

**THE INFLUENCE OF THE MARKETING MIX ON CONSUMER CHOICE
OF HOLIDAY CAMPS IN NAIROBI, KENYA**

BY

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DECLARATION

CANDIDATE

The research project is my original work and has not been presented in any other institution for the award of any academic certificate.

Sign.....

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The research project has been submitted for examination with my approval as the university supervisor.

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I wish to thank the Almighty God for the energy, health and sound mind in tackling this project.

DEDICATION

To my loving husband Charles Kuria Nguhiu, my cheerleader, my support, my friend.

To my parents, for believing in me.

To my children, this is to encourage you to go above and beyond your dreams.

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
DEDICATION.....	iv
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
ABSTRACT.....	ix

CHAPTER ONE INTRODUCTION

1.1 Background	1
1.1.1 Marketing Mix.....	3
1.1.2 Consumer Choice.....	4
1.1.3 Holiday Camps Programs in Nairobi.....	6
1.2 Problem Statement.....	6
1.3 Objective of the Study	8
1.4 Value of the Study	8

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction.....	10
2.2 Theoretical Foundation of the Study	10
2.2.1 Rational Choice Theory	10
2.2.2 Resource Based Theory.....	11
2.2.3 Innovation Theory.....	12
2.3 The Marketing Concept	12
2.3.1 Elements of the Traditional Marketing Mix.....	13
2.3.2 The Extended Marketing Mix	15
2.3.3 Marketing Strategy and Service Marketing	16

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction.....	18
3.2 Research Design.....	18
3.3 Target Population	19
3.4 Sampling Procedure.....	19
3.5 Data Collection.....	20
3.6 Data Analysis	20

CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction.....	21
4.2 Frequency of Attending Holiday Camps	21

4.3 How Interest of Attending Holiday Camps Developed and Period Involved in Holiday Camp Business.....	22
4.4. Reasons for Starting a Holiday Camp	23
4.5 About Camp Consumers	24
4.5.1 Distribution by Age and Gender	24
4.5.2 Recognisable Characteristics of Camp Consumers.....	25
4.5.3 Groups Promotions and Marketing of Holiday Camps Targeted.....	26
4.6 About Consumer Behaviour.....	27
4.6.1 Holiday Camp Activities	27
4.6.2 Principle Motivation for Attending Holiday Camps	28
4.6.3 How Consumers Behave During Camping Period.....	30
4.6.4 Cultural Factors Affecting the Marketing and Sales of Holiday Camps....	31
4.6.5 Additional Services Offered to Regular Clients	32
4.7 Marketing and Sales Channels	32
4.8 Co-operation with Other Companies.....	33
4.9 Internet as a Good Sales Channel for Holiday Camps	34
4.10 Pricing of a Holiday Camp.....	35
4.11 Discussion	35
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.1 Introduction.....	37
5.2 Summary	37
5.3 Conclusion	38
5.4 Recommendations	39
References.....	41
Appendix I: Interview Questions for the Managers.....	44
Appendix II: Interview Questions for Holiday Camp Consumers	47
Appendix III: List Of Holiday Camp Providers	50

LIST OF TABLES

Table 4.1 Distribution of Consumers By Age And Gender.....	25
Table 4.2: Holiday Camp Activities.....	28
Table 4.3: Principle Motivation For Attending Holiday Camps.....	30

LIST OF FIGURES

Figure 4.1: Frequency of Attending Holiday camps	22
Figure 4.2: How Interest Of Attending Holiday Camps Developed	22
Figure 4.3: Period Involved In The Holiday Camp Business	23
Figure 4.4 Camp Consumers Have Recognisable Characteristics	26
Figure 4.5 Groups Promotions And Marketing Of Holiday Camps Targeted.....	27
Figure 4.6 Consumers Behaviour During Camping Period.....	31
Figure 4.7 Cultural Factors Affecting Marketing And Sales Of Holiday Camps.....	31
Figure 4.8 Additional Services To Regular Clients	32
Figure 4.9 Marketing And Sales Of Holiday Camps	33
Figure 4.10 Co-operation With Other Companies	34
Figure 4.11 Internet As A Good Sales Channel For Holiday Camps.....	34

ABSTRACT

Competitiveness in the holiday camp industry is forcing these firms to better understand their consumers' choices and meet them in an innovative manner. The objective of the study is to determine the influence of the marketing mix on consumer choice of holiday camps in Nairobi. A descriptive research design involved getting data from holiday camp managers, parents and students. A quantitative research approach used structured questionnaires to collect primary data. The target population was 70 holiday camp programs in Nairobi, Kenya, who yielded an 85% response rate. Results indicated that holiday camp attendance had over 50% of the respondents having attended the camps more than once. Awareness was raised mostly through radio (63%), and majority of the holiday camps (52%) had been in business for over 8 years. Camp participants were mostly females aged 9 – 12 years. Most of the holiday camps (25%) offered mathematics tuition and the principle motivation of attending holiday camps was to nurture independence with 80% of camp attendees being very active during sessions. According to 50% of participants, religious beliefs highly affected the sales, and regular clients (70%) benefited from special rates. The most effective marketing channel was Word of Mouth at 27%. Churches are key partners in the holiday camp programs, while Internet is the best sales channel. The quality of a holiday camp facility and its curriculum are key pricing determinants. In conclusion, the marketing mix influences consumer choice of holiday camps in Nairobi, but the immediate challenge facing holiday camps is how to meet the interests of different groups and society (staff, alumni, parents and government). Holiday camps can build a synergistic approach with the higher education sector that would ensure a continuous enrolment into holiday camps.

CHAPTER ONE

INTRODUCTION

1.1 Background

Marketing mix is a combination of controllable elements of a products market plan commonly termed as 4Ps: product, price, place and promotion. The elements are adjusted until the right combination is found that serves the needs of the product's customers while generating optimum income. Marketing mix is defined as 'putting the right product in the right place, at the right place, at the right time (Kotler et al. 1999).' The use of a marketing mix is an excellent way to help ensure that 'putting the right product in the right place,...' will happen. The marketing mix is a crucial tool to help understand what the product or service can offer and how to plan for a successful product offering.

Consumer behaviour is the study of how individual customers, groups or organizations select, buy, use, and dispose ideas, goods, and services to satisfy their needs and wants. It refers to the actions of the consumers in the marketplace and the underlying motives for those actions. The study of consumer behaviour assumes that the consumers are actors in the marketplace. The perspective of role theory assumes that consumers play various roles in the marketplace (Sabine, 2012).

The idea of holiday camps also referred to as summer/educational camps has been in existence for over a century. For approximately a century and a half, school-aged children in the United States have been attending holiday camps. Since the first organized American camp was founded in 1861 (Smith, 2002), holiday camps have evolved into a plethora of experiences for students (who are primarily the consumer)

with diverse interests and needs. According to CampLog (2005), the American Camp Association (ACA) reports that there are over 12,000 camps in America, and the latest data suggest more than 7,000,000 students, between the ages of 6 and 16, attend each year (Smith, 2005).

In 1928 for example, music educators Joseph Maddy and Thaddeus Giddings founded the National High School Orchestra Camp, possibly the earliest music camp in the United States. The inaugural eight-week camp (Hash, 2009), which in 1962 became the Interlochen Arts Academy (Birge, 1966), hosted 115 students and 20 faculty from across America. Since that time, the number of American music camps has burgeoned. In fact, Kelly and Juchniewicz (2009) suggest that there are currently hundreds of music camps in the United States, with thousands of students enrolling.

The abundance of holiday camps offered, coupled with the large attendance numbers, would seem to indicate that both educators and students value the activity. However, although several articles concerning holiday camps have been published in practitioner journals (e.g., Brandt, 1989; Ponick, Harlow, Horman, & Machover, 1997; Taylor, 2005), there appears to be a dearth of research studies. To date, an extensive review of the literature reveals only three research-based examinations related to possible student motivation for attending these camps (Dilley, 1982; Hampton, 2008; Kelly & Juchniewicz, 2009). One investigation attempted to ascertain the effect of holiday camp attendance on various aspects of student performance. Dilley (1982) sought to determine if enrolment in holiday camp would impact selected aspects of high school band members' musical competence. Results suggested that participation in a one-week summer band camp did not have a significant impact on sight-reading

ability or the capacity to perceive elements of expressive performance. However, Dilley stated that attendance may have increased individual confidence in performance ability and engendered more positive attitudes toward music and music making. Studies by Hampton (2008) and Kelly and Juchniewicz (2009) examined consumers' views regarding various aspects of holiday camps. Hampton (2008) attempted to ascertain information concerning the camp's influence on participants' college choice. Results indicated that perception about the quality (i.e., reputation, challenging but professional teaching interactions) of participating faculty members was the most important factor affecting college choice, followed closely by opinions regarding strong academic programs across the university.

Kelly and Juchniewicz (2009) further investigated particular objectives of academic performance and social goals, for middle and high school students, wished to accomplish through attendance at a holiday camp. The researchers determined that improvement in academic performance goals were significantly more important than were their social objectives. Specifically, data showed that participants aimed to develop and enhance their skills through participation in what they perceived to be academic experiences of the highest merit. Further, grade level, sex, and previous holiday camp attendance had no effect on students' goals.

1.1.1 Marketing Mix

Marketing over the last two decades has made significant progress in terms of segmentation, positioning and targeting of the product. In this progress is included the core aspect of consumer behaviour (Kotler et al. 1999). The study of such behaviour is a necessity for any company in any business; providing insight into the analysis of

consumer behaviour when choosing holiday camps. In creating a product and an advertising campaign, it is essential to consider the target market. It is crucial to know the habits of the consumer, their needs when purchasing a specific product and what the benefits of such a purchase are. Therefore it is vital to understand how to attract consumers' attention and get a complete picture of the situation (Kotler et al. 1999).

During research marketers need to identify the consumer in order to know with certainty what kind of products to offer. The buyer is exposed to stimuli that are also known as the marketing mix and can be identified with the four P's: product, price, place and promotion (Blythe, 2008). The first thing to take into account about the marketing mix is the product. Basically the product is anything tangible or not, may be a service, a physical good, a place, a product is anything that satisfies a need (Blythe, 2008). The price is the amount of money the consumer pays for the product or service. The price in our modern market should be competitive, this means that it should not be so high but there are exceptions (Blythe, 2008). The place is the location where consumers purchase the product and where they can receive support, it is also called distribution channel (Blythe, 2008).

1.1.2 Consumer Choice

Consumer choice is a concept that analyses how consumers maximize the desirability of their consumption as measured by their preferences subject to limitations on their expenditures, by maximizing utility subject to a consumer budget constraint (Berliant & Raa, 1988).

The process of consumer choice is influenced by other aspects related to the customer in a more closely way, these are: cultural, social, personal and psychological. The culture in which the consumer lives and grows is the starting point from where the needs arise and will also shape the behaviour. It is also necessary to take into account demographic factors such as sub-cultures and groups of people. The marketer must be able to identify changes in the consumer culture to keep updated on new needs and behaviours. With regard to social factors, they can be referred to as social groups to which the consumer belongs; an important social group is the family of the consumer (Kotler et al. 1999). In this environment is outlined the DNA of the potential buyer. Other social factors are the role and status held by the consumer in the society, in fact when purchasing a product, a consumer is often influenced by the groups he belongs to. With regard to personal factors it is indispensable to consider characteristics such as age, job, economic circumstances, life-style and the personality of the buyer. Finally, marketers must identify the psychological reason for this purchase, the marketer asks why consumers should buy a particular product and of course you ask why he should buy his own (Kotler et al. 1999).

In respect to holiday camps, consumer choices may be influenced by their life-styles and the students' need to improve academic performance. The consumer buying process can be analysed by following five stages which are: problem/need recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour. Consumer choice of a product is also influenced by product brand, consumers' perception of a product may tell their loyalty to a particular brand; consumers are therefore more likely to identify with known brands (Odin et al 2001), in relation to holiday camps, the brand of the camp will make consumers choose it

over the others. Holiday camps will therefore work on attracting new consumers than retaining them. Holiday camps therefore work to ensure stable brand reputation (Browne, 1999).

1.1.3 Holiday Camps Programs in Nairobi

Holiday camps have been developed for students with wide-ranging interests and needs. Examples include outdoor adventure camps, arts and music camps, sports camps, summer school, summer reading programs, high school transition programs, college preparatory programs, apprenticeships, and paid internship programs. Program formats range from a one-week course, to a two-week overnight camp, to a holiday-long day camp. Typically, holiday camps are about four to six weeks in duration and may be held at schools, places of worship, cultural centers, and youth-focused non-profit organizations.

1.2 Problem Statement

There is a widely held view that education especially for the poor helps in breaking the vicious cycle of poverty. It is believed that it boosts the employability of individuals. However, education alone seems not to be enough, performance is a key factor in education; students who perform better have more chances of future quality life as compared to the rest. Against this backdrop, parents do everything within their means to ensure that their children's performance is improved. One way of ensuring this is by enrolling their children to holiday camps.

A review of literature provides evidence that holiday are effective tools for keeping summer learning loss at bay and improving children's performance (Howes, 1986

cited in Moffat, 2004). Moreover, there is some evidence to suggest that children who participate in these summer programs maintain or improve their reading regardless of age, gender or socio-economic status (Moffat, 2004). Although summer camps have a rich history, few have undergone rigorous evaluation and even fewer are designed to support the needs of economically disadvantaged youth (Dolman, 2004). This is partially because many parents with limited resources cannot afford to send their children due to the cost of tuition.

There remain many questions to be answered about holiday camp attendance. Because these camps are in many ways a joint endeavour among students, educators, and host institutions, it seems important to gather data that might prove informative for all involved. While there is a significant amount of local research on the elements of marketing mix as they affect consumer choice, none seems to have covered consumer choice of a particular camp.

Ofwona, (2007) researched on factors which determine individual consumer choice of mobile telephone service providers in Nairobi city. He concluded that brand names assure customers that they will receive the quality that products claim to deliver. On the other hand, consumers may also be willing to pay a premium for the guarantee of performance implicit in the brand name of the products.

Gichuki (2009), undertook a research on the influence of service quality on consumer preference in petroleum retailing in Thika. He discovered that the interpersonal relationship between the salesperson and the customer can have a substantial impact

on important relational outcomes for the selling firm, because it fosters customer satisfaction, commitment and trust in the supplier, as well as repurchase intentions.

As evidenced from these studies, none seems to have researched on consumer choice of a holiday camp. This study seeks to fill this gap by examining how the marketing mix influence consumer choice of holiday camp. The above stated studies did not focus on the students' opinions, viewpoints, or feelings related to the factors that influence a student's decision to attend and/or return to a particular holiday camp. This study equally endeavours to address this gap by putting the attendees of holiday camps at the centre stage so as to consider their views. To meet this goal, the study will be guided by answering what the marketing mix influence consumer choice of a holiday camp.

1.3 Objective of the Study

To determine the influence of the marketing mix on consumer choice of holiday camps in Nairobi

1.4 Value of the Study

This research will assist of holiday camp managers to formulate policies and identify the ideal marketing mix variables that will attract consumers to their premises.

To the industry players, this research will provide invaluable information for formulating effective marketing strategies to counter the competitive challenges arising from the dynamic nature of the business landscape.

To the scholars, this research will form a basis from which further research on the subject of various consumer choices can be undertaken. This study will act as a source

of reference material for related topics. It will also highlight important relationships that may require further research on marketing mix theory and how it influences consumer choice.

The study further aims at contributing to theories already put down on marketing mix and the traditional methods to consumer choice; holiday camps have successfully applied modern theories to manage their operations, unfortunately, low attendance remains the largest threat facing most holiday camps; the practical application of the marketing mix model to effectively manage operations will positively enhance the consumer choice of particular camps. The research findings are expected to contribute to a better understanding of consumer choice management strategies, which would enable the formulation of focused intervention strategies and coordinate efforts aimed at enhancing consumer choice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviewed on the application of the marketing mix in enhancing consumer choice of holiday camps. The first section gives the theoretical foundations of the study. The second section discusses the holiday camp concept and marketing mix concept.

2.2 Theoretical Foundation of the Study

2.2.1 Rational Choice Theory

Rational choice theory (also referred to in this paper as traditional or standard consumer theory) postulates that consumers rank preferences over all goods, make consumption choices based on these rankings, and do so such that their utility is maximised. Rational choice theory will be used for the study to identify individual and group behaviors related to a series of choices (Hechter & Kanazawa, 1997; Dunleavy, 1991).

It is further assumed that individuals rationally pursue their self-interest subject to all economics constraints (such as time, income and capital). Rational choice theory is both normative and positive. That is, it seeks to describe how people do behave, and also how they ought to behave. Following this theory, and under certain conditions, regulation will impact on consumer behaviour when it: relaxes the consumer's budget constraint; alters relative prices of goods and/or services; and/or influences a consumer's preferences (such as through information disclosure or altering risk

appetite). Key to this study are customer decisions linked to registering for recreation programs based on educational gains in addition to personal, social, and self-esteem improvements for the participant. Examples of this type of regulation include: financial (dis)incentives; banning or limiting choices; and/or requiring the disclosure of certain information.

2.2.2 Resource Based Theory

The resource-based view of the firm (Barney 1991; Rumelt 1984; Wernerfelt 1984 as cited in Varadarajan, R. P. & Satish, J. 1999) attempts to explain superior firm/business performance in terms of firm-specific skills and resources that are rare, valuable, non-imitable, and characterized by absence of equivalent substitutes.

Porter (1998), discusses the concept of 'resource-based marketing', where both requirements of the market and the organisation's ability to serve it are taken into consideration, while the goal is a long-term fit between these two. It is, however, important to keep in mind that market requirements are always changing and that the organisation's resources should be developed in order to stay competitive. This theory is considered to be a balanced strategy between meeting the market requirements and exploiting the organisation's capabilities to serve the market.

Resource based marketing takes into account the competitive situation, the full range of assets, skills and competencies of an organisation and aims to exploit the organisation's role within the supply chain. The differential advantages include consumer relationships, supply management and product development, which are the core capabilities of a resource based theory (Doole & Lowe, 2005). While considering other marketing approaches, one that is worth mentioning is networking, which

involves broader communication with external organisations. Networking has become increasingly important as organisations that want to grow use their contacts through partnerships and equity involvement in organisations, which exploit opportunities, which are not achieved through their directly owned assets (Doole & Lowe, 2005).

2.2.3 Innovation Theory

Innovation and R&D is the process of "creative destruction". Innovation changes the nature of competitive advantage in the market, rather than as a condition leading to equilibrium. This argument is supported by the "Austrian" school of strategy (Jacobson, 1992), which suggests that the business environment is inherently dynamic and therefore characterized by uncertainty and disequilibrium. The Austrian school views profits in such an environment as a consequence of discovery and innovation.

Such discovery and innovation do not necessarily mean drastic changes of a discontinuous (Schumpeterian) nature alone. Rather, they span a continuum encompassing innovations with the potential to provide the firm with a differential advantage over its competitors (Jacobson, 1992) such as reformulation of a product, developing new processes for manufacturing a present product, and developing new channels of distribution.

2.3The Marketing Concept

Marketing plays a big role in society and affects our everyday life. There are varied views of marketing. For some it is sales, promotions, commercials, advertisements, etc., while others associate it with the manipulating process which makes people buy products, "whether they need them or not" (Ledoux,1995). American Marketing

Association define marketing simply as “the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create, exchange, and satisfy individual and organizational objectives” (American Marketing Association, 1985).

Similarly Grönroos (1989) expresses his opinion about the core of marketing for both services and industrial business. In his view the most important matter of marketing is creating, developing and strengthening customer relations which will be commercialized at a profit and both individual and organizational objectives will be met. In human service industry, marketing is seen as a tool that makes an organization satisfy customers’ wants and interests and not the other way around (Boehm, 2003). Firms should characterize their product not by what they produce but by the way they offer their products in order to delight their customers. Therefore the marketing concept stresses the importance of the customer for business (Pride & Ferrell, 2012).

2.3.1 Elements of the Traditional Marketing Mix

According to Kotler (2005) marketing mix is the set of controllable tactical marketing tools-product, price, place and promotion-that the firm blends to produce the response it wants in the target market. The marketing mix consists of everything the firm can do to influence the demand for its product. Waterschoot & Christophe, (1992) define the marketing mix as a ‘mixture of elements useful in pursuing a certain market response’. These components commonly known as the four Ps (product, price, place, and promotion) properly combined together will contribute for the prosperity of a company or business (Doyle, 1991).

Kotler (2005) defines a product as something or anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need.

The other element in the marketing mix is the pricing elements. Price is the amount of money charged for a product or service, or the sum of the values that consumers exchange for the benefits of having or using the product or service. In any market, price plays a central role in the exchange process. Besides that, price also may thus be a very important initial signal of what quality to expect (Randall, 2001). Another potential interface between reactance theory and consumer behavior is that of consumer reaction to product price (Clee & Wickland, 1980).

Every manufacturer needs to distribute its product to customers. Therefore they need intermediaries and we call it as a supply chain. They may be one or more levels between the manufacturer and customer. Randall (2001) explains that the economic reason for the existence of intermediaries is that it is more efficient. A distribution channel, according to Kotler (2005) is a set of interdependent in the process of making a product or service available for use or consumption by the consumer or business user.

Kotler (2005) further defines promotion as the activities that communicate the merits of the product and persuade target customers to buy it. Today's consumer faces richer information environments than ever before. Whether it is the 13,798 mutual funds Quicken website or the 1,057 PDAs on Amazon's website, it is clear that today's

consumers have many choices (Lurie, 2004). Promotion is a marketing tool that gives information to customer about their product offered in the market.

The marketing mix approach has however, attracted some criticism with some scholars considering it as incomplete, and thus, unable to explain and meet consumers' wants (Gummerson, 1994). Echoing the criticism, Lauterborn (1990) presents the idea of the four Cs (customer solution, convenience, communication, and costs). He claims that a successful marketing mix is the one that brings to the customer's attention a product, which is of the best price and which product can solve the customer's problems. That is also a product that integrates and communicates benefits and gives an opportunity to be purchased in the most convenient way.

Further, Shostack (1997) opines that the traditional marketing and management theories are not completely relevant for the characteristics of services. Constantinides (2006) adds that the growing pressure on marketers to better identify and satisfy constantly changing customer and industry needs, the increasing importance of services and the need to build-up long-lasting relationships with the client is a factor for the limitation of the 4P framework as a marketing management tool.

2.3.2 The Extended Marketing Mix

The extended marketing mix was created in the late 70's which saw the upgrading of the traditional 4 P's of the marketing mix by adding 3 new elements; People, Process and Physical evidence. This allowed the inclusion of products that were services and not just physical things (Booms & Bitner, 1981). According to Booms & Bitner (1981), all companies are reliant on the people who run them. Hiring the right people is

crucial because they are as much a part of your business offering as the products/services you offer.

The delivery of your service is usually done with the customer present so how the service is delivered is once again part of what the consumer is paying for. Almost all services include some physical elements even if the bulk of what the consumer is paying for is intangible. Even if the product is not physically available, they are still receiving a “physical product”. The extended marketing mix allows companies to include changes like social media updates on accessibility of products in a constantly changing business environment.

2.3.3 Marketing Strategy and Service Marketing

A well developed marketing strategy is the key in applying an appropriate marketing mix for a company. The proper initial segmentation and market positioning and therefore the selection of the right target group, allows a company to be competitive (Varadarajan, 2010).

Brooksbank (1994) suggests that for applying the positioning plan of a company, managers have to focus on appropriate marketing mix to attract the target customers better than its competitors. Marketing strategy while applying company’s resources plays an important role in the relations between the firm and its customers as well as between the firm and its rivals and other stakeholders. The strategy applies company’s resources and tactics the best, in order to achieve its marketing goals (Pride and Ferrell, 2012). The only way the strategy to be successful is when it is absolutely

focused towards the customer's needs, behaviour, perceptions, preferences and satisfaction (Wind & Robertson, 1983).

The level of marketing activities in the service businesses is a topic that has been discussed in the marketing literature for quite a long time. Scholars identify difference between tangibles and intangibles emphasizing the characteristic of services marketing (Branton, 1969; Wilson, 1972). Kotler (2005) defines services as, "Any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product".

One of the important aspects which differentiate the services marketing from marketing of physical products is the human element, often added as new component in the services marketing mix (Grove et al. 2000). The human component emphasizes the special nature of service marketing (Constantinides, 2006). Holiday camps as service-oriented businesses can use marketing in many ways to enhance customers' experience. They can offer incentives like discounted entries, free return visits, and season tickets and children's clubs to entice the consumer into repeat visits.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a general approach towards studying a research topic. This chapter, therefore, outlines how the research was carried out. The chapter also describes the research design and explains the research instruments that were used in the study, the type and source of data and how the data was analyzed.

3.2 Research Design

Orodho (2002) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The research design used in the study is the descriptive survey. Descriptive design attempts to describe what was or what is in a social system such as a school according to (Mwiria&Wamahiu, 1995). The choice of this design is dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. The researcher aimed at collecting information from the respondents on the influence of the marketing mix on choice of holiday camps. The study therefore employed quantitative research methods.

3.3 Target Population

According to Mugenda and Mugenda (1999) target population is an entire group of individuals, events or objects having common characteristics. It is the sum of all that conforms to a given specification and from which a sample is taken. The target population of this study was private holiday camps in Nairobi. The nature of the accessible population depends on the time and resources of the researcher (Yount, 2006). According to Morrison et al (2008), “if the target population is well defined, and the desirable situation where the sample population matches the target population is achieved, then the statistical inference is valid.”

The units of analysis in this study also shared common characteristics viz. they only operate during school holidays, and they only offered academic related teachings. This satisfies the ‘desirable situation’ put forward by Morrison et al (2008). Given the target population of ‘holiday camps in Kenya’, the accessible population was ‘holiday camps in Nairobi’.

3.4 Sampling Procedure

A sample size of 70 holiday camps was drawn from Nairobi county. A list of holiday camp providers with a total population of 81 was used to construct a sampling frame. To obtain a representative sample, each camp was assigned a number and then sampled through the simple random sampling method. This was done by writing down the name of each camp on a piece of paper. The pieces of papers were then folded, mixed in a container and one person asked to pick at random. From each of the selected camps, the camp manager and a camp attendee were chosen. The camp attendee was selected from the holiday camp attendance register, subject to their availability.

3.5 Data Collection

For the data collection, a semi-structured questionnaire was constructed. It was completed by grouping the important topics under main headings, and then sub-developing those themes to few questions under each main heading. The questions were directly linked to the areas of this study. The questionnaires were self-administered to camp managers and staff who were present at the camp stations during the visit. The respondents were targeted since they were thought to have reliable information that the study sought; and Nairobi was selected due to its accessibility.

3.6 Data Analysis

Data was first edited to rectify items with wrong responses and correct spelling mistakes in the responses. Information was then categorized into topics. Responses were coded, tabulated and processed by computer through the Statistical Package for Social Science (SPSS) version 18 software. Frequency distribution and percentages were used to analyze the demographic data. Research questions were analyzed using descriptive statistics. Tables and graphs were constructed to indicate responses for each item used.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

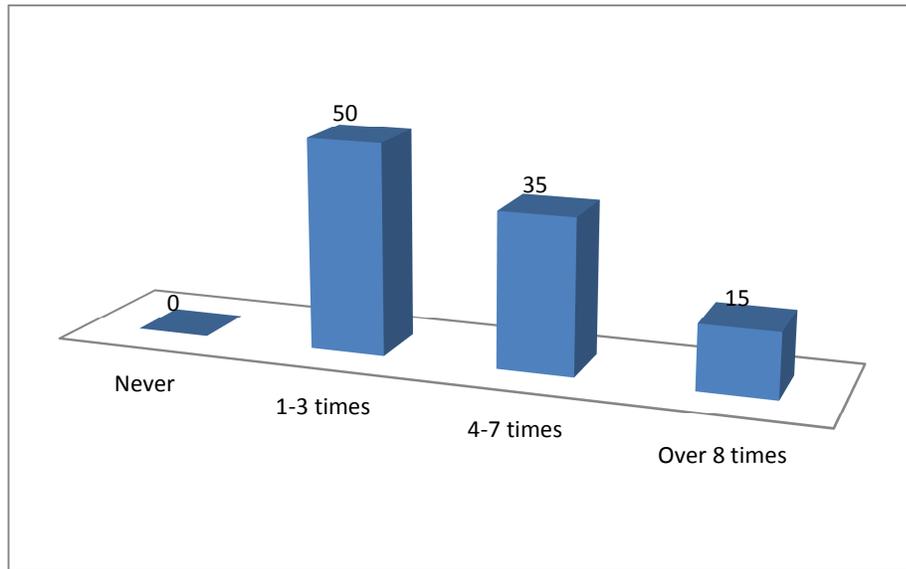
4.1 Introduction

This chapter presents the results and findings of the study. Data gathered was both qualitative and quantitative in nature. Data analysis was done using SPSS and is presented using frequency and percentage tables and graphs. Data was gathered using questionnaires targeted at a sample size of 70 respondents. Out of the targeted sample size, a response was required from both camp manager and camp attendee resulting in 60 holiday camps fulfilling this requirement, thus achieving a response rate of 85%. Seven of the remaining camps had either a camp manager response or a camp attendee response. Three holiday camps recorded no response.

4.2 Frequency of Attending Holiday Camps

The study sought to establish frequencies of consumers attending holiday camps, the study revealed that majority (50%) of the respondents have attended the camps between one and three times as shown in Figure 4.1. Thirty five percent had attended the camps 4-7 times. Fifteen percent had attended holiday camps over eight times.

Figure 4.1: Frequency of Attending Holiday camps



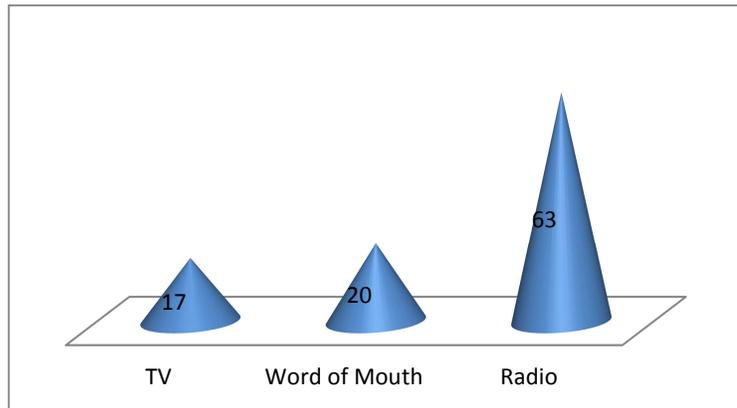
Source: Researcher (2015)

4.3 How Interest of Attending Holiday Camps Developed and Period Involved in Holiday Camp Business

The study sought to establish how the children developed interest in attending holiday camps, the study revealed that 63% of the respondents learnt about the camps over the radio, 20% got interest from word of mouth from friends, 17% indicated that they got interests after they saw adverts from televisions as shown in Figure 4.2.

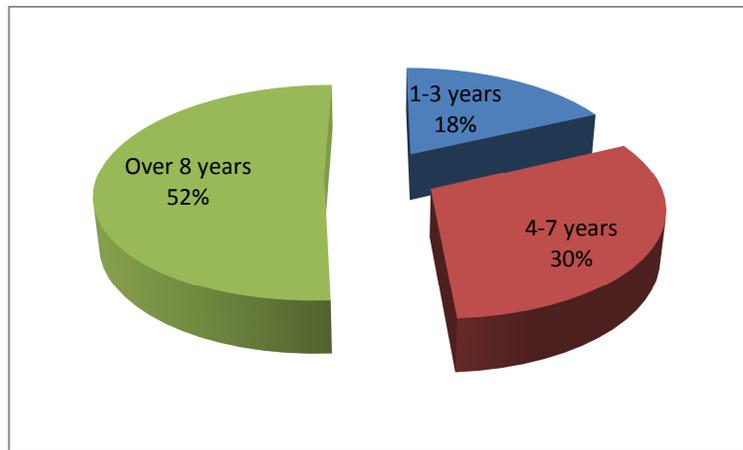
Most camps (52%) have been in the holiday camp business for over 8 years, 30% have been in the business for 4 to 8 years, while 18% have been in this business for 1 to 3 years as shown in Figure 4.3.

Figure 4.2: How Interest of Attending Holiday Camps Developed



Source: Researcher (2015)

Figure 4.3: Period Involved In the Holiday Camp Business



Source: Researcher (2015)

4.4. Reasons for Starting a Holiday Camp

The study sought to establish some of the factors that might have contributed to the start of the holiday camps by the proprietors. Varied reasons emerged, in an interview with one proprietor, she said *“I created this in 2006 and ran until 2008. It is a program that focused on giving children the opportunity to choose what they did*

during the day -- even nothing -- and guiding them through creative art and science projects. Our projects varied from taking machines apart to making video games, and our aim was to provide children with opportunities that would ignite and continue to sustain their curiosity.”

In another interview, the respondent said “When I first started looking into morning day camps as a way to break up the summer for my daughter, I nearly gagged at the cost. So my friend Njoki and I came up with a better idea: We'd recruit other parents and create our own. Our plan was for each parent to host for one day. Then our kids would spend the rest of the week rotating to the other parents' homes. The best part? It would be practically free. Three years and six " Teen touch ESM " later, my daughter still loves our creation better than any of the traditional camps she's attended. At sessions hosted by fellow moms (and one dad!), she got a tour of a real fire truck, went on a backyard insect hunt and learned about different countries on a pretend trip around the world. The camp has helped build community and saved us hundreds of shillings. What's more, planning each year's version has become a highlight of my summers, allowing me to tap my creativity in ways I haven't since my own long-ago days at camp. Sound fun?”

4.5 About Camp Consumers

4.5.1 Distribution by Age and Gender

The study sought to establish the age and gender composition of the respondents, the study revealed that the age composition of the respondents was between six and fifteen years. Majority (57%) of the camp consumers were female, only 43% of the consumers were male. Out of the consumers, 32% were female of age between nine and twelve years, this was followed closely by male of the same age set at 19%.

Children between six and eight years were the next group that were consumers of holiday camps, this was spread in such a way that majority again was revealed to be fifteen percent female with male making thirteen percent. The findings are presented in Table 4.1.

Table 4.1 Percentage Distribution of Consumers By Age And Gender

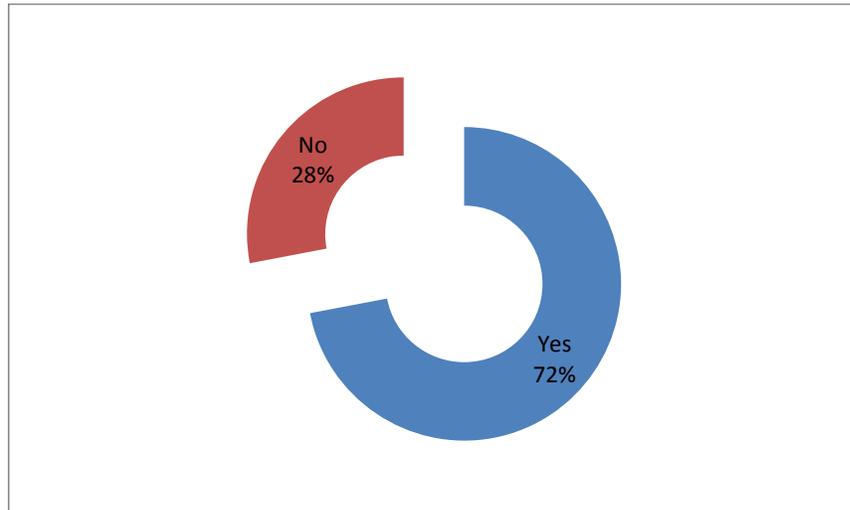
Percentage Distribution Of Consumers By Age And Gender		
Age	Male	Female
6 – 8 Years old	13	15
9 – 12 Years old	19	32
13 – 15 Years old	11	10
Total	43	57

4.5.2 Recognisable Characteristics of Camp Consumers

The study sought to establish whether camp consumers had any recognisable characteristics, it emerged that the consumers in majority of cases had similar characteristics; 72% of the respondents were of the opinion that consumers had recognisable characteristics while only 28% were of the opinion that the characteristics were not similar. Some of the reasons given for possibility of recognisable characteristics were that at the start, an ideal camp would be made up of kids close in age who already knew each other like in the case of Njoki and the previous respondent above. The kids could as well be schooling together or even living in the same neighbourhood. However, it was noted that after the camps have established and built a name, it would attract clients from various quarters and not

necessarily the same community. For this to happen, the respondents opined that rigorous marketing was required. Figure 4.4 represents the findings.

Figure 4.4 Camp Consumers Have Recognisable Characteristics

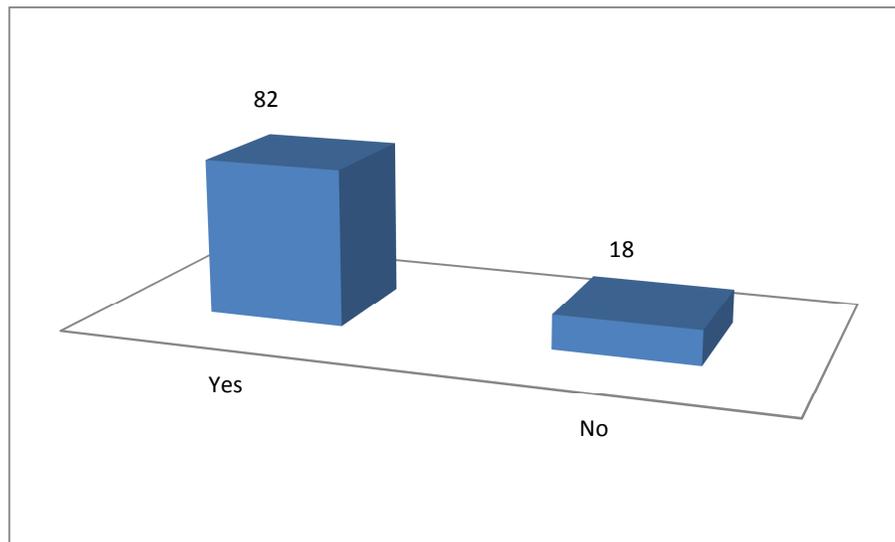


Source: Researcher (2015)

4.5.3 Groups Promotions and Marketing of Holiday Camps Targeted

The study sought to establish whether promotions and marketing of holiday camps are targeted to particular groups. The findings revealed that majority (82%) of promotions and marketing of holiday camps target particular groups; the findings further, revealed that the promotions target school going children who are out of school. Other promotions and marketing were revealed to target children out of school and with special needs. The promotions and marketing for the holiday camps are sometimes informed by themes set for a particular holiday. On the other hand, 18% of the respondents indicated that marketing and promotions of holiday camps are not targeted to any particular groups. The findings are presented in Figure 4.5 below.

Figure 4.5 Groups Promotions and Marketing of Holiday Camps Targeted



Source: Researcher (2015)

4.6 About Consumer Behaviour

4.6.1 Holiday Camp Activities

The study sought to establish the activities that the camps offer during holiday camps. The findings reveal that during holiday camps, 25% of the camps offer mathematics tuition, 23% offer sciences tuition, and 16% offered aerobics, while 13% and 7% offered music and life-saving skills activities respectively alongside other activities. Whereas the camps offer varied activities other activities were common in majority of camps. Aerobics and life-saving skills were common to all holiday camps. The findings are presented in Table 4.2

Table 4.2: Holiday Camp Activities

Holiday Camp Activities	
Activity	Percentage
Aerobics	16
Music	13
Life-saving skills	7
Mathematics tuition	25
Sciences tuition	23
Languages tuition	16

4.6.2 Principle Motivation for Attending Holiday Camps

The study sought to establish some of the principle motivation for holiday camps, 23% of the respondents were of the opinion that holiday camps are good to children as it exposes them to diversity. A respondent said, “Camp connects kids to those who they may not normally meet, said a respondent. “That’s very practical to their everyday way of life to give them that exposure early on”. Another respondent stated that, “Kids learn the world is a big place with lots of people, who might do things differently than they’re used to. That includes other kids, camp’s counselors and leaders, who serve as positive role models who can leave a huge impression. They’re not seen as strict “law enforcers” but older, “cool friends” who care about them. Eighteen percent of the respondents indicated that the camps are good as they help boost self-esteem of children. This revelations were corroborated be findings from interview with key informants, in an interview with a key informant, the respondent said, “When kids are at camp, they don’t have mom and dad there to help them approach people and make connections. They have to put themselves out there, it

teaches the kids confidence when making friends from all over”. Twenty one percent of the respondents indicated that holiday camps help develop independence of children. The findings were echoed by sentiments by respondents of the key informant interviews, a respondent said, “Holiday camps are a great way to encourage self-development and also develop independence.” Kids are empowered at camp to take care of themselves, with guidance from camp counselors. Bedtimes are set and schedules are packed, but children still have to get themselves up and ready, make their camp beds and find their way to the mess hall. And kids a little too attached to mom and dad can learn how to trust themselves to make decisions and take care of themselves. Thirteen percent of the respondents felt that holiday camps help kids develop interest, this was true even in the key informant interviews, a respondent said, “Camps are a nurturing environment for a child to explore activities and programs that could turn into lifelong passions,” With so much to do at summer camp, there are many fun activities for kids to discover. That’s why it’s the perfect place for a child to tap into an interest that he or she wants to carry on after camp is over. Twenty three percent of the respondents indicated that holiday camps help children instil leadership skills. A respondent said, “holiday camps teach children important leadership skills,” Because camps allow kids to make choices and direct holiday projects, they’re natural leadership training places. These kids are less likely to be affected by peer pressure and more likely to set the pace and tone for other kids – and feel empowered in tasks they take on throughout their lives. The findings are presented in Table 4.3.

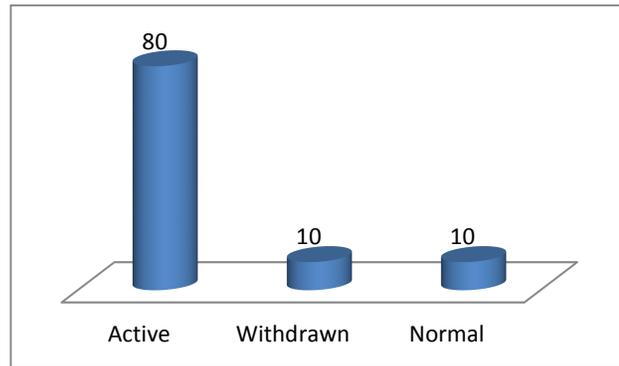
Table 4.3: Principle Motivation for Attending Holiday Camps

Principle Motivation For Attending Holiday Camps	
Factors	Percentage
Exposure to diversity	23
Self esteem boost	18
Develop independence	22
Develop interest	13
Instil leadership skills	24

4.6.3 How Consumers Behave During Camping Period

The study sought to establish the behaviour of consumers during camping period, the study revealed that 80% of the respondents were very active during camping time, 10% of the respondents were of the opinion that some children exhibit signs of being withdrawn during the camping period. While the remaining 10% felt that children behave normally during camping period. The findings can be deduced to mean that holiday camps are a good ground for children development as by them being active they explore their full potential. Marketers of holiday camps can use this aspect of the camps to attract more participants. Figure 4.6 is a presentation of the findings

Figure 4.6 Consumers Behaviour during Camping Period

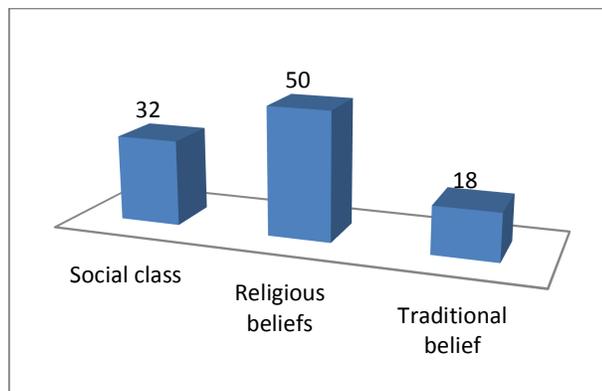


Source: Researcher (2015)

4.6.4 Cultural Factors Affecting the Marketing and Sales of Holiday Camps

The study sought to establish the cultural factors affecting the marketing and sales of holiday camps, the study revealed that 50% of the respondents were of the opinion that religious beliefs highly affects sales of holiday camps, 32% indicated that social class affected the marketing and sales of holiday camps and 18% were of the opinion that traditional beliefs affected sales and marketing of holiday camps. The findings are presented in Figure 4.7 below.

Figure 4.7 Cultural Factors Affecting Marketing and Sales Of Holiday Camps

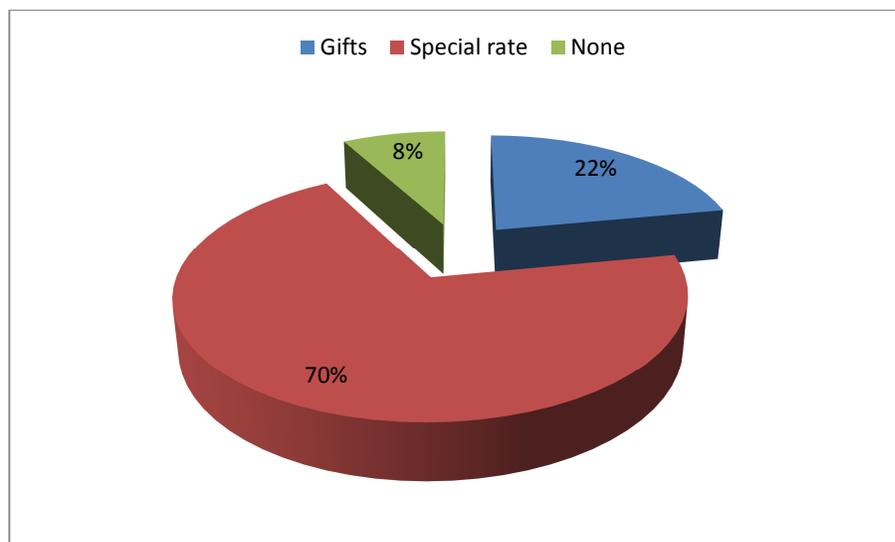


Source: Researcher (2015)

4.6.5 Additional Services Offered to Regular Clients

The study sought to establish whether there were any additional (promotional) services offered to regular clients; the study established that 70% of the respondents indicated that regular clients are offered special rates, they pay 30% lower than other clients do, 22% indicated that regular clients get some sort of gifts, while 8% indicated that there are no additional services to the regular clients. Of all the additional services, the study revealed that special rates were the most appreciated by the clients. The clients are said to have a special feeling when they pay lesser than the rest.

Figure 4.8 Additional Services to Regular Clients



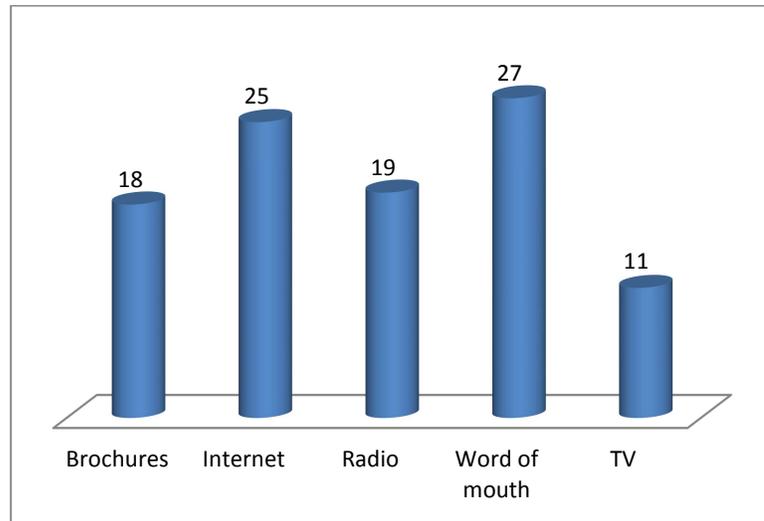
Source: Researcher (2015)

4.7 Marketing and Sales Channels

The study sought to establish the marketing channels of holiday camps, the study revealed that 25% of the respondents indicated that the channel used for marketing is internet, 18% indicated use of brochures, 19% indicated use of radio adverts, 27%

indicated that the channel they used for marketing was word of mouth, and 11% used TV. The sales channel used most (70%) was revealed to be cash, while 30% indicated use of mobile cash transfer. The findings are presented in figure 4.9 below.

Figure 4.9 Marketing and Sales of Holiday Camps

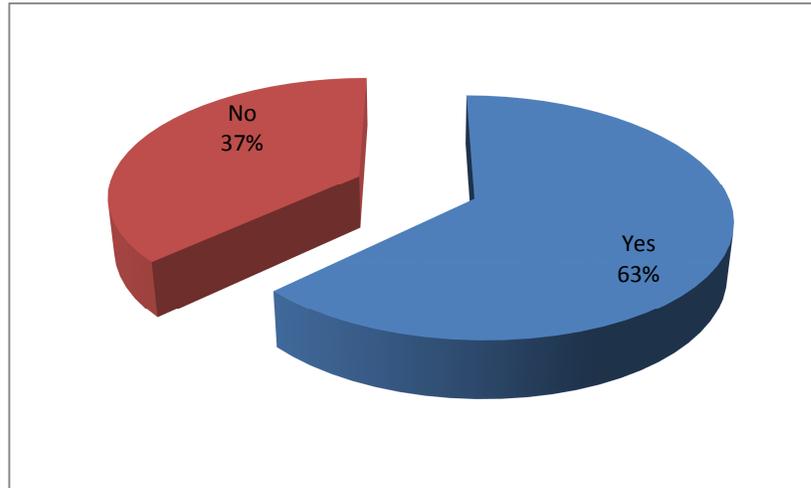


Source: Researcher (2015)

4.8 Co-operation with Other Companies

The study sought to establish whether the holiday camps cooperate with other companies. The study established that 63% of the respondents indicated that the holiday camps cooperate with other companies. In particular, churches were mentioned to be the key partner. However, 37% of the respondents indicated non co-operation with other companies. Figure 4.10 is a presentation of the findings.

Figure 4.10 Co-operation With Other Companies

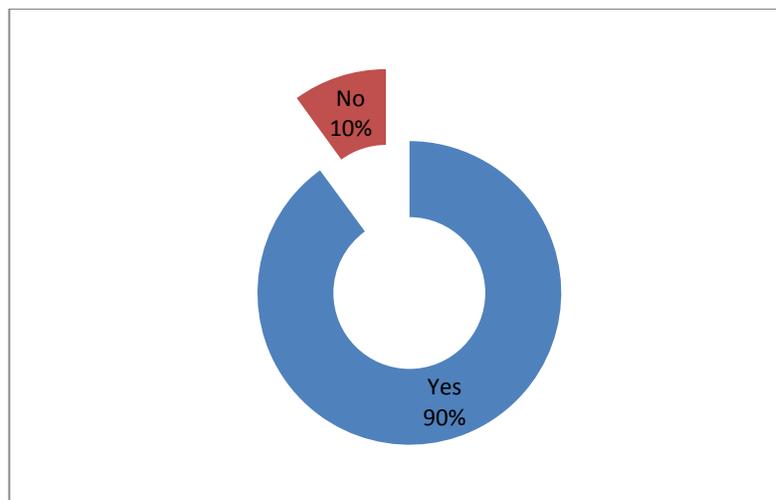


Source: Researcher (2015)

4.9 Internet as a Good Sales Channel for Holiday Camps

The study sought to establish whether internet was a good sales channel for holiday camps, the findings revealed that 90% of the respondents indicated that internet was a good sales channel for holiday camps.

Figure 4.11 Internet As A Good Sales Channel For Holiday Camps



Source: Researcher (2015)

4.10 Pricing of a Holiday Camp

The study sought to establish how the price of holiday camps is determined and by whom. In an interview, the respondent said, “period of stay is a key determinant on the price of camping, A four-week session at a privately run, general-interest camp typically costs around Kshs. 3,500, says Solomon, and an eight-week stay costs around Kshs. 7,000.” It was also established that quality of facility and level of instruction are also good determinants of camping price. Type of activities was also indicated to determine camping price, general activities, meals, basic medical care and incidentals such as laundry and awards are usually included, but many camps offer optional extras such as added activities or field trips that can boost the cost.

4.11 Discussion

From the results obtained it is evident that the frequency of attending holiday camps is high, with 50% of the respondents having attended the camps between one and three times; interest in attending holiday camps was raised mostly through radio (63%), and majority of the holiday camps (52%) had been in business for over 8 years. This implies that the holiday camp business has both an interested market and is a sustainable business in the long run. Most holiday camps started to fill a need of keeping participants engaged during their holidays.

Camp consumers were mostly females aged 9 – 12 years. There were recognisable similar characteristics among camp consumers, majority of marketing activities and promotion are targeted at specific groups. Most of the holiday camps offer mathematics tuition and the principle motivation of attending holiday camps is to meet and interact with new people, as well as nurture independence. Most camp

attendees were very active during the sessions indicating that they enjoyed what they were doing.

Religious beliefs highly affect the sales of holiday camps, most regular clients benefited from special rates to encourage repeat purchase behaviour. The most effective marketing channel was Word of Mouth which reflects heavily on participants' satisfaction with the camps. Churches are considered as key partners in the holiday camp business. Internet is considered to be the best sales channel due to its wide reach. The quality of a holiday camp facility and its curriculum will determine the pricing of the camp.

CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations based on results in Chapter Four. Other recommendations will revolve around future areas of research and study topics.

5.2 Summary

The objective of the study was to determine the influence of the marketing mix on consumer choice of holiday camps in Nairobi.

The results indicate that majority of the respondents had attended the holiday camps at least more than once. This information shows that once an individual had attended a holiday camp, there was high likelihood that they would attend it again. It was also revealed that all the respondents developed interest in attending the holiday camps after getting information on its existence and activities of the camps from a source.

Regarding interest in holiday camps, the study established that majority of the camps were started based on personal needs of the proprietors; it was revealed that in most instances, the proprietors started the camps when they could not get anywhere else offering the services they needed and so they came into groups and hence started their own.

With regards to the consumers, the study revealed that majority of those attending holiday camps were aged between six and fifteen years. It was also found that majority of the consumers were female. Additionally, it was also noted that the camp consumers had recognisable traits. These findings implied that the consumers of

holiday camps were of school going age. The study revealed that promotions and marketing of holiday camps were targeted to particular groups. It was noted that majority of these programs were targeting children with special needs.

Pertaining to consumer behaviour, the study revealed that there was positive response to camp activities by the consumers since the camp activities were those expected by the respondents. School activities were revealed to be the ones offered by majority of the camps. The findings further revealed that culture was a key determinant in the marketing and sales of holiday camps, it was noted that social class and religious beliefs positively affected marketing and sales of holiday camps. It was noted that for frequent attendees, there were special services offered, which proved to be a motivating factor for these regular clients to return. The findings revealed that word of mouth was the most common marketing channel for the holiday camps; and the means of selling was noted to be mostly cash.

5.3 Conclusion

From the findings, the study concludes that the marketing mix influences consumer choice of holiday camps in Nairobi. This is evidenced by the revelations that place determined whether the consumers would attend camping sessions or not, and that consumers portrayed similarities in their traits, it was noted that the camp consumers were majorly school going age children mostly from the same neighbourhood and of the same social strata. From the findings, it can also be concluded that holiday camps have targeted promotional activities to specific groups.

5.4 Recommendations

Modern learning institutions gain competitive advantage primarily through attractive curricula, renowned teaching staff, application of modern technologies in the teaching process and through quick adaptation and reaction to changes or new needs of the market. In addition to the consideration of pupils' needs, education institutions must also take into consideration wishes of other groups such as staff, alumni, parents and the government. A great challenge for holiday camps is to synchronize the interests of different groups, and to maintain balance in order to satisfy interests of the society and service users at the same time.

Analysing certain the marketing mix we can draw the conclusion that communication with the higher education target market (post primary) requires a specific approach and that successful higher education institutions with a perceived 'good image' should build a synergistic communication system that would make realization of continued enrolment into holiday camps possible.

The research results show that the most efficient instrument in the communication with target public is the marketing presentation in schools and, we can recommend that this persuasive approach allows for students to directly express their opinions in a direct manner. Price is also a good indicator of quality and it plays an important role when creating the image of a holiday camp especially for post primary institutions.

Consequently, it is imperative that a strategic decision is made in choosing faculty to run the holiday camps as it affects service delivery. Since the quality of service is of particular importance, it varies depending on skills, motivation and mood of the

deliverer, implying that first impressions made to the consumer will affect their overall satisfaction and repeat purchase.

With regards to marketing strategy concept for emerging markets, there are many uncertainties in terms of speed and development, in relation to competition behaviour, and appropriate combination of the marketing mix. Only holiday camp providers, who have developed a system of monitoring and deciphering market signals, can have a timely reaction to new opportunities and risks. New technologies create new markets and new possibilities improve the marketing mix, develop and introduce new products/services into the market. New ways of communication and service processes, only with the help of new technologies, allow more efficient delivery of holiday camp programs.

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Appendix I: Interview Questions for the Managers

1. How long have you been involved / working in the holiday camp business?
 - Never
 - 1-3 years
 - 4-7 years
 - Over 8 years
2. How did you get started, interested and end up with and/or in the holiday camp business?

Camp consumers

3. Consumer segments
 - a. How are the most typical customers interested in holiday camping; gender, age?

Age set _____

Gender _____

- b. Are there some recognizable characteristics that these clients normally have?

Yes

No

Explain _____

- c. Is there a group of consumers who the marketing and promotions of holiday camp are mostly directed to?

Yes

No

Explain _____

4. Consumer behavior

- a. What kind of activities does your agency offer during holiday camps (choose more than one where possible)?

Art

Aerobics

Music

Lifesaving skills

Mathematics tuition

Sciences tuition

Languages tuition

- b. Which ones are the most popular ones?

Art

Aerobics

Music
Lifesaving skills
Mathematics tuition
Sciences tuition
Languages tuition

c. What do you think are the principle motivations for holiday camp?

5. Doubts and problems of clients

a. How do the consumers behave during the camping period?

b. What are the most common complaints encountered (before and after sales)?

6. Cultural factors affecting the marketing and sales of holiday camps

Product

7. Additional services

a. What is the development of the (additional) services / special promotions offered to the regular clients since starting with the holiday camp sales (in home location or in the destination)?

b. What type of additional services the clients appreciate most during the entire process of consumption (before, during and after sale)?

Place

8. Sales methods and channels

a. What are your sales channels?

b. Is internet used as one?

Yes

No

c. Do you do co-operation with other companies?

Yes

No

d. Do you see internet as a good sales channel for holiday camps?

Yes

No

Price:

9. Pricing decisions and activities

a. How is the price of the holiday camp defined and by whom?

b. What factors mostly influence the changes in prices?

c. Is competition intensifying the pricing decisions?

Promotion

10. Marketing activities, promotions, communication, and relationship with clients

a. Currently, what type of marketing does the agency practice?

b. Do you practice more promotion and publicity in certain seasons and reasons?

d. Are there any plans for further developing the marketing sector of holiday camps in this agency?

People, Physical Evidence and Process:

11. Personnel, agency's physical structure, sales process

a. What type of training is needed from your agency's part for the personnel included in holiday camps sales and services?

b. Is there special emphasis put on client friendliness and treatment during the training and selection of personnel?

Yes

No

c. Tangible elements of the services

Appendix II: Interview Questions for Holiday Camp Consumers

1. How many times have you attended holiday camps?

- Never
- 1-3 times
- 4-7 times
- Over 8 times

2. How did you get interested in attending holiday camps?

3. Consumer segments

a. What is your age and gender?

- Age set _____
- Gender _____

b. Are there some recognizable characteristics that you think you have that make you attend the camps?

- Yes
- No

Explain _____

c. Do you think the marketing and promotions of holiday camp are mostly directed to you?

- Yes
- No

Explain _____

4. Consumer behavior:

a. What kind of activities do you take part in during the holiday camp sessions (choose more than one where possible)?

- Art
- Aerobics
- Music
- Lifesaving skills
- Mathematics tuition
- Sciences tuition
- Languages tuition

b. Which ones do you enjoy most?

- Art
- Aerobics
- Music
- Lifesaving skills
- Mathematics tuition

Sciences tuition
Languages tuition

c. What do you think are the principle motivations for attending the holiday camp?

5. Doubts and problems of clients

a. Do you enjoy yourself during the camping period?

b. What are you mostly dissatisfied about during the holiday camp session (before and after sales)?

6. Cultural factors affecting the marketing and sales of holiday camps

Product:

7. Additional services

a. What is the development of the (additional) services / special promotions offered to the regular clients since starting with the holiday camp sales (in home location or in the destination)?

b. What type of additional services do you appreciate most during the entire process of consumption (before, during and after sale)?

Place:

8. Sales methods and channels

a. Where/How did you purchase the holiday camp?

b. Did you use the internet?

Yes

No

c. Do you see internet as a good sales channel for holiday camps?

Yes

No

Price:

9. Pricing decisions and activities

a. Are you satisfied with the price of the holiday camp?

b. What factors mostly influence your decision with regards to prices?

c. Do you think that competition is intensifying the pricing?

Promotion:

10. Marketing activities, promotions, communication, and relationship with clients

a. Currently, are you satisfied with the type of marketing offered?

b. Are you satisfied when more promotion and publicity is done during certain seasons?
Give your reasons

d. Should the company further develop the marketing sector of holiday camps?

People, Physical Evidence and Process:

11. Personnel, agency's physical structure, sales process

a. Are you satisfied with the type of training and customer service offered by the personnel working in holiday camps?

b. Do you feel like there is special emphasis put on client friendliness and treatment as you interact with the personnel?

Yes

No

c. What do you feel are the tangible elements of the services

Appendix III: List Of Holiday Camp Providers

1. Ace Sports Camp for Kids, Lavington, 0717180102
2. Aga Khan Academy, Nairobi
3. Alliance Francaise, Monrovia/Loitast, 0727600622
4. Bellevue School, Nairobi
5. Braeburn Schools Ltd, Gitanga rd, 3872301, 0733618011
6. Braeside School and High School, off Muthangarird, 3876868, 0722649141
7. Bunks Schools Ltd, Hillcrest rd, 2066373
8. Cavina School, Elgeyo junction, ElgeyoMarakwet/ArgwingsKodhekrd, 3870508, 0706232334
9. Clannie Academy, Nairobi
10. Eastend Junior Academy, Nairobi
11. Fountain Fill Academy, Nairobi
12. French School, ArgwingsKodhek rd,2437714, 0770137472
13. GEMS Cambridge International school, Magadird, Karen 2669200, 0739891623
14. German School Nairobi, Nairobi
15. Glad-Toto Nursery and Primary School, Nairobi
16. Green Cottage Academy, Nairobi
17. Hillcrest International schools, Langatard, 8067783, 0733255442
18. International Christian Kindergarten (Montessori), Eldama Ravine rd, 3743393/4
19. International School of Kenya, Kiraward, 2091308, 0733639363
20. IT Kids Ltd, School Lane, 4449893
21. Ivy's School, Nairobi
22. Jaffrey camp, James Gichururd, 0734697600
23. JD Tennis camp, Ndemird, off Ngong rd, 0733610170
24. Jonathan Gloag Academy, Nairobi
25. Jonlesta Schools, Nairobi
26. Kahawa Secondary school, Kahawasukari, Thikard, 8710519
27. Kareng'ata Academy, Hardy Estate, Gogo Falls Lane, off Koitobosrd, 2018662, 0729243581
28. KD Handa Secondary school, Gate 21, Riverside drive, 4442084
29. Kenton College Preparatory School, Nairobi
30. Kestrel Manor school, Ring rd, 2122152, 0733616359
31. Kianda school, Kabarsiran Avenue, off Waiyaki Way, 8077381, 0721547572
32. Kitengela International schools, Mombasa rd, 2672804/5
33. Le Pic School, Nairobi
34. Light Academy boys secondary school, Off Langatard, Karen C, 2318218, 0724100000
35. Light Academy girls secondary school, next to Masaba Hospital,, Kirichward, off Ngongrd, 2444782, 0714287085
36. Logos Christian School Nairobi Chapel, Nairobi
37. Loreto Convent Msongari School, James Gichuru rd, 4444777, 0729041294
38. Makini Schools Ltd, Makindird, off Ngongrd, 3874950, 0706232588
39. Marion Senior school boarding, off Kamitird, 8712225, 0735575887
40. MichezoAfrika, KeMU towers, University way, 2105733, 0733726026
41. Mount Laverna Girls secondary school, Kasarani/Mwikird, 3524690, 0722544951
42. Mountain View School, Nairobi
43. Mwanicos Academy, Nairobi
44. Nairobi Arts Center, James Gichururd, 0727415678
45. Nairobi International schools, Majimazurird, off James Gichururd, 2453556, 0727415692
46. Nairobi Pentecostal Church Academy, Nairobi
47. Nairobi South Nursery, Primary and Secondary School, Nairobi

48. Nairobi Waldorf School, Nairobi
49. New Light Junior Academy, Nairobi
50. Nuru Preparatory School, Nairobi
51. NyotaZuri, Montessori Peponi school, 0722600040
52. Paramount Academy, Nairobi
53. Peak Performance, Kabarnetrd, off Ngong rd, 0723533840
54. Pembroke House Preparatory schools, 2312323, www.pembrokehouse.sc.ke
55. Potterhouse School and Kindergarten, Nairobi
56. Riara Group of schools, ImaraDaima off Mombasa rd, 2033336, 0722204787
57. Riruta Good Shepherd School, Nairobi
58. Rockville Junior Academy, Nairobi
59. Rosslyn Academy, Magnolia close, off United Nations avenue, 2635294, 0727646602
60. Rudan Junior Academy, Nairobi
61. Rusinga School Nairobi, Gitanga rd, 3876068, 0733633723
62. School of African Mixed Martial Arts (SAMMA), 0721751737
63. School of the Nations, Kiraward, off Peponi rd, 3546314, 0735324124
64. Shree CutchiLeva Patel Samaj School, Birongo Square, 6001323, 0721343929
65. St Austin's Academy, James Gichururd, 2165653, 0713860206
66. St Christopher's Kingergarten and Preparatory School, Nairobi
67. St Elizabeth Academy, Nairobi
68. St Nicholas School, Nairobi
69. St. Catherines Mountain view academy, off Thika Rd, 8019931, 0722710263
70. St. Hannah's Schools, Karen Plains rd, off Karen Road, 2112656
71. St. Mary's School, end of Rhaptard/James Gichururd, 4444569, 0721490140
72. Strathmore School, Mzima Springs rd, 4348315, 0722221221
73. Sunview Academy, Nairobi
74. Swedish school association of Kenya, Makindi Rd, 3865984, 0734021067
75. Swim Africa, 0722320949
76. Talent Academy, Nairobi
77. Teen touch ESM, 0733734875
78. The Green Garden Educational Centre, Nairobi
79. The Nairobi Academy, Langata Rd, 8891910, 0722208365
80. Total Care Academy, Nairobi
81. Wanja and Kim Comprehensive School, Nairobi

Source: Kenya Postel Directory 2015