

**INFLUENCE OF MARKETING COMMUNICATION TOOLS ON
STUDENTS' ENROLLMENT FOR SELECTED PROGRAMS AT
KASNEB NAIROBI COUNTY**

GWAYE O. MAURICE

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DECLARATION

I hereby state that this research project is my original work and has not been presented by any other person (s) for the award of a degree at any university.

Signature.....

Date.....

Maurice O. Gwaye

D61/76076/2012

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

Signature.....

Date.....

Dr. Winnie Njeru

University of Nairobi

School of Business

DEDICATION

I am dedicating the project to my dear family (My wife Jamila Ramadhan, my daughter Portia Phoebe and my son Brent Ian) for their unfailing faith in my efforts couple with earnest understanding, love, patience and sincere support during my time as student at the University of Nairobi

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ABSTRACT

The objective of this study was to establish the influence of marketing communication tools on students' enrolment for selected programs at KASNEB within the county of Nairobi. Descriptive research design was adopted on the study. The study targeted population of 100 students at KASNEB. The study sample was randomly selected students/potential students visiting KASNEB offices for issues arising from their respective courses and the samples chosen were assumed to be representative to observe generalization of research outcome. Primary data was sought for the study and research questionnaire was utilized as a tool to collect data. The data was then summarized and categorized according to common themes. Using Statistical Package for Social Sciences (SPSS) for breaking down the data and regression analysis. Data was first analyzed using descriptive and inferential statistics and presented through frequency distribution Tables and bar charts. The study findings established that The study findings also established that other respondents revealed that they were neutral that personal selling as a marketing communication tool was effectively used to attract potential students at KASNEB, while other respondents reported that Direct Marketing as a marketing communication tool was effectively used to attract students at KASNEB at a small extent. The study findings are consistent with the relationship marketing theory. The theory holds that the current trend of personalized marketing is characterized by holding data base of each customer with their unique lifestyle and the knowledge derived is used to guide high level marketing with satisfying rewards to the customer. Personalized relationship marketing was motivated by several reasons key among them is the improved product/service quality by most competitors forcing most companies to resort to alternative competitive advantage within the market, rapidly changing customer buying pattern and more demanding informed customers is another cause propelled by the media sensitization and activists group advocating and agitation for the right of consumers, often global competition and more fragmentation of markets.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Although the concept of appropriate and effective marketing communication tools has been around in organization for many years, acceptable marketing communication tool remains a challenge in many spheres of higher education institutions management (Parasuraman, Zeithaml & Berry 1988). The international community recognizes education as the cornerstone of human development due to the impact it has on productivity of populations and healthcare, social and political stability in nations, and as such improving organizational performance in the education sector is an imperative for the progress of the world and Kenya as well. Higher education environment provides a complex system with different characteristic to that of other industries (Nuru et. al., 2015)

The study was anchored on three theories of marketing communication theory by Buttle (1995), competitive strategy theory by Porter (1980) and relationship marketing theory by Buttle (1996). Marketing communication theory by Buttle (1995) stated that communication is used to give desired response and general feedback and is executed through a planned exchange of deliberate messages between sender and receiver through predetermined communication channels. Mohr and Nevin (1990) described the communication as the glue that holds together a channel of distribution. The competitive strategy theory as developed by Porter (1980) described as to develop a broader formula for how a business entity is going to edge out competition, what policies will be needed to facilitate the same, what its objectives should be to allow keeping ahead of competition

within the market. Simply put, it's amalgamation of the goals or the ends for which the formula is to strive and the policies or means by which it is pursuing to reach it. Buttle (1996) emphasized on Relationship marketing theory by stating in parts, Marketing has moved away from just about to develop, to sell and to deliver a products or service. Maintaining mutually satisfying long-term relationship with customers is the new focus of concerns for the marketers and personalizing customers' needs to remain a float within competitive market. He further noted the evolutionary stages of relationship and stated chronologically that the era of mass-marketing was seen in the 1950s and market segmentation era characterized the 1970 and the genesis of personalized marketing was realized in the 1990s, in which high focused marketing strategies was used using the guidance of in-depth knowledge about individual customers.

Over the past 20 or so years, higher education in Kenya has experienced tremendous and the fastest-growing segment within education sector with enrollment surge going to up to 6.2% per year (Abagi, 1995). The introduction of self-sponsored programmes (private wing) in most government owned (public) universities and the proliferation of more campuses of both public & private universities has exemplified the rise in enrollments in universities (Sifuna, 1998). It is important to note that with the establishment of satellite campuses across the region, the current trend to attract prospective students is characterized by aggressive competition and heavy use of different Marketing Communication tools (Njuguna, 2015).

Any economic development of country is highly supported by skilled man power from the development of education sector and especially tertiary level which includes middle level colleges, professional exams bodies' universities and other learning institutions. Professional examination body like any other entity of learning provision are ridden with stiff competition from other players within the education courses provision industry and a good example are the universities providing both academic and professional qualification to student as well as other institution providing short course as substitute for KASNEB courses. The purpose of selecting a competitive strategy on supporting steady and sustainable enrollment involves complex decisions and the outcome of the same is varied and different from organization to organization. There are various marketing strategies which institutions of learning employ to attract students and because of varied demographic profile of the student particular on age, lifestyle orientation and peer influences, institution must develop a reasonable strategy to target relevance potential students for the designated course.

1.1.1 Concept of Marketing Communication Tools

Those who practice public relations, sales promotion, advertising, graphic design, sponsorship, packaging, branding, publicity, brand language, online marketing and direct marketing are collectively referred to as marketing communicators, marketing communication managers or simply as Marcom managers (Njuguna, 2015). A large number of scholars believed marketing communication tools is the anchors under which integrated marketing communication is created. In fact integrated marketing communication concept has evolved considerably. It was initially viewed as a tool for

coordinating brand communication (Krugman et al., 1994), but is now considered a viable strategic tool for management (Duncan, 2002).

Carlson et al (2003) noted that target marketing can only be successful if the marketer generates customer databases which help to guide it and synergy created by integrated marketing communication (IMC) through a production of a consistent front among communication tools. The service organizations that fight with promoting vague contributions take such outcome as desirable objectives. Carlson et al, 2003 examined the nature and incidence of integrated marketing communication in services advertising. This was put forward following Nowak and Phelps (1994) who scrutinized the degree of integrated marketing communication employment by service organization at the tactical level (advertisement level). They finally came up with conclusion that IMC are part and parcel of services advertisements and there is room for improving it. Carlson et al.,(2003) once noted that the earlier conceptualization of IMC were rather vague resulting into diverse approaches to brand communication. Pickton and Broderick (2003) believed that the concept of integrated marketing communication is not just a fixed set of activities but a model the company uses to provide concise, conventional clear and consistent messages about the organization and its services or products through integration and co-ordination of the company's numerous communication channels to realize uniformity.

Considering broadly the entire marketing process from the viewpoint of the customer as described by Kotler (2003) in defining integrated marketing communications as Communication between an institution or company and its target audiences on all issues relating to marketing performance and strategy as derivative of the promotional mix is

description given by the two scholars on referring to marketing communication. Scholars should keep in mind, marketing communications not just market communications as noted by Pickton & Broaderick (2003) since marketing cover a large array of people or parties and not restricted to those defined by the market players. Success of marketing involves engagement of many people within the communication process both within the organization and outside, that is the reason (s) why the above definition of marketing communication is specific to target audience rather than target market. According to Chapman (1981) model of student college choice titled the prospect of sharp decline in college applications and subsequent enrollment breed remarkable pressure on college administrators to identify effective ways to attract students' numbers. Additionally, he noted that most college administrators are besieged with headache of gaining and keeping a competitive edge in the scramble for new student numbers. It is also important to note that higher institutions of learning are allocating substantial amount of their budget for students' recruitment, aggressive and sophisticated marketing campaigns strategies and engaging on more appealing promotional program, developing persuasive literature and increasing media presence.

1.1.2 Students Enrollment

Ehrenberg and Sherman (1984) were careful with the use of the term Enrollment to mean different things in various ways. They noted some scholars use the word to refer to physical head counts while others use it to define full time equivalent of students' numbers in an institution. Moreover the term enrolment could also describe enrolment probability that's probability of an enrollment by particular define group of people or section of the group to course. Institution's specific characteristics form the internal

factors whereas external factors are industry features and macroeconomic variables. Registration or enrollment of courses is determined largely by the marketability of the course being examined, affordability of the course by the potential student and the access of learning places or tuition centers for the course under study by the student. Globally today, the markets are very competitive and a firm must market it to remain relevant within the environment, (Rakula2016). According to Aremu and Lawal (2012) for survival of firms they must strategically analyze its environment, available competitors and trends on buying habits of customers.

With the above its fine to note a keen reader of original research work is what will give a proper definition of the meaning under the prescribed context. On this research work, the term enrollment will refer to the students registering to take up professional courses provided by KASNEB. As risk mitigation strategy and remaining and keeping afloat with competition for students, relationship marketing could be employed to manage underlying issues like the information needs of students, the quality of education and students expectation. To identify, persuade and attract prospective students while maintaining relationship is the cornerstone of Relationship marketing in modern marketing theories. Eagle and Brennan (2007) gave caution on perception of student-as-clients and advised on the need of interpreting with simplicity as marketing theory have multipart processes of initial on boarding stages particularly when transactions exchange process is lengthy, there is involvement of clients at all stages of transaction process and the unclear outcome is anticipated.

1.1.3 Kenya Accountants and Secretaries National Examination Board (KASNEB)

KASNEB is a distinguished examination body offering five (5) professional qualifications and three (3) diploma qualifications which are recognized worldwide and are benchmarked with international standards and best practice. KASNEB as creation of the legislation of Kenyan government is mandated to offer of certificate, diploma and professional examinations, certification of graduate students in (credit, governance and management, finance, accountancy and information technology) and developing and regular review of syllabuses. The examination bodies in Kenya are organizations that set examinations and are responsible for marking them and distributing results. They are legally mandated to work with and assist foreign bodies to administer their examinations in Kenya through the Act Cap.225A.

KASNEB was started in July 1969 under the act of parliament called the Accountant Act, Cap 531 of the Kenyan laws, it's marketing communication plan is well thought out document as derived from the wider KASNEB Corporate strategic plan which set out priorities and objectives, strategies and action plans that it's believed will help create and seize opportunities in the national, regional and global market. KASNEB as an organization has a clear guiding philosophy to provide quality professional and Diploma examination that meet and surpass the expectation of the customers (employers and students). Over the years KASNEB has extended the scope of the physical coverage of its qualifications to the wider Eastern Africa regions and indeed reaching out globally hence the re-phrasing of the vision as Global leader in examination and certification of business professionals and refined mission statement Empowering professionals globally by offering quality examinations and undertaking research and innovation.

Expansion across the globe and specifically within African regions as was anticipated brought with it new challenges with major one being cultural, economic, language, administrative and other politically connected as respective government policies and respective countries taxation law and practices as well as stiffen competition from the established examination bodies and country base exams bodies. In spite of the immense challenges, the number of students and graduates of KASNEB has continued to increase over time. The contribution of these students and graduates to economic and national development or growth (not only within Kenya but globally) has been recognized across the world and overcome any challenges.

1.2 Research Problem

Marketing communication tools like advertising, interactive and internet marketing, personal selling, public relations and direct marketing help to connect the institution with its stakeholders (market) specifically the customer. Gray et al, (2003) argued that in enhancing and driving student enrolment, there have been minimal uses of marketing communication tools in most higher learning institutions because of lack of marketing communication orientation skills and customer focus approach. Armstrong (2001) stated that with globalization, higher learning institutions are resorting to modern and new technological enabled marketing communication tools coupled with refined ways of presentation and packaging programs to attract and retain prospective students. The students are believed to have become more enlightened through global exposure of the media education, more techno-savvy and more sophisticated on their analysis of options. On the contrary, Hawary & Batayneh, (2010) argued that media technological education has not help much despite the ease of access of information of higher institution courses

through click of a button, most parents, guardians' and students are struggling with knowledge about course choices and career options available in number of colleges/universities notwithstanding series of marketing communication tools engaged to create awareness on the same. They further stated that marketing materials like brochures; write up and fliers are failing to provide sufficient information about the courses hence raising doubt about the relevance of using marketing communication tools on enhancing college recruitments of new students.

Jonas & Popovics, (1990) gave chronology of events leading to marketization of education in the western world. They stated that during the early 1960s and 1970s most universities and tertiary colleges were blessed with readily available students resulting from the baby boomers and general admiration of the public and government interest on improving economies through the same. The ivory tower was intact as students were the one scrambling for the selection of the few places at the university entries. While the public place the educators on a pedestal of approbation. Colleges and universities were characterize by the role of gate keepers and being selective in the admission process while the students were naturally marketing themselves to the institutions of higher learning to secure the few places. Those were typically the glory years of the college and universities enrollment which has changed over time and new measure of persuading students should be put in place to remain competitive in dynamic operating market.

Change of tact for most institutions is important to avoid being edged out with competition created by globalization and technological dynamics. Review of the overall marketing approach and reposition them as distinct centre of academic excellence for students is the best avenue of keeping in the market (Siringi, 2005). Clark and Hossler

(1990) discussed how higher education institutions are now positioning themselves with particular philosophy and ideological ideas of belief, and example being an institution positioning itself as church based religion teaching ideology, low-cost passageway to success tenet and Centre for academic exchange ideology for global students. Additionally, Kotler (1982) stated that higher learning institution can remain marketable by redefining its image profile by identifying who are our customers? How best can they be satisfied? In terms of the needs and desires while using effective communication techniques, pricing of fees and distribution (opening satellite campuses) to motivate, inform and create awareness in the market. Success of any institution is pegged on the combination of the communication tools used. Suggestions of an appropriate marketing mix on reaching out to potential students with keen interest on personal selling, advertising, interactive and internet marketing, public relations and direct marketing. With the above the research study evaluated the correlation between marketing communication tools and students' enrolment for selected programs at KASNEB within Nairobi County.

1.3 Research Objective

Objective of the research project was to establish the influence of marketing communication tools on students' enrolment for selected programs at KASNEB within the county of Nairobi.

1.4 Value of the Study

The scholars will benefit on the study to provide relevant information about further studies on the same consequently adding to the body of research concerning the influence

of marketing communication tools on students' enrolment in professional examination bodies in Kenya with special focus to KASNEB. This would provide readily available materials to the future scholars who are willing or wishing to investigate or carry out a study in the same area of interest. The government through the mother ministry of treasury and KASNEB board may benefit from the research findings as they would be empowered with information on what affects students' enrolment at KASNEB and this would help the management to focus on relevant marketing communication tools having greater influence on students' enrollment. By appreciating the fact that not any one marketing communication strategy would work with greater potential to grow the student numbers, institutions must consider employing integrated marketing communication strategies to build a sustainable marketing strategy which can be able to grow student enrollment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covered the marketing communication theory which is the basis of the research topic. In this chapter, the independent variables which included advertising, personal selling, Interactive & internet marketing, public relations and direct marketing were used to show their relationship with student enrollment in professional examination body in Kenya.

2.2 Theoretical Foundation

Study was anchored on three theories of marketing communication theory, Competitive strategy theory and Relationship marketing theory.

2.2.1 Marketing Communication Theory

Marketing communication theory by Buttle (1995) asserts that communication is used to create desired response and generate feedback and execution involves a planned exchange of deliberate messages between sender and receiver through pre-determined channels of communication. Communication as described by Mohr and Nevin (1990) as the glue that holds together a channel of distribution. Communication can serve as the process by which persuasive information is transmitted in marketing channels (Frazier and Summers 1984). Importance facets of communication process include the message (content), the channel (mode), feedback (bidirectional communication), and

communication effects (Krone, Jablin& Putnam, 1987). Transmission process through a channel (mode) is generally how Communication viewed.

In other words a deliberate passing of communication to create the desired responses and generate feedback from sender to receiver is what emphasizes communication theory. It is important for a learning institution to analyze its target market and the general public to determine each group's communication needs, what response it wants from each group and appropriate Marketing Communication tools to use. Combination of marketing communication tools is better positioned for the success in creating an impact and desired responses to build a steady sustainable increase in student enrolment Mok, (2000).

2.2.2 Competitive Strategy Theory

Porter (1980) developed the competitive strategy theory by and described it as coming up with a broad formula for how a business entity is going to compete and survive in the identified market, what are the business goals/objectives to be met, policies required to carry out these objectives. The procedures of striving and the means of achieving the goals through combination of different communication tools. The two ways as described by Porter (1980) in which an organization can achieve competitive advantage within Competitive strategy theory are differentiation advantage and cost advantage. Differentiation advantage is when an organization focus on improving or producing better quality product/service than its rival while cost advantage is when an organization focus on providing the same product/service quality with slight reduction on pricing or fees (Porter, 1980).

To target selected specific markets rather than focusing on every consumer/customer within market, Porter (1980) went ahead to conceive focus strategy alongside cost advantage and differentiation advantage. Due to lack of capability in terms of resources like financial muscles by small firms, they could not target everyone to deliver favorable competition with other larger rivals then the focus strategy becomes the attractive option. Focus strategy allows businesses to offer preference input on product modeling and usually center on the need of the customer and how the product/service could improve their daily lives.

2.2.3 Relationship Marketing Theory

Buttle (1996) Emphasized on Relationship marketing theory by stating in parts, marketing is currently not simply about to develop, to sell and to deliver products/service. It is increasingly concerns and focus with the development and fostering of a mutually rewarding long-standing relationship with customers. The evolutionary stages of customer relationship date back to the era of mass-marketing of 1950s followed by era of market/customer segmentation of 1970s and then personalized customer relationship of early 1990s. The current trend of personalized marketing is characterized by holding data base of each customer with their unique lifestyle and the knowledge derives is used to guide high level marketing with satisfying rewards to the customer. Personalized relationship marketing was motivated by several reasons key among them is the improved product/service quality by most competitors forcing most companies to resort to alternative competitive advantage within the market, rapidly changing customer buying pattern and more demanding informed customers is another cause propelled by

the media sensitization and activists group advocating and agitation for the right of consumers, often global competition and more fragmentation of markets.

The world of business has changed greatly in the last few years or so, globalization and information technology has shaped a dynamic young breed of well-informed customers who are keen on excellent personalized services to their needs. According to Moller & Halinen (2000), Relationship marketing theory placed emphasis on appreciating customer expectation and enforcing high commitment in delivering to that expectation. It's also creating a continuous relationship with the customer.

2.3 Empirical Literature

Recruitment in higher institution of learning should be functionally geared on exciting and giving life to prospective students through marketing activities from the initiation stage. Marketing activities and recruitment process should be able to carry along the basics information about the courses or college offering in terms of fees, duration of study, different forms of examining methods and opportunities for graduate students. New joiners should be encouraged to obtain key institutional information from fellow ongoing students, alumni and college counselors/ staff. At City university of Hong Kong in People's Republic of China Mok (2000) was Lecturer at department of public and social Administration and he came up with study with the significant steps taken to privatize social welfare services in the post-Mao era with effort of the reforming the social sector of the economy. After the adoption of a socialist market system in the 1990s, educational progress has been affected by strong market forces. The higher education landscape changed greatly with the introduction of internal competition among

educational institutions as well as the shift of state responsibility in educational provision to families and individuals.. It was characterized with the emergence of private educational institutions and the prominence of fee-charging. The principal aim of the researcher was to examine institutional origins of the policy change in education from government ownership to market forces, with particular reference to the process and implications of such changes. It clearly suggested that China's education has been going through a process of marketization. The researcher went ahead to appraise the Chinese experience on social welfare services in the light of global practices on marketization.

According to Brown and Oplatka (2006) researched on universities in a competitive global marketplace noted that higher education institution have been influenced greatly over the years by marketing communication structure on various ways of running the institutions and other implication of managing students issues. To develop marketing plan and establishing a respectable image for an institution is the priority for the management of higher learning institution in creating a superb marketing formula. The knowledge of their competitor and identification of the needs of various marketing segments are other important factors in creating a proper marketing communication strategy. The scholars further recognized that to develop a mature and stable market which is able to withstand demand quality is the function of marketing unit within institution of higher learning.

Murphy & Richard (1998) did a research on understanding of the term marketing and current use of promotional means (personal selling and advertising) activities, market segmentation approaches, differentiation strategies and their product (i.e., academic programs) development. They interviewed 350 Admissions officers of private colleges and universities to explore the value of using students and academic staff of college of

learning for creating awareness and other marketization exercise to build confidence of attracting new prospective students through their investigation on marketing universities. The mail questionnaire was conducted in June 1976. A survey of 200 colleges and universities investigating student recruitment process identified direct marketing as the topmost preference in achieving advertising objective of an institution. Creative use of literature in direct marketing gave an impact for the institution through application of the principle of responsive marketing by university or college.

A study carried out in Australia by Gray et al., (2003) on marketing communication approach came up with more holistic solution oriented mechanism in marketing. Selected sample of 1,096 students registered in various universities, polytechnics, middle level colleges and attending high schools were conveniently identified in Singapore, Malaysia and Hong Kong. Questions investigated were mainly the media the students were using to get information about the foreign universities, different branding methods by the institutions. Gray et al.,(2003) stated that little has been written about the influence of cross-cultural values on the positioning of international education brands as much as universities are increasingly competing for international students. The study focused on the means they use to gain information about universities and the media that student in three Asian markets place on overseas university education and In Hong Kong, Malaysia and Singapore. The results finding suggested that a common media mix can be utilized and that a consistent or adapted branding strategy could be adopted, depending on how many of these markets universities wish to target. By using t-tests and One-way Analysis of Variance (ANOVA) Gray et al.,(2003) stated that out of the communication tools used, print media and the WWW (World Wide Web)

were identified as the major used communication and information source by student fraternity within the 3 Asian markets about college and universities courses selections. He noted that due to different cultural value practices, communication infrastructure in place and westernization in different countries, most students have different media preferences for the source of universities information. The findings have important implications for the positioning of international university brands in Asian markets.

To establish if there is value in developing a model for predicting institutional choice for Scottish undergraduate enrolment Briggs (2006) researched on the factors influencing student choice at six contrasting universities in Scotland. The study interviewed 651 students with biased on two undergraduate disciplines of accountancy and engineering across six universities and he The conclusions point out that the student choice decision is complex and multi-factorial. Even though there was variation across universities, course disciplines and genders, the evidence illustrates consistency in respect of the top three factors namely distance from home, institution location and most importantly academic reputation, and suggestions for change are formulated on the basis of the key results. College preference and course selections by students today are increasing becoming a major important decision-making exercise with everyone appreciating the seriousness by consulting widely and weighing options available and settling for the best possible outcomes for them (Briggs, 2006). Clarke & Brown (1998) noted that with globalization and sophistication, students currently are becoming more informed in decision making process on college choices and there are several variables affecting their decision which often creates confusion and anxiety. Different information from friends, relatives/ or siblings, teachers, parents/ guardians and career experts could cause nervousness and

confusion especially when they are conflicting and may also end up in information overload to young minds.

Using various marketing activities with different communication layout by institutions is also causing further uneasiness within potential students on making decision. Sutton trust research by Davies et al., (2010) believed that student background and surrounding affect their knowledge capability. Student who did not witness any close family member or neighbor joining university/ college may not have the appetite to source for information about course choices and without proper guidance they end up with inappropriate decision making. Christensen et al., (2004) came up with the best remedial to marketing experts. They noted that several variables could go wrong with potential student even with valuable information from career guidance teachers and informed parents especially when there is no matching information with individual student desire, choices/like, talent and available professional courses. While little research exists in the area of segmentation or targeting of higher institution market place, there require a need to match the relevant information and differentiate prospective students target base on the same. The need to control the meager insufficient marketing budget allocation by higher institutions of learning is important to ensure controlled, effective and efficient use with proper targeting. However, prior to recruitment, more accurate information should be offered to students Ramsden (2008) said that mechanism for assisting new recruited learners to adapt to higher institution environment should be key responsibility by college administrators or recruitment officers.

Reverse lens that allow college administrators understand the student feeling and personal views should be instated to help them improve on variables that prospects see as important for their college decision making (Bonnema and Van der Waldt, (2008). The most helpful, influential and important information source is the company website for most potential student seeking information (Seymour 2000). Others believed enquiries done at the receptions area or information desk within an institution is the most influential factor on course choices especially to the walk-in and that is according to two group of scholars(Jonas and Popovics 1990) & (Kellaris and Kellaris 1988). Mailing semester course schedule to potential students is another effective means to attract potential student to course (Lucas, 1984).

Chapman (2016) stated that within the progressively more intense competition for student numbers, learning institutions may not just influence prospective students' selection of courses by simply reconstructing and revamping their institutional images or aim at particular target market. On the contrary most staffs responsible for institution recruitments are pegged on systematic model of thinking oscillating around being able to influence student decision towards selecting particular course. Equally important higher institutions of learning may ignore the importance of improving recruitment process to smooth seamless on boarding process. In reference to the above illustrations, the research work put forward theoretical framework described by student enrolment as a dependent variable with advertising, interactive & internet marketing, direct marketing, public relations and personal selling as independent variables.

2.4 Marketing Communication Tools

Kotler and Fox (1985) assert that managers should have sufficient information for planning execution and allocation of resources properly to different marketing communication tools, different products, different markets, different products and various territories; this will go a long way on ensuring effective marketing communication. A profitable workable strategy designed by management will go a long way on ensuring effective marketing communication process and marketing plans may not yield desirable results unless they are efficiently carried out at different levels of the company/institution. It is important to note that marketing communication is not obviously tantamount to profitability. Profitability figure is seen on the level of return on investment, sales and other performance index depends on marketing effectiveness.

Several definitions of IMC exist in literature. The Marketing plan of any examination institution is the foundation marketing strategy for examination entity in the world. Combination of factors that can be controlled by an institution to persuade consumers to pay for a service or buy a product is what constitutes marketing mix. The concept of marketing communications planning that recognizes the extra worth of a comprehensive plan that evaluates the strategic role of varieties of communication tools like public relation, personal selling, advertising, direct marketing, sales promotion and interactive/internet marketing etc. and consolidate these disciplines to provide clarity, consistency with maximum communication impact. Potential student are key to the growth of any institution hence a number of promotional tools are used to drive sustainable increase of student enrollment needs, examples are persuasion through career talk show, international and national exhibitions, open days, conventions, advertisements, price off promotion and

direct mail etc are communication tools used by KASNEB and its urgencies to persuade, inform, remind and attract potential students to enroll in their courses.

2.4.1 Public Relations

Mutually beneficial relationships between the public and an institution established through a strategic communication route (Blankson, 2009). Corporate Affairs' office or PR office is tasked with observing and monitoring the progress and quality of institutional image and advises the management on specific image weaknesses exposing the organization and image strengths which could necessitate the growth of the organization. Public relation is exhibited through press release, Designing and processing of marketing material like brochures, posters, fliers, media communications, event sponsorship, institutions newsletter, annual reports, alumni magazine, student handbooks and bulletins etc.

2.4.2 Direct Marketing

Direct marketing is careful move targeting customers directly to gain immediate response of a buyer, of a product or service with background intentions of long term mutual relationships. This is bringing the market closer to the doorsteps (home, residential or office) of potential buyer/customer. It is a form of personal interaction between prospective consumer and a selling agent directly devoid of the use of intervening conventional business communication media channels Kimmel, (2005). Direct marketing generate instant reaction from the targeted consumers and it is an opportunity to offer personalized service or touch to a customer. Kotler, (2003) Moving the potential buyer through a buying process like inviting prospective students to visit a tent of an exhibition

and booking contacts details is one example of direct marketing technique of higher institution of learning. Direct marketing encourages direct participation on TV and Radios, whatsapps, emails to selected target, postal mail, catalogues, SMSs and phone calls to prospective customers to encourage them to buy or offer feedback about a product.

2.4.3 Personal Selling

Personal selling is reaching out to potential buyer with the objective of selling to them or presentation by sales person with intention of closing a sale and creating long lasting relationship with customer. Personal contact is involved in the process. Higher Institution recruitment officers use telephone calls, face-to-face meetings, text messaging and other modern technology like videoconferencing discussion to offer product or service to customer. The best suited promotional method of reaching out to customers is personal selling due to its interactive nature and the ability to foster long term relationship with client.

Armstrong, (2001) believed that in building up the purchaser's initial choices, trials and confidence, personal selling is a valuable communication tool at various stages of the buying process. The same is key in developing and underdeveloped countries and critical for service sector like higher institution of learning globally. Element of personal selling is commonly used in attracting potential students by institutions of higher learning through high school visits, career talks and open days. The face-to-face activities exhibited through personal selling helps in building long term relationship and mutually satisfying personal attention or relationship.

2.4.4 Advertising

Advertising refer to promotional ideas and a paid up presentation or programs runs about products or service. It could be featured on Newspaper or magazine, billboards, radio, direct mail, television, events, bus card, open days, speeches and road shows etc. Kashorda, (2002) stated that currently social networking sites like twitter, Facebook, instagram and my space are taking social media interactions between the young people due to technological advancement and modernization. Planning for effective and sustainable marketing communication activities is crucial as students' competition increases within the higher institution of learning markets (Ivy, 2001). Decrease of student numbers and consequent reduction of institution funding has brought about the need to create and maintain strong image within the market place and aggressive marketing activities to build feasibility and strong image on attracting potential students characterized the current trend. To convey an image that is favorable to the public, employers and potential students and financiers, Colleges and universities are becoming progressively aggressive in their marketing tricks. Institution's advertisement staff must clarify the response sought, identify the target audience, develop messages, select source attributes and collect feedback and choose efficient and reliable medium of communication.

2.4.5 Sales Promotion

Promotional mix incorporating which include several activities that tries to offer additional value or extra worth or incentives to primary consumers and other sellers (retailers, distributors, wholesalers) to motivate instant sale of identified product or

service. In other words, it's short term incentives to encourage registration/ enrolment of students like waivers of renewal and reactivation fees and fees reductions etc. According to study by International Marketing Research (2005) discovered that the major sales promotion practices are price-off deals or fee reduction, Bonus packs, coupons, sweepstakes, price completion, premium, and fees waivers. However, with the technological advancements and globalization there is need for institutions / companies to embrace new and modern sales promotion activities which can meet up market specific demand. Carrying out market survey is important as this will help come up with sales promotion practices that are ethically, sound, acceptable, accessible, relevant, have positive perceived impact, appropriate, efficient, innovative, sustainable and replicable.

2.4.6 Interactive / Internet Marketing

Marketing procedures that respond and changes through one on one process founded on the behavior of individual buyers or potential buyers. It is trigger based marketing since it's depends with reactions and actions of prospective customers and believed to be more effective and efficient than the traditional direct marketing. The underpinning basis of reacting to what the client is doing to establish mechanism of driving up numbers bring forth the other definition of the name as trigger based or event driven or event based marketing.

To support the modern marketing concepts and achieve marketing objectives by using the internet and related digital technologies is what is referred to as internet marketing. Advertising shown on the website and other online activities like emails, social media networking are some of the internet marketing tools used for recruitment of new clients

and corresponding with existing clientele (Hanafizadeh, 2012). Engaging the customers through appropriate website and adopting web-based thinking to marketing are the few approaches to internet marketing strategies.

2.5 Marketing Communication tools and Student Enrollment

Marketing units must step into the life of prospective students from their early stages of marketing planning for most higher learning institutions. They should identify appropriate means/tools of attracting a prospective student and the methods used in order to identify an appropriate programme to study and an institution that offers it. Combination of marketing communication (MC) tools is better positioned for the success in creating an impact and desired responses to build a steady sustainable increase in student enrolment Mok, (2000). However, the purpose of selecting a competitive strategy on supporting steady and sustainable enrollment involves complex decisions and the outcome of the same is varied and different from organization to organization. There are various marketing strategies which institutions of learning employ to attract students and because of varied demographic profile of the student particular on age, lifestyle orientation and peer influences, institution must develop a reasonable strategy to target relevance potential students for the designated course.

Most institutions of learning like any other entities are ridden with stiff competition from other players within the education industry. To add diversity to the student body and generate foreign exchange income, the higher learning institution administrators are resorting to foreign student in a series of international marketing campaigns and activities. Non-personal and personal communications are two main subdivision of

marketing communication tools. Communication which is passed through any other media rather than person-to-person are collectively referred to as non-personal communications while those communications involving two or more people with each other majorly through word of mouth is called personal communication. Examples of personal communication are emails; whatsapp, voice call and SMSs. Non personal include national and international television, newspapers, magazines, satellite, posters and leaflets etc. Institutions most use brochures, leaflets and fliers as takeaways reminders to potential students.

Decision to buy or purchase is explained beneath the model of hierarchy of effects as being influenced by the confidence developed by the consumer, brand liking and preference, information about the benefits, awareness about the product and outlining features. The use of different media by prospective students may not be underestimated and identifying specific media of preference by students is the biggest headache by most college recruitment team.

Creating competitive advantage and boosting sales revenue and profit while saving time, money and stress is the sole idea behind efficient and working marketing communication tools. To help cement a strong bond of relationship with purchaser and provide a dialogue platform for the buyer and seller (institutions), marketing communication process smoothen the process for the purchaser through various stages of buying process.

2.6 Summary of Literature Review

The evaluation of the literature review gave varied results. Whilst some scholars believed that higher institution must embrace marketing communication skills to help them drive a sustainable student enrollment through concerted marketing communication tools, others researchers gave demographic elements to support student enrollment to higher institutions. What is clear though, there is no one particular marketing communication means (direct marketing, advertising, personal selling, sale promotion, interactive & internet marketing and public relations) which is able to provide marketing solution to colleges and universities.

It is ostensible that more research needs to be done by widening the scope of the study so as to concentrate on how marketing communication tools could influence student enrolment for a professional examination institution like KASNEB.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter illustrated on data collection process, the target population from where the data was collected, the techniques and the methods that should be engaged for data collection exercise and the various methods of data analysis that was employed to give a viable result.

3.2 Research Design

To facilitate answering the research questions appropriately, the master plan for supporting collection and analysis of the data is basically the research design. The research employed the descriptive research design, which was used to illustrate characteristic of a phenomena being studied. It is used to answer questions about when/why/who/how the characteristics occurred (Cooper and Schindler 2003). To be able to describe the characteristics of the variable of interest in a situation, a descriptive study should be carried out to determine the same (Kothari, 2008).

The need to develop the correlation between dependent variable as students enrolment against independent variables like personal selling, advertising, interactive & internet marketing, public relations and direct marketing by structuring question to investigate how student got to know KASNEB course and other influences on selecting particular course. The study deduced judgment addressing the correlation between student

enrolments at KASNEB around Nairobi County and the mentioned marketing communication tools.

3.3 Population of study

A population is collection of all objects, subjects or member that conforms to a particular set of specifications (Polit&Hungler 1999). The population of the study included KASNEB students in the county of Nairobi undertaking professional programs (CPA, CS, CCP and CIFA) with some students undertaking complimentary academic courses relevant with professional courses of accountancy, management or governance (law students), credit or cooperative development studies, financial analysts

3.4 Sample Design

Probability or simple random sampling technique was adopted. A sample of 100 respondents were targeted from the population of 7000 students in Nairobi County undertaking professional course at KASNEB. The study sample was randomly selected students/potential students visiting KASNEB offices for issues arising from their respective courses and the samples chosen was assumed to be representative to observe generalization of research outcome.

3.5 Data Collection Methods

Primary data collection methods involved the use of predesigned questionnaire help in guiding gathering of data. Authority from KASNEB management was sought well in advance before engaging on the formal interview process with students. Cover letter introducing the researcher and permission letter was attached to the questionnaire. Since

the principal tool for data collection is the questionnaire and the data was conducted through self-administered questionnaire. Questions were based on the Likert scale of 1-5 for measurement purpose. The respondents were expected to fill the questionnaires honestly as possible with the guidance of the Field Assistant.

3.6 Data Analysis

Qualitative and Quantitative scrutiny of data was undertaken to respond to the research questions of the study which sought to evaluate the correlation between students' enrollment on selected programs and marketing communication tools used at KASNEB in Nairobi County. Both inferential and descriptive statistics were utilized. Collected raw data was processed from raw and sorted, classified, coded and tabulated for ease of analysis. The data was then summarized and categorized according to common themes. Data was then analyzed using descriptive and inferential statistics plus frequency distribution Tables. Statistical Package for Social Sciences (SPSS) was also used for data breakdown and regression analysis. The following regression model was utilized in the study

$$Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+B_5X_5+B_6X_6+e$$

(Where $B_1, B_2, B_3, B_4, B_5, B_6$ are constants and X_1 =Sales promotion, X_2 =Advertising, X_3 =Personal selling, X_4 =Direct Marketing, X_5 =Public Relations, X_6 =Interactive and internet marketing) e =is the error term.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, discussions and findings of the research. The data was summarized through statistical averages (including ranking) and presented in form of frequency tables and charts.

4.1.1 Response Rate

There were 100 questionnaires that were distributed to the respondents out of which 79 were filled and returned thus representing 79% response rate. This was considered as very good for subsequent analysis and reliable as well.

4.1.2 Gender

The study sought to determine the gender of the respondents in the study.

Table 4.1: Gender of the Respondents

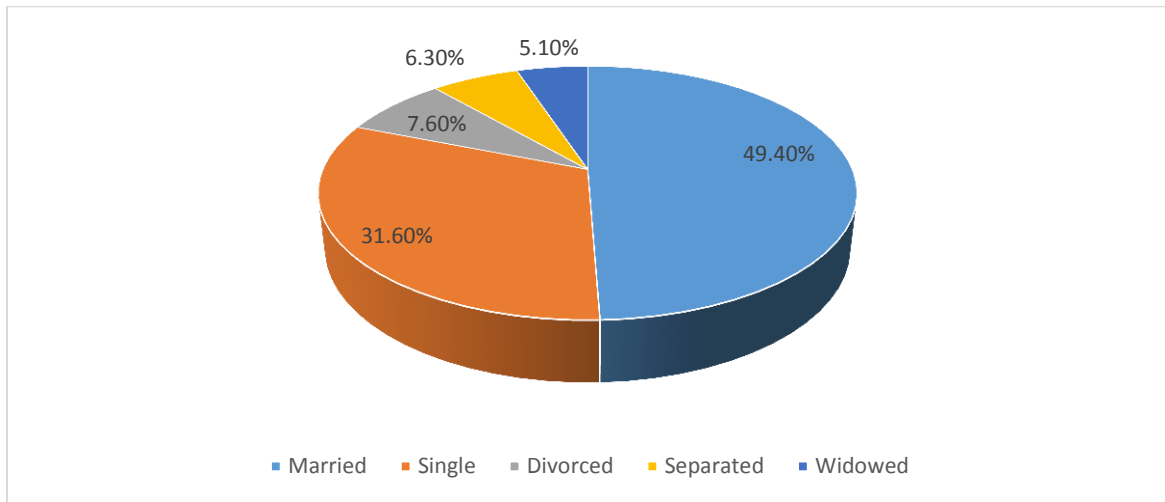
	Frequency	Valid Percent	Cumulative Percent
Valid Male	49	62.0	62.0
Female	30	38.0	100.0
Total	79	100.0	

From the study findings on table 4.1, it reveals that majority 49 (62%) of the respondents were male while 30 (38%) of the respondents were female. This shows that there was a fair representation of both genders in the study however the male were dominant.

4.1.3 Marital Status

The study sought to determine the respondents' marital status.

Figure 4.1: Marital Status

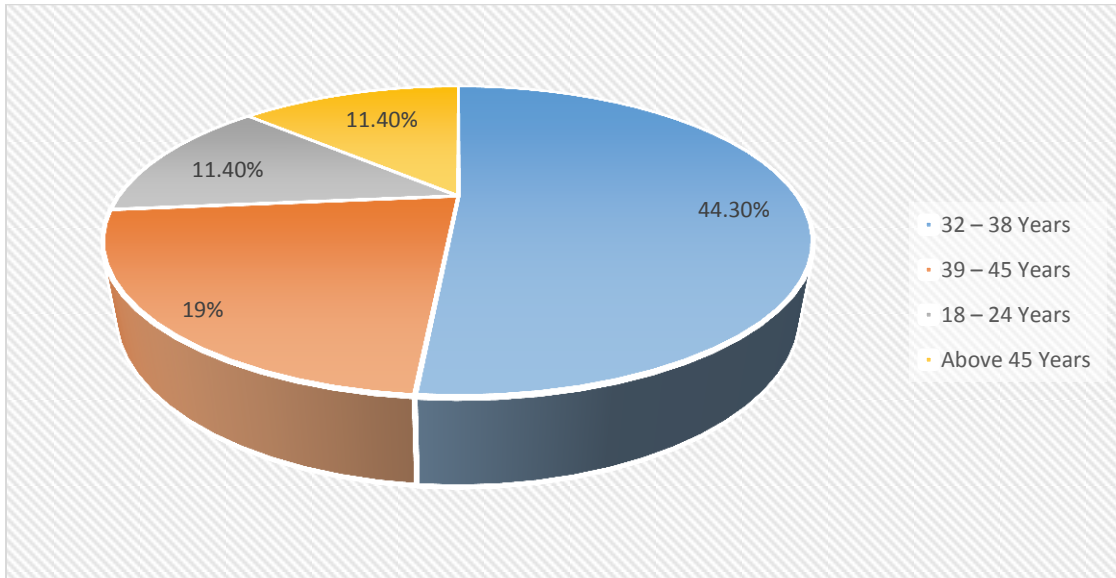


The study findings on figure 4.1 shows that majority 39 (49.4%) of the respondents were married, 25 (31.6%) were single, 6 (7.6%) were divorced, 5 (6.3%) were separated and 4 (5.1%) were widowed. This indicates that majority of the respondents were responsible enough to give reliable information sought by this study.

4.1.4 Age Bracket

The study sought to establish the age bracket of the respondents.

Figure 4.2: Age Bracket



From the study findings on figure 4.2, the findings reveals that majority 35 (44.3%) of the respondents were aged between 32 – 38 years, 15 (19%) of the respondents were aged between 39 – 45 years, 9 (11.4%) of the respondents were aged between 18 – 24 years and 9 (11.4%) were aged above 45 years. This shows that majority of the respondents in the study were mature and responsible enough to give reliable and credible information sought by this study.

4.1.5 Highest Level of Education

The study sought to figure out the highest level of education attained by the respondents.

Table 4.2: Highest Level of Education

	Frequency	Valid Percent	Cumulative Percent
i) O-levels	3	3.8	3.8
ii) A-Levels	4	5.1	8.9
iii) Certificate level	2	2.5	11.4
iv) Diploma level	23	29.1	40.5
Valid v) Degree level	37	46.8	87.3
vi) Post graduate diploma level	6	7.6	94.9
vii) Masters and above	4	5.1	100.0
viii) Total	79	100.0	

The study findings on table 4.2 reveals that majority 37 (46.3%) of the respondents had attained degree level, 23 (29.1%) were of diploma level, 6 (7.6% had attained post-graduate diploma level, 4 (5.1%) had masters degree level, 4 (5.1%) had A-O levels and 3 (3.8%) had O. Levels. This shows that majority of the respondents had degree level and that they were therefore considered to be well educated to have technical knowhow of information sought by this study thus giving reliable information sought by the study.

4.1.6 KASNEB Professional Course Pursued

The study sought to establish the kind of KASNEB professional course pursued by the respondents.

Table 4.3: KASNEB Professional Course Pursued

	Frequency	Valid Percent	Cumulative Percent	
Valid	i) Certified public accountants-CPA	37	46.8	46.8
	ii) Certified secretaries-CS	19	24.1	70.9
	iii) Certified information communication technologist CICT	6	7.6	78.5
	iv) Certified investment and financial analyst CIFA	8	10.1	88.6
	v) Certified credit professionals CCP	5	6.3	94.9
	vi) not applicable	4	5.1	100.0
Total	79	100.0		

The study findings on table 4.3 indicates that majority 37 (46.8%) of the respondents were pursuing Certified Public Accountants (C.P.A.) course at KASNEB, 19 (24.1%) of the respondents were pursuing certified secretaries (C.S.) course, 8 (10.1%) of the respondents were pursuing certified Investment and Financial Analysis (CIFA) courses, 6 (7.6%) of the respondents were pursuing Certified Information Communication Technologist (ICT) course while 5 (6.3%) of the respondents were pursuing Certified Credit Professionals and 4 (5.1%) indicated that they were yet to start their courses at KASNEB meaning they were in the process of inquiry in the institution.

4.1.7 Knowledge of KASNEB Professional Courses

The study sought to establish how the respondents came into knowing about the KASNEB Professional Courses.

Table 4.4: Knowledge of KASNEB Professional Courses

	Frequency	Valid Percent	Cumulative Percent
Valid informed by parents, guardians, adult relatives or siblings	33	41.8	41.8
Direct marketing -career talks by KASNEB staff secondary schools, universities and colleges	14	17.7	59.5
Personal selling -marketing activities by training institutions of KASNEB and other related courses	11	13.9	73.4
Sales promotion -friends, peers and school mates discussing about waivers of specified fees by KASNEB	8	10.1	83.5
Publicity and events sponsorship -clubs and associations inductions in the universities and colleges	5	6.3	89.9
Advertising - in media magazines/news papers, television, radio, billboard and newsletters	4	5.1	94.9
Interactive and Internet Marketing - Huduma centers, KASNEB offices, Facebook, twitter correspondences	4	5.1	100.0
Total	79	100.0	

From the study findings on table 4.4, it shows that majority 33 (38.8%) of the respondents knew about KASNEB Professional Courses through parents, guardians, adult relatives or siblings. 14 (17.7%) of the respondents knew about KASNEB Professional Courses through direct marketing, career talks by KASNEB staff, secondary schools, universities and colleges. 11 (12.9%) of the respondents knew about KASNEB

Professional Courses through personal selling marketing activities by training institutions of KASNEB and other related courses. 8 (10.1%) of the respondents knew about KASNEB Professional Courses through sales promotion by friends, peers and schoolmates discussing about waivers of specified fees by KASNEB. 5 (6.3%) of the respondents indicated that they knew about KASNEB through publicity and events sponsorship of clubs and associations, inductions in the universities and colleges. 4 (5.1%) of the respondents knew about KASNEB Professional Courses through advertisements in media, magazines/newspapers, television, radio, billboards and newsletters and lastly 4 (5.1%) of the respondents knew about KASNEB through officers, Facebook posts and twitter correspondences.

4.2 Descriptive Statistics (Extent to which Marketing Communication Tools were effectively used at KASNEB to attract Potential Students)

The study sought to establish the extent to which marketing communication tools were effectively used at KASNEB using Likert scale of 1 – 5 where 1 = Very Small Extent, 2 = Small Extent, 3 = Moderate Extent, 4 = Large Extent and 5 = Very Large Extent.

Table 4.5: Extent to which Marketing Communication Tools were effectively used at KASNEB to attract Potential Students.

Statement (Marketing Communication Tools)	Mean	Std. Dev.
Interactive and internet marketing through Huduma Centers, Facebook responses, Telephone calls, Twitter Walls and KASNEB Centers.	3.92	0.903
Sales promotions encourage short-term incentives such as coupons, bonus packs and premiums.	3.87	1.030
Public relations , building relationships with students and other stakeholders via favorable publicity media handling event sponsorship.	3.61	0.902
Advertisement through newspapers, TV, radio, billboards and online advertisements.		
Personal selling presentation by KASNEB Officers to potential students with intention to register and build relations.	3.42	0.898
	2.40	0.945
Direct marketing by taking the market directly to the doorsteps of potential students.	3.68	0.742
Average Mean	3.50	0.903

Source: Research Data (2018).

The study findings on table 4.5 shows that majority of the respondents says that incentives and internet marketing was effectively used at KASNEB to attract potential students at a large extent with a mean ($M = 3.92$; $SD = 0.903$). Also, from the study findings on table 4.5, other respondents indicated that they agreed that sales promotions, public relations and advertisement were communication tools used effectively to attract potential students at KASNEB Professional Courses with a mean ($M = 3.87$; $SD = 1.030$), ($M = 3.86$; $SD = 0.902$) and ($M = 3.61$; $SD = 0.898$) respectively.

The study findings also established that other respondents revealed that they were neutral that personal selling as a marketing communication tool was effectively used to attract potential students at KASNEB with a mean ($M = 3.42$; $SD = 0.945$), while other

respondents reported that Direct Marketing as a marketing communication tool was effectively used to attract students at KASNEB at a small extent with a mean (2.40; SD = 0.742). The findings established that on average, personal selling, advertising, sales promotion, Interaction, internet marketing, direct marketing and public relations influence student enrollment at KASNEB to a large extent with a mean of (M = 3.50; SD = 0.903). The study was consistent with the existing literature, mutually beneficial relationships between the public and an institution which is established through a strategic communication route (Blankson, 2009). Corporate Affairs' office or PR office is tasked with observing and monitoring the progress and quality of institutional image and advises the management on specific image weaknesses exposing the organization and image strengths which could necessitate the growth of the organization. Public relation is exhibited through press release, Designing and processing of marketing material like brochures, posters, fliers, media communications, event sponsorship, institutions newsletter, annual reports, alumni magazine, student handbooks and bulletins etc.

Direct marketing is careful move targeting customers directly to gain immediate response of a buyer, of a product or service with background intentions of long term mutual relationships. This is bringing the market closer to the doorsteps (home, residential or office) of potential buyer/ customer. It is a form of personal interaction between prospective consumer and a selling agent directly devoid of the use of intervening conventional business communication media channels Kimmel, (2005). Direct marketing generate instant reaction from the targeted consumers and it is an opportunity to offer personalized service or touch to a customer. Kotler, (2003) Moving the potential buyer through a buying process like inviting prospective students to visit a tent of an exhibition

and booking contacts details is one example of direct marketing technique of higher institution of learning. Direct marketing encourages direct participation on TV and Radios, whatsapps, emails to selected target, postal mail, catalogues, SMSs and phone calls to prospective customers to encourage them to buy or offer feedback about a product.

Table 4.6: Advertisement

Influence of Advertising to Students Enrollment	Mean	Std. Dev.
Print media, television, radio, billboards advertisements encourage enrollment at KASNEB.	3.84	0.869
There is high enrollment due to aggressive and vigorous advertisement.	3.71	0.922
Advertisements at KASNEB are appealing to attract young potential students.	3.15	1.133
Average Mean	3.567	0.974

Source: Research Data (2018).

From the study findings on table 4.6, it shows that on average the respondents indicated that advertisement influences students enrollment at KASNEB at a large extent with an average mean of (M = 3.56; SD = 0.974).

Table 4.7: Sales Promotion

Influence of Sales Promotion on Students Enrollment	Mean	Std. Dev.
The benefits of sales promotion offers early bird discounts waiver and fees cut deals.	3.75	0.799
Management has increased more sales program to boost enrolment at KASNEB.	3.70	0.704
Removal of fees, reduction of fees, early bird, discounts encourages more enrollments at KASNEB.	2.53	0.798
Average Mean	3.321	0.767

Source: Research Data (2018).

The study findings on table 4.7 indicates that the respondents established that sales promotion influences students enrollment at KASNEB at a moderate extent with an average mean ($M = 3.32$; $SD = 0.767$).

Table 4.8: Personal Selling

Influence of Personal Selling on Students Enrollment	Mean	Std. Dev.
Proxy marketing through learning institutions offering KASNEB courses influences enrollment.	4.05	0.529
Personal selling through exemptions encourage enrollment at KASNEB.	3.96	0.854
Visits on secondary and tertiary institutions encourages enrollment at KASNEB.	3.47	0.903
Average Mean	3.82	0.762

Source: Research Data (2018).

The study findings on table 4.8 established that personal selling influences students enrollment at KASNEB at a large extent with an average mean of (M = 3.82; SD = 0.762).

Table 4.9: Direct Marketing

Influence of Direct Marketing on Students Enrollment	Mean	Std. Dev.
Direct marketing through career talks and open day at KASNEB influences enrollment.	3.52	1.038
There is effective exhibition on national and county trade fairs to attract potential students enrollment at KASNEB.	3.32	1.044
Marketing through roadshows sensitizes students about KASNEB Programme.	2.58	1.215
Average Mean	3.14	1.554

Source: Research Data (2018).

The study findings on table 4.9 reveals that the respondents established that Direct Marketing influences students enrollment at KASNEB at a moderate extent with an average mean of (M = 3.14; SD = 1.554).

Table 4.10: Public Relations

Influence of Public Relations on Students Enrollment	Mean	Std. Dev.
Professional programmes offered at KASNEB builds reputable public image.	3.71	0.894
KASNEB news line media messages influences enrollment of students.	3.18	1.047
Corporate Event sponsorship and partnership with shareholders determines enrollment at KASNEB.	3.25	0.967
Average Mean	3.38	0.969

Source: Research Data (2018).

The study findings on table 4.10 established that public relations influences students enrolment at KASNEB at a moderate extent with an average mean of (M = 3.38; SD = 0.969).

Table 4.11: Interactive and Internet Marketing on Students Enrollment

Influence of Interactive and Internet Marketing on Students Enrollment	Mean	Std. Dev.
Internet marketing through Facebook and twitter posts creates awareness on professional courses for enrollment at KASNEB.	4.09	0.644
Contact points, telephone calls, emails, enquiries at reception encourages enrollment at KASNEB.	4.14	0.729
Digital media through Facebook, twitter and line markets influences enrollment at KASNEB.	3.39	0.869
Average Mean	3.873	0.747

Source: Research Data (2018).

The study findings on table 4.11 established that interactive marketing and internet marketing influences students enrollment at KASNEB at a large extent with an average mean of (M = 3.873; SD = 0.747).

4.3 Regression Analysis (Influence of Marketing Communication Tools on Students Enrolment for Selected Programs at KASNEB within Nairobi County.)

The study sought to determine the influence of marketing communication tools on students' enrolment at KASNEB Professional Programs.

4.3.1 Regression Analysis

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.589	.312	.917

- a. Predictors: (Constant), Huduma centers, Facebook responses, telephone calls, emails, KASNEB Centers and Twitter wall posts., public relations ,building relationships with students and other stakeholders via favorable publicity media handling, event sponsorship, advertisements or newspaper, TV, radio bill board online adverts, personal selling presentation by KASNEB officer to potential students with intention to register & build relations, sales promotion to encourage short term incentives such as coupons, bonus pack and premium., taking the market directly to the doorstep of potential students

The study findings on table 4.12 indicated that correlation coefficient between the independent variable (marketing communication tools) and the dependent variable (enrolment of students at KASNEB). The coefficient of determination R Square of 0.589 indicates that the model can explain 59% of the variations or changes students enrolment at KASNEB. In other words, the marketing communication tools; Advertising, Sales Promotion, Personal Selling, Public Relations, Direct Marketing Interactive and Internet Marketing explained 59% of changes in students enrolment at KASNEB. 41% represent unexplained variables that were not involved in the study.

Table 4.13: Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	48.817	6	8.136	9.675	.000 ^b
Residual	60.550	72	.841		
Total	109.367	78			

a. Dependent Variable: public relations with students through event sponsorship media publicity

b. Predictors: (Constant), Huduma centers, Facebook responses, telephone calls, emails, KASNEB Centers and Twitter wall posts., public relations ,building relationships with students and other stakeholders via favorable publicity media handling, event sponsorship, advertisements or newspaper, TV, radio bill board online adverts, personal selling presentation by KASNEB officer to potential students with intention to register & build relations, sales promotion to encourage short term incentives such as coupons, bonus pack and premium., taking the market directly to the doorstep of potential students

The findings on table 4.13 show that the influence of marketing communication tools on students enrolment for selected programs at KASNEB in Nairobi. The significance level is 0.000 which is less than 0.05 thus being statistically significant to make conclusions on the study.

Table 4.14: Coefficients of Determination

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	.964	1.006	.958	.341
Advertisements on newspaper,TV, radio bill board online adverts	-.183	.122	-.139	.137
Sales promotion to encourage short term incentives such as coupons, bonus pack and premium.	.137	.127	.105	.284
Personal selling presentation by KASNEB officer to potential students with intention to register & build relations	-.032	.119	-.026	.786
Public relations - Building relationships with students and other stakeholders via favorable publicity media handling,event sponsorship	.382	.111	.332	.001
Direct marketing -taking the market directly to the doorstep of potential students	.297	.132	.233	.027
Interactive and Internet marketing - Huduma centers, Facebook responses, telephone calls, emails, KASNEB Centers and Twitter wall posts.	.515	.122	.393	.000

a. Dependent Variable: public relations with students through event sponsorship media publicity

The overall equation of model for the influence of marketing communication tools on students' enrollment at KASNEB involved;

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + e.$$

Where $B_1 - B_6$ are constant while

$X_1 = \text{Advertisement}$, $X_2 = \text{Sales Promotion}$, $X_3 = \text{Personal Selling}$, $X_4 = \text{Direct Marketing}$, $X_5 = \text{Public Relations}$, $X_6 = \text{Interactive and Internet Marketing}$. Therefore from the study findings, $Y = \text{Students enrollment} = 0.964 - 0.183, \text{Advertisement} + 0.137 \text{Sales Promotion} - 0.032 \text{Personal Selling} + 0.382 \text{Public Relations} + 0.297 \text{Direct Market} + 0.515 \text{Interactive and Internet Marketing} + e$.

The model therefore indicates that when Marketing Communication tools change by a unit, students' enrollment changes by the same number of units. When Advertisement changes by a unit, student enrollment decreases by -0.183 units. When Sales Promotion changes by a unit, students enrollment increases by 0.137 units. When Personal Selling changes by a unit, then student enrollment decreases by -0.032 units. When Public Relations changes by a unit, then students' enrollment at KASNEB increase by 0.382 unit. When Direct Marketing changes by a unit, then students' enrollment at KASNEB increases by 0.297 units and when Interactive and Internet Marketing changes by a unit, then student enrollment at KASNEB increases by 0.515 units.

4.4 Discussion of the Findings

The study finding about the extent to which marketing communication tools were effectively used at KASNEB to attract potential students. The findings of the study established that majority of the respondents agreed that interactive and internet marketing was effectively used at KASNEB with mean of (3.92; SD = 0.903) at a large extent. The findings of the study also established that the respondents agreed that Sales Promotions, Public Relations and Advertisement were utilized effectively at a large extent at KASNEB to attract potential students. (M=3.87; SD = 1.030, M = 3.86; SD = 0.902) and

($M = 3.61$; $SD = 0.945$), while other respondents in the findings revealed that Direct Marketing was effectively used to attract potential students at a small extent with a mean of ($M = 2.40$; $SD = 0.742$). These findings were consistent with the existing literature. A strategic communication route which establishes mutually beneficial relationships between the public and an institution (Blankson, 2009). Corporate Affairs' office or PR office is tasked with observing and monitoring the progress and quality of institutional image and advises the management on specific image weaknesses exposing the organization and image strengths which could necessitate the growth of the organization. Public relation is exhibited through press release, Designing and processing of marketing material like brochures, posters, fliers, media communications, event sponsorship, institutions newsletter, annual reports, alumni magazine, student handbooks and bulletins etc.

Direct marketing is careful move targeting customers directly to gain immediate response of a buyer, of a product or service with background intentions of long term mutual relationships. This is bringing the market closer to the doorsteps (home, residential or office) of potential buyer/ customer. It is a form of personal interaction between prospective consumer and a selling agent directly devoid of the use of intervening conventional business communication media channels Kimmel, (2005). Direct marketing generate instant reaction from the targeted consumers and it is an opportunity to offer personalized service or touch to a customer. Kotler, (2003) Moving the potential buyer through a buying process like inviting prospective students to visit a tent of an exhibition and booking contacts details is one example of direct marketing technique of higher institution of learning. Direct marketing encourages direct participation on TV and

Radios, whatsapps, emails to selected target, postal mail, catalogues, SMSs and phone calls to prospective customers to encourage them to buy or offer feedback about a product.

The study findings also alluded to the fact that Marketing Communication Tools, Advertising, Sales Promotion, Personal Selling, Public Relations, Direct Marketing, Interactive and Internet Marketing explained 59% of the changes in students' enrolment at KASNEB leaving out 41% as unexplained variables that were not represented in the study. The findings were consistent with the existing literature. Marketing units must step into the life of prospective students from their early stages of marketing planning for most higher learning institutions. They should identify appropriate means/tools of attracting a prospective student and the methods used in order to identify an appropriate programme to study and an institution that offers it. Combination of marketing communication (MC) tools is better positioned for the success in creating an impact and desired responses to build a steady sustainable increase in student enrolment Mok, (2000). However, the purpose of selecting a competitive strategy on supporting steady and sustainable enrollment involves complex decisions and the outcome of the same is varied and different from organization to organization. There are various marketing strategies which institutions of learning employ to attract students and because of varied demographic profile of the student particular on age, lifestyle orientation and peer influences, institution must develop a reasonable strategy to target relevance potential students for the designated course(Mok, 2000).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This last chapter summarizes findings of the study based on the study objectives. It also gives conclusions and recommendations based on analysis as set out to determine the influence of marketing communication tools on students' enrolment for selected programs at KASNEB in Nairobi County. The objective of the study was to determine the influence of marketing communication tools in students' enrollment for selected programs at KASNEB.

The study noted that interactive and internet marketing was effectively used at KASNEB at a large extent. The findings of the study established that majority of the respondents agreed that interactive and internet marketing was effectively used at KASNEB with mean of (3.92; SD = 0.903) at a large extent. The findings of the study also established that the respondents agreed that Sales Promotions, Public Relations and Advertisement were utilized effectively at a large extent at KASNEB to attract potential students. (M=3.87; SD = 1.030, M = 3.86; SD = 0.902) and (M = 3.61; SD = 0.945), while other respondents in the findings revealed that Direct Marketing was effectively used to attract potential students at a small extent with a mean of (M = 2.40; SD = 0.742). They also established that sales promotion, public relations and advertisement were utilized effectively at a large extent to attract students' enrolment at KASNEB. The study findings also established that other respondents revealed that they were neutral that personal selling as a marketing communication tool was effectively used to attract

potential students at KASNEB with a mean ($M = 3.42$; $SD = 0.945$), while other respondents reported that Direct Marketing as a marketing communication tool was effectively used to attract students at KASNEB at a small extent with a mean (2.40 ; $SD = 0.742$).

5.2 Conclusion

Even though the study determined that interactive and internet marketing, sales promotion, public relations and advertising to influence students enrolment at KASNEB at a large extent, there are other respondents who had a different opinion. The study established that other respondents revealed that direct marketing influences students' enrolment at KASNEB at a small extent. As such, KASNEB management ought to consider direct marketing as a new normal in marketing KASNEB's professional courses to the public. More emphasis should be put in place to improve on direct market and personal selling that will aid the organization to improve on its awareness of the professional courses offered in the institution.

5.3 Recommendations

The study recommends that KASNEB utilizes complete set of marketing communication tools that will involve advertising, sales promotion, personal selling, public relations, direct marketing, interactive and internet marketing. The tools should therefore be used in equal measured backed by the modern technology.

The study further recommends that direct marketing and personal selling should be emphasized more so as to create more awareness to the potential students who would wish to have a personal touch of the services offered at KASNEB. More and more talks

and visits are therefore encouraged to various target schools and institutions of higher learning within Nairobi County. KASNEB management should encourage more corporate social responsibility activities such as offering scholarship to bright students from less privileged families within Nairobi County. The rollout of such a marketing program should further be replicated to other counties so as to create more awareness about KASNEB in general terms.

The study recommends that KASNEB management should consider creating a sponsorship programme of secondary school leavers on both best performers and average performers so as to encourage them to join KASNEB after their A-level. Such a program should encourage the students' enrolment to KASNEB Professional Courses.

5.4 Limitations of the Study

The study was successfully undertaken despite the fact that there were few limitations that were noted. The respondents had very tight schedules in their work stations and therefore delaying in participating in the study by filling in the questionnaires late. Some of the respondents were reluctant to fill the questionnaires for fear of the unknown. The respondents thought that they were being spied on by the researcher. The study period was also involving such that it was time consuming and consumed more resources that were limited to some extent.

5.5 Suggestions for Further Study

The study recommends that a similar study should be done in context of other counties other than Nairobi County so that a comparison of findings could be made and eventually KASNEB Management to come up with a comprehensive marketing policy for their products and services nationally. The study suggests that the influence of marketing communication tools on performance of public universities in Kenya. This will help in determining the significant marketing tools to be used in such institutions. Also, the topic could be replicated in other sectors of the economy such as manufacturing and horticulture industries.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE... 7/11/2018.

TO WHOM IT MAY CONCERN

The bearer of this letter... MAURICE O. GWAYE

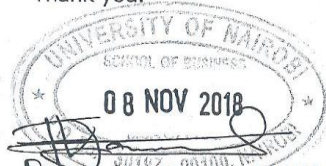
Registration No... D61/76076/2012

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.



PROF. JAMES M. NJIHIA
DEAN, SCHOOL OF BUSINESS

APPENDIX II: QUESTIONNAIRE

Introduction

The questionnaire is intended for use in collecting data in pursuit of the objectives of the study and in carrying out a research that will be submitted to the school of Business in partial fulfilment of the requirement for the award of the degree of Masters of Business Administration (MBA) program.

The topic of the research is.....**Influence of marketing communication tools on students' enrolment for selected programs at KASNEB in Nairobi County.....**

It's designed to obtain information purely for academic research purposes from student undertaking professional examination at KASNEB within Nairobi County.

Please find attached a copy of self-administered questionnaire. The accuracy of the responses you provide will be crucial to the success of the research project. You are kindly requested to complete this questionnaire as objective as possible based on the scale provided. All information you provide will be treated with confidentiality and will only be used for the purpose of academic of the course and may be shared by the management of KASNEB as deem appropriate.

Demographic and Respondents Profile

1 What is your Gender?

- (i) Male
- (ii) Female

2 What is your marital status?

- (i) Married
- (ii) Single
- (iii) Divorced
- (iv) Separated
- (v) Windowed

3 Indicate your age bracket

- (i) 18-24 years
- (ii) 25-31years

- (iii) 32-38 years
 - (iv) 39-45 years
 - (v) 46 years- Above
- 4 What is your highest level of education?
- (i) O-levels
 - (ii) A-levels
 - (iii) Certificate level
 - (iv) Diploma level
 - (v) Degree level
 - (vi) Postgraduate Diploma
 - (vii) Masters and above.
- 5 Which KASNEB Professional examination course are you currently pursuing as registered student?
- (i) Certified public accountant (CPA,)
 - (ii) Certified secretaries (CS,)
 - (iii) Certified information communication technologist (CICT)
 - (iv) Certified investment and financial analyst (CIFA)
 - (v) Certified credit professionals (CCP)
 - (vi) Not applicable
- 6 How did you know about KASNEB courses

		✓
	Informed by parents, guardian, sponsor, adult relatives or siblings.	
	Direct marketing - Career talks by KASNEB staff to secondary schools, universities and colleges.	
	Personal selling - Marketing activation by training institutions of KASNEB and other related courses.	
	Sales promotion - Friends, peers and school mates discussing about waivers of specific fees by KASNEB.	
	Publicity and events sponsorship - Clubs and associations inductions in the universities and colleges.	

	Advertising in Media (Magazines or newspaper, television, radio, Billboard) and other institute newsletters.	
	Interactive and Internet marketing – Reacting to reaction of enquiries from potential students through receptions at KASNEB offices, Huduma centres KASNEB counters, office calls, Facebook and Twitter correspondences.	
	Others specify.....	

Use the Likert scale of 1-5 to indicate your responses for the below questions. **1 - To a very small extent, 2-To a small extent, 3 - To a moderate extent, 4 - To a large extent, and 5 - To a very large extent.**

7 State to the extent you believe the following Marketing Communication tools are effectively used at KASNEB to attract potential students.

DESCRIPTION		RESPONSE				
		1	2	3	4	5
1	Advertising –Paid presentation and promotion ideas in magazines or newspaper, TV, Radio, Billboard, online adverts					
2	Sales promotion – Short term incentives to encourage registration/ enrolment of student like coupons, bonus pack, and premium.					
3	Personal selling – Presentation by KASNEB officer to potential student with intention of making sale/registration & build relationship					

4	Public Relations – Building relationships with students and other stakeholders via favorable publicity, media handling through distribution of press release, preparation of marketing items like brochures and event sponsorship.					
5	Direct marketing –Taking the market directly to the doorstep of potential student without the use of intervening commercial communication media like exhibitions & open days, career talks and school visits					
6	Interactive and Internet marketing –React to the actions of potential students through enquiries at the receptions & KASNEB counter at Hudumacenters, responses on Facebook & twitter wall posts, telephone calls, emails queries etc					

8 Please indicate the extent to which in your opinion you agree or disagree with the statement on how the variables could influence student enrolment for professional programs at KASNEB. By using a likert scale where 5=strongly agree; 4=agree; 3=neutral; 2=disagree; and 1=strongly disagree. Tick one box only for each.

A.	Influence of Sales promotion on Students' enrolment	1	2	3	4	5
1	I have enjoyed benefit of Sales promotion offers of early bird discounts, waiver on renewal fees and fees cuts deals.					
2	Short incentives like waiver on renewal fees and reactivation fees reduction, examination fees charges cuts, early bird discounts help in encouraging increase on enrolment at KASNEB.					

	3	KASNEB management should initiate more sales promotion programs to encourage more student enrolments.					
B.		Influence of Advertising on Students' enrolment	1	2	3	4	5
	1	Print media, television, radio, billboards and other adverts influenced my decision to register for KASNEB professional course.					
	2	There is high enrolment volume for professional students because of aggressive and rigorous advertisement.					
	3	Advertisement for KASNEB professional courses are creative and appealing designed to attract young potential students.					
C.		Influence of Direct Marketing on Students' enrolment	1	2	3	4	5
	1	It's through career talks and open days by KASNEB officers to colleges and secondary schools which influence my decision to register with KASNEB program.					
	2	There is effective exhibition on national and county trade fairs to attract potential students.					
	3	I have seen aggressive urgency marketing through road shows and public gathering across the country to sensitize potential students about KASNEB programs.					
D		Influence of Public Relations on Students' enrolment	1	2	3	4	5

	1	Reputable public image and knowledge of KASNEB as institution affected my choice of the KASNEB professional programs.					
	2	Written materials like brochures, KASNEB Newline, media messages from the CEO affected my choice of KASNEB professional programs.					
	3	Corporate event sponsorship by KASNEB in partnership with other stakeholders influenced my choice of KASNEB program.					
E		Influence of Interactive and Internet marketing on Students' enrolment	1	2	3	4	5
	1	It's by internet marketing through facebook and twitter posts on KASNEB timeline are how I got to know KASNEB professional courses.					
	2	Service offering through the KASNEB contacts point of responding to enquiries at the reception, emails responses and responding to the office telephone calls are key method of harnessing and increasing enrolment for KASNEB professional courses.					
	3	Digital media facebook, twitter and company website adverts are suitable avenue for offering marketing program targeted at young potential students to KASNEB programs.					

F.	Influence of Personal Selling on Students' enrolment	1	2	3	4	5
1	Personal selling offers an opportunity by KASNEB staff to offer additional information about fees charges, exemptions and other briefs for the professional courses.					
2	Secondary school and college visit by KASNEB officers on courses sensitization have strong influence to increasing students' enrolment.					
3	Proxies marketing/selling through learning institutions offering KASNEB courses influenced my choice to register for KASNEB Professional course.					

Thank you for Responding