

From Satisfaction to Persistence Quantitative Evidence on Relationship Marketing and Student Retention in a Private Higher Education Institution in Mozambique

Natércia Adriano Nhavene Cau¹

¹Department of Management and Marketing Saint Thomas University of Mozambique
Maputo, Mozambique

Publication Date: 2026/07/11

Abstract: This article analyses the relationship between relationship marketing, satisfaction, loyalty and student retention at Institution X, a private higher education institution in Mozambique. The research adopted a quantitative approach through a questionnaire survey administered via Google Forms. The analysis privileged indicators of agreement, disagreement, persistence and risk. The sample comprised two hundred and eighty four students, drawn from a reference population of seven thousand four hundred and fifty eight students, with an approximate confidence level of ninety one point four per cent and a five per cent margin of error. The results indicate a strong intention to remain among students, since most respondents intend to complete their studies at the institution. However, loyalty appeared as a more fragile element, because future choice and recommendation were lower than declared persistence. Academic satisfaction was more consistent than the administrative experience, especially in assessment criteria and lecturers' accessibility, while digital platforms, physical conditions and administrative response showed weaker results. The article concludes that Institution X retains students, but still needs to convert persistence into a positive institutional bond through administrative responsiveness, fairness in service and regular monitoring.

Keywords: Relationship Marketing; Student Satisfaction; Loyalty; Student Retention; Private Higher Education; Mozambique.

How to Cite: Natércia Adriano Nhavene Cau (2026) From Satisfaction to Persistence Quantitative Evidence on Relationship Marketing and Student Retention in a Private Higher Education Institution in Mozambique. *International Journal of Innovative Science and Research Technology*, 11(6), 3231-3240. <https://doi.org/10.38124/ijisrt/26jun1759>

I. INTRODUCTION

Student persistence is a matter of considerable concern for private education institutions, since many of them need students to remain in order to stay functional. In this type of institution, the student naturally enrolls, attends classes, renews registration and completes the course. This is apparently a common cycle. However, this appearance, like almost all appearances when examined more carefully, conceals a less settled composition. Between enrolment and completion there is an entire world made of delays, complaints, tuition fees, platforms, timetables, contact with lecturers, administrative requests and small frustrations which may seem isolated, but which accumulate. The decisive question in this article is to know what kind of institutional relationship is formed along this path and to what extent it helps or weakens persistence at Institution X.

A private higher education institution does not relate to the student only when it persuades him or her to enrol; it continues to relate when it responds to a request, corrects a

grade list, sends information, handles a complaint, explains a decision or supports a difficulty. Relationship, here, is less a promise than a series of repeated acts. It is because of this reality, almost universal in institutions of this kind, that Morgan and Hunt [1] argued that relationship marketing depends on the construction and maintenance of successful relational exchanges.

In the present research, the case study was a private higher education institution in Mozambique, chosen because it is one of the largest private higher education institutions in the country and because it has a good quantitative basis for institutional analysis. For reasons connected with preserving the institution's image, its real name is not used in this article; from this point onwards, it is referred to as Institution X. Official institutional data indicate that, by the end of 2022, Institution X had an approximate total of 7,458 students. The sample considered in the present research was 284 students. Based on this sample, percentages of agreement, disagreement, declared persistence and factors weighing on continuity were observed.

As stated above, this article deals with topics such as satisfaction, loyalty and student retention at Institution X. Certainly, these words are close to one another, but they are not the same thing. It may be the case, for example, that a student is satisfied with the lecturers but dissatisfied with the administrative services. He or she may remain in order to complete the course, but have no strong pride in the institution. The student may also recommend a lecturer because of his or her educational qualities, but not the institutional experience as a whole. In this context, this article seeks to show precisely this difference, because it is the key to the passage from satisfaction to persistence.

The general objective of this article is to analyse quantitative evidence on the relationship between relationship marketing, satisfaction, loyalty and student retention at Institution X. The specific objectives are as follows: to identify percentages of agreement and disagreement in relational and satisfaction indicators; to examine signs of student loyalty and persistence; and to discuss the factors that most influence students' continuity at Institution X.

II. LITERATURE REVIEW

According to Grönroos [2], relationship marketing shifts attention from the isolated transaction to the continuing relationship. In higher education, this shift is decisive because the student is not merely someone who buys a service at the time of enrolment. The student goes through a long experience, made up of academic, bureaucratic, technological and financial contact. Each contact adds something to the image formed of the institution, even when that addition is small.

For Parasuraman et al. [3], perceived service quality depends on the relationship between expectations and actual experience. At university, this distance appears in concrete places: the registry office, the platform, the classroom, assessment, administrative communication and complaint handling. If the experience moves too far away from the expectation, satisfaction decreases; if this distance is repeated, trust tends to weaken.

Dick and Basu [4] state that loyalty combines favourable attitude and continuity behaviour. This distinction is useful in order not to confuse retention with loyalty. Retention may exist when the student remains because he or she has already invested time, because the location is convenient, because transfer would be difficult, or because there is little time left before completion. Loyalty requires something more: preference, pride, recommendation and willingness to maintain a positive connection with the institution.

According to Tinto [5], [6], persistence in higher education should be understood as a process. Departure rarely begins with the formal act of dropping out; it may begin with the accumulation of frustrations, lack of integration, financial difficulty or the feeling that the institution does not provide support. For this reason, the percentages of students who think about leaving, who feel supported or who intend to remain are important signs, even when they have not yet become actual dropout.

III. METHODOLOGY

The present research adopts a quantitative approach, with data obtained through a survey administered to students of Institution X. The survey sought to address topics such as relationship marketing, satisfaction, loyalty and student retention at that institution.

The data collection instrument included items on relationship marketing, satisfaction, loyalty, retention and factors of persistence. In the scale items, responses were grouped into agreement and disagreement; in the factors of persistence, students could select up to three options.

Since this is a quantitative and essentially descriptive study, the sample used had to be sufficiently representative, and its calculation was made using the sample formula for a finite population, considering a 5% margin of error and a maximum proportion of variability (see Table 1).

Table 1 Methodological Summary and Sample Calculation for Institution X

Element	Information
Institution analysed	Institution X
Reference population by 2022	7,458 students
Effective sample used	284 students
Assumed margin of error	5%
Proportion of variability	50% / 50%
Approximate confidence level	91.4%

Source: research data.

Table 1 shows that the sample of 284 students is not numerically irrelevant in relation to the population considered. With 7,458 students as the reference universe, the sample allows an approximate reading with 91.4% confidence, provided that the defined assumptions are maintained. This already raises a small caution, since, despite an acceptable

confidence level, the results obtained here cannot be generalised as the positions of all students at Institution X.

According to Hair et al. [7], quantitative interpretation requires coherence between sample size, objectives and the nature of the data. In this article, this coherence was sought through a cautious option: no regressions or causality tests are

carried out; percentages, frequencies and interpretative relations between dimensions are analysed. The result is certainly less ambitious than a full statistical model, but more faithful to the type of evidence available.

IV. PRESENTATION AND DISCUSSION OF RESULTS

➤ *Relationship Marketing in Percentages*

The first dimension examined in the survey was relationship marketing, with percentages of agreement and disagreement in the following indicators that describe the institutional relationship with the student: information, channels, response, fairness, trust, support, monitoring and appreciation (see Table 2).

Table 2 Percentages of Agreement and Disagreement in Relationship Marketing Indicators

Indicator	Agreement	Disagreement
Clarity of institutional information	50.2%	30.3%
Coherence between communication channels	51.1%	23.5%
Response within an acceptable time	24.1%	54.4%
Knowing whom to contact	60.4%	24.2%
Respectful treatment	50.3%	25.2%
Fairness in complaints/reviews	26.5%	45.8%
Trust in institutional reliability	31.2%	42.5%
Fulfilment of promises	20.9%	50.6%
Monitoring throughout the course	30.5%	41.2%
Digital channels improve the relationship	47.5%	25.2%

Source: survey data.

At first sight, Table 2 could suggest only normal variation between indicators of “relationship marketing”. But this impression weakens when one observes where, precisely, the lowest values appear. Response within an acceptable time gathers only 24.1% agreement, against 54.4% disagreement; fulfilment of promises is even lower, with 20.9% agreement and 50.6% disagreement; and fairness in complaints or reviews presents 26.5% agreement, compared with 45.8% disagreement. Now, these three data do not merely say that there are dissatisfied students. They say something more specific: when institutional contact ceases to be simple communication and begins to require a solution, a deadline and trust, the relationship becomes fragile. Thus, the central issue does not seem to lie in the existence of channels, but in the effective strength of these channels to solve the problem that led the student to seek them.

According to Morgan and Hunt [1], trust and commitment sustain lasting relationships. When 42.5% disagree that they trust institutional reliability and 40.0% disagree that they feel valued as students, relationship marketing ceases to be a mere communication technique and becomes a problem of institutional management. According to Grönroos [2], the relationship has to be maintained over time; the data indicate that Institution X has signs of contact, but still faces weaknesses in response time, in the repair of failures and in perceived fairness.

➤ *Student Satisfaction in Percentages*

After the institutional relationship, it is important to observe satisfaction. Table 3 presents the percentage of agreement and disagreement in the items linked to lecturers, services, infrastructure, platforms and the general institutional experience.

Table 3 Percentages of Agreement and Disagreement in Student Satisfaction Indicators

Indicator	Agreement	Disagreement
Lecturers' clarity	55.3%	10.9%
Lecturers' mastery of the subject matter	62.7%	10.4%
Clear and fair assessment criteria	69.4%	10.6%
Lecturers' accessibility	60.9%	15.6%
Administrative services without strain	22.9%	48.0%
Satisfactory enrolments, registrations and certificates	33.8%	44.7%
Acceptable classrooms and physical conditions	29.5%	55.6%
Satisfactory digital platforms	23.7%	55.2%
Teaching quality	46.5%	24.5%

Source: survey data.

Table 3 places before us a distinction which, at first sight, might pass unnoticed: Institution X is not assessed in the same way when the student thinks about the classroom and when the student thinks about the services surrounding that classroom.

Clear and fair assessment criteria present 69.4% agreement and only 10.6% disagreement; lecturers' mastery of the subject matter gathers 62.7% agreement and 10.4% disagreement; and the accessibility of lecturers reaches 60.9% agreement. These

data suggest that, in strictly academic contact, the experience seems to find a relatively firm point. But the image changes when the gaze moves outside the classroom. There, 55.6% disagree that physical conditions are acceptable, 55.2% disagree that digital platforms are satisfactory, and 48.0% disagree that administrative services operate without strain.

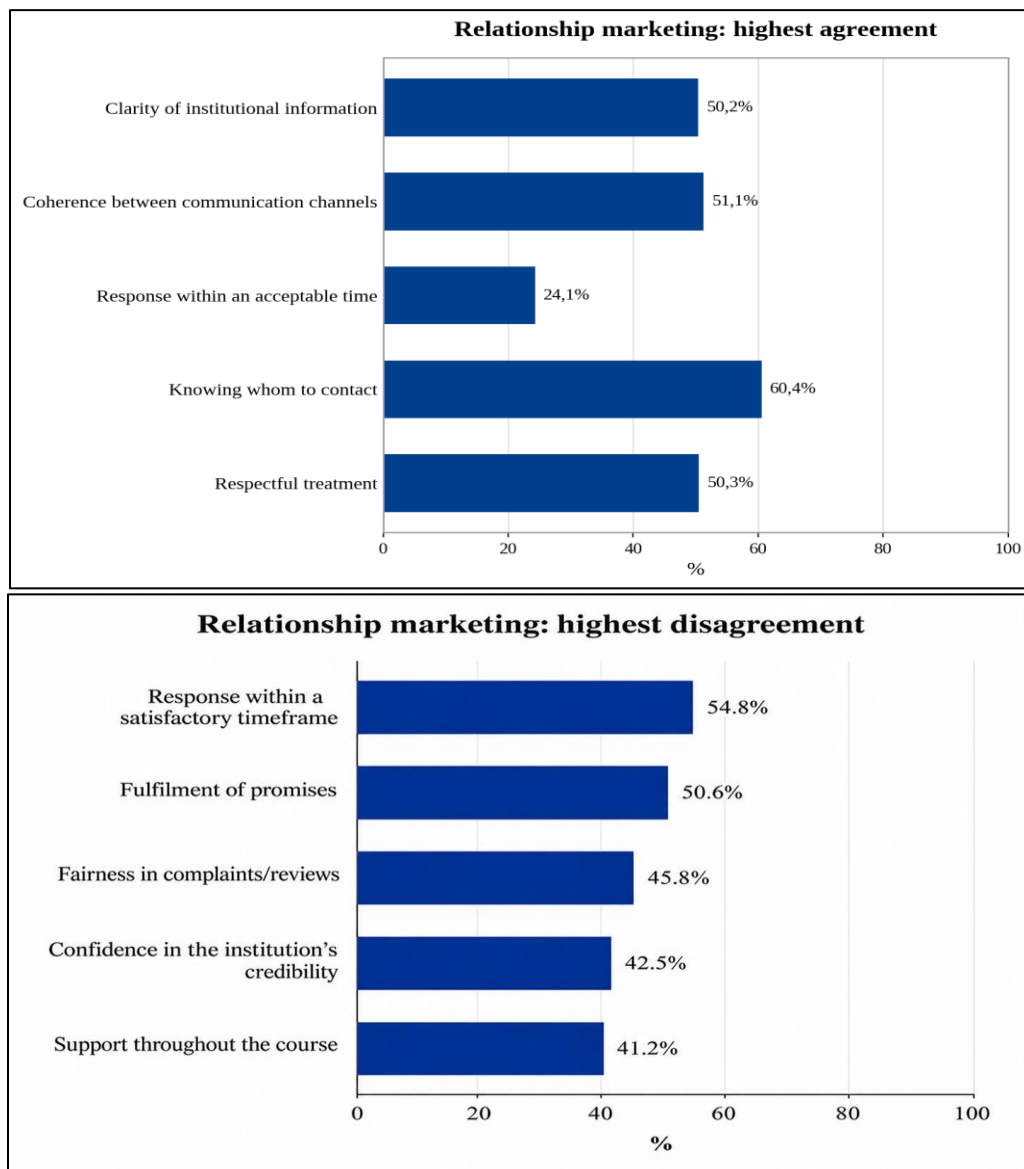
For Parasuraman et al. [3], perceived quality arises precisely from this comparison, not always comfortable, between what is expected and what is received. Viewed from this angle, Institution X seems to bring expectation and experience closer together in the teaching dimension, but to move them apart in digital platforms, administrative services and physical conditions. It is not, therefore, a homogeneous satisfaction or dissatisfaction. The student may recognise quality in the classroom and, at the same time, feel that the institution fails in the points that should sustain academic life outside the classroom.

This result becomes more understandable when, in the middle of the analysis, the study by Campira et al. [8] is

considered, which relates academic satisfaction, in the Mozambican context, to learning conditions, infrastructure and the institutional environment. The classroom, taken in isolation, may be well received; but the student does not live only inside it. The student passes through services, depends on platforms, seeks administrative responses, uses physical spaces and, in these small contacts, forms a broader idea of the institution. It is there that satisfaction ceases to be only pedagogical and becomes institutional experience.

➤ *Graphic View of Strengths and Weaknesses*

Before moving on to a more interpretative reading of the results, it is useful to bring the data together in the same visual field. Fig. 1 presents, in four panels, the main percentages of agreement and disagreement relating to relationship marketing and student satisfaction. The intention is simple: to bring together, in a single glance, what sustains the student's experience and what wears it down. Thus, the indicators cease to appear as isolated values and begin to reveal a kind of map of the relationship between Institution X and its students.



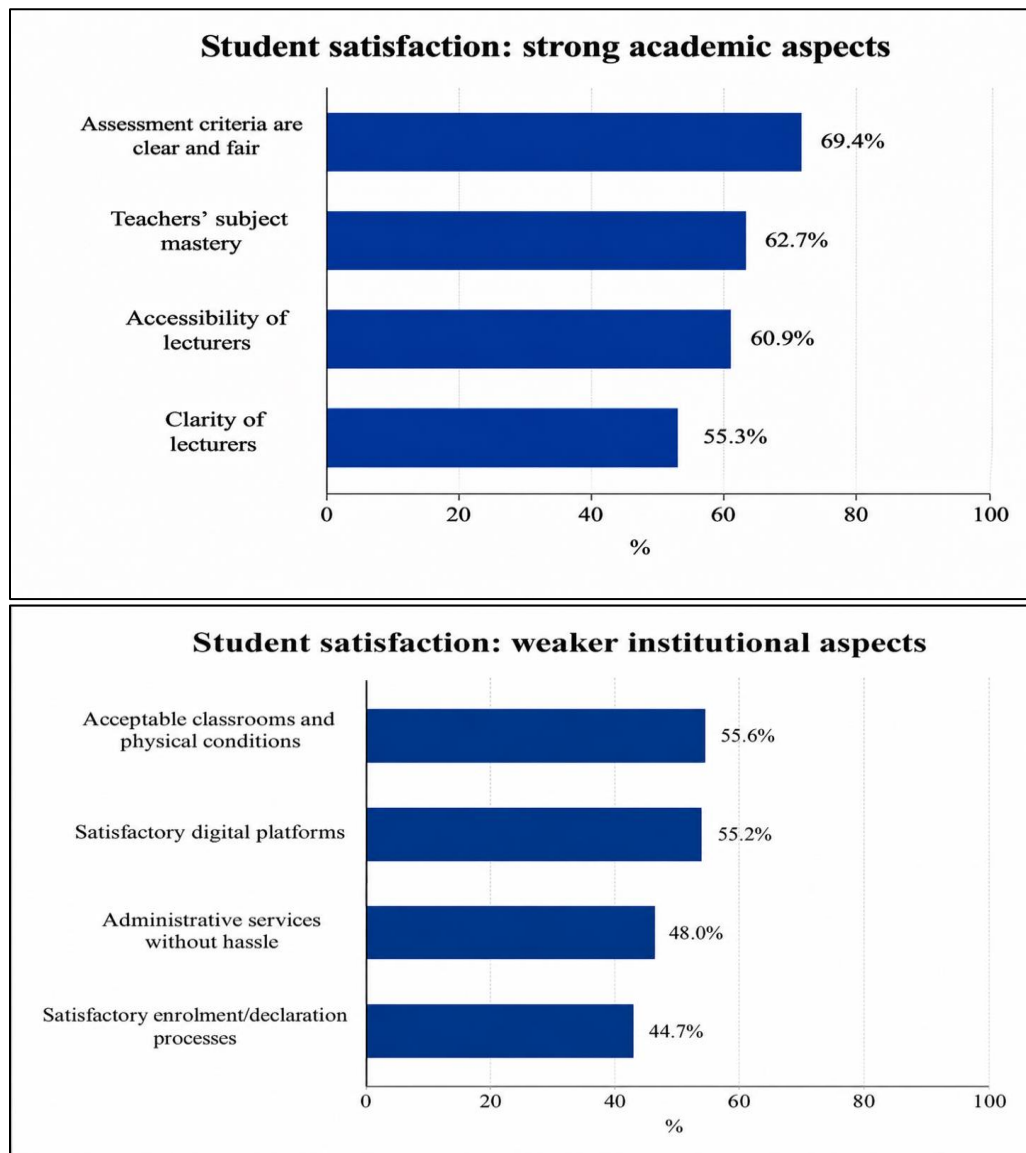


Fig 1 Percentages of Agreement and Disagreement in the Survey.

Source: Survey Data.

Fig. 1 shows, in the upper-left panel, that the best signs of relationship marketing are practical: 60.4% say they know whom to contact, 51.1% recognise coherence between channels and 50.3% perceive respectful treatment. In the upper-right panel, the weakness shifts to response: 54.4% disagree that the response arrives within an acceptable time, 50.6% disagree with the fulfilment of promises, 45.8% disagree with fairness in complaints and 42.5% disagree with trust in institutional reliability.

From the perspective of Lemon and Verhoef [9], experience is formed by a sequence of contacts. Fig. 1 confirms this reading: the student may have a good experience

in the classroom and a fragile experience in services. According to Hemsley-Brown and Oplatka [10], competition in higher education increases the importance of perceived quality; therefore, the fragile percentages in Fig. 1 should be read as institutional risks, not merely as occasional complaints.

➤ *Loyalty and Retention in Percentages*

The passage from satisfaction to persistence requires attention to loyalty and retention. Table 4 presents the percentage indicators that measure future choice, recommendation, pride, preference for continuing, connection until completion, re-enrolment, persistence until completion and perceived support.

Table 4 Percentages of Agreement and Disagreement in Loyalty and Retention

Dimension	Indicator	Agreement	Disagreement
Loyalty	Would choose the institution again	24.8%	56.4%
Loyalty	Would recommend the institution	31.7%	46.1%
Loyalty	Institutional pride	29.6%	42.1%
Loyalty	Positive defence/comments about the institution	36.9%	28.1%

Loyalty	Preference for continuing at the institution	37.6%	38.2%
Loyalty	Good connection until course completion	74.4%	8.4%
Retention/persistence	Intention to re-enrol	59.6%	20.4%
Retention/persistence	Intention to remain until completion	87.7%	2.2%
Retention/persistence	Institutional support to continue	31.2%	37.2%
Retention/persistence	Academic support to continue	35.2%	33.3%

Source: survey data.

Table 4 shows that the intention to remain until completion reaches 87.7% agreement and only 2.2% disagreement, while re-enrolment reaches 59.6% agreement. In the opposite direction, only 24.8% agree that they would choose the institution again, 31.7% would recommend it and 29.6% express institutional pride. There is declared continuity, but loyalty remains narrower.

Dick and Basu [4] help to interpret this difference by separating favourable attitude and continuity behaviour. Persistence at Institution X seems stronger than loyalty. According to Tinto [6], student persistence may arise from integration, support and academic goals; but the data suggest that part of the continuity may also arise from the investment already made, proximity to completion or the difficulty of

changing. Retention exists, but it does not always become loyalty.

➤ Factors of Persistence and Declared Risks

Persistence, when observed in the abstract, may seem a simple decision: the student stays or leaves. But this appearance is misleading. Between staying and leaving there is a series of reasons, some academic, others financial, and still others linked to space, transport, service and the practical confidence that the institution allows the student to continue without excessive strain. For this reason, before interpreting retention as simple individual will, it is useful to observe the factors that students at Institution X indicated. Table 5 presents the internal frequencies and percentages of the institution, considering that each respondent could select up to three factors of persistence.

Table 5 Factors that Influence the Persistence of Students at Institution X

Factor	Institution X n	Institution X %
Location, transport or distance	115	40.5%
Teaching quality	113	39.8%
Tuition fees or financial difficulties	105	37.0%
Lecturers' accessibility	76	26.8%
Service and support for students	57	20.1%
Family or work-related issues	51	18.0%
Internship and employment opportunities	30	10.6%
Infrastructure and technology	25	8.8%
Others	23	8.1%
Scholarship, discount or financial support	12	4.2%

Source: survey data.

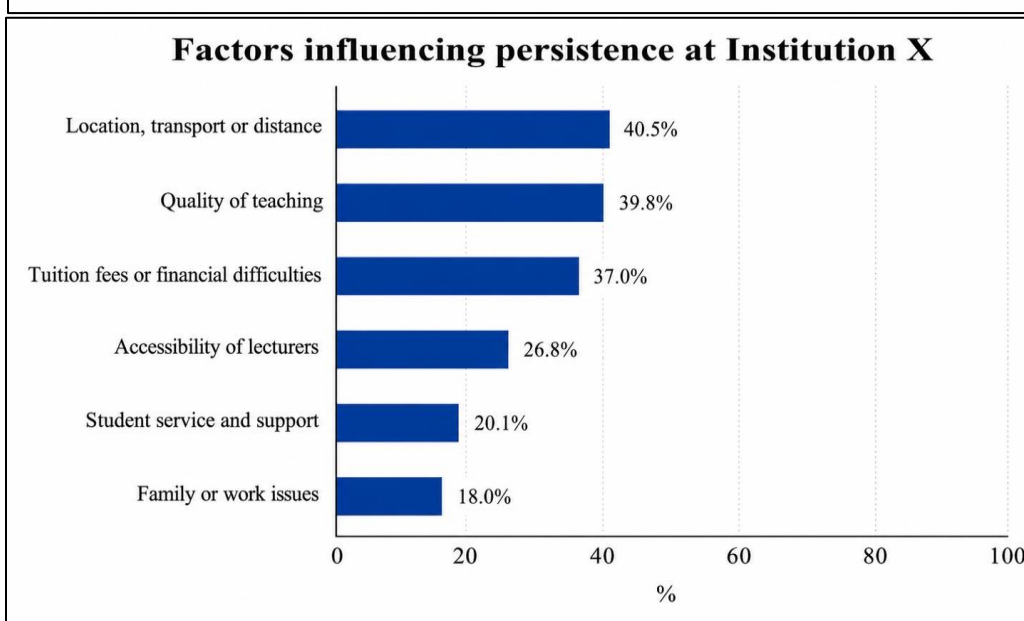
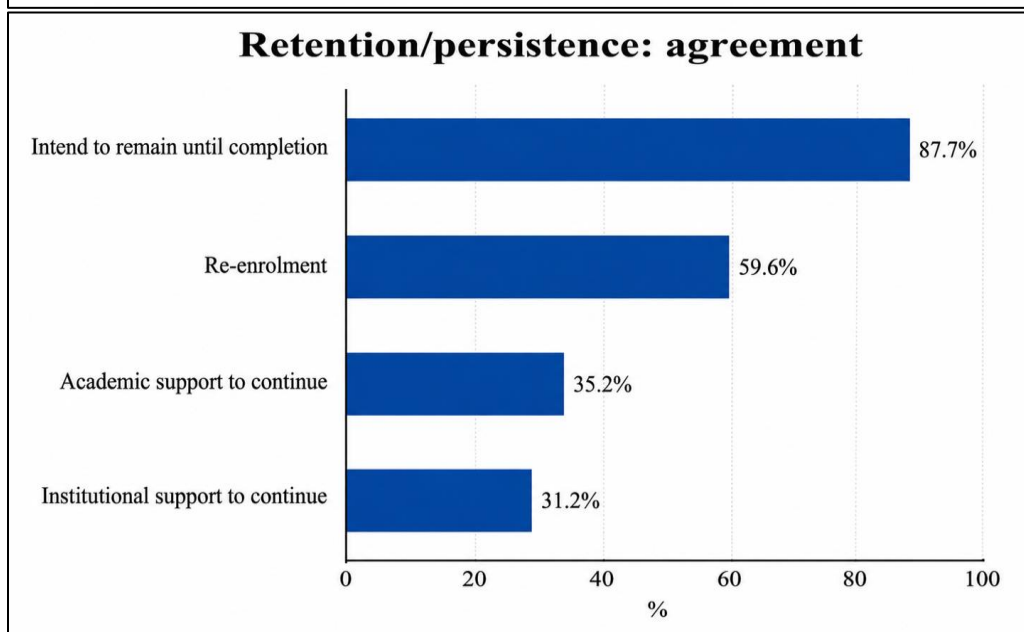
Table 5 shows that the factor most cited by students at Institution X is location, transport or distance, with 115 responses, equivalent to 40.5%. Very close to it appears teaching quality, with 113 responses, or 39.8%. In third place come tuition fees or financial difficulties, with 105 responses, corresponding to 37.0%. Lecturers' accessibility appears next, with 76 responses, that is, 26.8%, while service and support for students gather 57 responses, equivalent to 20.1%.

It would be hasty to say that students remain only because they recognise academic quality; it would also be poor to state that they remain only for geographical convenience. What the data suggest is a more irregular composition. Location weighs 40.5%, teaching quality weighs 39.8%, and tuition fees or financial difficulties weigh 37.0%. Therefore, the decision to continue seems to arise from a combination of practical possibility, academic assessment and financial capacity.

According to Joaquim et al. [11], cost-sharing in Mozambican higher education has shifted a significant part of the financial weight to students and their families. From this perspective, the 37.0% attributed to tuition fees or financial difficulties cannot be treated as a secondary detail. They indicate that persistence also depends on the capacity to bear the cost of the pathway. According to Tinto [6], retention requires institutional conditions that make persistence possible; in the case observed here, these conditions pass simultaneously through location, academic quality, cost and effective support for the student.

➤ Graphic Synthesis of Persistence

Fig. 2 brings together, in the same panel, loyalty, retention, factors of persistence at Institution X and the main risks declared in the overall survey sample. The intention is to show, with numbers, that remaining is not the same as being loyal.



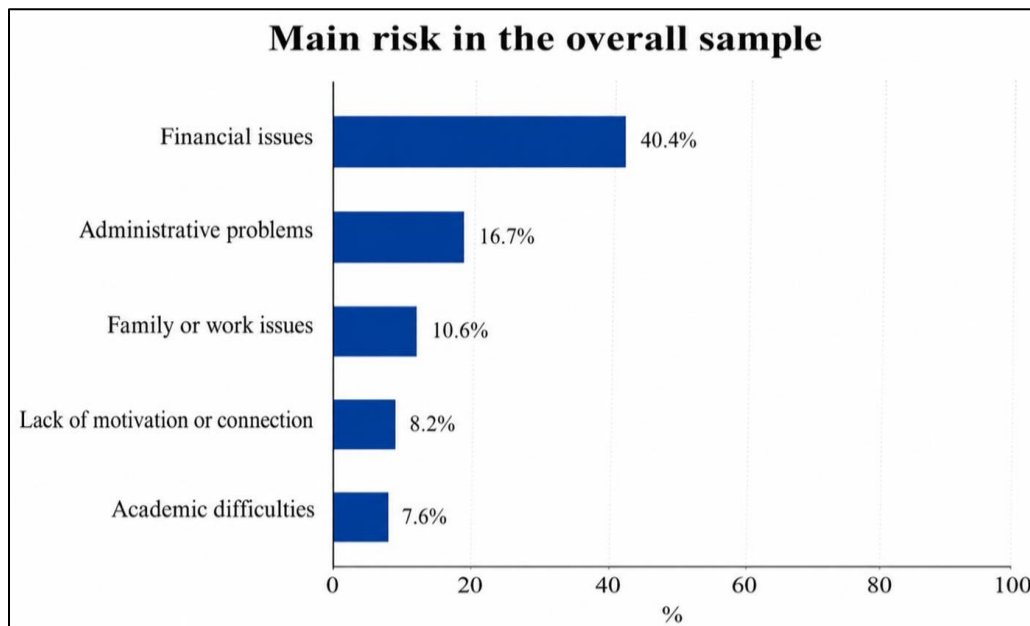


Fig 2 Loyalty, Persistence and Associated Risks.
Source: survey data.

As Fig. 2 shows, in the loyalty panel, a good connection until course completion reaches 74.4%, but the intention to choose the institution again remains at 24.8%, recommendation reaches 31.7% and institutional pride stands at 29.6%. In the retention panel, the intention to remain until completion reaches 87.7%, while re-enrolment appears at 59.6%. The distance between these values is important: course completion seems to be a strong goal, but recommendation, future choice and institutional pride present weaker signs.

From this there results a distinction that the article must not lose. Persistence may be sustained by very practical reasons: completing the course, avoiding starting again at another institution, maintaining an already familiar routine, reducing switching costs or taking advantage of location. Loyalty, however, requires something more demanding. It requires the student to wish to choose again, recommend and associate his or her name positively with the institution. Therefore, when the intention to remain until completion reaches 87.7%, but choosing the institution again stands at

24.8%, the data should not be read as a contradiction; they should be read as a separation between functional continuity and institutional bond.

According to Tinto [5], dropout should be understood as a process, and not as an isolated event. Fig. 2 helps to see this process in numbers: the student intends to complete, but may be financially vulnerable; values teaching, but may suffer with administrative services; wants to remain, but would not necessarily recommend the institution. Retention, therefore, requires more than renewed registration; it requires an experience sufficiently coherent for persistence not to be only individual resistance.

➤ Main Risk to Persistence

After the factors that support continuity, it is useful to observe the factors that may threaten it. Table 6 presents the main declared risk to student persistence in the overall survey sample, used here as an interpretative context for Institution X.

Table 6 Main Risk to Student Persistence

Main risk	Frequency	Percentage
Financial issues	133	40.4%
Administrative problems	55	16.7%
Family or work-related issues	35	10.6%
Lack of motivation or bond	27	8.2%
Academic difficulties	25	7.6%
No declared risk	9	2.7%
Others	4	1.2%
Not indicated	41	12.5%

Source: survey data.

Table 6 shows that the most salient risk does not arise, first of all, from the classroom, nor from the declared lack of bond, but from money. Financial risk gathers 133 responses, equivalent to 40.4%. After it appear administrative problems,

with 55 responses, or 16.7%, and family or work-related issues, with 35 responses, corresponding to 10.6%. Lack of motivation or bond appears with 27 responses, that is, 8.2%,

while academic difficulties appear with 25 responses, equivalent to 7.6%.

These data should not be read as if each risk lived in isolation from the others. A student may experience financial difficulty and, at the same time, encounter administrative delay; he or she may have work problems and, precisely for that reason, depend more on quick responses from the institution. According to Mburine and Lanzillotti [12], Mozambican higher education remains crossed by economic inequalities that affect both access and persistence. Thus, the 40.4% attributed to financial risk confirms this tension. But the 16.7% linked to administrative problems adds a decisive point: the possible departure of the student is not produced only outside the institution; it may be aggravated, or attenuated, by the experience he or she finds inside it.

When financial difficulty combines with unclear procedures, slow responses or burdensome services, persistence ceases to depend only on the student's will. It also comes to depend on the institutional capacity to reduce obstacles. Thus, Table 6 shows that retention requires two forms of care: one directed towards the material conditions of continuity, especially tuition fees and the costs associated with the academic pathway; the other directed towards the internal organisation of the institution, where administrative problems may transform an already existing difficulty into an additional reason for withdrawal.

V. CONCLUSION

This article analysed the passage from satisfaction to persistence at Institution X, based on percentages obtained through a survey. The main conclusion seems simple, but it is not small: there is persistence, and it appears strongly; however, this persistence is not the same as loyalty. The most expressive datum is the intention to remain until completion, with 87.7% agreement. However, when students are asked whether they would choose the institution again, agreement falls to 24.8%; and, when recommendation of the institution is observed, the value is 31.7%. Therefore, continuity exists. But this continuity has not yet been robustly transformed into future choice, recommendation and institutional pride.

Academic satisfaction appears stronger than institutional satisfaction. Clear and fair assessment criteria gather 69.4% agreement; lecturers' mastery of the subject matter reaches 62.7%; and lecturers' accessibility reaches 60.9%. These three values indicate that the classroom experience has relatively solid foundations. The difficulty begins when the student leaves the classroom and encounters other points of contact with the institution. There, less favourable signs emerge: 48.0% disagree that administrative services operate without strain, 55.2% disagree that digital platforms are satisfactory and 55.6% disagree that physical conditions are acceptable. The institution, therefore, seems stronger at the pedagogical centre than in the institutional experience that surrounds it.

Something similar occurs in relationship marketing. Students know whom to contact in 60.4% of cases, and clarity or coherence of information approaches half of the responses.

But one thing is to indicate a path; another, more difficult, is to solve the problem that led the student to follow it. When the relationship requires an effective response, the percentages become more critical: 54.4% disagree that there is a response within an acceptable time, 50.6% disagree with fulfilment of promises and 45.8% disagree with fairness in complaints or reviews. The central problem, therefore, does not seem to lie only in communicating. It lies in responding, fulfilling, correcting and monitoring.

As regards factors of persistence, Institution X depends on a combination of practical and academic reasons. Location, transport or distance appears with 40.5%; teaching quality, with 39.8%; and tuition fees or financial difficulties, with 37.0%. These numbers show that student retention cannot be reduced to the student's individual motivation. It passes through the cost of the pathway, transport, the perceived quality of teaching and the support that the institution is able to offer. According to Tinto [6], persistence requires conditions that make persistence possible; in the case observed, these conditions are academic, administrative, financial and logistical at the same time.

From a practical point of view, Institution X should concentrate on four fronts. The first is to reduce response time to requests, complaints and reviews. The second is to make the handling of administrative problems more transparent, so that the student knows not only whom to contact, but also what to expect from the process. The third is to improve digital platforms and physical conditions, since these points affect everyday experience. The fourth is to transform student monitoring into a regular practice, and not into an occasional intervention. Retention already appears in high percentages; the challenge is to convert it into loyalty, recommendation and institutional pride.

REFERENCES

- [1]. R. M. Morgan and S. D. Hunt, "The commitment-trust theory of relationship marketing," *Journal of Marketing*, vol. 58, no. 3, pp. 20-38, 1994.
- [2]. C. Grönroos, "From marketing mix to relationship marketing: Towards a paradigm shift in marketing," *Management Decision*, vol. 32, no. 2, pp. 4-20, 1994.
- [3]. A. Parasuraman, V. A. Zeithaml, and L. L. Berry, "SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality," *Journal of Retailing*, vol. 64, no. 1, pp. 12-40, 1988.
- [4]. A. S. Dick and K. Basu, "Customer loyalty: Toward an integrated conceptual framework," *Journal of the Academy of Marketing Science*, vol. 22, no. 2, pp. 99-113, 1994.
- [5]. V. Tinto, "Dropout from higher education: A theoretical synthesis of recent research," *Review of Educational Research*, vol. 45, no. 1, pp. 89-125, 1975.
- [6]. V. Tinto, *Completing College: Rethinking Institutional Action*. Chicago, IL: University of Chicago Press, 2012.
- [7]. J. F. Hair, W. C. Black, B. J. Babin, and R. E. Anderson, *Multivariate Data Analysis*, 8th ed. Boston, MA: Cengage Learning, 2019.

- [8]. F. P. Campira, A. M. Araújo, and L. S. Almeida, "Satisfação académica no ensino superior: Evidências em estudantes universitários moçambicanos," *Revista de Estudios e Investigación en Psicología y Educación*, vol. 8, no. 2, pp. 187-204, 2021.
- [9]. K. N. Lemon and P. C. Verhoef, "Understanding customer experience throughout the customer journey," *Journal of Marketing*, vol. 80, no. 6, pp. 69-96, 2016.
- [10]. J. Hemsley-Brown and I. Oplatka, "Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing," *International Journal of Public Sector Management*, vol. 19, no. 4, pp. 316-338, 2006.
- [11]. J. A. Joaquim, L. Cerdeira, and B. G. Cabrito, "Cost-sharing in higher education in Mozambique: From state financing to family burden," *Journal of Higher Education Policy and Management*, vol. 45, no. 4, pp. 391-406, 2023.
- [12]. J. Mburine and A. Lanzillotti, "Ensino superior em Moçambique: Expansão, desigualdades e desafios de permanência," *Revista Lusófona de Educação*, vol. 60, pp. 103-119, 2023.