which it has importance and satisfaction. high, so it is important that higher education institutions take into consideration the labor market when opening careers.

Another indicator that has greater importance and satisfaction is what is asked in 32 how important is it that UPFIM has green areas? This indicator is in quadrant two of greater importance and satisfaction, so according to the map of perception is due to have green areas the university since it is a quality that interests the students.

Likewise, we proceeded to question 14: how important and how satisfied do you feel that at UPFIM the teacher motivates students to continue their studies? It can be seen that this variable is in the second quadrant of the perceptual map. indicating that students must constantly motivate students.

Another of the questions with the greatest impact in this research is 13. How important and how satisfied are you that the university provides you with a plan recognized by the SEP? This variable is of utmost importance since they must be registered and recognized because this builds trust for learners.

Under this tenor, question 17 was asked: how important and how satisfied do you feel in the University if the teachers are constantly trained and updated? This is one of the very positive variables in any institution since training and updating The constant of the teachers contributes to its improvement, therefore this variable according to the perceptual map is in the high importance and high satisfaction quadrant.

Likewise, in question 22, how important and satisfied do you feel that the university has medical service attention and medicines within the institution? A variable that must be paid a lot of attention is medical service attention and medication sufficiency to attend It is also in quadrant two of the perceptual map that indicates a high importance and high satisfaction on the part of students.

Finally, it can be seen in the upper quadrant two of the perceptual map where it indicates importance and high satisfaction is question 16. How important and satisfied do you feel that the university has professors with a postgraduate level? This variable plays greater relevance for university students because it is considered that the more grades a teacher has the better perception according to the learning of the students and it must be given greater importance.

Discussion

Based on the results, it is considered that in order for the students to feel satisfaction in the institution, they have to apply educational marketing strategies related to what the students demand, this agrees with the general hypothesis of the study that indicates the educational marketing strategies allow the Student satisfaction, considering that it is a descriptive hypothesis, so it was analyzed through frequency with the perceptual map and that is why this research is useful because strategies and strategies can be established from the perception of importance and satisfaction. for the satisfaction of university students.

Although it is true as Manes (2015) mentions, educational marketing is a research process, that is, it has to go through several stages, which allow satisfying the needs of the students, that is, developing educational services tending to satisfy them, according to the perceived value, distributed in time and space.

Based on the results indicated above through the perceptual map, there is evidence to answer the research question in relation to: What are the educational Marketing strategies that allow the satisfaction of the students of the Polytechnic University of Francisco I. Madero? In other words, of all those proposed in the research instrument, greater importance must be given to those that were close to the coordinates of the quadrant mentioned above. So it is possible to identify through these indicators the following strategies that will allow the satisfaction of the students, according to the contrast made in the statistics.

The educational marketing strategies that must be integrated for the satisfaction of the students are:

1. Show the student a list of companies where they can apply their social service or stay, in case the student wants to do it in a company outside the list, they will be asked to provide the telephone numbers of the possible contact and a person from the stays and stays department You will be contacted to help the student obtain permission.
2. Expand the access points of the university wireless network, for which it is necessary to plan areas where tables are set up so that students can access the connection.
3. Make exchange agreements with foreign universities that have similar degrees to those offered at UPFIM such as: Argentina, Cuba, Spain, North America and Canada.
4. Assign interested parties a researcher to guide them in the project to be carried out in case they want to exchange abroad, the linking area will help the interested party in the processing and filling of forms, as well as in the communication of liaison with the person of linkage from the other university to be issued and received authorization by the director of the educational program.
5. On the page of the university you will find publications prepared by its academics, where it is made known about certain topics.
6. Design a summary of the most important of the publications where the content will be shown, that is, the knowhow, the methodology or steps of the investigations with the main results.
7. The files of the students who have this type of scholarship will be reviewed, in which when doing socioeconomic study and verifying that their tutor or parent earns two minimum wages (less than $ 2,562.00 per month), otherwise they will remove that support from the students-students who do not need it.
8. Review student records and identify those who have a motor, visual or hearing disability, as well as students who are pregnant to include them in the scholarship.
9. Disseminate on the website the projects of the research professors, as well as their CVU, so that those interested in a subject can contact the researcher and consult their questions.
10. Create a Facebook page to report on projects carried out by UPFIM.
11. Request in the tutoring area the desired subject to form a group with the applicants and assign a teacher to support special topics or units.
12. Through an email request support in topics where there are problems of understanding to the person in charge of tutoring to define help hours for a teacher which may be the same one that gives the subject or another one that has the profile in those subjects.
13. Create an account to enter the ECEST digital library.
14. Provide access to the computer center to consult digital books, or in some other place where they have internet access.
15. Propose creating a website where you can download material (audio, videos) to learn or review the English language.
16. Make intellectual resources and advice on soil analysis, animal production available to the general public.
17. Advice microentrepreneurs interested in planning, as well as indicate the social programs and dependencies where they can request financing with the support of the students.

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