



## Service Marketing for Higher Learning Institutions in Somalia

Abdikariim Sheikh Mohamed Hassan\*

Somalia

**\*Corresponding Author:** Abdikariim Sheikh Mohamed Hassan, Somalia

**Abstract:** Since marketing could be relevant to any organization, even those whose primary goal is non-economic and especially those who undertake a customer-oriented approach, this master thesis will focus on the marketing service in higher learning institutions.

The purpose of this research is to make assessment of service marketing, in higher institutions in Somalia and how to apply marketing ideas.

Since Educational marketing is different because the specific features of the educational services. When clients purchase goods, they can take into consideration tangible elements that allow them to evaluate their quality. But, in the case of educational services, the only tangible elements are buildings, equipment and personnel so that it is needed to consider the marketing element that applied to service organizations so that it is attractive that higher learning institutions in Somalia should perform a competent Service marketing to attract and retain for new intake students to get a large number students that lead to grow the overall structure of the institutions.

This study story consists of five topics, Introduction, methodology, Data analysis and Results, Discussion and Conclusion and references. The research design is a descriptive survey questionnaire and the sample size has 30 higher learning institutions in Somalia.

Questionnaire method has been used as data collection tools and the result of this survey is analyzed and discussed. The paper ends with a summary of the findings.

**Key words:** Service Marketing, Higher Learning Institutions, Education, Universities

### 1. INTRODUCTION OF THE STUDY

Across the globe, many universities and colleges are applying various marketing principles and marketing theories to gain the competitive advantage. Since higher education is a service, therefore all peculiarities applicable to marketing of service apply to higher education.

As we know, marketing starts with identifying customer needs and the in higher education, targeted markets includes students, employers as well as society. Students can be treated as direct and immediate customers of higher education services. Employers also get the benefit of the "results" of the higher education process, as they use the skills and abilities that students acquired during their studies. While students are considered as principle consumers of higher education services, employers can be seen as secondary or indirect consumers.

Finally the society as a whole gets the benefits of the result of higher education. The other stakeholders include parents, the government and funding bodies, quality assurance agencies, other regulating and professional bodies. Positioning of higher educational institutions is more complex as the needs and wants of different stakeholders do not totally coincide with it. Higher education also has to satisfy more stakeholders making it even more complex. Thus we see that principles of market segmentation and targeting do apply in higher education for primary consumers (students) but for other stakeholders, they may not apply in totality (Kantanen, 2007).

In higher education branding, in order to be effective, the positioning statement of a college/university must describe traits that are truly unique within an institution's competitive set and also those attributes must have significant appeal among the institution's target audience. The institution must also live up to the promise established by positioning; which is the most difficult aspect of the branding process. Ideally, a university positioning statement is developed with extensive involvement

from faculty and staff (internal customers). University leadership, including the governing board, also need to endorse the positioning and recognize their role in making decisions which reinforce the brand.

The actual positioning must be deeply intrinsic in any organizations functioning and it is also the starting point for telling the story of what makes an organization different rather it is the only story that should be told in order to send consistent, focused and aligned messages designed to support the time consuming process of brand building (Chapleo, 2004). In higher education, a positioning statement is a promise that an institution should put across what an institution can and should deliver. Also positioning in higher education should have a different focus on those who contribute more in revenue terms (Temple & Shattock, 2007). Therefore, we see that there are limitations in using the positioning concept in higher education, so it can be proposed that in higher education positioning concept can be used but with some judicious adaptations.

Prior to 1991 Somalia had only one university, the Somali National University, with various faculties and departments. Gahayr was the campus for a group of departments such as geology, engineering (electromechanical and civil), chemical engineering, veterinary, law and economics (their students were only accommodated here, but the lecture venues were at Shabeelle site). Language and Sharia, journalism and political science departments were also at Km. 7. The College of Education was at Lafoole, whereas the department of Agriculture was between Lafoole and Afgooye town. Late in 1980s, some other institutes such as the Polytechnic, the Marine Institute, and the Telecommunication Institute all joined the Somali National University.

It was not a necessary marketing service for that university because of their aloneness and it was under the control of government.

However, with the collapse of the state in 1991, many higher institutions were established and competition was started which creates marketing area to attract and retain students.

However, my research about “ service marketing for higher learning institutions in Somalia do not have literature review about Somalia, no Somalia researches do research that topic also no other researchers do research about that topic

## **2. METHODOLOGY OF THE STUDY**

### **2.1. Introduction**

The study was aimed at investigating the service marketing for higher learning institutions in Somalia. It was a study and the purpose was to explore the pure marketing service and the relative effectiveness of instructional methodology on the student’s achievement and attitude.

### **2.2. Research Design**

This research article entitled "**the service marketing for higher learning institutions in Somalia**” is a research that attempts to accumulate existing information and data regarding the marketing principles and systems of Somalia’s higher educational institutions.

### **2.3. Population**

The study population was higher learning institutions in Somalia. So that the study group for this research will be 40 higher institutions in Somalia.

All higher institutions in this study, teach undergraduate students in Somalia and were continuing their higher education into an advanced practice role.

### **2.4. Sample Size**

Sample size is basically associated with a statistical generalization and mainly concerns with the selection of a specific subset of individuals from a large population intending to come up with some knowledge about the main population. Therefore, a sample has to be a representative of a population in order to assure validity.

In the study at hand, according to the problem description, since the problem is associated with service marketing for higher learning institutions in Somalia, the sample unit has been planned to target those universities’

Meanwhile, the sample size was decided to make random sampling system include Somali higher learning institutions.

### 2.5. Sampling Procedure

This study is associated with the level of marketing service of the selected institutions and, thereby, higher learning institutions in Somalia, which have been more successful in attracting new intake students.

From what has been stated as the sampling design for this study, Simple random sample (SRS) is a special case of a random sample. A sample is called simple random sample if each unit of the population has an equal chance of being selected for the sample. Whenever a unit is selected for the sample, the units of the population are equally likely to be selected. Where the researcher's judgment is used in items selection as a representative of a population which is the case for this study Questionnaire we personally distributed

### 2.6. Data-Gathering Instruments

The researcher has observed that service marketing for higher learning institutions in Somalia. A survey questionnaire would also be formulated and distributed to higher learning institutions.

### 2.7. Data Collection

To attain information the researcher has two major factors that use to collect information:

1. Primary data will be the responses of the participants that the researchers conducted for the first time
2. The secondary resources are as follows “ books, journals and websites etc.

### 2.8. Questionnaire Method

The questionnaires were used to collect data from higher learning institutions or their representatives, and the researcher would read the questions for them as for the letter, they were given with pens and collected after they were completed.

The researcher preferred this method because the responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews generally it is relatively quick to collect information using a questionnaire. However, in some situations they can take a long time not only to design, but also to apply and analyze.

### 2.9. Questionnaire Validity

To validate the instrument used, the researcher pre-tested a draft of the questionnaires. This was done through an initial survey of 10 representatives. The 10 representative will not be included in the final data gathering process. After the respondents have given their answers to the questionnaire, they were asked to cite the parts of the questionnaire that needed amendment. This was done to see if the questions were unclear or if people had other points they want to make. Afterwards, the content of the survey questions was analyzed and changed by the researchers to find out unnecessary questions that have to be removed, as well as to identify words that were regarded as difficult by the respondents.

## 3. RESULTS

This chapter was present a sketchy summary of the data analysis conducted for this

Research through a series of semi-structured questionnaires on the basis of established theories. Following with each question, a table of the response of each higher learning institution to the proposed questions along with a few lines of the ideas behind asking each question is provided for readers

**Table4.1.** *Type of higher institution*

Question: What is the type of your higher institution?

No	Category	# of responses	Percent
1	PHI	27	90.0
2	PUHI	3	10.0
3	Total	30	100.0

Table 4.1 shows that 90 percent of higher institutions are private higher institutions. Whereas 10% of them are public higher institutions.

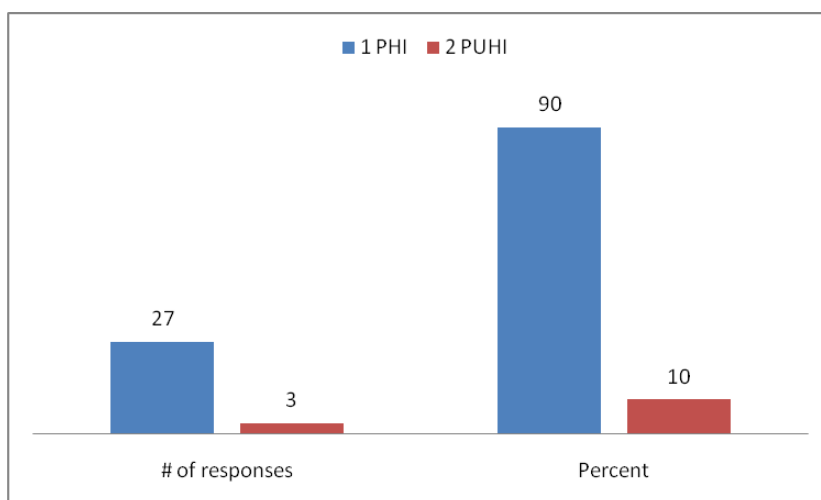


Figure4.1. types of institutions

Table4.2. Higher education as business

Question: Do you support or reject that higher education can be viewed as business in Somalia?

No	Category	# of responses	Percent
1	Yes	17	56.7
2	No	10	33.3
3	Don't know	3	10.0
4	Total	30	100.0

Table 4.2 presents that 56.7 percent supports the idea that viewed education as business, while 33.3 percent rejected and 10 percent do not have any information.

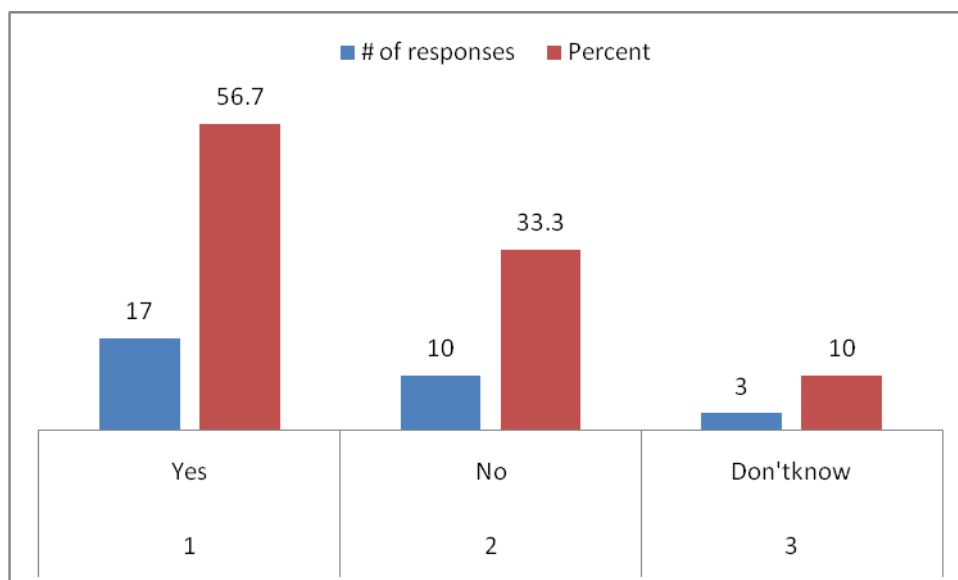


Figure4.2. higher educations as business

Table4.3. Attracting new intake students

Question: Comparing to your competitors, is there any competitive advantages or strength in attracting to new intake students?

No	Category	# of responses	Percent
1	Yes	18	60.0
2	No	11	36.7
3	Don't know	1	3.3
4	Total	30	100.0

The above table shows that 60% of higher institutions have a competitive advantage, whereas 36.7% don't have and 1% does not know the competitive advantage

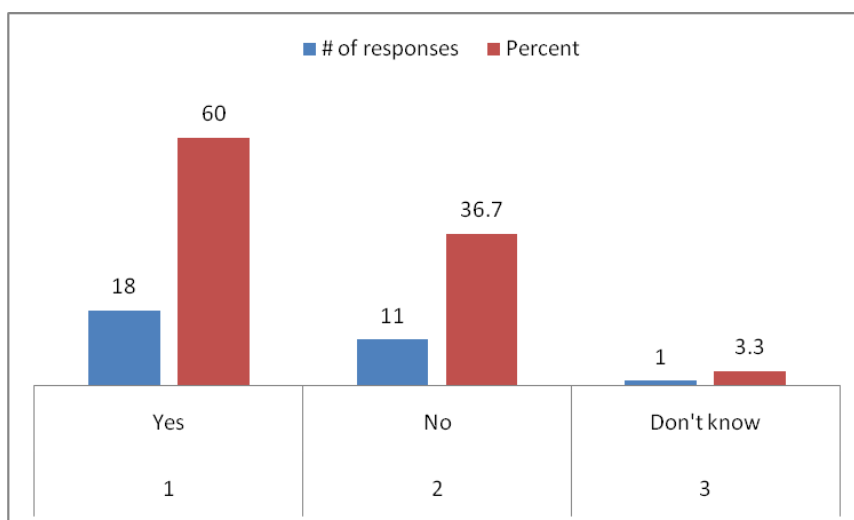


Figure4.3. Attracting new intake students

Table4.4. Importance of marketing department

Question: Do you have a marketing department?

No	Category	# of responses	Percent
1	Yes	10	33.3
2	No	16	53.3
3	Don't know	4	13.3
4	Total	30	100.0

Table 4.4 clears that 33.3 % have a marketing department, and 53.3 % don't use that office, the others which is 13.3% do not know that department

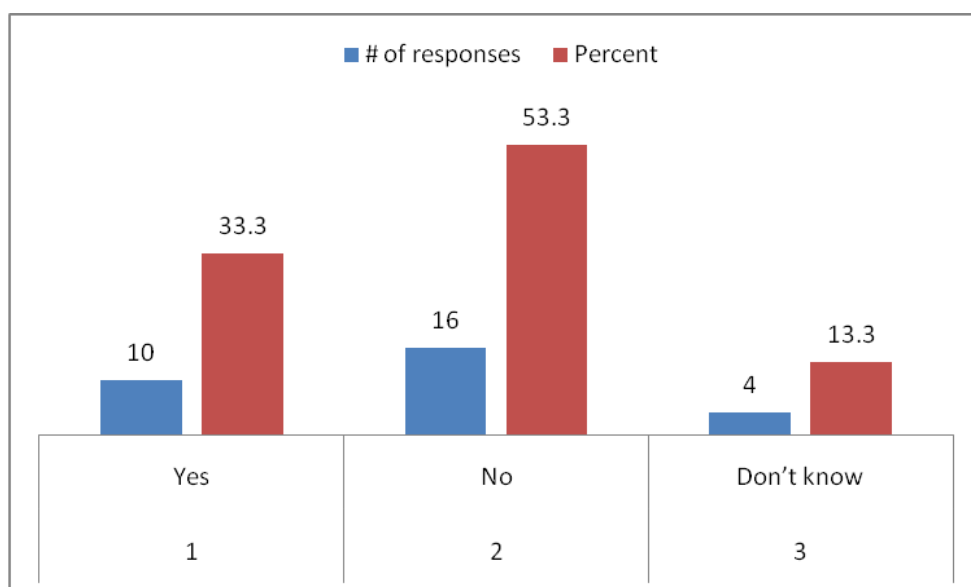


Figure4.4. Importance of marketing department

Table4.5. A representative office of marketing

Question: If you do not have a marketing department, is there any representative office?

No	Category	# of responses	Percent
1	Yes	7	23.3
2	No	16	53.3
3	Don't know	7	23.3
4	Total	30	100.0

The table above explains that 23.3 % of higher institutions have representative office, at the same time, 53.3% not have representative office, the others do not recognize which is 23.3% of the statistics.

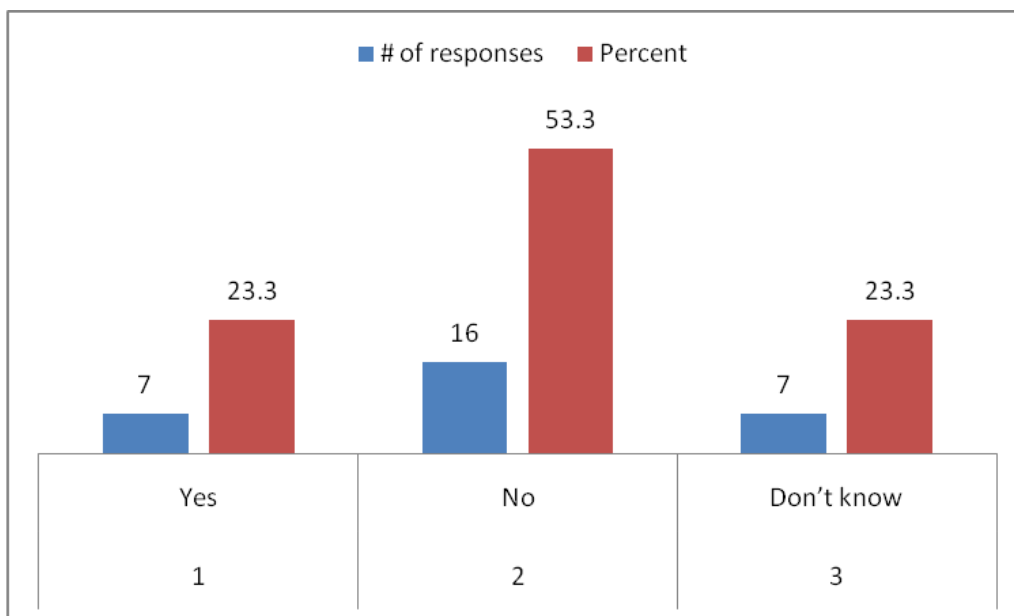


Figure4.5. A representative office of marketing

Table4.6. Specific marketing efforts

Question: Has your institution any specific marketing effort?

No	Category	# of responses	Percent
1	Yes	16	53.3
2	No	10	33.3
3	Don't know	4	13.3
4	Total	30	100.0

Table 4.6 confirms that 53.3 % cover marketing effort, the 33.3 % not have marketing effort, and the 13.3 % do not know the marketing effort.

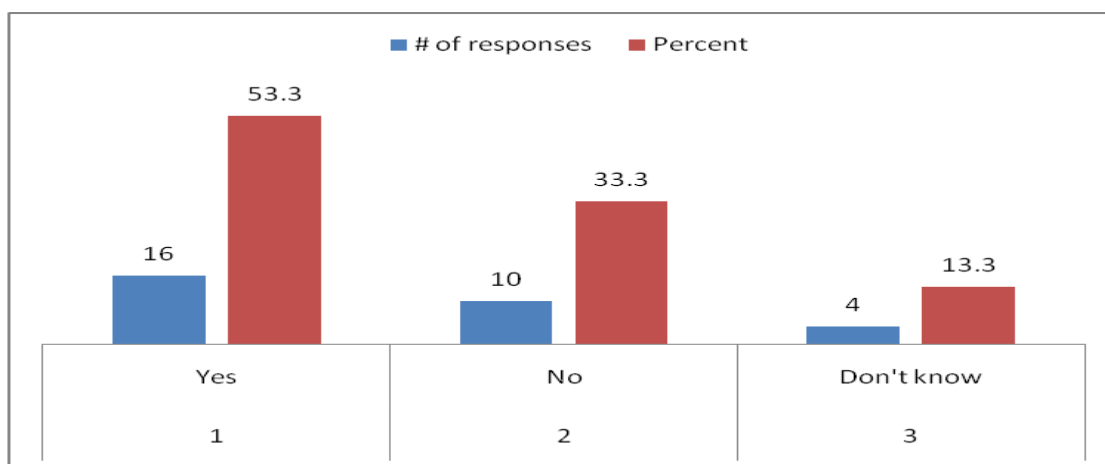


Figure4.6. specific marketing efforts

Table4.7. Market segmentation and customized marketing

Do you have any specific market segmentation, or customized marketing activities?

No	Category	# of responses	Percent
1	Yes	9	30.0
2	No	20	66.7
3	Don't know	1	3.3
4	Total	30	100.0

The table above proves that 30% of higher learning institutions make market segmentation, or customized marketing activities, and 66.7% do not have, the 3.3% do not have any information.

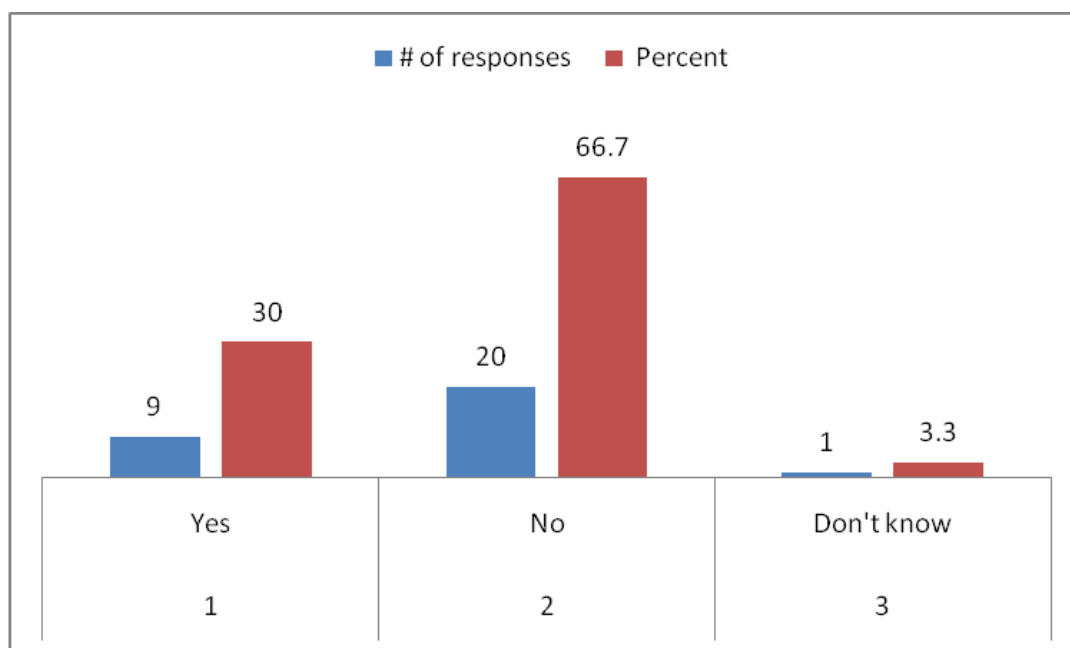


Figure4.7. Market segmentation and customized marketing

Table4.8. improving marketing weaknesses

Question: Is there any weaknesses in your marketing efforts, which you would like to improve?

No	Category	# of responses	Percent
1	Yes	11	36.7
2	No	13	43.3
3	Don't know	6	20.0
4	Total	30	100.0

Table 4.8 illustrates that that 36.7% of educational institutions feels marketing weakness, while 43.3% do not feel that problem and 20% do not alert that problem.

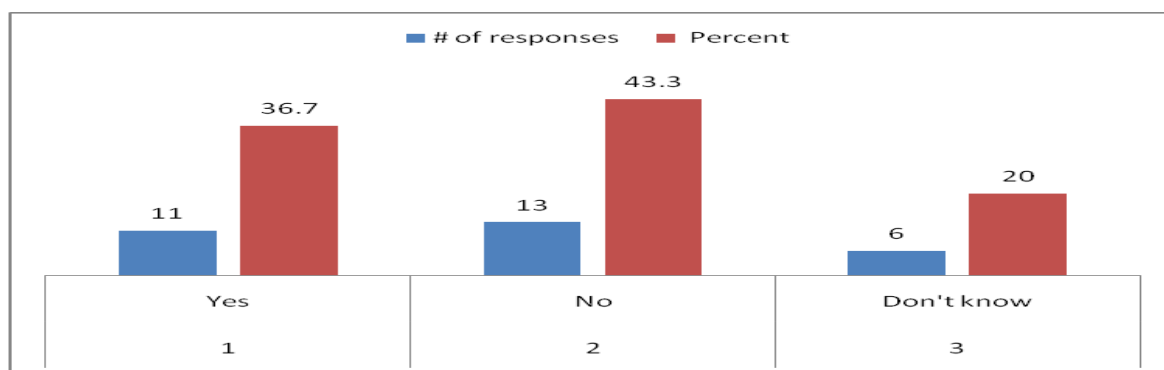


Figure4.8. improving marketing weaknesses

Table4.9. significance of marketing strategies

Question: Is there any role for marketing strategies to attract new students?

No	Category	# of responses	Percent
1	Yes	21	70.0
2	No	6	20.0
3	Don't know	3	10.0
4	Total	30	100.0

From the table 4.9 demonstrates that 70% of higher learning institutions get role in marketing strategies, and 20% of them do not accept the role of marketing strategies, the rest 10% don't know.

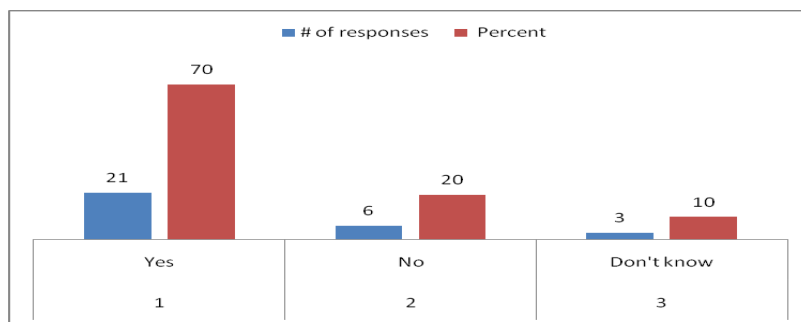


Figure4.9. significance of marketing strategies

Table4.10. Marketing and profit

Question: Do you trust that marketing campaign gains profit?

No	Category	# of responses	Percent
1	Yes	18	60.0
2	No	7	23.3
3	Don't know	5	16.7
4	Total	30	100.0

60% of educational institutions, trusts that marketing campaign gains profit, 23.3% don't trust that idea, the others which 16.7% ignored that idea.

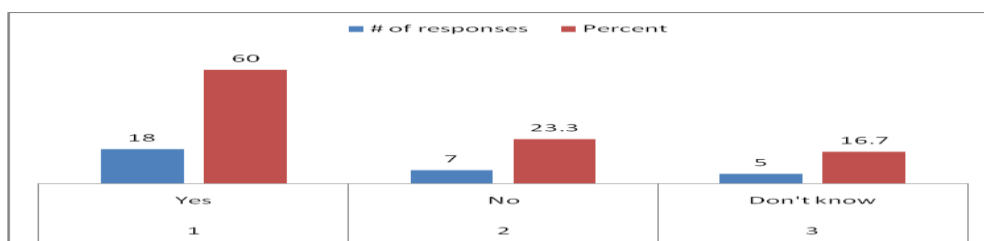


Figure4.10. Marketing and profit

Table4.11. Using road show

Question: When you make service marketing, do you use road show?

No	Category	# of responses	Percent
1	Yes	9	30.0
2	No	14	46.7
3	Don't know	7	23.3
4	Total	30	100.0

The above table explains that 30% of the respondents use road show, 46.7% do not use, and the 23.3% do not know.

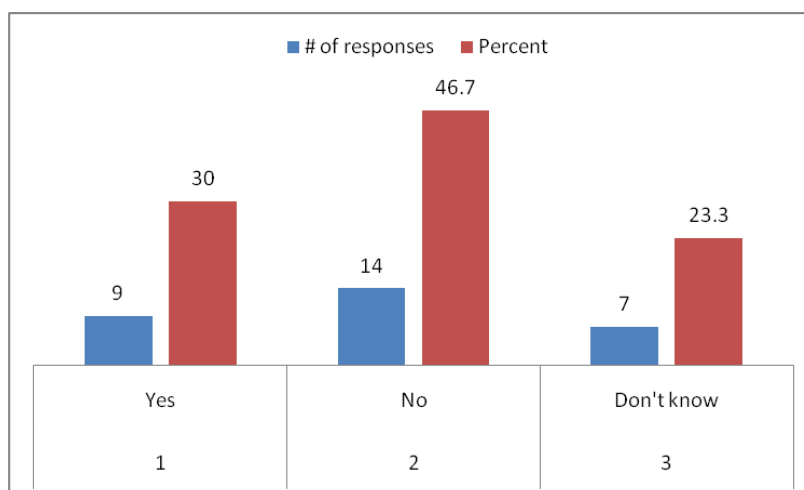


Figure4.11. Using road show

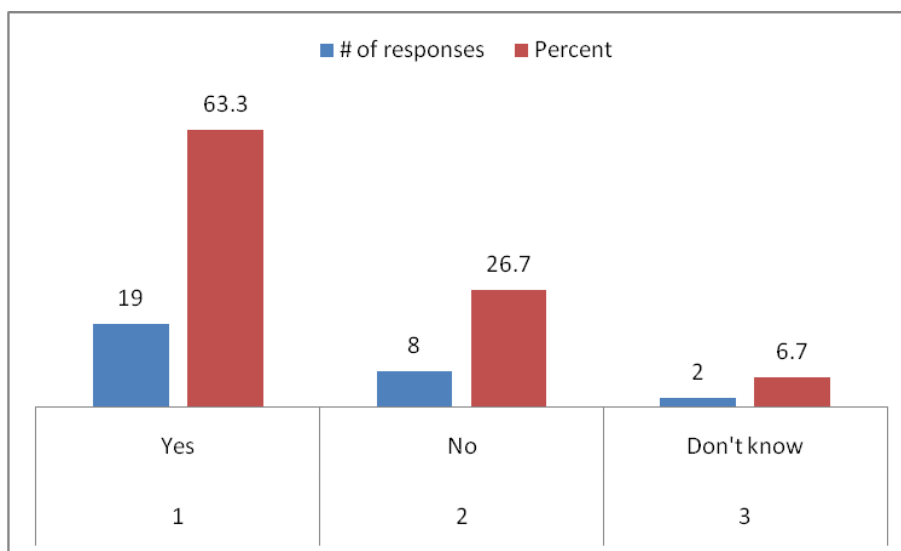


**Table4.12.** *Qualities of marketing*

Question: Do you measure the quality of your marketing effort?

No	Category	# of responses	Percent
1	Yes	19	63.3
2	No	8	26.7
3	Don't know	2	6.7
4	Total	30	100.0

In the table above, the majority of the respondents (63.3%) stated that they have the capacity to measure their effort about marketing, whereas 26.7% of respondents do not measure, and their 6.7% do not know.



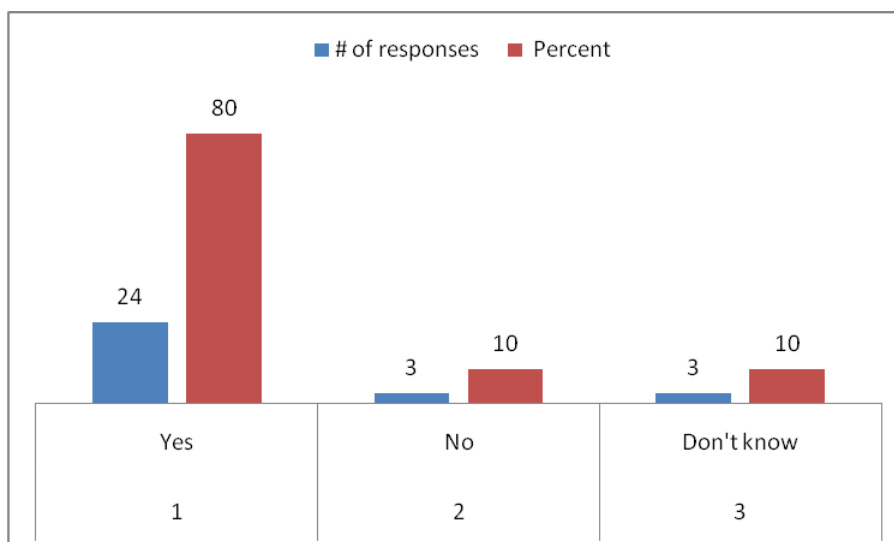
**Figure4.12.** *Quality of marketing*

**Table4.13.** *Intake of higher institutions*

Question: Has your marketing any effect to your intake?

No	Category	# of responses	Percent
1	Yes	24	80.0
2	No	3	10.0
3	Don't know	3	10.0
4	Total	30	100.0

80% of respondents reported that their institutions have effect on marketing, whereas 10% of respondents showed that they didn't use it, 10% don't alert.



**Figure4.13.** *Intake of higher institutions*

The main findings can be figured up as follows:

1. Most of higher learning institutions in Somalia are privates
2. Over 50% of educational institutions do not retain marketing department

#### 4. DISCUSSION AND CONCLUSION

The assessment indicates that the presented marketing of the higher learning institutions is not in streak with the standard method for the reason that some of the higher institutions have the public relations office which takes the responsibility of marketing campaign.

The questionnaire conducted during the evaluation proves that marketing strategies not consider as best.

The overall analysis of data findings reveals that 90% al higher learning institutions are private owner, rather it has been Becoming a public owner (table 4.1, so that they will enter into the market after collapsed the Somali's central government so that they need

To compete with the existing market leaders in order to attract their desired students.

According Kotler and Fox (1995), Somali's higher learning institutions, thus need to use the marketing mix model. In this regard, as an appropriate strategy, the authors suggested a market-oriented (student-oriented) strategy with a focus on satisfying students' needs in order to establish effective relationships with them.

The obtained findings clearly displayed that all participated higher learning institutions have been highlighted on the importance of "*service marketing*" as a critical issue in their future marketing plans.

According to the results obtained from the data collected, the following offices and sections inside the participant higher learning institutions:

1. Admission office
2. Public relations office
3. Accommodation office
4. Student health care
5. Student help desk office
6. Academic office

Marketing service is one of the important objects in organizations, the obtainable of higher learning institutions in Somalia gain knowledge of a large number of students and it is very important for them to have marketing department which not have 53.3% of them... This is obviously pointing to that the marketing department of these institutions desires development if exist, and create if do not exist.

Forms of the questionnaire are almost comparable in all higher learning institutions. 90% of respondents are private institutions not public and 56.7% of them beliefs that higher learning institutions in Somalia work as a business.

#### 4.1. Summary

Marketing can play a remarkable role in optimizing service. Successful implementation of marketing involves satisfying customers' needs which consequently results in giving, managing and retaining with the customers.

In area of higher learning institutions, service marketing can be utilized in order to attract and create good relationships between educational institutions and their students who play the role as customers. As a part of the higher education area, Somalia higher learning institutions can take advantage of marketing capabilities as well informing to attract and retain with their students. In particular, when the academic year can start or any time needed to do, they will definitely face competitors those make a marketing campaign to enroll more students' then critical situation that faced regarding a threat of losing new intake students. However, by smart use of a proper student-oriented marketing strategy they still will be able to keep a reasonable market share of new intake students.

#### 4.2. Main Problems, Identify

During writing this research, some limitations has been affected that could have an impact on the final result. As stated earlier, the study at hand, pursued the ambition to conduct the questionnaire with a larger number of higher institutions in Somalia and contribute their ideas in this research in order to get the maximum validity of the obtained results. However, due to the lack of cooperation from some selected higher institutions, the study had to limit itself to a number of ten higher institutions and therefore, the results may be circumscribed to some extent.

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#### AUTHOR'S BIOGRAPHY



**Dr. Abdikarin Sheikh Mohamed Hassan**, is currently a Rector of Horseed International University, He obtained his PhD from International Astrolable University , Turkey and participated in several community activities in the Country. In addition to his academic career, Dr Abdikariin held several managerial positions in the academic field.

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