



THE IMPACT OF INTEGRATED MARKETING COMMUNICATIONS ON THE QUALITY OF EDUCATIONAL SERVICE STUDY ANALYTICAL FOR THE OPINIONS OF A SAMPLE OF WORKERS IN PUBLIC AND PRIVATE UNIVERSITIES

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Article history:	Abstract:
Received: 28 th February 2022 Accepted: 26 th March 2022 Published: 6 th May 2022	The aim of the current research is to shed light on the impact of integrated marketing communications on the quality of educational service. The research adopted the questionnaire as a basic measurement tool for collecting data from the sample in question, which amounted to (130) questionnaires for the research sample in public and private universities, where it was employed to test the main and secondary research hypotheses through the use of a number of statistical methods, most notably (AMOS) . SPSS.V.25 The results of the research proved the validity of most of the hypotheses, and the research reached a set of conclusions, the most prominent of which was that there is a role for integrated marketing communications on the quality of educational service.

Keywords: Integrated Marketing Communications, Educational Service Quality

INTRODUCTION

One of the most prominent elements of the success of universities is their ability to keep pace with the latest changes in the era of the technological and information revolution as a result of the tremendous development that has occurred in information and communication technology and its uses in the field of information, which has led to an urgent need to organize this information and manage it wisely and responsibly and to make maximum use of it in achieving its strategic goals, and support the makers of decision making in their decisions. Emphasizing the importance of effective use of technology and broadening community participation. Spread this vision and work in its field and develop new teaching and learning strategies that have the ability and flexibility to absorb, disseminate and benefit from technology in higher education institutions, and thus improve the quality of the educational service provided. The first axis is the methodology of the study

First: the research problem

Based on the observation of the field reality in the public and private universities that represented the study site, the researcher conducted an exploratory study whose main objective is to identify the capabilities and skills that public and private universities possess in the field of integrated marketing communications. Strategies and quality of educational service, where public and

private universities face several challenges, including the lack of awareness of the staff of integrated marketing communications or their awareness of the meaning of slogans related to the quality of educational service, and in light of this, the problem can be formulated in the following main question (Can the relationship between integrated marketing communications and service quality be explained? educational) and the following sub-questions that arise from it:-

- 1- What is the level of awareness of individuals working in public and private universities, the location of the study, in integrated marketing communications?
- 2- What is the level of discrepancy in the quality of educational service shown by employees towards public and private universities?
- 3- How do employees perceive the quality of the educational service in light of the activities and practices related to integrated marketing communications?
- 4- What is the nature of the relationship between integrated marketing communications and educational service quality?
- 5- What are the elements of marketing communication that contribute most to improving service quality?

Second, the importance of research

- 1- This research gained its importance through the recent changes that it touched on (knowledge



management strategies and educational service quality).

2- Determining the nature and type of the relationship between integrated marketing communications and the quality of the educational service, which enables future studies to measure the nature and type of this relationship on other samples through which a set of strategic solutions can be identified, which in turn represents a treatment for the problems of each sample.

3- Develop appropriate and feasible solutions to the obstacles to integrated marketing communications and the quality of educational service that public and private universities suffer from from the research community.

Third: Research objectives

1- Determining the nature of the relationship between integrated marketing communications and the quality of educational service.

2- Determining the nature of the influence relationship between integrated marketing communications and the quality of educational service.

3- The current research can contribute to determining the trends of public and private universities towards the use of integrated marketing communications and improving the quality of educational service

4- It can be an effective tool in revealing the importance of the subject to public and private universities in accordance with the foundations and standards. The quality of educational service through the investment of its resources.

Fourth: Research hypotheses

The main hypothesis: - There is no statistically significant correlation between integrated marketing communications and educational service quality.

The second hypothesis: - There is no significant effect of integrated marketing communications on the quality of educational service.

The second axis: the theoretical side

First: Integrated Marketing Communications

The concept of integrated marketing communications

Any organization as a complex system cannot function fully without the firm action of all components. In the field of marketing, the role of the effective interaction of these components is clear, as is the case in advertising and public relations ... etc., that is, the close relationship between promotion and sales in order to achieve the goal. Integrated Marketing Communication (IMC) systems can sometimes be the cause of a deterioration in the financial situation. CRM systems were initially used only to manage the internal structure of the organization, but they have started to develop rapidly at present and become powerful platforms for promotion (Fedyeva et al, 2021:1). The

emergence of the theory of integrated marketing communications is attributed to the tendencies of low efficiency of marketing communications that make it complex, which was identified at the end of the twentieth century. This decline is seen in the marketing communications practices in many countries and reflects changes in society: the growth of the role of information technology, the collective nature of influencing the mass media community, increased experience in consuming customer goods, and the growth of the cost of communications (Meshalkin, 2020:436)

Marketing communications according to (Obinwanne, 2019) is defined as a process that seeks to make the entire marketing and promotional activities of the company present a consistent and unified image of the market. As defined by it (Fedyeva et al, 2021) all major channels act as a group and can influence buyers and increase sales.

The importance of integrated marketing communications

The importance of marketing communications for organizations is evident in many aspects, including the following: (Naeem et al, 2013: 125); (Puspanathan, et al, 2021:173)

a. Integrated Marketing Communications is used to inform, persuade and remind target audiences regarding brands, organisation, products or services.

B. Summarize other principles of integrated marketing communication to influence consumer behavior, use any or all forms of tools, achieve synergies and build relationships between customers and the organization.

T. Integrated Marketing Communications is one way to achieve the goals of the organization by identifying opportunities to maximize the impact on consumers and create positive effects on market share, sales and profitability of the organization.

d. Integrated Marketing Communications works to reach significant sales and create a strong brand image.

c. Integrated Marketing Communications is a major competitive advantage for many organizations because it can increase sales and profits while saving time and money.

h. Integrated Marketing Communications has a positive impact on communication and creativity processes and contributes to creating consistency in communications.

3- Objectives of Integrated Marketing Communications

There are always some specific goals behind every strategy and these goals are the end results of that strategy. The integrated marketing communications strategy also focuses on achieving specific goals, including the following: (Al-Zoubi, 2010:168); (Naeem et al, 2013: 125)



A - Increasing the demand for products and services, and thus raising the level of sales of the organization.

b- Distinguishing the product from competitors' products.

c- Providing the market with the necessary information about the products.

d- To highlight and clarify the importance, value and benefit of the product to the customer.

C - Stabilization and stabilization of sales and reduce their fluctuations.

H - Building a strong brand image, and creating awareness among customers of the brand's position.

The effect on the behavior of the target audience.

D- Preparing all that is directed towards the perception of customers.

(i) Assist in the allocation of resources.

J- Achieving a competitive advantage and developing the business process in all directions of the organization and its operations that add value to its customers.

4- Dimensions of integrated marketing communications

a- advertisement

Advertising is very expressive, as it allows the company to dramatize its products through skillful use of visual elements, typography, sound and colour. On the other hand, advertisements can be used to build a long-term image of a product. On the other hand, advertising can lead to rapid sales (Kotler & Armstrong, 2017:439).

b- public relations

Public relations is an integral part of an organisation's promotional strategy. This approach is the most cost-effective aspect that results in a long-term relationship between the customer and the organization. (Kushwaha et al, 2020:54).

C - personal selling

Personal selling: face-to-face interaction with one or more potential buyers for the purpose of making offers, answering questions, and managing orders (Pereira, 2016:36). Personal selling is the backbone of marketing communications, which requires personal contact between the seller and the buyer (Taha, 2006:195).

d- Activate sales

Sales promotion is the system that uses motivational tactics and strategies to get the customer to buy, and provides added value to the brand in order to reach pre-defined marketing goals (Hafez and Abdel-Razzaq, 2017:113).

c- direct marketing

Digital marketing has been proven to be the best supportive component of direct marketing conducted through emails, e-brochures, and dissemination of

information via social media to actual and potential customers, (Kushwaha et al, 2020:54).

Second: the quality of the educational service

1- The concept of educational service quality

As a result of the great developments that occur in the fields of knowledge, technology and various sciences and the emergence of the concepts of the knowledge economy and its societies, the importance of the education service sector has increased as it is one of the important sectors that work to keep pace with these developments and build an advanced society (Kiran & Diljit, 2017: 96). Therefore, educational institutions emerged as leaders of the community as a center for providing education service, and in order to perform this role successfully, they had to provide their services with high quality in order to achieve the desired goals (Meesala & Paul, 2018: 262).

The world has now realized that the economic success of countries is directly determined by the quality of their educational systems, which directly affects the knowledge, skills, creative abilities and moral qualities of the members of society (Pavel, 2012: 120), and it is not possible to determine the quality of service only from the institutional side as a public or private institution, Rather, it depends on whether the institution adheres to established standards in the academic community (Johnstone; et al, 2001), and some researchers argue that it is necessary for higher education management to apply market-oriented principles and strategies that are used in for-profit institutions in order to gain a competitive advantage and Accordingly, interest in its importance is increasing, and this reinforces the need for higher education institutions to provide high-quality services to achieve sustainability in an environment of competition in services (DeShields, et al, 2005: 129). The quality of the educational service can be defined as the ability of a set of characteristics and advantages of the education product to meet the requirements of students, the business market, society and all local and foreign beneficiaries (Kammur, 2017: 2). It is also defined by (ElAhmad & Kawtharani, 2021:102) as the degree to which their universities meet the needs and aspirations of students who receive higher education services.

2- The importance of the quality of educational service
Quality in the field of educational service has the ability to provide society with distinguished graduates in various aspects (Tasmin, 2018: 278 Jaafar&). In addition, it helps to pay attention to the field of scientific research, especially areas related to economic and social problems, technology and the development of the capabilities of individuals working in the field of education through designing Effective training



programs tailored to their needs (Saggaf et al., 2018:2). And (Chen et al., 2020: 85) indicated that the quality of the educational service is important in terms of creating an effective cooperation system between the educational institution and customers and reducing waste and loss to the lowest possible level. While (Vanhoof & Petegem, 2007:104) indicated the importance of service quality in the educational institution in terms of its outputs from graduates who are able to secure their requirements quickly and adapt to modern strategies and needs.

3- Dimensions of educational service quality

A- Academic aspects

The academic aspects are evaluative racial modelling, which is the process of translating and elaborating problems and questions taken from systems that are part of students' reality (Jain, 2018:15).

B- Curriculum (content)

The curriculum is an important pillar in the educational process, as it plays an important role in developing the learner's behavior, gaining knowledge, ways of thinking, exploratory research methods and solving his problems. static, but evolving according to developments (Nguyen, 2018:46),

C- Continuous improvement

(Slack et.al, 2010:544) stated that it is an approach based on improving performance, including many small and continuous incremental improvement steps. It is a philosophy of continually striving towards process improvement, by setting standards for excellent practices and instilling employee sentiment in the process (Krajewski&et.al, 2013:163).

d- Academic experience

Academic experience is the experience through the interaction between the learner and external conditions in the environment with which a person can interact (Nguyen, 2018:46).

c- Academic advising

And he defined (Blum, 2014:4) academic counseling as a relationship in which a person or several people who have a problem want to discuss it, in order to find a solution to it with another person or several people to help them with that.

H- Student resources and services

The concept of student services is used to describe the departments that provide services and support students in higher education (Ciobanu, 2013:170).

G- quality of teaching

Good teaching quality in service educational institutions is an important factor in gaining and retaining clients in particular and stakeholders in general (Malik et al., 2010:3).

The third axis: the practical side

First: Examination and testing of the study measuring instrument

1- Testing the normal distribution of the data

It assumes the statistical approaches that fit the nature of the data used in the research, which requires the researcher to choose one of them before entering to display the statistical description and test hypotheses. Normal distribution, and it is preferable to use the first over the second due to the fact that its statistical tools include properties characterized by statistical power, and as shown in the table ().

Table () results of the normal distribution test			
test	type and parameters the	Kolmogorov-Smirnov	
		Statistic	Sig.
Variables			
Integrated Marketing Communications		0.059	0.200
Quality of educational service		0.062	0.200

It is evident from the value of the significance level (sig) of the Kolmogorov-Smirnov test for the variable of integrated marketing communications and the variable of educational service quality (0.200, 0.200), which is less than the significance level adopted in the study of (0.05), and this indicates that the three variables follow a normal distribution, and based on these Result Parametric methods will be adopted in the following statistical analyses.

2- Confirmatory factor analysis of the integrated marketing communications variable

Figure () shows the confirmatory factor analysis of the integrated marketing communication model, which consists of five basic dimensions and consists of (29) paragraphs. According to the recommendations of the modification indicators, which include either deleting or modifying the paragraphs with the highest common variance within the model



Table () Statistical indicators of the integrated marketing communication model									
questions	path	Dimensional	(Co.R) for stability of the compound	(AVE) Average Extracted Contrast	Standard saturations	saturates	S.E.	C.R.	P
R1	--->	Advertising	0.938	0.752	.827	1.000			
R2	--->				.821	.988	.092	10.726	0.000
R3	--->				.755	.913	.096	9.477	0.000
R4	--->				.859	1.134	.098	11.514	0.000
R5	--->				.860	1.126	.098	11.539	0.000
U1	--->	Public relations	0.810	0.517	.557	1.000			
U2	--->				.599	1.043	.202	5.159	0.000
U3	--->				.578	1.256	.250	5.027	0.000
U4	--->				.566	1.038	.210	4.952	0.000
I1	--->	personal selling	0.929	0.724	.802	.957	.090	10.657	0.000
I2	--->				.847	1.000			
I3	--->				.877	.974	.079	12.281	0.000
I4	--->				.763	.926	.094	9.875	0.000
I5	--->				.763	.945	.096	9.864	0.000
O1	--->	Stimulate sales	0.911	0.673	.656	1.000			
O2	--->				.774	1.226	.134	9.137	0.000
O3	--->				.549	.957	.182	5.245	0.000
O4	--->				.843	1.369	.196	6.993	0.000
O5	--->				.872	1.402	.202	6.944	0.000
P1	--->	Direct marketing	0.859	0.551	.591	1.000			
P2	--->				.678	1.289	.193	6.673	0.000
P3	--->				.816	1.699	.266	6.376	0.000
P4	--->				.591	1.158	.222	5.211	0.000
P5	--->				.636	1.235	.237	5.216	0.000

Source: Amos program output.25

3- Confirmatory factor analysis of the educational service quality variable

Figure () shows the confirmatory factor analysis of the educational service quality model, which consists of seven basic dimensions and consists of (35) paragraphs. According to the recommendations of the amendment indicators.

Table () Statistical indicators of the educational service quality model									
questions	path	Dimensional	(Co.R) for stability of the compound	(AVE) Average Extracted Contrast	Standard saturations	saturates	S.E.	C.R.	P
A1	--->	Academic aspects	0.892	0.626	.606	1.000			
A2	--->				.852	1.453	.206	7.057	0.000
A3	--->				.824	1.161	.170	6.845	0.000
A4	--->				.704	1.130	.188	6.004	0.000
A5	--->				.631	1.024	.180	5.687	0.000
S1	--->		0.868	0.571	.589	1.000			
S2	--->				.656	1.140	.149	7.644	0.000



S3	--->	Content (Curriculum)			.828	1.340	.200	6.685	0.000
S4	--->				.716	1.244	.204	6.113	0.000
S5	--->				.537	1.074	.217	4.957	0.000
D1	--->	continuous improvement	0.911	0.672	.698	1.000			
D2	--->				.810	1.387	.169	8.231	0.000
D3	--->				.754	1.353	.176	7.701	0.000
D4	--->				.738	1.373	.183	7.511	0.000
D5	--->				.796	1.467	.181	8.084	0.000
G1	--->	Academic experience	0.922	0.704	.621	.681	.089	7.662	0.000
G2	--->				.775	1.000			
G3	--->				.905	.987	.094	10.527	0.000
G4	--->				.796	.872	.110	7.924	0.000
G5	--->				.874	1.002	.120	8.336	0.000
H1	--->	Academic Advising	0.939	0.757	.653	1.000			
H2	--->				.807	1.299	.140	9.244	0.000
H3	--->				.882	1.513	.182	8.307	0.000
H4	--->				.951	1.658	.190	8.726	0.000
H5	--->				.838	1.263	.168	7.505	0.000
K1	--->	Student Resources and Services	0.918	0.693	.632	1.000			
K2	--->				.676	.980	.128	7.640	0.000
K3	--->				.772	1.112	.157	7.091	0.000
K4	--->				.848	1.202	.158	7.586	0.000
K5	--->				.920	1.295	.163	7.966	0.000
C1	--->	Teaching quality	0.914	0.680	.714	1.000			
C2	--->				.689	1.049	.104	10.074	0.000
C3	--->				.815	1.136	.136	8.368	0.000
C4	--->				.842	1.310	.171	7.674	0.000
C5	--->				.782	1.427	.184	7.770	0.000

Source: Amos program output.25

Second: Descriptive analysis in the light of the answers of the researched sample

The research sample

This topic seeks to identify the reality of the impact of integrated marketing communications on the quality of educational service by mediating knowledge management strategies according to the sample response in public universities and private universities, and it will be based on the arithmetic mean, standard deviation, coefficient of variation, order of importance and direction of answer to the opinions of the researched sample according to their answers.

1- Integrated marketing communications

In order to rank the importance of the dimensions of the independent variable integrated marketing communications, the coefficient of variation was used and as shown in the table (), as it is clear that the dimension (sales activation) (private colleges) came in the first order in terms of the dimensions of integrated marketing communications, as most of the sample answers agreed on this Dimension compared to other dimensions

Table () Summary of the dimensions of integrated marketing communications

T	Dimensions of integrated marketing communications	Private colleges				public universities				Superlative
		Arithmetical mean	standard							



			deviation							
1	Advertising	4.008	0.724	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges
2	Public relations	4.053	0.654	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges
3	personal selling	4.058	0.629	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges
4	Stimulate sales	4.296	0.591	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges
5	Direct marketing	4.289	0.483	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges	private colleges

Source: SPSS V.25

2- The quality of the educational service

In general, the educational service quality variable was achieved in private colleges. It achieved an arithmetic mean (4.119) and a good level. In public universities, the arithmetic mean reached (3.99), which indicates a good convergence in the process of attention to the quality of educational service in private colleges and government universities. To rank the importance of the dimensions of the dependent variable, the quality of

educational service, the coefficient of variation was used depending on the arithmetic mean and standard deviation, and the table () shows that the dimension (academic aspects) (private universities) came in the first place in terms of dimensions of educational service quality, as most of the answers were The sample agreed on this dimension.

Table () Summary of the dimensions of educational service quality

T	Dimensions of educational service quality	الكلية الأهلية				الجامعات الحكومية				Superlative
		Arithmetic mean	standard deviation	Dimensional order		Arithmetic mean	standard deviation	Variation coefficient	Dimensional order	
1	Academic aspects	4.365	0.571	private colleges	3	4.109	0.566	13.785	1	private colleges
2	Content (Curriculum)	4.069	0.634	private colleges	5	4.046	0.579	14.312	2	private colleges
3	continuous improvement	4.296	0.595	private colleges	4	4.026	0.717	17.801	5	private colleges



4	Academic experience	4.285	0.555	private colleges	1	4.197	0.629	14.992	4	private colleges
5	Academic Advising	4.000	0.656	private colleges	6	3.963	0.822	20.734	6	private colleges
6	Student Resources and Services	4.158	0.727	Superlative	7	3.549	0.877	24.701	7	private colleges
7	Teaching quality	4.223	0.548		2	4.066	0.667	16.406	3	

source: SPSS V.25

Third: hypothesis testing

1- To test the correlation between the research variables

The Pearson correlation coefficient is used to discover the strength and direction of the relationship between the variables, and it represents the positive correlation between two variables indicating that the increase in one variable corresponds to an increase in the other variable. The correlation is strong positive when it is (+0.3 to +0.7) and positively weak when it is (0 to +0.3), while the correlation is strong negative when it is (-0.3 to -0.7), and negatively weak when it is (-0.3 to 0). If the correlation coefficient is (+1), this indicates a perfect positive correlation, (-1) indicates a perfect negative correlation, and (0) indicates no correlation, (Cohen et al 2002:69)

Testing the main hypothesis in private colleges and government universities, which states (there is no significant correlation between integrated marketing communications and educational service quality)

The correlation coefficient in the private colleges for integrated marketing communications and educational service quality was (0.826**) at the significance level (0.000), which is less than the significance level (0.05) and at a strong level, as it achieved the calculated (Z) value (8.228), which is greater than the (Z) value The tabular value of (1.96) and this result indicates the significance of the correlation value, which means rejecting the null hypothesis and accepting the

hypothesis that (there is a significant correlation between integrated marketing communications and the quality of educational service). While in public universities, the correlation coefficient between integrated marketing communications and the quality of educational service (0.767**) came at an indication level (0.000), which is less than the significance level (0.05) and at a strong level, as it achieved the calculated (Z) value (8.292), which is greater than The tabular (Z) value of (1.96) and this result indicates the significance of the correlation value, which means rejecting the null hypothesis and accepting the hypothesis that (there is a significant correlation between integrated marketing communications and the quality of educational service). Which indicates the existence of a correlation relationship for private colleges and government universities with some convergence in terms of the strength of the link between private colleges and government universities, as integrated marketing communications have a strong moral correlation with the quality of educational service, meaning that the private colleges whenever they seek to adopt integrated marketing communications from Where advertising, marketing and sales promotion, with attention to the quality of public relations adopted by the surveyed private colleges, will have an active and clear role in the positive reflection on the quality of educational service.

Table () Correlation values between the dimensions of integrated marketing communications and the quality of educational service					
Superlative	public universities	private colleges	Correlation value and significance level	Dimensions of the independent variable	dependt variable
private colleges	0.672**	0.741**	R	Advertising	Quality of educati
	0.000	0.000	Sig		



	6.666	6.669	Z		onal service
private colleges	0.608**	0.713**	R	Public relations	
	0.000	0.000	Sig		
	5.777	6.253	Z		
private colleges	0.713**	0.786**	R	personal selling	
	0.000	0.000	Sig		
	7.312	7.426	Z		
private colleges	0.450**	0.591**	R	Stimulate sales	
	0.000	0.000	Sig		
	3.967	4.754	Z		
private colleges	0.640**	0.703**	R	Direct marketing	
	0.000	0.000	Sig		
	6.206	6.112	Z		
private colleges	0.767**	0.826**	R	Integrated Marketing Communications	
	0.000	0.000	Sig		
	8.292	8.228	Z		
	6	6	The number of accepted hypotheses		
	100%	100%	percentage		
	70	52	Sample volume		
Correlation is significant at the 0.01 level (2-tailed).**					

2- Testing the effect between the variables

The second major hypothesis test

Which states that (there is no significant effect of integrated marketing communications on the quality of educational service), as the analysis will be done according to a simple linear regression model, as follows:

$$Y = 0.772 + 0.828(X)$$

- The calculated value of (F) achieved its value (107.335). It is greater than the tabular value (F) of (4.03) at the level of significance (0.05), and in light of this result, we reject the null hypothesis and accept the alternative hypothesis that (there is a significant effect of the integrated marketing communications variable on the quality of educational service) at the level of significance (5 %) i.e. with a degree of confidence (95%).

- It is evident from the value of the corrected determination coefficient (r^2) of (0.676) that the integrated marketing communications variable explains (68%) of the variables that occur in the quality of the educational service

- The calculated value (t) of the marginal slope coefficient of the integrated marketing communications variable was recorded (10.360), which is greater than the tabular value (t) of 1.671, and this indicates the significance of the marginal slope coefficient of the integrated marketing communications dimension

- It is evident through the value of the marginal slope coefficient (β) of (0.828) that increasing the integrated marketing communications variable by one unit will lead to an increase in the quality of the educational service by (83%).



- The value of the constant (a) has been achieved in the equation (0.772), meaning when the integrated marketing communications variable is zero, the quality of the educational service will not be less than this value.

public universities

First, to test the second main hypothesis

(There is no significant effect of integrated marketing communications on the quality of educational service), as the analysis will be done according to a simple linear regression model, as follows:

$$Y = 1.342 + 0.712(X)$$

- The calculated value of (F) achieved a value of (97,265). It is greater than the tabular value (F) of (3.98) at the level of significance (0.05), and in light of this result, we accept the alternative hypothesis and reject the null hypothesis, and therefore the accepted hypothesis becomes (there is a significant effect of the integrated marketing communications variable on the quality of educational service) at the level of Significance (5%), i.e. with a degree of confidence (95%).

- It is evident through the value of the corrected determination coefficient (R^2) of (0.582) that the integrated marketing communications variable explains (58%) of the variables that occur in the quality of the educational service

- The calculated value (t) of the marginal slope coefficient of the integrated marketing communications variable was recorded (9.862), which is greater than the tabular value (t) of 1.664, and this indicates the significance of the marginal slope coefficient of the integrated marketing communications dimension.

- It is evident from the value of the marginal slope coefficient (β) of (0.712) that increasing the integrated marketing communications variable by one unit will lead to an increase in the quality of the educational service by (71%).

- The value of the constant (a) has been achieved in equation (1.342), meaning when the integrated marketing communications variable is zero, the quality of the educational service will not be less than this value.

As a result of the foregoing, it is clear that there is a significant effect between integrated marketing communications on the quality of educational service in private colleges and government universities, with some preference for private colleges over public universities in the strength of influence of marketing communications in private colleges on its impact on the quality of educational service. Thus, this indicates that the colleges investigated whenever they seek to adopt integrated marketing communications in terms of

focusing on activating the field of advertising, activating sales and personal selling with activating public relations and trying to bring the public closer to the activities and events of the college, this will have an effective impact on achieving the quality of educational service.

CONCLUSIONS AND RECOMMENDATIONS

First: the conclusions

1- The results indicated that there is a correlation in the private colleges for integrated marketing communications and the quality of the educational service amounted to (0.826**), while the calculated (Z) value achieved (8.228), which is greater than the tabular (Z) value of (1.96), and this indicates However, the private colleges investigated, whenever they seek to pay attention to integrated marketing communications by communicating with the beneficiaries and customers and knowing their needs and desires, this will have an active and clear role on the quality of educational service.

2- The existence of a correlation relationship in public universities for integrated marketing communications and educational service quality amounted to (0.767**), while the calculated (Z) value achieved (8.292), which is greater than the tabular (Z) value of (1.96), and this indicates that public universities The surveyed, whenever it seeks to pay attention to integrated marketing communications by communicating with the beneficiaries and customers and knowing their needs and desires, this will have an active and clear role on the quality of the educational service.

3- Improving the quality of service has become a necessity for the organization's survival and continuity.

4- Marketing communication has a role in improving the quality of educational service in its various dimensions, and it is considered the basic hypothesis that has been accepted.

Second: Recommendations

1- The need for the administration of public colleges and universities to activate sales, which will reflect positively on improving the college's relationship with the beneficiaries and thus on increasing its effectiveness and communication with the external environment, which will act as a link that provides it with the necessary information in order to benefit from it in the process of educational service quality.

2- The need for the administration of government colleges and universities to adopt integrated marketing communications and increase its effectiveness in terms of advertising or sales promotion and personal selling and the development of public relations levels, as this



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will have an active and clear role in developing and developing knowledge management strategies.

3- The necessity for the administration of government colleges and universities to seek interest in adopting public relations and activating the advertising aspect and communicating information to the internal and external side, as this will have an effective role on knowledge management strategies.

4- The necessity for the administration of government colleges and universities to seek to activate personal selling, as this will have a clear and effective role with the strategies of knowledge management.