

**A SURVEY OF THE EXTENT TO WHICH ADVERTISING BY
TEXTBOOK PUBLISHING FIRMS INFLUENCE CUSTOMER
PREFERENCE OF TEXTBOOKS: THE CASE OF PUBLIC
PRIMARY SCHOOLS TEACHERS IN NAIROBI**

BY

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DECLARATION

This management project is my original work and has not been presented in any University for the award of a degree.

Signed 

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This management project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

Dedicated to my mother Grace and my wife Caroline the two most inspirational personalities in my life and to all scholars for making me listen!

ACKNOWLEDGEMENTS

I am indebted to the following people without whom this project could not have seen the light of day.

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TABLE OF CONTENT

CONTENT	PAGE
Declaration	(ii)
Dedication	(iii)
Acknowledgement	(iv)
Tables Of Content	(v)
List Of Tables	(ix)
Abstract	(x)

CHAPTER ONE :INTRODUCTION

1.0 Background	6
1.1.1 Textbook Publishing In Kenya	7
1.1.2 Challenges Of Advertising In Advertising	9
1.2 Statement Of The Problem	11
1.3 Objectives Of The Study	12
1.4 Importance Of The Study	12

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	13
2.2 The Concept Of Advertising	13
2.4 How Advertising Influences Consumers	14
2.5 Advertising Message Design	19
2.6 Effectiveness Of Advertising	21

CHAPTER THREE: METHODOLOGY

3.1 Research Design	26
3.2 The Population Of Study	26
3.3 Sample Frame	26
3.4 Sample And Sampling Design	27
3.5 Data Collection Methods	27

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction	28
4.2 Demographic Profile Of The Respondents	28
4.2.1 the Gender Of The Respondents	29
4.2.2 Respondents Participation In Subject Pane	29
4.2.3 Respondents Years Of Experience	30

4.3 A Summary Of The Responses	32
4.4 How Advertising Influences Awareness	34
4.5 How Advertising Influences Knowledge	34
4.6 How Advertising Influences Liking	35
4.7 How Advertising Influences Preference	36
4.8 How Advertising Influences Conviction	36
4.9 How Advertising Influences Purchase	38
4.10 A Summary Of The Scores	39
CHAPTER FIVE: DISCUSSION CONCLUSION AND RECOMMENDATIONS	
5.1 Introduction	28
5.2 Discussion	41
5.3 Conclusion	43
5.4 Recommendation	43
LIMITATIONS OF THE STUDY	44
SUGGESTIONS FOR FURTHER RESEARCH	44
REFERENCES	45

APPENDICES	50
APPENDIX 1 LETTER OF INTRODUCTION	50
APPENDIX 2 QUESTIONNAIRE	51
APPENDIX 3 LIST OF SCHOOLS IN NAIROBI	55

LIST OF TABLES

Table	Page
1 The Sex Of The Respondents	24
2 The Respondents Participation In Subject Panel	25
3 Respondents Teaching Experience	26
4 A Summary Of The Responses	27
5 Interpretation Of The Mean Scores	28
6 How Advertising Influences Awareness	29
7 How advertising influences knowledge	30
7 How Advertising Influences Liking	31
8 How Advertising Influences Preference	31
9 How Advertising Influences Conviction	33
10 How Advertising Influences Purchase	34
11 A Summary Of The Mean Scores	35
12 A Summary Of Public Schools In Nairobi	56

ABSTRACT

The study of the extent to which textbook publishers use advertising to influence the preference of their consumers was carried out in Nairobi on a sample population of public school teachers. Evans et al (1996) have argued that advertising does not add value to the marketing of consumer products. The study set out to find how advertising could be used to influence the preference of consumers of textbooks.

The population of study was public school teachers in 191 public schools in Nairobi. Eight teachers from each school who sat in the subject textbook selection panel formed the sample frame of 1528 teachers. A sample of 100 randomly selected teachers each from a different school was interviewed. These were preferably teachers who sat in the textbook selection committees and whose influence in the selection of textbook in schools was considered strong.

A two-part questionnaire was used to gather data. A complete literature review of relevant material was conducted before and after the establishment of the research question. The data collection was limited by accessibility to schools and the school timetable. The research design used in the study was the survey design.

The research findings indicated that even though advertising is important in creating awareness, it seems that it minimally influences other marketing objectives such as sales growth, market share and brand loyalty to a very less extent. The research also indicated a need for branding of the products of publishing houses. The low level of branding in textbook publishing could be the reason why the findings indicate that advertising will influence preference only to a less extent. The study is exploratory and more pertinent issues like branding in textbook marketing can be explored further.

The current state of publishing in Kenya is characterized by outdated technology and over reliance on the school curriculum market. Lithographic publishing is costly in terms of operations and time. The marketing strategies currently being pursued used in the industry lack in innovation and efficiency. Sales representation, poor sales planning and the rush to achieve a desired market reach has continued to reduce the earning of publishing firms. Faced with new challenges that have made publishing very unattractive, publishers are forced to adopt new strategies including advertising in an effort to influence sales.

This study hopes to break the ground in the field of textbook publishing. The Kenyan publishing scenario is still open to many other studies. Several questions remain unanswered especially regarding the most effective strategies in the marketing of textbooks. It appears that limited research has been done in this area.

CHAPTER ONE

INTRODUCTION

1.1.0 Background

The Economist magazine of May 2004 reported that the world economy has been very subdued in the last three years. The war situation in the gulf has affected the price of crude Oil and consequently the world economy. The poor economic performance has been attributed to; impact of drought, armed conflicts, poor governance, and the fluid political situation in the Middle East. Wachira (2004) reports that the sharp increase in the price of crude oil has affected the rate of inflation, which presently is at above 6%. The economy is expected to grow by 1.8% in 2004. The social sector of the economy has performed well and is expected to grow by 50.2% in the year 2004. This has been caused by the introduction of the free primary education in 2003.

Liberalization of the economy borne out of globalization has greatly affected the Kenyan economy. Cohen (1995) argues that Consumerism has increased cost of marketing amongst other factors. Rugman (1996), states that multinational enterprises have been forced to disperse their operations across the international boundaries. Ongwen (2003) has attributed the poverty levels in third world countries to trade liberalization. Stokes (2002) state that Globalization of national economies has resulted into the global dispersion of investments, finance, labour manufacturing and marketing. He further states his opinion that globalization can benefit mankind if properly applied. Stiglitz (2003) however disagrees and states that liberalization the way it was prescribed to poor nations has been detrimental to their economic prosperity.

According to Njau (2002), most companies have adapted their strategies to the changes caused by liberalization of the economy. Aaker and Biel (1993) traces the genesis of global branding to liberalization. Andrews (2003) traces the origin of multinational publishing firms in Kenya to liberalization of trade. Local firms have responded to these challenges by adopting various strategies. These strategies include organic growth, diversification, integration, niche strategies and

mergers. Nyeko in APNET (2003) has identified niche marketing as a strategy that some African publishers have adopted to fight out competition due to trade liberalization. Norton (1999) suggests that one-man self-publishing ventures have been a strategic alternative publishers have used. Self-publishing by authors has also been aided by the advances in information technology. Chakava (1999) states that publishers have been forced to seek professional marketing techniques in the struggle to gain a competitive edge in the market place. Currey (1999) has identified self-publishing and joint ventures as a strategy that African publishers have used to respond to the changing environment. Norton (1995), identified book launches, publicity, trade fairs, and favorable book reviews as tactics publishers have used to market books.

1.1.1 Textbook Publishing In Kenya

Chege (1978) has indicated that publishing is fifteenth in rank in the manufacturing sector in Kenya. Publishing has been undergoing a series of changes worldwide. Book publishers have responded to these modern challenges by adopting several strategies. Andrews (2003) indicate that textbook publishing has been a preferred strategic option by publishers who seek instant return on their investment. Chakava (1999) considers textbook publishing as a necessary strategic option for publishers faced with poverty, a poor reading culture, high cost of production, illiteracy and poor language policies in Africa. Publishers in Kenya are now being forced to adopt modern marketing strategies and tactics to gain a competitive edge in the market place.

Modern day publishing falls into various categories. Broadly we have newspaper, magazine, general books and finally textbook publishing. Chakava (2000) states that the Kenyan publishing industry is the most developed in the East Africa region. Potter (1990) states that Newspaper publishing is more commercial and characterized by profit maximization. The Journals and Magazine publishing sector is still developing

According to Kenya publishers' association (2003) state publishers, local ventures and international companies dominate the local industry. The same organization has 120 registered members who are active players in the Kenyan market. Textbook publishing is specifically meant to satisfy the educational needs of learners through the provision of learning material. Potter (1990) asserts that publishing firms mostly prioritize textbook publishing due to its commercial capacity.

Textbook publishing is directly linked to education. Through its various policies since independence the nation of Kenya has continued to experience a phenomenal growth in the education sector, the cost of textbooks has continued to be a big hindrance in the development of education. In 1989, the cost of textbooks per child per annum was Kshs.300 in Nairobi. This cost has risen by 1300% in 14 years to Ksh.4000 per child in Nairobi (Institute of Economic Affairs 2002). The government in the past has pursued ruinous Economic policies that continued to jeopardize the provision of basic education. (Institute of Economic Affairs 1994).

The Mackay Report (1984) and the introduction of the 8-4-4 system of education marked the beginning of liberalization of the education sector. The era of cost sharing introduced a new era for the provision of educational support material including textbooks. Chakava (1999) argue that the cost sharing initiative was responsible for the apparent growth of textbook publishing and the bookshop distribution system in Kenya. Private Publishers were also stifled by government policies, which seemed to favour two state publishers in the provision of textbooks.

The final liberalization of the textbook market was implemented through the provision of the vetting procedure and the endorsement of an official catalogue of approved textbooks. (This is known in the industry as the 'Orange Book'). This phase saw the K I E revert to its official role of developers and maintainers of the

curriculum. Liberalization of the textbook market has opened up the market to increased competition from lower end-segment entrants.

The growth in the sector has not been overtly beneficial to the end-users/consumers of textbooks because other factors amongst them liberalization have continued to push up costs of production. The enactment of the industrial property bill of 2000 together with the setting up of the Kenya Industrial Property Research Organization has marked a new phase in the industry. The protection that publishers have longed for has brought some stability in copyright violation. Advances in technology have brought a great challenge to the publishing industries. Chege (1978) states that violation of copyright laws has existed since the advent of publishing in this region. In book publishing unlike in newspaper and magazines, the changeover to computer-aided publishing was slow.

1.1.2 Challenges To Advertising In Textbook Publishing

Norton (1999) argues that Publishers have resorted to technology when faced with these changes. Owen (1989) states that technology has brought about stiff competition and copyright violation issues. Aduda (2003) argues that increased competition has raised the quality of books. He also identifies prices as being competitive since the market was liberalized. Stiff competition has forced publishers to use advertising in the print and electronic media as means of influencing customer's preference of their product. The Director of Education (2003) has noted this trend in a general letter to publishers cautioning them against the usage of the Ministry's name to make their advertisement's credible. Advertising books in the mainstream media is not a novelty and has been pursued in other countries.

Potter (1990) is categorical that books can only be advertised if they are suitable for the mass market. The establishment of the free primary education has quite rightfully rendered textbooks mass products for the market. According to Economic survey of 2003, 35% of Kenyans is school going and this forms a lucrative target market for publishers. Curriculum changes and need for mass

reach has forced publishers to use the mass media. Above the line advertising of textbooks is a novelty in the Kenyan Electronic media and was pioneered by Macmillan Kenya. The director of education underscores the increase of advertising of textbooks by publishers in letter to publishers in which she criticizes the practice. Publishers have sought advertising to influence the preference of the consumers of textbooks.

Several challenges have faced these publishers. Publishers have pursued a haphazard advertising strategy. The director of education underscores this fact in a letter to publishers in 2003 warning publishers of using the ministry's name in their advertisement. The design of the message has been undifferentiated. Potter (1990) argues that the television is not an effective tool for the advertisement of a highly intellectual endeavor like a textbook. He further states that the Television is only appropriate in the advertisement of entertainment books and not scholarly material. Webb (1979) points other issues including timing, clutter, tracking, channel-switching and audience targeting of the advertisements is not achievable in textbook advertising. Ambiguity of the message is a challenge that publishers are facing.

Textbook advertisement is also forced to compete with other products for the limited attention of the target audience. Mclinan (1964) argues that the context of the advertisement message, which in the Kenyan case is prime time news, will greatly interfere with the message or how it will be perceived. Batra et al (2001) argues that advertising of branded products is more effective than those that are not branded. The level of branding in textbook publishing is so low and this might jeopardize the impact expected in influencing the consumer choice.

The hierarchy of effects model can be used to illustrate the importance of advertising in the advertisement of textbooks. Advertising by publishers can be used to create awareness about a textbook. They can achieve this by passing on knowledge about the product. They could also enumerate the desirable strengths of the book. The knowledge could also be about the product or the publisher.

Publishers hope to enhance the liking of their products through advertising. Liking will lead to preference, an attitude that all advertisements seek to achieve. Most advertising messages seek to change the attitude of the consumer to prefer advertisers products to the others in the market. A change in attitude will lead to conviction to purchase particular products.

1.2 Statement Of The Problem

Competition in the publishing industry has intensified. The Kenya Publishers' Association of 2003 register indicates they have 120 members. Potter (1990) states that Computer assisted technologies have made publishing a very competitive business the world over. He further argues that competition has forced the publishers of textbooks to seek mass media advertising so as to create a mass appeal for textbooks publishing products.

Kotler (2000) has identified advertising as a key strategy in the acquisition and retention of customers. He further states that customer retention is cheaper than customer acquisition. Pickton and Broderick (2001) state that advertising plays a very important role in the marketing of a product.

Wanjoga (2002) Olotch (2002) and Ogutu (1983) have all studied the role of advertising in influencing sales but there seems to be no study conducted on the extent that advertising influence the consumer preference of textbooks. The director of education in a general letter of August 2003 has noted that publishers have increased their level of advertising. Advertising as a strategy is a novelty in textbook publishing in Kenya. Publishers of textbooks need to appreciate the role of advertising in the influencing of consumer preference of textbooks.

This study therefore sought to answer the following question. To what extent does advertising by text book publishers influence the consumer's preference of the advertisers' textbooks?

1.3 Objectives Of The Study

The objective of this study was to determine the extent to which advertising by publishers influence the customers' preference of a particular publishers product.

1.4 Importance Of The Study

The results of this study maybe of use to: -

- (i) Consumers of textbooks in trying to choose publishing products and understanding advertising messages.
- (ii) Publishers' of textbooks in appreciating the extent to which they can influence customer preference through advertising.
- (iii) Media houses and advertising planners to design and execute publishers' messages effectively.
- (iv) Future scholars and researchers who might need to research on publishing industry and advertising.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this, chapter the concept of advertising has been discussed based mostly on the empirical studies on the effect of advertising on brand/product preference. The relationship between advertising and preference has been explored using various models. The hierarchy of effects model has been specifically used to demonstrate the direction of this relationship. The review has looked into the general concept of advertising, how advertising influence the brand and how objectives can be set to influence the preference of consumers. The measurement of the effectiveness of advertising is important to this study. The hierarchy of effects model has been used to illustrate the measurement of advertisement effectiveness.

2.2 The Concept Of Advertising

The American Marketing Association defines advertising as any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. According to Pickton and Broderick (2001), the purpose of advertisement is to create a favourable predisposition towards the product so that consumers are adequately and effectively prepared to receive personal selling message and buy the product. Kotler (2000) identifies intensive advertising as a strategy that can influence sales positively. He further argues that this strategy is only effective if the advertising itself is superior to the competitors. Batra et al (2001) points out that advertising is used to achieve some goals. Gandhi (1985) states that the roles of advertising includes stimulation of demand, strengthening other components of the marketing mix, developing brand preference, increase sales volume, cut costs, lower prices enhance consumer satisfaction, make marketing possible and finally it acts as a competitive weapon against competitors in a competitive environment.

According to Gandhi (1985) the strength of advertising as a communication medium is limited by other factors, such as cost, poor audience targeting, limited product differentiation, subdued impact and poor measurement of the impact of

advertising as major weaknesses of the strategy. Kotler (2000), Aaker (1996), Batra et al (2001) and Mckniss et al (1991) all seem to agree that the success of an advertising initiative will depend on whether the conditions favouring it have been met. Key to this will be the presence of a favourable primary market for the advertised product.

According to Bovee and Arens (1996) advertising could also be effective if the product being advertised could be easily differentiated. If the product has hidden qualities, these can easily come out in advertising. Advertising works well when the product involves emotive buying. Evans et al (1996) argue that advertising can influence subjective purchase practices. The company has to muster adequate resources to fund the advertising campaign. Batra et al (2001) have pointed out that several formulae have been used to set advertising budgets. The criterion used must always be justified by the expected results expressed in terms of sales. Other factors considered include the presence of mass markets, market responsiveness and the management policies of the individual company.

O'Reilly (1985) points out that the advertising mix is a major component of the marketing communication strategy. The marketing communication mix preferred will include the mass media, trade press, point of purchase, editorial publicity, direct advertising and personal selling. All these aspects of communication will be directed at the target market.

2.3 How Advertising Influences Preference

Evans et al (1996) recognizes the wide simultaneous reach as a major advantage of advertisement. Aaker and Biel (1993) postulate that branded products are easier to advertise than unbranded products. A major advantage of advertising also is the relatively cheaper and wider reach when compared with other methods of marketing communication. Bovee and Arens (1995) state that advertising is an important tool in reinforcing purchase decisions. Advertising reinforces learning through repetition. It seeks to inform, create the need, induce purchase behaviour and reduce post purchase dissonance.

According to the abundance principle in an economy that produces more goods and services that can be consumed, advertising will serve two important purposes. It will keep consumers informed of their alternatives and it will allow companies to compete more effectively for the consumer shilling. Bovee and Arens (1995) state that in larger economies with adequate disposable income to spend, advertising stimulates competition. Ditcher (1960), states that advertising does not add tangible value to the product in the consumers mind. He further states that image is produced through advertising and sales promotion may convey a positive image, which may denote quality and in turn make the product more desirable to consumers. Bovee and Arens (1995) states further that advertising in a free market enables the consumer to choose the value they seek in a product.

2.4 Setting Advertising Objectives To Influence Preference

Setting Advertising Objectives should conform to the company's general objectives. Aaker and Biel (1993) states that advertising can only be used to achieve certain objectives. These include launch of a new product (create awareness), support the sales force, reach inaccessible customers, enter a new market segment, improve dealer relations, expand industry scales, build goodwill and counter prejudice. Nyanjom (2002) argues that advertising may be aimed at building up brand preference. According to Gandhi (1985) an advertising strategy could be used to counter a competitive advertising campaign by a competitor. Aaker and Biel (1993) state that advertisements must create a predisposition in the customer to purchase the company's product. In advertising, objectives serve several functions. Batra et al (2001) argue that objectives operate as a communication and coordination devices. Sandage et al (1998) state that objectives are important as they dictate the message, how it is communicated and executed. Gandhi (1985) holds that objectives will provide the criterion for decision-making. Decision-making must be objective and the objectives of the advertisement will aid the management on decision-making. Katz and Weddel (1978) state that objectives also provide a benchmark to evaluate the results of a

communication process. At the end of the campaign, the success/failure can only be evaluated against the objectives that were identified initially.

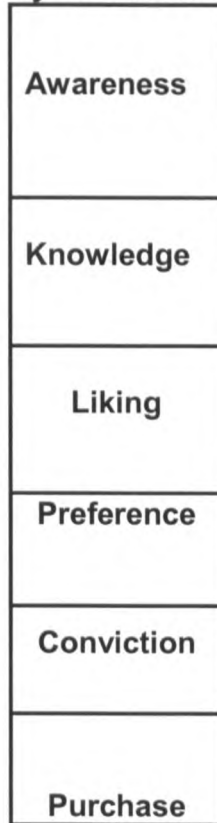
According to Gandhi (1985), a company's advertising strategy can pursue a sales maximization objective. This could be structured in terms of immediate sales or market share. Batra et al (2001) state that advertising is just one of the many factors that affects sales. They also indicate that after isolating the effect of advertising it must also be measurable in the long-term. Advertising they state is only one of the many factors that affects sales. Other factors that may affect sales include pricing, distribution, packaging, competition and consumer tastes.

Aaker and Biel (1993) point out that the most fundamental objective of an advertising communication is the creation of brand awareness. Batra et al (2001) concur that advertising is a good medium for creating brand awareness. Advertising is also well suited in communicating facts about the brand specifically its attributes. The attributes influence the target customers' brand comprehension. Aaker (1991) argues that Brand comprehension will affect the communication of the message. This will create a perception of the brand attributes. Batra et al (2001) agree that the perception of attitude could be easily measured by asking respondents to indicate their relative agreement as to whether the brand has the attributes as follows: Agree strongly +3 +2 +1 0 -1 - 2 -3 Disagree. Advertising can affect the brand perception. The following diagram adopted from Batra et al (2001) makes this assessment more relevant to the research question.

Perhaps the best model that can explain the determination of communication objectives is the response hierarchy model. Strong, Lavidge and Steiner (1925) in Kotler (2000) state that the response hierarchy model is the best-known model that can analyze an advertisement effort. The hierarchy of response model includes the AIDA model, hierarchy of effects model, innovation adoption model and the communications model. The four models assume that the buyer passes through a cognitive, affective and behavioral stage in the said order. Kotler (2000) states that the "learn -feel-do" sequence can only apply if the audience has high involvement with a product category that is perceived to have high differentiation.

He further states that an alternative sequence “do-feel-learn” which is relevant when the audience has high involvement but perceives little or no differentiation within the product category. The “learn do feel” model is relevant when the audience has low involvement and perceives little differentiation within the product category – Strong, Lavidge and Staner 1961 in Kotler (2000); indicate that by choosing the right sequence, marketing can do a better job of planning communications.

The Hierarchy Of Effects Model Chart



Source: Kotler.P. (2000) **Marketing Management** Millennium Ed Prentice-Hall pp554

Assuming that the buyer has high involvement with the product category and perceives high differentiation within the category. The hierarchy of effects model as shown above could illustrate this.

Awareness – if the target audience is unaware of the object, the communication task is to build awareness. This could include name recognition and simple

messages repeating the product. This objective could be set in terms of a desired percentage of awareness.

) Knowledge – This level seeks to establish how far the product awareness is. The communication initiatives need to learn how many people in the target audience have little, some or much knowledge about the product. The knowledge can be either weak or strong. A weak product knowledge position may influence the objective of a communication process.

Liking – If target members know the product then it would be important to know how they feel about it. The communication could contain reasons that would solicit liking.

Preference – The communication objective in such campaign is to build consumer preference by promoting quality, value, performance and other features. Audience preference can be measured after the campaign to measure its success.

Conviction - Purchase behaviour is not motivated by preference alone. The model stipulates that a conviction to buy a product must be initiated by the communication process. A communicator might set out to build conviction.

Purchase – The communicator must lead the consumers to make the final purchase decision. This type of communication involves making offers inviting consumers to purchase.

The desired response by the communicator will ultimately determine the message structure of the communicator. The response hierarchy models will assist a communication process to design and execute the advertisement message.

2.5 How Advertising Message Design Influences Attitude

Krishnan and Chakravat (1990) argue that advertising message is constructed to ensure that it will influence the attitude of the target audience. The American social psychology Associations isolates attitude as the single most distinctive concept in the human behaviour that advertising messages will target. The message structure consists of 3 interrelated components. Cognitive (awareness, comprehension and knowledge) affective (evaluation liking, preference), and conative (action tendencies such as intentions, trial, or purchase).

Attitudes can be directly measured by asking respondents to indicate whether they like or dislike a brand or by attempting a direct assessment of the degree of like or dislike on a positive –negative scale. The market diversities in terms of consumer preferences, competitive pressure, media availability and cost will always determine the structure of the message. Keller (1998) points out that advertising message formulation involves designing of the advertising copy and structuring of advertisement layout so that the company's unique selling propositions may effectively be presented to the target audience for appropriate positioning. Britt and Miller (1972) have identified, product position, unique selling proposition and advertising copy layout as very important pillars of message design.

Product position refers to the placement of a company's product in the customers' mind. Janiszewki (1990) argues that advertisement message is an important instrument for positioning and repositioning a product in the mind of consumers. The message design must include the unique selling propositions conveyed to the consumer. The unique selling proposition is the offer an advertiser makes to his target audience, which is unique in relation to competing offers and promises to deliver certain distinctive benefit or satisfaction. Each advertisement message must make a proposition to consumers. Each advertisement must say to each listener or reader what specific benefit they will gain from buying a particular product. The proposition must be one that the competition cannot offer. Lastly the proposition must be strong enough to move the mass millions.

The USP depends on the way the advertising copy is designed. Advertising copy speaks out through to the target audience in an impersonal way through audio – visual media. Lee and Mason (1999) concur that advertising copies can either be factual, emotional, descriptive, narrative, humorous or testimonial depending on the market requirement. The factual advertising copy must be able to appeal to ones reason and rational motives. A good advertising copy performs the important function of conveying message and favourably predisposing target consumers towards the company and its products.

Kotler (2000) states that creativity can be more important than the amount paid for in the advertisement. But he also states that creativity alone is not adequate in ensuring the success_of an advertisement initiative. A good advertising copy should contain adequate information about the product. It should be able to induce interest and catalyze action or purchase behaviour. An advertising copy should be believable. The creditability of the copy will accentuate the choice of the product. The copy should be persuasive. Aaker and Biel (1993), state that the advertiser's copy should be able to express genuine concern for consumer's problem. The persuasion should be frank and sincere. The language and words used should be understandable to the target audience. Gandhi (1985) states that language choice and translations of advertiser's copy should not distort the preferred message. The copy must also score highly in brevity, clarity, simplicity and aptness.

The advertising message layout should possess some of the following qualities. The advertising layout should provide unity or completeness of the message being conveyed. In order to make a good layout, the message must be contrasted so as to attract the consumers' attention. The proportion of the advertising layout is also important. Gandhi (1985) states that a proportionate layout is pleasing to look at on account of harmony of matter. It is optically interesting and attracts easy attention. Movement and balance of the advertising layout is quite important.

Satra et al (2001) point out that the more recent trends have been movement of advertisement planning towards the agency. The rise of global brands has necessitated the rise of global agencies. Amongst other factors, a more integrated marketing communication, new development in the media environment, and change in the agency compensation levels have continued to form the basis of decision making in the planning and execution of a media campaign. An able management should be able to recognize that advertising is linked to other elements of the business and marketing operation. Other elements that affect the business must therefore be taken into consideration before executing an advertisement campaign. Borden and Marshall (1963) in Gandhi (1985) indicate that an agency chosen to execute an advertising campaign must be properly briefed so as to facilitate an effective communication job. Product planning and advertising should be closely related so that product attributes may be adequately highlighted in the advertising copy and the message conforms to the contents of the package. Advertising must be detailed with personal selling as together with sales promotion; it composes the communication mix of the company. The advertising program should also be integrated with the distribution strategy of the company in such a manner that consumers' satisfaction will be maximized. Coordination of the advertising campaign must be a deliberate effort that must be complimented by a reliable communication system.

2.6 Advertising Effectiveness

Dirksen et al in Gandhi (1985) indicate that the best measure of advertising effectiveness is through advertising research. The two distinct areas that are measurable are the sales response and the communication response. Aaker and Biel (1993) state that advertising must create a predisposition to purchase. According to Forrester in Kotler (2000) advertising must be engaged with the clear understanding of how it's effectiveness will benefit a firm. Kotler (2000) states that a proposed campaign should be tested in one or few cities and it's impact evaluated nationally.

Kotler (2000) states that a communications effect research seeks to determine whether an advertisement is communicating effectively. Copy testing can be done before or after the launch of the advertisement in the media. Advertisers are basically interested in post testing the overall communication impact of the campaign. The impact is mostly measured on brand awareness.

Sales effect research is a common yardstick used in measuring effectiveness. Most managers would like to measure the effectiveness of advertising using the yardstick of advertising effectiveness. Kotler (2000) look at it as how much percentage sale is increased by increased brand awareness. This measure would also like to tag the increase/decrease in brand awareness to brand preference. Kotler (2000), Aaker and Biel (1993), Bovee and Arens (1996) all agree that sales is influenced by many factors and it would be quite impossible to link sales to advertising alone. Gandhi (1985) names 3 important methods for measuring sales response effect of advertising. They include statistical studies where an attempt is made to find out the co-efficient of correlation between advertising expenditure and sales revenue in a given period.

Mathematical models could be used to measure the sales response to advertising expenditure. Palda (1964) and Lucas and Brilt (1963) in Gandhi (1985) all advocate for the mathematical model whose basis is the marketing productivity brand-switching model. M/S Arthur D. Little Inc.- a consulting firm in the USA has advocated for the little group method. They advocate for 3 concepts, which include the sales – decay constant, the saturation level and response constant. This model is premised on the hypothesis that in the absence of promotion, sales tend to decrease because of product obsolesce, competitor advertising and other factors. The saturation level indicates the level beyond which sales generation is negligible on account of additional advertising expenditure. The response constant is defined as the sales generated per advertising shilling when sales are at level S. For example where M represent saturation level and r response constant the following relationship will hold.

Sales per advertising shilling = $r \frac{(M - S)}{M}$

$$\frac{ds}{dt} = rA \frac{M - S}{M} - LS$$

- Where ds = Increment of sales
- dt = Increment of time
- L = Sales decay constant
- M = Saturation level
- R = Response constant
- A = Rate of advertising expenditure
- S = Sales Volume

R multiplied by A represents the intensity of advertising effort for a given level of advertising expenditure as tenuous, complicated and long term to permit the direct impact. They believe that the behavioral, attitude and opinion measures are the best predictors of future sales behaviour and the best measure of sales effectiveness of an individual advertisement. This study is concerned with the post testing aspect of the communication response.

Kotler (2000) recognizes the following tests response. Inquiry test refers to the number of enquiries an advertiser will receive after running an advert. This could be done through couponing or by running a split run test. The advertising copy is split into 2 or more and reader encouraged to send enquiries on it. Recognition test is based on memory. It attempts to measure effectiveness by determining the number of people who have read/seen the advertisement, the best way to conduct a recognition/viewers of a certain band of consumers. In this test a copy is considered more effective if it is recognized by larger number of viewers/readers who succeed in recalling the advertisement being tested. The test would seek to recall the different components of an advertisement copy or the whole attitude tests could also be used to measure the impact of advertising in forming attitudes and opinions of those who have seen/listened to the advertisement.

Positive attitude and opinion indicates the effectiveness of the $M - S$ divided by M , which represents the potential market, and L multiplied by S indicates the decay losses. The sales response method is impeded by several facts Day R.L. (1961) in an analysis of quantitative models in marketing states that there are several factors which influence sales and the assumption that advertising in isolation can influence sales is erroneous. It is also not possible to isolate the effect of advertising on sales. There are other factors beyond the sales response that will affect consumer preference. Evans et al argues consumer preference is a complex psychological/social process that cannot be explained by advertising alone.

The communication response can also be measured. Gandhi (1985) states that regardless of the weakness of sales response assessment of advertising effectiveness; it is possible to evaluate advertising in terms of its communication effect on the target consumers. Communication response evaluation is important as it implies effective communication, which in turn will influence sales positively. The communication response is usually measured in terms of advertising influence on consumers' knowledge, beliefs and convictions as indicated by readership /audience, memory and attitudes. Adler et al (1972) believe that the links between sales and advertising are too complex to be explained by advertising alone. Attitudes may be indicated by factors such as loyalty to brand, acceptance of a brand, preference for brand, or the intent to buy the advertised product besides the comparative rating of company's products relative to the competition. Attitudes may be measured by a variety of techniques ranging from direct questioning e.g. (Do you like this brand?) to unstructured questions or in-depth attitudes. If interest creates or attempts to capture the degree of attitude the question can be put in form of a scale.

An important question is whether attitudes are related to brand choice. Kempf and Laczniak (2001) show that consumers exposed to an advertisement prior to trial showed a stronger structural relationship among expectancy value compared with

those consumers that experience a product trail alone. Brett and Miller (1985) argue that the frequency of exposure to the message will influence the consumer.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This was a descriptive survey aimed at determining the extent to which advertising by publishers influence the preference of textbooks. According to Nachmias and Nachmias (1998) a descriptive study seeks to find answers to who, when, where and how of research questions which is the focus of this study.

3.2 The Population Of Study

The population for this study consisted of all the Public primary schools teachers who sit in the textbook selection committee. According to the 2003 ministry of education School instructional material selection committee (SIMSC) Manual, among other members the committee must include 8 teachers representing each class in the primary school curriculum.

3.3 Sample Frame

The City Education's Office statistics (2003) indicates that there are 191 public primary schools in Nairobi. Public schools were selected because of the well-defined administrative structure. With 8 teachers per school sitting in the committee I had a sample frame of 1528 teachers.

3.4 Sample Design And Sampling Design

A sample size of 100 Public primary school teachers was surveyed. This sample size was considered to be fairly representative of the whole population. According to the city education office 2003 Nairobi area is divided into eight divisions. A proportionate structured sampling was used in this study as described in the table in page 22.

Stratified Sampling Of public primary schools in Nairobi. (2004)

Zones	No of schools	Pop	Sample
Westlands	25	200	13
Kamukunji	17	136	9
Starehe	31	248	16
Langata	14	112	7
Kasarani	25	200	13
Makadara	26	208	14
Dagoretti	22	176	12
Embakasi	31	248	16
TOTAL	191	1528	100

The head of subject panel will be interviewed from each school.

3.5 Data Collection Methods

Primary data was collected using a questionnaire that was administered by the researcher. The researcher personally administered the questionnaires on a per school basis. A semi-structured questionnaire with a Likert- type Scale as the main part of the questionnaire was used. The questionnaire was divided into 2 parts

- (i) Part one contained questions on the demographic profiles of the respondents.
- (ii) Part two consisted of a Likert- type scale that tapped the information on the extent to which advertisement of particular textbook influences the consumer preference a textbook.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter is divided into several sections. The demographic section specifically looks at gender, age, and participation in the subject panels and teaching experience in term of years. The second section looks at the mean score and the interpretation of the response data using a Likert scale. The data has been presented in the form of tables and charts. The focus on the level of participation in subject panels at the school level was to enhance the validity of the responses.

The second part of the questionnaire used to collect data consisted of thirty Likert type questions that sought to find the empirical extent that publishers of textbooks used advertising to influence preference. The research was modeled on the hierarchy of effects model adapted from Kotler (2000). The questionnaire could be categorized into a cluster of variables that randomly tested the extent of the influence in terms of, creation of awareness, knowledge, liking, preference, conviction and the purchase response of the respondents. The variables represented in the Likert type of questions could be categorized into six stages of the hierarchy of effects model. The responses are then analyzed using descriptive statistics and interpreted by a Likert scale.

The response rate of the research project was 100%. Since personal interviews were used to collect data it was possible to achieve a perfect response rate.

4.2 Demographic Profile of the Respondents

Since the study focused on the behavioral responses to advertising, the researcher found it necessary to analyze the demographic data on the respondents so as to interpret the responses more accordingly. The demographic data sought included the gender, participation in the subject textbook selection panel and the teaching experience.

4.2.1 The Gender Of The Respondents

Krishnan and Chakravat (1990) have stated that advertising messages are constructed to influence the attitude of target audience and this could be differing depending on the sex of the target audience. The researcher collected data on sex of the respondents so as to be able to interpret their responses. The findings are presented in the table 1 below.

Table 1: The Sex Of The Respondents

Sex	Frequen cy	%
Male	38	38
Female	62	62
Total	100	100

From table 1 above it is evident that the majority of the respondents were female i.e. 62% of the respondents were female and 38% were male. This could mean that the population of female teachers in public schools in Nairobi is higher than that of male teachers.

4.2.2 Respondents' Participation In Subject Panels

To enhance the validity of the research, the researcher sought to interview only teachers who sat in the subject textbook selection panels. This is because these categories of teachers have a greater influence on the selection of textbooks in a particular school. The level ranged from one to five subjects. Table 2 below has summarized the level participation of the respondents in their respective schools subject panels.

Table 2: Respondents' Participation In Subject Textbook Selection Panels

Subject Panel Participation	Frequency	%
One Panel	54	54
Two Panel	41	41
Three Panels	0	0
Four Panels	1	1
Five panels	3	3
Total	100	100

From table 2 above we can see that 54% of the respondents participated in 1 textbook subject selection panel and 41% sat in 2. It is noteworthy that 95% of the respondents sat in one or two subject panels. Only 4% sat in more than 2 subjects panel. No respondents sat in three subject panels except 1 who sat in four and 3 in five. All the respondents interviewed sat in at least one subject textbook selection panel.

4.2.3 The Respondents Teaching Experience

It was important to find out the teaching experience of the respondents. The level of experience could have influenced the perception of the publishers' advertisement and even the preference of textbooks.

Table 3 has categorized the ages of the respondents into 5 categories viz.

0 – 5 years, 6-10, and above ten years.

For this research different bands of years were used to indicate different levels of experience. The age band 0-5years was considered not very experienced. The band falling in the category 6-10years was considered experienced and over ten years was considered very experienced. The summary of the respondents' level of teaching experience is contained in table 3 below.

Table 3: Respondents' Teaching Experience

Teaching Experience in years	Frequency	%
0-5YEARS	22	32
6-10YEARS	39	39
OVER 10YEARS	39	39
Total	100	100

From table 3 above 22% of the respondents were not very experienced. 39% of the respondents indicated that they were experienced. Another 39% of the respondents were considered to be very experienced. Over 78% of the respondents have a teaching experience of above 5 years. The mean average years for the respondents teaching experience is 3.23 years. This indicates that the respondents were fairly experienced.

4.3 The Use of Advertising by Publishers to influence consumer preference of Textbooks

Pickton and Broderick (2001), emphasizes that the purpose of advertisement is to create a favourable predisposition towards the products of the advertiser. It could also prepare the consumers to receive personal selling message. Using the hierarchy of effects model, this research has been able to analyze the responses according the clusters described above. A mean score of the responses has been

given before the hierarchy of effects model is used to analyze the mean score and the standard deviation of the responses. Table 4 below; present the mean score of the responses according to data collected by the questionnaire.

Table 4: Summary Of The Responses Mean scores

Variable	N	Mean score	Standard Deviation
1. Values one seek in a book.	100	4.15	0.93
2. Credibility of the message.	100	3.97	1.06
3. Publishers name and past experience.	100	3.86	1.03
4. Persuasiveness of the language used.	100	3.17	1.58
5. Strengths of the book according to advert.	100	2.95	1.41
6. Advertiser promise or suggestion to solve a problem.	100	2.85	1.41
7. Depiction of subject expertise	100	3.27	1.5
8. Increase awareness	100	3.08	1.49
9. Frequency of the message	100	2.97	1.44
10. Testimonials in the message	100	3.04	1.23
11. The length or duration of message	100	2.63	1.43
12. The choice of the media	100	3.06	1.43
13. Timing of the advert.	100	3.16	3.16
14. Consistency of the message	100	3.06	1.48
15. The language used	100	3.31	1.51
16. Simplicity of the language	100	3.35	1.57
17. Uniqueness of the message	100	3.21	1.49
18. Attitude I have to the message	100	3.13	1.38
19. Reassurance after I purchase a book	100	2.89	1.45
20. The vividness of the message	100	3.45	1.17
21. The identity of the books advertised	100	3.44	1.41
22. Comparability of the information	100	3.32	1.46

23. Improved awareness	100	3.57	1.13
24. The slot of the advert.	100	3.16	1.23
25. The layout of the message.	100	2.87	1.41
26. Completeness of the message	100	2.92	1.41
27. Recallability of the message	100	2.77	1.43
28. Mood of the message	100	2.92	1.33
29. Creativity of the message	100	3.19	1.36
30. Clarity of the message	100	3.39	1.38

Table 4 represents the summary of the mean score of responses to the various variables tested in the research according to the hierarchy of effects model. The number of respondents was 100 as represented in the first column of the table 4 above. A Likert-scale of 1 – 5 was used to translate the mean scores. The greatest value in the scale i.e. 5 represented to a very large extent and the least value 1 to no extent in the questionnaire. The mean scores from the Table 4 Above were distributed into clusters of variables according to the hierarchy of effects model. The mean scores were then interpreted on the following basis as indicated in table 5 below.

Table 5: Interpretations Of Mean Scores On The Likert Scale

Score	Interpretation.
4.5	To a very large extent
3.5 – 4.49	To a large extent
3.0 – 3.49	To an average extent
2.5-2.99	To a less extent
<2.49	To no extent

The mean score in each cluster was interpreted according to the scale illustrated above.

4.4 How Advertising Influences Awareness

Story, Lavidge and Steiner (1925) in Kotler 2000 indicate that advertisement must create awareness of the advertised products. Table 6 below is a summary of the mean scores of the various variables that tested how advertising created awareness and influenced the preference of consumers of textbooks.

Table 6: How Advertising Influences Awareness

Variable	Mean Score	Std deviation
Increase awareness	3.08	1.4885
Frequency of the message	2.97	1.4387
Improved awareness	3.57	1.1304
Simplicity of the language	3.35	1.5659
Length or duration of the message	2.63	1.4260
Mean average	3.12	1.09672

On the Likert-scale of 1 to 5 specified above it appears that the creation of awareness variables with an overall mean score 3.12 influences the preference of consumers of textbooks only to a less extent. This is however not indicated by the mean deviation score of 1.1 which seems suggest that the skewness of the distribution is positive. This can be interpreted to mean that advertising only creates awareness but in doing that it will influence preference only to a less extent.

4.5 How Advertising Influences Knowledge Of The Product

This questions sought to find out how the advertisement of textbooks aided in knowledge of the consumers and how this influenced their preference. Under this category there were four variables that referred to knowledge of the advertised products. Ditcher et al (1960) in Gandhi (1985) indicates that advertising can influence the target audience through improvement of product knowledge.

Table 7 below has summarized the mean scores of the relevant variables under the cluster of knowledge.

Table 7:How Advertising Influences The Knowledge Of The Product

Variable	Mean score	Std Deviation
Publishers name and past experience	3.86	1.0349
Depiction of subject expertise	3.27	1.5233
Testimonials in the message	3.04	1.2303
Values one seek in a book	4.15	.9252
Mean average	3.58	1.1784

Table 7 above indicates that the knowledge of the advertised books (product) influences the preference of consumers to an average extent. The mean average score of 3.58 confirms this. The mean score of 3.58 happens to be the highest amongst all clusters' of mean scores. A positive average deviation of 1.2 seems to suggest that the distribution of the responses is more towards the average score of 3.58. It is imperative to note that the mean score for the variable on the values consumers seek in a book is very high perhaps indicating that knowledge of the product has a stronger influence on the preference of consumers of textbooks.

4.6 How advertising influences Liking Of Textbooks

Batra et al (2001) have emphasized that the hierarchy of effects model will influence the design of the advertising messages which will in turn influence the preference of the advertised products. Under this cluster the research had six different variables in the questionnaire. Table 8 below has summarized the mean score of each of these variables

Table 8: How Advertising Influences The Liking Of Textbooks

Variable Score	Mean	Standard Deviation
The language used	3.31	1.5155
The slot of the message	3.06	1.2286
Uniqueness of the message	3.21	1.4859
Attitude 1 have to the message	3.13	1.3828
The layout of the message	2.87	1.4117
Vividness of the message	3.45	1.1667
Mean average	3.17	1.2869

From table 8 above it is evident that advertising messages only influence the liking of consumers of textbooks only to a less extent. An interpretation of the mean average on the Likert-scale indicates a score of 3.17, which can be interpreted that the influence is minimal or only to a less extent. The mean deviation of 1.3 under this cluster seems to suggest a skewed distribution perhaps indicating that the influence of advertising on the liking of consumers of textbooks could be only to a less extent.

4.7 How Advertising Influences Preference

Under this cluster, nine variables were used to test the level that advertisements influenced the preference of consumers of textbooks. This was the cluster with the most variables. Table 9 below has summarized the mean score of the various variables.

Table 9: How Advertising Influences Preference

Variable	Mean score	Standard Deviation
Identity of the books	3.44	1.4093
Comparability of the information	3.32	1.4556
Mood of the message	2.92	1.3309

Creativity of the message	3.19	1.3610
Credibility of the message	3.97	1.0584
Consistency of the message	3.06	1.4827
Choice of the media	3.06	1.4342
Clarity of the message	3.39	1.4764
Timing of the message	3.16	1.3760
Mean Average	3.28	1.2113

The summary above indicates that under this cluster we tested the highest number of variables. Though the mean average score of 3.28 indicates that the preference variables influence consumers only to a less extent it is noteworthy that respondent felt that credibility of the message was a very important variable. Individually this variable had a mean score of 3.97 indicating a more than average influence on the preference of consumer of textbooks. This score is comparable with seemingly lower mean standard deviation of 1.0 for the variable. The overall deviation of 1.2 also suggests that the conclusion that the influence is only to a less extent is valid.

4.8 How Advertising Influences Conviction

According to Gandhi (1985), conviction is equivalent to trial of the advertised goods. It is the conviction that results in action by the consumer. The research used 3 variables in the questionnaire to test how advertising influenced the respondent's conviction. Table 10 Below has summarized the mean scores under the relevant variables under this cluster.

Table 10: How Advertising Influences Conviction

Variable	Mean score	Standard Deviation
Advertisers promise or suggestion to solve a problem	2.8	1.4097
Persuasiveness of the language	3.17	1.5703
Recallability of the message	2.77	1.4274
Mean Average	2.92	1.4691

An interpretation of the mean score of 2.92 for the three variables indicates that advertising only influences the conviction of consumer of textbooks to a less extent. This is an indication that conviction to purchase a textbook is influenced by other factors. In this category of variables, persuasive language and the publishers' promises in the advertisement message are least considered in the deciding preference. The high standard deviation of 1.5 seems to suggest that the effort to advertise by publishers does not influence the preference of consumers.

4.9 How Advertising Influences Purchase

Kotler (2000) indicates that the communicator must lead the consumer to make the final purchase decision. It involves inviting the customer to purchase the advertised product. Aaker and Biel (1993), Bovee and Arens (1996) all agree that a purchase decision is a complex process that cannot be influenced by advertising alone. However, it is always desirable that sales growth effect is considered as an important fact in determining advertisement objectives. This research paper isolated three variables to test how advertisement influenced purchase decision of the consumers of textbooks. Table 11 below has summarized the mean score of the relevant variables.

Table 11: How advertising influences Purchase

Variable	Mean score	Standard deviation
Reassurance after purchase	2.89	1.4488
Completeness of the message	2.92	1.4119
Strength of the book according to the advert	2.95	1.4865
Mean Average	2.92	1.4490

Table 11 above indicates that the mean average score for this cluster of variables is 2.92, which means that the influence of advertising on purchase decision is only to a less extent. From the above analysis it appears that consumers of textbooks to a less extent do not regard advertising messages that reassure them after purchase, or offer complete purchase information nor are they convinced to purchase books basing their decisions on strengths of the books according to the advertisement. The mean standard deviation of 1.4 also suggests that this relationship could exist only to less extent.

4.10 Conclusion

A summary of all the variables was done and a mean score of all the clustered variables considered. This summary is contained in the Table 4.12 below. The summary indicates that the overall mean score was 3.12 When this is interpreted on the Likert scale it indicates that advertising by publishers influences the preference of consumers of textbooks only to a less extent.

Table 12: Summary of Mean Scores

Cluster of variables	Mean score	Standard Deviation
Creation of awareness	3.12	1.097
Knowledge of the product	3.58	1.1784
Preference	3.17	1.2869
Conviction	3.28	1.2113
Purchase	2.93	1.4691
Purchase	2.92	1.4490
Overall mean Score	3.17	1.2895

Table 12 above indicates that the knowledge of the product could be the most important variable that to influence the preference of consumers of textbooks. The overall mean score of 3.17 suggest that this influence could exist but to a less extent. The standard deviation of 1.3 also suggest that the influence could existing but only to a less extent

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The objective of this research was to find out the extent to which publishers use advertising to influence the preference of consumer of Textbooks. The extent of influence was studied in relation to the hierarchy of effects model tracing the various stages of the model through various variables randomly placed in the questionnaire. The focus of this chapter is the analysis of the findings, recommendations and conclusion. This study faced several limitations that have been mentioned here. The study is not conclusive and suggestions for further research have been highlighted.

5.2 Discussion

Since this research was directed by a single objective, the result provided a good background to the consumers and producers of textbooks to make advertising decisions. Many textbooks publishing firms continue to invest heavily on advertising specifically to influence the preference of the consumers in the short run. This they hope will positively influence sales and market shares. The consumers (teachers) sample in the survey indicated that advertising influenced their preference of textbooks only to a less extent.

It is evident that most consumers of textbooks acknowledge the advertising of textbooks by publishers. It is evident from the research that it is not enough to influence the preference of consumers of textbooks through advertising alone. The values consumers seek in a book are considered very important in determining preference. The research findings indicate that amongst other variables the credibility of the advertisement message was considered to be important to the consumers of textbooks. This is one among other factors that the research did not delve into but are important in determining preference.

The name of the publisher and his past experience was also considered to a less extent in determining preference. These factors that are known to the consumer prior to being exposed to the advertising message appears to influence preference more.

The hierarchy of effect model used to analyze the responses indicated that most publishers' messages were both haphazard and did not follow the model's sequence. It would seem that most publishers' advertisements are only apt in creating awareness but only to a less extent.

Knowledge by the consumer of the advertised products also influences the consumer to a less extent. The knowledge of the product, availability (place) price and the promotion issues seems to reach the consumer in other ways more than advertising. Advertising seems to influence the knowledge of consumers only to less extent

The variables under the liking cluster of the model indicate that to a very less extent do the advertising messages influence the liking of the consumers. The evidence from this research indicates that publishers' advertisements do influence the preference of textbooks to a less extent. This is also replicated in the conviction and purchase stages of the hierarchy of effects model.

Competition in the publishing of textbooks has forced publishers to explore new ways to reach their target market. It would appear that the objective, design and layout of advertisements might be to simply create awareness.

This study has tried to justify the place of advertising in textbook publishing and it also tried to test the level of influence advertisers have on the consumers of textbooks. Many factors influence preference but the extent of the influence is beyond this research. The extent to which advertising influences the consumer of textbooks is limited only to the level of creating awareness.

The challenge to brand textbooks arises in this study. Batra et al (2001) have indicated that branding is at the core of advertising success. Perhaps lack of proper branding by publishers has affected the extent to which advertising could influence the preference of their consumers. Liberalization of the textbook publishing in Kenya has forced publishers to seek new strategies of sales promotion. This study can still be furthered. There is need to study the areas of attitude, branding, personal selling and the whole promotion mix in relation to the textbook publishing market. Mainstream marketing has ignored publishing as an industry in Kenya. Evans et al (1996) argue that consumer preference is a complex psychological and social process that cannot be explained by advertising alone.

The novelty of advertising in textbook publishing and the capital outlay requires further study in the future. This could help in reducing the general cost of education in Kenya.

5.3 Conclusion

The findings of this research are consistent with the various theories discussed in the literature review. Palda (1964) and Brill et al (1963) in Gandhi (1985) all indicate in the marketing productivity model that advertising alone only influences the preference of consumers to a less extent. This study closely considered the influence advertising had on preference without splitting the individual variables. Gandhi (1985) indicates that attitude and personality measures are best the predictors of future sales behaviour.

It is evident from the research that most consumers of textbooks base their purchase decision on the advertisement message only to a less extent.

5.4 Recommendations

Textbook consumers have shown that advertising influences their preference only to a less extent. This however does not indicate that advertising cannot be used in publishing. Publishers must now adopt modern marketing strategies to compete effectively in fast changing environment. This research has shown that there are aspects of the consumer attitude like awareness that is influenced by

advertisement to a large extent. The relevance of advertising in textbook publishing in Kenya is beginning to grow and in future it will probably have greater impact in textbook Industry.

LIMITATIONS OF THE STUDY

- I. The sample population of one teacher per public school might have limited the validity of the findings. The reduced sample population might have not conclusively met the research objectives.
- II. The level of details required in the questionnaire and the general order of the Likert type questions might have affected the study. Some of the variables were vague to the respondents.
- III. The study was limited to teachers in public schools only even though they are not the only consumers of textbooks.

SUGGESTION FOR FURTHER RESEARCH

Advertising remains an important strategy in the promotion of textbooks. It would therefore be important to expand this study beyond public schools in Nairobi only. The role of other factors that could influence the preference of consumers of textbooks can be further researched. Possible areas of interest could include be,

- (a) The extent to which advertising influences the perception of textbook consumer.
- (b) Analysis of the marketing communication process – A case of text publishing firms in Nairobi.

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APPENDICES

Appendix One

LETTER OF INTRODUCTION

**Aggrey Y.O Oriwo
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Nairobi
26-07-2004**

**To all Teachers, Nairobi City
Through the City Education office
P.O. Box 30075,00100
Nairobi**

Dear Sir or Madam:

RE: INTRODUCTION LETTER

I am a student at the University of Nairobi faculty of commerce. I intend to carry a study on advertisements by publishers. I request you to assist me gather the necessary data to complete my study by filling in the questionnaires fully to the best of your Knowledge and ability.

Your assistance will be highly appreciated.

Thank you for your contribution

Yours sincerely,

Aggrey Y.O.Oriwo

Appendix two

Questionnaire Part 1

Please kindly answer the questions given as directed against the given square or blank space.

Please indicate your name (optional) _____

Please indicate your school _____

Please indicate your SEX Male Female

Indicate which subject panel you sit in (If you sit in more than one please specify)

1. English

2. Kiswahili

3. Sciences

4. Maths

5. GHC

How many years teaching experience do you have?

1. Below 5 years ()

2. 5 – 10 years ()

3. Over 10 year ()

Questionnaire Part B

Please tick to what extent you feel each of the said statements about publishers adverts has influenced your preference of textbooks from different publishers.

- A To a very large extent
- B To a large extent
- C To average extent.
- D To a less extent
- E To no extent

	A	B	C	D	E
1. Values one seeks in a book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Credibility of the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Publishers name and past experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Persuasiveness of the language used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Strengths of the book according to the adverts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Advertisers promise or suggestion to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Depiction of subject expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Increase awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Frequency of the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Testimonials in the message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The length or duration of the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Choice of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Timing of the advertisement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Consistency of the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The language used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Simplicity of the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Uniqueness of the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The attitude I have to the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Reassurance after purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The vividness of the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Identity of books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Comparability of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Improved awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The slot of the advertisement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The layout of the advertisement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Completeness of the advert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Recall ability of the message

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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28. Mood of the message

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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29. Creativity of the message.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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30. Clarity of the message.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Appendix three

LIST OF NAIROBI CITY PUBLIC SCHOOLS

DAGORETTI DIVISION

Riruta Zone

1. Mbagathi Road
2. Shadrack Kimalel
3. Jamhuri
4. Gichagi
5. Toi
6. Dagoretti Muslim
7. Gatina
8. Kawangware
9. Riruta H.G.M.
10. Riruta Satellite
11. Kabiria
12. Joseph Kangethe

Waithaka Zone

1. Dagoretti Special
2. Gitiba
3. Kirigu
4. Mukarara
5. Mutuini
6. Nduraru
7. Nembu
8. Dr. Muthiora
9. Ruthimitu
10. Kagira

DAGORETTI DIVISION TOTAL 22

LANGATA DIVISION

Karen Zone

1. Ngong Forest
2. Karen
3. St. Mary's
4. Ayany
5. Kibera
6. St Francis

Nairobi West Zone

1. Kongoni
2. Madaraka
3. Langata Road
4. Uhuru Gardens
5. Ngei
6. Langata West
7. Khalsa South
8. Langata Barracks

LANGATA DIVISION TOTAL 14

WESTLANDS DIVISION

Kilimani Zone

1. Kilimani
2. Milimani
3. St. Georges
4. State House Primary
5. Nairobi Primary
6. Kileleshwa
7. Lavington
8. Muthangari
9. Kangemi
10. New Kihumbu-Ini
11. Kihumbu-Ini
12. Kabete Vet Lab.

Parklands Zone

1. Hospital Hill
2. Aga Khan
3. High Ridge
4. North Highridge
5. Visa Oshwal
6. Westlands
7. Bohra Road
8. Karura Forest
9. Loresho
10. Lower Kabete
11. Farasi Lane
12. Muguga Green
13. Cheleta

WESTLANDS DIVISION TOTAL 25

STAREHE DIVISION

Juja Road Zone

1. Huruma
2. Kiboro
3. Mathari
4. Ndururumo
5. Salama
6. Daima
7. Valley Bridge
8. Ainsworth
9. Muslim Girls
10. Ngethu Water Works (Thika District)
11. Juja Road
12. Park Road
13. Muslim
14. Pangani
15. Race Course

Central Zone

1. C.G.H.U
2. Catholic Parochial
3. Islamia
4. City Primary
5. Moi Avenue
6. Arya
7. St. Peter Clavers
8. S.S.D
9. Riverbank
10. St. Bridges.
11. Muranga Road
12. Parklands
13. Pumwani
14. Dr. Aggrey
15. Khalsa Race Course
16. Njigua

STAREHE DIVISION TOTAL 31

MAKADARA DIVISION

Buruburu

1. Bidii
2. Baraka
3. Canon Apolo
4. Harambee
5. Jogoo Road
6. Martin Luther
7. Ofafa Jericho
8. Rabai Road
9. St. Michaels
10. St. Annes
11. St. Partriks
12. St. Pauls
13. Dr Krapf
14. Nile Road.

Viwanda Zone

1. Joseph Apundo
2. Kaloleni
3. Makongeni
4. Mariakani
5. Mukuru Kaiyaba
6. Nairobi Soouth
7. O.L.M Nairobi South
8. Plainsview
9. St Johns
10. St Catherine
11. St Bakhita
12. St. Elizabeth – Lunga Lunga

MAKADARA DIVISION TOTAL 26

KASARANI DIVISION

Ruaraka Zone

1. Baba Dogo
2. M. M Chandaria
3. Kariobangi
4. Korogocho
5. Ngunyumu
6. Marura
7. Mathare North
8. Mathare 4a
9. Thika Road

10. G.S. U
11. Drive In
12. Muthaiga

Kahawa Zone

1. Garden Estate
2. Roysambu
3. Githurai
4. Kahawa Division
5. Kasarani
6. Murema
7. Kenyatta University Primary
8. Kahawa
9. Mahiga
10. Kamiti
11. Njathaini
12. Kiawanja
13. Marurui

KASARANI DIVISION TOTAL 25

EMBAKASI DIVISION

Kayole Zone

1. Utawala Academy
2. Bondeni
3. Donholm
4. Edelvale
5. Embakasi
6. Embakasi Garrison
7. Imara
8. Thawabu
9. Kayole
10. Mwangaza
11. Tumaini
12. Unity
13. Maua
14. Kwa Njenga
15. A F Reuben
16. O L Nazareth

Dandora Zone

1. Busara
2. Dandora
3. James Gichuru
4. Kariobangi South

5. Peter Kibukosya
6. Ngundu
7. Ronald Ngara
8. Ruai
9. Tom Mboya
10. Kifaru
11. Umoja
12. Wangu
13. Ushirika
14. Komarok
15. Furaha

EMBAKASI DIVISION TOTAL 31

KAMUKUNJI DIVISION

Eastleigh Zone

1. Eastleigh Airport
2. Moi Air Base
3. New Eastleigh
4. St. Teresa's Boys
5. New Pumwani
6. Moi Forces Academy
7. Joseph Apudo

Bahati Zone

1. Buru Buru
2. Dr. Livingstone
3. Heshima Road
4. Kimathi
5. Morisson
6. Muthurwa
7. Nairobi River
8. O L M Shauri Moyo
9. Uhuru Primary
10. Bahati.

KAMUKUNJI DIVISION TOTAL 17

TABLE 13: A SUMMARY OF PUBLIC SCHOOLS IN NAIROBI

DAGORETTI DIVISION TOTAL	22
LANGATA DIVISION TOTAL	14
WESTLANDS DIVISION TOTAL	25
STAREHE DIVISION TOTAL	31
MAKADARA DIVISION TOTAL	26
KASARANI DIVISION TOTAL	25
EMBAKASSI DIVISION TOTAL	31
KAMUKUNJI DIVISION TOTAL	17
TOTAL	191