

## Market orientation in higher education: positioning marketing in Iranian higher education

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### Abstract

Considering students expectations and rivalry among higher education institutions, novel practical ways through adaptation of market-oriented mechanisms as well as business mechanisms in higher education are required. The present paper, therefore, aims to examine mechanisms for positioning in Iranian higher education. In doing so, phenomenological approach was applied. A purposive sample of 10 informants consisting of higher education experts and deans was selected. To analyze data, open, axial, and selective coding system was applied and the findings were organized under mechanisms for positioning in higher education. With regard to target market in higher education, attracting factors and success factors were yielded. With regard to positioning in higher education, 4 categories were identified including emphasis on relative advantage, emphasis on Basic resource, emphasis on marketing techniques, and emphasis on customers' perception. Barriers and constraints were categorized under 6 main categories: political, administrative, institutional, cultural and social, economic, and academic. Based on literature and findings, conceptual framework on mechanisms for positioning in higher education was developed.

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**Keywords:** market orientation, higher education, positioning, mechanisms.

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### 1. Introduction

Nowadays, there are many opportunities for the high school students willing to be accepted in the higher education institutions. Nonetheless, they are able to make a choice from among a great group of universities whether public or private, based on their priority. Consequently, the rivalry among higher education institutes for further attraction of students and their retaining has been increased more than ever (Sohail et al, 2003). Whereas the education is a service activity and under impact of different market conditions, the managers of educational institutions must continuously seek for detection of unpredicted problems and quality of adaption to them and also adaption of marketing strategies to the changing needs (Gajic, 2012). In addition, the deterioration trend of higher education along with the knowledge society converted the higher education to a good (Maringe & Gibbs, 2009). Kotler, P. & Fox (1995) believe that when the best universities don't pay attention to their customers, then will be ineffective, the higher education doesn't consider the needs of students, society and market and there are lots of concerns about extensive unemployment of higher education graduates in Iran (Bigdeli et al, 2012). On the other side, more than 20% of unemployed include the unemployed with higher education, the number of which based on the consensus exceeds 750 thousand peoples (Norouzi Firouz et al, 2013). Lack of proportion between content of educational programs and society needs and inappropriateness of acquired knowledge and skills level of the university graduates (Samavi et al, 2008) are assumed as its causes. The crisis

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of quantitative increment and financial dilemma (Mir Fakhreddini et al, 2009) is another problem that involved the universities within last years as budget deficit and disturbed the activity of higher education centers (Naveh Ebrahim, 2002). Considering the upward trend of individuals' awareness of the interests of higher education, it is predicted that the upward trend of demand for higher education to be continued. Therefore, one of the essential factors for increasing the share of proprietary incomes is attention to tuition fee (Naderi, 2001) and naturally the market orientation in higher education. Maringe (2006) believes that nowadays higher education institutions move toward market-making. For instance, privatization of higher education and sharing in the costs through introduction of tuition fee in many countries (Voss et al, 2007), the approach of consumerism in higher education has increased the need to consider the students' expectations and rivalry in the institutional, national and international level, and accordingly novel practical ways through adaption of market oriented mechanisms as well as business mechanisms in higher education is required (Sizer, 2001). In this regard, Maringe (2005) believes that the higher education marketing is exposed to a trilateral crisis: Firstly, it avoids local resistance in higher education leading to the market; secondly, the failure and negligence of higher education in identification of self by a specific product, and thirdly the negligence of higher education in localization of marketing ideas and their conversion to a local philosophy. It is remarkable that higher education marketing doesn't mean advertisement or sale of higher education products, but higher education marketing is planning for meeting the needs and demands of its customers including the students, society and employers (Hemsley-Brown & Oplatka, 2006). Churchill, G.A. & Peter (1998) defined the implementation of marketing thought as a process therein an institution meets the needs and demands of the customer as a mean for achieving its goals. Although this subject seems to be simple, but it is complex because making changes in the economic, social, political and technological environment continuously results in change of needs and demands of customer. Lamb et al (2004) state that the institutions willing to survive in the future, ought to be customer-oriented, market-oriented, universal and flexible in the capability of offering better goods to the customers whose preferences and expectations are changing continuously.

Market orientation is tendency to the market, awareness of the customer needs and demands, rivals and external forces (Casidy, 2014). Kasper (2002) assumes the market orientation as a grade therein an institution and all of its thoughts and actions (whether internal or external) are allocated for determinants of market behavior of the institution itself and its customers. Kohil et al (1993) define the market orientation as activities effective on implementation of the concept of marketing. A market-oriented institution determines the needs and demands of target market and provides the desirable satisfaction of customer more effective and efficient than its rivals. A market-oriented institution perceives the priorities and requirements of a customer and combines and leads the skills and resources of the whole institution effectively for meeting the needs of customers. As perspective of Kasper (2002), due to the increase of market turbulence and intensification of rivalry, a strong market orientation has been converted to a strategic necessity for each service institution. Furthermore, market orientation of an institution may be specified as a point in a scale of real market orientation to lack of market orientation. The results of Kasper studies indicate that a market-oriented service institution is an open, employee-oriented, result-oriented, pragmatic and professional system with appropriate relationship, tendency to marketing goals, having market knowledge (customers and rivalry) and specialist employees who know what is customer orientation and services. According to Couturier (2002), the market forces have changed the higher education to a competitive environment needing the market orientation. Reduction of government contributions and development of new technologies and learning improvement created the students with high expectations, and it has applied more pressure on the higher education institutions for further marketing. Shoemaker (1999; quoted by Wiese, 2008) explains that the glossy brochures, attractive mottos and marketing plans don't make the higher education institutions market-oriented. Market orientation needs a philosophy and culture that is at the depths of an institution. It means, an institution therein the students intervene in the services production process and where the management, academic board members and the staffs together work effectively. The market orientation requires an obligation and senior management power. An institution with the marketing approach is bound upon the marketing and offers to the customers what they need (Perreault & McCarthy, 2002). Approach to the marketing requires the main task of a higher education institution to be identification of needs and demands of a target market and satisfying them through design, communications, pricing, implementation of

plans and reasonable and competitive services (Kotler & Fox, 1995). As Laurer (2006), strategic plans of higher education institutions ought to be converted to marketing orientation plans. This process begins with the examination of an environment that specifies the quality of society changes and later explains that how the plans, pricing and access to the education (distribution), employees (personnel) and work process will meet these changing needs. According to the research applied by Massad & Tucker (2000), higher education institutions in USA have accepted a marketing-oriented approach to income. They show that this process was started within the recent of 1970s in USA and along with an increasing rivalry. In addition, higher education institutions in Shanghai began to modify their policies toward marketing in 1991. These policies include the practical plans such as adequate offer of residential and administrative buildings for the students and professors, reconstruction of support services and improvement of the quality of services. The basic questions of this study are as follow: a) Which elements affect the positioning in Iranian higher education?, and b) What are the marketing barriers and constraints in Iranian higher education?

## 2. Method

The design of present paper is an explorative-descriptive phenomenological approach. For this purpose, a purposive sample consisting of the experts of higher education sector and deans of non-profit higher education institutions that potentially could provide the most information in relation to higher education marketing, were selected. The interviewees were asked to introduce other experts in this field that refers to the snowball technique in qualitative researchers. Ultimately, to the saturation phase, 10 higher education experts, marketing experts and deans of non-governmental higher education institutions were interviewed. The details of sample size are provided in table 1.

**Table 1. Sample's detail of this study**

Interviewed group	Number
Higher education experts	4
Marketing experts	2
Deans of non-governmental higher education institutions	4

In general, the criterion for selection of institutions experts and deans for inclusion in the interview included following items: 1) Having books and papers in relation to higher education, market and beneficiary; 2) Academic rank of assistant professor, at least; 3) Speech in the academic conferences and congresses; and 4) Familiarity and experience in higher education market.

To collect the data, deep structured interview was used. The interview sessions were organized upon making the initial coordination with the interviewees via telephone or email, and explaining the object of interview and purpose thereof, interview appointment was determined. During interview, after taking permission of interviewees, the full text of conversations was recorded and when session finished, the recorded text was transferred to the paper. During interview, to remove the ambiguity and for further clarification, follow-up questions such as “what do you mean of ...?” Or “please explain more about it” were used. The interviews duration was 30-45 min. Coding was used to analyze the data. In open coding phase, at first, the texts were reviewed and reread carefully. The researchers revised the data line by line and word by word, and specified the main concepts in each line or sentence and coded them. In open coding phase, the extracted codes were titled under a specific topic based on the conceptual closeness and expression of a common concept. It is notable that the interviews were stopped upon reaching to the data saturation. To ensure from validity of study, the researcher after finishing the explanations of interviewees during the interview, expressed his/her perception of interviewee’s words and conversations to ensure from accuracy of the explained contents upon confirmation of interviewee. Furthermore, the analysis process and results were revised continuously by the researcher and ultimately all of these actions resulted in increase of reliability.

### 3. Findings

Review and explain the research in order to answer the first question of the present study: "Which elements affect the positioning in Iranian higher education?"

**Table 2. Categorization of identified codes as categories related to the positioning elements**

Categories	Relative codes
Emphasis on relative advantage	Achievement of competitive advantage, presentation of unique competencies in the curricular plan, diversity in educational services, using the specific plans and activities, attention to educational services quality, holding more specialized courses in addition to the official curricular plans, earning reputation, examination of position comparing to the other rivals, using the novel educational methods, attention to flexibility in education, using online services and electronic education plans, making welfare services, participation in research projects, having academic journals, having academic productions in institution (book, articles, inventions), emphasis on information technology plans
Emphasis on basic resources	Preparation of varied plans in different levels and courses, benefiting from experienced personnel and professors with high academic rank, earning reputation in research context, inviting the capable and superior researchers to cooperation, providing the facilities and features in research context, providing the infrastructural facilities and features, using the professors with high academic rank, upraising the research level of institution, upraising the facilities and features, focusing on institutions resources, experienced employees with high human communications, specifying the services, attention to physical resources and facilities and libraries, attention to institution potential, attention to the standard educational space
Emphasis on marketing techniques	Attention to different classes, attention to different workgroups, holding the conferences, using the marketing mixture, emphasis on advertisements, specifying the price of educational services, attention to conditions of registration in courses, attention to relationship marketing
Emphasis on customers' perceptions	Attention to the needs and perceptions of students, attention to expectations of labor market, attention to the information of labor market, attention to the expectations of society, attention to the social services

According to the results of interviews during coding phase, and inspiring from theoretical and experimental literature of the subject, the identified codes were categorized in 4 categories. As it is observed, the elements affecting positioning in Iranian higher education include emphasis on relative advantage, emphasis on basic resources, emphasis on marketing techniques and emphasis on customers' perceptions.

**Emphasis on relative advantage:** According to the participants, emphasis on relative advantage is one of the elements effective on positioning in Iranian higher education. Achievement to the competitive advantage, presentation of unique competencies in the curricular plan, diversity in educational services, using the specific plans and activities, attention to educational services quality, holding more specialized courses in addition to the official curricular plans, earning reputation, examination of position comparing to the other rivals, using the novel educational methods, attention to flexibility in education, using online services and electronic education plans, making welfare services, participation in research projects, having academic journals, having academic productions in institution (book, articles, inventions), emphasis on information technology plans are assumed as the most important mechanisms in achievement of relative advantage in positioning in Iranian higher education market mentioned by the participants. The following expressions confirm these mechanisms:

“Achieving the superior and distinctive position for the higher education institutions that results in establishment of competitive advantage to the rivals, requires presentation of unique competencies in curricular plans and diversity in educational services”.

“The institutions must maneuver on the quality of educational services as the most important factor. An institute can upraise its position and stabilize it to offer high quality educational services”.

“Use of internet and electronic educations increases the reputation of institutions and stabilization of their position in the market vis-à-vis the rivals”.

**Emphasis on basic resources:** According to the participants, emphasis on basic resources is one of the effective elements on positioning in Iranian higher education. Preparation of varied plans in different levels and courses, benefiting from experienced personnel and professors with high academic rank, earning reputation in

research context, inviting the capable and superior researchers to cooperation, providing the facilities and features in research context, providing the infrastructural facilities and features, using the professors with high academic rank, upraising the research level of institution, upraising the facilities and features, focusing on institutions resources, experienced employees with high human communications, specifying the services, attention to physical resources and facilities and libraries, attention to institution potential, attention to the standard educational space are assumed as the most important mechanisms in emphasis on basic resources in the positioning in Iranian higher education market by the participants. Following expressions confirm these mechanisms:

“The institution declared that we admit student for these fields and among these fields use the professors with high academic ranks. When the institution has eminent and outstanding professors, the student is ready to pass a long distance for learning, particularly in higher and postgraduate courses”

“They have to introduce themselves to the student. In this introduction, principally the laboratories, physical facilities, experience of professors, academic rank of professors, library or even the welfare services they establish are levers for student attraction”

“The institutions ought to strength the cases necessary for them and those without them cannot have any operation, for example, they must focus on the professors and strength them, as well as the physical resources and facilities, library, class laboratory etc.”

**Emphasis on marketing techniques:** According to the participants, emphasis on marketing techniques is one of the elements effective on positioning in Iranian higher education. Attention to different classes, attention to different workgroups, holding the conferences, using the marketing mixture, emphasis on advertisements, specifying the price of educational services, attention to conditions of registration in courses, attention to relationship marketing are assumed as the most important mechanisms in emphasis on marketing techniques in the positioning in Iranian higher education market by the participants. Following expressions confirm these mechanisms:

“Marketing techniques to be used also, which educational services are provided by the institution, what are the admission conditions, how much is its price, and advertisements must be provided for these items”.

“They have to advertise and use the marketing techniques, specify their services, and the price and conditions of use of services”.

“In positioning, appropriate mixtures must be applied for target markets”.

**Emphasis on customers’ perceptions:** According to the participants, emphasis on customers’ perceptions is one of the elements effective on positioning in Iranian higher education. Attention to the needs and perceptions of students, attention to expectations of labor market, attention to the information of labor market, attention to the expectations of society, attention to the social services are supposed as the most important mechanisms in the emphasis on customers’ perceptions in positioning in Iranian higher education by the participants. Following expressions confirm these mechanisms:

“The quality must be made considering the need and perception of customer. Whereas the customer needs the employment skills of labor market, educational service institutions ought to offer the skill training”.

“The institutions, in relation to the fields with applicants, must attempt to admit students in these fields and pay attention to the perceptions of students as well as the expectations of labor market”.

“Higher education institutions to identify their position based on the target market and stabilize that position, must pay attention to the perceptions and expectations of customers and users of their services including the students, labor market and the society”.

Review and explain the research in order to answer the second question of the present study: " *What are the marketing barriers and constraints in Iranian higher education?*"

**Table 3. Categorization of identified codes as categories related to the barriers and constraints**

Categories	Relative codes
Political	Laws in compliance with the governmental centralization, influence of government, dominance and intervention of government in the universities affairs, frequent decision making channels, intervention of political structures, power constraint in universities, having a governmental identity, governmental decision-making, political or ideological supervision, multiplicity of policy making and decision making channels, governmental assessments, legal restrictions.
Administrative	Lack of appropriate competitive environment, structural problems in higher education management system, non-market orientation viewpoint of higher education suppliers, non-development of higher education based on needs, lack of market orientation logic in higher education, similar structure of public universities, lack of required powers in marketing planning, similar institutions, lack of higher education marketing experience, lack of distinct model in nonpublic higher education
Institutional	Uneconomic nature of educational activities, lack of clarity and required information about higher education marketing and its interests in the society, negative attitude to the higher education marketing, repugnance between higher education and economic perspective, lack of marketing perspective in higher education, different nature of educational organizations
Cultural and social	False social demand, historical and traditional constraint (norms and customs applicable on higher education), initial break and gap, gender constraints, non-adaption to the developments and changes, identity disorder in nonpublic higher education
Economic	Restriction on pricing, market saturation, lack of responsibility for employment of graduates, lack of communication between institutions and industry and services, lack of economic logic, government's intervention in tuition determination
Educational	Similarity of curricular plans, lack of diversity and creativity, inattention to the requirements of labor market and customer, legal restrictions on student determination, constraint on academic fields, theoretical fields in non-governmental universities, legal restrictions on admission, a few fields outdated

Based on the results of interviews during coding phase and inspiring from theoretical and experimental literature of the subject, the identified codes were categorized in 6 categories. As it is observed, the barriers and constraints of Iranian higher education marketing include political, administrative, institutional, cultural and social and educational ones.

**Political barriers and constraints:** The participants believed that the political barriers and constraints is one of Iranian higher education marketing barriers and constraints. Laws in compliance with the governmental centralization, influence of government, dominance and intervention of government in the universities affairs, frequent decision making channels, intervention of political structures, power constraint in universities, having a governmental identity, governmental decision-making, political or ideological supervision, multiplicity of policy making and decision making channels, governmental assessments, legal restrictions are assumed as the most important political barriers and constraints mentioned by the participants. The following expressions confirm political barriers and constraints:

“The state higher education laws are completely centralized and governmental; the universities have not the required independence”.

“There is legal restriction, however higher education is centralized in Tehran, it decides for you how many students you will admit”.

“As my assumption, the greatest constraint is also further presence of government in this context”.

**Administrative barriers and constraints:** The participants believed that administrative barriers and constraints is one of the other Iranian higher education marketing barriers and constraints. Lack of appropriate competitive environment, structural problems in higher education management system, non-market orientation viewpoint of higher education suppliers, non-development of higher education based on needs, lack of market orientation logic in higher education, similar structure of public universities, lack of required powers in marketing planning, similar institutions, lack of higher education marketing experience, lack of distinct model in nonpublic higher education are the most important administrative barriers and constraints titled by the participants. Following expressions demonstrate the administrative barriers and constraints:

“About non-governmental university, in fact these universities are also the miniaturized sample of the same universities with the same structure”.

“The next problem is lack of required specialty in higher education marketing, we have several higher education marketing planners in the country, also had a few successful experience and sample”.

***Institutional barriers and constraints:*** The participants believed that the institutional barriers and constraints are assumed as one of the other Iranian higher education marketing barriers and constraints. Uneconomic nature of educational activities, lack of clarity and required information about higher education marketing and its interests in the society, negative attitude to the higher education marketing, repugnance between higher education and economic perspective, lack of marketing perspective in higher education, different nature of educational organizations are the most important institutional barriers and constraints mentioned by the participants. Following expressions demonstrate institutional barriers and constraints:

“Educational activities are uneconomic; means they don’t result in the economic productions and services”.

“It is doubtful that higher education is overall evaluated based on marketing discussions. It means the higher education may not be totally analyzed from economic perspective”.

“The educational organizations are different from good commercial and industrial organization in nature, and it is the constraint existing in higher education marketing”.

***Cultural and social barriers and constraints:*** The participants believed that cultural and social barriers and constraints is another Iranian higher education marketing barriers and constraints. False social demand, historical and traditional constraint (norms and customs applicable on higher education), initial break and gap, gender constraints, non-adaption to the developments and changes, identity disorder in nonpublic higher education are the most important cultural and social barriers and constraints titled by the participants. Following expressions confirm the cultural and social barriers and constraints:

“A so-called common constraint, a historical and traditional constraint on offering education, they perhaps made them as norms applicable on education”.

“Social demands, I call them false, upon referring to the suppliers of higher education, they say that there is demand, we have to offer, whilst this social demand is false social demand”.

***Economic barriers and constraints:*** The participants believed that economic barriers and constraints is one of Iranian higher education marketing barriers and constraints. Restriction on pricing, market saturation, lack of responsibility for employment of graduates, lack of communication between institutions and industry and services, lack of economic logic, government’s intervention in tuition determination are included in the most important barriers and constraints mentioned by the participants. Following statements demonstrate the economic barriers and constraints:

“The institutions almost receive equal tuitions from the students for the fields they have”.

“Educational institutions have no sense of duty and no concerns if this produced product is sold or consumed or not, if we call it a lost ring, it is (a ring) between university, industry and services”.

“The constraints related to labor market and economy, for example the demand for higher education documents in the market is not similar to the past”.

***Educational barriers and constraints:*** The participants believed that educational barriers and constraints is one of Iranian higher education marketing barriers and constraints. Similarity of curricular plans, lack of diversity and creativity, inattention to the requirements of labor market and customer, legal restrictions on student determination, constraint on academic fields, theoretical fields in non-governmental universities, legal restrictions on admission, a few fields outdated are deemed as the most important educational barriers and constraints stated by the participants. Following statements confirm the educational barriers and constraints:

“The fields existing in the public university also exist in our private university, the same curricular plan existing there, also exists here”.

“The next problem is equal curricular plans with equal syllabuses; the universities have no freedom in variety of fields and curricular plan”.

“Currently, we have many fields; 2500 fields in the universities that some of them have been really outdated”.

#### **4. Discussion and conclusion**

The universities know that serving all customers of a sector of higher education market is not possible usefully. At least, they all may not be served uniformly. The customers have different types and each one also has their specific needs. Most of higher education institutions have a position that can serve some sectors better than the other institutions. The universities must pay attention which market sector provides better opportunity for achievement to the university goals. The marketing plan and institution goals ought to have been matched to each other highly so that ensure from profitability. Although the nonprofit institutions attempt to achieve a goal unless profit, but it doesn't mean that they have no interests of the income. However, they need production of cash money for survival. Therefore, the main goal of these institutions is offer of education and uneconomical. However, nonprofit higher education institutions also must focus on their longtime durability and survival. Maringe & Gibbs (2009) and Kotler & Fox (1995) noticed this point in their studies. The findings in relation to positioning indicated that higher education institutions must stabilize their position in each one of target markets emphasizing on relative advantage, basic resources, marketing techniques and emphasis on customers' perceptions. In the positioning, the institutions emphasize on the positions or differences that use them for distinguishing themselves from other rivals and higher education institutions. Kotler & Fox (1995) and Maringe (2006) also in their studies mentioned the aforesaid items. Higher education institutions must take measures to meet the needs, demands and preferences of students, labor market and society expectations. Although it means that the consumer's goal is reaching to the full satisfaction, but also it doesn't mean that the institution must attempt for meeting the unreal needs of consumer.

As mentioned above, also in relation to the constraints, higher education marketers ought to consider the political, administrative, institutional, cultural and social, economic and educational constraints. Higher education institution and beneficiaries in higher education make the higher education marketing more complex. Soutar & Turner (2002) believe that sometimes the needs and demands of different beneficiaries are not consistent to each other and higher education must make its activities more complex to attain the satisfaction of beneficiaries. The students as initial customers are usually divided into various groups, but the other beneficiaries are divided difficultly. For instance, (Soutar & Turner, 2002) the target market of students in UK may be divided into the market of international students, studying students and the students graduated from high school. Each group has different motivations, needs and demands of higher education. In general, the initial customers of target market of higher education consist of the students, but there are many beneficiaries that meeting their needs and division of market for them is applicable difficultly. On the other side, Dholakia (quoted by Wiese, 2008) believes that there are administrative problems for providing the information for the market. Planning for higher education marketing is a specialized process and it is a constraint in Iranian higher education which makes this problem more difficult. Hayes (2008) believes that each one of personnel and members of academic board must acquire an essential perception of marketing principles so that the university marketing can be offered effectively. In general, the marketers have no strengthened base of knowledge related to service marketing, and in the higher education marketing, this knowledge becomes more specialized. Also, in relation to the cultural and social constraints, cultural and social factors seem to make the marketing more complicated for higher education. The false social demand, and the demands of many individuals for only admission in the higher education and not based on the labor market needs are included therein. Furthermore, the planners ought to consider the educational constraints. Hayes (2008) believes that the academic board members may be very effective on attraction of students, but they may assume this role out of their responsibility and resist thereto. In addition, the universities know that they should rely on the unique characteristics that distinguish them from their other rivals and it makes this process more difficult for them. Also, in relation to the political barriers and constraints, the intervention of government in the universities' affairs and lack of their power in many cases related to the marketing ought to be taken into consideration. Maringe (2005) believes that higher education marketing is exposed to the crisis due to resistance in higher education leading to the market. Moreover, about the economic constraints, constraint in pricing, non-responsibility of institutions for employment of graduates due to the weak communication of institutions and universities with the industry and services makes the higher education marketing more complicated; Hayes (2008) believes that traditionally some experts in higher



education suppose the marketing equal to advertising and believe that in the worst state, advertisement reduces the value of university and categorizes it in profit educational institutions. In the best state, this process wastes the organizational resources; the sources that may be used for academic plans .

Considering the changing opportunities and threatens of higher education perspective, whether internationally or locally, higher education institutions need market orientation for survival and growth. In this regard, higher education institutions that traditionally made decisions based on the nonprofit and non-governmental viewpoints require implementation of marketing principles. It means higher education institutions must increase the value, satisfy the consumers, integrate all organizational functions and marketing activities, maximize the long-term success of institute and help the overall health of society. Upon execution of marketing, the institutions are tending more to the market. It means they have focused on the market perception and using marketing elements attempt to make positioning and meet the customer requirements. If services marketing provide satisfaction, the students purchase the rendered services and consequently ensure from survival and growth of higher education institutions.

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