

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

**A COMPARATIVE STUDY OF SERVICE MARKETING
PRACTICES IN UNITY UNIVERSITY AND ST. MARY'S
UNIVERSITY**

By
GASHAW LIJALEM

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PRACTICES IN UNITY UNIVERSITY AND ST. MARY'S
UNIVERSITY**

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By

GASHAW LIJALEM

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Approved By Board of Examiners:

Name	Signature	Date
1. _____ Chairman, Department of Graduate Committee	_____	_____
2. <u>Girma Zewdie (Associate Prof.)</u> Advisor	_____	_____
3. <u>Getachew Habtamu (PhD)</u> Internal Examiner	_____	_____
4. <u>Yikunoamlak Alemu (PhD)</u> External Examiner	_____	_____

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List of Abbreviations/Acronyms

AVP	Academic Vice President
HEI	Higher Education Institutions
HRM	Human Resource Manger
SERVQUAL	Service Quality
SMU	St. Mary's University
SPSS	Statistical Package for Social Sciences
TQM	Total Quality Management
UU	Unity University

ABSTRACT

This study assessed and compared service marketing practices (internal and external marketing practices; service quality gaps (perception-expectation) of educational services by using a modified SERVQUAL instrument among students, and job satisfaction among instructors in Unity and St. Mary's universities. In this study, a total of 206 students were selected using stratified sampling technique and 100 academic staff were randomly selected and asked to complete questionnaires. Interview was conducted for Academic Vice Presidents of the two universities. Results from academic staff indicated that internal marketing as having resultant effects on; understanding of organizational vision and values, quality delivery of external marketing as well as quality delivery of interactive marketing. It was also established that there was strong and positive relationship between internal marketing and job satisfaction. Student questionnaire measured students' perceptions and expectations in five dimensions of service that consists of tangibles, reliability, responsiveness, assurance, and empathy. The quality gap of educational services was determined based on differences between students' perceptions and expectations. The results demonstrated that in each of the five SERVQUAL dimensions, there was a negative quality gap. The least and the most negative quality gap means in Unity University and St. Mary's University were in the tangibility (-0.08) and empathy (-0.427) and reliability (-0.702) and responsiveness (-0.184) dimensions, respectively. Negative quality gaps mean students' expectations exceed their perceptions. Thus, improvements are needed across all five dimensions. It was also recommended that unity and st.mary's universities should place more emphasis on internal marketing practices thereby enhancing the quality delivery of both interactive and external marketing of the university. The universities were advised to promote extrinsic job satisfaction among their staff. Areas of further studies were also suggested.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, operational definitions of key terms, and organization of the study.

1.1. Background of the Study

University education is becoming an exceedingly complex business. This complexity requires a high degree of competence and proven scholarship from the university entire staff in general and academic staff in particular. This is because universities by their unique nature are expected to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation and hence, for satisfying the aspirations of the people for a good, and human society (Nwadiani et al., 2002).

In the realization of the university education goals and objectives, the role of academic staff is crucial. Academic staffs, their number, quality and their effectiveness, university's resources, the teaching-learning process, environmental conditions and technologies applied are among the important factors that make the difference in the services of university education.

Higher Education provides an interesting and important context for the research, since Higher Education Institutions across the world have become increasingly market oriented and students increasingly become consumers (Chen, 2006).

It is often suggested that marketing in the educational service sector is relatively challenging due to the unique characteristics of the service and the dominance of experience and credence qualities. A particular consequence is that perceived risk is generally higher in an educational service selection decision because consumers find services more difficult to evaluate in advance of purchase (Parasuraman et al., 1985).

As Shanker (2002) noted that marketing educational services gives an in-depth exposure to the concepts of education as service. The marketing implication of service characteristics in the context of education, marketing strategy issues and planning the marketing mix for education are some of the major issues in marketing of education services. Benefits sought from higher

education courses are more tangible or measurable in terms of entry qualification to a chosen profession, certification to enable practicing the profession or relative ease of access to a suitable form of livelihood.

Increasingly, the need to market educational services has not really been felt by the education sector, as educational institutions, be it colleges or universities catering to specific fields, especially in developing countries like Ethiopia (Shanker, 2002).

With the setting of several institutions in the same location on the same courses and fields, the competition among service providers, who provide educational services at the cost plus profit basis, has toughened. To have better market share and to have more surplus, each institution started looking at education as a service provider and started looking at improving the delivery mechanism, the innovative way of advertising in different media, and solving problems in and around educational services (Kapoor, 2011).

One of the determinants of success of a firm is how the customers perceive the resulting service quality, as the perceived service quality is the key driver of perceived value (Collart, 2000). It is the perceived value which determines customer satisfaction. In order to survive, compete and grow, educational service providing organizations need to integrate and manage their internal, external and interactive marketing in a systematic way. Mismanagement in either of these marketing activities could result in poor market performance and customer dissatisfaction which in turn questions the sustainability of a given service provider.

As Zeithaml and Bitner (1996) noted, the basic characteristics of educational services, educational services differ from products in four important ways: intangibility, heterogeneity, simultaneous production and consumption and perishability. All of these ways affect marketing of educational services. Teaching is among the least tangible services. Intangibility leads to two problems. It is difficult to describe teaching and evaluate its quality.

Regarding the first difficulty, it is very important to be careful in describing teaching fully and accurately in order to avoid building up unrealistic expectations in the minds of students.

Regarding the second difficulty (evaluation), schools have to anticipate that students will use a variety of sources of information in evaluating the quality of the teaching, including people

(administrators, staff and students), physical evidence (classrooms, lounges, labs, libraries) and processes (instructional and administrative). Services are heterogeneous. Even within one institution, teaching is produced by different people, in different places, at different times, with different students. Therefore, the quality of the service delivered depends on the capabilities, demeanor and motivation of service providers (teachers), the adequacy of the physical surroundings and the interest and behavior of the students (Kapoor, 2011).

The challenge of maintaining the quality of teaching in an institution requires measures that affect positively the behavior of many people in different places, in the absence of close supervision. Services are produced and consumed simultaneously. All administrators, teachers and staff are producers and simultaneously marketers of the educational service. At the same time, the behavior of students may affect the quality of the education received by all students. These factors lead to two conclusions. To achieve best results, all service providers should have a basic understanding of marketing and possess marketing skills. In addition, students must be selected and oriented and if need be trained, in ways that will enhance the learning experience of all students. Services are perishable. Teaching cannot be stored. It cannot be returned or replaced. To achieve satisfactory financial results, proper scheduling becomes an important issue (Kapoor, 2011).

Adelegne (2011) noted that Private Higher Education as part of the higher education system of the country, are committed to contribute to human capital development. It has to be noted that one of the pressure for the establishment and expansion of private institutions in Ethiopia was (and is) the growing emphasis on and need for a highly skilled labor force for the growing economy.

Unity and St. Mary's Universities envisioned for the provision of quality instruction for its students, research and consultancy works, academic material production, as well as professional staff developments for the growing needs of Ethiopians and its citizens. Universities require the knowledge of educational services marketing, which can be seen as marketing functions, Grönroos (2000) differentiates in his service marketing theory and visualizes with the help of the central model service marketing triangle. The service marketing model shows the three marketing functions (internal, external and interactive marketing) important for service firms like universities and how they are divided between the different actors.

According to Grönroos the internal marketing has to be managed by the universities' leadership, the interactive marketing happens between the staff/employees and the clients and the external marketing is what takes place between the universities management and the clients/students. The service marketing triangle model is with Grönroos' idea of where the marketing functions reside and how they should be implemented in the universities.

Unlike the government institutions, Unity and St. Mary's universities have to work hard to admit students by their marketing efforts, since their survival mainly depends on students' satisfaction. These require offering quality education along with the necessary facilities to students. A university to be successful in achieving its objectives requires an integrated service marketing efforts. Therefore, this study was generally designed to assess and compare the educational service marketing practices of Unity and St. Mary's Universities.

1.2. Statement of the Problem

Educational institutions may consider enhancing service quality in the university by considering how the students' connection to the university campus and their willingness to benefit from all the services, which may influence their level of satisfaction. Moreover, the satisfactions of internal employees i.e. academic and non-academic staff are equally important for the achievement of university's mission and goals.

According to Chang and Fisher (2003) a student can be considered to be satisfied if he/she feels that the lesson meets his/her needs and expectations. This can motivate the student to put more efforts on learning, increase his/her positive attitude towards the lesson, and to attend other courses in future (Gecer, 2013). Berry (1981) viewed employees as internal customers, jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization.

Kapoor (2011) argued that educational service providers need to consider the following issues: 1) identifying the needs of students, designing the course curriculum, the add-on's that meet the requirements. 2) delivery by high quality teacher or faculty members to students gives satisfaction to students. 3) soft and hard infrastructure. 4) trust to employees. 5) alumni and student relations. The above mentioned issues are important consideration for effective

educational service marketing practices. However, from observation of the researcher, UU and SMU are failed to consider needs of students, handle students' complaints, and academic staff satisfaction.

Moreover, the researcher was initiated to focus on UU because of the students' complaint posted on its website stated and believed, lack of ownership, instructors cancel classes by their own, registrar office is sluggish with no leadership, there is no place to complain about mishandling of students (*www.uu.edu.et. Retrieved on September 10, 2015*). The researcher did not find a research document on educational service marketing practices in private higher learning institutions in the Ethiopian context. However, Researchers have conducted researches on service marketing practices specifically, on customer satisfaction. Tizazu (2012) has studied on the effect of service quality on customer satisfaction in private banks, Beliyu (2012) has conducted research on quality service delivery and its impact on customer satisfaction in four selected commercial banks of Addis Ababa. Moreover, Mahider (2013) studied and examined the gap between customers' expectations and perceptions of banking service in Abay Bank.

Demeke (2014) also tried to explore Students' Satisfaction with Service Quality in Higher Education Institutions: University of Gondar, Ethiopia. The findings showed that the interaction quality (faculty and staff advising and classes) are positively related to the outcome quality (university experience) and ultimately influence student satisfaction.

From the above paragraph researchers only tried to study customers' satisfaction that is studied from the customers' perspective, but as service marketing practice it has to consider the three integrated model called service marketing triangle (internal, external, and interactive marketing) which include employees, management, and customers. Hence, the intent of the research is to assess and compare educational service marketing practices of Unity University and St. Mary's university.

The study aimed to find answers to the following basic questions:

1. What are the internal educational service marketing practices of UU and SMU universities in the year 2016 G.C?
2. What are the external educational service marketing practices of UU and SMU universities in the year 2016 G.C?

3. What Educational service quality gaps prevailed in UU and SMU universities in the year 2016 G.C?
4. What is the level of job satisfaction of academic staff in UU and SMU universities in the year 2016 G.C?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of this study was to assess and compare the educational service marketing practices of Unity University and St. Mary's University.

1.3.2. Specific Objectives of the Study

Specific objectives of the study comprise:

- ❖ To assess the internal educational service marketing practices of the two institutions.
- ❖ To examine the external educational service marketing practices of the two universities.
- ❖ To see service quality gaps (Perception-Expectation)
- ❖ To examine the level of job satisfaction of academic staff in the two universities.

1.4. Significance of the Study

Output of the study would be useful for the researcher, higher learning institutions in general and the universities under consideration in particular, as well as for other researchers. Specifically,

- It enables the researcher to know the educational services marketing practices of the two universities
- Its findings can benefit the universities under the study to take corrective actions.
- It reveals areas of good educational services marketing practices as a lesson for public universities from private universities and vice versa
- The result of the study would indicate strategies in rendering quality educational services and maintaining quality services in higher learning institutions.
- It may highlight areas of further research on marketing educational services.

1.5. Delimitation of the study

Service marketing is a very comprehensive concept, and applied in various service industries. However, the scope of this study is delimited to assess the educational service marketing practices of Unity and St. Mary's Universities mainly on educational services marketing triangle model (mainly internal and external marketing) Zeithaml and Bitner (2000). The study is planned to consider the marketing efforts of the two universities being executed toward regular undergraduate students in the year 2016 G.C in Addis Ababa by excluding first year students deliberately, because these students may not have experience about the universities under the study. Support staffs were not included in the study.

1.6. Limitations of the Study

Although the research has reached its aims, there were some unavoidable limitations. For manageability purpose, this research was conducted on the two universities i.e. Unity University and St. Mary's University. As the study involved only two private universities, the results cannot be generalized to all higher learning institutions in the country as a whole.

1.7. Operational Definition of Terms

- *Services* are activities, benefits or satisfaction which are offered for sale, are provided in connection with sale of values that are intangible in nature.
- *Services Marketing* is an organizational function and a set of process for identifying or creating, communicating, and delivering value which is intangible, inseparable, perishable, no ownership, and heterogeneity concern to customers and for managing Customer relationship in a way that benefit the organization and stake holders.
- *Education as a service* can be said to be providing an intangible benefits (increment in knowledge, aptitude, professional expertise, skill) produced with help of a set of tangible (infrastructure), and intangible (faculty expertise, learning)

- **Internal marketing** consists of the activities that management engages itself in order to aid the service providers (academic and support staff) to deliver on the service promise - recruiting, training motivating and rewarding.
- **External marketing** are activities that sets up students' expectations and makes promises to students.
- **Interactive marketing** or real-time marketing, promises are kept by the university's service providers (academic and administrative staff).

1.8. Organization of the Study

This study is organized in five chapters. The first chapter deals with the problem and its approach. The second chapter addresses review of related literature to the topic under study. In chapter three, the methodology employed to gather, interpret and analyze data are included. The fourth chapter deals with the analysis and interpretation of data. The last chapter presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, previous studies related to service marketing practices are examined and discussed. This is done mainly to review earlier studies to get the current knowledge in the field of service marketing education in higher education. It includes Concepts of service and marketing educational service, the need for service marketing in higher education, educational service marketing triangle, and educational service quality.

Researchers have conducted researches on service marketing practices specifically, on customer satisfaction. Tizazu (2012) has studied on the effect of service quality on customer satisfaction in private banks: United Bank, Awash International Bank, Nib Bank, and Lion Bank and Beliyu (2012) has conducted research on quality service delivery and its impact on customer satisfaction in four selected commercial banks of Addis Ababa: Commercial Bank of Ethiopia, Awash international Bank, Bank of Abyssinia and Wegagen Bank. Moreover, Mahider (2013) studied and examined the gap between customers' expectations and perceptions of banking service in Abay Bank.

Demeke (2014) also tried to explore Students' Satisfaction with Service Quality in Higher Education Institutions: University of Gondar, Ethiopia. The findings showed that the interaction quality (faculty and staff advising and classes) are positively related to the outcome quality (university experience) and ultimately influence student satisfaction.

From the above paragraph researchers only tried to study customers' satisfaction that is studied from the customers' perspective, but as service marketing practice it has to consider the three integrated model called service marketing triangle (internal, external, and interactive marketing) which include employees, management, and customers. Accordingly, the following literature were organized.

2.1. Concepts of Marketing Educational Service

Understanding the concepts of educational service marketing helps in understanding the market that helps in performing the necessary market research, experience and constant communication within all levels of the organization. This is vital in the performance of an organization since proper understanding of the services and needs that are satisfied by an organization through an internal customer makes it easily transferable to the external customer.

Zeithaml and Bitner (2000) claimed that in the simplest terms services are deeds, processes, and performances. Their broader definition states that services include all economic activities whose output is not a physical product, is generally consumed at the time it is produced, and provides added value in forms that are essentially intangible concerns of the purchaser.

Gronroos (2007) identifies a service as an activity or series of activities of a more or less intangible nature that normally, but not necessarily, takes place in interaction between the customer and service employees and/or physical resources or goods and/or systems of the service provider, which are provided as solutions to customer problems.

According to Oldfield and Baron (2000), higher education can be seen as a pure service and for Hennig-Thurau et al.,(2001), educational services fall into the field of services marketing. The latter authors, however, also point out that educational services also differ from other professional services in several ways: Educational services play a central role in the students' lives and students require huge amounts of motivation and intellectual skills to attain their goals.

Kapoor (2011) argued that Educational service providing organizations need to consider the following issues for improving the performance of any universities. These include, identifying the needs of students, establishing good infrastructure, delivering the instructions with well qualified teaching staffs, establishing good relationship with graduates (alumni) and existing students.

2.2. Need for Services Marketing in Higher Education Institutions

Higher education goes worldwide through a process characterized by significant changes both in educational demand and in the educational offer. Higher education institutions are put in a

position to find solutions to problems arising from internal and external customer characteristics (Maringe & Gibbs, 2009).

The need for universities in the public and private sectors to address the market of higher education in terms of marketing was due to the expansion of the private sector and the emergence of preferment universities, which led to increased competition in the educational market. Maringe and Gibbs (2009) found that in Europe, higher education specific to knowledge - based society has become a good and, therefore, it recourse to the use of marketing tools.

Generally, the higher education market is characterized by exchanges, transactions between units providing educational services and organizations within the national economy that benefits of human resource prepared in a specific area based on a curriculum and between schools and consumers of educational services to acquire knowledge, form their skills and abilities to fill a job. Today, this concept of change has generated a broader concept that educational institutions have begun to develop, the concept of relationship (Campbell, 2002). Considering the importance that goes to the educational market, is making it necessary to adopt the concept of market-oriented strategic change defined by Piercy (2002) as the organization's effort to pursue more customer requirements, to identify those factors that determine the customer neglect, to adapt the functional structure so that the employees know very well the requirements of customers that they try to satisfy at the highest level, better than the competition, creating a competitive advantage.

Recently, some authors like Pandelica (2010) believe that marketing orientation should be developed as a business model. In higher education institutions, the ultimate goal of business should be external customer satisfaction (students, employers, society, etc.) and internal customers (teaching and non-teaching staff) as a guarantee of sustainability of a market institution constantly changing.

Pandelica (2010) noted that the approach of marketing educational services envisages the orientation to satisfy the customers' needs and using the marketing strategies to the level of university institutions which the education consumers will identify, who are interested in the educational offer for which they have capabilities and will allow adaptation to make it more attractive. The aim of higher education institutions must be the determination of needs, wishes,

the education consumers' interests, the adaptation of educational and research approach to offer programs that maintain or improve long-term satisfaction of their and the society's interests. The process of education, the special needs of supplier services and those of the consumers should be carefully explored as fundamental elements of the education system.

The service suppliers are directly represented in the relationship with the students by the teachers who are responsible for the generation and transmission of knowledge. The educational process is also maintained by the necessary infrastructure, by the cultural organization, by management that does not always accept quickly a change and for this reason the expectations of educational service consumers are secondary (Sirvanci, 2004). It is evident that the need for educational service marketing for universities, since their entire performance are judged from an integrated model point of view called service marketing triangle.

2.3. The Educational Services Marketing Triangle

The service triangle gives a comprehensive interconnection of persons working together with the development, promotion and delivery of higher educational services. The persons consisting of the service triangle have fundamental roles in ensuring service delivery. Integration of the three components including internal marketing, external marketing and interactive/relationship marketing is vital in facilitating high quality service delivery.

Service marketers face marketing challenges which revolve around issues such as: understanding customers' needs and expectations of services, making services tangible to customers and keeping and dealing with promises made to the customers (Zeithaml & Bitner, 2000). The services marketing triangle shown in Figure 2.1 helps service marketers to address these challenges. The three points of the service triangle represent the organization, the customers, and the employees. The following figure 2.1 depicts the service marketing triangle and how the three parts (internal marketing, external marketing and interactive) integrate.

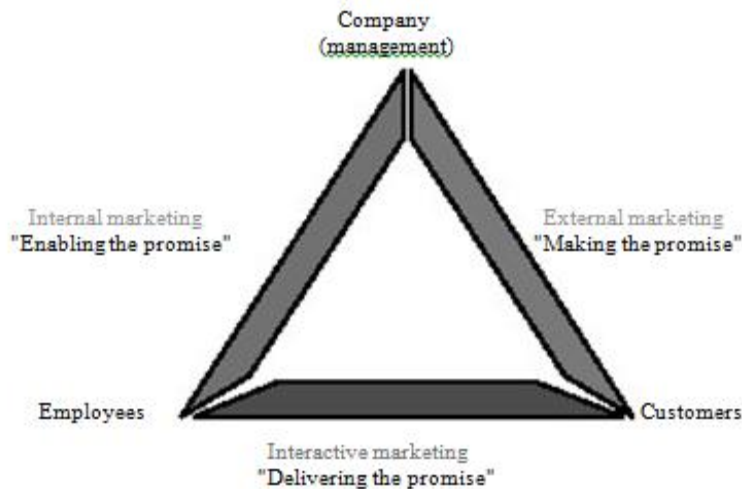


Figure 2.1. Service Marketing Triangle
(Source: Zeithaml and Bitner (2000))

2.3.1. Internal Marketing

The idea of internal marketing was first introduced by Berry (1981) who observed that for any organization to be successful there would be need for such organizations to fulfill the needs of its employees. Berry (1981) viewed employees as internal customers and jobs as internal products that satisfy the needs and wants of internal customers while addressing the objectives of the organization. Stating People as the fifth P in the marketing mix is consistent with the concept of internal marketing. Internal marketing is associated with relationship marketing that involves inter-function coordination and communication as well as the development of organizational competence for effective implementation of marketing strategies.

The significance of internal marketing to service firms rests in the increased emphasis on service quality in customer oriented corporations. Customers no longer simply purchase products; they co-produce in service organizations (Prahalad & Ramaswamy, 2000). Internal marketing literature revolves around its effects on employees, organizations, external customer satisfaction, and cross functional units.

Most especially in this era that most of the service organizations are striving to exceed the expectation of its customers in order to promote satisfaction and loyalty among the stakeholders (Ballantyne et al., 1995). It is believed that the implementation of an internal marketing

program has capacity to eliminate departmental walls, integrate members organization wide and this will eventually lead to improved quality delivery (Ahmed & Rafiq, 2003).

Literature search revealed that there were two lines of research with respect to internal marketing. While some scholars were looking at it from the perspective of marketing, some other scholars were considering the issue from human resources perspective. Marketers pointed out that there was need to place emphasis on the internal customers in order to enhance the service quality delivery to the external customers (Mudie, 2003).

The human resource perspective examines the relationship between companies and employees. This stresses the motivation and satisfaction of employees in order for organizational success to occur (Lings, 2004). Ideas consist of training, strategic rewards, job designs, and operational changes are discussed which exist outside of marketing (Ahmed et al., 2002). Many studies in this area were conducted from human resource perspective. In a study, Novatorov et al. (1998) examined how wages, work conditions, benefits, raises and rewards affected the external marketing programs that existed.

Gronroos (1982) in the development of internal marketing stressed that only the engagement of marketing type techniques to satisfy needs, otherwise it would not be qualified to be referred to as internal marketing. It is important for internal marketing to embrace marketing, management, quality control, communications, and human resource departments for effective implementation.

According to Varey and Lewis (1999), one of the important benefits of proper implementation of internal marketing is its assistance in the creation of a competitive advantage over the competition. Gronroos (1994) stressed the fact that there is need for active and continuous internal marketing efforts in order not to allow the interactive marketing impact on customers to deteriorate. However, communication has been observed to be a very vital factor that is significant to successful implementation of internal marketing.

2.3.1.1. Effects of Internal Marketing

Ogunnaike et al. (2012) identified the effects of Internal Marketing as follows:

- ❖ *Employees.* Employee definitions discuss the need to recruit, train, attract, motivate, communicate and retain all employees through awareness in order to meet their wants

and needs (Cahill, 1995). If these are not met then the satisfaction of external customers is difficult, if they are met then employees become committed, co-operative, and enthusiastic about the organization. This is accomplished by treating employees as internal customers. This process involves the use of marketing techniques to sell the product internally and employees become customers of the organization when they purchase products or services. This allows them to experience the service firsthand, develop a perception of service quality, and provide immediate feedback (Ahmed et al., 2002).

- ❖ **Organization.** The organizational approach described the utilization of TQM techniques and the need to improve satisfaction through organizational actions. Internal marketing allows the organization to create an identity that stresses customer focus in order to develop goodwill for the company. The ultimate goal for the organization is to increase external marketplace performance in the long-run (Ahmed et al., 2002; Mudie, 2003).
- ❖ **External customer satisfaction.** Although the relationship between internal and external satisfaction has not been sufficiently tested, many researchers hypothesized that external customer satisfaction is a function of internal customer satisfaction. The ability to increase performance was described as an outcome of internal marketing (Ahmed & Rafiq, 2003). The researchers further believed that if internal marketing is effectively implemented, the employee becomes satisfied, and this positive behavior is transferred to the consumer during interaction and this will result in external customer satisfaction.
- ❖ **Cross-functional units.** One of the basic features of internal marketing program is cross- functional relationship among various departments within the organization. The program allows for better communication because it has ability to remove departmental barriers and allow for better communication. The increase of communication allows for the creation of a collective unit through individuals that provide a foundation for knowledge renewal and transfer among organizational members. One of the benefits of cross-functional relationship is that it shifts the focus of the employee from a self-centered perspective to a mindset that strives for the achievement of company goals (Ahmed & Rafiq, 2003).

Ballantyne (2003) identified three patterns that are necessary for proper implementation of internal marketing program as follows: (1) hierarchical exchanges, (2) inter-functional exchanges, and (3) network exchanges. In the hierarchical method, the main exchange of knowledge occurs from the top of the organization to the bottom. The transfer of knowledge in the opposite direction, from the bottom of the organization to the top, is only acceptable under explicitly developed organizational rules. The inter-functional exchange transfers knowledge between internal suppliers and internal customers, which results in fulfillment of self-serving needs and little understanding of the customer. The network exchange involves the meeting of common interests through internal communities. These patterns are not successful on their own, but in marketing where relationships are vital, the use of each exchange process impacts internal marketing (Ballantyne, 2003).

The use of hierarchical exchanges are recognized when upper management provides support for internal marketing, and when the marketing employees provide explanations for the opportunities and threats recognized by various members (Ballantyne, 2003). When successful, the marketers may use inter-functional exchanges throughout various departments when trust is earned. This allows for the creation of alliances and a true understanding of job design, the environmental setting, and complete knowledge of employee skills which all significantly impact quality. When deficiencies are discovered necessary changes may be implemented to improve performance. However, it has been observed that these problems may be solved through the use of any of the three exchange processes. Meanwhile, the use of employees throughout the organization allows for a network exchange and the development of diverse ideas that have capacity to enhance the organizational performance (Ballantyne, 2003). The cycle is developed with a goal of continually improving quality.

❖ ***Link with External Marketing.*** In order to be able to benefit optimally from internal marketing, there is need for it to be properly linked with external marketing. If employees do not agree with the external campaign the success of the product is impossible. It is important to create an external campaign that internal members agree with and embrace, then allow management to share success stories in order to reinforce the benefits of the new campaign (Mitchell, 2002). This creates stronger internal beliefs and values. The research by Lings and Brooks (1998) and Lings (1999) stressed the

importance of balancing the effort applied to both internal and external marketing in order to achieve maximum effectiveness.

Prasad and Steffes (2002) continued one step further and stated internal marketing must precede external marketing, if not the organization may offer a service it is unable to provide. The external customer focuses on the process of the service experience and therefore, it is important to understand the behind the scenes process for proper implementation at the moment of truth, when the transaction occurs. The reason is due to increases in service industries where front line employees constitute the majority of the contact with consumers, especially in industries where the customer is not a passive receiver (Lings, 2004).

It is pertinent to note that the rationale behind internal marketing is the belief that by satisfying the needs of internal customers, an organization will strengthen its human capital and in turn will be in a better position to deliver quality service to satisfy external customers. Implicit in this reasoning is the assumption that fulfilling internal employees' needs enhances employees' aspiration, motivation and retention and results in higher degree of job satisfaction and performance (Gundlach, 1995).

2.3.1.2. Components of the internal marketing

Foreman and Money (1995) identified three substantive and conceptually-meaningful factors (components) of internal marketing. These components are:

1. Vision: giving employees something to believe
2. Development: that is developing employees
3. Reward: i.e. rewarding employees

Internal marketing is about applying traditional marketing inwards; focusing on the internal customers and suppliers of the internal market place, with the aim of improving internal market relationships, quality and customer service and ultimately corporate effectiveness.

A triangle is often used in services marketing (e.g. Gronroos, 1996) to illustrate that customer perceptions of services are directly affected by traditional external marketing (firm-customer relationship) and the interactive marketing between customers and employees in the service encounter.

2.3.1.3. Job satisfaction

Ogunnaike et al. (2012) noted that Internal Marketing Practices have an effect on Job Satisfaction. In order to achieve job satisfaction effectively, internal marketing should be undertaken by management to motivate the employees to adopt customer consciousness and marketing- consciousness by using marketing tools and techniques internally.

Lepper and Henderlong cited in Sansone and Harackiewicz (2000) depicted that there are basically three propositions regarding the discussion in the literature on the relationship of extrinsic rewards and intrinsic motivation. The first is that non contingent rewards will be less likely to cause negative effects on intrinsic motivation and more likely to cause positive effects than otherwise the same rewards that are contingent of task completion or engagement (and under special conditions on task performance). Second, unexpected extrinsic rewards are more likely to cause positive effects than negative effects on intrinsic motivation than rewards that are expected by the individual.

And last, extrinsic rewards that are intangible (like social, verbal, implicit and such) are more likely to produce positive effects than negative effects on intrinsic motivation compared to rewards that are more tangible. There are two more propositions in the literature that are supported by most (Lepper and Henderlong, as cited in Sansone & Harackiewicz, 2000). The first proposition holds that rewards that focus on an individual's abilities, skills, and competences will more likely have a positive effect on intrinsic motivation than rewards that do not give such information. The second is that expected tangible rewards can improve intrinsic motivation with tasks where the individual has a no or little initial intrinsic interests and decrease intrinsic motivation with tasks where the individual has high initial intrinsic task interests.

According to Robbins (2003), there are four primary factors that determine job satisfaction. The first determinant is equitable rewards, which refers to the pay and promotion systems that employees perceive as fair and in line with their expectations. When employees perceive their promotion and pay systems to be fair and to be based upon pay standards and individual skill levels, they are most likely to experience a feeling of satisfaction. The second determinant is supportive working conditions. Employees do not prefer to work in work environments that are dangerous but in work environments that are comfortable and safe.

Moreover, many employees prefer to work as close to home as possible and with adequate tools to successfully complete their tasks. Next determinant is to have mentally challenging work. Jobs that are boring, dull, and have little challenge often create boredom with employees. Contrasting, jobs that are too challenging and demanding often create feelings of failure and frustration. Employees like jobs that can give them opportunities where they can use their capabilities, knowledge, and skills and jobs that offer a variety of tasks, freedom, and feedback. The last determinant is supportive colleagues. For many employees, social interactions at work are a critical factor in job satisfaction. Therefore, supportive and friendly colleagues often lead to higher job satisfaction.

2.3.2. External marketing

The concept of external marketing involves giving promises to respective external customers with internal customers who are the employees. External marketing is vital in communicating what the customers should expect from the organization and as well as the methods of delivering such services. In this case, the Private Universities are using their employees to give the customers, who are students seeking higher education, adequate information concerning their programs. It is therefore necessary to have internal customers (employees) who are motivated in order to facilitate effective external customer satisfaction. It is necessary to note that external marketing include the traditional marketing techniques including advertising, sales promotions, pricing and advertising. The success of external marketing involves enabling the promise given to the customers with the use of internal marketers (employees) within the organization.

The link between an organization and its customers is the external marketing process. External marketing represents the promises which organizations make to their customers with reference to products or services they offer. The external communication activities of the service provider play a key role in the formation of customers' expectations, because their expectations are affected by the service provider's direct and indirect marketing messages (Zeitmal and others, 2010).

According to Zeitzmal and others (2010), promises made through promotions are used by customers to form service expectations. These can also positively or negatively influence the customers' initial expectations of the desired level of service compared to the adequate level of service. Customers use price as an indication of the quality of the offering, while the promise of availability and accessibility of an offering has an impact on the customers' service expectations (Zeitmal et al., 2010). However, for service organizations, factors such as service employees, organization image and visible structures, and the actual service process itself, form the basis for customers' expectations of the offering and the delivery thereof. The organization's projected values and integrity must be the priorities that govern the promises made to the customers during the external marketing process.

Customers expect consistent and realistic promises that will at all times be honored by the organization. Creating unrealistic customer expectations create dissatisfied customers (Gilmore, 2003). Misleading customers or over-promising to them can negatively influence the relationship between the organization and the customer.

2.3.2.1. Expectation of Students from Higher Education Institutions

As Davies (2002) cited in Tricker (2003), nowadays students' expectations from higher education include, flexibility and choice in the delivery of education, access to cutting edge technology, a two way communication process between students and the university, to be consulted about the learning experience, accessing accurate information about their courses, assessment procedures, complaints process, and honesty with respect to whether their needs can be met or not. Moreover, students expect quality and professionalism in the provision of services, access to qualified teaching staff and appropriate learning support, and value of study to career prospects from university education. Therefore, higher education institutes need to know the expectations of students and try to fulfill their expectations there by satisfying students need become possible.

According to Kandiko and Mawer (2013), students expected their learning environment to meet clear benchmarks across four areas: instrumental (computers and physical spaces), Organizational (time tabling and course structure), interpersonal (staff support and engagement), and academic (lecturers' knowledge and attitude towards students). Facilities and resources are

central, if the institution is unable to effectively provide the environment in which the student can learn, it appears to be seen as failing in its mandate. Students increasingly reflect negatively on failures to meet their expectations.

Students expected institutions to offer advice and guidance to support them in developing their employability for future careers within and beyond their formal course. Students spoke of needing to go beyond their degree to gain the skills and experience they would need for employment, highlighting the importance of extra-curricular activities, internships and work placement opportunities. Students were rarely satisfied with centralized careers services.

In more elaborative terms, Kandiko and Mawer (2013) discussed students' expectations from universities. Students value face-to-face interactions for learning and support. Students viewed technology as a means to access resources and support studying. Students want clear, ongoing and open processes for evaluation, and feedback opportunities that could improve their own experience, not only providing commentary on what could help future students.

Students want staff to be qualified and trained, and students expressed a desire for procedures to manage "bad teaching", described as lecturers not knowing the course material, reading off slides and failing to offer any support to students.

Students want more interaction with staff, both within the classroom experience and beyond. To students, engagement meant all students having opportunities to engage with course and institutional-based activities, rather than in a representational context. Students' views suggest more of a partnership of aims rather than a partnership of means with staff at a local level, indicating more of a sense of collegiality with staff, rather than large-scale, high-level partnership work. Students also want opportunities to meet and interact with other students, engage with their course and participate in extra-curricular activities, both social and academic related.

2.3.2.2. Management of Student Expectations

Universities need to take a more strategic approach to the management of student expectations. This management might take the form of spelling out more clearly to students what they will experience and in addition be prepared to change student expectations. This is especially

important in light of evidence, James (2002), suggests that student expectations can be shaped significantly by a two way dialogue between provider and customer.

As pointed out by Sander et al. (2000), higher education has typically adopted an inside out approach. However, successful service industries have been shown to think outside in approach. They study what customers expect of the service and then work to provide the service that meets those of customer expectations.

It would seem sensible that an obvious step in the management of student expectations is to seek ways to understand these expectations i.e. adopt the 'outside in' approach suggested by Sander. Namely, in order to increase student satisfaction, we need to identify where gaps exist between the experience and expectations of students. Identifying where such gaps exist not only gauges the overall level of satisfaction, but reveals specific areas where improvements can be made to raise the level of student satisfaction and therefore the success of the service offered.

2.3.2.3. Students' Perception on Educational services

Perceptions are always considered in relation to expectations. Perceptions are formed through customers' assessment of the quality of service provided by a company and whether they are satisfied with the overall service (Zeithaml & Bitner, 2003). Zeithaml, Bitner and Gremler (2009) argued that because perceptions may shift over time and therefore it is necessary for universities to continually assess students' perceptions.

Customers perceive services in terms of service quality, customer satisfaction, and value (Zeithaml & Bitner, 1996). Dynamic service organizations realize that these three components help to differentiate them from their competitors and guarantee that they compete more effectively in the marketplace.

In combining the studies of various determinants of the overall students' perceived service quality that have been identified the four independent variables adopted by Sohail and Shaikh (2004), Joseph et al. (2005) and Kennington, Hill and Rakowska (1996) are (1) contact personnel; (2) physical facilities of the tertiary institution; (3) access to facilities; and (4) cost of courses offered. Mario and Helena (1998) stated that the service expectations are formed around three main areas a) Learning and Career b) Reputation and facilities of the Universities, c) Availability and sympathy of the staff. Cook and Zallocco (1983) opined that a prospective

student comes to know about a higher education institution and forms expectations about the quality of service he/she should receive from the institution, from others who have attended or attending the institution, parents, friends, relatives etc. Other sources of information such as institutional advertisements and Universities guides will also impact on Universities choice of students.

Hooley and Lynch (1981) examined the choice processes of prospective students found that course suitability, Universities location, academic reputation, distance from home, type of Universities (modern/old), and advice from parents and teachers, as a determining factor in their preference for a particular Universities. Sevier's (1993) and McDonnell's (1995) studies on choice of college by African-Americans found that the choice of college was influenced by reputation of college, availability of financial aid, total cost of attending, job placement record, quality of faculty, geographic location and number of students.

According to Mazzarol (1998), it can be deduced that faculty reputation, institution's reputation, academic environment, size of school, employment after graduation, specific academic programs, financial aid availability, student population and social atmosphere, geographical location and quality of faculty were the overriding factors that affect undergraduates' decision to enroll in a higher learning institution. Bitner (1990) asserted that the physical facilities do influence the overall students' perceived service quality because students will associate various tangible elements with the services provided by the higher education institution.

Ford et al. (1999) stated that reasonable cost of education influences the overall students' perceived service quality. In addition, the provision of financial services such as scholarship is indicated as one of the important determinants of the overall students' perceived service quality (Hill, 1995). The human interaction component will affect the customer's evaluation process in evaluating the perceived service quality (Bitner, 1990).

Sohail and Shaikh (2004) tested contact personnel as one of the independent variables for the overall students' perceived service quality, which includes courtesy, politeness and respect shown by the administrators; courtesy, attention and empathy shown by the lecturers; neatness and cleanliness of the lecturers; competencies of the faculty to perform their duties properly; and maintenance of records by the administrators.

2.3.3. Interactive marketing

Interactive marketing involves delivering the promises made by the organization to the customer through the external marketing efforts. It involves integration of employees with the customers, which is the most important part in the service triangle. It plays a fundamental role in the process of ensuring that the customers are satisfied. Therefore, effective internal marketing strategies serve to motivate employees to enhance customer satisfaction. The internal customers are playing a vital role through implementing customer relation skills to enable customers experience the moment of truth.

The interactive marketing process is about keeping the promises made by the organization to the customer along with delivering a quality service to the customer. Interactive marketing is the actual contact between the service employees and the customers or service encounter. It is the decisive moment in the service process where organizations actually show what they can do and how they meet the set expectations (Gilmore, 2003). At these decisive moments, everything about the service process can succeed or fail. The success or failure can be temporary, complete, or final but the interaction can never be restaged or controlled (Gronroos, 2007).

The marketing focus of service organizations has shifted from the offering to the customers, to the interaction that takes place between the service employees and the customers. Through their interactions with employees, customers form a perception of the integrity of an organization's service promises (Gronroos, 2007).

Interactive marketing performs a vital function in the establishment of a relationship between the organization and the customer. Therefore, it can be argued that relationships are an inevitable outcome of service delivery. However, it is important for organizations to acknowledge the fact that relationships do not necessarily exist between the organization and the customer, but to a greater extent between the service employees and customers. The success of these relationships depends profoundly on the attitude service employees have towards their employment and their loyalty towards the organization. It is the responsibility of the organization to recruit service-orientated employees very carefully, involve them in organization activities, and motivate them to follow the examples set by the leaders of the organization (Gronroos, 2007).

During interaction, employees and customers meet face to face and the actions of service employees will be a major factor in influencing the customers' expectations of the service. Customers' evaluation of services is based on their interaction with service employees, therefore it is of the utmost importance that service organizations continuously strive to improve the quality of interactions (Kotler et al., 2005). Service organizations must therefore ensure that their service employees have the skills and ability to perform the service to meet the customers' expectations (Kotler, 1996). The reliability of services is tested every time a customer interacts with the employees and the service provider whom they represent.

2.4. Educational Service quality in Viewpoints of Students

2.4.1. Definition of Educational Service Quality

Educational service quality is a major factor contributing to customer/student satisfaction. Excellent service quality is a prerequisite to satisfy customers completely and create customer loyalty (Kitcharoen, 2004).

As Anci (2006) noted, education is a service directly impacted on by the provider. Higher education institutions are placing greater emphasis on meeting students' expectations and needs. As universities continue to become more student oriented, student perceptions of higher educational facilities and services are becoming more important.

Service quality is defined as the delivery of excellent or superior service relative to customers' expectations (Zeithaml & Bitner, 2010). The basic principles that underlie the concept of service quality indicate certain factors. Service quality is based on customers' perception of the outcome of the service and their evaluation of the process by which the service was performed.

Parasuraman et al. (1988) also defined service quality as the gap between consumers' expectations and perceptions. Gap analysis is not new in a higher educational context, and a number of studies have been influenced by the work of Parasurman et al (1988). For example, Long et al (1999) used "gap analysis" to develop a number of questions in order to compare what students "look for" (expect) and what they "experience" on a course. Sander et al. (2000) meanwhile examined undergraduates' expectations and preferences in teaching, learning, and assessment. LaBay and Comm (2003) also developed a number of measures to evaluate student

expectations and perceptions, concerning their tutor, on a sample of undergraduate and distance learning students.

2.4.2. Dimensions of Educational Service Quality

According to Zeithaml & Bitner (1996), the five dimensions of educational service qualities are discussed below in relation to higher education.

1. **Reliability** is the ability to deliver important promised results, such as career advancement, consistently. Alumni testimonials and placement and career progress data would have to be offered to support this type of positioning. In addition, some form of guarantees might have to be offered. Reliability reflects a company's consistency and certainty in terms of performance. Reliability is the most important dimension for the consumer of services
2. **Responsiveness** is the willingness to help students. Substantial advisory and tutoring services would have been offered to support such positioning. It is responsible for measuring university and staff receptiveness towards students;
3. **Assurance:** would have to be backed up by evidence of the knowledge and thoughtfulness of administrators, faculty and staff and their ability to inspire trust and confidence.
4. **Empathy:** would have to be supported by evidence that caring, individualized attention is given to students by administrators, faculty and staff.
5. **Tangibles:** would have to be supported by the appearance, usefulness and comfort of physical facilities and the quality and availability of computers, on-line services and library, etc. Since there is no physical element to be assessed in services, clients often trust the tangible evidence that surrounds it when making their assessment;

These elements clearly have a highly subjective factor linked to the person who perceives the service. In reality, according to Kilbourne et al. (2004), every type of service can have determining factors that are considered more important than others, which will depend on environment characteristics or type of activity. It is difficult to measure the quality of service operations because they have the characteristic intangibility. Aimed at solving this problem,

Parasuraman, Zeithaml and Berry (1985) developed a methodology in which there is a comparison between several orders of expectations and perceptions of service quality by the consumer.

There is a substantial body of evidence in higher education literature suggesting that the SERVQUAL instrument is effective in measuring service quality in the higher education environment and is especially useful in offering guidance for changing shortcomings to strengths (Angell et al., 2008).

2.4.3. Gaps Model of Educational Service Quality

Managers of educational services organizations have long struggled with how to approach service design and delivery in an organized manner. The dominant approach to viewing the delivery of service quality in a structured and integrated way is called the *gaps model of educational service quality* (Parasuraman, Zeithaml, & Berry, 1985). The gaps model positions the key concepts, strategies, and decisions in delivering quality service in a manner that begins with the customer and builds the organization's tasks around what is needed to close the gap between customer expectations and perceptions.

According to Zeithaml and Bitner (1996), the first gap of concern to higher education is the customer gap, which is defined as the difference between customer expectations and perceived service delivery. In the instance of higher education, two sets of customers that are important: students and employees.

The negative gap values i.e. the expectation greater than perception indicate dissatisfaction of students (Shekarchizadeh et al., 2011). According to Ham (2003), the impacts if these patterns continue: 1) It will cause a negative impact on students' intent to repurchase the educational service. 2) It will have a negative influence in regard to students recommending the university to someone who seeks his/her advice. 3) It will cause current students to switch to another college/university, or in other words, it has negative impact on student retention. 4) The students will not spread positive word-of-mouth about the university.

Student expectations are formed by school-controlled factors such as pricing, advertising and other promises and external factors such as student needs and competitive offerings. Student

needs include: to obtain a broad education background, a strong specialization in a particular discipline, career advancement and to make personal connections.

Employees want students, who possess a broad educational background, a strong specialization in a varied discipline and who communicate effectively orally and in writing, have excellent interpersonal skills, are good team workers, have a strong work ethic and are enthusiastic about their jobs.

The marketing objective of a university is to eliminate or greatly reduce the customer gap. It does this by addressing the four provider (university) gaps (Zeithaml & Bitner, 1996).

Gap 1. Not knowing what students and employers expect. Difficulties occur because students' expectations are not uniform and expectations of students differ from expectations of employers. While they are attending school, some students want easy courses and generous grading while others want to learn a lot and expect a lot of homework and high grading standards. As they approach completion of their studies, most students want offers of good jobs. Another difficulty is that while many students are content with interesting lectures that prepare them well for exams, many employers want people who possess skills that are not developed through note taking and answering questions on examinations.

In order to close the first provider gap, the school needs to define reliably the wants of employers and of students, in the short run and at graduation time.

Gap 2. Not designing the curricula that meet students' and employers' expectations. A problem occurs if students' and employers' expectations differ. Another problem may occur if the curriculum requirements of the university differ substantially from employers' and students' expectations. A third problem may be faculty resistance to change. A fourth problem may come from a faculty teaching evaluation system that relies entirely, or almost entirely on end-of-term student evaluations because then teachers are driven to "teach-to-the-test," a practice that does little to develop the skills that employers need.

Gap 3. Not offering the planned courses or not teaching them properly. Need to limit actual course offerings to those that attract a certain minimum enrollment may reduce the number of courses offered. Also strong emphasis on research and publication limits the

time that teachers have for developing new teaching materials that would lead to satisfaction of employer needs. This in turn, makes it difficult for students to satisfy their needs at the time that they apply for jobs or seek other forms of career advancement.

Gap 4. Not matching performance to promises. The university promises a good education which students interpret as being an education that leads to attractive job offers from good employers. In reality, students may not get any job offers because of the school's inability to resolve conflicts among the expectations of students and employers because the university uses inappropriate faculty performance evaluations and rewards.

2.4.4. Customer satisfaction

Customers are people who receive a product or service. Satisfaction is defined as fulfillment of customer's needs and expectations (Oliver, 1997). John and Joseph (2002) define customer satisfaction as positive or cognitive reaction within an individual self.

Customer satisfaction, according to Kotler (2000), a person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance in relation to his experience. The higher the service quality, the more satisfied the customer will be. Thus, satisfaction is based on consumer expectations and perceptions of service quality. Quality is a motivator for organizations and employers to push themselves to greater heights and provide better services. In this context, service delivery is important to ensure students' satisfaction. Service quality has great financial implications to the institution which is essential to its success. Customer satisfaction measure is a tool for discovering not only customers' wants but also understanding their needs and expectations. In an institution, learner is considered as 'customer'. Consequently, learner perceptions and opinions towards service provided affect his loyalty and sense of belongingness.

Customer satisfaction can only be assessed after an experience with the service provider (Zeithaml & Bitner, 2000). Because customers are more knowledgeable these days, they consistently tend to seek out new services that will provide them with more satisfaction. As a result, service providers are expected to increase the value of their service offerings to customers to stop them from defecting to other organizations. Research on the impact of customer

satisfaction on customer loyalty concluded that customer satisfaction influences purchase intentions and post-purchase attitudes.

2.5. Brief Background of Unity and St. Mary's Universities

In the following paragraphs, backgrounds of the two universities are presented in relation to the objectives of universities i.e. teaching, conducting research, and community services. Moreover, efforts for quality education and strategic linkage to local and international institutions/organizations are considered.

As it is depicted in the web site of Unity University (www.uu.edu.et), Unity became the first private college in the country in 1998. In August 2002 Unity College was officially renamed Unity University College. Unity University is the first privately owned institute of higher learning which is awarded full-fledged university status in September 2008, in Ethiopia by the Ministry of Education.

The Programs undertaken in the university are Undergraduate studies (Accounting, Economics, Management, Marketing management, Management information systems, Computer science, Architecture and urban planning, Civil engineering, Mining engineering, Sociology and social anthropology, and Clinical nursing), Postgraduate (Master of business administration, Master of business administration (specialization in marketing), MA in development economics, and MA in business economics), TVET (Level), Distance and continuing education, and Executive training programs.

Unity University conducts continuous assessment of its academic offerings and introduces innovative learning and teaching exercises to maintain and upgrade its academic performances to ensure its unfaltering quality services. In addition to its academic undertaking, the University encourages research and holds annual multi-disciplinary conferences the proceeds of which are published in its academic journal entitled "Ethiopian Journal of Business and Development." It has also bi-monthly publication "The voice of Unity University" to inform target audience on the activities of the University and enhance knowledge of its readers. Unity University is also very active in community service programs. It is involved in activities related to environmental protection and has participated in the "Clean and Green Addis Ababa initiative" and in other

programs sponsored by the city council of Addis Ababa, the Addis Ababa Chamber of Commerce in such projects as the HIV/AIDS awareness creation and prevention activities.

The university had offered scholarships to several students with financial difficulties. It had set up a program known as Girls' Project, which extends assistance to deserving girl students from around the country who could not pursue their tertiary education because of lack of financial resources. It also gives scholarships to its own staff who wish to upgrade their academic status and to students with outstanding record in sports and other cultural activities.

According to the information obtained from the St. Mary's University (SMU) website (www.suc.edu.et), SMU, established in 1998, is a prominent Ethiopian institution of higher learning located in the capital of the country, Addis Ababa. The University is private, young, and dynamic. After fifteen years of dedicated service as a college first and a university college since 2008, it earned a university status from the Ethiopian Ministry of Education in September 2013. From the outset, SMU set up as its mission the provision of quality instruction for its students, research works, academic material production, as well as professional consultancy for the growing needs of Ethiopia and its citizens. Recognizing the complexity of the current world and the multi-ethnic heritage of Ethiopia, the university promotes an atmosphere of openness, tolerance, mutual respect and cooperation.

Currently eight graduate programs are run in partnership with Indira Gandhi National Open University (IGNOU). These programs include Business Administration, Public Administration, Library and Information Science, Sociology, Economics, Commerce, Rural Development and Political Science in the distance mode of learning. In the conventional mode of learning, SMU is also accredited for ten graduate programs that it runs on its own: MBA, HRM, Project Management, Accounting and Finance, Marketing management, Development Economics, Computer Science, Agribusiness, Agricultural Economics and Rural Development. Undergraduate programs offered by SMU are Management, Accounting and Finance, Marketing management, Tourism and Hospitality management, Computer Science. The university has a reputable Testing Center that provides excellent services in the preparation of standardized tests, job placement tests, and international tests such as the IBT- TOEFL and GRE. Expanding its

services, SMU has also opened a K-12 school that is widening its reach to those in the realms of general education.

The university is renowned for its significant contributions in research: organizing annual conferences, workshops and publishing research journals, proceedings and bulletins. Among such efforts is the annual international research conference exclusively focusing on private higher education and held since 2003. As a sequel to this platform the university has managed to set up a Clearing House on Private Higher Education Research which is housed under its website. The other annual conferences include: The Annual Multi- disciplinary Conference, The Annual Student Research Forum, and the Annual Open and Distance Education seminar. SMU also publishes bi-annual journals in three disciplines; agriculture and development, business and administration, and law. Almost all the articles published in the proceedings and journals under its auspices are made available in its website at www.smuc.edu.et. and the African Journals Online website.

Another important distinguishing mark of the university is its commitment to educational quality which has helped it earn a high level of credibility among its internal and external stakeholders. SMU is the first higher education institution in Ethiopia to undergo a self-initiated external quality audit in 2004 that paved the way for the introduction of a formal Quality Assurance system at a national level. It was again supervised by the national quality agency in 2008 and came out as a shining example of quality higher education provision in Ethiopia with outstanding results in all categories of evaluation. Its major activities as related to quality are coordinated through the University's Center for Educational Improvement and Quality Assurance established in 2006.

SMU is a founding member of Ethiopian Private Higher Education Institutions Association, a member of the Association of African Universities, African Quality Assurance Network (AfriQan), and an associate member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and International Council for Distance Education (ICDE).

Based on the above discussions both Unity and St. Mary's Universities envisioned for the provision of quality instruction for its students, research and consultancy works, academic material production, as well as professional staff developments for the growing needs of Ethiopians and its citizens. Universities require the knowledge of educational services marketing, which can be seen as marketing functions, Grönroos (2000) differentiated in his service marketing theory and visualized with the help of the central model service marketing triangle. The service marketing model shows the three marketing functions (internal, external and interactive marketing) important for service firms like universities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Approaches

The study used mixed approach. Because employing mixed approach enables to converge or confirm findings from different data sources (Creswell, 2003). Bryman (2008) also explained the importance of mixed method research which combines both qualitative and quantitative approach to social science research at the same time. In line with this argument, mixed method research is helpful to extract the advantages of both qualitative and quantitative approach in accessing all relevant data that might not be obtained only by using one approach and for the purposes of triangulating the data used for this study.

3.2. The Research Design

The research used a comparative study using descriptive study design. Comparative based descriptive study design was found appropriate for the purpose of this study, which is describing and comparing, and obtaining pertinent information concerning the practice of educational service marketing in both universities based on a relatively manageable number of respondents (sample) taken out of a large target population. The method is used when the researcher has set specific research aims and objectives and has also generated specific research questions (Smith et al., 2011).

3.3. Data sources

The purpose of this study was to obtain relevant information on the practice of educational service marketing in both universities. Academic vice presidents, instructors, Students, who were attending in the universities, were the major sources of primary data. Moreover, published and unpublished materials (Legislations, strategic plans of the universities, and related reports relevant to the study.), journals, and internet websites were used as secondary data sources.

3.4. Sampling Techniques and Sample Size

Unity and St. Mary's Universities were selected for the purpose of the study. These universities were selected due to long year tenure in the private higher education services. They started higher education services at the year 1998 (www.suc.edu.et and www.uu.edu.et). In view of these, they are assumed to be enough to be representative for private higher education institutions in Ethiopia.

In order to provide equal chance of being selected, simple random sampling technique was employed to select respondents from the academic staff members of the two institutions. Stratified sampling technique was employed to select respondents from students. And purposive sampling technique was used to interview Academic Vice Presidents of the two universities.

There were 76 academic staff and 2400 undergraduate regular students (first year students were excluded) in Unity University, and 170 full time academic staff and 2223 undergraduate regular students (first year students were excluded) in St. Mary's University.

Roscoe (1975) proposed the rule of thumb (as cited in Sekaran & Bougie, 2010) that sample size larger than 30 are appropriate. Therefore, the researcher believed that depending on the characteristics of the sample, fifty five academic staff were selected from each universities using simple random sampling technique i.e. lottery method, since the probability of a member of the population being selected is unaffected by the selection of other members of the population, and nature of population has common attribute, the researcher found the sample size representative for comparison purposes.

Yount (2006) proposed sample size determination as rule of thumb from a given population. He suggested the following table.

Table 3.1 Sample size determination from accessible population by Yount, 2006.

Size of Population	Sampling Percent
0-100	100%
101-1,000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

Stratified sampling technique was used when representatives from each subgroup within the population need to be represented in the sample. The first step in stratified sampling is to divide the population into subgroups (strata) based on mutually exclusive criteria. Random sample was then taken from each subgroup. From 2400 undergraduate regular students, 120 students were taken as a sample from Unity University; and a sample of 110 students were taken as a sample out of 2223 students from St. Mary’s University. From four departments commonly found in the two universities which was appropriate to compare the two universities on similar departments. These departments were Accounting, Marketing Management, Management, and Computer Science. These departments were served as strata; from each stratum 30 students were selected for each department in UU; and 27 samples were taken from each department of SMU.

Academic Vice Presidents of the two institutions were purposively included in the study as their job is directly related to educational service marketing practices in the universities.

Table 3.2. Number of students and academic staff in the two universities

<i>No</i>	<i>Name of universities</i>	<i>Academic staff Population</i>	<i>Academic Sample Size and percentage %</i>	<i>staff</i>	<i>Student population undergraduate study</i>	<i>Student Sample size undergraduate study percentage %</i>	
1	Unity University	76	55	72%	2400	120	5%
2	St. Mary’s University	170	55	32%	2223	110	5%

Source: Admission offices and Human resources department of both universities

3.5. Data Gathering Tools

The instruments used in this study were questionnaires, semi-structured interview and document analysis. The question items were prepared in English language as all groups of respondents were able to read and understand the language. Two questionnaires were used for the study; one for academic staff and the other for students.

Questionnaire for academic staff contained two parts - the first part dealt with the demographic characteristics of the respondents and the second included variables related to internal marketing practices by the university, which were adopted from Ogunnaike et al. (2012).

Questionnaire for students were adopted from standardized questionnaire, SERVQUAL methods/scale, which were developed and used by Parasuraman, Zeithammal and Berry (1985, 1988, 1991) with little modification. SERVQUAL measures the five service quality dimensions. SERVQUAL instrument is effective in measuring service quality in higher education i.e perception minus expectation of students from higher education. The questionnaire has been divided into four parts - the first part contained the demographic characteristics of the respondents, the second part contained students' expectation, the third part included sources of information to join universities, which were developed by the researcher, and the fourth part included perception of students on institution quality factors and the satisfaction of students after experiencing the services. Moreover, semi-structured interview were conducted with AVPs of the two universities.

3.6. Data Collection Procedures

The researcher had made first contact with the academic vice presidents of the two universities in order to get full support in accessing the desired respondents and relevant data. Following this, academic staff members and students who filled the questionnaire were identified, and explained on the purposes of the questionnaires. Then the questionnaires were distributed by the researcher and campus coordinators of the two universities to the respondents. Finally, the filled questionnaires were collected. Semi-structured interview were also conducted to AVPs of the two universities; using interview guide.

3.7. Data Analysis

In order to analyze the data that were collected through various data collection instruments, both descriptive and inferential statistics were employed. After making the necessary coding, the data obtained from the questionnaires were entered in the computer to be analyzed using SPSS version 20. In descriptive statistics, frequency counts, percentage and mean were used to analyze various characteristics of the sample population. This statistical tool helps to determine the relative standing characteristics such as sex, age, academic qualification, marital status, department, year level and work experience. This tool was also used to analyze variables related to the topic under study.

Among inferential statistics, Correlations and *t*-test were employed. Correlation was used to test whether there exist statistically significant relationship between/among the variables under the study in the two institutions or not. Correlation is the degree to which two variables change together i.e the relationship is often taken to be linear (Pearson's correlation). The independent *t*- test uses the data from two separate samples to help decide whether there is a significant mean difference between two populations or between two treatment conditions (Gravetter & Wallnau, 2007).

The results of interview were presented and discussed in relation to the basic questions mentioned for the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of data. The chapter consists of two sections. In the first section, the features of respondents with regard to gender, age, faculty, educational qualification, academic rank, and years of service are dealt with. The second section deals with analysis and interpretation of data related to the topic under study, that were collected through questionnaires and interview.

In order to obtain relevant data with regard to the topic under study, two questionnaires were used for the study; one for academic staff and the other for students. A total of 110 (55 in UU and 55 in SMU) questionnaire was distributed to the academic staff of the two institutions. From these questionnaires, 100 (91%) were filled and returned 50 for each university which are qualified for analysis. Ten (9%) out of 110 questionnaire for academic staff were not returned. A total of 230 (120 in UU and 110 in SMU) questionnaires distributed to the students of the two institutions. From these questionnaires of students, 206 (90%) were properly filled and returned (103 for each university) which are qualified for analysis. Twenty four (10%) out of 230 questionnaire for students were not returned.

The researcher equally distributed students' questionnaire for four departments (Accounting, Marketing Management, Management, and Computer Science) with their respective university proportion i.e. 30 for each departments in UU and 27 in SMU. Thus, the response rate was adequate to carry out the analysis and performed it accordingly.

Besides, interview was conducted with AVPs of the two institutions to cross check the data obtained through questionnaires and to get more detail information with regard to the topic under the study. Thus, the data collected through the questionnaires and the data from the interview were analyzed and interpreted in this section. This chapter mainly comprises the demographic characteristics of respondents, the descriptive statistics, and the inferential statistics including correlation and t-test to address all the objectives of the study.

Generally, the quality of any research depends on the attention given to the issues of reliability and validity (Alam & Perry, 2002). All the data analysis was done using the SPSS computer package version 20. Parasuraman et al. (1988) tested SERVQUAL scale for reliability and validity. A reliability analysis (Cronbach's alpha) was performed to test the reliability and internal consistency of each of the expectation and perception attributes. The coefficient alpha value result was 0.70 indicating that the scale exhibits desirable levels of internal consistency. High reliabilities, such as 0.90 or above, are favourable. Alpha ranges from 0 to 1, and is a measure of the internal consistency of multi-item scales. A coefficient alpha of 0.50 or higher is considered to be adequately reliable for group data purposes.

Data analysis was executed at 95% confidence level or better for internal marketing, external marketing and job satisfaction. The statistics, measurement scale, data analysis, reliability and validity tests used in this research followed the research suggestions in extant literature (Cronbach, 1951).

The mean level of agreement between the group is categorized on the scale; SA = Strongly Agree (4.50 or greater); A = Agree (3.50 – 4.50); NA = Neither Agree nor Disagree (Indifferent) (2.50 – 3.50); D = Disagree (1.50 – 2.50); and, SD = Strongly Disagree (1.49 or less). And, to make more comfortable for analysis three base scales is used, Agree, 3.50 and above, neither agree nor disagree 2.50 to 3.50, and disagree less than 2.50.

4.2 Characteristics of Respondents

Academic staff and Regular undergraduate students irrespective of sex, age, educational qualification, and years of service, etc. were participated in filling the questionnaires. These were made in order to increase the comprehensiveness and reliability of the data. Generally, Table 4.1 and Table 4.2 below shows respondents' characteristics for Academic staff and Students respectively.

4.2.1 Demographic characteristics of Academic Staff Respondents

Description of the characteristics of the respondents gives some information in order to know the kind of academic staff who are currently working in the universities in terms of gender, age, service year, marital status and educational level. They are summarized in the following table.

Table 4.1. Characteristics of respondents for Academic Staff

NO.	ITEM	ACADEMIC STAFF				TOTAL	
		UU		SMU		No.	%
		No.	%	No.	%		
1	Gender						
	A. Male	46	92	40	80	86	86
	B. Female	4	8	10	20	14	6
	Total	50	100	50	100	100	100
2	Age in Years						
	A. 25-35 years	33	66	30	60	63	63
	B. 36-45 years	13	26	15	30	28	28
	C. >45 Years	4	8	5	10	9	9
	Total	50	100	50	100	100	100
3	Service Year						
	A. Less than 3 years	10	20	8	16	18	18
	B. 3- 6 years	17	34	8	16	25	25
	C. 7-10 years	12	24	22	44	34	34
	D. more than 10 years	11	22	12	24	23	23
Total	50	100	50	100	100	100	
4	Marital Status						
	A. Single	25	50	12	24	37	37
	B. Married	24	48	36	72	60	60
	C. Divorced	1	2	2	4	3	3
	Total	50	100	50	100	100	100
5	Level of educational qualification						
	A. Bachelor degree	5	10	4	8.0	9	9
	B. Master's degree	43	86	46	92	89	86
	C. Others	2	4	-	-	2	2
	Total	50	100	50	100	100	100

Source: survey data, 2016

As Table 4.1 depicts, of the total 100 respondents from the two institutions, 50 (50%) were from each University. Among 50 UU respondents, 92% (46) were male and 8% (4) were female. Where as, of the total 50 SMU respondents, 80% (40) were male and 20% (10) were female. This shows that the majority of academic staff respondents were male in both institutions.

With regard to age distribution, 66%, 26% and 8% of respondents in UU, and 60%, 30% and 10% of respondents in SMU were found in the age groups 25-35, 36-45 and above 45 years, respectively. As the table depicts, the majority of respondents (63%) were in the age group 25-35 years. The academic staff of both universities were young and energetic to deliver quality education to students.

Respondents were further asked how long they have served in their current institution. With regard to this point, as shown in item 3 of Table 4.1, 20%, 34% , 24% and 22% of the

respondents in UU have served for less than 3years, 3-6 years, 7-10years and above 10 years, respectively. This shows that the majority of the respondents in UU have served 3 to 10 years. Where as, 44% and 24% of respondents in SMU have served 7-10 years and above 10years. An observation of respondents' years of service, that is greater than three years, indicated that experience is one of the factors to deliver quality education in the two universities.

Item 4 of Table 4.1 also presented respondents' characteristics in terms of Marital Status. As shown in the table, 50%, 48%, and 2% of UU respondents were single, married, and divorced respectively. Where as, 24%, 72% and 4% of respondents in SMU were, single, married, and divorced respectively. This can show us that the majority of the respondents in SMU are married. From Table 4.1, Item 5 also presented respondents' characteristics in terms of educational qualification/ level of education. As shown in the table, 10%, 43%, and 2% of UU respondents were Bachelor Degree, Master's Degree, and other educational qualification holders, respectively. Where as, 8% and 92% of respondents in SMU were Bachelor Degree and Master's Degree holders, respectively. This can show us that the majority of the respondents in the two institutions were Master's Degree holders. A minimum of master's degree are required to teach in higher learning institutions for undergraduate students. Therefore, the two universities have qualified instructors to teach undergraduate students.

4.2.2 Demographic characteristics of students' respondents

Personal information of students who are currently studying in the universities in terms of gender, age, university experience, marital status, studying department and year level are presented below.

Table 4.2. Characteristics of Students' Respondents

NO.	ITEM	STUDENTS				TOTAL	
		UU		SMU		No.	%
		No.	%	No.	%		
1	Gender						
	A. Male	52	50.5	39	37.9	91	42.2
	B. Female	51	49.5	64	62.1	115	55.8
	Total	103	100	103	100	206	100
2	Age in Years						
	A. Below 25 years	80	77.7	76	73.8	156	75.7
	B. 25-35 years	22	21.4	25	24.3	47	22.8
	C. 36-45 Years	1	1.0	2	1.9	3	1.5
	Total	103	100	103	100	206	100
3	University Experience						
	A. 1- 2 years	32	31	34	33	66	32
	B. 2-4 years	69	67	56	54.4	124	60.2
	C. more than 4 years	2	2	13	12.6	15	7.3
	Total	103	100	103	100	206	100
4	Marital Status						
	A. Single	84	81.6	92	89.3	179	85.4
	B. Married	18	17.5	9	8.7	27	13
	C. Divorced	1	1	2	1.9	3	1.5
	Total	103	100	103	100	206	100
5	Study Department						
	A. Accounting	27	26.2	25	24.3	52	25.2
	B. Marketing Management	24	23.3	25	24.3	49	23.8
	C. Management	30	29.1	27	26.2	57	27.7
	D. Computer Science	22	21.4	26	25.2	48	23.3
	Total	103	100	103	100	206	100
6	Year Level						
	A. Second Year	36	35	29	28.2	65	31.6
	B. Third Year	65	63.1	59	57.3	124	60.2
	C. Fourth Year	2	1.9	15	14.5	17	8.3
	Total	103	100	103	100	206	100

Source: survey data, 2016

As Table 4.2 depicts, of the total 206 respondents from the two institutions, 103 (50%) were from each University. Among 103 UU respondents, 50.5% (52) were males and 49.5% (51) were females. Whereas, of the total 103 SMU respondents, 37.9% (39) were males and 62.1% (64) were females. This shows that there is less proportion of males to that of females in the students of SMU. But in UU almost there is equal proportion of male and female.

With regard to age distribution, 77.7%, 21.4% and 1% of respondents in UU, and 73.8%, 24.3% and 1.9% of respondents in SMU were found in the age groups less than 25 years, 25-35 years and 36-45years, respectively. As table 4.2 depicts, the majority of respondents were in the age group less than 25 years. Generally, it is indicated that the age group of respondents decreases as the proportion of students goes on with increasing age in the two institutions.

Respondents were further asked how long they have stayed/experienced university service in their current institution. With regard to this point, as shown in item 3 of Table 4.2, 31%, 67% and 2% of the respondents in UU have experienced university service for 1-2 years, 2-4 years, above 4 years, respectively. 33%, 54.4%, and 12.6% respondents in SMU have university experience for 1-2 years, 2-4 years, above 4 years, respectively. This shows that the majority of the respondents in UU and SMU have university experience 2-4years. An observation of respondents' university experience indicated that the respondents have rich service experience in the two institutions. So that students can express reliable information on the service practices of the universities.

Item 4 of Table 4.2 also presented respondents' characteristics in terms of Marital Status. As shown in the table, 81.4%, 17.5%, and 1% of UU respondents were single, married, and divorced respectively. Where as, 89.3%, 8.7% and 1.9% of respondents in SMU were, single, married, and divorced respectively. This can show us that the majority of the respondents in UU and SMU were single.

From Table 4.2, Item 5 also presented respondents' characteristics in terms of department which they belong in the university. As shown in the table, 26.2%, 23.3%, 29.1% and 21.4% of UU respondents were Accounting, Marketing Management, Management, and Computer Science respectively. Where as, 24.3%, 24.3%, 26.2% and 25.2% of respondents in SMU were Accounting, Marketing Management, Management, and Computer Science respectively. This can show us that the majority of the respondents in UU were Accounting department and for SMU 26.2% of the respondents were management department.

From Table 4.2, Item 6 also presented respondents' characteristics in terms of year level of education. As shown in the table, 35%, 63.1%, and 1.9% of UU respondents were second year, third year and fourth year, respectively. Where as, 28.2%, 57.3% and 14.5% of respondents in

SMU were second year, third year and fourth year, respectively. This can show us that the majority of the respondents in the two institutions were third year. From this one can understand that these respondents are capable of discussing service marketing issues about their respective universities.

4.3 Expectations, Perceptions and Gap Score

SERVQUAL scale assesses customers' perceptions and expectations of service quality along five dimensions: tangibles (the appearance of the school physical facilities, equipment, personal, and communication materials), reliability (the school's ability to perform the promised services dependably and accurately), responsiveness (the school's willingness to help students and provide prompt service), assurance (the knowledge and courtesy of school office staff/faculty and their ability to convey trust and confidence), and empathy (the school office staff's and faculty's ability to provide a caring and individualized attention to students) (Adee et al., 2007).

Table 4.3. Students' Expectations, Perceptions and Gap Score (N=103 for each university)

Dimension	Items	UU			SMU		
		Mean			Mean		
		Expected Service	Perceived Service	Gap Score	Expected Service	Perceived Service	Gap Score
Tangibility	Uses modern equipment and technology	3.155	3.029	-0.126	3.942	3.320	-0.622
	Physical facilities /materials visually appealing	3.175	3.087	-0.088	3.670	3.214	-0.456
	Support staff are well dressed	3.330	3.301	-0.029	3.903	3.466	-0.437
Overall tangible gap		-0.081			-0.505		

Table 4.3 Continued

Dimension	Statement	UU			SMU		
		Mean			Mean		
		Expected Service	Perceived Service	Gap Score	Expected Service	Perceived Service	Gap Score
Reliability	Promised to do something and did so(committed)	3.379	3.417	0.038	3.903	3.223	-0.680
	Showed honest interest solving your problem	3.194	3.058	-0.136	3.738	2.612	-1.126
	University services are reliable	3.553	3.379	-0.174	3.786	2.990	-0.796
	University provided services at scheduled time	3.592	3.359	-0.233	3.874	3.252	-0.622
	University maintained error free records	3.689	3.660	-0.029	3.951	3.282	-0.669
	University adjusts working hours to all students	3.602	3.078	-0.524	3.427	3.107	-0.320
	Overall reliability gap			-0.176			-0.702
Responsiveness	University staff gave prompt services to students(-)	2.990	3.243	0.253	3.165	3.243	0.078
	University staff respond quests all the time(-)	3.058	3.262	0.204	2.971	3.262	0.291
Overall responsiveness gap			0.228			0.184	
Assurance	Feel confident with university staff	3.204	3.223	0.019	3.388	2.951	-0.437
	University staff are courteous/polite	3.214	3.058	-0.156	3.515	3.058	-0.457
	University staff provided with adequate support	3.515	3.136	-0.379	3.699	3.359	-0.340
Overall assurance gap			-0.172			-0.411	
Empathy	staff gave you individual attention	3.146	3.311	0.165	3.398	3.291	-0.107
	staff understood your specific needs(-)	2.670	3.311	0.641	2.825	3.252	0.427
	Thoughtful care of students(-)	2.612	3.194	0.582	2.650	3.350	0.700
	Inform students about the time of service (-)	2.650	2.971	0.321	2.437	3.039	0.602
Overall empathy gap			0.427			0.405	

- (-) negatively worded statements
- Source: survey data, 2016

As it can be noted from the above table 4.3 the study used five service quality dimensions by reducing 18 statements of SERVQUAL items for expectations and perceptions, which were a modification of the original SERVQUAL items developed by Parasuraman et al. (1985).

As it can be noted from the above table 4.3 all of the five dimensions, there is a negative quality gap. From the table responsiveness and empathy statements were negatively worded and the resulting gap score were negative but both written in positive numbers in the table. This confirms the results of Clare Chua (2007) study. Negative quality gap mean students' expectations are greater than their perceptions, and it indicates dissatisfaction. Thus, improvements are needed across all five SERVQUAL dimensions. The t-test result showed that there is no statistically significant difference among the two universities on perception i.e. 0.373 t-test equality of means. But there is significant difference on expectation (i.e. 0.01 t-test equality of means which is less than 0.05) among the two universities.

Table 4.4. Service Quality Dimension Gaps of UU and SMU

University	Overall Mean Service Gaps				
	Tangibility	Reliability	Responsiveness	Assurance	Empathy
Unity	-0.081	-0.176	0.228	-0.172	0.427
St. Mary's	-0.505	-0.702	0.184	-0.411	0.405

Source: survey data, 2016

Table 4.4 shows the overall tangibility gap of UU and SMU were -0.081 and -0.505 respectively. Both were not tangible, however, SMU's tangibility has the biggest gap compared to UU. Within tangibility gap the item "uses modern equipment" with a score of -0.622. Whereas the tangibility gap of UU was minimal.

As it can be seen from table 4.4, the overall reliability gap for UU and SMU were -0.176 and -0.702 respectively. In terms of reliability, the two universities were not reliable. But higher reliability gap was observed from SMU. From the reliability item "Showed honest interest in solving your problem" constituted the highest gap, -1.126.

As it can be seen from table 4.4, the overall responsiveness gap for UU and SMU were 0.228 and 0.184 respectively. Since responsiveness statements were stated in negative words, the result of responsiveness became negative. Both universities were not responsive. However, UU was not

responsive while compared with SMU. From the responsiveness item “University staff do not give prompt services to students” constituted the highest gap, 0.253.

As it can be seen from table 4.4, the overall assurance gap for UU and SMU were -0.172 and -0.411 respectively. SMU was not assuring students while compared with UU. From the assurance item “University staff are consistently courteous/polite” constituted the highest gap, -0.457.

As it can be seen from table 4.4, the overall empathy gap for UU and SMU were 0.427 and 0.405 respectively. Since empathy statements were stated in negative words, the result of empathy became was negative. The staff of two universities were not empathizing their students. However, UU’s staff was less empathizing students while compared with SMU. From the empathy item “university staff do not understood your specific needs” constituted the highest gap, 0.641.

The AVPs of the two universities were also interviewed concerning on forming student expectation for higher education and meeting their expectation through delivering educational services. The results of interview are presented below.

AVP of SMU said that since education is a public service, students are the evidence for our services. We used to promote on TV, radio, and news- papers, . But nowadays, we promote by using conferences (local and international), websites, social media word of mouth by own students, alumni, flyers on exhibition, and giving orientation for fresh man students from the outset by concerned management bodies to have better understanding on educational services. Regarding responsiveness, SMU is working to satisfy our students by solving their problems through providing handbook for students to know rules and regulations, identifying problems and provide feed back, if the case is beyond and collective it will be handled by management. With regard to empathy, in SMU caring and attention are given to students by management and staff (academic and support). Concerning tangibility, SMU has good physical facilities and equipments; SMU is the first online TOEFL and GRE tests to introduce in the country. AVP of SMU mentioned as a challenge for the university was high rent expense for buildings.

According to AVP of UU, unity being the first full-fledged private university in the country, committed to excellence. UU uses different promotional mechanisms like, media, own students, multi-disciplinary conferences, alumni, students performance on their placement in different organizations, free scholarship, and external customers like employers. Regarding responsiveness, UU is working to meet expectation of students from the university i.e by identifying problems and provide feed back, UU conducts continuous assessment of its academic offerings and introduces innovative learning and teaching exercise there by quality service can maintained. With regard to empathy, in UU caring and attention are given to students by management and staff (academic and support). Concerning tangibility, UU has good physical facilities and equipments; UU has its own attractive compound so that the cost for rent is reduced.

The interview results obtained from the two universities were positive in relation to the service quality gap i.e the two universities were strived to satisfy the expectations of students. However, student respondents response on the five dimensions were negative. These showed that students' expectations are greater than perception (actual service delivery).

Table 4.5 Correlation results for expectation and perception

Correlations			
		Expectation	Perception
Expectation	Pearson Correlation	1	.445**
	Sig. (2-tailed)		.000
	N	206	206
Perception	Pearson Correlation	.445**	1
	Sig. (2-tailed)	.000	
	N	206	206

***. Correlation is significant at 0.01 level (2-tailed).*

Source: survey data, 2016

The table revealed that there was a positive and significant relationship between expectation and perception ($r = .445$, $n = 206$). When students expectation is met, students become satisfied

Table 4.6 Correlation results for expectation and five service quality dimensions

		Expectation	Tangibility	Reliability	Responsiveness	Assurance	Empathy
Expectation	Pearson Correlation	1	.662**	.807**	.516**	.685**	.564**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	206	206	206	206	206	206
Tangibility	Pearson Correlation	.662**	1	.595**	.089	.391**	.040
	Sig. (2-tailed)	.000		.000	.204	.000	.566
	N	206	206	206	206	206	206
Reliability	Pearson Correlation	.807**	.595**	1	.198**	.479**	.152*
	Sig. (2-tailed)	.000	.000		.004	.000	.030
	N	206	206	206	206	206	206
Responsiveness	Pearson Correlation	.516**	.089	.198**	1	.230**	.455**
	Sig. (2-tailed)	.000	.204	.004		.001	.000
	N	206	206	206	206	206	206
Assurance	Pearson Correlation	.685**	.391**	.479**	.230**	1	.252**
	Sig. (2-tailed)	.000	.000	.000	.001		.000
	N	206	206	206	206	206	206
Empathy	Pearson Correlation	.564**	.040	.152*	.455**	.252**	1
	Sig. (2-tailed)	.000	.566	.030	.000	.000	
	N	206	206	206	206	206	206

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: survey data, 2016

The above table revealed that there was positive and significant relationship between expectation and five dimensions ($r = .662^{**}$, $.807^{**}$, $.516^{**}$, $.685^{**}$, and $.564^{**}$ for Tangibility, Reliability, Responsiveness, Assurance, and Empathy, respectively; $n = 206$). Strong positive significant relationship was observed between expectation and reliability. i.e. 0.807. It is true that the five service quality dimensions are the bases to form student expectation. Among these dimensions,

reliability is the most important one since consistency and certainty are required for service providers.

Table 4.7 Correlation results for perception and five service quality dimensions

		Perception	Tangibility	Reliability	Responsibility	Assurance	Empathy
Perception	Pearson Correlation	1	.579**	.753**	.548**	.715**	.413**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	206	206	206	206	206	206
Tangibility	Pearson Correlation	.579**	1	.414**	.053	.396**	-.097
	Sig. (2-tailed)	.000		.000	.453	.000	.164
	N	206	206	206	206	206	206
Reliability	Pearson Correlation	.753**	.414**	1	.140*	.463**	-.053
	Sig. (2-tailed)	.000	.000		.044	.000	.446
	N	206	206	206	206	206	206
Responsibility	Pearson Correlation	.548**	.053	.140*	1	.306**	.465**
	Sig. (2-tailed)	.000	.453	.044		.000	.000
	N	206	206	206	206	206	206
Assurance	Pearson Correlation	.715**	.396**	.463**	.306**	1	.067
	Sig. (2-tailed)	.000	.000	.000	.000		.342
	N	206	206	206	206	206	206
Empathy	Pearson Correlation	.413**	-.097	-.053	.465**	.067	1
	Sig. (2-tailed)	.000	.164	.446	.000	.342	
	N	206	206	206	206	206	206

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: survey data, 2016

The above table revealed that there was positive and significant relationship between perception and five dimensions ($r = .579^{**}$, $.753^{**}$, $.548^{**}$, $.715^{**}$, and $.413^{**}$ for Tangibility, Reliability, Responsiveness, Assurance, and Empathy respectively; $n = 206$). Strong positive significant relationship or correlations were observed between perception and reliability, 0.753; and perception with assurance. i.e. 0.715. The five service quality dimensions are the bases to evaluate the performance of university services. Therefore, the perception of educational service quality is highly affected by these dimensions. Perceptions are always considered in relation to

expectations. Perceptions are formed through students' assessment of the quality of service provided by universities.

4.4 Sources of Information to Join Universities

The external communication activities of the service provider play a key role in the formation of customers' expectations, because their expectations are affected by the service provider's direct and indirect marketing messages (Zeitmal et al., 2010).

Table 4.8 Respondents' Response on Sources of Information to Join the Universities

No.	Items	Unity University		St. Mary's University		
		Freq.	Percentage	Freq.	Percentage	
1	From where did you get the information about the university?	a. TV	30	29.1	33	32.0
		b. Radio	11	10.7	7	6.8
		c. Newspaper	2	1.9	3	2.9
		d. Friend and Family	51	49.5	54	52.4
		e. Internet and social media	9	8.7	5	4.9
		f. Others	-	-	1	1.0
		Total	103	100	103	100
2	Have you ever been exposed to commercial messages of your respective university?	a. Yes	70	68	61	59.2
		b. No	33	32	42	40.8
		Total	103	100	103	100
3	If you say "yes" in the above question no. 2 in part III, tell the medium	a. .0 (who said no)	32	31.1	28	27.2
		b. TV	44	42.7	51	49.5
		c. Radio	9	8.7	11	10.7
		d. Newspaper	2	1.9	3	2.9
		e. friend and family	6	5.8	8	7.8
		f. Internet and social media	10	9.7	2	1.9
		Total	103	100	103	100

Table 4.8 Respondents' Response on Sources of Information continued.....

No.	Items	Unity University		St. Mary's University		
		Freq.	Percentage	Freq.	Percentage	
4	From where did you create/form expectations about educational services of your university?	a. From the university's advertisement	46	44.7	51	49.5
		b. From the university tagline/slogan	18	17.5	17	16.5
		c. Referrals	18	17.5	26	25.2
		d. Student alumni	20	19.4	7	6.8
		e. Others	1	1.0	2	1.9
		Total	103	100.0	103	100.0
5	Was the promise of the university well communicated to you?	a. Yes	74	71.8	76	73.8
		b. No	29	28.2	27	26.2
		Total	103	100	103	100

Source: survey data, 2016

As it is shown from the above table 4.8 item no.1, the majority (49.5% and 52.4%) of the respondents of UU and SMU respectively, were get information about the universities from friends and families. 29.1% and 32.0% of the respondents of UU and SMU respectively were get information from TV advertisement. From this one can understand that the students got information about their respective universities mainly from friends and families.

From the above table, regarding to the exposure of students to commercial messages the majority (68.0% and 59.2%) of the respondents of UU and SMU respectively were replied "yes". However, 32.0% and 40.8% of UU and SMU respectively answered "no". Therefore, it is possible to say that the majority of students from the two universities were exposed to commercial messages about their universities.

As noted in the above table 4.8 item no. 3 students were asked to respond on the type of media they were exposed to commercial message, the majority of the respondents 42.7% and 49.5% for

UU and SMU were replied TV. Since TV advertisement is a paid form of promotion, most of students in the two universities were exposed to TV advertisement.

The fourth item in Table 4.8 reveals that 44.7% and 49.5% of the respondents in UU and SMU respectively replied for the question “from where did you create/form expectations about educational services of your university?” Respondents of UU and SMU were replied as from the university’s advertisement. Since forming expectation towards educational services to students is one of external marketing practices need to be done by university’s management. Therefore, Students of UU and SMU were formed expectations about educational services of universities from university’s advertisement.

As it is indicated from the above table 4.8 item no.5, the majority (71.8% and 73.8%) of the respondents of UU and SMU respectively, were replied as the promise of the universities were well communicated to students. So, the two universities were successful in communicating the promises to the students. This idea was confirmed by the academic vice presidents of the two universities during interview session

4.5 Internal Marketing Practices

It is believed that if internal marketing is effectively implemented, the employee becomes satisfied, and this positive behavior is transferred to the consumer during interaction and this will result in external customer satisfaction.

Table 4.9 Mean and Std. Deviation scores of Internal Marketing Practice of UU and SMU

No.	Items	Unity University			St. Mary’s University		
		N	Mean	Std.Dev	N	Mean	Std. Dev
1	My personal needs (monetary rewards, good leadership, and proper career structure) are met through the programs offered by the university.	50	2.620	1.0476	50	3.260	.9649
2	My satisfaction as an internal customer improves my attitude as an employee.	50	3.220	1.0359	50	3.460	.9521
3	The university markets its products (vision/core values/programs) to employees.	50	3.100	.9949	50	3.460	.8134
4	The university promotes the creation of customer relationships	50	3.160	.9116	50	3.340	.7722
5	The university recognizes the employee as a customer of the organization.	50	2.840	1.0947	50	3.180	.9409
6	My attitude as an internal customer and employee of the university affects the satisfaction of external customers.	50	3.480	1.1822	50	3.500	1.0546

Table 4.9 Internal Marketing Practice for UU and SMU Continued.....

7	My satisfaction as an internal customer affects the satisfaction of other customers	50	3.620	1.0280	50	3.700	.9530
8	My personal experience in the university directly impacts the satisfaction of customers	50	3.800	1.0102	50	3.740	1.1572
9	The university satisfies the needs of its customers (parents and students)	50	3.140	.9037	50	3.160	.9337
10	The university operates attractive and functional facilities.	50	2.960	.9681	50	3.120	.9613
11	The university recognizes student complaint on educational service	50	3.620	.9452	50	3.280	.9485
12	The university addresses failures and contacts the customer to rectify the situation	50	3.360	1.0451	50	2.900	1.0926
13	The University creates relationships with its past and present students.	50	2.980	.9145	50	2.840	.9337
14	Information is passed on from the top of the university down through to the external customers	50	3.440	.8609	50	3.240	.9806
15	Information is exchanged across program areas in order to address customer needs	50	3.200	.9035	50	3.200	.9258
16	Information is naturally exchanged throughout the entire university due to common social and economic interests	50	3.340	.9817	50	3.140	.8809
17	The university believes it is important for employees to utilize the services/programs offered	50	3.140	.9260	50	3.360	.8020
18	The university emphasizes course assignment for instructors as per their area of specialization or experience.	50	3.880	.9398	50	3.640	1.1205
19	I truly believe in the vision of the university	50	3.500	1.0351	50	4.140	.6064
20	I am proud to work for this university	50	3.420	1.0897	50	3.980	1.0784
21	I feel good about working for this department because I believe in its programs and services	50	3.680	.8676	50	4.060	.9127
22	The department makes employees aware of the quality of their products and services.	50	3.420	.9495	50	3.660	.9392
Overall Mean			3.314			3.425	

Source: survey data, 2016

Table 4.9 depicted 22 variables that stated the mean and std. deviation of the two universities. Most respondents of UU fall around undecided on the variables asked with regard to internal marketing practice. However, the personal needs of UU academic staff were not fully met, 2.620, even if the academic vice president of UU said that “academic staff were paid enough compared with other private universities”, during interview session. The personal needs of SMU academic staff showed in the table 4.9 was 3.260 which means some instructors agreed some others disagree. Therefore, the personal needs of academic staff of SMU were better met while

compared with UU, even though some problems observed. In general, academic staff of the two universities in terms of personal need satisfaction was indifferent to say satisfied or unsatisfied.

From table 4.9, it can be seen that the most emphasized internal marketing practices were “my satisfaction as an internal customer affects the satisfaction of other customers”, “my personal experience in the university directly impacts the satisfaction of customers”, “the university emphasizes course assignment for instructors as per their area of specialization or experience”, “I truly believe in the vision of the university” and “I feel good about working for this department because I believe in its programs and services” (the mean results for the two universities were above 3.5).

In addition to the above paragraph mentioned internal marketing practices, SMU had by far good internal marketing practices compared to UU in the following variables “my attitude as an internal customer and employee of the university affects the satisfaction of external customers”, “I am proud to work for this university”, and “the department makes employees aware of the quality of their products and services”. While the respondents SMU were not fully agreed with the fact that “the university addresses failures and contacts the customer to rectify the situation” and “the University creates relationships with its past and present students”.

Moreover, respondents of UU did not fully agree with the fact that “my personal needs (monetary rewards, good leadership, and proper career structure) were met through the programs offered by the university”, “the university recognizes the employee as a customer of the organization”, “the university operates attractive and functional facilities”, and “the University creates relationships with its past and present students”. (The mean results were below the average i.e. < 3.0). With this regard, Kotler et al., (2005) noted that Customers' evaluation of services is based on their interaction with service employees, therefore it is of the utmost importance that service organizations continuously strive to improve the quality of interactions. That means employees need to be recognized as internal customers because quality service is delivered through them to students.

AVPs were interviewed concerning internal marketing practices of the two universities. Their responses are discussed below.

According to AVP of UU, academic staffs were given the necessary motivation, UU believed that the salary is relatively good, academic staffs are given academic freedom, they are qualified to teach, they are well communicated horizontally, hierarchically, and also we believed our staffs are proud to work to us.

The AVP of SMU also said that even if our academic staff were paid less compared with UU, we believed as they were satisfied. SMU tried its best to make our staff satisfied by creating conducive working environment, giving further education opportunities. We have an open door policy for all academic staff, having good communication across the board. SMU faced as a challenge of accessing PhD holders as a teaching staff.

Generally, it can be seen from table 4.9 that the extents of practice of internal marketing in the two universities were above average with overall mean values of 3.314 and 3.425 for UU and SMU respectively. Therefore, it can be argued that UU and SMU had not significant difference with regard to internal marketing practices. From table 4.10 below also depicted that, t-test result; one can understand that there is no statistically significant difference among the two universities on internal marketing practices. The internal marketing practices of the two universities were more or less similar.

Table 4.10 T-test Result for UU and SMU on Internal Marketing

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Internal Marketing	Equal variances assumed	.017	.897	1.010	98	.315
	Equal variances not assumed			1.010	97.900	.315

- Significant at less than 0.05

4.6 Job Satisfaction

Job satisfaction includes various aspects of one's job and is therefore some kind of total sum of various components. This means that a person can be reasonably satisfied with one part of his job but dissatisfied with another part.

Table 4.11 Mean and Std. Deviation scores of Job Satisfaction Measure for UU and SMU

No.	Items	Unity University			St. Mary's University		
		N	Mean	Std. Dev.	N	Mean	Std. Dev.
1	I have generally found the kind of work I do here exciting	50	3.240	1.0797	50	3.940	.8430
2	It is worthwhile investing my time delivering services in this university	50	3.520	.9947	50	3.960	.9249
3	I would advise prospective students to come to the university	50	3.480	1.0736	50	3.940	.9564
4	I would recommend this university as a place to work	50	3.260	1.0461	50	3.960	1.0093
5	Overall, I feel am satisfied with my job	50	3.040	1.0683	50	4.060	.8901
Overall Mean			3.308			3.972	

Source: survey data, 2016

Academic staff were asked to rate on the kind of work they do exciting or not, the responses were depicted in table 4.11 item no.1, 3.240 and 3.940 mean result for UU and SMU respectively. This shows that UU's academic staff were indifferent to say the kind of work they do exciting or not. However, the academic staff of SMU were agreed on excitement of the job they did in the university. It can be seen from table 4.11 that most of the SMU staff found their job very exciting (intrinsic job satisfaction that is item1, mean = 3.940).

As it is indicated from table 4.11 academic staff of the two universities were agreed on their time investment in delivering educational services. i.e. 3.520 and 3.960 mean result for UU and SMU respectively.

From table 4.11. item no. 3, mean result of 3.480 and 3.940 for UU and SMU respectively, one can understand that the respondents of UU were indifferent to advice prospective students to come to the university. Because the mean result was in between 2.5-3.5 mean. Whereas, the respondents of SMU were agreed to advice prospective students to come to the university i.e. the mean value of the extrinsic aspect of the job satisfaction was found to be 3.940.

As it is shown from the above table, 3.260 and 3.960, mean results for UU and SMU respectively. This indicates UU academic staff were indifferent to recommend UU as a place of work for others. However, academic staff of SMU were agreed to recommend for others SMU as a place to work i.e. the mean value of the extrinsic aspect of the job satisfaction was found to be 3.960.

Information obtained from interview with AVPs of UU and SMU stated that academic staff were given the opportunity to love their job by giving further education, training, creating conducive working environment, having good personal contacts and letting them to practice academic freedom. These points mentioned by AVPs were factors for job satisfaction.

Generally, it can be seen from table 4.11 that the extents of job satisfaction in the two universities were above average with mean values of 3.308 and 3.972 for UU and SMU respectively. Therefore, it can be argued that SMU was in a better position with regard to job satisfaction of academic staff. The t-test result from the table 4.12 below also showed that there is statistically significant difference across the two universities (0.00).

Table 4.12 T-test Result for UU and SMU on Job Satisfaction

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Job Satisfaction	Equal variances assumed	.647	.423	3.812	98	.000
	Equal variances not assumed			3.812	97.549	.000

- Significant at less than 0.05

Table 4.13 Correlation Result for Internal Marketing and Job Satisfaction

		Internal_Marketing	Job_Satisfaction
Internal_Marketing	Pearson Correlation	1	.683**
	Sig. (2-tailed)		.000
	N	100	100
Job_Satisfaction	Pearson Correlation	.683**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: survey data, 2016

Table 4.13 showed that the correlation result of the relationship between internal marketing and

job satisfaction. The table revealed that there was a strong, positive and significant relationship between internal marketing and job satisfaction ($r = .683$, $n = 100$). Gundlach (1995) strengthened the relationship between internal marketing and job satisfaction that the rationale behind internal marketing is the belief that by satisfying the needs of internal customers, an organization will strengthen its human capital and in turn will be in a better position to deliver quality service to satisfy external customers. Implicit in this reasoning is the assumption that fulfilling internal employees' needs enhances employees' aspiration, motivation and retention and results in higher degree of job satisfaction and performance.

Table 4.14 Mean and Std. Deviation scores of Visions and Values for UU and SMU

No.	Items	Unity University			St. Mary's University		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
1	The university markets its products (vision/core values/programs) to employees.	50	3.100	.9949	50	3.460	.8134
2	My attitude as an internal customer and employee of the university affects the satisfaction of external customers.	50	3.480	1.1822	50	3.500	1.0546
3	The university satisfies the needs of its customers (parents and students)	50	3.140	.9037	50	3.160	.9337
4	The university operates attractive and functional facilities.	50	2.960	.9681	50	3.120	.9613
5	The University creates relationships with its past and present students.	50	2.980	.9145	50	2.840	.9337
6	Information is passed on from the top of the university down through to the external customers	50	3.440	.8609	50	3.240	.9806
7	Information is exchanged across program areas in order to address customer needs	50	3.200	.9035	50	3.200	.9258
8	The university believes it is important for employees to utilize the services/programs offered	50	3.140	.9260	50	3.360	.8020
9	The university emphasizes course assignment for instructors as per their area of specialization or experience.	50	3.880	.9398	50	3.640	1.1205
10	I truly believe in the vision of the university	50	3.500	1.035	50	4.140	.6064
11	I am proud to work for this university	50	3.420	1.089	50	3.980	1.078
12	I feel good about working for this department because I believe in its programs and services	50	3.680	.8676	50	4.060	.9127
13	The department makes employees aware of the quality of their products and services.	50	3.420	.9495	50	3.660	.9392
	Overall Mean of Visions and Values		3.333			3.489	

Source: survey data, 2016

As it is indicated in table 4.14, only item 9, 10, and 12 the mean results were above 3.5 which means the respondents agreed that the two universities were emphasizing course assignment for instructors as per their area of specialization; this is a good value that universities practiced.

The respondents truly believed in the vision of the universities i.e.3.50 and 4.14 mean results for UU and SMU respectively. This shows that the vision statements of the universities were properly stated. However, the respondents response on the question “The university markets its products (vision/core values/programs) to employees”, indifferent/undecided to agree or disagree whether the visions and values of the universities communicated to employees. i.e. 3.10 and 3.46 for UU and SMU respectively.

From table 4.9, the respondents replied that they were agreed on the question “I feel good about working for this department because I believe in its programs and services” i.e. 3.68 and 4.06 mean results for UU and SMU respectively.

Regarding the attitude of employees respondents respond on “My attitude as an internal customer and employee of the university affects the satisfaction of external customers” the mean results were 3.480 and 3.500 for UU and SMU respectively. From this one can understand that the attitude of UU employees were indifferent. However, the attitude of SMU employees were agreed that their satisfaction affects external customers.

Creating relationships with past and present students are important aspects of universities. With this regard, table 4.14 depicts that the mean result of 2.980 and 2.840 for UU and SMU respectively. Therefore, creating relationship with past and present students were indifferent as replied by the respondents.

Generally, it can be seen from table that the extents of vision and values in the two universities were above average with mean values of 3.333 and 3.489 for UU and SMU respectively. Therefore, it can be argued that SMU was slightly in a better position with regard to addressing vision and values.

4.7 External Marketing Practices

The external communication activities of the service provider play a key role in the formation of customers' expectations, because their expectations are affected by the service provider's direct and indirect marketing messages (Zeitmal et al., 2010).

Table 4.15 Mean and Std. Deviation scores of External Marketing Practices of UU and SMU

No.	Items	Unity University			St. Mary's University		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
1	My personal needs (monetary rewards, good leadership, and proper career structure) are met through the programs offered by the university.	50	2.620	1.0476	50	3.260	.9649
2	My satisfaction as an internal customer improves my attitude as an employee.	50	3.220	1.0359	50	3.460	.9521
3	The university promotes the creation of customer relationships	50	3.160	.9116	50	3.340	.7722
4	The university recognizes student complaint on educational service	50	3.620	.9452	50	3.280	.9485
5	The university addresses failures and contacts the customer to rectify the situation	50	3.360	1.0451	50	2.900	1.0926
6	Information is naturally exchanged throughout the entire university due to common social and economic interests	50	3.340	.9817	50	3.140	.8809
	Overall Mean		3.220			3.230	

Source: survey data, 2016

Table 4.15 shows firm-customer relationship (external marketing practice) in the two universities. From the table item number 1, it can be understood that the respondents of SMU did not fully agree (mean results were in between 2.5-3.5), showing some reservation on the items. However, respondents from UU were agreed on the recognition of students' complaint on educational services (mean=3.620).

As it is depicted from the table respondents of UU and SMU were undecided on the university addresses failures and contacts the customer to rectify the situation, the university promotes the creation of customer relationships and information is naturally exchanged throughout the entire university due to common social and economic interests. These in turn creates dissatisfaction of external customers.

From the interview result, AVPS of UU and SMU said that complaints of students were properly handled, through prior assessment of student problems; management is also committed in solving student complaints. They also said that there were an open door policy with the staff that create smooth relationship among management, staff and students.

Generally, it can be seen from table that the extents of external marketing practices in the two universities were above average with mean values of 3.220 and 3.230 for UU and SMU respectively. Therefore, it can be argued that UU and SMU were in an equal position with regard to external marketing practices. Table 4.16 also showed t-test computation that there is no statistically significant difference among the two universities. In terms of external marketing practices, the two universities were in the same position.

Table 4.16 T-test Result for UU and SMU on External Marketing practices

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
External Marketing	Equal variances assumed	1.600	.209	.080	98	.937
	Equal variances not assumed			.080	97.382	.937

- Significant at less than 0.05

With this regard, Gronroos (2007) argued that the success of relationships depends profoundly on the attitude service employees have towards their employment and their loyalty towards the organization. It is the responsibility of the organization to recruit service-orientated employees very carefully, involve them in organization activities, and motivate them to satisfy the needs of students.

Table 4.17 Correlation Result for Job Satisfaction and External Marketing

		Job Satisfaction	External Marketing
Job_Satisfaction	Pearson Correlation	1	.517**
	Sig. (2-tailed)		.000
	N	100	100
External Marketing	Pearson Correlation	.517**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: survey data, 2016

Table 4.17 shows the correlation result of the relationship between external marketing and job satisfaction. The table revealed that there was positive and significant relationship between external marketing and job satisfaction ($r = .517$, $n = 100$). This point is supported by Ogunnaike et al.,(2012) believed that satisfying the needs of employees can have a positive effect on the satisfaction of external customers. If the needs of employees are met then employees become committed, co-operative, and enthusiastic about the organization. This is accomplished by treating employees as internal customers.

Table 4.18 Correlation Result for Internal Marketing and Vision and Values

		Internal Marketing	Vision and Values
Internal_Marketing	Pearson Correlation	1	.970**
	Sig. (2-tailed)		.000
	N	100	100
Vission_and_values	Pearson Correlation	.970**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: survey data, 2016

The above table revealed that there was a strong, positive and significant relationship between internal marketing and vision and values ($r = .970$, $n = 100$). If the vision and values of universities are properly communicated to its internal customers, the employees become satisfied, and this positive behavior is transferred to students during interaction and this will result in external customer (student) satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the major findings of the study and forwards recommendations based on the findings and conclusions.

5.1. Summary

This study was designed to assess and compare the service marketing practices of Unity University and St. Mary's University. In addition, the study tried to address the following specific objectives. These were to assess the internal educational service marketing practices, examine the external educational service marketing practices, examine service quality gaps (Perception-Expectation) and examine the level of job satisfaction of academic staff in the two universities. Hence, the intent of the research is to assess educational service marketing practices of Unity University and St. Mary's university.

The study was particularly focused on addressing the following basic questions:

1. What are the internal educational service marketing practices of UU and SMU universities in the year 2016 G.C?
2. What are the external educational service marketing practices of UU and SMU universities in the year 2016 G.C?
3. What Educational service quality gaps prevailed in UU and SMU universities in the year 2016 G.C?
4. What is the level of job satisfaction of academic staff in UU and SMU universities in the year 2016 G.C?

In light of the above points, data were collected from the academic staff, students, and Academic Vice Presidents of the two universities.

The sampling techniques employed in this research were simple random sampling, stratified sampling and purposive sampling techniques. The instruments used in this study for data collection were questionnaires and semi-structured interview. Data were entered in the computer

and analyzed using SPSS version 20. Data were analyzed using both descriptive (frequency counts, percent and mean) and inferential statistics (Correlation and T- test). Accordingly, the summary of the main findings are presented below.

UU and SMU were in a good position concerning on the following internal marketing practices; academic staff believed that satisfaction of internal customer and personal experience affects the satisfaction of other customers, emphasizes on course assignment for instructors as per their area of specialization, and feel good about working for department and believe in the vision of the university. (the mean results for the two universities were above 3.5).

SMU had by far good internal marketing practices compared to UU in the following items: as an employee of the university affects the satisfaction of external customers, I am proud to work for this university, and employees are aware of the quality of their products and services. However, the respondents of SMU were not fully agreed with the university addresses failures and contact the customer to rectify the situation and create relationships with its past and present students.

Academic staff of UU did not fully agree on the fulfillment of their personal needs, recognitions as a customer of the organization, the university operates attractive and functional facilities and the University creates relationships with its past and present students.

The extents of internal marketing practice of the two universities were above average. However, SMU was slightly in a better position with regard to internal marketing practices.

The respondents of UU were indifferent to advice prospective students to come to the university and to recommend UU as a place of work for others. However, the respondents of SMU were agreed to advice prospective students to come to the university and to recommend SMU as a place to work for others.

SMU was in a better position with regard to job satisfaction of academic staff (with mean values of 3.308 and 3.972 for UU and SMU, respectively). Information obtained from the interview conducted with academic vice president of SMU also stated that academic staff were given the opportunity to love their job by giving further education, training, creating conducive working environment and letting them to practice academic freedom. These points mentioned by AVP were factors for job satisfaction.

There was positive significant relationship between internal marketing and job satisfaction ($r = .683$, $n = 100$). This shows that when academic staff were given the necessary motivational activities by the university, the resulting effect would be satisfying the internal employees there by the internal marketing practices of the universities would be boosted.

The two universities were emphasizing course assignment for instructors as per their area of specialization; this is a good value that universities need to practice in delivering educational services.

The respondents of the two universities were truly believed in the vision of their respective universities i.e.3.50 and 4.14 mean results for UU and SMU respectively. However, the respondents of two universities were indifferent to agree or disagree whether the visions and values of the universities communicated to employees or not.

Academic staff of the two universities were agreed on feeling good about working for the department because they believe in its programs and services. (3.68 and 4.06 mean results for UU and SMU, respectively).

The attitude of SMU staff was agreed that their satisfaction affects external customers. However, the attitudes of UU staff were indifferent.

Respondents of UU and SMU were indifferent in creating relationship with past and present students. There was a strong, positive significant relationship between internal marketing and vision and values of educational organizations ($r = .970$, $n = 100$).

In all of the five SERVQUAL dimensions, there is a negative quality gap. This confirms the results of Clare Chua (2007) study, negative quality gap mean students' expectations are greater than their perceptions, and it indicates dissatisfaction.

The overall tangibility gap of UU and SMU were -0.081 and -0.505 respectively. Both were not tangible, however, SMU's tangibility has the biggest gap compared to UU. Within tangibility gap the item "uses modern equipment" with a score of -0.622. Whereas the tangibility gap of UU was minimal.

In terms of reliability, the two universities were not performing well. But higher reliability gap was observed from SMU. From the reliability item, “Showed honest interest in solving students problem” constituted the highest gap, -1.126.

Both universities were not responsive. From the responsiveness item “University staff do not give prompt services to students” constituted the highest gap, 0.253.

The overall assurance gap for UU and SMU were negative. i.e. Staff of both universities were not consistently courteous/polite, which constituted the highest gap, -0.457.

The staff of two universities were not empathizing their students. From the empathy item “university staff do not understood specific needs of students” constituted the highest gap, 0.641.

There was positive and significant relationship between expectation and perception; expectation and five dimensions service quality; and perception and five dimensions of service quality.

The majority of the respondents (students) of UU and SMU were get information about the universities from friends and families.

The majority of students from the two universities were exposed to commercial messages about their universities. They were exposed to TV advertisement.

Students of UU and SMU were formed expectations about educational services of universities from university’s advertisement. It is true that these expectations are formed through the external marketing efforts of the universities.

The majority of the respondents of UU and SMU were replied as the promises of the universities were well communicated to students. So, the two universities were successful in communicating the promises to the students. This idea was confirmed by the academic vice presidents of the two universities during interview session.

The respondents of UU were agreed on the recognition of students’ complaint on educational services (mean=3.620). However, the respondents of SMU were indifferent. But the vice president of SMU were argued that, complaints of students were properly handled through prior assessment of student problems, providing student hand-book and managements’ commitment in solving complaints.

The respondents of UU and SMU were indifferent; on the university addresses failures and contacts the customer to rectify the situation, promotes the creation of customer relationships and information exchange throughout the entire university. These in turn creates dissatisfaction of external customers.

The extents of external marketing practices in the two universities were above average with overall mean values of 3.220 and 3.230 for UU and SMU respectively. Therefore, it can be argued that UU and SMU were in an equal position with regard to external marketing practices. The t-test computation also showed that there is no statistically significant difference among the two universities.

The respondents of UU and SMU for the item of employees' recognition as customer of the organization were indifferent. From this one can understand that employees were not treated as customers of the organization, this in turn creates dissatisfaction to provide appropriate services to students.

5.2. Conclusions

Based on the major findings of the study the following conclusions were drawn.

The service marketing practice of the two universities is not good enough to market the products, vision and core values to the employees, it is equally important to ensure that emphasis is placed on those internal marketing practices that will translate into better interactive and external marketing. For example, it was observed from the findings of the study that the universities needed to be prompt in recognizing service errors and rectify the situation appropriately, create customer relationship and information exchange, and give due attention for the needs of students.

While the universities should be commended for high job satisfaction of its staff, it is necessary for staff to ensure that their satisfaction as an internal customer affects the satisfaction of external customers (i.e. students and parents)

The findings from the two universities revealed that extrinsic job satisfaction of the staff was lower compared to the intrinsic job satisfaction. There is a need for the management, both at departmental and at university level, to make anxious efforts on improving the job satisfaction.

The five SERVQUAL dimensions were negative, for allocation of resources and organizational attempts to eliminate or reduce negative quality gaps; the negative quality gap improvements in one dimension, in the customers' viewpoint, can affect the negative quality gaps improvements in other dimensions.

The students of UU and SMU have negative perceptions of education service quality in their universities, as their expectations were not met in the performance of education services. Students were dissatisfied with the education service quality on all the five aforementioned service quality factors. Dissatisfaction may result in the following impacts:

- 1) Negative impact on students' intent to repurchase the educational service.
- 2) Negative influence with regard to students recommending the university to someone who seeks his/her advice.
- 3) It may cause current students to switch to another college/university, or in other words, it has negative impact on student retention.
- 4) The students may not spread positive word-of-mouth about the university.

5.3. Recommendations

Based on the findings and the conclusions made, the following recommendations are forwarded.

1. Recommendations for UU and SMU

- ❖ Management of UU and SMU should involve their academic staff in the practices of their internal marketing by means of motivation, open communication, orientation and training.
- ❖ Management of UU and SMU ought to work with their academic staff closely on extrinsic motivational factors such as social interactions, friendly colleagues, conducive working environment, fair pay and promotion system, etc.
- ❖ Management of UU and SMU should strengthen internal marketing practices by satisfying internal customers through emphasizing course assignment for instructors as per their area of specialization or experience, communicate the mission and values of the universities to

academic staff, and giving awareness to academic staff in the programs and services delivered by the universities which in turn affects the satisfaction of customers.

- ❖ Management of UU and SMU should work on external marketing activities in giving and keeping promises concerning on educational services through direct and indirect marketing messages transmitted to potential and current students, there by students can create/form expectation about educational services delivered by the universities.
- ❖ Management, academic staff, registrar of UU and SMU need to take a more strategic approach to the management of student expectations; i.e. adopting the ‘outside in’ approach, identifying where gaps exist between the experience and expectations of students and there by dissatisfaction of students in five SERVQUAL dimensions can be resolved through conducting interim surveys, suggestion boxes and meetings.
- ❖ Management of UU and SMU should addresses failures and contacts students to rectify the situation and creates relationships with its past and present students. They should work on how to address these problems through creating open communication system with all the concerned stakeholders and forming an office which is entirely concerned with past and present students to follow up their status.
- ❖ Management of both universities need to address the tangibility gap by making the physical facilities useful and attractive, using modern equipment, on-line services and library.
- ❖ Management of both universities need to solve reliability gaps. By delivering important results, alumni testimonials and placement and career progress data would have to be offered, these is to reflect the universities’ consistency and certainty in terms of performance .
- ❖ Management of both universities should be responsive to their customers. Staff (academic and non- academic) need to respond quests of students and give prompt services to students in giving lectures, tutoring, advising, admission, grade report preparation and timely delivery. The two universities need to practice student handling policy through proper communication of the document to students on the ways of handling complaints.
- ❖ Management of both universities need to focus on the assurance gap of service quality dimension. University staff should inspire trust and confidence, consistently courteous/polite, provided adequate support by management in order to perform their jobs successfully.
- ❖ Management and staff of both universities need to focus on the empathy gap of service quality dimension through caring and giving individualized attention to students by

understanding specific needs of students on the educational services provided by the universities.

- ❖ Management of UU and SMU need to use varied means of students to form expectations about educational services of universities in addition to university's advertisement, like through referrals, students alumni, seminars and workshops, and on line media. This is done by identifying the needs of students from the universities.

2. Recommendations for UU

- ❖ Management of UU should satisfy personal needs of academic staff, recognize employees as a customer of the university, and work on that, staff need to recommend UU as a place of work for others. This can be done through applying motivational techniques to academic staff, which is by creating a positive work environment, provide incentives, recognize achievements, provide professional enrichment and solicit employee input.
- ❖ UU's management should study the cause of the problems of academic staff and work on identified problems that help to participate instructors in advising prospective students to join the university.

3. Recommendations for SMU

- ❖ Management of SMU need to recognize the causes of students' complaint on educational services and try to mitigate it through prior assessment of student problems, knowing students' needs and expectations, providing student hand-book and managements' commitment in solving complaints.
- ❖ Management of SMU should strengthen the efforts made to satisfy academic staff, since they were agreed to advice prospective students to come to the university and to recommend SMU as a place to work for others, appropriate motivational activities need to be applied. i.e. by giving further education, training, creating conducive working environment and letting them to practice academic freedom, and giving the opportunity to love their work.

Due to the diversity of courses and educational levels in other universities and having different facilities, equipment, students, and staff, the results of this study are not generalizable to all. Further studies could be conducted to compare service marketing practices of more universities in the country (private and public) by including support staff and all components of service marketing triangle model in depth.

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Appendix I

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to be filled by academic staff

INTRODUCTION: Currently I am doing thesis on the title *A Comparative Study of Service Marketing Practices in Unity University and St. Mary's University*. The purpose of the questionnaire is to gather adequate information in educational service marketing practices mainly on internal and external marketing of educational services and to know students' expectation from the university education. In order to make the study more fruitful, your response to the given question would be necessarily. All of your response to the given questions would be used for the research and will be kept confidential. There To the end, I would like to forward my deepest gratitude for your unreserved cooperation in filling the questionnaire.

Thank you!

N.B

_ No need to write your name

_ Put (✓) inside the box or table for an alternative you think is right.

Part I. Personal Information

- 1.1 Gender Male Female
- 1.2 Age Below25 years old 25-35 years old
 36-45 years old Above 45 years old
- 1.3 Service Year Less than 3 years 3- 6 years
 7-10 years more than 10 years
- 1.4 Marital status Single Married Divorced
 Others (Please specify)_____
- 1.5 Educational level First degree Second degree
 Third degree (PhD) Other (Please specify) _____

Part II: Internal Marketing Practices by the University

Instructions: Please tick (✓) the number that you feel most appropriate, using the scale from 1 to 5 (Where 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree).

Items	strongly disagree	disagree	Neutral	agree	strongly agree
	1	2	3	4	5
1. My personal needs (monetary rewards, good leadership, proper career structure) are met through the programs offered by the university.					
2. My satisfaction as an internal customer improves my attitude as an employee.					
3. The university markets its products (vision/core values/programs) to employees.					
4. The university promotes the creation of customer relationships.					
5. The university recognizes the employee as a customer of the organization.					
6. My attitude as an internal customer and employee of the university affects the satisfaction of external customers.					
7. My satisfaction as an internal customer affects the satisfaction of other customers					
8. My personal experience in the university directly impacts the satisfaction of customers					
9. The university satisfies the needs of its customers (parents and students)					
10. The university operates attractive and functional facilities.					
11. The university recognizes student complaint on educational service					
12. The university addresses failures and contacts the customer to rectify the situation					
13. The University creates relationships with its past and present students.					
14. Information is passed on from the top of the university down through to the external customers					
15. Information is exchanged across program areas in order to address customer needs					
16. Information is naturally exchanged throughout the entire university due to common social and economic interests.					
17. The university believes it is important for employees to utilize the services/programs offered					
18. The university emphasizes course assignment for instructors as per their area of specialization or experience.					

Items	strongly disagree	disagree	Neutral	agree	strongly agree
	1	2	3	4	5
19. I truly believe in the vision of the university.					
20. I am proud to work for this university					
21. I feel good about working for this department because I believe in its programs and services.					
22. The department makes employees aware of the quality of their products and services.					
23. I have generally found the kind of work I do here exciting					
24. It is worthwhile investing my time delivering services in this university					
25. I would advise prospective students to come to the university					
26. I would recommend this university as a place to work.					
27. Overall, I feel am satisfied with my job					

Thank you for your kindness and your help in filling this questionnaire.

Appendix II

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Questionnaire to be filled by Students

INTRODUCTION: Currently I am doing thesis on the title *A Comparative Study of Service Marketing Practices in Unity University and St. Mary's University*. The purpose of the questionnaire is to gather adequate information in educational service marketing practices mainly on internal and external marketing of educational services and to know students' expectations from the university education. In order to make the study more fruitful, your response to the given questions will be necessary. All of your responses to the given questions will be used for the research and will be kept confidential. To the end, I would like to forward my deepest gratitude for your unreserved cooperation in filling the questionnaire.

Thank you!

N.B

_ No need to write your name

_ Put (✓) inside the box or table for an alternative you think is right.

Part I. Personal information

- 1.1 Gender Male Female
- 1.2 Age Below 25 years old 25-35 years old
 36-45 years old 46 years old and above
- 1.3. University experience
 Less than 1year 1-2years 2-4 years Greater than 4 years
- 1.4 Marital status Single Married Divorced
 Others (Please specify)_____
- 1.5 Department _____
- 1.6 Year Level _____

Part II: Students' Expectations from University Education

Directions: Please comment on the following: To what degree should a university have the following characteristics? To tick the appropriate number from 1 to 5, please use the following scale: 1 – strongly disagree. 2 – Disagree, 3 – Undecided, 4 – agree, 5 – strongly agree.

Items	strongly disagree	Disagree	Undecided	agree	strongly agree
	1	2	3	4	5
1. I expect the university uses modern equipment.					
2. I expect the university has visually appealing physical facilities.					
3. The employees/support staff will dress well and appear neat.					
4. The university will make commitment to provide a service at the scheduled time.					
5. Faculties should show consideration for students' problems.					
6. I expect universities will be reliable.					
7. I expect universities will provide educational services at scheduled time					
8. The university will maintain/keep students' records accurately.					
9. Universities are expected to adjust working hours to all students.					
10. It is not realistic to expect prompt service from university employees.					
11. It is acceptable that faculty employees are too busy to answer students' requests.					
12. I feel confident with university employees.					
13. I expect employees of the university are polite.					
14. Faculty employees should be provided adequate support by faculty in order to perform their jobs successfully.					
15. I expect universities to give students individual attention.					
16. It is not realistic to expect faculties to know the students' needs.					
17. It is not realistic to expect faculties to take thoughtful care of the students					
18. Universities will not be expected to inform students about					

Items	strongly disagree	Disagree	Undecided	agree	strongly agree
	1	2	3	4	5
the time of a service to be provided.					

Part III: Sources of Information and Expectations.

Directions: The following questions refer to Sources of Information and Expectations about the university. You are expected to circle the alternatives below.

- From where did you get the information about the university?
 - TV
 - Radio
 - News paper
 - Friends and family
 - Internet and social media
 - Others _____
- Have you ever been exposed to commercial messages of your respective university?
 - Yes
 - No
- If you say “yes” in the above question no. 2 in part III, tell the medium
 - TV
 - Radio
 - News paper
 - Friends and family
 - Internet and social media
 - Others _____
- From where did you create/form expectations about educational services of your university?
 - from the university’s advertisement
 - from the university tagline/slogan
 - referrals
 - student alumni
 - other _____
- Was the promise of the university well communicated to you?
 - Yes
 - No
- If you say “No” in the above question no. 5 in part III, what do you think the reason?

PART IV: PERCEPTIONS OF STUDENTS’ FROM UNIVERSITY EDUCATION

Directions: The following questions refer to your opinion about the university educational services after you get services. You are expected to indicate to degree you think that the university has the following characteristics. To tick the appropriate n from 1 to 5, please use the following scale: 1 – strongly disagree. 2 – Disagree, 3 – Undecided, 4 – agree, 5 – strongly agree.

Items	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
	1	2	3	4	5
1. The university has modern equipment that are helpful for teaching-learning.					

Items	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
	1	2	3	4	5
2. The physical facilities of the university are visually appealing.					
3. The employees of the university are well dressed and appear neat.					
4. The university is committed to provide a service at the scheduled time.					
5. The university shows consideration for students' problems.					
6. The university is reliable.					
7. The university provides services at the scheduled time.					
8. The university keeps its records accurately.					
9. Working hours of the university are not adjusted to all students.					
10. The employees of the university do not provide prompt service.					
11. The employees of the university are too busy to answer students' requests.					
12. Students can have confidence in employees at the university.					
13. Academic staff of the university are polite.					
14. Academic staff are provided adequate support by the university in order to perform their jobs successfully.					
15. The university does give students individual attention.					
16. Employees of the university do not know your needs.					
17. The university does not take thoughtful care of you.					
18. The university does not inform students about the time of a service to be provided.					

Thank you for your kindness and your help in filling this questionnaire.

Appendix III

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview Guide for Academic Vice President

The following questions are based upon the perspective of this study's purpose of describing educational service marketing practices and to know students' expectation in the university. Thus, I appreciate if you answer in accordance to this focal point.

1. How does the university inform the promises to students with regard to the educational services?
2. What promotional instruments are believed to be important for the university in addressing prospective students?
3. Could you elaborate on the staff (*people*) interaction towards students?
4. Personal contacts with support, administrative and academic staff is of importance for educational marketing. How does the university manage these entities?
5. Is there any students' engagement in the teaching – learning process?
6. Is there any complaint handling and feedback collection mechanism in the university?

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Gashaw Lijalem

Signature: _____

Place: Addis Ababa University

Date of Submission: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Girma Zewdie (Associate Prof.)

Signature: _____

Date of Approval: _____