

**A SURVEY OF THE EXTENT TO WHICH KENYAN  
UNIVERSITIES PRACTICE EDUCATION MARKETING**

BY

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## DECLARATION


This management project is my original work and has not been presented  
for a degree in any other university

Signed..........

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Date.....15<sup>th</sup> Feb 2005.....

This management project has been submitted for examination with my approval as  
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## DEDICATION

Dedicated to my Dad, with love

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## ABSTRACT

Higher education institutions are facing an increasing number of complex challenges that are threatening their future. These include an increasingly complex market place and constantly evolving customer needs. To manage these challenges, the concept of the education market has gradually been introduced to education management and increasingly education is being perceived as a commodity which can be sold and individuals can choose among various institutions and course offers. This study was conducted to determine the extent Kenyan Universities practice education marketing and whether education marketing practices of public universities differ from those of private universities.

This study was based on a descriptive design; the population included all Kenyan Universities, both Private and Public. Due to the small number of universities a census study was conducted. Primary data was collected using a semi-structured questionnaire which was divided into two parts. Part A collected data on the type of courses the respondent university was offering while Part B contained Likert type questions that collected data on the extent of practice of education marketing in universities. Some of the questionnaires were personally administered while others were administered through the drop and pick later method. The questionnaire was pre-tested to confirm clarity of questions.



The analysis indicates that most Kenyan Universities offer sciences, arts, theology and business oriented courses. All public universities studied offer sciences, arts, and theology oriented courses. Only one public university does not offer business oriented courses. The results show that Universities in Kenya practice education marketing. The variables of education marketing are used to different extents by the universities. All universities practice product, people, process and promotion dimensions of education marketing to a large extent. Variables of probe/research, price and physical evidence dimensions are practiced to a moderate extent by all Kenyan universities.

The practice of education marketing differs in some aspects between public and private universities. The main differences are in the product, physical evidence and promotion dimensions. There are few significant differences in the probe and price dimensions and no significant differences in people, process and place dimensions.

It is suggested that a study could be carried out to establish the extent which other higher education institutions like polytechnics, tertiary colleges and high schools practice education marketing.

### 1.1 Background

Rapid advances in communications and information technology have encouraged development and innovation in various sectors making the world one global village (Stamp 2002). Kotler (2001) notes that globalization is a worldwide transformation associated with an explosion of information communication technology and an increased trend towards regionalization.

Roberts (2000) observes that globalization has resulted in changes in the business climate which are driving fundamental changes in the market place. Some of the changes that globalization has brought about include rapid economic growth and development for both rich and poor nations worldwide; rapid technology and knowledge transfer; improved quality of people everywhere; rapid spread of free enterprise; unification of culture, living norms, and work ethic; increased communication through the internet and other media; instant news worldwide and increased life expectancy.

Kotler (2001) notes that producers and marketers no longer focus exclusively on their domestic markets as the larger global market is within reach and the increasingly immense diversity of consumers, producers, marketers, sellers and advertising media, are some of the challenges that businesses today face as a direct result of globalization, technological advances and deregulation.

Technology through the World Wide Web has changed the market place, enabling businesses to interact, address and respond to individual customer requirements. The availability of vast amounts of information allows customers to seek unique solutions to their specific needs.

As a result of these changes customers increasingly expect higher quality, better service and more customization of products. As the marketplace changes, so must those who serve it. Kotler and Armstrong (2004), Kanuk and Schiffman (2003) further observe that as a result of these forces a lot of goods and services are increasingly being offered and organizations are constantly adapting new behaviors to cope with emerging challenges.

Roberts (2000) observes that marketing success depends on consumers finding the producer's offerings relevant to their needs. Sheth et al (2000), note that marketing has gradually evolved from mass marketing in the early twentieth century when mass production, mass distribution and mass communication created a mass consumption society to segmentation in the mid twentieth century and now the focus of marketing efforts is increasingly moving towards customer-centric marketing as marketers seek to fulfill needs and wants of individual customers.

Kotler (2001) acknowledges that marketers are rethinking their philosophies, concepts and tools so as to keep up with the rapid changes. Focus is shifting to relationship marketing, increasing customer lifetime value, building customer

share, target marketing, customizing products, building customer data bases, integrating marketing communications and integrating channels and employees into the marketing process.

### **1.1.1 Education Marketing**

Topor (1998) defines education marketing as applying all the principles, ideas, processes and procedures of commercial marketing in providing education programs based on market needs. According to Bostock (2002), the market-driven university is over 100 years old and it originated in the United States, but globalization has helped to spread its acceptance worldwide. International agencies like the World Bank are also promoting the turning of universities into entities that operate like a profit making corporation. Bostock (2002) observes that as universities increasingly operate like corporations, new emphasis is being placed on market forces in higher education. Universities are now being seen as very similar to large business organizations and therefore run in the same manner. Corporatised universities are expected to raise more revenue, enter into business enterprise, acquire and hold investment portfolios, encourage partnerships with private firms, compete with other universities in the production and marketing of courses to students who are now seen as customers.

Some of the consequences of corporatisation is greater access to higher education for all, greater responsiveness to demands for more 'relevant' courses and greater involvement of universities with the communities that surround them. United States bankers Merrill Lynch predict that by 2025 there will be 160 million

higher education students worldwide. Since 1994 the General Agreement on Trade in Services (GATS) has included higher education on a list of services to be privatized, meaning that by 2005 when negotiations are complete, member states will have reached an agreement facilitating the flow of students and educational resources, and establishing colleges and campuses in foreign countries.

UNESCO (2002) notes that the biggest change in the education market is how education is delivered, new technology has revolutionized distance learning as online courses and educational CD-ROMs continue to grow, one can educate themselves at home or move to a university of their choice with as much ease. Some regions draw more foreign students than others. English-speaking countries-the United States, the United Kingdom and Australia are the market leaders in foreign education while France and Germany, where fees are relatively low are also popular. The two biggest firms selling higher education in the United States, Apollo and Sylvan Learning are now quoted on the stock exchange.

According to Stamp (2002), the increasingly commercialized market place continues to have a great impact on universities and how they operate; as universities operate in different markets and the consumer becomes more aware of his options universities are encountering differing expectations of both service and fulfillment that must be met to retain consumers and build credibility. Marketing concepts therefore have to be employed to research and inform the organization about changes in consumer needs. Shoemaker and Muston (1999) note that other challenges facing education providers include the change in the

consumer mix from the traditional school age student to a diverse mix ranging from traditional school age learners to adult learners; stiff competition from local and foreign education providers for students and scarce financial resources and as Stamp (2002) observes traditional teaching and learning processes have changed with the development of information communication technologies bringing about new learning methods like distance learning and web or remote based learning.

Topor (1998) asserts that education marketing will enable the modern education institution to meet some of the challenges that are a result of the changes in the market place. Stamp (2002) further notes that the core business activities of universities are also changing and universities are now fielding increasingly varied products and services to a greater diversity of audiences.

Ginns (2000) explains that the role of education marketing has evolved from predominantly promotion activities to finding out what the customer needs and wants by evaluating the market situation; identifying opportunities to provide what the customers want at a time, place and price to suit them; Promoting the availability and benefits of the services the institution is offering; Asking the customers whether the institution is meeting their needs and how the institution can meet those needs better. Components of education marketing are the variables education institutions can manage to achieve enrolment goals and to deliver appropriate messages to stakeholder groups. They include market research which according to Biggin (2000), enables universities to know more

about their respective client groups; promotion which includes development of publicity materials and managing the message in such a way that it makes it easier for the target audience to identify benefits of the service; the product component which is the outcome of the education service; corporate image; price and distribution channels

### **1.1.2 University Education**

Bostock (2002) defines a university in its basic form as a degree-awarding educational institution with some official recognition. Higher education in Kenya refers to all formal and non-formal education and training offered after the basic education cycle and it comprises further and university level education and training (Rutten 2002). Ngome (2003) traces higher education in Kenya back to slightly over fifty years. The objectives of public Kenyan universities as articulated in the Acts of Parliament is; to participate in the discovery, transmission and preservation of knowledge, and stimulate the cultural and intellectual life of the society; to determine who may teach and what may be taught and how it may be taught in the university; to conduct examinations for and to grant such academic awards as may be provided for in the statutes and to play an effective role in the development and expansion of opportunities for Kenyans wishing to continue with their education

Economist (2004) observes that there are, broadly two models for running universities. They can be autonomous institutions, mainly dependent on private income, such as fees, donations and investments, or they can be state-financed

and as a result state run. American universities are private run institutions while European universities are state-run. Kenya has both types of universities. Despite the relatively short history, growth and expansion in higher education has been rapid with only one university in the seventies, Kenya today has six public and seventeen private universities.

Rutten (2002) traces the development of university education in Kenya to 1922 when Makerere College was established as a small technical college which grew into an inter-territorial institution admitting students from Kenya, Uganda, Tanganyika and Zanzibar. In 1954, the Royal Technical College of East Africa was established in Nairobi to offer technical and commercial education; in 1958 the Royal Technical College was transformed into the second University College of East Africa, and renamed the Royal College, Nairobi. Which later in 1963, became the University College Nairobi.

Abagi (1999) notes that the 1980s saw an unprecedented growth of public Kenyan universities. Currently there are 23 recognized Kenyan Universities, which according to the Commission for Higher Education (CHE) (2004), can be divided into two categories; public and private universities (see appendix 1). Rutten (1980) explains that by 1980 the government realized that University of Nairobi could not adequately meet the demand for university education in the country. Whereas there were 500 undergraduate students in Kenya in 1963, by 1981 the figure stood at 9,000 with an estimated 7,000 other Kenyan students pursuing degree courses in universities overseas due to lack of places in the country.



In response to demand, Moi University was established in 1984. Kenyatta University College and Egerton University were elevated to full University status through different acts of parliament in August 1985 and July 1986 respectively. Jomo Kenyatta University of Agriculture and Technology was started as a middle level college in 1981, acquired full university status in 1988 through an Act of Parliament. Maseno University was a constituent college of Moi University since 1990, became an independent university in December 2000.

Oketch (2003) notes that in spite of the rapid growth, public Kenyan universities have faced enrollments beyond their capacity to plan and finance, a decline in quality beyond their anticipation and weak management practices. To solve some of these problems, private universities have increasingly emerged and gained ground in Kenya as an alternative to state universities. In addition to the six public universities there are seventeen private Kenyan universities (see appendix 1).

In 1996/97 enrollment in public Kenyan Universities stood at 37,973. Enrolments rose by 1.6 percent from 41,825 students during the 1999/2000 to 42,508 during the 2000/2001 academic years. The rise in enrolment in Public universities was partly as a result of the introduction of parallel degree programs. Enrolment in private universities stood at 6,999 in the 2000/2001 academic year. By 2003/2004 academic year the estimated number of students enrolled in Kenyan universities was 58,017 in public and 12,000 in private universities and about 40,000 students are enrolled in universities abroad. (Mwaura 2004).

However both public and private Kenyan Universities are facing various challenges in their effort to provide university education. According to Oketch (2003), Kenyan public universities are facing diminished public confidence; factors that have contributed to diminishing confidence include introduction of direct tuition charges to students under the cost sharing program; the deteriorating physical facilities; rigid course programs that are not responsive to the labor market; student unrest, which lead to long closures; and the expiry of the initial public universities' mission which closely linked a university degree to automatic jobs. Abagi (1999) notes that a deficit between capital income and capital expenditure is also a major challenge facing public universities.

Another challenge facing public universities is stiff competition from the private universities. In the past ten years, many private universities have been licensed to confer degrees and diplomas in the region (Mogambi 2004). Oketch (2003) observes that deteriorating facilities in public universities led to special interest in Kenya's private universities as an alternative to a better learning environment and the government's strong control in University education was diminished rapidly since the nineties thus providing an incentive to many investors who had felt that government monopoly would not allow private universities to flourish.

Oketch (2003) notes that despite having filled some of the demand for higher education, Private universities are also facing numerous challenges including; maintaining a steady supply of students who can afford to pay for private university education because private universities rely on tuition fees from

students; a constant supply of students is made difficult by stiff competition from public universities who have introduced parallel degree courses for full fees paying students and aggressive competition from foreign universities who have launched an aggressive campaign for recruiting local students. Private universities also face the challenge of lacking a research focus comparable to public universities and offering specific and narrow programs.

Yuille (2001) observes that as markets become increasingly complex and competitive, organizations are realizing relationships are important. Product or price superiority is no longer effective lever to win and keep customers. The Information Communication Technology (ICT) network has changed how education is produced and consumed. Today, a councilor, a business executive or a form four leaver looking for a University has access to information. Yuille (2001) acknowledges that control has shifted from the seller to the buyer who can make comparisons across almost any variable to select the product or service that closely matches his or her needs.

As part of the transformation process, Ginns (1998) states that universities need to define their market sector, prepare courses and delivery methods to suit their customers, and offer an attractive and welcoming environment to the potential customer. The emphasis of the marketing department must be on making the customer experience successful. Biggin (2000) observes that it is the customer not the institution that should drive an organization's marketing effort.

## 1.2 Statement of the Problem

Levine (2004) identifies the functions of a university as teaching, research and service. Abagi (1999) defines the role of university education in Kenya as to develop and expand opportunities for Kenyans wishing to continue with their education by providing high quality university education; to participate in the discovery, transmission and preservation of knowledge while stimulating the cultural and intellectual life of the society thus enhancing public welfare, prosperity and cultural development. Otieno (2003) notes that in an effort to fulfill their role, Kenyan universities are facing numerous challenges namely; the changing relationships between public universities and the government, inadequate funding, poor infrastructure, maintaining quality and standards, increasing societal expectations, a growth in demand for higher education, shifting demographics, and stiff competition.

Kenyan universities face an uncertain future and many are in the process of major restructuring. The competitive intensity for students and financial resources is challenging the ability of universities to survive. The most successful institutions will be those that can respond quickest and offer a high-quality education to a diverse student body (Levine 2004). To overcome financial constraints, Kenyan Universities are now establishing links with industry, the private sector, joint research endeavors, and faculties are increasingly participating in fundraising activities. As a move towards diversification and fulfilling job market needs, Kenyan public universities introduced Privately Sponsored Student Programs (PSSP) under which students meet the full cost of their education. Otieno (2003)

notes that the concept of the market gradually been introduced into the governance of higher education; higher education is now seen as a commodity which can be sold, the market is an option for each individual to choose among numerous existing institutions, or to make new arrangements that suit his situation better. In the process higher education is an economic sector with some institutions operating globally as large multinationals, others are delocalizing, franchising, exporting places by importing students, selling consulting services, setting up profit centers for generating revenue, building international alliances and networks and designing global marketing strategies

Stamp (2002) notes that with the rise of the 'aware' customer within education the center of control in education which has traditionally been the organization is shifting to the consumer. Biggin (2000) further observes that marketing has an integral benefit to the university and it should not be a 'bolt-on' cost and to meet the numerous challenges globalization has brought about. Increasingly universities are gradually becoming market-led adopting commercial marketing practices as one of the strategies of coping with the challenges.

Studies on Kenyan universities conducted in the past focus on managing higher education, financing of higher education Weidman (1995) and Abagi (1999) and the growth of university education, challenges facing growth of private Kenyan universities (Otieno 2003). It was however not known to what extent Kenyan universities practice education marketing. It was therefore necessary to conduct a study in Kenya that focused on Education marketing practices in Kenyan

Universities. This study, by looking at the extent Kenyan universities practice education marketing aimed to answer the following questions:

- i. To what extent do Kenyan universities practice education marketing?
- ii. Does the practice of education marketing differ between private and public universities?

### **1.3 Objectives of the study**

- i. To determine the extent to which education marketing is practiced by Kenyan universities
- ii. To determine whether the practice of education marketing differs between private and public Kenyan universities.

### **1.4 Importance of the Study**

The study may be of importance to the University management who make decisions on the degree of emphasis to place on education marketing as part of the overall institutions strategy. The study may also enable the Commission of Higher Education and the Government of Kenya determine the relevance of marketing activities like the annual Universities exhibition to the Universities industry.

In the Higher education sector as a whole the study may offer a new perspective on the concept of applying commercial marketing principles to education marketing. The study may also be important to future scholars, researchers and education marketers who may use it as a source of reference.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Constantly changing customer needs and societal expectations are placing pressure on universities to remain relevant and competitive. Educational institutions as service providers are increasingly turning to commercial marketing as a way of selecting an appropriate target market, choosing a competitive position and developing an appropriate education marketing mix, whose overall goal is to increase enrollment increase enrollment and to achieve other institutional goals.

This chapter is a summary of various aspects relating to education marketing, its role in higher education institutions and various components of education marketing.

#### 2.2 The Concept of Education marketing

Kirby and Richardson (1999) define education marketing as the management process responsible for identifying, anticipating and satisfying customer requirements. Internally colleges and universities are under increasing pressure to accomplish four things: increase revenues, decrease expenses, improve quality and strengthen reputation (Dickenson (1999). Externally universities are facing increased competition and declining positive public perception. UNESCO (2002) observes that education has not escaped the demands of globalization with higher education moving towards increased competition and profit while students are

now consumers, free to choose the best course they can find in a market that has become worldwide

Institutions of higher education are adding programs, services, equipment, buildings, marketing and public relations efforts to achieve greater reputation prominence so as to attract more and better students, a higher-quality profile among its faculty and the heightened interest of donors. Higher education is increasingly recognizing that it is a service industry and is placing greater emphasis on meeting the expectation and needs of students. Kirby and Richardson (1999) note that previously that the bulk of an education marketers working life was spent dealing with strategic and tactical issues that are mainly in the promotional element of the marketing mix but as Stamp (2002) observes, as many institutions consider their future: its shape, dimension and its viability increasing demand is being placed on marketing and communications functions.

However as Rosen and Greenlee (2001) note, in today's technically sophisticated, information-rich environment, consumers are bombarded with information and universities must develop ways to get the prospective student to give their promotional material a more serious look. Elliot and Healy (2001) also note that universities must look for ways to attract students and to retain them through delivery of quality education. Kotler and Fox (1985) note that effective education marketing relies on the development of a clear institutional mission, supporting goals and objectives and a sound strategy. The strategy includes selection of a target market, the choice of a competitive position and the development of an



effective marketing mix (product, place, price, promotion, and people) to reach and serve the chosen market.

### **2.3 Role of Education marketing**

Educational institutions face marketing problems as a result of changing student needs and societal expectations, increased competition for scarce resources in addition to legislators and community groups asking for more accountability from the institution (Catri 1996). Kotler and Fox (1985) observe that one result is that educators turn to marketing to determine how they can keep their institutions viable and relevant. Murphy and McGarrity (1978) state that a research conducted with 300 education administrators of colleges showed that 61 percent viewed marketing as a combination of selling, advertising and public relations, 28 percent indicated that it was only one of these three activities. Few knew that marketing also involves needs assessment, marketing research, product development, pricing, and distribution.

According to Roberts (1999), marketers know that a satisfied customer is one whose perceptions of the service surpass or equal expectations. If the student expects an orderly enrolment process and finds that it is designed for their convenience they will be delighted customers. Education marketing is part of an integrated strategy that formulates and implements steps that ensure students do not think about dropping out or switching to another college or better organization.

Roberts (1996) notes that the role of education marketing includes an active involvement with the customer during their time at the university and beyond. Topor (1998) identifies another role of education marketing as to position the institution. In higher education, positioning indicates how the institution wants to be perceived (as compared to competitors) by the audiences to whom the institution is directing its appeals.

To move forward, Ginns (1998) observes that colleges need to define their market sector, prepare courses and delivery methods to suit their customers, and offer an attractive and welcoming environment to the potential customer. The role of education marketing is therefore to find out what the customer wants; to evaluate the market situation; identify opportunities to provide what the customers want at a time, place and price to suit them; Promote the availability and benefits of the services the institution is offering; Ask the customers whether the institution is meeting their needs and how the institution can meet those needs better.

Ginns (1998) concludes that education marketers must be involved in the institutions strategy, curriculum development, customer feedback surveys, and the accommodation aspects of the environment. There is a lot more for the education marketer to do than produce a prospectus. Roberts (2002) asserts that, the role of the education marketer includes input activities namely evaluating likely demand for a course, pricing and delivery issues and output activities such as recruitment and publicity. The education marketer conducts formalized market research which

can be used as a basis for course development and informal research that collects data from course enquiries, alumni relations programs.

Hesel (2004) identifies 5 key roles of education marketing: First is concern with the product; the quality of education offered at the university provides the identity of the university. The quality of the product enables a university to build an enduring reputation and enjoy a differentiated market position. Second is making of critical decisions based on sound market research findings. Many universities make crucial decisions about many crucial initiatives like tuition increases, new facilities, and expensive branding campaigns on the basis of internal assumption about their impact to current customers, enrollment levels, net tuition revenue and alumni support. Hesel (2004) suggests that higher education institutions should use existing market research tools to determine whether strategic investments and other decisions are worth making.

The third role of marketing in universities is to focus on strategic goals that are well defined and long-term in scope. Successful marketing is based on determining what the university wants to achieve in the long run. The fourth role of marketing in higher education is to integrate all promotion activities so that each activity serves to achieve long term strategic goals and at the same time communicating related themes and messages. According to Hesel (2004) the last role of marketing in higher education is to make a long term commitment and to work towards the realization of the University's long term strategic marketing goals knowing that there is no instant gratification in the marketing of colleges and

universities. Short term activities should focus on quality, distinction, integration of marketing efforts, setting objectives, conducting research to guide important decisions and consistency over a long period of time.

## **2.4 Components of Education Marketing**

### **Product**

Armstrong and Kotler (2004) describe the product as the first and most basic consideration and how well firms manage their individual brands and their overall product has a major impact on the institutions success. Kerin et al (2003) define a product as anything that can be offered to a market for attention, acquisition, use, or consumption and that might satisfy a want or need. Products include physical objects, services, events, persons, places, organizations, ideas or mixes of these entities.

Services are a form of product that consists of activities, benefits, or satisfactions offered for sale that are essentially intangible and do not result in the ownership of anything tangible. Armstrong and Kotler (2004) note that service industries vary to include: governments services like courts, employment services, hospitals, police fire departments, military, fire fighting and schools while non governmental organizations may offer services like museums, charities, colleges, churches, foundations and hospitals while business organizations offer airline, banking, hotel, car rental, medical, law, real estate, advertising, research and retail services.

Education is a service and education providers just like manufacturers use marketing to position themselves strongly in chosen target markets. Tierney (1998) observe that when students finish their college education they do not own a tangible product such as a car or microwave, instead, they have improved themselves internally and their well-being. Hesel (2004) compares university education to a luxury automobile; therefore effective marketing concerns the product first. The education provided at the university provides the product, the special qualities the product (education) has, provides the identity, brand or market position that marketers can use to motivate the interest and inspire the dreams of customers.

Kerin et al (2003), identifies four elements unique to a service; intangibility, inconsistency, inseparability and inventory. Intangibility means that services cannot be held, touched or seen before the purchase decision Kotler (2001) notes that, to reduce uncertainty, buyers look for evidence of service quality; inconsistency in services arises because of the difference in the people who provide the service; inseparability is related to consistency means the consumer cannot separate the deliverer of the service from the service itself, for example to receive an education, a person may attend a university. The quality of the education may be high at the university but if the student has difficulty interacting with instructors, finds counseling services poor, or does not receive adequate library or computer assistance he may not be satisfied with the educational experience. Students' evaluations of their education will be influenced primarily by

their perceptions of instructors, counselors, librarians, and other people at the university; inventory of services differs from that of goods, with goods there is a direct cost associated with inventories and items are perishable while with services inventory carrying costs relate to idle production capacity when the service is available but there is no demand.

Product planners need to think about products and services on three levels, with each level all adding more value to the consumer (Kotler and Armstrong 2004). The most basic level is the core benefit which refers to what the buyer is really buying; when designing products, marketers must first define the core problem-solving benefits or services consumers seek. For example a student going to university seeks to acquire more knowledge and eventually a degree certificate. The second level is the actual product which incorporates service features, design, quality level, brand name and packaging. For example a university may have a long history of quality and achievement and excellent facilities, and may promise prospective students more than an education or degree certificate. The final level is the augmented product or service which offers consumers additional consumer benefits on top of the core and actual product, which in the case of a university may be the promise of a guaranteed job after graduation or flexible fee payment arrangements.

As competition increases, universities as service providers face three major tasks; to increase competitive differentiation, to improve service quality and to increase productivity (Tierney 1999). Elliot and Healy (2001) suggest that student life is a

web of interconnected experiences which overlap and influence student satisfaction. Servier (1996) argues that a university's product is the sum of the students' academic, social, physical and even spiritual experiences at the university. Elliot and Healy (2001) conclude that as universities plan recruiting and enrollment strategies, they must first identify what is important to students to attract them, then deliver quality education to retain them.

### **Probe/ Research**

Pollard and Topor (1998) observes that identifying, capturing, interpreting and applying information is the key to marketing successes. Higher education institutions must base key critical decisions on research (Hesel 2004). Market research is also the key to finding out how your target audiences feel about your institution. According to Harvey (2001) marketers should undertake regular research so as to obtain information that can be used to improve internal marketing to existing clients and improve the services to offer to target markets.

Higher education institutions worldwide collect some type of feedback from students about their experience of higher education. Feedback may be the opinion of students about the service they receive as students; perceptions about learning and teaching; the learning support facilities such as libraries, computing facilities; the learning environment including lecture rooms, laboratories, social space and university buildings; support facilities; student accommodation, health facilities, student services and external aspects of being a student such as finance and transport infrastructure.

Harvey (2001) notes that research can be formal or informal. Informal research may take the form of open discussions with students or focus group sessions while formal research may involve systematically collecting institution wide feedback on all or some aspects of the student experience. Formal research is usually quantitative and designed to provide management with information to initiate improvements. Data from enrolment statistics, financial data and internal audits of procedures can also impact on the process of continuous quality improvement. Hesel (2004) emphasizes that key decisions made by the university regarding matters like tuition increases, new student facilities, curricular changes and expensive branding campaigns should not be based on internal assumptions about the needs of the consumers. Proven research tools exist to measure the effects on enrollment and net tuition revenue of many kinds of initiatives.

Ginns (1998) emphasizes that to move forward, colleges need to use market research to define their market sector, prepare courses and delivery methods to suit their customers, and offer an attractive and welcoming environment for the potential customer. According to Peter and Donnelly (1998) marketing begins with the discovery and understanding of consumer needs through research, after which a marketing mix to satisfy these needs is developed. Clark and Shatkin (2003) note that the higher education community is beginning to focus more on the needs of postgraduate lifelong learners as education based on competencies or outcomes gains importance.



Currently as technology expands the availability and flexibility of learning opportunities increases and at the workplace demands change constantly educational institutions have a role to play in providing services tailored to the individuals needs and services that help the individual manage their competencies. Tierney (1999) emphasizes that instead of universities sending out general messages and waiting to see if anyone is interested or if customers will discover for themselves what aspect of the universities services meet their needs universities have to put the customers' needs first and then devise ways to demonstrate how the institution's agendas respond to these needs.

According to Topor (1998) and Tierney (1998), a University cannot be everything to everybody. Audiences are not homogenous wholes, rather, audiences comprise many, many sub-sections and each subsection can be targeted and communicated to differently. Topor (1999) cites an example; alumni are not alumni (the homogenous whole) but are sets of classes that experienced different things while at the same institution and remember the institution quite differently, there are potential students, adult learners, external and internal audiences.

Institutions should use research to segment their audience so as to reduce them to cohesive, related sub-units. Segmentation enables the university to speak more directly using the language the specific audience understands and to reduce marketing costs by not having to prepare many general communication pieces for a general audience. Shoemaker & Muston (1998) suggest that institutions must obtain information on stakeholder needs and gather marketing intelligence to help

satisfy these needs efficiently. Every marketing decision poses unique needs for information, and relevant marketing initiatives can be developed based on the information gathered through market research.

Topor (1998) observes that many institutions of higher education spent the better part of the 80's and 90's treating users as expendable; students, alumni, high school counselors, supporters, contributors, parents, friends, faculty and staff. Today, many institutions are trying to learn everything they can about their audiences. Institutions have realized that people on the other end of the marketing exchanges are critical to their success. Many higher education institutions are making every effort to solidify relationships, to find ways to appreciate 'customers,' build loyalties, and fight to keep them.

## **Price**

— Kibera and Waruingi (1988) define price as the value placed on a good or service by customers at some point in time. Price is another name for rent, fees, interest, premium, honorarium, salary, wage and even a bribe. Kurtz and Clow (2002) observe that because services are intangible and experiential in nature, consumers use the price as a sign of what to expect in terms of value from the service, higher prices signify higher quality. Price can be changed very easily unlike other elements of the marketing mix like product features and channel commitments. Price can also be used to communicate the company's desired positioning of its product or brand although as Tierney (1998) observes price is

the easiest element of the marketing mix to imitate and may therefore not be an effective positioning tool.

In the education industry, price takes the form of tuition fees and other fees paid to the education service provider that relate to the provision of the service. According to Kibera and Waruingi (1988) objectives of pricing include first, profit objectives which are either to maximize profits, to achieve a target return on investment, to obtain satisfactory objectives, or to recover cash outlay as soon as possible. The second objective for pricing are sales objectives which may be sales growth, increase market share or to maintain market share. The third pricing objective may be competitive objectives, which may be to match the competitors prices or non-price competition objectives. Fee setting determinants include what it costs to produce or provide the education service, the amount that students are prepared to pay for the education, the price that competitors are charging for similar services and constraints placed by the government or other regulatory bodies on the maximum fees institutions can charge (Kurtz and Clow 2002),

Kibera and Waruingi (1988) identify general policies or rules that an organization may employ to keep its pricing decisions in line with its objectives as whether to offer a product or service as a single price or many different prices, how to price a new product, psychological pricing, professional pricing and promotional pricing. Kurtz and Clow (2002) suggest four price variations can be used to boost sales and profits, they include: differential pricing to shift demand from high-demand periods to low demand periods to stimulate demand during the low-demand

periods; yield management is a price modification strategy designed to produce the highest revenues, for example prices may be lowered to fill up the classes with less demand; price bundling is offering consumers two or more services in a single package for a special price. For example a university may offer tuition services, meals, laundry services and accommodation service in one package that is cheaper than paying for the four services separately; multiple use pricing is used to encourage repeat purchase or multiple uses of a service. For example it may be cheaper for a parent to take all his/her university going age children to the same university because the university charges lower fees for enrolling more children.

According to Kurtz and Clow (2002), increasing the price of a service is usually challenging to organizations because customers tend to react negatively to price increases. Price increases will not normally affect the market share of one organization if all the organization in the industry increases their prices. However if all the organizations do not raise their prices, it is difficult for one organization to raise its fees without having a negative impact on sales revenue. Strategies adopted by organizations that need to increase fees include waiting for another organization to raise its prices, then quickly follow, or using a communications program to explain to customers why the price increase is necessary. A third strategy is to make no acknowledgement of the price increase, hoping that it will not be noticeable to consumers, if customers ask, the standard response of increased production costs is given.. A fourth strategy is to increase price in small increments over time. The fifth strategy is to modify the service offering or add a

service feature that would justify the price increase to the consumer, for this strategy to be effective, the service modification should cost less than the price increase..

In determining the price of a service, it is important to look at it from the perspective of the buyer. Pricing decisions made without concern for the customer often result in a decline in consumer satisfaction, sales and profits.

## **People**

Lovelock (1991) notes that because of the simultaneity of production and consumption in services staff occupy the key position in influencing customer's perceptions of product quality. In fact the service quality is inseparable from the quality of service provider. Kurtz and Clow (2002), divide staff into two categories, support personnel and customer contact personnel. Customer contact staff are the link between the service organization and the customers because they are the ones customers interact with directly while support personnel work behind the service provision scene and are rarely seen by the customer.

↳ The quality of the technical component of a service is determined by support personnel while the functional component of service quality is determined primarily by support staff. An important marketing task is to set standards to improve quality of services provided by employees and monitor their performance. Without training and control employees tend to be variable in their performance leading to variable service quality. Training is crucial so that employees

understand the appropriate forms of behavior and trainees adopt the best practices.

↳ Zeithaml and Bitner (1996) identify employees as an important element of the service offer because they affect service quality perceptions through their influence on the five dimensions of service quality namely; reliability by delivering service as promised; responsiveness through their helpfulness and promptness in serving customers; assurance by communicating credibility and inspiring trust and confidence; empathy demonstrated by paying attention, listening, adapting and flexibility in delivering services to meet individual needs; employees' appearance and dress.

↳ Kurtz and Clow (2002) observe that in designing service jobs, firms must be aware of the five important motivational job characteristics that are essential to the productivity of an employee, namely skill variety which is the range of abilities required by an employee to do a job; task identity which is the degree a job requires an identifiable unit of work with visible outcomes; task significance or the degree of impact an employee perceives his or her job has on the lives of others inside or outside the organization; autonomy or freedom an employee has to design and execute tasks and feedback or clear information from superiors concerning the effectiveness of his or her performance.

Lovelock (1991) suggest that behavior of customers can also be managed to ensure they know how to use a service in a timely manner, efficiently and

effectively by enhancing customers participation in service delivery and consumption through clearly defined roles, getting customers who are appropriate to the service being provided and educating consumers about their contribution.

## **Process**

Lovelock (1991) defines process as the means procedures, mechanism and flow of activities by which a service is acquired. Process decisions radically affect how a service is delivered to customers. The service in a University includes several processes for example, first contact with customers, administrative procedure regarding course delivery, preparation, delivery and evaluation of the courses. According to Palmer (2002), services are about processes and consumers evaluate services by their production process as well as the final outcome. Service design needs to pay attention to the processes and the manner which service personnel interact with customers during the process.

Palmer (2002) suggests that service organizations should identify specific moments when customers and service providers interact that are satisfactory or unsatisfactory from the customer's point of view. Kotler and Armstrong (2004) note that service providers can harness the power of technology standardize the outcome of their processes.

## **Place**

Distribution involves the availability and accessibility of a service to consumers (Kurtz and Clow 2002). From a consumer's perspective, availability means the

service is available to the consumer when he or she wants it. For service providers like educational institutions, operating hours is a critical distribution decision, to be successful service providers need to have operating hours that are compatible with their target markets. Advances in telecommunications have made services more accessible to customers, as the service provider can be accessed online.

According to Chitwood (2004), 40 percent of today's higher education students are "non-traditional", they are adult learners looking for an accessible and practical education that fits into their schedules and that will help them move up the career ladder. According to Candy (2000), lifelong learning is changing the shape of educational systems and structures worldwide. Farrant (2004) observes that higher education institutions now recognize lifelong education as a common human need because of the speed knowledge growth and change in society's values. The challenge facing lifelong education is how to get the service to people when and where they need it.

Palmer (2002) notes that decisions on service location are also influenced by the extent to which consumers are willing or able to be flexible in where they consume the service. Sometimes the customer is unable to be flexible owing to disability or inability to move the article on which the service is to be performed. Consumers of services are usually involved as co-producers of the service, the time and place at which they are expected to take part in the process is very important and service production location decisions cannot be taken without taking the customer's needs



into consideration. Services vary in the extent to which producers and consumers are willing to travel to each other in order for a service to be performed. Intermediaries often become co-producers of a service, becoming the main contact a customer has with an organization, therefore they can be critical to successful service encounters and contribute to overall quality of a service.

Kurtz and Clow (2002) observe that the traditional idea that service production and consumption are inseparable and may place limitations on achieving maximum productive efficiency and accessibility is being resolved by designing services whose production and consumption are separable. Palmer (2002) notes that telecommunications can be used to produce a service where it is most efficient and to have the service consumed where it is needed. An example is use of e-learning which allows customers to study at home or at centers that are located far from where the instruction is taking place.

### **Physical Evidence**

Kurtz and Clow (2002), describe the service environment as consisting of four dimensions: the physical facility, the location, ambient conditions and interpersonal conditions. The physical facility includes the exterior and interior of the facility. The interior consists of decor, furniture and equipment. Ambient conditions include the intangible elements of the service environment such as noises, odors and temperatures which are present. Interpersonal conditions are the relationships between customers and service personnel while location refers to the place where the service is offered.

Lovelock (1991) notes that the physical facility can differentiate a firm from its competitors and reinforce the position the firm occupies and the nature of clientele it serves by influencing the customers' expectations. Customers often make a decision whether to use a service firm based on a firm's service environment. Kurtz and Clow (2002) suggest that the service environment should be designed to meet the needs of customers by having customer attraction, customer satisfaction and customer retentions as its goals.

### **Promotion**

Kotler (2001) defines promotion as the development and dissemination of persuasive communications designed to attract customers to the product or service on offer. Palmer (2002) further notes that promotion involves an ongoing communication process between an organization and its target markets. Successful marketing of a service requires the organization to have a fully integrated communications program (Palmer 2002). Communication involves informing, persuading and influencing consumer behavior. Developing a promotion mix entails selecting and blending different channels of communication in order to achieve the promotional objectives of the marketing mix.

According to Kerin et al (1998), the promotional element of the marketing mix consists of advertising, personal selling, sales promotion, public relations and direct marketing. Kibera and Waruingi (1988) identify some of the objectives of promotion as to introduce new products, to identify new customers, to increase number of users of an established brand, to educate customers regarding product

improvements, to fight competition, to educate customers regarding product improvements and to increase usage in off peak seasons. Rosen and Greenlee (2001) note that within today's technically sophisticated, information rich environment, prospective students are bombarded with information from all directions, consequently higher education institutions must develop ways to get prospective students to give their institution's promotional material more than a quick glance. Biggins (2000), also argues that education marketers will fail if they base their strategy on the hope that their audience is sitting around waiting to respond to an advert or receive a leaflet. Prickett (2001) notes that a well-executed exhibition program should capture the target audience's attention and lead to longer-term client relationships.

Palmer (2002) define advertising as a mass, paid communication which is used to transmit information, develop attitudes and induce some form of response from the audience. Advertising is the best tool for building brand and firm equity because it is able to reach very many consumers simultaneously (Kurtz and Clow 2002), a Advertising can be informative, persuasive, reminder advertising or action inducing. (Advertising media include print media in the form of newspapers, magazines, journals; electronic media like television, radio, cinema; outdoor advertising in the form of billboards, posters and vehicle signage; the internet. Palmer (2002) outlines some of the factors that are taken into account when selecting advertising media to use as the characteristics of the target audience; level of exposure of the target audience to the communication; the impact the

advertising will have on the target audience, the extent to which the effect of the message will wear out over time and the cost of the particular medium.

Kotler (2001) suggests that personal selling is the most effective tool at later stages of the buying process, particularly in building buyer preference, conviction, and action. Palmer (2002) observes that personal selling is a powerful two-way communication form which allows an interactive relationship to develop between the buyer and the seller. Personal selling involves communication between salespeople and the prospective customer either face-to-face, by telephone, through video or web conferences. Kotler and Armstrong (2004) note that sales people are well trained, well-educated professionals who work to build and maintain long-term customer relationships by listening to customers, assessing customer needs and organizing the company's efforts to solve customer problems. Palmer (2002) identifies the task of selling as involving finding new customers, finding out more about the prospect's previous buying behavior and aspirations, making the sales presentation, handling objections, closing the sale and conducting follow up to ensure customers' satisfaction and repeat business. According to Kurtz and Clow (2002), the degree of emphasis placed on personal selling by an organization depends on the organization's operational position.

Kerin et al (2003) define sales promotion as sales tools used to support a company's advertising and personal selling activities. Palmer (2002) observes that personal selling is used to stimulate customer purchase and the effectiveness of intermediaries. Peter and Donnelly (1998) identify the objectives of sales promotion

as to induce the consumer to try the product; rewarding the consumer for brand loyalty; to encourage the consumer to purchase larger quantities of the product; to stimulate repeat purchase; reacting to a competitors efforts; reinforcing or complementing advertising and personal selling efforts. Palmer (2002) notes that sales promotion activity can be aimed at intermediaries as well as the final consumers of a service. Sales promotion activity aimed at intermediaries includes; short term increases in sales commission; competitions and gifts, point-of-sale material and co-operative advertising. Sales promotion activity aimed at final consumers includes coupons, deals, premiums, contests, sweepstakes, samples, point-of-purchase displays, product placement, continuity programs and rebates.

Public relations is an indirect promotional tool whose role is to establish and enhance a positive image of an organization and its services among various publics. (Palmer 2002) Public relations seek to persuade people that a company is an attractive organization with which to relate or do business. Some of the characteristics of public relations are it is low cost, can be audience specific, is believable, difficult to control and it is very competitive. Kerin et al (2003) identify tools of promotion as press releases, public service announcements, lobbying, education and training, exhibitions, in-house journals, special events and sponsorships. Topor (1999) notes that public relations is the backbone for good education marketing because is a positive, honest, frank, direct and powerful way to reach key target audiences.

According to Kerin et al (2003), direct marketing uses direct communication with consumers to generate a response in the form of an order, a request for further information, or a visit to a retail outlet. Direct communication can take the form of face-to-face selling, direct mail, catalogs, telephone solicitations, direct response advertising on electronic or print media and on-line marketing. Palmer (2002) identifies the aim of direct marketing as to and exploit a direct relationship between service providers and their customers. The key elements of direct marketing are an accurate record of the names of existing customers, ex-customers and prospective customers classified into different groups; a system for recording the results of communications with targets, the effectiveness of particular messages and the responsiveness of different target groups; means of measuring and recording actual purchase behavior and a system to follow up with continuing communication where appropriate.

Stone (2000) notes that all major universities and colleges have an online presence nowadays. The key to successful use of the internet for effective marketing communications is the development of dynamic and personalized communications that fuel a one-to-one relationship with every past, present or future student.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The study was based on a descriptive design. According to Cooper and Emory (1995) descriptive study is used to learn who, what, when, where and how of a phenomenon. The objective of this study was to describe what education marketing practices universities use, when the education marketing practices are employed and how different these practices are, which fits in the descriptive framework

#### 3.2 The population

The population of interest in this study included all Kenyan Universities. The Commission of Higher Education (CHE) (2004) lists 23 Kenyan Universities (see appendix 1). Due to the small number of universities a census study was conducted.

#### 3.3 Data Collection

Primary data was collected using semi-structured questionnaires. Some of the questionnaires were personally administered, while others were administered through drop and pick later method. One respondent was contacted from each of the 23 universities; the respondents were Marketing Managers or senior officials like Public Relations Officers, Administrators, Registrars and Admission Directors who are responsible for managing the marketing function of their respective university. Owing to size of one respondent, and the wide spread nature of the

university's faculties, a questionnaire was administered to each faculty and respondents were deans, administrators or faculty members.

The questionnaire was pre-tested to confirm clarity of questions. The questionnaire was divided into two parts. Part A collected data on the profile/general information of the universities and Part B contained Likert type questions that collected data on the extent of practice of education marketing in universities

### **3.4 Operationalising Education Marketing Practices**

In order to operationalize the education marketing mix components, the variable of each education marketing component were expounded as shown in the following table (Table 3.1). The first column indicates the marketing component or dimension being studied. The second column contains expanded dimensions of the particular marketing dimension under study. The variables relevant to the marketing dimension being studied are indicated in the third column while the particular questionnaire item relevant to each marketing dimension (and variable) is indicated in the fourth column.

For each education marketing variable question, respondents indicated the extent to which the marketing variable is practiced using a five point Likert scale, ranging from "very large extent" to "Not at all"



**Table 3.1 Operationalizing Education Marketing Variables**

Dimensions of Education marketing	Expanded Dimension	Variables
Product/ Service	<ul style="list-style-type: none"> <li>- Core Service</li> <li>- Actual Service</li> <li>- Augmented Service</li> </ul>	<ul style="list-style-type: none"> <li>- wide range of courses offered</li> <li>- wide range of specialization electives/majors available</li> <li>- Use of Modular course structure</li> <li>- Use of tutorials</li> <li>- Provide make-up classes</li> <li>- Use of timetables to plan for time</li> <li>- Adequate Continuous Assessment Tests, assignments and exams</li> <li>- Timely release of Continuous Assessment Tests, assignments and exam results</li> <li>- International affiliation of the university</li> <li>- Credit facilities</li> <li>- Attachment/internship</li> <li>- Placement after graduation</li> <li>- Refreshments during classes</li> <li>- Facilities for extra curricular activities</li> <li>- Recognized degree</li> </ul>
Probe/ Research	<ul style="list-style-type: none"> <li>- Industry based research</li> <li>- Student based research</li> </ul>	<ul style="list-style-type: none"> <li>- Frequency of research</li> <li>- Identifying needs of prospective students</li> <li>- Getting feedback from students</li> <li>- Comments collection systems</li> <li>- Student surveys</li> </ul>

		<ul style="list-style-type: none"> <li>- Record system for previous findings</li> <li>- Evaluation of students</li> <li>- Evaluation of lecturers</li> <li>- Evaluation of support staff</li> <li>- Action taken on research findings</li> </ul>
Price	<ul style="list-style-type: none"> <li>- Fee setting objectives</li> <li>- Fee setting determinants</li> <li>- Fee setting policies</li> <li>- Fee variations</li> <li>- Fee increment strategies</li> </ul>	<ul style="list-style-type: none"> <li>- To achieve target return on investment</li> <li>- To increase enrollment levels</li> <li>- Fee determined by cost of providing education service</li> <li>- Fees based on the amount competitors are charging</li> <li>- Single fee for all courses</li> <li>- Use communications to explain fee increase</li> </ul>
People	<ul style="list-style-type: none"> <li>- Qualified lecturers</li> <li>- Qualified Support personnel</li> <li>- Skills to match job</li> <li>- Service control</li> <li>- Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory quality of teaching</li> <li>- Satisfactory service from support staff</li> <li>- Skill of personnel matched to jobs</li> <li>- Internally consistent student/client service</li> <li>- Customer service audits</li> <li>- Course content covered within prescribed time frame</li> <li>- Lecturers ability to control class</li> </ul>
Process	<ul style="list-style-type: none"> <li>- Flow of activities</li> <li>- Manner of interaction between personnel and students</li> </ul>	<ul style="list-style-type: none"> <li>- Classes start on time</li> <li>- Classes end on time</li> <li>- Timetables are followed</li> <li>- Exams are done periodically</li> <li>- Ease of registration</li> <li>- Free teacher-student interaction</li> <li>- Ease of reporting systems for</li> </ul>

		students
Physical Evidence	<ul style="list-style-type: none"> <li>- Physical facility</li> <li>- Location</li> <li>- Ambient conditions</li> <li>- Interpersonal conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate learning facilities like classrooms, lecture theatres, furniture, projectors</li> <li>- Adequate tangible products like study materials, study packs, revision kits and course outlines</li> <li>- Cleanliness</li> <li>- Levels of noise from surroundings and traffic</li> <li>- facility maintenance and upgrading</li> <li>- lecture theatres and lab ventilation</li> <li>- Temperature of rooms</li> <li>- Friendly support staff</li> <li>- Security around the campus</li> <li>- Decency around the campus</li> </ul>
Place	<ul style="list-style-type: none"> <li>- Availability</li> <li>- Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>- Classes conducted during day time evenings and weekends</li> <li>- Venue of classes is easy to reach</li> <li>- Distance learning Centers</li> <li>- On-line learning</li> <li>- Affiliations with other universities</li> </ul>
Promotion	<ul style="list-style-type: none"> <li>- Advertising, objectives and means</li> <li>- Publicity objectives and means</li> <li>- Personal Selling Objectives and means</li> <li>- Direct Marketing objectives and means</li> <li>- Sales Promotion</li> </ul>	<ul style="list-style-type: none"> <li>- Create awareness about university</li> <li>- Persuade students to enroll at the university</li> <li>- Remind the students about university opening dates, interview dates or about other activities</li> <li>- Personal selling through recruitment officers, school visits and student advisors</li> </ul>

	<p>objectives and means</p>	<ul style="list-style-type: none"> <li>- Sales Promotion to encourage usage through Scholarships for bright or needy students</li> <li>- Public relations and Publicity to create and enhance positive image of university through press releases, lobbying, exhibitions, alumni and in-house journals</li> </ul>
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### 3.5 Data Analysis

Descriptive statistics were used to analyze the data collected because this study was modeled on a descriptive framework. Examples of descriptive statistics include mean, median and mode (measures of central tendency), variance, standard deviation and range (measures of variation), kurtosis and skewness (measures of spread). Likert scales and percentages (Cooper and Emory 1995) were also used.

Data in Part A of the questionnaire was analyzed using frequency distributions and percentages to determine the profile of responding institutions. Data in Part B was analyzed using Mean scores and Standard Deviations to determine what extent each education marketing variable is practiced. Means of scores of the Likert scale were used to determine the weighing factor of the extent to which each education marketing variable is practiced. Difference in marketing practices between Public and Private Universities was analyzed by comparing means and standard deviations of universities in the two categories.

## CHAPTER FOUR

### DATA ANALYSIS AND FINDINGS

#### 4.1 Introduction

In this chapter, data pertaining to education marketing practices of universities and difference between education marketing practices of private and public universities is analyzed and interpreted.

After they were filled in by respondents, the questionnaires were edited and coded. A total of 23 questionnaires were distributed to the respondents, out of which 21 responded by completing and returning the questionnaires. Two did not respond. This gave a response rate of 91.3% and a non response rate of 8.7%. One of the universities is large in size and has widely spread faculties; a questionnaire was therefore administered to each faculty, an average of all the data collected from the university was calculated and used as data representing the university's education marketing practices.

#### 4.2 Information on Universities

Part A of the questionnaire aimed to; establish the nature of courses offered at the respondent universities; and which universities are privately owned and which ones are public.

The data collected shows that slightly more than half (57.1%) of Kenyan universities offer Science courses while less than half (42.1%) of the universities do not; similarly slightly more than half of (52.4%) of Kenyan universities offer Art

based courses while slightly less than half (47.6%) do not; more than half (57.1%) of Kenyan universities offer Theology courses while less than half (42.9%) do not and two thirds (61.9%) of Kenyan Universities offer Business oriented courses while 38.1% do not offer Business oriented courses.

Business oriented courses are therefore the most common courses offered in Kenyan universities, followed by sciences and theology oriented courses. The study shows that 23.8 of Kenyan Universities are public while 76.2 of Kenyan Universities are privately owned; majority of the universities studied were therefore private Kenyan Universities

#### **4.3 Extent to which Kenyan Universities Practice Education Marketing**

The first objective of this study was to determine the extent to which education marketing is practiced by Kenyan Universities. Respondent universities were given a questionnaire detailing various variables of education marketing, and asked to indicate to what extent they practiced each variable on a five point Likert scale ranging from "very large extent" (5) to "not at all" (1).

The scores "Small Extent" and "Not at all" represented an education marketing variable which is practiced to a "Small Extent". This was equivalent to 0 to 2.5 on the continuous Likert scale ( $0 \leq S.E. < 2.5$ ). The scores of "Some Extent" (S.E.) represented an education marketing variable which is practiced to a "Moderate Extent". This was equivalent to 2.5 to 3.5 on the Likert Scale ( $2.5 \leq ME < 3.5$ ). The scores of "Very Large extent" and "Large extent" represented a marketing variable

which is practiced to a Large Extent (L.E). This was equivalent to 3.5 to 5.0 on the Likert Scale ( $3.5 \leq L.E. < 5.0$ )

The following tables show the findings on the extent of use of education marketing practices in Kenyan Universities. Education marketing practices cover product, probe, price, people, process, physical evidence, place and promotion dimensions. These dimensions have been further broken down specific variables.

### Product

The aim of the analysis was to find out the extent to which the respondents use product to position themselves strongly in chosen target markets by offering core services and additional features that make the service different or extra services that the prospective student may require. The product component was broken down to several variables that included core services, actual service and augmented services.

Table 4.1 Extent of use of Product in Education Marketing

Product Variable	Mean	Standard deviation
Offer a wide range of courses	3.0952	0.9437
Offer a wide range of specialization electives	3.1429	1.0623
Use the Modular system for course structures	2.0500	0.8870
Offer tutorials	2.9048	1.1792
Provide make-up classes	3.000	1.0954
Use timetables to plan for classes	4.6667	0.5774
Use assignments as a mode of teaching	4.4286	0.8106

Use Continuous Assessment Tests (CATS) to gauge progress of students	4.3810	0.6690
Offer exams to promote students to a higher level	4.8000	0.4104
Release all marks and results in a timely manner	4.2857	0.7171
Give make-up CATS and Exams	3.6667	0.8563
Have Cafeteria facilities	3.7143	1.0071
Have international affiliation to other universities	2.8000	1.4364
Existence of flexible fee payment arrangements	3.0000	1.2649
Offer student loan facilities	1.3333	0.5774
Provide opportunities for students to earn their fees by working part-time on campus	2.4762	0.9284
Ensure all students get industrial attachment opportunities	3.1429	1.2762
Get jobs for students after graduation	2.1429	1.0142
Serve refreshments during class	1.1429	0.4781
Have facilities for extra curricular activities	3.3810	0.9207
Degrees offered by your university are recognized internationally	4.0952	1.1360

Source: Response Data

According to the table above (Table 4.3) the product variables that are used consistently and to a large extent by most Kenyan Universities are timetables to plan for classes, assignments as a mode of teaching, Continuous Assessment Tests (CATS) to gauge progress of students, exams to promote students to higher levels, release of marks in a timely manner, and make-up CATS and Exams. The degree of practice does not differ significantly between universities. (Standard Deviation < 1.0).



Other aspects of education marketing like internationally recognized degrees and provision of Cafeteria facilities are also practiced to a large extent by Kenyan Universities. However there is a significant difference in the extent of practice among respondent universities (Standard Deviation  $>1.0$ ).

The practice of offering a wide range of courses and facilities for extra curricular activities is moderately practiced by Kenyan Universities. The degree of practice does not differ significantly between universities. (Standard Deviation  $<1.0$ ).

Product variables like offering a wide range of specialization electives, tutorials, make-up classes, international affiliation to other universities, availability of flexible fee payment arrangements, ensuring all students get industrial attachment opportunities are practiced to a moderate extent by universities at significantly different extents (Standard Deviation  $>1.0$ ).

Use of modular course structures, providing opportunities for students to earn fees by working part-time on campus and serving refreshments during class are product variables that are practiced to a small extent. The degree of practice does not differ significantly between universities. (Standard Deviation  $<1.0$ ).

The practice of getting jobs for students after graduation is also practiced to a small extent by Kenyan Universities but the degree of practice is significantly different between universities (Standard Deviation  $>1.0$ )

## Probe/Research

The aim of the analysis was to find out the extent to which the respondents use research/probe to identify, capture, interpret and apply information to marketing and other decision making activities. The research dimension was expanded to include industry based and student based research.

Table 4.2 Extent of use of Probe/Research in Education Marketing

Probe/Research Variable	Mean	Standard deviation
Conduct formal research	3.2857	1.0071
Identify needs of prospective students through research	3.3810	0.8646
Research need for new courses before introduction	3.3333	1.1547
Obtain feedback from students through comment collection systems	3.8095	0.9808
Conduct periodical student surveys	3.4286	0.9783
Have a record system for research findings	3.0476	1.0235
Evaluate students through interviews before enrollment	2.6667	1.2780
Lectures are appraised by students	3.7143	1.0556
Support service is appraised by students	3.2000	0.9515
research findings are implemented	3.3333	0.7958
Segment customers	2.4737	1.1239

Source: Response Data

The table shows that the research method that is used to a large extent by Kenyan Universities is obtaining feedback from students through comment collection systems. The degree of practice does not differ significantly among

universities (Standard Deviation < 1.0). Appraising of lecturers by students is a probe variable that is practiced to a large extent by Kenyan universities, there is however a significant difference in the extent of practice among universities (Standard Deviation >1.0)

Identifying needs of prospective students through research, conducting periodical student surveys, students appraising support staff and implementing research findings are education marketing practices that are used to a moderate extent by Kenyan universities. The degree of practice does not differ significantly among universities (Standard Deviation < 1.0). Other research variables like conducting formal research, researching need for new courses before introduction, existence of record systems for research findings, evaluating students through interviews before enrollment are education marketing practices that are used to a moderate extent by universities. There is a significant difference in the extent of practice among universities (Standard Deviation >1.0).

The education marketing practice of segmenting customers is used to a small extent by Kenyan universities. The degree of practice also varies significantly between universities (Standard Deviation >1.0)

## **Price**

The aim of the analysis was to determine the extent to which specific fee setting objectives, fee setting determinants, fee setting policies, fee setting variations and

strategies of increasing fees are used by universities when determining the fees to set for its courses.

Table 4.3 Extent of use of Price in Education Marketing

Price Variable	Mean	Standard deviation
Fees are set to achieve a set target return on investment	2.7143	1.2306
Fees are set to increase enrollment levels	2.0500	1.1910
Fees are determined by cost of providing education service	3.4500	0.9445
Fees charged are uniform with what other universities charge	2.1429	1.2762
Fees are different for all courses	3.0476	1.3593
Communication is used to explain fee increase	3.3810	1.2032
Fee increase is not acknowledged unless students ask	2.0476	1.0713

Source: Response Data

According to the table, to a moderate extent fees are set to achieve a set target return on investment, fees are determined by cost of providing education service, fees are different for all courses and communication is used to explain fee increases. With the exception of fee determination based on cost of providing education service, there is a significant difference in the extent of practice of these pricing variables among universities (Standard Deviation >1.0)

Setting fees to increase enrollment levels, charging uniform fees with other universities and not acknowledging fee increment unless students ask are pricing variables that are practiced to a small extent in Kenyan universities. There is a

significant difference in the extent of practice of these pricing variables among universities (Standard Deviation >1.0)

## People

The analysis aimed to determine the extent to which emphasis placed on the quality of service providers (lecturers and support staff) and the quality of service these service providers give as a key to quality and consistent service provision.

Table 4.4 Extent of use of People in Education Marketing

People Variable	Mean	Standard deviation
Only the highest qualified lecturers are recruited	4.2857	0.8452
Skills of personnel match the jobs they do	4.3333	0.7303
Quality of customer service is consistent	4.0000	0.7947
Periodical customer service audits are conducted	3.3810	1.0713
Course content is covered within the prescribed time frame	4.4000	0.5026
Exams are done on schedule	4.6190	0.5896
Students have opportunity to decide how many course units to take per semester	3.1905	1.1233
Lecturers are able to control their classes	4.5714	0.5071

Source: Response Data

The table indicates that the following education marketing variables regarding people are practiced to a large extent: only the highest qualified lecturers are recruited, skills of personnel match the jobs they do, quality of customer service is consistent, course content is covered within the prescribed time frame, exams are done on schedule and lecturers are able to control their classes, There is no

significant difference in the use of these variables by universities (Standard Deviation <1.0).

Other aspects of people like conducting periodical customer service audits and students having an opportunity to decide how many course units to take per semester are practiced to a moderate extent. There is a significant difference in the use of the variables by universities. (Standard Deviation > 1.0)

#### 4.3.5 Process

The researcher was interested in finding to what extent procedures, mechanisms and flow of activities by which services are delivered to customers are efficient and easy to follow.

Table 4.5 Extent of use of Process in Education Marketing

Process Variable	Mean	Standard deviation
Classes start on time	4.6667	0.4830
Classes end on time	4.6190	0.4976
Timetables are strictly followed	4.7143	0.4629
Exams are done periodically	4.7619	0.4364
Enrollment procedures easy to follow	4.2381	0.7684
Students interact freely with lecturers	4.1429	0.7928
Availability of reporting systems for students	3.8000	0.9515

Source: Response Data

The table above shows that starting and ending of classes on time, following of timetables strictly, periodical exams, easy to follow enrollment procedures,

students interact freely with lecturers and availability of reporting systems for students are practiced by Kenyan universities to a large extent. There is no significant difference in the use of the variables among universities (Standard Deviation < 1.0).

#### 4.3.6 Physical Evidence

The analysis aimed to determine the extent to which dimensions of the service environment are paid attention to and considered part of the universities' effort to meet customer needs.

Table 4.6 Extent of use of Physical Evidence in Education Marketing

Physical Evidence Variable	Mean	Standard deviation
The buildings, landscaping, furniture and ambience are an accurate reflection of the quality of education provided at the university	3.9048	1.0443
Number of Lecture theatres is adequate	3.8571	1.0623
There are enough chairs and desks for all students	4.1429	0.8536
Facilities like overhead projectors and LCD projectors are enough for all classes	3.6667	0.9661
Study materials, revision kits and course outlines are readily available	4.1429	0.7928
Facilities are always clean	4.0500	0.8870
The library is well equipped with current course text books	3.8000	1.0563
All labs are well equipped with current facilities	3.7000	1.0311
Facilities undergo regular maintenance and upgrading	3.8571	0.9636
Quiet learning environment	4.0952	0.7684
Lecture theatres are well ventilated	4.1905	0.7496

Toilets are clean and well maintained	4.0000	0.9487
There is enough parking space for both students and staff within the university campus	4.0476	0.8646
Friendly Support staff	4.0476	0.7400
Decency is observed around the campus at all times	4.1429	0.7270
Good Security on the campus	4.1500	0.7452

Source: Response Data

Evidence from the table above shows that the following variables; enough chairs and desks for all students, facilities like overhead projectors and LCD projectors are enough for all classes, study materials, revision kits and course outlines are readily available, facilities undergo regular maintenance and upgrading, quiet learning environment, lecture theatres are well ventilated, toilets are clean and well maintained, there is enough parking space for both students and staff within the university campus, friendly support staff, decency is observed around the campus at all times and good security on the campus are practiced to a large extent by Kenyan universities and there is no significant difference in the use of these variables by universities (Standard Deviation < 1.0).

Other variables like: The buildings, landscaping, furniture and ambience are an accurate reflection of the quality of education provided at the university, number of Lecture theatres is adequate, the library is well equipped with current course text books and all labs are well equipped with current facilities are also practiced to a large extent but there is a significant difference in their use by universities (Standard Deviation > 1.0)



## Place

The researcher was interested in finding out the extent to which services are accessible and available to customers.

Table 4.7 Extent of use of Place in Education Marketing

Place Variable	Mean	Standard deviation
Classes are conducted during the day and in the evening	3.7143	1.2306
Campus is easy to access	3.6667	0.9661
On-line learning is available	1.8571	1.0623
Distance learning facilities are available	2.2000	1.3611

For most universities, to a large extent campus is easy to access and there is no significant variation in the use of this education marketing variable (Standard Deviation < 1.0). Conducting both day and evening classes is also practiced to a large extent but there is a significant difference in the use of this variable (Standard Deviation > 1.0) As the table above shows.

Other place variables like availability of on-line learning and distance learning facilities are practiced to a small extent with a significant difference in their practice by universities. (Standard Deviation > 1.0)

## Promotion

The analysis aimed to establish to what extent various promotion tools are used by universities to develop and disseminate persuasive communications to current and prospective customers and other publics.

Table 4.8 Extent of use of Promotion in Education Marketing

Promotion Variable	Mean	Standard deviation
Advertising placed in the media periodically to create awareness	3.6190	0.6690
Advertising is done to increase enrollment	3.1429	1.2762
Advertising is done to remind the audience of the Universities activities	3.2857	1.0556
Advertising media is chosen because it is cost effective	3.6667	0.9129
Advertising media is chosen because it reaches target audience	4.0952	0.7003
Use of current promotional material e.g. brochures	4.1905	0.7496
Use of recruiting officers to build student or parent preference	2.8000	1.2814
Student advisors are used to ensure student satisfaction	3.4286	1.2071
University Staff visit high schools to talk to students about the University's products	2.8095	1.4007
Use of Scholarships to encourage students to join the university	2.6667	1.2780
Fee reduction is offered when two or more siblings enroll at the university	2.0952	1.4458
Use of Alumni to endorse the university	2.9048	1.3002
Press releases are used to inform the public of university activities	3.0952	0.9437
High School students are invited to visit the university	2.4286	1.2071
The University participates in exhibitions regularly	3.5238	0.9284
University holds annual open days	2.7143	1.2705

Source: Response Data

As the table above reveals, periodical advertising to create awareness, choosing advertising media because it is cost effective, choosing advertising media because it reaches target audience, use of current promotional materials and regular participation in exhibitions are promotion tools that universities use to a large extent to communicate with their target audience. There is no significant variation in the use of these promotion variables by universities (Standard Deviation < 1.0).

Promotion variables that are used to a moderate extent include; advertising to increase enrollment, advertising to remind the audience of the universities activities, recruiting officers to build student or parent preference, student advisors to ensure student satisfaction, university staff visiting high schools to talk to students about the universities products, scholarships to encourage students to join the university, press releases to inform the public of the university's activities and holding annual open days. With the exception of use of press release, there is a significant variation in the use of these promotion variables by universities (Standard Deviation >1.0).

Two promotional variables that are used to a small extent by Kenyan universities are: fee reduction offers when two or more siblings enroll at a university and inviting high school students to visit the university however, here is a significant variation in the use of these promotion variables by universities (Standard Deviation < 1.0).

#### **4.4 Comparison of Education Marketing Practices between Private and Public Kenyan Universities**

The second objective of this study was to determine whether the practice of education marketing differs between private and public universities. To establish this difference data from private universities was compared to data from public universities. The tables below show data from private universities and data from public universities in adjacent columns.

Of the targeted 6 Public Kenyan Universities five responded by completing and returning the questionnaires; one did not respond. This gave a response rate of 83% and a non response rate of 17% among the public Kenyan Universities. Out of the 17 targeted Private Kenyan Universities 16 responded by completing and returning the questionnaire; one did not respond. This gave a response rate of 94.1% and a non response rate of 5.6%.

For a variable to be considered to differ significantly from another (private from public universities or public from private university), it has to score between 0.8 and 1.0 more than the comparative variable.

#### **Comparison of Courses offered by Private and Public Kenyan Universities**

The goal of this analysis was to make a comparison between orientations of courses offered by private and public universities.

Table 4.9: Courses offered by Private and Public Kenyan Universities

PRIVATE UNIVERSITIES			PUBLIC UNIVERSITIES	
Sciences			Sciences	
	Frequency	Percent	Frequency	Percent
<b>Offered</b>	8	50%	5	100
<b>Not Offered</b>	8	50%	0	0
<b>Total</b>	16	100.0	5	100.0
Arts			Arts	
<b>Offered</b>	7	43.75	5	100
<b>Not Offered</b>	9	56.25	0	0
<b>Total</b>	16	100.0	5	100.0
Theology			Theology	
<b>Offered</b>	12	75	5	100
<b>Not Offered</b>	4	25	5	0
<b>Total</b>	16	100.0	5	100.0
Business			Business	
<b>Offered</b>	10	62.5	4	80
<b>Not Offered</b>	6	37.5	1	20
<b>Total</b>	16	100.0	5	100.0

As indicated on the table above, half (50%) of private Kenyan universities offer Science based course while all (100%) public universities offer science based courses. Less than half of the private universities (43.75%) of the universities offer Arts oriented courses while all (100%) public universities offer Arts oriented courses. Three quarter (75%) of private Kenyan universities offer Theology oriented courses while all (100%) public universities offer Theology oriented courses. Business based courses are offered by more than half (62.5%) of the private Kenyan Universities while slightly less than all (80%) public Kenyan universities offer business oriented courses.

## Product

The aim of the analysis was to compare the extent to which respondents from private and public universities use product to position themselves strongly in chosen target markets.

Table 4.10 Extent of use of Product in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Offer a wide range of courses	16	2.8125	0.8342	5	4.0000	0.7071
Offer a wide range of specialization electives	16	3.0625	1.1815	5	3.4000	0.5477
Use the Modular system for course structures	15	2.0000	0.9258	5	2.0000	0.8367
Offer tutorials	16	3.0625	1.2366	5	2.4000	0.8944
Provide make-up classes	16	3.0625	1.1236	5	2.8000	1.0954
Use timetables to plan for classes	16	4.8750	0.3416	5	4.0000	0.7071
Use assignments as a mode of teaching	16	4.5000	0.8944	5	4.2000	0.4472
Use Continuous Assessment Tests (CATS) to gauge progress of students	16	4.3750	0.7188	5	4.4000	0.5477
Offer exams to promote	15	4.8667	0.3519	5	4.6000	0.5477

students to a higher level						
Release all marks and results in a timely manner	16	4.5000	0.6325	5	3.6000	0.5477
Give make-up CATS and Exams	16	3.5625	0.8921	5	4.0000	0.7071
Have Cafeteria facilities	16	3.6250	1.0878	5	4.0000	0.7071
Have international affiliation to other universities	15	2.8000	1.4736	5	2.8000	1.4832
Existence of flexible fee payment arrangements	16	3.5000	0.9661	5	1.4000	0.5477
Offer student loan facilities	16	1.2500	0.4472	5	1.6000	0.8944
Provide opportunities for students to earn their fees by working part-time on campus	16	2.2500	0.9309	5	3.2000	0.4472
Ensure all students get industrial attachment opportunities	16	3.1250	1.3601	5	3.2000	1.0954
Get jobs for students after graduation	16	2.1250	1.0878	5	2.2000	0.8367
Serve refreshments during class	16	1.0625	0.2500	5	1.4000	0.8944
Have facilities for extra curricular activities	16	3.1875	0.9106	5	4.0000	0.7071
Degrees offered by your university are recognized internationally	16	4.1875	1.1673	5	3.8000	1.0954

Source: Response Data

As the table above indicates, public universities practice the following product variables to a significantly larger extent than private universities; offering a wide range of courses, using time-tables to plan for classes, provision of opportunities for students to earn their fees by working part-time on campus and having facilities for extra curricular activities

Private universities practice release of marks in a timely manner and existence of flexible fee paying arrangements to an extent that is significantly larger than public universities.

### Probe/Research

The objective of this analysis was to compare the extent to which private universities use research/probe to identify, capture, interpret and apply information to marketing and other decision making activities compared to public universities.

Table 4.11 Extent of use of Probe/Research in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Conduct formal research	16	3.3125	1.0145	5	3.2000	1.0954
Identify needs of prospective students through	16	3.4375	0.8139	5	3.2000	1.0954



research						
Research need for new courses before introduction	16	3.3750	1.2042	5	3.2000	1.1954
Obtain feedback from students through comment collection systems	16	3.9375	0.9979	5	3.4000	0.8944
Conduct periodical student surveys	16	3.5000	0.9661	5	3.2000	1.0594
Have a record system for research findings	16	3.1250	0.8851	5	2.8000	1.4832
Evaluate students through interviews before enrollment	16	2.6875	1.1955	5	2.6000	1.6733
Lectures are appraised by students	16	3.9375	0.9287	5	3.0000	1.2247
Support service is appraised by students	15	3.2667	0.8837	5	3.0000	1.2247
Research findings are implemented	16	3.3125	0.7932	5	3.4000	0.8944
Segment customers	14	2.4286	0.9376	5	2.6000	1.6733

Source: Response Data

With the exception of lecturers being appraised by students, which is a research variable that is practiced to a significantly larger extent by private universities,

there is no other significant difference in the extent to which private universities practice research compared to public universities as the table above shows.

**Price**

The aim of this analysis was to determine whether there is any significant difference between fee setting objectives, determinants, and policies, fee increment strategies between public and private universities.

Table 4.12 Extent of use of Price in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Fees are set to achieve a set target return on investment	16	2.7500	1.1832	5	2.6000	1.5166
Fees are set to increase enrollment levels	15	2.2667	1.2228	5	1.4000	0.8944
Fees are determined by cost of providing education service	15	3.6000	0.7368	5	3.0000	1.4142
Fees charged are uniform with what other universities charge	16	2.1250	1.1475	5	2.2000	1.7889
Fees are different for all courses	16	2.9375	1.3401	5	3.4000	1.5166
Communication is used to explain fee increase	16	3.2500	1.2383	5	3.8000	1.0954
Fee increase is not	16	1.8750	1.0247	5	2.6000	1.1402

acknowledged unless students ask						
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Source: Response Data

With the exception of setting fees to increase enrollment levels, which is a pricing objective practiced to a significantly larger extent by private universities, there is no other significant difference in the extent to which private universities practice price as part of education marketing compared to public universities as is revealed in the table above.

### People

The aim of this analysis was to compare the extent to which private and public universities placed emphasis on the quality of service providers (lecturer and support staff) and the consistency of service provided.

Table 4.13 Extent of use of People in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE		PUBLIC			
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Only the highest qualified lecturers are recruited	16	4.1875	0.8342	5	4.6000	0.8944
Skills of personnel match the jobs they do	16	4.3750	0.7188	5	4.2000	0.8367
Quality of customer service is consistent	16	4.1333	0.6399	5	3.6000	1.1402
Periodical customer	16	3.3750	1.0878	5	3.4000	1.1402

service audits are conducted						
Course content is covered within the prescribed time frame	15	4.4667	0.5164	5	4.2000	0.4472
Exams are done on schedule	16	4.7500	0.5774	5	4.2000	0.4472
Students have opportunity to decide how many course units to take per semester	16	3.1250	1.2583	5	3.4000	0.5477
Lecturers are able to control their classes	16	4.6250	0.5000	5	4.4000	0.5477

Source: Response Data

The above table shows that there is no significant difference between the extent to which private universities and public universities practice variables related to people as an education marketing dimension.

## Process

The goal of this analysis was to compare the extent to which private and public universities' ensure that procedures mechanisms and flow of activities by which services are delivered to customers are efficient and easy to follow.

Table 4.14 Extent of use of Process in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Classes start on time	16	4.7500	0.4472	5	4.4000	0.5477
Classes end on time	16	4.6875	0.4787	5	4.4000	0.5477
Timetables are strictly followed	16	4.8125	0.4031	5	4.4000	0.5477
Exams are done periodically	16	4.8750	0.3416	5	4.4000	0.5477
Enrollment procedures easy to follow	16	4.3750	0.7188	5	3.8000	0.8367
Students interact freely with lecturers	16	4.3125	0.7042	5	3.6000	0.8944
Availability of reporting systems for students	15	3.9333	0.8837	5	3.4000	1.1402

Source: Response Data

As is evident from the table above there is no significant difference between the extent to which private universities and public universities practice variables related to process as an education marketing dimension.

### Physical Evidence

The purpose of the analysis was to find out if there is any significant difference between the extent to which private and public universities pay attention to

dimensions of the service environment and consider physical evidence as part of the university's effort to meet customer needs.

Table 4.15 Comparison of Extent of use of Physical Evidence

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Physical evidence Variable						
The buildings, landscaping, furniture and ambience are an accurate reflection of the quality of education provided at the university	16	4.0625	0.8539	5	3.4005	1.5166
Number of Lecture theatres is adequate	16	4.1875	0.8342	5	2.8000	1.0954
There are enough chairs and desks for all students	16	4.4375	0.5123	5	3.2000	1.0954
Facilities like overhead projectors and LCD projectors are enough for all classes	16	4.0000	0.8165	5	2.6000	0.5477
Study materials, revision kits and course outlines are readily available	16	4.3125	0.7042	5	3.6000	0.8944
Facilities are always clean	15	4.2667	0.7037	5	3.4000	1.1402
The library is well	15	4.0667	0.8837	5	3.0000	1.12247

equipped with current course text books						
All labs are well equipped with current facilities	16	3.9333	0.8837	5	3.0000	1.12247
Facilities undergo regular maintenance and upgrading	16	4.1250	0.7188	5	3.0000	1.12247
Quiet learning environment	16	4.3125	0.6021	5	3.4000	0.8944
Lecture theatres are well ventilated	16	4.3750	0.6191	5	3.6000	0.8944
Toilets are clean and well maintained	16	4.2500	0.7746	5	3.2000	1.0954
There is enough parking space for both students and staff within the university campus	16	4.1875	0.8342	5	3.6000	0.8944
Friendly Support staff	16	4.2500	0.5774	5	3.4000	0.8944
Decency is observed around the campus at all times	15	4.3125	0.6021	5	3.6000	0.8944
Good Security on the campus	15	4.3333	0.6172	5	3.6000	0.8944

Source: Response Data

The table above shows that private universities practice all variables that pertain to physical evidence to a larger extent than public universities. With the exception of the buildings, landscaping, furniture and ambience being an accurate reflection of the quality of education provided at the university, study materials, revision kits

and course outlines being readily available, adequate parking space, observation of decency around campus and good security on campus; all other physical evidence variables are practiced to a significantly larger extent by private more than public universities.

#### 4.4.2 Place

The researcher was interested in finding out if there is any significant difference between the availability and accessibility of courses from public and private universities.

Table 4.16 Extent of use of Place in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Classes are conducted during the day and in the evening	16	3.8125	1.3276	5	3.4000	0.8944
Campus is easy to access	16	3.6875	1.0145	5	3.6000	0.8944
On-line learning is available		2.0000	1.1547	5	1.4000	0.5477
Distance learning facilities are available	15	2.2000	1.5213	5	2.2000	0.8267



As indicated in the table above there is no significant difference between the availability and accessibility of courses between public and private universities.

#### 4.4.3 Promotion

The objective of this analysis was to establish whether there is any significant difference in the promotion tools used by public and private universities to develop and disseminate persuasive communications to their publics.

Table 4.17 Extent of use of Promotion in Education Marketing by Private and Public Kenyan Universities

UNIVERSITIES' CATEGORY	PRIVATE			PUBLIC		
	Frequency	Mean	Standard deviation	Frequency	Mean	Standard deviation
Advertising placed in the media periodically to create awareness	16	3.6250	0.6191	5	3.6000	0.8944
Advertising is done to increase enrollment	16	3.1875	1.2764	5	3.0000	1.4142
Advertising is done to remind the audience of the Universities activities	16	3.1250	1.0878	5	3.8000	0.8367
Advertising media is chosen because it is cost effective	16	3.6867	0.9465	5	3.6000	0.8944
Advertising media is chosen because it reaches target audience	16	4.2500	0.5774	5	3.6000	0.8944
Use of current promotional material e.g. brochures	16	4.4375	0.5123	5	3.4000	0.8944

Use of recruiting officers to build student or parent preference	15	3.1333	1.2459	5	1.8000	0.8367
Student advisors are used to ensure student satisfaction	16	3.6875	1.0145	5	2.6000	1.5166
University Staff visit high schools to talk to students about the University's products	16	3.1250	1.4083	5	1.8000	0.8367
Use of Scholarships to encourage students to join the university	16	3.0000	1.2649	5	1.6000	0.5477
Fee reduction is offered when two or more siblings enroll at the university	16	2.3750	1.5438	5	1.2000	0.4472
Use of Alumni to endorse the university	16	3.000	1.3166	5	2.6000	1.3416
Press releases are used to inform the public of university activities	16	2.9375	0.9287	5	3.6000	0.8944
High School students are invited to visit the university	16	2.4375	1.1529	5	2.4000	1.5166
The University participates in exhibitions regularly	16	3.4375	0.9639	5	3.8000	0.8367
University holds annual open days	16	2.9375	1.2894	5	2.000	1.000

Source: Response Data

From the table, it is evident that private universities use the following promotion variables to a significantly larger extent than public universities; current promotional material, recruiting officers, student advisors, university staff to visit high schools to talk to students about the university's courses, scholarships to encourage enrollment, fee reduction when two or more siblings enroll at the same university and holding of annual open days.

## CHAPETR FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDTIONS

#### 5.1 Introduction

Educational institutions face a growing number of complex challenges that threaten their growth and prosperity. Shrinking departmental budgets, greater institutional demands and intensified competition throughout the industry are testing the integrity and survival of universities, colleges, and independent elementary and secondary schools (Sevier 1998). Kenyan universities are facing the same challenges higher education institutions are facing worldwide. To survive, they must respond quickly and accurately so as to provide a quality of education that is competitive enough to attract sufficient student numbers. The concept of the market has gradually been introduced to governance of education and education is increasingly being perceived as a commodity which can be sold and individuals can choose among various institutions and course offers.

This chapter gives a summary of the findings and the conclusions drawn after analyzing data.

#### 5.2 Discussion

The objectives of this study were to determine the extent to which education marketing is practiced by universities in Kenya and to determine whether the practice of education marketing differs between public and private universities.

The analysis indicates that most Kenyan Universities offer sciences, arts, theology and business oriented courses. All public universities studied offer sciences, arts, and theology oriented courses. Only one public university does not offer business oriented courses. Half (50%) of the private universities do not offer science based courses, while more than half (56%) do not offer arts based courses. Theology oriented courses are offered by majority (75%) of private universities. Business oriented courses are offered by more than half of the private universities (62.5%).

The study shows that education marketing is practiced to some extent by Kenyan universities. Some dimensions of education marketing are practiced to a larger extent than others.

The research established that variables of product like timetables, assignments as a mode of teaching, Continuous Assessment Tests (CATS) to gauge progress of students, exams to promote students to higher levels, release of marks in a timely manner, make-up CATS and exams are practiced to a large extent by most universities. Other variables of product like internationally recognized degrees, provision of cafeteria facilities are also used to a large extent by some universities. Provision of facilities for extra curricular activities and offering a wide range of courses is practiced to a moderate extent by all Kenyan Universities. Variables of product like; offering a wide range of specialization electives, tutorials, make-up classes, international affiliation to other universities, availability of flexible fee payment arrangements and getting industrial attachment opportunities are practiced to a moderate extent by some Kenyan universities. Some product

variables are practiced to a very small extent or not at all; these include use of modular course structures, providing opportunities for students to earn fees by working part-time on campus, serving refreshments during class and getting jobs for students after graduation.

The study established that research is generally used to a moderate extent by Kenyan universities, this is consistent with Sevier (1998) who suggests that marketing decisions must be founded on reliable information obtained from a legitimate environmental audit, assessment of educational need, institutional self-study and perception and positioning studies. The most popular research practice is obtaining feedback from students through comment collection systems. Variables of research like identifying needs of prospective students through research, conducting periodical student surveys, students appraising support staff and implementing research findings are used to moderate extent by all universities. The practice of students appraising lecturers is only practiced by some universities. Segmenting customers is used to a small extent by some Kenyan universities.

The price variables of; setting fees to achieve set target return on investment, determining fees by cost of providing education service; using communication to explain fee increases are practiced to a moderate extent by some Kenyan universities. To a small extent, some universities set their fees to increase enrollment levels others charge uniform fees with other universities while some do not acknowledge fee increment unless students inquire.

As Sevier (1998) observes people define marketing goals, and the ultimate success of marketing relies on people. The study shows that to a large extent all Kenyan universities recruit the highest qualified lecturers; match the skill of their personnel to the jobs they are assigned; quality of customer service is consistent; course content is covered within the prescribed time frame; exams are done on schedule and lecturers are able to control their classes. Other aspects of people like conducting periodical customer service audits and students having an opportunity to decide how many course units to take per semester are practiced to a moderate extent by some universities.

The study shows that at most universities to a large extent classes start and end on time, timetables are followed strictly, exams are done periodically, students interact freely with lecturers, reporting systems are available.

Other aspects of education marketing like having enough chairs and desks for all students, facilities like overhead projectors and LCD projectors, study materials, revision kits, course outlines, facilities undergo regular maintenance, quiet learning environment, well ventilated lecture theatres, clean and well maintained, adequate parking space, friendly support staff, decency is observed around campus, good security on the campus are practiced to a large extent by all Kenyan universities. Some universities to a large extent also ensure that buildings, landscaping, furniture and ambience are an accurate reflection of the

quality of education provided at the university and have an adequate number of lecture theaters, well equipped libraries.

The study also determined that to a large extent most Kenyan university have campuses that are easy to access. Some universities conduct both evening and day classes to large extent. On-line learning and distance learning are practiced to a small extent by some Kenyan universities.

The study revealed that advertising and promotional materials like brochures are the promotion tools that are used to a large extent to communicate with target audiences. Promotion tools that are used by some universities to a moderate extent include recruiting officers, scholarships, open days and press releases. Fee discounts and inviting high school students to visit the university are the promotional tools that are used the least.

The study also revealed that there are some significant differences in education marketing practices of private and public universities. The differences are mainly in the product, physical evidence and in promotion dimensions of education marketing. There are few significant difference in the probe and price dimensions and no significant differences in people, process and place dimensions of education marketing.

The differences in product are that public universities practice offering



wide range of courses, using time-tables to plan for classes, provision of opportunities for students to earn their fees by working part-time on campus and having facilities for extra-curricular activities to a larger extent than private universities. Private universities practice release of marks in a timely manner and flexible fee payment arrangements to a significantly larger extent than public universities.

Private universities practice all variables of physical evidence to a larger extent than public universities. Apart from the buildings, landscaping, furniture and ambience being an accurate reflection of the quality of education provided at the university, study materials, revision kits and course outlines being readily available, adequate parking space, observation of decency around campus and good security on campus; all other physical evidence variables are practiced to a significantly larger extent by private more than public universities.

The following promotion variables are practice to a larger extent by private universities than public universities; current promotional material, recruiting officers, student advisors, university staff to visit high schools to talk to students about the university's courses, scholarships to encourage enrollment, fee reduction when two or more siblings enroll at the same university and holding of annual open days.

### 5.3 Conclusion

This research reveals that Kenyan universities practice education marketing. The variables of education marketing are used by universities to different extents. All universities practice product, people, process and promotion dimensions of education marketing to a large extent. Probe/research, price and physical evidence are education marketing dimensions that are practiced to a moderate extent by all Kenyan universities.

The practice of education marketing differs in some aspects between public and private universities. The main differences are in the product, physical evidence and promotion dimensions of education marketing. There are few significant differences in the probe and price dimensions and no significant differences in people, process and place dimensions.

### LIMITATIONS OF THE STUDY

The study was limited to Kenyan universities only; other educational institutions like polytechnics, and tertiary colleges and secondary schools may also be practicing education marketing.

### SUGGESTIONS FOR FURTHER RESEARCH

A study could be carried out to establish the extent other higher education institutions like polytechnics, tertiary colleges and high schools practice education marketing.

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## APPENDIX 1

### 2004 LIST OF KENYAN UNIVERSITIES ACCORDING TO THE COMMISSION OF HIGHER EDUCATION (CHE)

#### **PUBLIC UNIVERSITIES**

Nairobi University (1954)

Moi University (1984)

Kenyatta University (1985)

Egerton University (1986)

Jomo Kenyatta University of Agriculture and Technology (1988)

Maseno University (2000)

#### **PRIVATE FULLY CHARTERED UNIVERSITIES**

University of Eastern Africa, Barton (1991)

Catholic University of Eastern Africa (1992)

Daystar University (1994)

Scott Theological College (1997)

United States International University (1999)

African Nazarene University (2002)

#### **PRIVATE UNIVERSITIES WITH LETTER OF INTERIM AUTHORITY**

Kabarak University (2000)

Kerri Women's University of Science and Technology (1999)

Aga Khan University (2002)

Strathmore University (2002)

Kenya Methodist University (1997)

## **UNIVERSITIES WITH CERTIFICATES OF REGISTRATION**

East Africa School of Theology

Kenya Highlands Bible College

Nairobi Evangelical Graduate School of Theology

Nairobi International School of Theology

Pan Africa Christian College

St. Paul's United Theological College

Kagwira Murithi  
C/O University of Nairobi  
Lower Kabete Campus  
P.O. Box 30197  
Nairobi

25<sup>th</sup> November 2004

Dear Sir/Madam

RE: REQUEST FOR RESEARCH DATA

I am a post graduate student in the Faculty of Commerce, University of Nairobi. I am conducting a Management Research on "The extent to which Kenyan Universities practice education marketing."

Your university has been selected to form part of the study. I therefore, request you to assist by filling in the attached questionnaire. The information you give will be treated in strict confidence and is needed purely for academic purposes. In no form will your name appear in the final report.

A copy of the final report will be made available to you on request.

Your assistance and co-operation will be highly appreciated.

Yours Sincerely

.....  
Kagwira Murithi  
(Student)

.....  
Margaret A. Ombok.  
Lecturer, department of Business  
Administration (Supervisor)

## APPENDIX II

### QUESTIONNAIRE

#### PART A

1. Name of your University \_\_\_\_\_
  
2. What Courses do you offer (sciences, arts, business, theology) \_\_\_\_\_
  
3. Is your university public or private?  
\_\_\_\_\_

#### PART B

Please indicate the extent to which your organization uses the following on a scale of 1-5 where

5 is – to a very large extent

4 is – to a large extent

3 is – to some extent

2 is – to a small extent

1 is – to no extent

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
1	Offer a wide range of courses					
2	Offer a wide range of specialization electives					
3	Use the Modular system for course structures					
4	Offer tutorials					
5	Provide make-up classes					
6	Use timetables to plan for classes					
7	Use assignments as a mode of teaching					

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
8	Use Continuous Assessment Tests (CATS) to gauge progress of students					
9	Offer exams to promote students to a higher level					
10	Release all marks and results in a timely manner					
11	Give make-up CATS and Exams					
12	Have Cafeteria facilities					
13	Have international affiliation to other universities					
14	Existence of flexible fee payment arrangements					
15	Offer student loan facilities					
16	Provide opportunities for students to earn their fees by working part-time on campus					
17	Ensure all students get industrial attachment opportunities					
18	Get jobs for students after graduation					
19	Serve refreshments during class					
20	Have facilities for extra curricular activities					
21	Degrees offered by your university are recognized internationally					
22	Conduct formal research					
23	Identify needs of prospective students through research					
24	Research need for new courses before introduction					
25	Obtain feedback from students through comment collection systems					
26	Conduct periodical student surveys					

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
27	Have a record system for research findings					
28	Evaluate students through interviews before enrollment					
29	Lectures are appraised by students					
30	Support service is appraised by students					
31	research findings are implemented					
32	Segment customers					
33	Fees are set to achieve a set target return on investment					
34	Fees are set to increase enrollment levels					
35	Fees are determined by cost of providing education service					
36	Fees charged are uniform with what other universities charge					
37	Fees are different for all courses					
38	Communication is used to explain fee increase					
39	Fee increase is not acknowledged unless students ask					
40	Only the highest qualified lecturers are recruited					
41	Skills of personnel match the jobs they do					
42	Quality of customer service is consistent					
43	Periodical customer service audits are conducted					
44	Course content is covered within the prescribed time frame					
45	Exams are done on schedule					

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
62	All labs are well equipped with current facilities					
63	Facilities undergo regular maintenance and upgrading					
64	Quiet learning environment					
65	Lecture theatres are well ventilated					
66	Toilets are clean and well maintained					
67	There is enough parking space for both students and staff within the campus					
68	Friendly Support staff					
69	Decency is observed around the campus at all times					
70	Good Security on the campus					
71	Classes are conducted during the day and in the evening					
72	Campus is easy to access					
73	On-line learning is available					
74	Distance learning facilities are available					
75	Advertising placed in the media periodically to create awareness					
76	Advertising is done to increase enrollment					
77	Advertising is done to remind the audience of the Universities activities					
78	Advertising media is chosen because it is cost effective					
79	Advertising media is chosen because it reaches target audience					
80	Use of current promotional material e.g. brochures, fliers					

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
46	Students have opportunity to decide how many course units to take per semester					
47	Lecturers are able to control their classes					
48	Classes start on time					
49	Classes end on time					
50	Timetables are strictly followed					
51	Exams are done periodically					
52	Enrollment procedures easy to follow					
53	Students interact freely with lecturers					
54	Availability of reporting systems for students					
55	The buildings, landscaping, furniture and ambience are an accurate reflection of the quality of education provided at the university					
56	Number of Lecture theatres is adequate					
57	There are enough chairs and desks for all students					
58	Facilities like overhead projectors and LCD projectors are enough for all classes					
59	Study materials, revision kits and course outlines are readily available					
60	Facilities are always clean					
61	The library is well equipped with current course text books					



No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
62	All labs are well equipped with current facilities					
63	Facilities undergo regular maintenance and upgrading					
64	Quiet learning environment					
65	Lecture theatres are well ventilated					
66	Toilets are clean and well maintained					
67	There is enough parking space for both students and staff within the campus					
68	Friendly Support staff					
69	Decency is observed around the campus at all times					
70	Good Security on the campus					
71	Classes are conducted during the day and in the evening					
72	Campus is easy to access					
73	On-line learning is available					
74	Distance learning facilities are available					
75	Advertising placed in the media periodically to create awareness					
76	Advertising is done to increase enrollment					
77	Advertising is done to remind the audience of the Universities activities					
78	Advertising media is chosen because it is cost effective					
79	Advertising media is chosen because it reaches target audience					
80	Use of current promotional material e.g brochures, fliers					

No	Practice	Very Large Extent	Large Extent	Some extent	Small Extent	Not at all
81	Use of recruiting officers to build student or parent preference					
82	Student advisors are used to ensure student satisfaction					
83	University Staff visit high schools to talk to students about the University's products					
84	Use of Scholarships to encourage students to join the university					
85	Fee reduction is offered when two or more siblings enroll at the university					
86	Use of Alumni to endorse the university					
87	Press releases are used to inform the public of university activities					
88	High School students are invited to visit the university					
89	The University participates in exhibitions regularly					
90	University holds annual open days					

Thank you for your participation