THE IMPACT OF COMMUNICATION STRATEGIES ON ENHANCEMENT OF STUDENT ENROLLMENT AMONG PRIVATE UNIVERSITIES IN KENYA

BY ODERO, ANN ATIENO

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NOVEMBER, 2012
DECLARATION

I declare that this research project is my original work and has not been presented in
or any other form for the award of a degree in any other university.

Project done by: Odero Ann Atieno

Signed:

Date: 12/1/20---

APPROVAL

This research project has been supervised and approved by:

Supervisor: Dr. Wambui Kiai

Signed:

Date: 3/15/20---/X
DEDICATION

I dedicate this work to my three children: Joab Odero, Laura Apiyo and Lauren Adongo. You were my inspiration while studying for the Master of Arts Degree in Communication Studies.

I will forever be grateful to my father, the late Joab Odero and mother the late Hilda Achieng, for bringing me up and instilling the value of education in me. I have come this far because of you.
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This project has been made possible through the participation and encouragement from various sources such that if I was to mention all of them, the list would be endless. But there are those whom I feel indebted to and deserve special mention.

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ABSTRACT

Student enrollment is critical to the survival and growth of private universities. This is because private universities are not funded by the government and depend on student tuition fees. Kenyan private universities today operate in a competitive market than they did a decade ago; their survival depends by how well they reposition themselves as distinct academic entities to increase student enrollment as a result of increase on the numbers of universities offering degree. The private universities face challenges of attracting students to enroll in their institutions, thus spending millions of money in marketing and communication to attract student enrolment. This has led to the universities developing many different strategies to attract students for enrollment.

This study sought to assess whether the communication strategies that private universities are using to attract students play a role in enhancing students to enroll in these universities. The project assessed the communication strategies used in four universities; United States International University (USIU), Inoorero University (IU), The Catholic University of Eastern Africa (CUEA) and Daystar University.

The study was done using descriptive research methodology to generate detailed data about the issue that was being assessed. Stratified sampling technique was adopted. The total study population was 4 private universities in Kenya. A sample of 100 respondents was targeted; a total of twenty live respondents from each of the private universities were selected. The selected samples were representative for generalization of research findings. To undertake the collection of data, a questionnaire was designed as an instrument to guide in gathering data.

From the analysis of the interview responses, the study found that communication strategies had significant impact on enhancing enrollment among private universities. The study established that print media (newspapers) was the main channel of communication used by the university to disseminate messages. The majority of the students who responded mentioned radio as their source of information about the university, although would prefer to be informed through social media, the internet and radio respectively in future. The major challenge faced in the implementation of the communication strategies is lack of enough finance.

The researcher recommends that private universities should move from focusing so much on advertising the in newspapers and embrace technological advance that the university students identify with such as the social media like the facebook, my space, twitter and mobile phones which has become among their target audience.

Universities should encourage their key stakeholders students to assist in marketing their institutions through word of mouth and referrals. Appropriate steps should be taken to boost motivation of the marketing and communication personnel in private universities.
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ABBREVIATIONS AND ACRONYMS

AMECEA - Member Episcopal Conferences of Eastern Africa

CHE - Commission of Higher Education

CHIEA - Catholic Higher Institute of Eastern Africa

CUEA - The Catholic University of Eastern Africa

eWOM - e-Word of Mouth

WOM - Word of Mouth

HE - Higher Education

HEI - Higher Education Institutions

IMC - Integrated marketing communications

IU - Inoorero University

LIA - Letter of Interim Authority

MOEST - Ministry of Education, Science and Technology

PR - Public Relations

USA - United States of America

USIU - United States International University

UK - United Kingdom
CHAPTER ONE

BACKGROUND

1.1 Introduction

Students are regarded as primary customers and revenue generating sources of private universities. Research suggests that it is much more productive to invest in student retention rather than seek new enrollments (Boulding et al., 1993; Hennig-Thurau et al., 2001; Seidman, 1996; Tinto, 1975, 1993). However, administrators of universities tends to focus disproportionately on programs for attracting and admitting new students than on properly managing the existing enrollment (Zemke, 2000). Arguably there is no need for new enrollment if the universities are not satisfying the students that they have.

In Kenya, private universities continue to witness intense competition in attracting students to enroll for degrees (Nooijer and Abagi, 2009). In terms of enrolment in both public and private universities, between the 2006/07 and 2007/08 academic years, the number of students enrolled in public universities rose by 6.3% from 91,337 to 97,107 students, with University of Nairobi (UoN) constituting 26.3% of all universities total enrolment. Students in private accredited universities accounted for 8.9% of the total students enrolled (Nooijer and Abagi, 2009).

This competition has resulted in universities spending huge sums of money to market and employ strategies to attract and retain high school students who join the respective universities. The competition has been attributable, in part, to the gradual increase in the number of providers of university education, as well as potential high school students being presented with many options of pursuing higher learning not only in Kenya but other countries like Uganda, India, England, and United States of America also competing for the same students.

Though some universities assume that public relations and marketing is the main method of persuading students to join campuses, this research is intended to find out if they are used well to ensure targeted audience understands and acts on the messages that are being sent or can boost and retain student enrolment among private universities.

Statistics show that the international trade in education services has become a multi-billion dollar business and a major source of income in many developed countries. In the United States of
America (USA), the education sector is the fifth largest exporter, contributing $13.5 billion per year. It is estimated that international students in the United Kingdom (UK) bring in approximately US$20 billion revenue each year to the economy. The USA has invested a lot in education such that when students go to that country they get what they value for the money that they have invested in education. The colleges and universities are well equipped while faculty and staff also have good relationships with students thus leading to many students wanting to join their colleges (Access Economics Pty Limited, 2009; Obst, 2008).

Many countries have been stepping up their efforts to recruit the growing number of international students from overseas. Singapore and China are planning to attract 150,000 and 300,000 international students by 2015 and 2020 respectively. Japan has about 120,000 international students in their country and they are hoping to host about one million students by 2025 (Obst, 2008).

Though relatively young, universities in Sub-Saharan Africa have accomplished much. They have grown from just six institutions in 1960 to more than 100 in 1993, with a corresponding rise in enrollments. Within Africa, high population growth rates and increased access to education have boosted the social demand for higher education, leading to rising university enrollments and a proliferation of tertiary institutions. Universities have also changed, becoming mass-based and diversified institutions operating under severe financial constraints (Saint, 1992).

In addition to setting recruitment goals, many governments have become increasingly involved in developing favorable policies and strategies to support the expansion of educational services to international students (Beaver, 2009; Carrington et al., 2007; Obst, 2008). Attracting students, processing their applications, and guiding admitted students through the enrollment process are extremely important activities. However, treating students as partners is crucial to optimize students' experience from enrollment to graduation (Kotler and Fox, 1995).

At the heart of the relationship between students and universities is communication. It is by communication with students that the private universities shapes and forms its relationships with them.
This conceptualization will therefore provide a multi-faceted and interdisciplinary argument for strategies in communication function, student enrollment, student retention and the perceptions that students have about private universities.

1.1.1 Background of the Study
Higher education institutions are increasingly recognizing that higher education is a service industry, and they are therefore placing greater emphasis on meeting the expectations and needs of their customers, that is, the students. This becomes even more important in those states where university budgets utilize a tuition-based model (DeShields Jr et al., 2005). The rapid expansion of colleges and universities, and significant increases in college education costs combined with demographic shifts in the population, is forcing colleges to think differently about the role of student satisfaction for their institutions survival (Kotler and Fox 1995).

The need to manage college enrollments from the point of initial student contact to the point of graduation has become increasingly important (Seymour. 1993). Satisfaction influences students' intentions to stay at or leave the institution. It is known that satisfaction level is determined by the difference between service performance as perceived by the customer and what the customer expects (Parasuraman et al., 1986). Thus, satisfaction will influence the students' intentions to stay at or leave the institution (Baker et al., 1985). It also determine the number of new students, especially the ones who interact with continuing students directly.

Student retention studies in higher educational institutions conducted earlier have focused on academic ability as the predictor of attrition. However, these studies reported that academic performance could only account for half of the variance in dropout rates (Pantages and Creedon, 1978). A growing body of research suggests that the social adjustment of students may be an important factor in predicting persistence and increase in numbers of enrollment (Gerdes and Mallinckrodt, 1988).

These studies argue that integration into the social environment is a crucial element in commitment to a particular academic institution (Spady, 1970; Tinto, 1975). Past research consistently demonstrates that it costs more to attract a new customer than it does to retain an existing customer (Gemme, 1997).
While successful completion and enhancement of students' education are the reasons for the existence of higher educational institutions, university administrators tend to focus disproportionately on programs for attracting and admitting students rather than managing enrollments (Zemke, 2000). Similarly, satisfying students who have already been admitted is important because it contributes to number of new entrants in universities (Anderson and Sullivan, 1993). It is also argued that satisfaction can also influence students' intentions to stay at or leave the institution (Baker et al., 1985), it also determine the number of new students. This has made universities to invest a lot in their staff especially the ones who are interact with students directly.

Studies that examine student satisfaction in higher educational institutions from a more customer-oriented perspective add additional dimension to the educational planning activities of universities. Tinto (1982) formulated a student integration theory of persistence or retention based on the relationships between students and institutions. He argued that retention involves two commitments on the part of the student.

The main aim or commitment for any student is to obtain a college degree, and the second is to be in an institution which is committed. Overall, the combination of the student's goal and institutional commitments affects retention at a particular institution. Under this perspective, it is important to match the student's motivation, academic ability and the institution's ability to meet the student's expectations (DeShield Jr et al., 2005).

Another critical aspect that determines student enrolment in universities is their perception of the institution. Ellis and McClintock (1994:1) define perception very broadly as "information which is taken in by the senses, processed by the brain, stored in memory and produces some form of physical or mental response". A feature of perception is that it is a personal process which provides each of us with a unique view of the world. It does not, however provide us with an accurate representation of the world.

Perception is concerned with how individuals see and make sense of their environment. It is about the selection, organization and interpretation of stimuli by individuals so that they can understand the world. Individuals are exposed, each day, to a tremendous numbers of stimuli.
Leslie de Chernatony (1993) suggests that on a typical day each consumer is exposed to over 550 advertisements and many other non-commercial stimuli. To cope with this bombardment, our sensory organs select those stimuli to which attention is given.

The two major causes of perceptual distortions are perceptual inaccuracies and the element of subjectivity in the perception process. Selective perception refers to the fact that people choose information according to their existing attitudes, values and beliefs. People see what they want to see and hear what they want to hear. Therefore exploring the role that communication strategy can play a big role in avoiding negative feelings and perceptions about an organization's commitment to diversity is a worthwhile endeavor.

1.1.2 Role of Communication
An important component of communication strategy concerns the needs of all stakeholders including members of the support network. The awareness, perception and attitudes held by stakeholders towards an organization need to be understood, shaped and acted upon (Fill, 1995). This can accomplished though continual dialogue, which will lead to the development of trust and commitment and enable relationships to grow. This is necessary in order that stakeholders act favorably towards an organization and enable strategies to flourish and objectives be achieved (Fill, 1995).

Rowe et al. (1994) point out that because of the mutual interdependence of stakeholders and focus organization, 'each stakeholder is in effect an advocate of any strategy that furthers its goals'. It follows, therefore, that it is important to provide all stakeholders with information that enables them to perceive and position the focus organization in the desired corporate image. This requires a communication strategy that addresses these particular requirements, even though there may not be any immediately recognizable shift in performance.

Successful student recruitment is the beginning phase of a successful, modern enrollment management plan for a university. Wise (2006) opines that communication strategies are a systematic relationship between a business and its market.

Communication strategies entail all strategies, tactics, and activities involved in getting the desired marketing messages to intended target markets, regardless of the media used.
Communication strategies mix includes advertising, sales promotion, and public relations, sales promotion and direct mail, Maringe, (2004).

The primary goal of Communication strategies is to affect the perception of value and behavior through directed communication. Communication strategies in (Higher Education Industry) HEIs have emphasized the need to adjust objectives and strategies to changing marketing and communication realities. In the rapidly changing and highly competitive world of the twenty-first century only strategically oriented communication strategies can help businesses to move forward, (Schultz and Kitchen 2000).

Marketing units must step into the life of prospective students from their early stages of planning for HEIs. They must share elements which prospective students may use in order to identify an appropriate program to study and an institution that offers it. Importance of using authentic resources and the benefits of obtaining information from current students, alumni, and counselors available in institutions must be emphasized. Prospective students must be informed how and why personal aptitude, interest, ability, and resource should be evaluated before choosing the program, regardless of its popularity and prospectus (Dibb et al, 1991).

1.2 Problem Statement
Higher education has become an increasingly competitive market because students are expected to sponsor themselves (Angell et al). As the levels of domestic, continental and international competition as well as customer demands have increased, educational institutions have been forced to search for ways to gain competitive advantage (Rasli and Nairn 2005).

In a highly competitive environment such as the higher education sector, attracting enough students to enroll (see Appendix III) in private universities is not a simple task. Private universities continue to face the challenge of attracting students to enroll in their universities. While they spend huge sums of money in publicizing and marketing courses in their institutions, they are still not able to attain the number of students that they expect. The pressure to increase student numbers has led to the universities developing many different strategies to attract students for enrollment.
One of the main strategies that is critical to student enrolment is the communication strategy used. A communication strategy is a plan "...to shape the opinions of key audiences and leverage a reputation to advance corporate objectives and preserve the goodwill toward the brand". Communication plays an important role in enhancing student enrollment among these universities. According to Tan "communications is the fundamental social process of humans". Thus disciplines concerned in any way with human societies, groups, and behavior include the study of communications (Tan 1981).

An effective communication strategy which collects, processes and disseminates information is critical to the success of private universities. The execution of communication strategies is costly and has impact on the finances of private universities. Therefore there is need to determine whether the communication strategies being employed in attracting students to join private universities are effective. These factors form the basis of the research questions of this study.

1.4 General Objective of the study
This study sought to assess whether communication strategies play an important role in enhancing student enrollment among private universities in Kenya.

1.4.1 Specific Objectives
1. To examine the effectiveness of the communications strategies used in attracting student enrollment in private universities.
2. To examine whether communications strategies influence student enrollment in private universities.
3. To examine what marketing channels are used to persuade the prospective students to enroll in private universities.

1.4.2 Research Questions
1. Which are the most effective communications strategies used in attracting students to enroll in private universities?
2. How does communication strategies influence student enrollment in private universities?
3. What are the marketing channels used to persuade the prospective students to enroll in private universities?
1.5 Justification of the Study

Student numbers are critical to the development and growth of private universities considering that they are not funded by the government and are self-financing. This study explored the communication strategies that private universities using are serving the intended purpose in addition to revealing the weaknesses in strategies that are being used.

It will help universities in their decision making on which communication strategies to employ and while budgeting for the activities geared towards attracting students. The study will assess the role that communication practitioners play in attracting students to enroll in the private universities so that universities that do not have communication strategies will put them in place.

This study is useful to researcher and academicians especially in private universities. This study will assist private institutions develop a better communication strategies in attracting and retaining students. Moreover, is important to academicians as will add to the body of knowledge on communication strategies among universities in Kenya.

Commision of Higher Education (CHE) will refer to this study in reviews of the teaching curriculum in Kenyan universities. Another party interested in this study is the Ministry of Education, Science and Technology (MOEST); the organization can refer to this study when drafting relevant policies to govern various learning institutions.

1.6 Definition of Key Terms

**Communication strategy** refers to a well-planned series of actions aimed at achieving certain objectives through the use of communication methods, techniques and approaches (Mefalopulos and Kamlongera 2004).

**Cross-promotions**: A name for a promotional program where the two parties involved in product placement deal uses each others' promotional channels in order to reach new audiences; this is the main gain and motive of using product placement (Kaijansinkko 2003).

**Integrated Marketing Communications** is the process of developing and implementing various forms of persuasive communication programs with customers and prospects over time (Schultz 1993).
**Marketing Communications** is the collection of all elements in an organisation's marketing mix that facilitate exchanges by establishing shared meaning with the organisation’s customers or clients (Kajjansinkko 2003).

**Product Placement** is inclusion of a brand name product, package, signage, or other trademark merchandise within a motion picture, television show or music video (Galician 2004).

**Public Relations** refer to the management function which evaluates public attitudes, identifies the policies and procedures of an individual or organisation with the public interest, and executes a program of action to earn public understanding and acceptance (Vasquez 2001).

**Publicity** refers to nonpersonal communications regarding an organisation, product, service, or idea that is not directly paid for or run under identified sponsorship (Ebitu 2010).

**Sponsorship** refers to the company's financial support of a media, social, sporting or cultural activity in return for exposure of its brand or brands (Kajjansinkko 2003).

**Strategy** refers to a systematic, well-planned series of actions, combining different methods, techniques and tools, to achieve an intended change or objective utilising the available resources within a specific time frame (Mefalopulos and Kanilongera 2004).

**Tie-ins:** Promotional tie-ins; often refers to the same thing as the term cross-promotions: "Tie-in promotions involve two or more brands or companies that team up on coupons, refunds, contests (or other sales promotion method) to increase their pulling power (Kajjansinkko 2003)."
CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 To fully examine the impact of communication strategies on the enhancement of student enrolment, it is necessary to define communication specifically. The definition of communication is shared in the Webster's Dictionary as "sending, giving, or exchanging information and ideas," which is often expressed nonverbally and verbally. According to Tan "communications is the fundamental social process of humans". Thus disciplines concerned in any way with human societies, groups, and behavior include the study of communications (Tan 1981).

A convenient way to describe an act of communication is to answer the following questions by Harold Lasswell (1948) : Who Says What in Which Channel To Whom With What Effect? Lasswell identifies the necessary components in communication as source, message, channel, receiver and effect, a model that has been accepted by many students of mass communication.

Schramm's (1954) model expands on this thinking by emphasizing the process of encoding and decoding the message. Schramm envisioned this process as a two-way circular communication between the sender and receiver.

Where the Shannon-Weaver model is a more mathematical and technological one, Schramm incorporates the study of human behavior in the communication process. 1960 - In 1960, David Kenneth Berlo, a disciple of Schramm, expanded on Shannon and Weaver's linear model of communication and created the Sender-Message-Channel-Receiver Model of communication (SMCR Model) exposed in his work The Process of Communication, where communication appears as a regulated process that allows the subject to negotiate with his living environment.

Ivy (2001), a pioneer in mass communication research defines communication: 'When we communicate we are trying to share information, an idea, or an attitude'. Communication always requires at least three elements - the source, the message, and the destination. From the above
definitions it makes sense to say that communication does not just happen. It must be organized, developed, and built. Although the above definitions vary in number and kinds of behaviors that would be included in the study of communications, they all share a concern with effect or response: communication occurs only if the organisms react to the message or stimulus in some way.

2.1 Development of University Education in Kenya

Higher Education entails the furtherance of university and other post secondary education and training for skilled manpower expected to respond to the demands of national development and emerging socio-economic needs, with a view to finding solutions to problems facing society. Koech Report (GoK, 1999).

The first step towards the introduction and development of university education in Kenya was a private initiative. Although the initiative was rejected, it led to the establishment of the Royal Technical College in Nairobi (Oketch, 2004). He Royal College, Nairobi was elevated to university status under a special arrangement with the University of London in 1961 and changed its name to the University College of Nairobi. In 1970, the University College of Nairobi attained full university status, becoming the first institution of its kind in the country (Oketch, 2004).

2.1.1 Role of Universities

According to Castells (2001), the traditional functions of universities are teaching and research. In their teaching activities, universities provide the professional training for high-level jobs, as well as the education necessary for the development of the personality. University research increased the body of theoretical knowledge as well as its application to practical problems (Castells, 2001).

The traditional university restricted itself mainly to a close circle of professors and students from the upper strata of society and lived in relative isolation, the proverbial, ivory tower"(Fourie, 1999). It produced the elite of the nation, and society - so to speak - had to adapt to the elite. Research was the privilege of the professors, determined to a large extent by personal interests and their contacts among each other (Fourie, 1999).
The full benefit from a university can be obtained only if the university and society are organically linked together. Expressed in another way, the needs of society have to be at the center of a university's activities, and a flexible adjustment to changing needs is necessary but lacking - more or less - all over the world. Castells (2001) assigns four major functions to universities: they "reflect ideological struggles in societies", "serve dominant elites", "generate knowledge" and "train a skilled labor force" (Lebeau. 2008:140).

In apartheid South Africa, universities were considered by some as places where separate development could be theoretically underpinned and justified, and by others as a site of struggle for democracy. The academic commitment to truth-seeking through science helped to keep the debate open and facilitated the transition from apartheid to democracy. Higher education itself would be influenced by events in the broader South African society (RSA DoE, 1997).

Fourie (1999) points out that following South Africa's transition to democracy, the demands and expectations arising from the new political dispensation gave new impetus to the internal drive towards a more open, relevant and non-discriminating higher education system, and the new government expected a transformed higher education system to redress past inequalities, to serve a new social order, to meet national needs for person power and development (RSA DoE, 1997).

2.1.2 Emergence of Private in Universities in Kenya

Private universities are universities not operated by governments, although many receive public subsidies, especially in the form of tax breaks and sometimes student loans and grants. Depending on their location, private universities may be subject to government regulation.

Upon attainment of independence in 1963, considerable importance was placed on the role of education in spearheading economic and social development. Today, public universities have managed to accomplish their initial mission of developing human capital, and supplying personnel to the civil service. They have also helped foster an intellectual community in the country. But public universities have also faced new challenges such as enrollments beyond their capacity to plan and finance; fiscal challenges beyond their control; and a decline in quality beyond their anticipation (Ndirangu and Udoto, 2010).
The large enrolment of university students was a key corollary to the establishment of more universities. To help solve some of these problems, the Government of Kenya encouraged and facilitated the establishment and growth of private universities. The first private university was marked by the establishment in Nairobi of a Kenyan campus of the United States International University in 1970. Subsequently, the Seventh Day Adventist sponsored the University of East Africa at Baraton (1978), the Catholic University of East Africa established in 1984 (which received a Government Charter in 1992), Daystar University established in 1973 (which received a Government Charter in 1994) (Oketch, 2004).

Currently there are twenty three private universities in Kenya. Nine are still operating under the Letter of Interim Authority (LIA) while fourteen have been awarded Full Charter. At present universities in Kenya are spread as follows:

47 Universities in Kenya
23 Private Universities (see appendix II)
14 Chartered Universities
4 Chartered university Constituents
9 Universities on Letter of Interim (LIA)

2.1.3 Establishment of the Commission for Higher Education (CHE)

The thirst for university education and opportunities in the subsector were not lost to the private sector. It is therefore not surprising that, between 1970 and 1984, ten (10) privately funded institutions offering University level education, mainly theological based. Most private universities (12) are located in Nairobi and its peri-urban zones. The location of these universities tends to follow the pattern of Christian missionaries in establishing education institutions in Kenya during the colonial period (Wesonga et al. 2003). Their location implies that women and men who live far from Nairobi are not able to access the part-time (evening and weekend) programmes offered (Onsongo 2007).

By 1994/95 private university institutions had increased to twelve (12) with an enrolment of slightly more than 4,000 students, which was a drop in the ocean of the high demand for
university places. Consequently, Kenyans increasingly turned to foreign universities for university education. The number of Kenyan students in universities abroad have continued to increase every year. It was estimated, for instance, that there were 10,000 Kenyan students attending post secondary institutions abroad in 1991 (Kamunge Report, 1988).

This estimate increased to approximately 30,000 students in 1999 at a cost of Kshs.40 billion. It was against this background that the Commission for Higher Education (CHE) was established in 1985 through an Act of Parliament. (The Universities Act Cap 210B), to regulate growth and ensure quality in higher education in Kenya (Kamunge Report. 1988). The mandate of the commission is to make better provision for the advancement of university education and for connected purposes.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond welcomed the establishment of the Commission, as an important step in the control and guidance, especially of the establishment of private university institutions (Kamunge Report. 1988). It should however be noted that the setting up of CHE did not create any incentive to establish new private universities, as by 1987, the country already had 14 private universities offering degrees from foreign universities.

2.1.4 Quality of Programmes in Private Universities

According to Standa (2007) quality management involves effective engagement with relevant stakeholders in order to gain their confidence. Secondly, it involves the existence of any policies or procedures for assessing overall student performance. It is therefore not possible to generalize the quality of education in private universities in Kenya as these institutions vary greatly in terms of resource endowments, philosophy and personnel all of which have a direct impact on the quality of teaching and learning.

However, there seems to be a general consensus however, that a number of private universities are better equipped to offer quality education than public ones. Quality may not be assessed in terms of personnel, as many public university lecturers also teaching in the private universities on the part time basis.
The rapid expansion of universities, and significant increases in education costs combined with demographic shifts in the population, force universities to think differently about the role of student satisfaction for their survival (Kotler and Fox, 1995). Furthermore, intense competition in today's competitive educational market forces universities to adopt a market orientation strategy to differentiate their offerings from those of their competitors.

It also makes sense to determine the quality of education in private universities according to a resource based availability criterion - Student-teacher/lecturer interaction among other variables. On this score, there is less congestion in private universities. Close supervision of private universities by CHE is another quality assurance measure. In order to meet strict charter requirements, universities have been forced to continue updating their programs to ensure compliance with the high standard of CHE. On the other hand they have had to sell themselves as high quality institutions in order to attract students. Source: International Institute for Education Planning

2.1.5 Student Enrollment

Going to universities and getting a degree has become a much more popular choice than it was a generation ago. Recent statistics released from the Ministry of Education illustrate several interesting trends regarding university enrollment. According to (Fourie, 1999), over 70% or high school graduates were enrolled in some form of university.

This number has seen a huge increase since the Commission of Higher Education (CUE) began keeping statistics in 1985. The previous years saw an increasing universities' student enrollments. In October of 2008, nearly 40% of all people between the ages of 18 and 24 were enrolled in universities to study either in 2-year or 4-year programs. In the last two decades, student enrollment has increased by substantial numbers.

Between the years 1987 and 1997, enrollment in degree universities increased by 14%, the jump between the next ten years, however, was even greater. In degree-earning universities, there was an increase of 26% in enrollment. (Abagi, 1995). That increase clearly shows that the trend towards students attending university is becoming more regardless of unforeseen circumstances happening from time to time (Abagi, 1995). Until 1995, the Department of Education based these statistics on institutions of higher learning (see Appendix I). Beyond 1995, however, the
data that was gathered expanded to encompass all degree-granting institutions. It seems more students who are enrolling in college are enrolling full-time as opposed to part time.

The growth of students between 1997-2007 showed an increase in full-time enrollment by 34% whereas the part-time enrollment was 15%. In 2009, among all high school graduates enrolled in college, over 91% of them were enrolled full time in some sort of university, college or higher education, whether degree seeking or not. However, at least 60% of these graduates were attending a 4 year college or university (Abagi, 1995).

Another interesting trend among students enrolled in universities has to do with age of the student. It would appear that the trend has been leaning toward youth enrolled in universities. In the decade between 1995 and 2006 enrollment rose by 33% rise for students between the ages of 18 and 24. The students aged 25 and above saw an increase of about 16% in enrollment. (Abagi, 1995). Whether or not this trend will continue has not been determined, but the National Center for Educational Statistics (2004) does not think so. They are projecting an increase in older student enrollment. For this overall process to work, information needs to be transmitted by all participants at the right time and to the right people of communities (Dibb et al, 1991).

2.2 Communication Process
Communication is a process by which individuals share meaningful information. Therefore, for a dialogue to occur, each participant needs to understand the meaning. The word 'process' indicates that it is an activity that is connected with a series of steps which are deliberately undertaken to reach a specific goal (Sen 2007).

This demands that both the participants pay attention to the finer aspects or elements of successful communication. In this era of globalisation, knowledge management, and corporate governance, the prime factor that concerns the workforce from the top hierarchy to the levels below is the ability to communicate effectively. The more organized and clear the communication pattern is, the greater will be the impact of the message on the receiver (Sen 2007).
2.3 Organizational Communication

The study of organizational communication is a combination of two concepts that require definition, 'organization' and 'communication'. Scholars have historically had difficulty establishing one definition for organisational communication. Miller (2006: 1) contends that most scholars agree an "organization", it involves a social collectivity or group of people in which "activities are coordinated in order to achieve individual and collective goals.

Communication is defined by Conrad and Poole (2005) as "a process through which people, acting together, create, sustain and manage meanings through the use of verbal and nonverbal signs and symbols within a particular context" (p. 4). Conrad and Poole (2005) contend organizational communication is a complex, multi-dimensional process through which organizing takes place.

Scholars suggest that a clear distinction between internal and external communication is no longer possible; that the internal and external communication of an organization are no longer separate fields of practice, but have become increasingly integrated as organizations endeavour to sustain credibility and consistency of image to their many audiences, both inside and outside the organisation (Cheney & Christensen, 2001; Conrad & Poole, 2005).

2.4 Corporate Communication and Relationship Management

Many scholars agree that corporate communication is a collective of communication sub-disciplines that vary from organisation to organisation. Although not a definitive list, the corporate communications function may include all or a variety of the following subsets: public relations, public affairs, employer, customer communication, stakeholder communication, issues management, communication policy and strategy development (Argenti, 1998; Christensen, 2002; Goodman, 2000; Shelby, 1993).

Steyn (2003: 180) suggests the terms 'corporate communication' and 'public relations' are interchangeable, that both terms can be defined as "building and maintaining relationships with stakeholders/publics" Corporate communication scholars are in agreement that corporate
communication is the creation and maintenance of strong internal and external relationships to assist the organisation achieve mutual understanding and cooperation with strategic stakeholders (Argenti, 1998; Goodman, 2000; Steyn, 2003; Van Riel, 1995).

Argenti (1998) describes a coherent corporate communication strategy as comprising three components: firstly determining an effective organisational strategy with clear objectives, second deciding what resources are available to achieve the objectives and thirdly diagnosing the level of the organisation's credibility with its internal and external stakeholders.

Shelby (1993) summarises the components of corporate communication as based on both environmental scanning (environmental analysis) and issues management, noting that the practice of corporate communication includes the use of skills and methods, as well as the analysis and synthesis of internal and external audiences. Both scholars concur that the maintenance of both internal and external relationships is viewed as an important component of corporate communication.

Steyn (2003) concurs that the corporate communication strategy assists organizations adapt to their environment by identifying and managing stakeholders and issues and "building relationships through communication with those on whom the organisation depends to meet its economic and socio-political goals" (pi78). Steyn (2003) suggests corporate communication strategy should be seen as proactive, using environmental scanning to adapt the organisation to changes in stakeholder expectations and opinions.

Christensen (2002) states that in the current business environment, internal and external stakeholders demand access to corporate information and that organisations should be held accountable for their actions. Christensen contends that although the aim of corporate communication is to bring together all communication activities that involve an organisation in order to project one coherent image of the organisation and what it stands for, many organisations have reduced the term 'communication' to "provision of information".
Christensen (2002) warns that providing copious amounts of data to stakeholders reduces the meaning of communication to the simplistic linear model of transfer from sender to receiver. Cornelissen (2000) agrees with this view, questioning the appropriateness of the traditional model of corporate communication practice. This study considered these perspectives of organisational communication when exploring stakeholder perceptions of an organisation's listening competency during organisation-stakeholder communication.

2.5 Antecedents and Consequences of Market Orientation in Higher Education Institutions

Umashankar (2001) in his study on antecedents and consequences of market orientation in higher education institutions: concluded that, market orientation in the higher education context has not received a great deal of attention. Annually, colleges and universities compete for outstanding students, academic prestige and resources. Brown and Oplatka (2006) in their study on universities in a competitive global marketplace; they examined how marketing framework has influenced various aspects of HEI management and its implication to dealing with student issues. According to them, institutions need to know their competition, establish a respected image, develop a marketing communication plan and identify the needs of various marketing segments.

In their findings, in a study on 'Universities in a competitive global marketplace by Hemsley and Oplatka (2006): found that the role of marketing units in developing a mature market which is strong enough to demand quality HE products is emphasized. Sevier (2000) in his study on the use of the recruitment funnel by universities, asserts that the series of contacts to potential students include the use of direct mail, the World Wide Web, campus visit programs, telemarketing, and special events which help to move a prospective student from initial contact to matriculation.

Sevier (2000), in his findings regarding the use of student recruitment funnel, Sevier opines that colleges must have a clear understanding of which consumers make up the target markets, their interests, their levels of financial need, and how they weigh different college-choice variables and what marketing communication tools are used to access university information.
Students today (Gen Y) expect almost instantaneous answers to their questions, and they want to be treated uniquely (Messah 2011). Authors have suggested that universities might need to reposition themselves in order to attract successive generations of students, Bakewell and Gibson-Sweet, (1998) which may involve carrying out a situation analysis to ensure that market positioning is established and strategies are put in place to effectively present the institutional image and develop their position in the minds of the public, Ivy, (2001). Gray et al. (2003) recognized that little research had been conducted on market positioning in international HE markets even though the overseas market is highly competitive and there is an increasing emphasis on branding.

The possible impact of marketing of education on academic staff and students has been explored by Murphy and Richard (1998) in their study on marketing universities: A Survey of student recruitment activities at 200 colleges and universities gave direct marketing the highest ranking in achieving institutional advertising goals. The study extended and clarified the literature on the use of direct marketing by institutions of higher education by applying the principles of responsive advertising and the use of direct marketing by colleges and universities.

Murphy and Richard (1998) found an increasing reliance on marketing concepts in HE, and its implication for stakeholders. Marketing has opened several opportunities to the HE sector to build strong relationships with the students and the community as partners in their endeavor to provide quality education and significantly increase student enrolment. It remains to be seen whether HE institutions will observe good educational management practices, draw strengths from the government and other regulatory bodies, develop market intelligence and adopt strategic marketing techniques and respond to challenges that confront them, or merely succumb to the pressure of market forces.

2.6 Relationships

Heath (2001) describes the evolution of public relations from a linear, mass communication approach to a model based on interpersonal communication, including conversation, listening and accommodation. The development of a relationship management approach to public relations was also espoused by Thomsen (1997), who defined public relations as "the building of relationships and the management of communication between organizations and individuals (P-12)."
The relationship management perspective describes a theoretical shift for public relations from an emphasis on managing communication, to an emphasis on building, maintaining and negotiating mutually beneficial organisational-public relationships (Botan, 1997; Bruning & Ledingham, 2000; Bruning et al, 2004; Grunig, 2001; Heath et al, 2002; Kent & Taylor, 2002). The emphasis is on shared meaning "a process of exchanging information, imparting ideas and making oneself understood by others...and understanding in return" (Seitel, 2004, p. 53).

A relational approach posits that organisations must build long-term relationships with the publics within their environment who can influence, or are influenced by, an organisation's decisions. Grunig & Grunig (2002) contend that the quality of these relationships is the responsibility of the public relations function. Dialogue, negotiation, and interpersonal communication skills including listening and understanding, are required by corporate communicators advocating a relationship approach to public relations (Botan, 1997; Bruning et al, 2004; Grunig, 2001; Kent & Taylor, 2002; Ledingham, 2003).

McLeod and Chaffee's (1973) co-orientation model identifies agreement, congruency and accuracy as relationships that have to be addressed if each party is to achieve correct perceptions of the other's interests, and so participate in meaningful communication. The co-orientation process, originally designed for interpersonal communication, is a theoretical perspective that allows individuals and small groups to relate to each other and consider each other's viewpoints.

The co-orientation model has been adopted by some public relations scholars as an organisation-public relationship model (Broom, 1990). The model defines the possible relationship between two or more parties by measuring congruency, accuracy and agreement (Broom, 1990; Christen, as cited in Peterson 2002). The three components of the co-orientation process, accuracy, agreement and congruency, were adopted as a method of organising and discussing results in this research project.

A summary of the three components follows. Accuracy measures the extent to which each party's estimate coincides with the other's described position or perception. Accuracy measures what one group thinks the other's perception will be compared to the other's actual perception.
Agreement gauges the perception of each group. It assesses what each group actually perceives and can then compare those perceived beliefs to the other group's perceptions. Congruency measures the perceptions of what a group thinks compared to what another group thinks the first group thinks. The co-orientation model suggests that accuracy, agreement and congruency are essential components for win-win, mutual understanding between two parties.

Discussion of results in this project explored the level of accuracy between managers' predictions of stakeholders' expectations and stakeholders' actual expectations, the level of agreement between stakeholder and manager observations of effective listening, and the level of congruency between stakeholder perceptions and managers' self assessment of listening practices evident during organization.

2.7 Public Relations

Harlow (1976) found 472 different definitions of public relations coined between 1900 and 1976. Public relations theory is rooted in a number of disciplinary fields, such as mass communication, interpersonal communication, psychology, sociology and economics. Botan and Hazelton Jr (as cited in Ihlen & van Ruler, 2009) suggest this multi-disciplinary approach to public relations is a positive sign of maturity for the discipline, allowing different, comparative schools of thought and theoretical foundations. Most public relations theorists are concerned with managing communication in order to build positive relationships and mutual understanding between an organisation and its most important audiences.

Public relations definitions that incorporate concepts of organisation-environment interdependency assist in locating the deontological background of this research project. The Public Relations Society of America (PRSA) defines public relations as "helping an organization and its publics adapt mutually to each other" (Public Relations Society of America, as cited in Iench & Yeomans, 2009). This definition incorporates the concept of inter dependence between organisations and stakeholders within their environment.

Long and Hazelton (1987) defines public relations as "a communication function of management through which organizations adapt, alter, or maintain their environment for the
purpose of achieving organizational goals” (p.6). This definition anchors the present study’s conceptual framework of public relations as an organisational communication management function that operates with an understanding of the interdependence between an organisation and its stakeholders as a fundamental principle.

2.7.1 Public Relations in Higher Educational Institutions

Kotler (2003) argues that educational institutions need effective communications with their markets and publics. Educators usually use catalogues and bulletins describing their institution and its programs. HE institutions communicate about themselves by their very existence, whether or not they have a formal communications program. HE institutions use controllable marketing tools that an institution uses to produce the response it wants from its various target markets. It consists of everything that the university can do to influence the demand for the services that it offers.

PR involves an exchange of information between an institution and its target audience through pre-determined channels of communication. Universities may assume that if they only had enough students, their problems would go away. Yet they may also need to attract the good will and financial support of alumni, foundations and other donors, a task that cannot be accomplished by promotion alone.

Thorough knowledge of the customer is fundamental to successful public relations to attain a competitive advantage in the market. In the first place, the HE sector faces dilemmas in defining its customer. This determines the marketing communication tools to employ for marketing activities in HE institutions.

PR consists of efforts to obtain favorable interest in the institution and its programs by publicizing significant news about them in publications or obtaining favorable unpaid presentation on radio, television or in other media. PR tools entail; written material (posters, fliers, brochures, alumni magazines, newsletters, catalogs and annual reports), audiovisual material (film, PowerPoint presentations), institutional identity media, news, events (university tours, career fairs, exhibitions and open ’days), speeches, telephone information services and Personal contact.
A study conducted in Israel by Oplatka (2002), using a problem identification approach explored the messages low-stratified HEI used to increase their organizational image and "product" status and attract prospective students. The author argued that low status HE institutions should refrain from adopting an image of high stratified HE institutions, because it contributed to a contradiction between the image they tried to convey and their reputation in the market. Oplatka acknowledged, however, that marketers of low-status institutions may face a professional dilemma from the need to elevate the institutional image and attract as many students as possible.

Canadian researchers, Nguyen & LeBlanc, (2009) argued that "a review of the research in the field of management education revealed little empirical evidence to support the relationship between institutional image and institutional reputation. Based on theories developed by economists, organizational theorists and marketers, the researchers conducted a study of a convenience sample of 395 business students which aimed to identify the main effects of institutional image and institutional reputation on student retention or customer loyalty. Nguyen and Le Blanc (2009) claimed there was a consensus on the essence of the concept of reputation in that it was the result of the past actions of an organization, and they found that the interaction between institutional image and institutional reputation contributed to improved customer loyalty.

Further, they added that elements such as faculty members and facilities on campus were critical factors which helped determine students' perceptions of the image or reputation of a higher education institution. This approach was also predominantly a problem identification design as were most of the studies which focused on marketing communications, image and reputation with the exception of work by Ivy (2001).

It seems important to note that the concept of institutional image and reputation might be interpreted differently in HE compared with other services organizations. A company's high reputation, for instance, is usually connected to high sales and high demand from customers.

In contrast, a HE institution's high reputation is often linked to minimal "sales", i.e. the more prestigious the HE institution is, the fewer students it often accepts onto its educational Programs.
In this sense, a HE institution that tries to increase its image through new facilities is considered to be less attractive than those to which many apply regardless of these "tangible" aspects of the institution. For example, an "old" university may continue to receive three or four times as many applications as there are places on programs; thus many potential clients are rejected - but this only serves to improve the reputation and image of that university. In most service industries, however, if customers were repeatedly unable to purchase the service, this would tend to reduce the reputation of that company unless prices were increased to control demand (Bakewell and Gibson-Sweet, 1998).

Effective PR program is coordinated to achieve desired results. Rather than using a clutter of bulletins, brochures, press releases, an institution should analyze its various markets and publics to determine each group's communications needs and suitable communication strategies to use. It should consider what response it wants from each group.

A combination of marketing tools is better placed for effectiveness and to create an impact and desired response for universities. Gibbs and Knapp (2001), point out that it is important to an institution's advantage to describe to prospective students what they can expect from college. He discussed five distinct categories to achieve this advantage in recruiting students:

- Clear, coherent mission and philosophy that communicate high but reasonable challenges for students buttressed by ethics of care.
- Campus environments that use physical setting to educational advantage.
- A complicated web of cultural artifacts that communicate to the students 'how the institution works.'
- Policies and practices that clearly and consistently communicate expectations for students' behavior hold students responsible for their own behavior and learning.
- Faculty, stall, and other institutional agents who promote student participation in educationally purposeful, out-of-class learning activities.

2.8 Relationship marketing

Gibbs (2001) pointed out that those involved in higher education "seek to develop educational relationships rather than transactional deals between traders", and claimed that the "economic market commoditize higher education on the basis of the accreditations earned at higher
education institutions". Three papers identified during the literature searches, relied on a problem solving research design and conducted analysis based on the relationship marketing theory (Klassen, 2002; Arnett et al., 2003; Trim, 2003) as opposed to the transactional marketing model.

Arnett et al., (2003) conducted research to establish whether there were benefits for non-profit organizations such as universities in adopting a relationship marketing model. They examined the nature of the exchange relationship in higher education for individual consumers, and based on identity theory they developed a model, specific to the non-profit context of HE. These researchers argued that for higher education marketers, encouraging students to be actively involved in school activities and improving or maintaining a level of university prestige encouraged the formation and development of a university identity, which in turn encouraged students to engage in supportive behaviors in the future. They considered relationship marketing to be a viable strategy in the context of HE but claimed that success required non-profit organizations, to not only focus on economic rewards, but highlight the "social benefits including emotional satisfaction, spiritual values and the sharing of humanitarian ideals".

In a study of the international marketing of British education, Binsardi & Ekwulugo (2003) provided a comprehensive literature analysis which linked relationship marketing to the marketing of services, and emphasized that relationships require at least two parties who are in contact with each other: the customer and the service provider.

There was, therefore, much support for appropriateness of applying the relationship marketing approach to higher education, whereas there was little evidence that researchers examined application of the transactional model.

2.8.1 Advertising
Advertising consists of paid presentation and promotion ideas, products, programs, or services whether in magazines or newspapers, television, radio, billboards, bus card, direct mail, open days, events, exhibitions, speeches, or other mediums. Technological advancements have pushed institutions to do viral marketing through social networking sites like my space, twitter and face book, Kashorda (2002).
According to Ivy (2001), in the study of HEI image, a correspondence analysis approach asserts that it's critical for institutions to plan for effective and sustainable marketing communications. As competition for student's increases and funding decreases, universities need to create and maintain a distinctive image in the market place. HEI is becoming increasingly aggressive in their marketing activities to convey an image that is favorable to their public, be they prospective students, employers, funders etc.

University marketing communicators must identify the target audience, clarify the response sought, develop messages, choose efficient and reliable medium of communication, select source attributes and collect feedback. Ivy (2001) investigated on how marketing is used to convey higher education institution type image in the UK and South Africa. Using correspondence analysis shows the unique positioning that have been created by the old UK Universities, the new UK universities and South African Universities. It also identifies which marketing tools these institution types use in conveying their institutional image.

Creating effective communication with customers is the most important aspect in services marketing. To date, there is poor understanding on the role of effective communication strategies in attracting prospective and maintain present customers in higher learning institutions. Considerable attention has been given to the need for firms to increase their level of marketing effectiveness. Firms which were close to customers, had a common set of values, and demonstrated an external market orientation were those that were perceived to have a high degree of communication strategies' effectiveness.

A more holistic problem identification approach to the study of communication strategies was undertaken by Gray et al., (2003) in Australia with a convenience sample of 1,096 students attending private colleges, high schools, universities and polytechnics in Malaysia, Singapore and Hong Kong.

In his study, focused primarily on branding, investigated the media that students used to gain information about foreign universities, and using One-way Analysis of Variance (ANOVA), and Mests, concluded that "the World Wide W^\textit{w} (WWW) and print media were perceived to be the most important sources of university information in all three Asian markets" (Gray et al., 2003).
The researchers acknowledged, however, that: "students had different media preferences which might be related to differences in cultural values, levels of Westernization and communications infrastructure in their home countries".

2.8.2 Direct Marketing

In order for any HE institution to market itself successfully, managers would need to examine the decision-making process and potential students' search for information. Kotler and Fox (1985) opine that effective communication strategies calls for managers to have adequate information for planning and allocating resources properly to different markets, products, territories, and marketing communications tools. Marketing effectiveness depends also on whether management can design a profitable strategy.

Communication strategies effectiveness is not synonymous with profitability. The premise is that levels of return on investment, sales, etc. depend on marketing effectiveness. Mok (2000) in his research, on marketing of HE in the new global marketplace argues that the narrow economic model of education is flawed, as the education system exists not just to prepare students for work in today's market, but also to inform them about the market and to encourage critical thinking about the marketplace. Umashankar (2001) emphasizes the need to effectively manage various points-of-marketing in marketing HE programs.

Cautioning managers and marketers of HE not to use the tools of marketing carelessly, Gibbs (2008) analyzed the changes in the essence of educational provisions that marketing has contributed in HE functional processes. Gibbs further explored the development of marketing strategies within a strategic planning structure in HE. However, the most essential difference, from a communicative perspective, is not the changing set of tools. More important is to adjust and align objectives and strategies to changing marketing and communication realities.

Gomes and Murphy (2003), investigated on the Internet's role in communicating educational opportunities from two perspectives: students' Internet use to facilitate information search and decision making; and educational institutions' e-business adoption and implementation. They found out that the different elements of integration in communication strategies represent the
voice by which companies can establish a dialogue with customers and other stakeholders, about
their product/service offerings and/or other company issues.

Information from different media channels all becomes a part of messages about a company and
its product and service for consumers. The study results showed that prospective overseas
students do indeed use the Internet. Institutions should immediately establish procedures for
answering e-mail and review changing their Web sites to appeal to overseas students. Conflicting
messages from different sources can create confused company images in the consumer's mind.
Therefore, the need for systematic integration and coordination of all the messages and
communication channels is not merely a theoretic concern, but has become a fundamental issue
for marketers.

2.8.3 Personal Selling
The interactive nature of personal selling revenue makes it the most successful promotional
method for building relationships with potential HE customers. Personal selling is a useful
communication tool at certain stages of the buying process, particularly in building up buyers'
first choices. This is most imperative especially for a service sector like education, particularly in
developing and under developed countries, Armstrong (2001).

Allen and Shen (1999) in a study on character of competition among higher education
institutions, found out that enrolments are significantly negatively related to either gross or net
tuition prices, private education is a normal good and there is an empirically significant
enrolment response to the opportunity cost of college enrolment. They concluded that tuition
price subsidies play a critical role in managing enrolment demand in HEI.

Communication strategies program includes all internal and external university publics that
interact with prospective students and indeed once they are enrolled as students of the university.
These stakeholders could be academic, administrative, alumni, students, suppliers, donors,
competitors and support staff Through word of mouth, these key university publics play a key
role in attracting students to enroll with an institution; empowering these stakeholders to be
marketers of a university is vital.
The image and status of academic staff in recruitment of undergraduate students is open for
debate; however at a graduate level, student perceptions of teaching staff reputations can play an
important role in the choice process. Some students, for example, may be influenced by the
number of academic staff who are PhD holders or have a Professorial title, others by academics'
public profiles (as experts for television interviews or other publicity Eshiwani (1990).

On the administrative and academic support, significant input to the provision of higher
education services both at the front line and what might be considered behind the scenes is
provided, which does impact on student perceptions of service quality. How telephone enquiries
are handled may have a greater impact on whether or not prospective students are going to keep
that university in their range of options than an eminent Professor's publications or research
record. Physical evidence and processes are the newest additions to the services mix. Physical
evidence is the tangible component of the service offering (Eshiwani. 1990.

A variety of tangible aspects are evaluated by a university's target markets, ranging from the
teaching materials to the appearance of the buildings and lecture facilities at the university.

Communication strategies effectiveness in HE intuitions is positively related to the marketing
communication culture of the institution (service quality, interpersonal relationships, selling task,
organization, internal communications, and innovativeness) that universities might need to re-
position themselves in order to attract successive generations of students (Bakewell and Gibson-
Sweet, 1998) which may involve carrying out a situation analysis to ensure that market
positioning is established and strategies are put in place to effectively present the institutional
image and develop their position in the minds of the public (Ivy, 2001).

In a study by Gray et al. (2003) recognized that little research had been conducted on market
positioning in international HE markets even though the overseas market is highly competitive
and there is an increasing emphasis on branding. According to Kotler (2005), the first
requirement of effective marketing is that key managers recognize the primacy of studying the
market, distinguishing the many opportunities, selecting the best sections of the market to serve,
and gearing up to offer superior value to the chosen customers in terms of their needs and wants.
Next, the organization should be staffed so that it will be able to carry out marketing analysis, planning, and implementation, and control.

Research that began to emerge in the 1990s interpreted marketing within the narrower definition of marketing communications, and was based on the assumption that in order for any HE to market itself successfully managers would need to examine the decision-making process and potential students' search for information, (Mortimer, 1997; Gatfield et al., 1999). Gatfield in his study on measuring communication impact for university advertising materials found out that there was a significant disparity between student perceived needs and those communicated by the universities printed material.

In a study carried out in the USA by George (2000), the question "What is marketing?" was asked to 300 educational institution administrators, whose institutions were facing declining student enrolments, increasing costs and rising tuition fees. The results indicated that sixty-one percent viewed marketing as a combination of selling, advertising, and public relations. Another 21 percent said it was only one of these three activities. Only a few percent knew that marketing had something to do with needs assessment, market research, product development, pricing, and distribution (Murphy et al., as cited by Kotler and Fox, 1985).

Strategic approaches were studied by examining perceptions of HE intuitions' marketing (Maringe, 2004) and types of marketing strategies (Maringe and Foskett, 2002). Problem identification research by Maringe and Foskett (2002) asked questions about the marketing challenges university marketers were facing in their institutions in the Southern African region, and aimed to identify how marketing was organized and what philosophies underpinned marketing perceptions and practice.

They identified four broad marketing strategies that university institutions tended to use: public relations approach; sales approach; customer satisfaction approach; and marketing as strategy approach. In terms of which strategies and approaches to marketing were prevalent in the region's universities they found that institutions were at different stages of development in marketing terms and that marketing functions needed to be more adequately identified and defined.
They recommended that marketing efforts needed to be directed at developing longer-term institutional visions and missions that incorporated marketing as an integral component of the development plans. Authors Bakewell and Gibson-Sweet, (1998) have suggested that universities might need to re-position themselves in order to attract successive generations of students which may involve carrying out a situation analysis to ensure that market positioning is established and strategies are put in place to effectively present the institutional image and develop their position in the minds of the public.

Due to the increasing power of technology in the area of customer databases, segment profiling is now commonly used as a way of matching the strategic goals of the organization with the potential needs and wants of segments within specific markets (Kotler, 2003).

The university market has been characterized as forming three main segments: international students; mature students and high-school leavers, and each segment consider different factors when making choices.

2.9 Publics or Stakeholders

Many public relations scholars describe audiences situated within an organisation's internal or external environment as 'publics'. Organisational communication and stakeholder engagement scholars use the term 'stakeholder' to describe an individual or entity, situated within an organisation's external environment, who has an interest (stake) in the organisation.

The term 'stakeholder' was used in this study to describe individuals who have an interest (stake) in the organisation, but are not under the control of the organisation. Thus 'stakeholder' was used in this thesis to describe members of the two organisations' stakeholder engagement committees who are not organisation staff members.

This is consistent with Emshoff and Freeman's statement that stakeholders were a group whose collective behaviour can directly affect the organization's future, but which [arej not under the organization's control (as cited in Grunig & Hunt, 1984: 297).

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2.10 Integrated Marketing Communications (IMC)

The marketing communications mix (also commonly referred to as promotion mix) (Kotler 1997: 604) has evolved along with any other field of business curriculum, and like any other field it has also changed its nature from its origins (Percy 1997: 1). The change in the marketing communication practices has extended to the point where it has been claimed that "marketing in the 1990s is communication and communication is marketing; the two are inseparable" (Schultz et al. 1994: 45; Schultz in Shimp 1997: 4).

The marketing communications mix consists of, but is not limited to, the five major modes of communication: advertising, sales promotion, public relations and publicity, personal selling, and direct marketing. The elements of the marketing communications mix interact with each other with great diversity while also affecting its surrounding framework.

Public Relations has often been regarded as a marketing communications mix element by marketing professionals, a view that has not always been shared by the PR community. One view of the relationships between marketing, marketing communications, public relations, and advertising as a representative of a marketing communications mix element is illustrated in Communications, and Public Relations (Hutton 1996, 157).

Communications method is selected based on the communications objective and the target audience composition. Depending on whether the flow is internal of external, effective communication requires an integrated strategy, which should assess the type of information wanted by the target audience, select the most effective communications vehicles, gauge the communicator's position in relation to competition according to the target audience, and provide guidelines to determine the appropriate communications mix and the communications budget. (Burnett 1993: 242-243)

2.10.1 Development of the Integrated Marketing Communications Concept

In the past, traditional mass media advertising was the dominating feature in most companies' promotional mix, the fact that caused marketers to rely heavily on their advertising agencies in their marketing communications. The reliance on mass media advertising has been attributed to the past success of mass production of goods. As similar products were produced in mass quantities and practically everything that was produced was also sold, marketers came easily to conclusion that
consumers were a homogenic group that would be best reached with mass media advertising (Schultz 1996e: 139-140; Solomon & Englis 1994: 57).

At the same time other marketing communications components such as sales promotion and direct marketing were considered merely as auxiliary services that were implemented by an outside operator on \textit{ad hoc} basis. Similarly, corporation's public image and publicity affairs had been outsourced to a public relations agency and were not viewed as integral components in the marketing communications process (Belch & Belch 1998: 9; Englis & Solomon 1996: 183).

In addition, many marketing organisations kept their marketing communications functions strictly separate with different budgets, different objectives, and different views on markets and so on. The corporate and product image created by this type of organisation was hardly a consistent one and most often failed to communicate effectively with the desired target audiences. This road started ending during the 1980s as many companies realised the need for a more strategic and cohesive approach in their communications.

This new approach meant coordinated use and integration of the advertising efforts with a variety of other communication techniques such as sales promotion, direct marketing, publicity and public relations, and event sponsorships. This coordinated integration can be considered in its simplest form as using whatever communications tools necessary to get messages across to target publics or audiences, regardless the origins of the tools (Kitchen 1996: 5; Solomon & Englis 1994: 57; Englis & Solomon 1996: 183).

Integration was further encouraged by the realisation that advertising and other forms of promotion are most effective when they are coordinated with other elements of the marketing communications mix (Belch & Belch 1995: 4). This type of realisation started the growth era for the concept commonly known as Integrated Marketing Communications (IMC), which since then became one of the dominant marketing concepts of the 1990s (Belch & Belch 1998: 9; Pickton & Hartley 1998: 447; Caywood 1997: 91).

IMC has been given many names, mainly by advertising industry: integrated communications, seamless communication, total communication, orchestration, new advertising, cross-selling, 360° branding, total branding and even, whole egg (Belch & Belch 1998: 9; O'Leary 2000: 31: 32).
Despite the fact that a general consensus on the title has not been reached IMC has become the term used within the industry about this particular process.

IMC emerged into an environment where marketing communication practices were radically changing. These changes included e.g. 1) reduced faith in mass media advertising (media clutter, rising costs, and negative consumer reaction), 2) fragmentation and demassification of target audiences, 3) increased sophistication, perceptiveness, and interest of consumers. 4) increased reliance on highly targeted communication methods, 5) greater demands imposed on marketing communications suppliers. 6) shift in a balance of power from manufacturers to retailers, 7) technological advancements, 8) globalisation of markets, and, 9) increased efforts to assess communications' return on investment (Shimp 1997:15; Hackley & Kitchen, 1998: 1).

These changes have dictated marketing communicators to look for more innovative and more feasible, efficient, and effective mechanisms of communication to reach, persuade, inform and remind consumers and prospective customers of their products and services (Kitchen 1996: 7; Eagle & Kitchen 2000: 683; O'Leary 2000: 34; Stewart 1996:147).

Integration is a term that has suffered inflation as it has been used in numerous connections. In order to make the term integrated marketing communications more practical to use, it can be broken into pieces for closer examination. To 'integrate' comes from the Latin verb integrare and means to make whole or complete by adding or bringing together parts. IMC can therefore be interpreted as bringing together various techniques for advertising and promoting the product or service to the buyer (Rossiter & Percy 1998: 323).

The objective of integrated marketing communications is to differentiate and elevate a brand or service above its competitors to achieve brand equity (McLaughlin 1997, 27). On a concept level, according to the American Association of Advertising Agencies ("the 4As") has been adopted for this thesis: It is thus defines as a concept of marketing communications planning that recognises the added value of a comprehensive plan that evaluates the strategic roles of a variety of communication disciplines — e.g. general advertising, direct response, sales promotion, and public relations — and combines these disciplines to provide clarity, consistency, and maximum communication impact (American Association of Advertising Agencies in Percy 1997: 3)
IMC is really about integrated planning of marketing communications options (Percy 1997: 43). Besides message integration of all communication tools delivering the same message, IMC also spans the selection of which communication tools are to be used and the timing of when to use them (coordination of marketing communication tasks to optimise the marketing communication strategy). According to Mitchell Kozikowski (1997: 104) IMC requires collaboration by the key disciplines on strategy and use of the best combination of communications disciplines to build relationships with customers (Kozikowski in Caywood 1997: 104).

IMC also offers the potential for greater communications impact as creative ideas can cross the boundaries from one communications discipline to others. (Kitchen & Schultz 1999: 30) The nature of IMC has also been explained with a statement that IMC is both a concept and a process, but not a function (Percy 1997: 3-8; Schultz 1998: 20). This process is based on the benefit of synergy with an assumption that the whole is greater than the sum of the parts (Caywood 1997: 91; Gould et al. 1999, 10; Schultz 1996e: 143): When all brand and corporate messages are strategically coordinated, the effect is greater than when advertising, sales promotion, marketing PR, packaging, etc., are planned and executed independently, with each area competing for budgets and power and, in some cases, sending out conflicting messages (Duncan in Caywood 1997: 91).

According to Rossiter and Percy (1998). the essence of IMC may be described in three terms:

1) Selective combination of appropriate types of advertising and promotion Rossiter and Percy (1998) use the term "advertising and promotion' to describe what is generally called marketing communications in this project).

2) Meeting a common set of communication objectives for the brand and, more particularly, to support a singular macro-positioning for the brand

3) Integration over time with regard to customers (Rossiter & Percy 1998: 6-7).

When communicating with their target groups (customers, clients and other stakeholders) all business enterprises share the same purposes for communication:

1) Informing prospective customers about their products, services, and other related issues;

2) Persuading people to choose particular products and brands, shop in certain sales outlets, attend certain events, and otherwise influence their behaviour;

Inducing action from customers so that their behaviour is directed towards the marketer's offering and is undertaken immediately rather than delayed (Shimp 1997:10).
y's these objectives are pursued, it is important to recall the notion of marketing communications that

marketing mix elements (not just the communications mix elements) contain information and, therefore, communicate with consumers (DeLozier in Spotts et al. 1998: 216; Pickton & Broderick 2001: 207-208). This is why marketing communications can be either intentional (advertising, promotional campaigns, personal selling etc.) or unintentional, when e.g. product feature, packaging, or price symbolises and communicates something to consumers that the marketing communicator may not have intended (Shimp 1997: 10-11; Kitchen 1994: 20; Belch & Belch 1995: 7-8; Stewart 1996: 148).

In addition to these product-related communications there are also many other unintentional aspects of communications that may have a significant effect on consumers' perception of the product or the company. These may include things like poorly maintained delivery vehicles, unfriendly service, wrongly addressed mail, long customer response times, poor crisis management, and so on. (Meredith 2000: 43; Englis & Solomon 1996: 183). The unintentional communication variables raise again the need for integrated marketing communications planning.

An IMC campaign includes two distinct characteristics: campaign continuity and strategic orientation (Sirgy 1998: 5). According to Sirgy (1998)-campaign continuity means that all messages communicated in different media through different marketing communications tools are interrelated. Campaign continuity can further be divided into physical and psychological continuity.

Physical continuity refers to the consistent use of creative elements in all marketing communications, e.g. by using same slogans, taglines and trade characters in all forms of marketing communications. Psychological continuity refers to a consistent attitude toward the firm and its brands: It is consumers' perception of the company's voice and its persona. The strategic orientation characteristic of an IMC campaign means that IMC campaigns can be effective because they are originally designed to achieve strategic company goals — such as sales, market share, and profit (Lindell, 1997:6).

According to Terence Shimp (1997) there are five explicit and implicit features of IMC:

1. Altercits Behaviour: An integrated marketing communications program ultimately must be judged in terms of whether it influences behaviour! but it would be simplistic and unrealistic to expect an action to result from every communication effort. Prior to purchasing a new brand consumers
2) Use all forms of contacts: IMC uses all forms of communications and all so-\^company contacts as potential message delivery channels. Contacts would include magazine ads, messages on the Internet, posters on public vehicles, and a virtual/other possibilities.

3) Starts with the customer or prospect: Another important aspect of IMC is that with the customer or prospect and then works back to the brand communicator i,, most appropriate and effective methods through which persuasive communications \ be developed.

4) Achieve synergy: Inherent in the definition of IMC is the need for syi^\ communication elements (ads, point-of-purchase material, sales promotion, event, with a single voice. Coordination is absolutely critical to achieving a strong and and moving consumers to action. The failure to closely coordinate all community/ result in duplicated efforts or — worse yet — contradictory messages about a bray 1 to consumers.

5) Build relationships: Successful marketing communications requires buildi^ between the brand and the customer. It can be argued, in fact, that relationship bui^ modem marketing and that IMC is the key to relationship building. Companies ha! more profitable to build and maintain relationships than it is to continuously customers. This explains the growth in frequent-flyer and many other frequency J^ 1997: 12-15).

It has been well documented that marketing communications managers find IMC to\^ a valuable concept that is likely to improve promotional practice and provide^ respective organisations (Cornelissen 2000: 7; Spotts et al. 1998: 218; McArthur&\^T' Ha gle & Kitchen 2000:675; Kitchen & Schultz 1999: 30; Stewart 1996: 47) : P^programs are believed to increase the overall effect and impact of marketing *
generally must be made aware of the brand and its benefits and influenced to have a favourable attitude toward it. Communication efforts directed at accomplishing these intermediate, or pre-behavioural, goals are fully justified.

2) Use all forms of contacts: IMC uses all forms of communications and all sources of brand and company contacts as potential message delivery channels. Contacts would include TV commercials, magazine ads, messages on the Internet, posters on public vehicles, and a virtually endless list of other possibilities.

3) Starts with the customer or prospect: Another important aspect of IMC is that its process starts with the customer or prospect and then works back to the brand communicator in determining the most appropriate and effective methods through which persuasive communications programs should be developed.

4) Achieve synergy: Inherent in the definition of IMC is the need for synergy. All of the communication elements (ads, point-of-purchase material, sales promotion, events etc.) must speak with a single voice. Coordination is absolutely critical to achieving a strong and unified brand image and moving consumers to action. The failure to closely coordinate all communication elements can result in duplicated efforts or — worse yet — contradictory messages about a brand being conveyed to consumers.

5) Build relationships: Successful marketing communications requires building a relationship between the brand and the customer. It can be argued, in fact, that relationship building is the key to modern marketing and that IMC is the key to relationship building. Companies have learned that it is more profitable to build and maintain relationships than it is to continuously search for new customers. This explains the growth in frequent-flyer and many other frequency programs (Shimp 1997: 12-15).

It has been well documented that marketing communications managers find IMC to be a sound idea and a valuable concept that is likely to improve promotional practice and provide real value to their respective organisations (Cornelissen 2000: 7; Spotts et al. 1998: 218; McArthur & Griffin 1997: 23; Hagle & Kitchen 2000:675; Kitchen & Schultz 1999: 30; Stewart 1996: 147). Further, IMC programs are believed to increase the overall effect and impact of marketing communications
programs and this concept will play an increasingly more important role in marketing communications programs (Percy 1997: 3-4; Caywood 1997: 92; Kotler 1997: 630; Beard 1996, 208).

It has also been understood that by coordinating the marketing communication efforts, companies can avoid duplication and also take advantage of the synergy effects that are created among various communication tools (Belch & Belch 1998: 11). Duncan and Caywood have suggested several major trends to explain this positive attitude towards integrated marketing communications planning.

These trends can be divided into three main categories which are changes in message delivery, changes in market behaviour, and cost considerations. Main change in message delivery has resulted from audience and media fragmentation (mass-thinking publics / audiences no longer exist (Caywood 1997, 92) along with decreasing message credibility, which again has resulted in a lower likelihood to actually communicating with the target audience. This change can be exhibited in today's marketing expenditures in the US of which 65-70% go to other marketing communication methods than media advertising (e.g. sales promotion, database marketing, trade promotions, sponsorships and PR) (Caywood 1997, 103; O'Leary 2000, 31-32).

Changes in marketer behaviour include mergers of companies and agencies, global marketing, increased strength of the retailer sector in distribution control, and growing reliance on internal staff for strategic planning in marketing and communications.

Cost considerations have become significant due to increased costs of traditional media and at the same time decreasing costs of maintaining databases, which have provided marketers with more diverse means to reach the target audience.

Technological advances are evident also in a shift of information technology that has empowered consumers to make more diligent purchase decisions. On top of all this the fierce competition is demanding cost-efficiency and also more effective campaigns as the markets have filled up with Products that cannot be significantly differentiated, products commonly known as "me-too" products, which increases the importance of effective marketing communications in order to gain higher turnovers and greater market share (Percy 1991: 4-5; Belch & Belch 1995: 8-9; Sirgy 1998: 8-10; Caywood 1997: 92).
Increased competition and market efficiency have also made traditional marketing variables like product development, pricing and distribution less effective, therefore increasing the role of more effective marketing communications (Schultz et al., 1994: 43). On further note, marketing and marketing communications can be considered as the business of meanings, i.e. they can serve functions that are benign and friendly rather than purely persuasive and intrusive. This type of argumentation considers consumer as a partner in the construction of meaning, which is the point that can be expressed to justify the development of integrated marketing communications (Hackley & Kitchen, 1998: 6).

In the first book written on the subject of integrated marketing communications (Caywood 1997, 93), Donald E. Schultz with Stanley Tannenbaum and Robert Lauterborn (1994) present their view that today "most marketers are facing a parity marketplace in which the only true differentiating features are either logistics or communication.

Schultz et al. (1994) continue by stating the fact that logistics innovations are ultimately limited by the physical laws of nature and more apparently all logistics innovations can be copied and taken to use by the competition. Therefore, Schultz, Tannenbaum and Lauterborn (1994), among others, e.g. Erdogan and Kitchen (1998) believe that integrated marketing communications can provide a truly sustainable competitive advantage for the marketing organisation" and also that "it is an advantage that can be found nowhere else (Schultz et al. 1994: 44; Erdogan & Kitchen 1998: 369; Hackley & Kitchen 1998:1).

The IMC concept has also found support in consumer psychology from two perspectives. Lackley and Kitchen (1998) have formed these perspectives as following: 1) The first (perspective) is dependent on whether consumers construct their meanings from within a flow of organisational communications over time as individuals; 2) The second (perspective is dependent) on whether they do so through one creatively inspired communication which finds some metaphorical basis for the construction of a particularly powerful sense of meaning" (Hackley & Kitchen 1998: 7).

2.11 Theoretical framework
A number of theories that support the argument on developing appropriate communication strategies to attract student enrolment are discussed in this study. However, the study is anchored on Excellence Theory of Public Relations and Systems
Theory 2.11.1 Public Relations Theory
The excellence theory is a general theory of public relations first explained the value of public relations to organizations and society based on the social responsibility of managerial decisions and the quality of relationships with stakeholder publics. For an organization to be effective, according to the theory, it must behave in ways that solve the problems and satisfy the goals of stakeholders as well as of management (J. E. Grunig 1992; Dozier et al. 1995; L. A. Grunig et al. 2002). If this does not happen, then the stakeholders will either pressure the organization to change or oppose it in ways that add cost and risk to organizational policies and decisions.

To behave in socially acceptable ways, organizations must scan their environment to identify publics who are affected by potential organizational decisions or who want organizations to make decisions to solve problems that are important to them. Then, organizations must communicate symmetrically with publics (taking the interests of both the organization and publics into account) to cultivate high-quality, long-term relationships with them.

The function of public relations has evolved from the intention to influence the public to a role that assists organizations and their stakeholders to adjust their mutual interests with the object of benefiting both sides (Cheney & Dionisopoulos, 1989; Fitzpatrick and Gauthier, 2001).

Early communication theories viewed communication as a process of transmission, a one-way process in which a sender disseminates a message to receivers (Shannon & Weaver, as cited in Van Ruler, 2004). Other communication theories view communication as one-way persuasion, changing the receiver's cognition and behaviour by achieving an attitudinal change in the receiver. Many recent approaches to communication view it as a two-way process in which all actors can be active and take initiatives (van Ruler, 2004).

Public relations have evolved from a predominantly defensive role, to a contemporary proactive role with an emphasis on 'mutual adaptation'. In the early half of the 20th century, during the first and second world wars, organisations used public relations for information dissemination and persuasion.
During the 1950s and 1960s, management specialists recognised the concept of organisations as complex, open systems, and that the strongest, most successful organisations were those that adapted to changes and demands in the environment.

Cutlip, Center and Broom (2000) use Systems Theory to explain the role of public relations within an organisation. The authors describe the role of public relations as monitoring exchanges that occur between the organisation and its environment, and acting to correct any potential imbalance. Two important systems concepts apply to public relations. The first concept is that organisations have boundaries and that certain members of the organisation serve as "boundary spanners'. Boundary spanners are people who are able to gather and select information from the environment and relay this information to decision makers (Bronn & Bronn, 2003).

Public relations scholars are in agreement regarding the importance of 'boundary spanning' the external and internal environment to attain equilibrium between an organisation and its publics, and the inclusion of the public relations department in the organisation's environmental scanning process (Cutlip et al, 2000; Grunig, et al, 1992; Lauzen & Dozier, 1992, Mackey, 2004). Public relations practitioners use both formal scanning (media content analysis, surveys of publics, focus group and advisory groups comprising key stakeholders) and informal scanning (media contacts, monitoring complaints and customer satisfaction surveys), to help an organisation adjust to stakeholder expectations from the organisation's internal and external environment.

The second important concept from Systems Theory that helps to clarify the function of public relations is that an organisation is made up of a set of interdependent subsystems. One of the functions of public relations is to understand and facilitate relationships and understanding between these various subsystems.

Ihlen and Van Ruler (2009) argue for a sociological perspective on public relations. The authors note the majority of contemporary public relations theories focus on the organisation-public dynamic, but these approaches should be supplemented with societal approaches that "expose what public relations is in society today, rather than only what it should be at the organisational level" (Ihlen & Van Ruler, 2009, p.5), proposing integration of social theory, as dimensions of
public relations, be considered in conjunction with traditional perspectives of how an organisation relates to its publics.

Consistent with this argument, Bowen and Heath (2005) argue that public relations should foster an outside-in view of the world by listening to rather than merely selling itself to, its internal and external stakeholders. Heath's work is cross-disciplinary, alternating between the fields of public relations, organisational communication and speech communication. Heath (1993, 1994, 2001) contends that, in order to develop effective issues management, the organisation must have "the ability to listen to, look for and heed limits acceptable to stakeholders" (Bowen & Heath, 2005, p.88).

2.12 Gaps and Challenges of the study
The new marketing communications mix derived from Schultz's argumentation depict the gap in this study. Who among the universities in Kenya have created a more concise portrayal of the interrelationships between different marketing communications methods, with customer contact management tools along with image and brand management tools and what is the overlapping of each. Integrated marketing communications has been recognised for financial, competitive, and effectiveness benefits that are achieved through the synergy of integration process. In addition, IMC brings consistency and therefore more credibility to a firm's communications (Pickton & Hartley 1998,447; Smith 1998, 15-16).

But anything that has benefits usually also has challenges. In the case of integrated marketing communications these challenges can be mainly considered as barriers of full implementation of the concept, but most critical academics have expressed their view of some intrinsic problems within the IMC concept, claiming IMC to be nothing but a new management fad that revolves around an academic argument and has few managerial implications, also stating that the advocates of IMC have basically reinvented the wheel, i.e. using and "inventing" theories that have been available for decades, and some critics have even gone as far as pronouncing IMC to be dead (e.g. Nowak & Phelps; Prensky et al.; Petrison & Wang in Cornelissen 2000: 8; Drobis in Wightman 1999: 18; POUs et al. 1998: 210. 214-216; Schultz & Kitchen 1997: 8, 9; Hutton 1997, 8; Kitchen & Schultz 1999, 23; Hutton 1996: 155).
Sandra Moriaily has expressed this same view by saying that the brain does not distinguish an advertising message from a PR message. Instead, it gathers information from an untold number of contact points and assimilates it into one picture (Moriarty in Caywood 1997: 93). This view has been supported and supplemented by, among others, Philip J. Kitchen who sees normal social interaction adding to (or, in a more unfortunate scenario from communicator's point of view, distorting) the effect of marketing communications. Kitchen (1994) has expressed this social interaction effect by stating that marketing communications together with knowledge derived from a diversity of origins, and social interaction, form a constructed view of temporal existence within consumer minds" (Kitchen, 1994: 21).

These views support the idea that integration of messages and communication in general cannot be restricted or stopped, and therefore, in a sense, the marketing organisation eventually does not control the integration process (Schultz 1996e, 139, 146; Stewart. 1996:150). The contact points that people use in opinion formation has been exhibited as a marketing communications continuum Schultz et al. (1994).

This type of opinion formation through message integration can be extremely beneficial to marketers as marketing variables, such as product design, pricing, and distribution, can be duplicated or avoided by competitors. What cannot be duplicated or copied by competitors is the consumers' beliefs about the company, product, or service and the relationship with the brand. This product or brand value exists only in the minds of the consumers and potential customers. This type of brand value has been claimed of becoming the only real differentiating feature that a marketer can bring to consumers (Schultz et al. 1994: 45).

2.13 Conceptual framework
The conceptual framework below represents the relationship between the independent and dependent variables.

2.13.1 Relationship between the variables
Globally, universities use public relations as communication strategies tools to reach prospective students hence increasing enrollment for competitive advantage (Porter 1985) An institutions actual quality is often less important than its prestige, or reputation for quality, because it is the diversity's perceived excellence which.In fact guides the decisions of prospective students and scholars considering offers on study opportunities.
Advertising is an important marketing communication tool in creating awareness about the university products and services to prospective students and consequently help to boost student enrolment on a large scale reach. Direct marketing is vital to stimulate the interest of potential consumers in the institutions existing programs and services.

The main task of an institution is to determine the needs and wants of target markets and to satisfy them through the design, communication, pricing and delivery of appropriate and competitively viable programs and services. The interactive nature of personal selling also makes it the most successful promotional method for building relationships with potential HE customers with an aim of increasing student enrolment. Personal selling is the most useful communication tool at certain stages of the buying process, particularly in building up buyers' first choices.
Figure 1: Conceptual framework (Researcher, 2012)
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Research design is the master plan for collection and analysis of data which aids in answering the research questions. The study adopted is a descriptive research design. A descriptive research study is undertaken in order to ascertain the characteristics of the variable of interest in a situation (Kothari, 2008). Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. Studies concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation are descriptive research studies. (Kothari 2004). Correlation was undertaken to determine the relationship between the dependent (student enrollment) and independent variables (public relations, advertising, personal selling, and direct marketing) addressing the effect of selected communication strategies on student enrollment among private universities in Kenya.

3.2 Target Population

In this study, population comprised of marketing/student recruitment /public relations officers and students from each of the four private universities. The study intended to analyze various communication strategies that private universities use to attract students to enroll in their institutions. The primary target was the private university students while secondary target was communication departments in these universities. Whereas the universities under review are USIU - Nairobi, Inoorero University, Daystar University and Catholic University.

3.2.1 United States International University (USIU - Nairobi)

USIU was registered under the Companies Act (Cap 486) in 1969. In 1970, an Agreement signed between USIU and the Government of Kenya permitted USIU to establish the Nairobi Campus. USIU is accredited in Kenya by the Commission for Higher Education (CHE) and approved by the Ministry of Education. The Kenyan Charter was awarded in 1999, a confirmation of having wet the requirements for higher education in Kenya as set out by CHE.
USIU is also accredited by the accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the United States Department of Education. 40% of students had to be Kenyan while at least 40% had to be American.

3.2.2 Inoorero University (IU)
Registered in 1983, Inoorero University (IU) refers to itself as the "Enterprise University." It was originally known as the Kenya School of Professional Studies (KSPS). The university's main campus is located at Inoorero Centre in Parklands, Nairobi. The word 'inoorero" means "a sharpening place" in the Kikuyu language. It seeks to impact on life, society and people by arming students with the requisite knowledge, attitude and skills; molding them into knowledgeable solution providers, and leaders who are fully capable of combating the challenges of a dynamic world. The university also provides scholarships to academically brilliant, disciplined but financially needy students.

3.2.3 The Catholic University of Eastern Africa (CUEA)
The Catholic Higher Institute of Eastern Africa (CHIEA) was founded in 1984 by the regional ecclesiastical authority known as the Association of Member Episcopal Conferences of Eastern Africa (AMECEA). On 2 May 1984, CHIEA was authorized by the Congregation for Catholic Education, Vatican City (cf. Prot. N. 821/80/34), to offer two-year Licentiate/MA programmes in Theology. On 3 September of the same year, it was officially inaugurated by the Retired Reverend Bishop Madaldo Mazombwe, the then Chairman of AMECEA.

On 18 August 1985, it was formally opened by Pope John Paul II. In 1986, the Graduate School of Theology started negotiations with the Commission for Higher Education in Kenya towards the establishment of the Catholic University of Eastern Africa (CUEA). In 1989, the Institution obtained the "Letter of Interim Authority" as the first step towards its establishment as a private university. The university attained its full charter in 1992.

3-2.4 Daystar University
The University was founded and is sponsored by Daystar Company Limited, registered in 1973 under the companies Act, Cap 486 of the Laws of Kenya as company limited by guarantee and having share capital.
The name 'Daystar' is derived from the Bible (2nd Peter 1:19), which is used to describe Jesus Christ. Daystar University came to be recognized as a university from 1994. It belongs to the Evangelical Christian Liberals of Africa. Its aim is to disseminate the message of Christ and to cater for formal higher education to Christians residing in Africa.

3.3 Sample Size

In this study, stratified random sampling method was used. Under a stratified random sampling, the population is divided into several sub-populations that are individually more homogenous than a total population, then items are from each stratum are selected to constitute a sample (Kothari 2004). A manageable sample of 100 respondents (three student recruitment/marketing, two public relations officers and twenty students) was targeted due to the immense population of the academia. Given that the study is homogenous in nature, equal number of students (20) were taken from the four universities.

As far as student recruitment and PR officers of the four universities are concerned, a total of 20 (five from each university) were selected from all the private universities. A census was carried out because of the size of the population. Each of the staff was then interviewed. The selected samples are representative for generalization of research findings.

The table below shows the distribution of the population.

<table>
<thead>
<tr>
<th>Table 3.1: Distribution of population</th>
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<tr>
<td>Accessible population</td>
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<tr>
<td>Student recruitment/PR officers</td>
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<tr>
<td>Students</td>
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<td>TOTAL</td>
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3.4 Data Collection Methods and Techniques

To undertake the primary collection of data, a questionnaire was designed as an instrument to guide in the collection of data. The researcher sought authority from the specific universities to carry out the research.
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<td>20</td>
<td>20</td>
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<tr>
<td>Students</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods and Techniques

To undertake the primary collection of data, a questionnaire was designed as an instrument to guide in the collection of data. The researcher sought authority from the specific universities to carry out the research.
3.5 Data Collection Tools
A questionnaire was used as the principal tools for data collection. Data was collected using self administered questionnaires. The some section of the questionnaires was based on the numerical and likert scale for measurement purpose. There were two parts of the questionnaire divided in four sections. The first section captured the background information of the respondents, second; third, and fourth sections addressed Communication strategy, communication objective, communication channels and on service quality in part II of students question.

3.6 Data collection procedure
The researcher collected the data within a time frame of two weeks. A cover letter introducing the researcher to the authorities was attached to the questionnaires. It was an introduction to the respondents and to enlist permission from relevant authorities to carry out research in the identified universities.

3.7 Data analysis and presentation
Quantitative analysis of data was done to answer the three research questions of this study. A descriptive data analysis was used. Data collected was sorted, classified, coded and tabulated for ease of analysis using Statistical Program for Social Sciences (SPSS). The data was then be then summarized and categorized according to common themes.

3.8 Ethical consideration
The respondents were identified and objectively selected as subjects to provide information for the study. Respondents were given an option of not writing their names on the filled questionnaires for maximum confidentiality. The researcher treated the collected data provided by respondents as strictly confidential and the collected data was used solely for the purpose of the study and not for any other self serving reason.
CHAPTER FOUR

FINDINGS AND PRESENTATION OF DATA

4.0 Introduction

This chapter presents data and findings of the study, interpretation and discussion of the findings. This study sought to assess whether communication strategies play an important role in enhancing student enrollment among private universities in Kenya. Specifically, the study objectives were: To examine the effectiveness of the communications strategies used in attracting student enrollment in private universities; to examine whether communications strategies influences student enrolment in private universities; to examine what marketing channels are used to persuade the prospective students to enroll in private universities.

All the targeted sample respondents answered the questionnaires that were administered to them. The findings are presented in two parts: part I presenting the survey finding from university administrators, while part II presents survey findings from the students. The findings are presented in tabular form which indicates the frequencies and percentage in relation to responses.
4.1 PART I: ADMINISTRATORS' SURVEY

SECTION A: BACKGROUND INFORMATION

Table 4.1.1: Distribution of respondents based on gender.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that 4.1.1 above, 60% of the respondents were male, while 40% were female.

Table 4.1.2: Distribution of respondents according to the name of the University.

<table>
<thead>
<tr>
<th>No</th>
<th>University</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>USIU</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Daystar</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Inoorero</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>CUEA</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1.2 above indicate that the distribution of the respondent from the sample universities was equal with a representation of 25% of the total sample.

Table 4.1.3: Distribution of respondents based on the numbers of years that the university been in existence

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-5 year</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>6-9 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>10-13 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>14-17 year</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>18-21</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>More the 22 yeaj</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings of table 4.1.3 above indicate 30% of the respondents indicated that the university had been in existence for 6-9 years and 10-13 years respectively, 15% indicated 14-17 years, 10% indicated that the university had been in existence for 2-5 years and 18-21 years respectively.

Table 4.1.4: Distribution of respondents in relation to age

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-30 yrs.</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>31-40 yrs.</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>40+ yrs.</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings of the above table indicate 50% of the university administrators were in the age category 31-40 years, 40% were above 40 years, while 10% were in age category 20-30 years respectively.

Table 4.1.5: Distribution of respondents in relation to which department they work in.

<table>
<thead>
<tr>
<th>No</th>
<th>Department</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Public Relations</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Faculty</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings of the above table indicate that 50% of the respondents worked in faculties, 30% in marketing departments and 20% worked in public relations department respectively.

Table 4.1.6: Distribution of respondents based on the numbers of years that they had worked in the university.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 1 year</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2-5 year</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>6-10 years</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>More than 10 years</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings of the above table 4.1.6 shows that 60% of the respondents had worked in the university for 6-10 years, 20% had work for 2-5 years and more than 10 years respectively. None of the respondents had worked at the university for less than 1 year.

SECTION B: COMMUNICATION STRATEGY

Table 4.1.7: Distribution of respondents based on whether the universities have a communication strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Communication Strategy</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

53
Table 4.1.7 above indicate that all private universities sampled has a communication strategy and the 'Yes' representation was 100%.

Table 4.1.8: Distribution of respondents in relation to whether a needs assessment was done

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The results of table 4.1.8 above indicate that the study findings indicate that a needs assessment was done in all private universities sampled and the representation was 100%.

Table 4.1.9: Distribution of respondents based on who developed the communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CEO/ Vice chancellor</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>PR/ Communications department</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Marketing department</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Senior university staff</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.9 above, 50% of the respondents said that the communication strategy was developed by the marketing department, 35% said it was developed by PR/ Communications department, while 15% said that the communication strategy was developed by the senior staff. The findings indicate that no CEO/Vice Chancellor was involved in the development of the communication strategies.

Table 4.1.10: Distribution of respondents according to how the communication strategy was developed.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In-house staff</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Using a PR agency/ consultant</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Using marketing agency/ consultant</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Findings of table 4.1.10 above, indicate that 50% of the respondents said the university engaged marketing agency/consultants to develop communication strategy, 30% said it was developed with in-house staff, while 20% said they used a PR agency/consultant respectively.

**Table 4.1.12:** Distribution of respondents based to whether audience segmentation was done to determine the development of the communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1.12 above indicate that audience segmentation was done to determine the development of the communication strategy by all the private universities sampled and the 'Yes' representation was 100%.

**Table 4.1.13:** Distribution of respondents in relation to which audience segmentation was done

<table>
<thead>
<tr>
<th>No</th>
<th>Segmentation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undergraduate</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Postgraduate</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>PhD</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1.13 above shows that 55% of the respondents said that audience segmentation done was on undergraduate students, 25% said it was for postgraduate students, while indicated that it was for PhD respectively.

**Table 4.1.14:** Distribution of respondents in relation to who are your university's primary target audience geographically

<table>
<thead>
<tr>
<th>No</th>
<th>Target</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Regional</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>International</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.14 above, 40% of the respondents said that geographically, the universities' primary target was national and regional student, while 20% said it was international.

**Table 4.1.15:** Distribution of respondents in relation to level of education of the target audiences.

55
Table 4.1.15 above indicates that 55% of the respondents said that the university targeted undergraduate level of students, 25% said the level of education targeted was postgraduate, while 10% said the university targeted PhD level of education. 10% of the respondents said that university targeted all the levels of education stated.

Table 4.1.16: Distribution of respondents in relation to whether the target audience was considered while developing the communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.16 above, 100% of the respondents said that the target audience was considered while developing the communication strategy.

Table 4.1.17: Distribution of respondents according to what they viewed as the most important issue(s) to determine the effectiveness of the university communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Level of education for Target audience</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A positive attitude created towards the university brand or product, n=20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Enhance message recall by potential students and enrolled ones, n=20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>University brand recognition by potential students, n=20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>A distinct personality created for the university brand, n=20</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Enhance believe in the university potential, n=20</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Emotional appeal, n=20</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Visible emphasis of the university academic relevance to potential students, n=20</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>t</td>
<td>To aid potential students identify the university, n=20</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

The findings of the table 4.1.17 above, indicate that 60% of the respondents were of the view that the most important issue(s) that would determine the effectiveness of the university communication strategies was "a positive attitude created towards the university brand or Product," 55% mentioned "Enhance believe in the university potential," 45% mentioned...
"Visible emphasis of the university academic relevance to potential students," 40% mentioned "Enhance message recall by potential students and enrolled ones", 20% mentioned "Emotional appeal" 10% of the respondents were of the view that the most important issue(s) that would determine the effectiveness of the university communication strategies was "A distinct personality created for the university brand."

Table 4.1.18: Distribution of respondents in relation to level of how they would rate the effectiveness of the communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very effective</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Effective</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>Moderately effective</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Less effective</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Not Effective</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Not sure</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.18 above, only 30% of the respondents rated the university communication strategy as very effective, as compared 55% who rated it as effective. 15% of the respondents said the university communication strategy was moderately effective. While being sure of their levels of rating, none of the respondent rated the communication strategy as neither less effective or effective.

Table 4.1.19: Distribution of respondents based on the positive (if any) aspects in their experiences of implementing communication strategies

| No | Item                                                                 | Frequency | %  |
|----|                                                                      |-----------|----|
| 1  | Integrated brand communications and creative repetition through various types of media | 20        | 100|
| 2  | Emotional relationship with the target audience.                     | 20        | 100|
| 3  | Evolving innovative ways to attract the attention of the target audience. | 20        | 100|
| 4  | Strategic tie-ups with Media players,                                 | 20        | 100|

In reference to table 4.1.19 above, all of the respondent said that the universities main positive aspects of implementing communication strategy were: Use Integrated brand communications and creative repetition through various types of media; Emotional relationship with the target audience; Evolving innovative ways to attract the attention of the target audience; and Strategic tie-ups with media players.

Table 4.1.20: Distribution of respondents based on the negative (if any) aspects in their experiences of implementing communication strategies

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
2 Weak brand advertising reciprocal spill-over  
3 Advertising highlights the brands’ preoccupation with sentiments, feelings and emotions and may lack normative attachment.

The above table indicates that 25.5% of the respondents said that the main negative (if any) aspects in their experiences of implementing communication strategies was the cost, 21.25% mentioned Weak brand advertising reciprocal spill-over while 17.5% said that Advertising highlights the brands’ preoccupation with sentiments, feelings and emotions and may lack normative attachment.

Table 4.1.21: Distribution of respondents on whether they would recommend the university communication strategies as a viable marketing communication tool.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.21 above, 100% of the respondents said they would recommend the university communication strategies as a viable marketing communication tool.

SECTION C: CHANNELS OF COMMUNICATION

Table 4.1.22: Distribution of respondents based on the channels of communication that are used by the university to disseminate message.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Face-to-face  n=20</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Radio n=2/J</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Television  n=20</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Print media( newspaper)  n=20</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Internet  n=20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Events such as open days/exhibitions/career weeks  n=20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Social media  n=2U</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>University Magazines/ newsletters  n=20</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>

The findings of the above table indicate that 70% of the respondents mentioned print media (newspaper) as the channels of communication used by the university to disseminate message, 60% mentioned the radio, 40% mentioned the internet and social media respectively, 35% mentioned television, 26% mention university Magazines/ Newsletters, while 25 mentioned the radio as the channels of communication used by the university to disseminate message.
Table 4.1.23: Distribution of respondents in relation to how is product placement positioned in marketing university communications strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As celebrity endorsement</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>A form of entertainment</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Advertisements</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Direct marketing</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Public relations activities</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1.23 above indicate that 55% of the respondents said that product placement was positioned in marketing university communications strategy through advertisements, 25% mentioned public relations, while 20% said that product placement was positioned in marketing university communications strategy through direct marketing.

Table 4.1.24: Distribution of respondents in relation to how they handle strategic communication programmes.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PR or marketing agents/ consultancy</td>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>In-house</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.24 above, 60% of the respondents said that strategic communication programmes was handled by PR or marketing agent/consultants, while 40% said it was handled in-house.

Table 4.1.25: Distribution of respondents based on what they considered as the advantage of the 4.1.24 stated answer above.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A differentiated, &quot;ownable&quot; brand image</td>
<td>20</td>
<td>M00</td>
</tr>
</tbody>
</table>

In reference to table 4.1.25 above, all the respondents said A differentiated, "ownable" brand image was the advantage the gained from using aPR or Marketing agents/Consultancy.

Table 4.1.26: Distribution of respondent in relation to what is considered as the disadvantage of 4.1.24 stated answer above.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not to be noticed</td>
<td>18</td>
<td>25.5</td>
</tr>
</tbody>
</table>
Not to be remembered | 17 | 21.25
Not to change perceptions | 18 | 25.5
No reinforcement of attitudes | 16 | 60
Not to create deep customer relationships | 29 | 36.25

The findings of table 4.1.26 above indicate that 36.25% of the respondents said they considered not to create deep customer relationships as the main disadvantage of using from using a PR or Marketing agents/Consultancy. 25.5% mentioned Not to be noticed and Not to change perceptions respectively, 21.25% mentioned Not to be remembered.

Table 4.1.27: Distribution of respondents according to whether communication tools were integrated as communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that 100% of the respondents said that communication tools were integrated as communication strategy.

Table 4.1.28: Distribution of respondents in relation to which of the stated communication tool are used to support your university communication strategy.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advertising</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Personal selling or Promotional events</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Publicity</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Direct sales</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to tabic 4.1.28 above, 45% of the respondents said that advertising was used as communication tool to support the university communication strategy, 30% mentioned personal selling or promotional events, 15% mentioned publicity, while 10% mention direct sales.

Table 4.1.29: Distribution of respondents in relation to how they would rate the effectiveness of their communication channels.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very effective</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>
In reference to table 4.1.29 above, 70% of the respondents rated the communication channels as effective, 20% said the channels were very effective, while 10% said the communication channels were moderately effective. None of the respondent said that the channels were either less effective or not effective.

Table 4.1.30: Distribution of respondents based on how they got feedback from the target audience

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Face-to-face</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Radio</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Television</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Print media( newspaper)</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Internet</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Events such as open days/exhibitions/career weeks</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Social media</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>University Magazines/ Newsletters</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.30 above, 25% of the respondents said that they got feedback from the target audience through the internet, 20% said they got feedback through Events such as open days/exhibitions/career weeks and Social media respectively, while 5% of the respondent got feedback from the target audience through the Universities' Magazines/ newsletters.

Table 4.1.31: Distribution of respondents according to their views on the exposure the university receives from the communication strategies.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aggressive</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Amusing</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Attention getting</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Brand is clearly presented</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Dynamic</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Efficient</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Excellent</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Ingenious</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Original</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Not sure</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
The above table indicate that 40% of the respondents were of the view that the exposure the universities receives from the communication strategies was attention getting, 30% said the brand is clearly presented, while 20% said it was efficient.

**Table 4.1.32: Distribution of respondents based on whether tie-in promotions in the media were implemented as communication strategy**

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table 4.1.32 shows that 80% of the respondents mentioned "Yes" that the universities had implemented tie-in promotions (or other co-operative promotions with television channels, newspaper etc.) in connection with as communication strategy, while 20% said "No."

**Table 4.1.33: Distribution of respondents according how the media such as television channels, newspaper etc. were regarded in tie-ins promotional at the university.**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highly regarded</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Regarded</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Moderately regarded</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Less regarded</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Not regarded</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Not sure</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.33 above, 55% of the respondents said that the media industry such as television channels, newspaper etc. as a tie-ins promotional channel for your university was highly regarded; while 45% said it was regarded.

**Table 4.1.34: Distribution of respondents based on whether there had been any integration of sponsorship of events for strategic communication in your university.**

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

sponsorship of events for strategic communication in their universities such as sponsoring event Production with providing certain services and then receiving screen time, or advertising space for compensation.
Table 4.1.35: Distribution of respondents in relation to how often monetary compensation was used in communication strategy implementation deals

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very often</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Less often</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Occasionally</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Rarely</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that 70% of the respondents said that monetary compensation was used in communication strategy implementation deals always, while 30% said monetary compensation was used in communication strategy implementation deals very often.

SECTION C: COMMUNICATION OBJECTIVE

Table 4.1.36: Distribution of respondents in relation to whether they identified the communication strategy objectives/goals.

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings of table 4.1.36 above indicate that all respondents who represented 100% of the sample population, said the universities identify the communication strategy objectives/goals.

Table 4.1.37: Distribution of respondents in relation to what the communication objective sought to achieve.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To create a positive attitude towards the university brand or product \n=20</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>To enhance message recall by potential students and enrolled ones \n=20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>To aid potential students in brand recognition \n=20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>To create a distinct personality for the university brand \n=20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>To emphasis academic relevance of the university to potential students \n=20</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>To create emotional appeal in the university brand among the potential students \n=20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Provide direct relevance to and identification with the viewer's life \n=20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>To enhance believable and emotional appeal to the audience \n=20</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>
Table 4.1.37 above indicate that 90% of the respondents said that the communication objective sought to emphasize academic relevance of the university to potential students, 70% said it sought to create a positive attitude towards the university brand or product, 60% said it sought, to enhance message recall by potential students and enrolled ones, to aid potential students in brand recognition and to create a distinct personality for the university brand respectively. The findings further indicate that 40% of the respondents said that the communication objective sought to provide direct relevance to and identification with the viewer's life and to enhance believable and emotional appeal to the audience respectively.

Table 4.1.38: Distribution of respondents based on to how they rated the achievement of the planned objectives thus far.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highly satisfactory</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Moderately</td>
<td>j</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Not satisfactory</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.1.38 above, 30% of the respondents related the achievement of the planned objectives thus far as satisfactory while 20% rated it as highly satisfactory. Another 20% of the respondents rated the achievement of the planned objectives thus far as not satisfactory, while only 15% said it was moderately satisfactory.

Table 4.1.39: Distribution of respondent according to the evidence that was given for the attributes on the achievement of the planned objectives.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase in students' enrollment n=20</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>High academic performance n=20</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Achievement of the university Alumni n=20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Modern infrastructure and facilities n=20</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Diversity of academic courses n=20</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

The above table shows that 55% of the respondents mentioned the increase in students' enrollment as evidence for the attribute given on the achievement of the planned objectives, 25% mentioned achievement of the university Alumni, 15% mentioned diversity of academic courses, while 5% mentioned achievement of the university Alumni as evidence for the attribute given on the achievement of the planned objectives, respectively.
Table 4.1.40: Correlation Analysis on objectives and achievements of the planned objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create a positive attitude towards the university brand or product</td>
<td>1</td>
</tr>
<tr>
<td>To aid potential students in brand recognition</td>
<td>1</td>
</tr>
<tr>
<td>Increase in students' enrollment</td>
<td>0.683(∗∗)</td>
</tr>
</tbody>
</table>

** Indicates that correlation is significant at the 1% level (P-values < 0.01).

In reference to table 4.1.40 as above, there is moderate positive correlation between increase in students' enrollment and to create a positive attitude towards the university brand or product. According to the research findings, a cumulative majority of the respondents (82.4%) were of the opinion that emphasis academic relevance of the university to potential students enhance believable and emotional appeal to the audience. This findings tally with the results of the coefficient of correlation calculated which indicate that there is a low degree (r=0.5) of positive correlation between the two variables. The findings also indicate that to emphasis academic relevance of the university to potential students' aid potential students in brand recognition.

Part II: STUDENTS' SURVEY

SECTION A: BIO DATA OF THE RESPONDENT

Table 4.2.1: Distribution of respondents in relation to gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>52.5</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

male.
Table 4.2.2: Distribution of respondents in relation to age.

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 yrs.</td>
<td>39</td>
<td>48.75</td>
</tr>
<tr>
<td>31-40 yrs.</td>
<td>16</td>
<td>20.00</td>
</tr>
<tr>
<td>40+ yrs.</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2.2 above indicate that the majority of the students, up to 48.75% were in the age category 20-30 years, 20% were in the age category 31-40 years, while 6.25% were aged above 40 years.

Table 4.2.3: Distribution of respondents in relation to the university of study.

<table>
<thead>
<tr>
<th>University</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>USIU</td>
<td>20</td>
<td>25.00</td>
</tr>
<tr>
<td>Daystar</td>
<td>24</td>
<td>30.00</td>
</tr>
<tr>
<td>Inoorero</td>
<td>23</td>
<td>28.75</td>
</tr>
<tr>
<td>CUEA</td>
<td>13</td>
<td>16.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings of table 4.2.2 above, shows that 30% of the students were students at Daystar University. 28.75% were from Inoorero, 25% were from United States International University (USIU) and 16.25% were students from Catholic University of Eastern Africa (CUEA), respectively.

Table 4.2.4: Distribution of respondents based to level of course undertaken.

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undergraduate</td>
<td>53</td>
<td>66.25</td>
</tr>
<tr>
<td>2</td>
<td>Masters</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>3</td>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>5</td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In reference to table 4.2.4 above, 66.25% of the students were undertaking undergraduates courses, 21.25% of the students were undertaking Masters Courses, while 12.5% were undertaking other courses respectively. None of the student surveyed was undertaking a PhD course.

Table 4.2.5: Distribution of respondents based on the year of study.

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st</td>
<td>21</td>
<td>26.25</td>
</tr>
<tr>
<td>2</td>
<td>2nd</td>
<td>27</td>
<td>33.75</td>
</tr>
</tbody>
</table>
Table 4.2.5 shows that 33.75% of the students were in their 2nd year of study, 26.25% were in their 1st year of study, 22.5% were in their 3rd year of study and 17.5% of the students were in their final year of study respectively.

**Table 4.2.6: Distribution of respondents based on the course undertaken.**

<table>
<thead>
<tr>
<th>No</th>
<th>Course</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Business</td>
<td>32</td>
<td>40.00</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>22</td>
<td>27.50</td>
</tr>
<tr>
<td>3</td>
<td>Law</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2.5 indicates that 40% of the students were undertaking business courses, 27.5% were undertaking Sciences courses, and 22.5% were undertaking Law, while 10% were undertaking other courses, particularly theology and communication.

**SECTION B: COMMUNICATION STRATEGY**

**Table 4.2.7: Distribution of respondents based on the source information about the university.**

<table>
<thead>
<tr>
<th>No</th>
<th>Sources of information</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TV advert</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>2</td>
<td>Radio</td>
<td>24</td>
<td>30.00</td>
</tr>
<tr>
<td>3</td>
<td>Bill board</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>4</td>
<td>Print Media (pamphlets, newspapers etc.)</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>5</td>
<td>Internet</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>6</td>
<td>Social media</td>
<td>4</td>
<td>5.00</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>8</td>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.7 above, 30% of the students mentioned radio as their source of information about the university, 22.5% said they got information about the university from TV adverts, 21.5% got the information from the print media (Pamphlets, Newspapers etc), 7.5% got information about the university from Billboards, Internet and other sources respectively, while 5% got the information from social media.

**Table 4.2.8: Distribution of respondents according to how they learnt about the course**

<table>
<thead>
<tr>
<th>No</th>
<th>Source of information</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TV advert</td>
<td>**</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Radio</td>
<td>6</td>
<td>7.50</td>
</tr>
</tbody>
</table>

67
The findings of table 4.2.8 above indicate that 30% of the students said that they learnt about the courses through the internet, 22.25% said they learnt about the courses through TV adverts, 21.25% learnt through print media (pamphlets, newspapers etc), 7.5% through the radio, 5% of the students learnt about the course through the social media, while 2.5% said they learnt through Billboards. Further, the findings indicate that up to 12.5% of the students had learnt about the courses through other means.

Table 4.2.9: Distribution of respondents in relation to how they would prefer to get such information in future.

<table>
<thead>
<tr>
<th>No</th>
<th>preferred source of information</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TV advert</td>
<td>12</td>
<td>15.00</td>
</tr>
<tr>
<td>2</td>
<td>Radio</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>3</td>
<td>Bill board</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>Print Media (pamphlets, newspapers etc.)</td>
<td>14</td>
<td>17.50</td>
</tr>
<tr>
<td>5</td>
<td>Internet</td>
<td>17</td>
<td>21.25</td>
</tr>
<tr>
<td>6</td>
<td>Social media</td>
<td>18</td>
<td>22.50</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>3</td>
<td>3.25</td>
</tr>
</tbody>
</table>

In reference to table 4.2.9 above, 22.5% of the students would prefer to get such information through the radio and social media in future respectively, 21.25% would prefer the Internet, 17.5% would preferred the print media(pamphlets, newspapers etc), while only 2.5% preferred the Billboards. Up to 3.25% of the student preferred other sources apart form the mentioned ones.

Table 4.2.10: Distribution of respondents in relation to what attracted them to the university.

<table>
<thead>
<tr>
<th>No</th>
<th>Attraction</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High academic performance n=80</td>
<td>8</td>
<td>10.00</td>
</tr>
<tr>
<td>2</td>
<td>Achievement of the university Alumni n=80</td>
<td>14</td>
<td>17.50</td>
</tr>
<tr>
<td>3</td>
<td>Modern infrastructure and facilities n=80</td>
<td>21</td>
<td>26.25</td>
</tr>
<tr>
<td>4</td>
<td>Diversity of academic courses n=80</td>
<td>26</td>
<td>32.50</td>
</tr>
<tr>
<td>5</td>
<td>Quality of academic programmes n=80</td>
<td>48</td>
<td>60.00</td>
</tr>
<tr>
<td>6</td>
<td>Publicity n=80</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>7</td>
<td>Advertisements n=80</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>8</td>
<td>Celebrity endorsement n=80</td>
<td>5</td>
<td>3.75</td>
</tr>
</tbody>
</table>
The above table indicate that 60% of the respondents were attracted the their respective universities by quality of academic programmes, 32.5% were attracted by diversity of academic courses, 26.25% were attracted by modern infrastructure and facilities, 17.5% were attracted by Achievement of the university Alumni, 12.5% were attracted by advertisements and publicity respectively, while 3.75% were attracted by celebrity endorsement.

Table 4.2.11: Distribution of respondent in relation to what the university should focus on.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enhance and maintain good reputation</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>2</td>
<td>Create awareness of products and services</td>
<td>22</td>
<td>27.50</td>
</tr>
<tr>
<td>3</td>
<td>Increase student intake</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td>4</td>
<td>Quality of academic programmes</td>
<td>36</td>
<td>45.0</td>
</tr>
<tr>
<td>5</td>
<td>Infrastructure</td>
<td>4</td>
<td>5.00</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.11 above, 45% of the students said that the university should focus on quality of academic programmes, 27.5% of the students mentioned that the university should focus on creating awareness of products and services, 13.75% mentioned focus to enhance and maintain good reputation, 8.75% mentioned the focus to increase student intake, while 5% said that the university should focus on infrastructure.

Table 4.2.12: Distribution of respondents according to how they rate the communication strategies used by the university.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Highly balanced</th>
<th>Very satisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Very unsatisfactory</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=80</td>
<td>11(13.75%)</td>
<td>24(30.00%)</td>
<td>39(48.75%)</td>
<td>2(2.5%)</td>
<td>nil</td>
<td>4(5.00%)</td>
</tr>
<tr>
<td>Direct marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=80</td>
<td>4(5.00%)</td>
<td>7(8.75%)</td>
<td>24(30.00%)</td>
<td>16(20.00%)</td>
<td>2(2.5%)</td>
<td>27(33.75%)</td>
</tr>
<tr>
<td>Public relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=80</td>
<td>18(22.50%)</td>
<td>22(27.50%)</td>
<td>40(50.00%)</td>
<td>nil</td>
<td>nil</td>
<td>nil</td>
</tr>
<tr>
<td>Personal selling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=80</td>
<td>18(22.50%)</td>
<td>12(15.00%)</td>
<td>37(46.25%)</td>
<td>3(3.75%)</td>
<td>nil</td>
<td>10(12.50%)</td>
</tr>
<tr>
<td>Relationship marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n=80</td>
<td>21(26.25%)</td>
<td>11(13.75%)</td>
<td>24(30.00%)</td>
<td>nil</td>
<td>nil</td>
<td>24(30.00%)</td>
</tr>
</tbody>
</table>

The above table 4.2.12 indicate that 48.75% of the student rated advertising as a communication strategies used by the university as satisfactory while 30% rated it as very satisfactory. 13.75% rated the communication strategies used by the university highly balanced while 5% of the students were not sure. Only 2.5% of the students said the communication strategies used by the university was unsatisfactory.
The study findings indicate that 2.5% said it was unsatisfactory and 2.5% not sure while 20% said that direct marketing as a communication strategy is highly balanced. 30% of the students rated it very satisfactory, while 2.5% rated it unsatisfactory. 30% of the students used by the university were not sure while 20% said that communication strategies used by the university were balanced. The study further indicates that the communication strategies used by the university were balanced.

In reference to Table U13 above, J probes with the university management to discuss the communication problem. IQO indicated that they had not taken any action, while 11 students took the management to
The study finding indicates that 30% of the student rated direct marketing as a communication strategies used by the university satisfactory, 33.75% were not sure while 20% said that it was unsatisfactory and 2.5% said it was very unsatisfactory respectively. 8.75% of the students rated direct marketing as a communication strategies used by the university very satisfactory and 5% rate it as highly balanced.

The study finding also indicates that 50% of the students rated Public relations as a communication strategies used by the university satisfactory, 27.5% rated it very satisfactory with 22.5% rating it highly balanced.

The study finding further indicates that, 46.25% of the student rated Personal selling as a communication strategies used by the university satisfactory, 15% rated it very satisfactory with 22.5% rating it as highly balanced. Only 3.75% rated Personal selling as a communication strategies used by the university unsatisfactory while 12.5% of the students were not sure. The study finding also indicates that, 30% of the students rated Relationship marketing as a communication strategies used by the university as satisfactory, while 13.75 rated it very satisfactory. While 30% of the students are no sure. 26.25% rated Relationship marketing as a communication strategies used by the university as highly balanced.

Table 4.2.13: Distribution of respondents based on whether they had problems with the university management regarding communication.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>14</td>
<td>11.5</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>66</td>
<td>82.5</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.13 above, 82.5% of the students indicated that they had never had problems with the university management in regard to communication, while 11.5% indicated that they had.

Table 4.2.14: Distribution of respondents in relation to time taken by the management to solve the communication problem.

<table>
<thead>
<tr>
<th>No</th>
<th>Period</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A few hours *</td>
<td>6</td>
<td>42.86</td>
</tr>
<tr>
<td>2</td>
<td>1 day</td>
<td>2</td>
<td>14.28</td>
</tr>
</tbody>
</table>
Table 4.2.14 above indicate that 42.86% of the student (n=14) who had problems with the university management in regard to communication, have their problems resolved with a few hours, 28.57% had the problem solved in 2 days, 14.29% had the problem solved in a week and 14.28% had the problems solved in 1 day. None of the students' problems with the university management in regard to communication took more than a week to solve.

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 days</td>
<td>4</td>
<td>28.57</td>
</tr>
<tr>
<td>A week</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>More than a week</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2.15: Distribution of respondents in relation to who addressed the communication problem.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CEO</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>PR department</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Senior administration staff</td>
<td>12</td>
<td>85.71</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.15 above, 85.71% of those students who had problems with the university management in regard to communication said the problem(s) was addressed to the senior administration staff, while 14.29% address the problem to other parties. None of the students addressed the problem to the CEO or to the PR department.

Table 4.2.16: Distribution of respondents based on whether the university handles its communication efficiently.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>21</td>
<td>26.25</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>44</td>
<td>55.00</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>4</td>
<td>Strongly disagree</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td>6</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that 55% of the student agreed that the university handles its communication efficiently, with 26.25% strongly agreeing. 12.5% disagreed with 6.25% strongly disagreeing that the universities handles its communication efficiently.
Table 4.2.17: Distribution of respondent in relation to how the university can improve on its communication process.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TV advert</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Radio</td>
<td>10</td>
<td>12.50</td>
</tr>
<tr>
<td>3</td>
<td>Bill board</td>
<td>2</td>
<td>2.50</td>
</tr>
<tr>
<td>4</td>
<td>Print Media (pamphlets, newspapers etc.)</td>
<td>6</td>
<td>7.50</td>
</tr>
<tr>
<td>5</td>
<td>Internet</td>
<td>24</td>
<td>30.00</td>
</tr>
<tr>
<td>6</td>
<td>Social media</td>
<td>19</td>
<td>23.75</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>nil</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.17 above, 30% of the students suggested that the university can improve on its communication process by using the internet, 23.75 mentioned the social media, 12.5% mention the radio, and 7.5% mentioned the print media (pamphlets, newspapers etc) while 2.5% mentioned billboards respectively.

SECTION C: QUALITY OF SERVICE

Table 4.2.18: Distribution of respondents based on whether they liked the services offered at the university.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>69</td>
<td>86.25</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

In reference to table 4.2.18 above, 86.25% of the students said that they liked the services offered at the university, while only 13.75% of the students said they did not like the services offered at the university.

Table 4.2.19: Distributions of respondent in relation to what, in their view was the greatest achievement of the university.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting a charter n=80</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>2</td>
<td>Quality of faculty/services n=80</td>
<td>32</td>
<td>40.0</td>
</tr>
<tr>
<td>3</td>
<td>Successful Alumni n=80</td>
<td>11</td>
<td>13.75</td>
</tr>
<tr>
<td>4</td>
<td>Extra Curricula activities n=80</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>5</td>
<td>Academic Excellence n=80</td>
<td>34</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

In reference to table 4.2.19 above, 42.5% of the students are of the view that Academic Excellence has been the greatest achievement of the university, 40% mentioned quality of Acuity/services 13.75% mentioned successful Alumni, 2.5% mentioned Extra Curricula activities and 1.25 mention getting a charter.
Table 4.2.20: Correlation Analysis of Integrated Brand Communications and potential students\(^1\) enrollment

<table>
<thead>
<tr>
<th></th>
<th>University brand recognition by potential students</th>
<th>Enhance message recall by potential students and enrolled ones</th>
<th>Visible emphasis of the university academic relevance to potential students</th>
<th>A distinct personality created for the university brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public relations</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>0.373(**)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal selling</td>
<td>0.684(**)</td>
<td>0.730(**)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Direct marketing</td>
<td>0.568(**)</td>
<td>0.549(**)</td>
<td>0.691(**)</td>
<td>1</td>
</tr>
</tbody>
</table>

** Indicates that correlation is significant at the 1% level (P-values < 0.01).

In reference to table 4.2.20 above, there is positive correlation between the integrated brand communications and creative repetition through various types of media (public relations, advertising, personal selling and direct marketing) and university brand recognition by potential students; enhanced message recall by potential students and enrolled ones; visible emphasis of the university academic relevance to potential students; and A distinct personality created for the university brand.

According to these findings, integrated brand communications and creative repetition through various types of media creates emotional relationship with the target audience. As reported by respondents, evolving innovative ways to attract the attention of the target audience such as strategic tie-ups with media players results into: a positive attitude created towards the university brand or product, enhance message recall by potential students and enrolled ones, and create a distinct personality for the university brand.

A cumulative majority of the respondents agreed that communication strategic increase university brand recognition by potential students, enhance believe in the university potential, emotional appeal and visible emphasis of the university academic relevance to potential students\(^1\) to aid potential students identify the university.
4.3 DISCUSSION

Part I: ADMINISTRATORS

4.3.1 Background information
The findings of the study indicate that, 60% of the administrators were male, while 40% were female. The distribution of the respondent from the sampled universities was equal with a representation of 25% of the total sample. 30% of the respondents indicated that the university had been in existence for 6-9 years and 10-13 years respectively, 15% indicated 14-17 years, 10% indicated that the university had been in existence for 2-5 years and 18-21 years respectively.

50% of the university administrators were in the age category 31-40 years, 40% were above 40 years, while 10% were in age category 20-30 years respectively. 50% of the respondents worked in faculties, 30% in marketing departments and 20% worked in public relations department respectively. 60% of the respondents had worked in the university for 6-10 years, 20% had work for 2-5 years and more than 10 years respectively. None of the respondents had worked at the university for less than 1 year.

4.3.2 Communication strategy
The study sought to find whether the private universities had communication strategy. Findings indicate that all private universities sampled had a communication strategy. The study also sought to find whether a needs assessment was done. The study findings indicate that in all private universities sampled need assessment was done. 50% of the respondents said that the communication strategy was developed by the marketing department, 35% said it was developed by PR/Communications department, while 15% said that the communication strategy was developed by the senior staff. The findings indicate that no CEO/Vice Chancellor was involved.

The study further sought to establish who developed communication strategy. Findings indicate that 50% of the respondents said the university engaged marketing agency/consultants to develop communication strategy, 30% said it was developed with in-house staff, while 20% said they used a PR agency/consultant respectively.
The study further sought to find out whether audience segmentation done to determine the development of the communication strategy and on who. The study findings indicate that audience segmentation was done to determine the development of the communication strategy by all the private universities sampled. 55% of the respondents said that audience segmentation done was on undergraduate students, 25% said it was for postgraduate students, while indicated that it was for PhD respectively.

The study further sought to find out who were the universities' primary targets geographically. 40% of the respondents said that geographically, the universities' primary target was national and regional student, while 20% said it was international. 55% of the respondents said that the universities targeted undergraduate level of students, 25% said the level of education targeted was postgraduate, while 10% said the university targeted PhD level of education. 10 % of the respondents said that university targeted all the levels of education stated. The study further sought to find out whether the target audience was considered while developing the communication strategy. 100% of the respondents said that the target audience was considered while developing the communication strategy.

The finding indicate that, 60% of the respondents were of the view that the MOST important issue(s) that would determine the effectiveness of the university communication strategies was "a positive attitude created towards the university brand or product." 55% mentioned "Enhance believe in the university potential," 45% mentioned "Visible emphasis of the university academic relevance to potential students," 40% mentioned "Enhance message recall by potential students and enrolled ones", 20% mentioned "Emotional appeal" 10% of the respondents were of the view that the MOST important issue(s) that would determine the effectiveness of the university communication strategies was "A distinct personality created for the university brand." The study sought to find out main positive and negative aspect of implementing communication strategy.
All the respondents said that the universities main positive aspect of implementing communication strategy were: Use Integrated brand communications and creative repetition through various types of media; Emotional relationship with the target audience; Evolving innovative ways to attract the attention of the target audience; and Strategic tie-ups with Media players, 25.5% of the respondents said that the main negative (if any) aspects in their experiences of implementing communication strategies was the cost, 21.25% mentioned Weak brand advertising reciprocal spill-over while 17.5% said that Advertising highlights the brands' preoccupation with sentiments, feelings and emotions and may lack normative attachment.

All the respondents said A differentiated, "ownable" brand image is a pros in their experiences of implementing communication strategies. 36.25% of the respondents said they considered Not to create deep customer relationships as cons of their stated answer above, 25.5% mentioned Not to be noticed and Not to change perceptions respectively, 21.25% mentioned Not to be remembered as a con in their experiences of implementing communication strategies.

The study further sought to find out how the effectiveness of the universities' communication strategy was rated. Only 30% of the respondents rated the university communication strategy as very effective, as compared 55% who rated as effective. 15% of the respondents said the university communication strategy was moderately effective. While being sure of their levels of rating, none of the respondent rated the communication strategy as neither less effective or effective. 100% of the respondents said they would recommend the university communication strategies as a viable marketing communication tool.

4.3.3 Channels of Communication
The study further sought to find out which channels of communication were used by the university to disseminate message and who handle communication strategy programmes. 70% of the respondents mention Print media (newspaper) as the channels of communication used by the university to disseminate message, 60% mentioned the radio, 40% mentioned the internet and social media respectively, 35% mentioned television. 26% mention university Magazines/Newsletters, while 25 mentioned the radio as the channels of communication used by the university to disseminate message.
55% of the respondents said that product placement was positioned in marketing university communications strategy through advertisements, 25% mentioned public relations, while 20% said that product placement was positioned in marketing university communications strategy through direct marketing. 60% of the respondents said that strategic communication programmes was handled by PR or marketing agent/consultants, while 40% said it was handled in-house. 100% of the respondents said that communication tools were integrated as communication strategy.

45% of the respondents said that advertising was used as communication tool to support the university communication strategy, 30% mentioned personal selling or promotional events, 15% mentioned publicity, while 10% mention direct sales. 70% of the respondents rated the communication channels as effective, 20% said the channels were very effective, while 10% said the communication channels were moderately effective. None of the respondent said that the channels were either less effective or not effective.

The study also sought to find out how they got feedback from the target audience. 25% of the respondents said that they got feedback from the target audience through the internet, 20% said they got feedback through Events such as open days/exhibitions/career weeks and Social media respectively, while 5% of the respondent got feedback from the target audience through the Universities’ Magazines/newsletters. 40% of the respondents were of the view that the exposure the universities receive from the communication strategies was attention getting. 30% said the brand is clearly presented, while 20% said it was efficient. 80% of the respondents said that the universities had implemented tie-in promotions (or other co-operative promotions with television channels, newspaper etc.) in connection with as communication strategy, while 20% said they had not.

55% of the respondents said that the media industry such as television channels, newspaper etc. as a tie-ins promotional channel for your university was highly regarded; while 45% said it was regarded. All the respondents said that there had been integration of sponsorship of events for strategic communication in their universities such as sponsoring event production with providing certain services and then receiving screen time or advertising space for compensation. 70% of
the respondents said that monetary compensation was used in communication strategy implementation deals always, while 30% said monetary compensation was used in communication strategy implementation deals very often.

**4.3.4 Communication Strategy Objectives/Goals**

The study further sought to find out whether the universities identify the communication strategy objectives/ goals, what communication objective sought to emphasis and the achievement of the planned objectives thus far. Findings indicate that, all respondents who represented 100% of the sample population said the universities identify the communication strategy objectives/ goals.

90% of the respondents said that the communication objective sought to emphasis academic relevance of the university to potential students, 70% said it sought to create a positive attitude towards the university brand or product, 60% said it sought, to enhance message recall by potential students and enrolled ones, to aid potential students in brand recognition and to create a distinct personality for the university brand respectively.

The findings further indicate that 40% of the respondents said that the communication objective sought to provide direct relevance to and identification with the viewer's life and to enhance believable and emotional appeal to the audience respectively.

30% of the respondents rated the achievement of the planned objectives thus far as satisfactory while 20% rated it as highly satisfactory. Another 20% of the respondents rated the achievement of the planned objectives thus far as not satisfactory, while only 15% said it was moderately satisfactory. 55% of the respondents mentioned the increase in students' enrollment as evidence for the attribute given on the achievement of the planned objectives, 25% mentioned achievement of the university Alumni, 15% mentioned diversity of academic courses, while 5% Mentioned achievement of the university Alumni as evidence for the attribute given on the achievement of the planned objectives, respectively.
4.4.1 Background information

The study findings indicate that 52.5% of the students surveyed were female, while 47.5% were male. The findings further indicate that, majority of the students, up to 48.75% were in the age category 20-30 years, 20% were in the age category 31-40 years, while 6.25% were aged above 40 years. 30% of the students were students at Daystar University, 28.75% were from Inoorero, 25% were from United States International University (USIU) and 16.25% were students from Catholic University of Eastern Africa (CUEA), respectively.

66.25% of the students were undertaking undergraduates courses, 21.25% of the students were undertaking Masters Courses, while 12.5% were undertaking other courses respectively. None of the students surveyed was undertaking a PhD course. 33.75% of the students were in their 2nd year of study, 26.25% were in their 1st year of study, 22.5% were in their 3rd year of study and 17.5% of the students were in their final year of study respectively. 40% of the students were undertaking business courses, 27.5% were undertaking Sciences courses, and 22.5% were undertaking Law, while 10% were undertaking other courses, particular Theology and communication.

4.4.2 Communication Strategy

The study sought to find out source of information about the university, how they learnt about the courses at the university, how they would prefer to get such information in future and what attracted them to their respective universities. 30% of the students mentioned radio as their source of information about the university, 22.5% said they got information about the university from TV adverts, 21.5% got the information from the print media (Pamphlets, Newspapers etc), 7.5% got information about the university from Billboards, internet and other sources respectively, while 5% got the information from social media.

30% of the students said that they learnt about the courses through the internet, 22.25% said they learnt about the courses through TV adverts, 21.25% learnt through print media (pamphlets, newspapers etc), 7.5% through the radio, 5% of the students learnt about the course through the social media, while 2.5% said they learnt through Billboards. Further, the findings indicate that up to 12.5% of the students had learnt about the courses through other means.
22.5% of the students would prefer to get such information through the radio and social media in future respectively, 21.25% would prefer the Internet, 17.5% would preferred the print media (pamphlets, newspapers etc), while only 2.5% preferred the Billboards. Up to 3.25% of the student preferred other sources apart from the mentioned ones.

60% of the respondents were attracted the their respective universities by quality of academic programmes, 32.5% were attracted by diversity of academic courses, 26.25% were attracted by modern infrastructure and facilities, 17.5% were attracted by achievement of the university Alumni, 12.5% were attracted by advertisements and publicity respectively, while 3.75% were attracted by celebrity endorsement.

The study further sought to find what the students thought the university should focus on and to rate communication strategies used by the university. 45% of the students said that the university should focus on Quality of academic programmes, 27.5% of the students mentioned that the university should focus on creating awareness of products and services, 13.75% mentioned focus to enhance and maintain good reputation. 8.75% mentioned the focus to increase student intake, while 5% said that the university should focus on infrastructure.

### 4.4.3 Communication Channels

48.75% of the student rated advertising as a communication strategies used by the university as satisfactory while 30% rated it as very satisfactory. 13.75% rated the communication strategies used by the university highly balanced while 5% of the students were not sure. Only 2.5% of the students said the communication strategies used by the university was unsatisfactory.

I lie study finding indicates that 30% of the student rated direct marketing as a communication strategies used by the university satisfactory, 33.75% were not sure while 20% said that it was unsatisfactory and 2.5% said it was very unsatisfactory respectively. 8.75% of the students rated direct marketing as a communication strategies used by the university very satisfactory and 5% rate it as highly balanced.
The study finding also indicates that 50% of the students rated Public relations as a communication strategies used by the university satisfactory, 27.5% rated it very satisfactory with 22.5% rating it highly balanced.

The study finding further indicates that, 46.25% of the student rated Personal selling as a communication strategies used by the university satisfactory, 15% rated it very satisfactory with 22.5% rating it as highly balanced. Only 3.75% rated Personal selling as a communication strategies used by the university unsatisfactory while 12.5% of the students were not sure.

The study finding also indicates that, 30% of the students rated Relationship marketing as a communication strategies used by the university as satisfactory, while 13.75 rated it very satisfactory. While 30% of the students are no sure, 26.25% rated Relationship marketing as a communication strategies used by the university as highly balanced.

4.4.4 Service Quality

The study also sought to find out whether students had problems with the university management in regard to communication and how the universities handle its communication. 82.5% of the students indicated that they had never had problems with the university management in regard to communication, while 11.5% indicated that they had. 42.86% of the student (n=14) who had problems with the university management in regard to communication, have their problems resolved with a few hours, 28.57% had the problem solved in 2 days, 14.29% had the problem solved in a week and 14.28% had the problems solved in 1 day. None of the students* problems with the university management in regard to communication took more than a week to solve.

85.71% of those students who had problems with the university management in regard to communication said the problem(s) was addressed to the senior administration staff, while 4.29% address the problem to other parties. None of the students addressed the problem to the CEO or to the PR department. 55% of the student agreed that the university handles its communication efficiently, with 26.25% strongly agreeing. 12.5% disagreed with 6.25% strongly disagreeing that the universities handles its-Communication efficiently.
The study further sought students view on quality of services offered at the university and how the universities can improve on its communication process, 30% of the students suggested that the university can improve on its communication process by using the internet, 23.75 mentioned the social media, 12.5% mention the radio, and 7.5% mentioned the print media (pamphlets, newspapers etc) and 2.5% mentioned Billboards respectively.

86.25% of the students said that they liked the services offered at the university, while only 13.75% of the students said they did not like the services offered at the university. 42.5% of the students are of the view that Academic Excellence has been the greatest achievement of the university, 40% mentioned quality of faculty/services 13.75% mentioned successful Alumni, 2.5% mentioned Extra Curricula activities and 1.25 mention getting a charter.
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
The study sought to answer the following research questions: Which are the most effective communications strategies used in attracting students to enroll in private universities?; How does communication strategies influence student enrollment in private universities?; What are the marketing channels used to persuade the prospective students to enroll in private universities?

5.2 Summary
This study suggest that to ensure maximum persuasiveness and impact, private universities creating communication strategy should: understand the character of marketing communication relevant; set solid objectives for campaigns; promote them in owned, earned and bought media; and ensure that it integrates well with other marketing communication activities. According to the interviewees, marketing communication campaigns appear to work well in most markets where consumers have a way of accessing them, however, a single, campaign may not work well across markets.

The major challenge faced in the implementation of the communication strategies is lack of enough finance to implement the communication strategies. The study's most valuable contribution to marketers is that it provides a comprehensive roadmap for planning and evaluating strategic communication and marketing campaigns to private universities.

5.2.1 The most effective communications strategies used in attracting students to enroll in private universities
The study established that print media (newspapers), televisions and radio were rated as the main effective channels of communication used by the university administrators to disseminate messages.
The majority of the students who responded mentioned radio as their source of information about the university, although would prefer to be informed through social media, the internet and radio respectively in future. The study also found out that universities have not optimized the usage of have of social networks to use as student recruitment tools.

The most effective recruiting practices and strategies employed by university administrators are visits to high schools in primary markets, hosting campus visits with prospective students, and offering merit-based scholarships. Presentations by college personnel for prospective students at high schools and on-campus visits at colleges are also practices that are considered strong inducements in choosing a university. The presence of friendliness, accessibility of faculty members, and attitude of administrative officials during the campus visit are highly valued. These are used regularly and are considered very effective strategies.

5.2.2 How communication strategies influence student enrollment in private universities.
Recognizing varying communications preferences among the university key stakeholders: students and parents whereas students tend to prefer to use social media while parents prefer print media, the universities should create a multi-channel communication plan leveraging both print and social media outreach to adhere to the preferences of all enrollment and retention stakeholders and ensure those stakeholders are exposed to consistent institutional messages.

Secondly, in an increasingly competitive higher education landscape, institutions must effectively articulate their differentiating factors — academics, campus life, student services and the like — to an eager audience of prospective students and their parents. Thirdly, because students trust their friends, they also trust their friends' recommendations. Consumers believe that the people they know and have an ongoing relationship with will have their best interest at heart, whereas marketers are often perceived as having a mere financial interest (Dichter, 1966).

5.2.3 Marketing channels used to persuade the prospective students to enroll in a private university.
The major channels of communications used widely to position the brands in the minds of consumers are advertising, direct marketing, sales promotion, sponsorships, endorsements, public relations, the Internet, and integrated brand communications.
Successful brands are built through creative repetition of themes in various types of media. Use of emotions in advertising that appeals to the hearts and minds of the people results in an emotional relationship with customers. The prospects of declining enrollments has prompted to adopt marketing practices used in business that centered around Phillip Kotler's emphasis on product, price, place, and promotion. Universities recruiting practices have became reliant on market principles for success and matured into providing more information and increased attention to the prospective student.

The study findings also indicate that the emergence of social media as a constituent channel of integrated marketing communications paradigm has also led to the need for an investigation into whether traditional techniques can be applied to this new practice (Pickton, 1999; Mangold & Faulds 2009). Modern web innovation and technological prowess has been well documented in recent years as being the catalyst for modern digital marketing techniques and approaches (Moran & Gossieaux 2010; Kim 2008; Riegner 2007; Ferguson 2008; Trusov et al. 2009).

5.3 Conclusion
It is crucial that private universities understand the expectations of students and translate them into activities that would attract and retain students. Competition among the available prospective students will increase and it will become even more critical for institutions to ensure students complete the programs that they start. The need to provide value for money to the students and to be responsive to their needs has necessitated universities in general and marketing units in particular to look beyond marketing paradigms and customer approach in the HE industry.

This study is in line with Gatfield and Graham (1999) and Athiyaman (1997), Nguyen & LeBlanc, (2001) who concluded that an institutions actual quality is often less important than its prestige, or reputation for quality, because it is the universities perceived excellence which, in fact, guides the decisions of prospective students and scholars to enrol with an institution. Declaring how their products are positioned against benchmarks and other ratings has already begun in many HEIs.
A university's public image and its customer satisfaction index are important aspects in enhancing student enrolment because satisfied and happy clientele speak well of the institution and influence others to enrol with the institution. The study established that apart from an institution's academic excellence, exhibitions and university image are key tools in increasing student enrolment.

5.4 Recommendations

The university administrators should move from focusing so much on advertising the newspapers and embrace technological advance that the university students identify with such as the social media like the facebook, my space, twitter which is popular among their target audience.

Most potential students are technologically literate-(Gen Y) and can access these tools on their mobile phones. Traditional methods of communication are too slow for this generation. Universities need to shift their culture from the print to the web in order to reach these students in the way they like to communicate.

Students trust their friends, and also trust their recommendations. Universities should encourage their key stakeholders students to assist (ambassadors) in marketing their institutions through word of mouth (WOM) and referrals. Word of mouth has come up in academic literature since the late 1960s with pioneering articles, written by Dichter (1966) and Arndt (1967) still popularly cited in research papers today.

Appropriate steps should be taken to boost motivation of the marketing and communication personnel in private universities. Only qualified, experienced and competent staff should be tasked with the responsibility of marketing and communication of the universities. Outsourcing is a viable option to any company because it takes away attention from dealing with other aspects of the business that have nothing to do with the core business functions of a company. Companies can therefore concentrate on aspects of business that they encircle their business objectives and this eventually improves their business functions (Kakabadse,N., & Kakabadse, 2003).
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### Appendix I: Student Enrolment in Public Universities

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<tbody>
<tr>
<td>Undergraduate</td>
<td>70,095</td>
<td>79,520</td>
<td>85,351</td>
<td>89,404</td>
<td>108,528</td>
<td>134,395</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6,892</td>
<td>6,677</td>
<td>6,789</td>
<td>6,920</td>
<td>7,054</td>
<td>8,735</td>
</tr>
<tr>
<td>Others i.e diploma etc</td>
<td>4,690</td>
<td>5,140</td>
<td>4,697</td>
<td>4,324</td>
<td>7,118</td>
<td>7,796</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81,677</td>
<td>91,337</td>
<td>97,107</td>
<td>100,648</td>
<td>122,700</td>
<td>150,926</td>
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</tbody>
</table>

Source: KNBS, 2011

### Appendix II: Student Enrolment in Private Universities

<table>
<thead>
<tr>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25,650</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,560</td>
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<tr>
<td>Others i.e diploma etc</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>28,210</td>
</tr>
</tbody>
</table>

Source CHE, 2011

### Appendix III: Private Accredited Universities Student Enrolment 2006/07 - 2010/11

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>USIU</td>
<td>7,158</td>
<td>4,590</td>
<td>3,579</td>
<td>3,407</td>
<td>3,402</td>
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<tr>
<td>Daystar University</td>
<td>5,915</td>
<td>3,793</td>
<td>4,103</td>
<td>3,906</td>
<td>3,891</td>
</tr>
<tr>
<td>Kenya Methodist University</td>
<td>3,783</td>
<td>2,426</td>
<td>2,309</td>
<td>1,469</td>
<td>2,163</td>
</tr>
<tr>
<td>Strathmore University</td>
<td>3,651</td>
<td>2,341</td>
<td>1,910</td>
<td>1,818</td>
<td>1,761</td>
</tr>
<tr>
<td>Catholic University</td>
<td>3,149</td>
<td>2,019</td>
<td>3,420</td>
<td>3,402</td>
<td>3,231</td>
</tr>
<tr>
<td>Baraton University</td>
<td>3,149</td>
<td>2,019</td>
<td>2,849</td>
<td>2,712</td>
<td>2,698</td>
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<tr>
<td>Nazarene University</td>
<td>2,004</td>
<td>1,285</td>
<td>1,543</td>
<td>1,469</td>
<td>1,454</td>
</tr>
<tr>
<td>Kabarak University</td>
<td>1,756</td>
<td>1,126</td>
<td>826</td>
<td>786</td>
<td>758</td>
</tr>
</tbody>
</table>

Source: KNBS 2011
Appendix IV: Questionnaire (for administrators)

Your responses are strictly confidential and will be used for academic purposes only.

SECTION A: BIO DATA OF THE RESPONDENT

1. Name…………………………………………………………………………………………………..(Optional)

2. Kindly indicate your gender.
   a) Male [ ]
   b) Female [ ]

3. Name of your University

4. How long has the university been in existence
   a) 2-5 year [ ]
   b) 6-9 years | )
   c) 10-13 years | j
   d) 14-17 year [ ]
   e) 18-21 I |
   f) More than 22 years [ ]

5. Age
   a) 20-30 yrs. [ ]
   b) 31-40 yrs. [ ]
   c) 40+ yrs. [ ]

6. Which department do you work in?
   a) Marketing [ ]
   b) Public Relations | J
   c) Faculty | ]
   d) Others, specify

7. How many years have you worked in this university:
   a) Less than 1 year[ J
   b) 2-5 year[ ]
   c) 6-10 years[ ]
   d) More than 10 years[ ]

SECTION B: COMMUNICATION STRATEGY

8. Does your university have a communication strategy?
   a) Yes( ]
   b) No | J
9. If yes, was a needs assessment done?
   a) Yes [ ]
   b) No [ ]

10. If no, please state why

11. If yes, who developed the communication strategy?
   a) CEO/ Vice chancellor [ ]
   b) PR/ Communications department! [ ]
   c) Marketing department
   d) Senior university staff
   e) Others (please specify)

12. How was it developed?
   a) In-house staff [ ]
   b) Using a PR agency/ consultant [ ]
   c) Using marketing agency/ consultant! [ ]
   d) Others (please specify)

13. Was there audience segmentation done to determine the development of the communication strategy?
   a) Yes [ ]
   b) No [ ]

14. If no please state why

15. If yes which audience segmentation was done?
   a) Undergraduate [ ]
   b) Postgraduate [ ]
   c) PhD [ ]
   d) Others (please state)

16. Geographically, who are your university's primary target audience? (Single or multiple choices).
   a) National [ ]
   b) Regional [ ]
   c) International [ ]
   d) Others (please state)

17. Up to what level of education are your target audiences?
   a) Undergraduate [ ]
   b) Postgraduate [ ]
   c) PhD [ ]
   d) All the above [ ]
   e) Others (please state)

18. Was the target audience considered while developing the communication strategy?
   a) Yes [ ]
   b) No [ ]

19. In your view, what is the MOST important issue(s) that would determine the effectiveness of the university communication strategies? (Single or multiple choices).
a) A positive attitude created towards the university brand or product
b) Enhance message recall by potential students and enrolled ones
c) University brand recognition by potential students
d) A distinct personality created for the university brand
e) Enhance belief in the university potential
f) Emotional appeal
g) Visible emphasis of the university academic relevance to potential students
h) To aid potential students identify the university

20. I low would you rate the effectiveness of your communication strategy?
   a) Very effective!
   b) Effective!
   c) Moderately effective!
   d) Less effective!
   e) Not Effective!
   0 Not sure

21. What have been the main positive and negative (if any) aspects in your experiences of implementing communication strategies?
   Positive
   Negative

22. Would you recommend the university communication strategies as a viable marketing communication tool?
   a) Yes
   b) No

SECTION C: CHANNELS OF COMMUNICATION

23. What are the channels of communication used by your university to disseminate your message? (Single or multiple choices)
   a) Face-to-face
   b) Radio
   c) Television
   d) Print media (newspaper)
   e) Internet
   0 Events such as open days/exhibitions/career weeks
   g) Social media
   i) University Magazines/newsletters
   j) Others (Please specify)

24. How is product placement positioned in your marketing communications strategy?
   a) As celebrity endorsement
   b) A form of entertainment
   c) Advertisements
   d) Direct marketing
   e) Public relations activities
25. How do you handle your strategic communication programmes?
   a) PR or marketing agents/ consultancy [ ]
   b) In-house[ ]

26. What do you consider as pros and cons of your answer above?

Advantages

Disadvantages

27. Do you integrate communication tools as your communication strategy?.
   a) Yes[ ]
   b) No[ ]

28. If yes above, which of the following communication tool are used to support your university communication strategy?
   a) Advertising[ ]
   b) Personal selling or Promotional events[ ]
   c) Publicity[ ]
   d) Direct sales! ]

29. How would you rate the effectiveness of your communication channels?
   a) Very effective[ ]
   b) Effective[ ]
   c) Moderately effective! |
   d) Less effective! |
   e) Not Effective! |
   0 Not sure [ ]

30. How do you get feedback from the target audience?
   a) Social media[ ]
   b) Radio[ ]
   c) Television! |
   d) Face-to-face| |
   e) Print media (Newspapers) [ ]
   0 Internet! |
   g) Events such as open days/exhibitions/career weeksf ]
   h) Others (specify)_

31. What is your view on the exposure your university receives from your communication strategies (what is considered a success / failure)?
   a) Aggressive!
   b) Amusing! 1
   c) Attention getting! |
   d) Brand is clearly presented( 
   e) Dynamic! |
   0 Efficient! ]
   g) Excellent! ]
   h) Ingenious! ]
   i) Original! 1
   j) Not sure[ ]
32. Have you implemented any tie-in promotions (or other co-operative **promotions** with television channels, newspaper etc.) in connection with as communication strategy?
   a) Yes [  ]
   b) No [  ]

33. Please explain your answer

34. How do you regard the media industry such as television channels, newspaper etc. as a tie-ins promotional channel for your university?
   a) Highly regarded! ]
   b) Regarded! ]
   c) Moderately regarded[  ]
   d) Less regarded! ]
   e) Not regarded! ]

35. Has there been any integration of sponsorship of events for strategic **communication** in your university? E.g. sponsoring event production with providing certain services and then **receiving** screen time, or advertising space for compensation?
   a) Yes f 1
   b) No[ J

36. How often is monetary compensation used in communication strategy implementation deals?
   a) Very often[  ]
   b) Less often) |
   c) Occassionallyf J
   d) Rarely[  ]
   e) Always! ]

**SECTION C: COMMUNICATION OBJECTIVE**

37. Did you identify the communication strategy objectives/ goals?
   a) Yes
   b) No

38. If yes, what did the objective seek to achieve? (Single or multiple choices) (Single or multiple choices)
   j) To create a positive attitude towards the university brand or product) ]
   k) To enhance message recall by potential students and enrolled ones[  ]
   l) To aid potential students in brand recognitiof ]
   m) To create a distinct personality for the university brand) |
   n) To emphasis academic relevance of the university to potential students[  |
   o) To create emotional appeal in the university brand among the potential students!  ]
   p) Provide direct relevance to and identification with the viewer's lifef ]
   q) To create a distinct personality for university brand! ]
   r) To enhance believable and emotiorial appeal to the audience[  ]
39. In your view, how would you rate the achievement of the planned objectives this year?
   a) Highly satisfactory [  ]
   b) Moderately [  ]
   c) Satisfactory [  ]
   d) Not satisfactory [  ]

40. What evidence would give for the attribute you gave above on achievement of the objectives? (Single or multiple choices).
   a) Increase in students' enrollment [  ]
   b) High academic performance [  ]
   c) Achievement of the university Alumni [  ]
   d) Modern infrastructure and facilities [  ]
   e) Diversity of academic courses [  ]
Appendix V: Questionnaire for students

Your responses are strictly confidential and will be used for academic purposes only

SECTION A: BIO DATA OF THE RESPONDENT

1. Name

2. Kindly indicate your gender?
   a) Male [ ]
   b) Female [ ]

3. Age
   a) 20-30 yrs. [ ]
   b) 31-40 yrs. [ ]
   c) 40+ yrs. [ ]

4. Which university are you currently studying in?

5. What level of course are you pursuing?
   a) Undergraduate
   b) Masters
   c) PhD
   d) Others (please specify)

6. What is your year of study?
   a) 1st yr. [ ]
   b) 2nd yr. [ ]
   c) 3rd yr. [ ]
   d) Final year [ ]

7. What is the course you are undertaking in your university of choice?
   a) Business [ ]
   b) Sciences [ ]
   c) Law [ ]

8. Other (Please specify)

SECTION B: COMMUNICATION STRATEGY

9. How did you get to know about your university?
   a) TV advert
   b) Radio
   c) Bill board
   d) Print Media (pamphlets, newspapers etc.)
   e) Internet
   f) Social media
   g) Others (Please specify)
10. How did you learn about the course?
   a) TV advert
   b) Radio
   c) Bill board
   d) Print Media( pamphlets, newspapers etc.)
   e) Internet
   f) Social media
   g) Others( Please specify)

11. How would you prefer to get such information in future
   a) TV advert
   b) Radio
   c) Bill board
   d) Print Media( pamphlets, newspapers etc.)
   e) Internet
   f) Social media
   g) Others( Please specify)

12. What attracted you to the university?
   a) High academic performance!
   b) Achievement of the university Alumni!
   c) Modern infrastructure and facilities
   d) Diversity of academic courses!
   e) Quality of academic programmes!
   e) Publicity!
   g) Advertisements!
   g) Celebrity endorsement

13. According to you which of the following should your university focus on?
   a) Enhance and maintain good reputation!
   b) Create awareness of products and services!
   c) Increase student intake!
   d) Quality of academic programmes!
   e) Infrastructure!

14. How would you rate the following university communication strategies used?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Highly balanced</th>
<th>Very satisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Very unsatisfactory</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
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<td>Direct marketing</td>
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<td>Public relations</td>
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</tbody>
</table>
15. Which communication challenges do you think the university is facing?

16. In your view how can the challenges above be solved?

17. Have you ever had problems with the university management in regard to communication?
   a) Yes[ ]
   b) No[ ]

18. If yes, briefly state the problem

19. How long did the management take to solve the communication problem?
   a) A few hours[ ]
   b) 1 day[ ]
   c) 2 days[ ]
   d) A week[ ]
   e) More than a week[ ]

20. Who addressed the problem?
   a) CEO[ ]
   b) PR department[ ]
   c) Senior administration staff[ ]
   d) Other(Please state)

21. The university handles its communication efficiently
   a) Strongly agree[ ]
   b) Agree[ ]
   c) Disagree[ ]
   d) Strongly disagree[ ]

22. How can the university improve on its communication process?
   a) TV advert
   b) Radio
   c) Billboard
   d) Print Media( pamphlets, newspapers etc.)
   e) Internet
   f) Social media

SECTION C: QUALITY OF SERVICE

23. Do you like the services offered at the university?
   a) Yes[ ]
   b) No[ ]

24. Please explain you answer

25. What has been the greatest achievement of your university?