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**CHALLENGES FACING THE IMPLEMENTATION OF INTERNATIONAL  
MARKETING STRATEGIES IN KENYAN PRIVATE UNIVERSITIES IN  
NAIROBI**

**MUSAU FESTUS KYALO**



**FEBRUARY, 2016**

**CHALLENGES FACING THE IMPLEMENTATION OF INTERNATIONAL  
MARKETING STRATEGIES IN KENYAN PRIVATE UNIVERSITIES IN  
NAIROBI**

**FESTUS KYALO MUSAU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER IN COMMERCE  
DEGREE AT STRATHMORE UNIVERSITY**



**SCHOOL OF MANAGEMENT AND COMMERCE  
STRATHMORE UNIVERSITY  
NAIROBI, KENYA**

**FEBRUARY, 2016**

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## DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented to any other University or institution for academic credit. Information from other sources has been duly acknowledged.

**Festus Musau**  
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This thesis has been submitted with my approval as the University supervisor.

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Lecturer, Faculty of Commerce

**Dr. David Wangombe**  
Dean, Faculty of Commerce

**Prof. Ruth Kiraka**  
Dean, School of Graduate Studies



## DEDICATION

To my family



## **ABSTRACT**

This study evaluated the Challenges facing the implementation of international marketing strategies in Kenya's private universities in Nairobi. It was guided by five objectives and three research questions. The objectives included the investigation of the strategies employed in international marketing by private universities in Kenya, the determination of the effectiveness of international marketing strategies, preferred sources of information and needs of prospective students that influence their decisions to select an institution of higher education, and proposed solutions to the challenges facing the implementation of international marketing strategies. The main research question was to determine the international marketing strategies employed by private universities in Kenya and their improvement. The perceptions of staff and students on the implementation of international marketing strategies were also examined. The target population was all Kenyan private universities. Random sampling method was employed in the selection of five chartered private universities, fifty international students in each university to make up a total of 250 students and 10 staff members. Three research instruments were used, namely questionnaires, interview guides and content review. Data was collected by the researcher in person with help of research assistants, and analyzed quantitatively (by use of SPSS version 17.0) and qualitatively (thematic content analysis). The main findings of the study were that the international marketing strategies employed by Kenya private universities are not effective. On the basis of the findings it was concluded that the universities should maximize the admission of international students. Recommendations included engaging vigorous international marketing strategies, improving accommodation, offering scholarships, collaborating with embassies and education ministries of other countries and using both current international students and alumni to market the universities.

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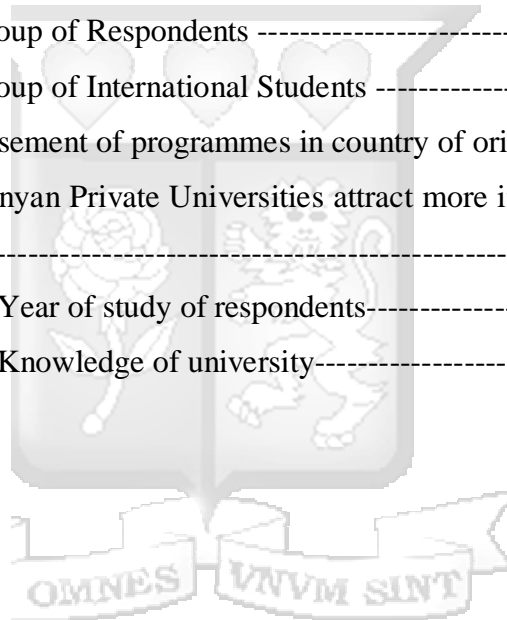
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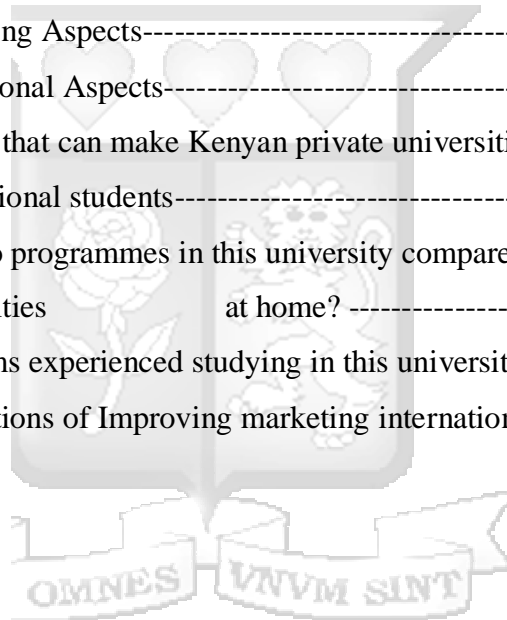
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## LIST OF ACRONYMS AND ABBREVIATIONS

AIU	-	Africa International University
ANU	-	Africa Nazarene University
CHE	-	Commission for Higher Education
CUE	-	Commission for University Education
CUEA	-	The Catholic University of Eastern Africa
FDI	-	Foreign Direct Investment
HE	-	Higher Education
HEdPERF	-	Higher Education Performance
IMP	-	International Marketing and Purchasing
KEMU	-	Kenya Methodist University
KCSE	-	Kenya Certificate of Secondary Education
MEC	-	Means-End-Chain Theory
MoE	-	Ministry of Education
PhD	-	Doctor of Philosophy
POS	-	Point-of-Sale
SERVPERF	-	Service Performance
SPSS	-	Statistical Package for Social Scientists

## DEFINITIONS OF TERMS

A number of terminologies are used in this research. This section explains a few of them.

**A university** is an institution that teaches and examines students in many branches of advanced learning, awarding degrees and providing facilities for academic research. Herein, according to the Universities rules of Kenya 1989, 'a university is used to mean any institution in Kenya or centre of learning by whatever name called, or however designated, having as one of its objectives in the provision of post-secondary education which intends to offer or is in fact offering courses of instruction leading to the award of certificates, diplomas and degrees'

**Private Universities** are universities in Kenya, established in accordance with the *Universities Act 1985 (Cap 2108)*. They are not operated by governments but are subject to government regulations.

**Chartered Universities** are universities that have met the set standards for full university accreditation status.

**Marketing** is developed from the original meaning which literally meant going to a market to buy or sell goods or services. This study adopts the American Marketing Association definition because it highlights the identification of customer requirements which include services where education falls and products unlike the others which only address products.

A **strategy** is a plan of action designed to achieve a particular goal.

**International** describes interaction between nations, or encompassing two or more nations, constituting a group or association having members in two or more nations, or generally reaching beyond national boundaries.

**International strategy** is the way firms make choices about acquiring and using scarce resources in order to achieve their international objectives.

**A prospective student** is a person who is likely to become a student. This term is commonly used in the university admission process when referring to a high-school graduate who has been accepted in a university but has not yet committed to him/herself to the university.

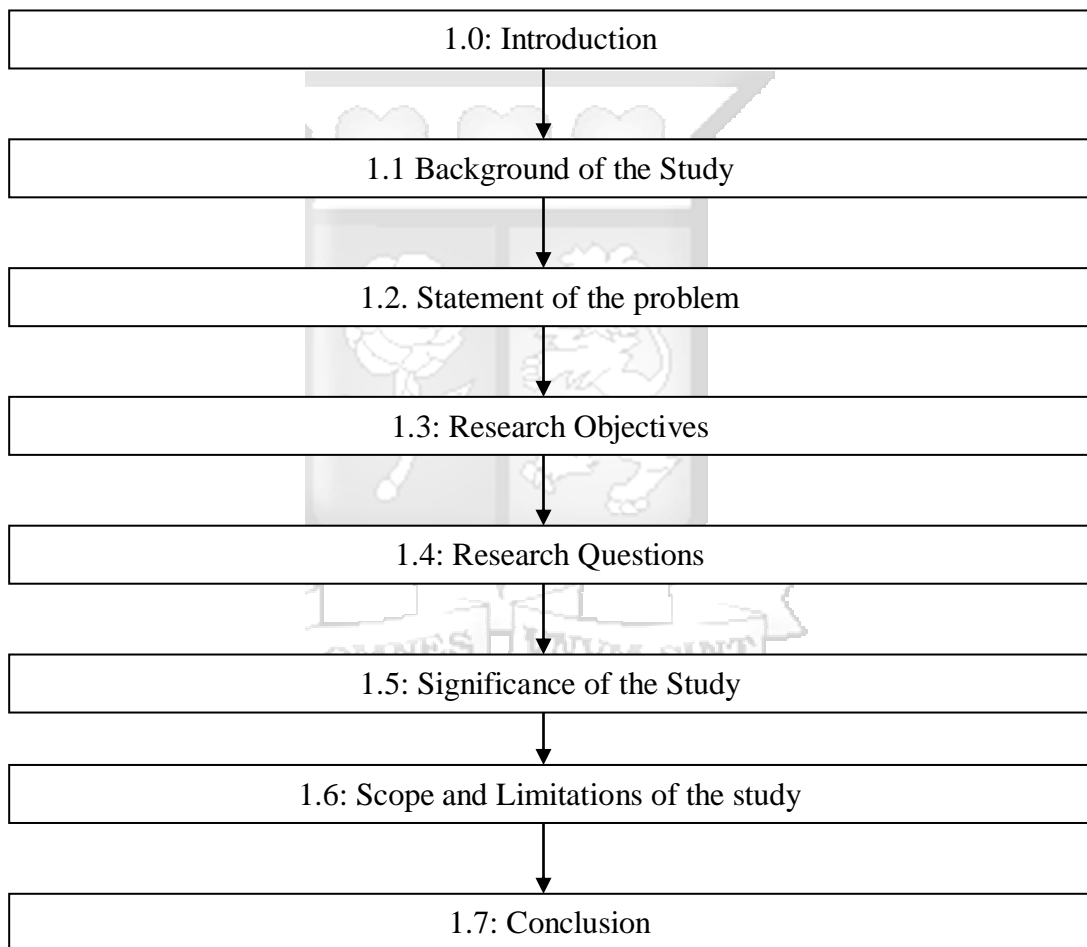


# CHAPTER 1

## INTRODUCTION

This chapter introduces the research. It is divided into six sections. Section 1.1 presents the background of the study followed by the statement of the research problem in section 1.2, research objectives in section 1.3, research questions in section 1.4, significance of the study in section 1.5 and finally the scope and limitations of the study in section 1.6.

*Figure 1.1: Pictorial outline of Chapter 1*



*Source: developed for this research.*

### **1.1 Background of the Study**

Kenya after achieving independence in 1963 placed a lot of importance on education (Mutula 2007). The government of Kenya made deliberate efforts to accelerate the

expansion of educational opportunities through strong state involvement and support to the sector (Sifuna, 1990).

In Kenya, several universities have been created and former colleges have been upgraded to university status. For example in the last ten years nine out of the fifteen private chartered universities were awarded charters. Among the public universities a good number opened up additional campuses and also introduced the module two programmes. This saw the higher education offering in Kenya expand. As a result, universities are seeking to market themselves competitively to ensure they have the desired student numbers.

Problems facing universities in Kenya today started way back in 1985, when the government introduced a new education system 8-4-4 (eight years in primary school, four years in secondary school and four years in university) that significantly increased the number of students joining universities. Prior to the introduction of the new system, the old education system 7-3-2-3 (seven years in primary school, secondary school four years in O level and two years A level and three years in university) which filtered the number of students seeking admission to the university and this made it possible for only a small number of students to qualify for university education. With the 8-4-4 education system, the government was compelled to expand university facilities. According to Mutula (2007) this expansion was done as a measure to absorb the increased number of students seeking places in the university.

The rapid expansion of university education has seen public universities deteriorate in many dimensions – facilities, quality of teaching and research, library facilities, overcrowding in halls of residence, students’ riots and staff disillusionment and activism. The expansion of university education has created fierce competition among the educational institutions, necessitating the development of effective marketing strategies. The expansion also occasioned exodus of teaching staff to other countries in search of greener pastures while students have left to seek quality education from the private universities locally and abroad, (Mutula, 2007). As the nature of the environment grows more competitive, the role of marketing, previously non-existent in most universities, has grown significantly (Soutar and Turner, 2002).

One of the key pieces of information that would assist a university's marketing effort is an understanding of what determines a student's university preference.

### **1.1.1 Implementation of International Marketing Strategies**

According to Sheth and Parvatiyar (2001) the discipline of international marketing provides an understanding of marketing practices in different countries (comparative descriptions); its structural determinants anchored to national differences and the deployment of country specific marketing strategies and operations by multi-domestic firms. International marketing primary focus is on description, explanation and managerial control of marketing practices across national boundaries, (Toyne, 1989).

International marketing has grown since World War II and presumably was a consequence of the demise of colonialism and the re-creation of numerous independent nations, (Sheth and Parvatiyar 2001). Further, they argue origin of the rise of international marketing resulted in a number of contextual determinants such as government policy, political stability for its practice and became the focus of academic research and thinking. *Appendix III* displays the contextual determinants of international marketing.

Numerous books, monographs and review papers have been written which document how these contextual determinants have shaped the marketing practices between countries (Ohmae, 1985, Porter, 1986a, 1990b; and Kotler, 1991).

Political stability, government policy, ideology-driven economy and fear of colonialism are more responsible for the description of multi-domestic marketing practices. This includes such managerial decisions as selection of countries with which to do business and specific entry strategies. Marketing transfer issues, lack of infrastructure and North –South dichotomy are the other three contextual determinants. Marketing transfer issues relate to the operational challenges of product, price, distribution and promotion adjustments across national boundaries due to divergence in support and core value chain activities including materials, people, processes and facilities. Its purpose is to understand what market factors, including consumer differences and unavailability of marketing institutions, would

pose difficulties to the multi-national firm in transferring its successful international marketing programs to other countries.

Lack of infrastructure refers to inadequate availability of transportation, communication, physical, financial, and human resources, especially in emerging markets. This lack of infrastructure impacts the adjustment processes for the marketing mix as well as the implementation of the marketing program in foreign countries. Finally, the North-South dichotomy refers to the 'have' and 'have-not' countries of the world and is a direct reflection of the traditional economic development theories and their importance to international marketing practices.

Among the theories of internationalisation and their impact on market entry; there are four approaches discussed which include; Uppsala Model of internationalisation, the eclectic paradigm and transaction cost analysis, the interactive network approach of the International Marketing and Purchasing (IMP) Group, and what may be termed as the business strategy approach.

The key features of the Uppsala model are well known; that firms develop their activities abroad over time and in an incremental fashion, based on their knowledge development and this development is explained by the concept of psychically close and into more 'distant' markets as their knowledge developed (Johnson and Vahlne, 1977).

As cited by Nafukho (2007), Kenyan universities are highly visible in the advertising in newspapers, magazines, exhibitions, mail, radio and television. They have taken marketing to recruit students. But there is need to go beyond this and focus on retention and graduation of students. In their recruitment effort, universities must be ethical and consider students' needs and wants when designing educational products. Although the objectives of a business enterprise are different from those of the university – profit versus teaching and advancement of knowledge, the institutions also face business challenges such as lack of raw materials, competition, government regulations. The global demand for higher education is likely to reach 160 million by 2025 (Gupta, 2008)

Higher education is no longer seen as solely state-funded socio-political priority but also as a service and trade in the wake of changing nature of the labour market and technological innovations. There is a surge in online and for-profit private in the wake of massification of higher education consumption due to the hyper-mobility in the wake of globalization. Thus there is need for trained personnel having the ability of working comfortably in multi-cultural, multi-lingual and multi-ethnic settings.

Today there is more acceptance for the private higher education than the trepidation felt at their emergence three decades ago in most countries. Private higher education institutions succeeded in making a room for themselves in the absence of regulatory norms on the one hand and dire need in terms of demand exceeding supply by the public higher education systems, on the other hand. Moreover, private higher education is found more adaptable to the ever-changing needs of the market economy. The private higher education institutions provide more autonomy, wider choice and job-related skills to the students as clients. They are generally more “secular”, “culturally diverse”, “less politicized” and “learner-friendly” Levy, (2007).

The private higher education is growing worldwide due to excess in demand for advanced level of knowledge and technological skills. Thus the ability to provide more choice or differentiated product to meet the specific demands of the students as consumers/clients, feasibility of adopting a variable fee structure on the basis of ability to pay, adopting some of the practices from business management to show more sense of accountability and economic efficiency. This results to taking some of the load off the government, stopping in egalitarian, over or misuse of public provision of higher education, making the government focus on its prime duty towards literacy and basic education. Also it saves public subsidies for public goods, generating revenues and making innovations through experimentation, which would be major variations at the socio-cultural and national levels.

### **1.1.2 Private Universities in Kenya**

Of late, the debate initiated around the neo-liberal themes of privatization, deregulation, denationalisation and destatization made its inroads into the realm of higher education with the advent of new political economy based on ‘economic politics; applied to ‘political markets’. It may be viewed as good politics in view of

reducing the load off the government and good economics in terms of opening new opportunities for entrepreneurial innovations, wider choices and more competition. Higher education is not an exception to these trends worldwide (Gupta, 2007). With the emergence of knowledge based and technology driven economies, there is a surge in the demand for highly skilled and technologically competent workforce.

Private universities in Kenya have emerged as viable options for acquiring higher education. Such universities offer market-driven courses and provide a conducive environment for academic excellence. Most of them have modern infrastructure including libraries, information and communication technologies that are vital for academic excellence and research. So far, there are twenty seven registered private universities in the country. Out of these fifteen are fully chartered that is they have been fully accredited by the Commission for University Education and offer their own degrees, two have registration certificates and eleven operate under a Letter of Interim Authority (these are institutions that have been given a letter of authority to run degree programmes as they await registration and charter. See detailed list of the universities in *Appendix I*.

Majority of the private universities are better placed in terms of resources compared to public universities. This is attributed partly to good facilities and infrastructure and close policing by the CUE (the national higher education accrediting body), which insists that the institutions adhere to strict standards and regulations. But most importantly, the institutions offer valuable education to their students, who pay a lot of money in fees, Mutula (2002). The universities therefore strive to provide education commensurate with the fees they collect from students. A common trend among private universities and colleges is that they concentrate on business and accountancy courses, which are popular with students because of their marketability, Mutula (2002).

Private universities offer conducive environment in terms of academic and social relationships that encourage more students. Public universities are losing out to the private institutions because of problems like indiscipline among the students which many times result to strikes and demonstrations. Subsequently, in some cases, students take longer time to finish their courses at the public universities, while some

do not complete at all. For example in early 2001, the public universities expelled about 300 students, for allegedly participating in riots. For this reason many parents opt for private rather than public universities to ensure that their children complete their studies on time.

Private universities have a democratic system of governance, where students are routinely involved in decision making processes. Dialogue is continuous among administrators, teaching staff and students hence reducing tension that may result in strikes. However, private universities are faced with many challenges, which require that they change their tactic in future. For instance, the introduction of parallel programmes (part-time degree programmes) in public universities threaten to reduce the number of students and part-time lecturers in the private institutions. In addition, some of the courses offered in the private universities such as theology are becoming less popular, as cited by Aduda (2001). Libraries in private universities are well endowed with book budgets compared with those in public universities. Most of the libraries in private universities therefore have relatively sufficient books, journals, electronic sources of information and internet connectivity to effectively serve the students.

## **1.2 Statement of the Problem**

There are many studies that have been done in Kenya on education; however there is no known study that has been done on international marketing strategies in private universities in Kenya. One such study that has been done on education is Mutula (2000), *university education in Kenya: current developments and future outlook*. In this the research focuses on financing and costs of university education. Little is known about the information needs and preferences of prospective students in order to influence their decisions positively towards their choice on an institution of higher learning education.

This study seeks to investigate the international marketing strategies employed by private chartered universities in Kenya. As cited by Naude and Ivy (1999), in the past many institutions of higher education have relied to a large extent on selecting students from those applications that are received by the admissions department. As

long as the demand for places at universities was greater than the universities' ability to satisfy that demand, marketing the institution to attract better students or increase student enrolments was an unnecessary expense. Times have changed. First, changes in government funding have meant that total undergraduate student numbers in any institution are restricted, and in addition students have to live on ever decreasing tuition grants. Second, some former polytechnics were given university status, and a wide variety of colleges and educational institutes now offer accredited or franchised university degree courses, thereby dramatically expanding the number and variety of degree courses on offer. Finally, changes in technology have lowered the cost of entering the market, leading to an increase in both distance-learning and internet-based courses. While the overall number of institutions offering degree courses may have expanded, there has been downward pressure on student numbers. Due to these changes academic institutions are marketing themselves ever more aggressively in order to increase their market share, whether in terms of student numbers or the quality of those enrolling.

In the manufacturing industries perhaps because of the prominence of brands and the high profile in-home media adopted in much consumer promotion, most consumer marketers are aware of their rivals' brands and marketing tactics. All too often, such competitors' understanding is only superficial, but consumer marketers at least exhibit strong awareness of their like-for-like competitive arena (Chang and Simkin, 1997; Simkin, 2000). However, marketing of higher learning institutions is different even if the courses on offer could be the same. This would be associated to different attributes which take long before consumers' loyalty is gained unlike consumable products.

The study also attempts to determine the major factors that influence high school graduates' university preference. The relative importance they attach to the factors that influence their choice of a higher learning institution. Whether there were groups of school-graduates for whom different factors were more important than others or the individual choice of course and the higher learning institution to take their studies.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

To determine the challenges facing the implementation of international marketing strategies in private universities in Kenya

#### **1.3.1 Specific Objectives**

- i. To investigate the strategies used in international marketing by private universities in Kenya
- ii. To find out the preferred source of information gathered by prospective students that influences their choice of university.
- iii. To determine the information needs of prospective students that influences their decisions to select an institution of higher education.
- iv. To propose solutions to the challenges facing the implementation of international marketing strategies in private universities in Kenya

### **1.4 Research Questions**

The study seeks answers to the following specific questions:

- i. Which international marketing strategies do private universities in Kenya employ?
- ii. What are the preferred sources of information gathered by prospective students that influences their choice of university?
- iii. What determine the information needs of prospective students that influence their decisions to select an institution of higher education?
- iv. What can be done to improve on the international marketing strategies?

### **1.5 Significance of the Study**

Little is known about the information needs and source preferences of prospective students in order to influence their decisions positively towards their choice on an institution of higher learning education. As long as the demand for places at universities is greater than the universities' ability to satisfy that demand, marketing the institution to attract better students or increase student enrolment is a necessary concern. By understanding the challenges facing the implementation of international marketing strategies in Kenyan private universities there would be recommendations

on their improvement. Once the recommendations are employed would increase the enrolment of the international students.

The study is also aimed at adding knowledge on the existing one on international marketing strategies employed by universities. The research would shape and guide the policies on marketing strategies. It would provide information for decision making in the various marketing activities for example packaging courses, websites, brochures, advertisements which would enhance an increase of student's enrolment and especially the international student.

### **1.6 Scope and Limitations of the Study**

The study is limited to private chartered universities in Kenya. This sector was identified as both vital and a growing area within the university education in Kenya. The study limits its sample to include private chartered universities in Kenya which are chartered, operating with letter of interim Authority and those with certificate of registration.

### **1.7 Conclusion**

Chapter one has set the stage for the study by introducing the research problem, research questions, research objectives, and the need of the research has been justified. The methodology used in this research has been briefly described. Definitions of the key terms have been presented and limitations have also been highlighted. The next chapter literature shall be reviewed.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents literature reviewed in relation to the problem of study. The chapter is divided in to eight sections. Section 2.0 presents the introduction of the chapter while section 2.1 gives the international marketing strategies. Section 2.2 gives a background on the higher education sector in Kenya. This is followed by section 2.3 which is on the international marketing strategies used by Kenyan private universities. Section: 2.4 presents the research gap and section 2.5 represents research gaps. Section 2.5.1 presents the statement of the problem while section 2.5.2 gives the objectives of the study. This is followed by section 2.5.3, which is on the research questions and section 2.5.4 which presents the hypothesis of the study. Thereafter, section 2.6 presents the empirical studies while section 2.7 gives a theoretical framework and section 2.8 presents the conceptual framework. The conclusion of the chapter is presented in 2.9. Figure 2.1 in the next page is a pictorial representation of the chapter.

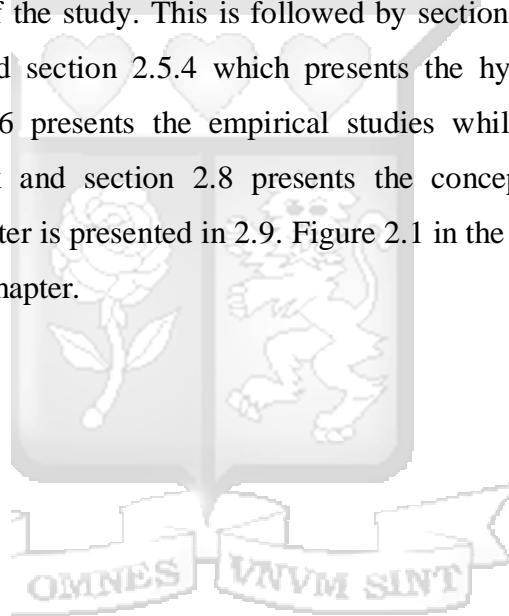
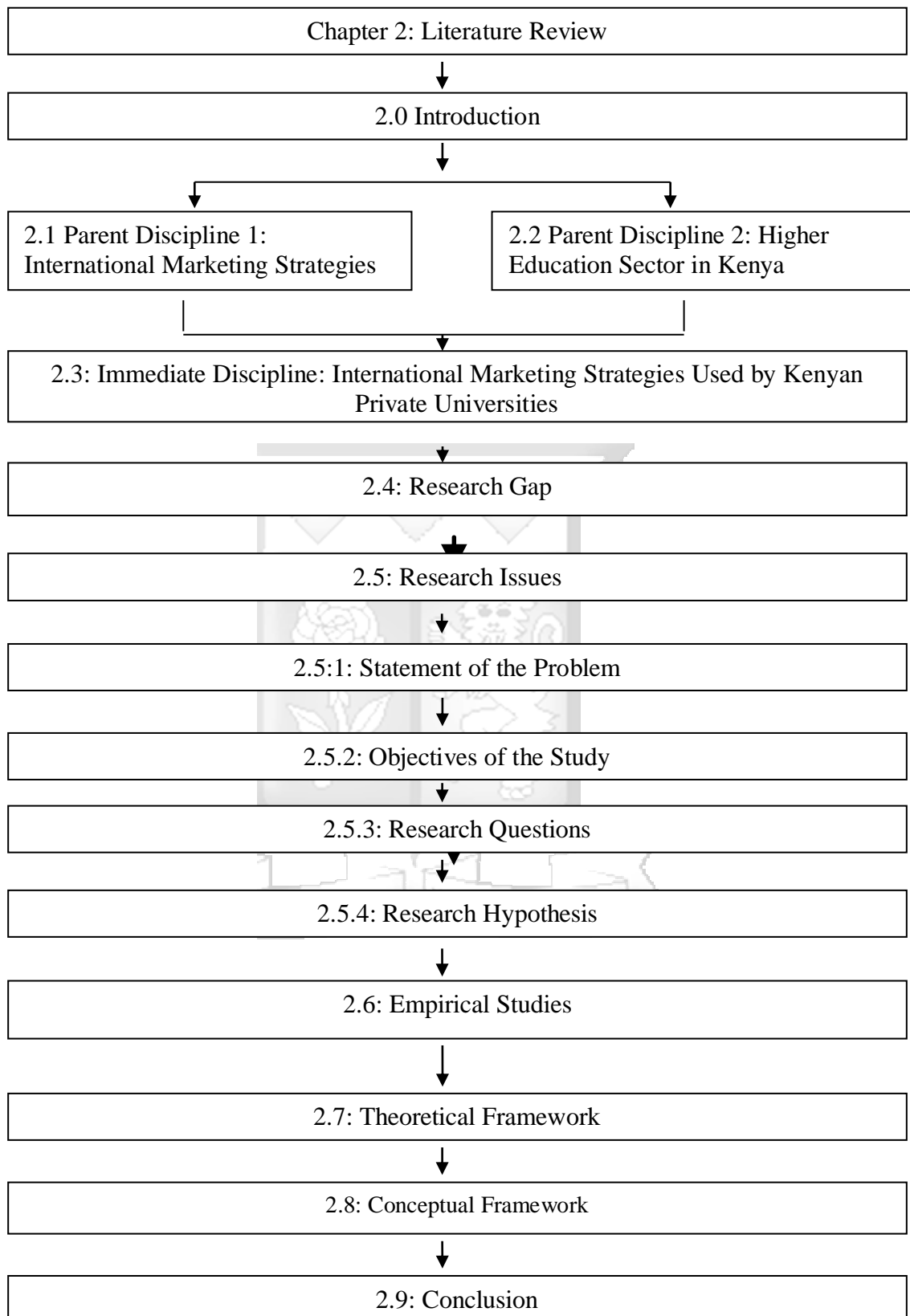


Figure 2.1: Pictorial outline of Chapter 2



*Source: developed for this research.*

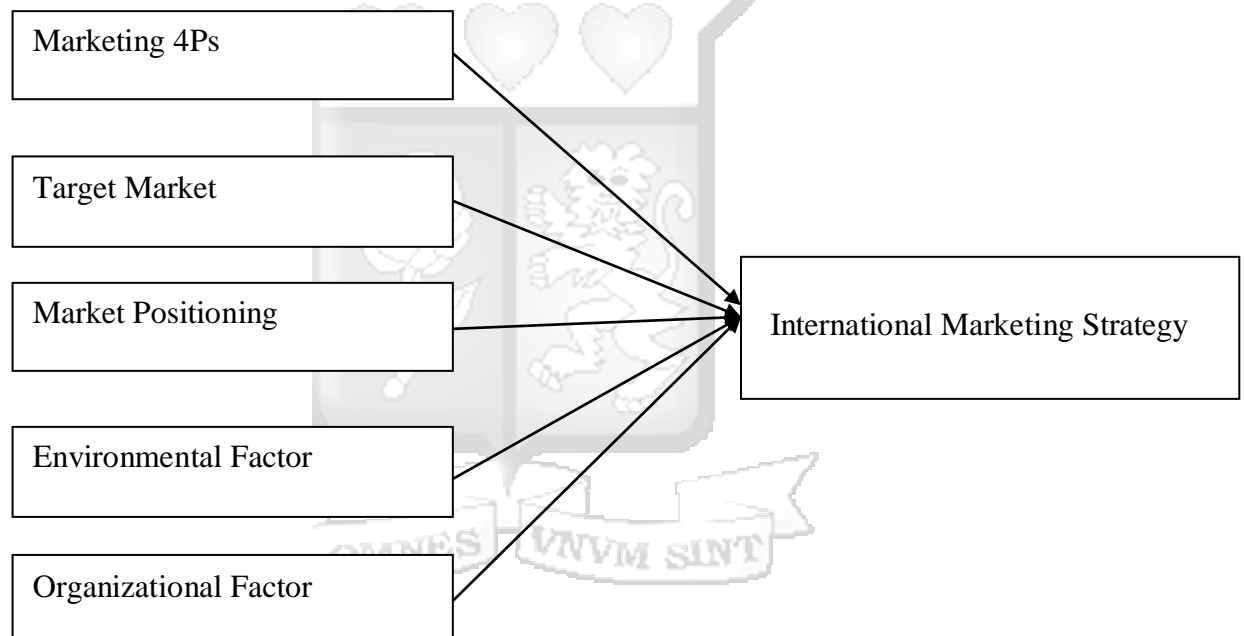
## 2.1 Parent Discipline 1: International Marketing Strategies

The previous section introduced the chapter and presented a pictorial outline of the same. This section examines the first parent discipline which is on international marketing strategies.

### 2.1.1 Framework for Determining International Marketing Strategies

Owing to increased competition, an increasing number of firms, including learning institutions, are forced to look beyond their borders to attract more clients. It is necessary to understand a framework that can be used by such firms in the process of undertaking their activities. Figure 2.2 presents such a framework.

Figure 2.2: Framework for Determining International Marketing Strategies



#### **Marketing 4 Ps**

Product  
Price  
Promotion  
Distribution

#### **Marketing Positioning**

Product life cycle  
Competition

#### **Organizational Factors**

Corporate Orientation

Head quarter subsidiary Relationship  
Delegation of Authority

#### **Target Market**

Economic Factors  
Market Segmentation  
Market Infrastructure

#### **Environment Factor**

Physical/Legal environment  
Political Environment

*Source: Cheon H.J., Cho C.H. and Sutherland (2007).*

An explanation of the framework is presented in this section.

### **The marketing mix**

The traditional marketing mix is the blend of four “Ps” namely, Product, Place, Price and Promotion to reach the target market (Jose and Bhat, 2007, p.26). The 4Ps was introduced by Jerome E. McCarthy in 1960 and it is the foundation for the modern marketing theory but for services marketing three more “Ps” had been added to have 7Ps. They are People, Physical evidence and Process (Jose and Bhat, 2007). In essence marketing mix are variables that the organization controls to influence its customers in order to achieve its own objective.

The marketing mix is a set of controllable marketing tools that an institution uses to produce the response it wants from its various target markets. It consists of everything that the university can do to influence the demand for the services that it offers. Tangible products have traditionally used a 4Ps model, the services sector on the other hand uses a 7P approach in order to satisfy the needs of the service provider’s customers: product, price, place, promotion, people, physical facilities and processes.

### **Promotional tools**

Tangible products, on the one hand, have traditionally used the 4Ps model. The services sector, on the other hand, uses the 7Ps approach in order to satisfy the needs of the service providers’ customers. As a branch of services marketing, educational marketing uses tools and instruments that were developed for services markets. One of the most important add-on is the 7 Ps approach. By adding other three variables to the traditional marketing mix (people, process and physical evidence) an educational institution can use a complete marketing strategy to address the market situation and to follow objectives. All the 7 Ps have a special place in the marketing mix and each of them is affecting the student in one or several phases of the service consumption. Even that the framework considers each strategy one at a time, the synergy between each component should be taken into consideration. Each component is able to enhance or reduce the others’ effect.

The 7 Ps are; product, price, place, promotion, people, physical evidence and processes.

Figure 2.3: 7 Ps Service Marketing



Source: [www.learnmarketing.net/servicemarketingmix.htm](http://www.learnmarketing.net/servicemarketingmix.htm)

**Product:** The product is what is being sold. It is more than a simple set of tangible features; it is a complex bundle of benefits that satisfy customer needs. In the case of a university, what is being sold is widely debated. Some argue that students registering for a degree are the inputs of education and that graduates are the outputs, with employers being the customers. While there is merit in this argument, employers seldom pay universities for their graduates; it is far more common to have

students paying universities for the services they receive and ultimately the degrees awarded to them. For this reason, the students are seen as the customers and the degrees, diplomas and certificates as the products. The design of the degree is central to the product element of the marketing mix. The curriculum must be appropriately developed and adapted to meet the needs of the students. It is an important factor in marketing mix and without it no organization can exist. According to Madhusudhan (2008), “product is anything that can be offered to a market to satisfy a need” (p.3). Dhima and Sharma (2009) gave example of marketable products as, physical goods, services, places, ideas, and others.

**Price:** The price element of the services marketing mix is dominated by what is charged for the degree or tuition fees that are required to enrol at a university. The pricing element not only affects the revenues of the university but it also affects the students’ perceptions of quality. Dhiman and Sharma (2009) term it as a flexible and dominant element that determines the revenue and profitability of the organization.

**Place:** Place is the distribution method that the university adopts to provide the tuition to its market in a manner that meets, if not exceeds, students’ expectations. Thus the private universities tend to evaluate their geographical locations and review their lecture and classroom facilities to establish if they meet international standards. Place connotes that the products/services should be offered in a place that is reachable for the customers to easily access them.

**Promotion:** Promotion encompasses all the tools that universities use to provide the market with information on their offerings. The main tools used are advertising, publicity, public relations and sales promotion. When one considers the wide variety of publics with which a university communicates, the use of only the prospectus or the university’s website is unlikely to be effective. Different elements are used for different publics. Indeed some publics, like prospective students, are so important that a number of promotional tools will be targeted at them for recruitment purposes. Open days, international higher education exhibitions, conventions, direct mail and advertising are but a few of the tools that a university can employ to inform, remind and persuade prospective students to select it. A very effective promotion is by word of mouth and Jose and Bhat (2007) attest to this that the best way to promote

information service is mouth-to-mouth. This is in agreement with the findings of Vasileiou and Rowley (2011) that word-of-mouth is an influencing promotional tool.

**People:** The people element of the marketing mix includes all the staff of the university that interacts with prospective students and indeed once they are enrolled as students of the university. These could be both academic, administrative and support staff. According to Ivy (2008), the role of the image and status of academic staff in recruitment of undergraduate students is open for debate. However, at a graduate level, student perceptions of the reputations of teaching staff can play an important role in the university selection process. Some students for example, may be influenced by the number of academic staff who has doctorate degrees or professional titles. Other students may be attracted by the public profiles of some of the academicians associated with the university.

On the administrative and academic support front, significant input to the provision of higher education services both at the front line and what might be considered behind the scenes is provided, which impacts on the students' perceptions of the quality of services provided. Lin (1999, p.190) argues that "there is no more important element than selecting people for positions at a college or university". The simple process of how a telephone enquiry is handled may have a greater impact on whether or not a prospective student keeps that university in their range of options compared to an eminent professor's publications or research record. The next 'P' in marketing mix is People, which focus on employees or personnel of an organization. Marketing orientation is not only for a designated marketing department but it is an organization function right from the top management to the frontline departments.

**Physical facilities:** Physical evidence and processes are the newest additions to the services mix. Physical evidence is the tangible component of the service offering. A variety of tangible aspects are evaluated by a university's target markets, ranging from the teaching materials to the appearance of the buildings and the lecture facilities at the university. According to Okwakol (2008) most African universities do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment.

Processes are all the administrative and bureaucratic functions of the university - from the handling of enquiries to registration, from course evaluation to examinations, and from results dissemination to graduation, to name but a few. Unlike tangible products that a customer purchases, takes ownership of and then takes home to consume, a university education requires payment prior to consumption, an ownership exchange does not take place and a long and closer face-to-face relationship often results. Students attend classes for at least a year (post-graduate programmes) and much longer for undergraduate degrees.

During the period that the student is registered, processes need to be set in motion to ensure that the student registers for the correct courses, has marks or grades correctly calculated and entered against the student's name and is ultimately awarded the correct qualification. While this might seem quite straight forward, there are numerous other processes that need to be implemented concurrently (with the finance system, accommodation, time tabling and the library) to ensure the highest levels of student satisfaction.

Older universities market themselves by doing what they consider they do best- research and teaching in their lecture rooms. The newer universities, on the other hand, seem to be focusing their attention on influencing the prospective students' perceptions about where to study. One approach has been the adoption of a passive strategy and hoping, based on a university's historical positioning, that prospective students continue to apply. Given the current levels of competition, a university may need to react more aggressively. A core issue then revolves around who is responsible for the marketing task.

If private universities in Kenya are to continue relying on the traditional strengths of faculty, teaching and research standing, then one can argue that it is not sufficient to rely on professional marketers to sell these intangible benefits. They are best sold by the people involved in generating and maintaining these standards. This, of course, requires recognition of the fundamental role played by academic staff in marketing their institutions. According to Eshiwani (2009) our universities are forced to work under adverse conditions; poor salaries, lack of resources for non salary academic

expenditure, such as textbooks, journals, teaching and research equipment and maintenance of such equipment.

The following are other approaches which would be employed as international marketing strategies by private universities:

**Advertising:** This will be any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. This would include print, broadcast, outdoor and other forms.

**Sales Promotion:** These are short-term incentives to encourage the purchase or sale of a product or service. They include activities such as point-of-purchase (POS) displays, premiums, discounts, coupons, speciality advertising and demonstrations.

**Research on Tuition Fees:** A research should be carried out to evaluate the current tuition and administrative fees charged compared to other universities and the payment modes, for example, percentage before registration or examinations.

**Personal Selling:** This is an oral presentation in a conversation with one or more prospective purchasers for the purpose of making sales. This includes sales presentations, fairs and trade shows, and incentive programs carried in the target countries.

**Public Relations:** This is building good relations with the organization's various publics by obtaining favourable publicity, building up a good corporate image, and handling or heading off unfavourable rumours, stories and events. Besides these, it also includes the following important activities. Press relations which, entails placing newsworthy information in the news media to attract attention to a person, product or service; product publicity which involves publicising specific products; corporate communications which facilitates the creation of both internal and external communications to promote understanding of the institution and lobbying which is the idea of dealing with legislators and government officials to promote or defeat legislation and regulation.

**Academic Linkages:** This entails exchange programmes with other universities. The private universities in Kenya can be exposed to international students, programmes and staff and thus benefit. Through these the private universities will evaluate their position in an international level thus focus on international standards. They would acquire accreditation from professional bodies where, through the partnership, the private universities in Kenya would gain on publicity and international marketing.

**Programmes Diversification:** Through the evaluation of the various programmes offered in Kenya's private universities they would diversify the range of courses and introduce new programmes where necessary in order to meet the international demands.

**Sports and Recreation Facilities:** These aspects of student life refer to the more personal aspects of an institution and how these impact on the day-to-day experience of attending one. They include such considerations as whether the student will get accommodation at the institution, whether there is easy transport to the institution and whether the campus is safe. Sports have their own unique social factors such as winning, being part of a team, team social events and meeting people. All these contribute to social life on campus. They also contribute to the self-esteem that comes with being a member of a team, especially a winning team.

**Prospectus:** The various private universities would come up with specific prospectuses, which would be available on all countries of target and also posted to the various websites.

**Corporate Responsibility Marketing:** The marketing teams would visit embassies and high commissions and especially when there are functions to promote the university programmes.

**Research Market Analysis:** Kotler and Fox (1995) suggest that educational institutions should take certain steps to develop sound marketing strategies. Such steps include the analysis of internal and external environments so that the institution can identify major marketing opportunities and determine which of them can be

seized with limited resources. Additionally, educational institutions must come up with clear marketing objectives that consider issues such as market segmentation, targeting and positioning, and selected consumer demographics.

This process is consistent with the propositions of Sarvary and Elberse (1995) that after a market environment analysis three essential methods should be used for the design of a successful marketing strategy, namely market segmentation, target market selection and product positioning. Market segmentation separates a market into groups of customers with similar needs and purchasing patterns. Sarvary and Elberse (1995) argue that there are two types of segmentation: segmentation based on benefits sought by customers and segmentation based on observable characteristics of customers. Churchill and Lacobucci (2007) suggest that cluster analysis is a very useful market segmenting tool to identify groups of similar characteristics, such as brands, products and, most frequently, people. Grenacre and Blasius (1994) argue that since market positioning is a process of building and/or maintaining a distinctive image perceived in relation to competitors, the use of correspondence analysis and perceptual mapping techniques can better identify patterns of results and reveal possible options for organizations.

### **2.1.2 Entry Modes to International Markets**

In an era of globalization, many business firms have entered foreign markets to expand their market size and generate additional sales revenues. Accordingly, one of the most important decisions facing firms is the choice of an appropriate entry mode in international markets. There has been a great deal of research on entry choice of firms to enter foreign markets in international business literature (Anderson, 1997; Pan and Tse, 2000; Werner, 2002; Brown et al., 2003; Lianget al., 2009).

#### **Foreign Market Analysis**

Regardless of their strategies, many businesses have the fundamental goals of expanding market share, revenues, and profits. They often achieve these goals by entering into new markets or by introducing new products into markets in which they already have a presence. A firm's ability to do this effectively hinges on its ability to develop a thorough understanding of a given geographical or product market. To successfully increase market share, revenue and profits, firm normally follow a

number of steps that include assessing alternative markets, evaluating the respective costs, benefits, and risks of entering each market, and selecting those that hold the most potential for entry or expansion.

### **Choosing a Mode of entry**

Entry mode choice is an important strategic decision for firms to enter international markets because it has far-reaching consequences on firms' performance. Having decided to choose which markets to enter, the firm faces the decision of which mode of entry to use. Factors that affect the choice of the mode of entry include home country production (exporting), host country production in firm-owned factories (FDI and joint venture), or host country production performed by others (licensing, franchising, and contract manufacturing). Other factors would include ownership advantages, location advantages, internalization advantages, firm's need for control, the availability of resources, and the firm's global strategy.

### **Non-equity Modes of Entry**

Most firms begin their involvement in overseas business by exporting – that is, selling some of their regular products overseas. This method requires little investment and has fewer risks. It is advantageous because the firm does not require much investment on human or financial resources. The following are the options of non-equity modes.

#### **Indirect Exporting**

This is the exporting of goods and services through various types of home-based exporters. Exporters based on the home country do the work, manufacturer's export agents, who sell for the manufacturer, export commission agents buy for their overseas customers, export merchants who purchase and sell for their own accounts, and international firms, who use the goods overseas (mining, construction, and petroleum companies are examples. Indirect exporters, however, pay a price for such service they pay commission to the first three kinds of exporters. Foreign business can be lost if exporters decide to change their sources of supply and the firms gain little experience from these transactions.

#### **Direct Exporting**

This is the exporting of goods and services by the firm that produces them. The export business is handled by someone within the firm. The internet has made direct exporting much easier. For the beginning exporter, the possibility of making his or her product available abroad is much increased.

### **Turnkey Projects**

A turnkey project is an export of technology, management expertise, and in some cases capital equipment. The contractor agrees to design and erect a plant, supply the process technology, provide the necessary suppliers of raw materials and other production inputs, and then train the operating personnel. After a trial run, the facility is handed over to the purchaser.

### **Licensing**

This is a contractual arrangement in which one firm grants access to its patents, trade secrets, or technology to another for a fee. By means of a licensing agreement, one firm (the licensor) grants another firm (the licensee) the right to use any kind of expertise, such as manufacturing processes (patented or unpatented), marketing procedures, and trademarks for one or more of the licensor's products.

### **Franchising**

This is a form of licensing in which one firm contracts another to operate a certain type of business under an established name according to specific rules. Franchising permits the franchisee to sell products or services under a highly publicized brand name and a well-proven set of procedures with a carefully developed and controlled marketing strategy.

### **Management Contract**

This is an arrangement under which a company provides managerial know-how in some or all functional areas to another party for a fee that typically ranges from two to five percent of sales. International firms make such contracts with firms in which they have no ownership (for example, Hilton Hotel provides management for non-owned overseas hotels that use the Hilton name), joint venture partners, and wholly-owned subsidiaries.

### **Contract Manufacturing**

International firms employ contract manufacturing in two ways. One way is as a means of entering a foreign market without investing in plant facilities. The firm contracts with a local manufacturer to produce products for it according to its specifications. The firm's sales organization markets the products under its own brand. Also a firm can sub-contract assembly work or the production of parts to independent companies overseas.

### **Equity-Based Modes of Entry**

When management does decide to make a foreign direct investment, it usually has several alternatives available, though not all of them may be feasible in a particular country. They are:

#### **Wholly-owned Subsidiary**

A company that wishes to own a foreign subsidiary outright may start from the ground up by building a new plant or acquire a going concern or purchase its distributor, thus obtaining a distribution network familiar with its products.

#### **Joint Venture**

This is a cooperative effort among two or more organizations that share a common interest in a business enterprise or undertaking. A joint venture may be; a corporate entity formed by an international company and local owners, a corporate entity formed by two international companies for the purpose of doing business in a third market or a corporate entity formed by a government agency (usually in the country of investment) and an international firm or a cooperative undertaking between two or more firms of a limited-duration project. When the government of a host country requires that companies have some local participation, foreign firms must engage in joint ventures with local owners to do business in that country. In some situations, however, a foreign firm will seek local partners even when there is no local requirement to do so.

#### **Strategic Alliances**

These are partnerships between competitors, customers, or suppliers that may take one or more of various forms, both equity and non equity. Companies form strategic alliances with the aim of achieving faster market entry and start-up; gain access to new products, technologies and markets and share costs, resources and risks.

## **2.2 Parent Discipline 2: Higher Education Sector in Kenya**

Parent discipline 1, as discussed in section 2.1, highlighted the international marketing strategies used by Kenyan private universities.

This section reviews the history of higher education in Kenya. Higher education in Kenya can be traced back to 1992 when the then Makerere College in Uganda was established as a small technical college which was then expanded to meet the needs of the three East African countries i.e. Kenya, Uganda and Tanganyika and Zanzibar, as well as Zambia and Malawi. In the 1940s and early 50s it is only this college that was providing university education in East Africa. This lasted until 1956 when the Royal Technical College was established in Nairobi. In 1963, the Royal Technical College became the University College, Nairobi, following the establishment of the University of East Africa with three constituent colleges in Nairobi, Dar es Salaam and Kampala (Makerere). The University of East Africa offered programmes and degrees of the University of London till 1966. In 1970, the University of East Africa was dissolved to create three autonomous universities of Nairobi, Dar es Salaam and Makerere. The University of Nairobi was thus established as the first university in Kenya. (C Nyaigotti-Chacha, 2014)

University education in Kenya began in 1963 with just 571 students enrolled in Nairobi University College (Weidman, 1995). After independence, the educational system in Kenya was structured after the British 7-4-2-3 model, with seven years of primary schooling, four years of secondary education, and two years of advanced secondary education to be eligible for the 3-year university bachelor's degree program. Since the 1980s, however, there has been a shift to the 8-4-4 model of the American system with eight years of primary schooling followed by four years of secondary education and a four-year bachelor's degree program.

The rapid expansion of university education has led to a number of challenges. According to UNESCO World Conference on Higher Education (1998), low funding from the exchequer, increased enrolment, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality, and a low research capacity, are some of the problems facing universities in the region. These problems have led to fears that quality of education is in a downward trend in most of these universities.

Since then, the system has undergone considerable expansion, and as of December 2014, there were a total of 67 universities; 22 public chartered universities, 9 public university constituent colleges, 17 chartered private universities, 5 private university constituent colleges, 13 universities with letters of interim authority and 1 registered private university. This brings to 64 the total complement of public and private universities in Kenya (CUE, 2014) *Appendix 1*

Kenya also has a number of public middle level colleges that offer diplomas in certain fields including engineering, education, and computer science. A number of these institutions were among those recently elevated to university college status. Notwithstanding the expansion in the past several years, the capacity of the higher education sector in Kenya is still limited and only 3 percent of the university aged cohort are enrolled in university education.

The demand for university education in Kenya continues to increase and has outpaced supply. This is mainly due to the expanding number of KCSE candidates that obtain the required grade (C+ above) for admission to a university. The universities have been unable to admit all those who qualify for direct admission from school. Other factors that have contributed to increased demand for university education include; the perception that university education guarantee lifelong secure career, the changing nature of the job market characterized by frequent changes of jobs thereby requiring further education and training and the desire to advance in current employment and create prospects for future careers.

In 2007, for example, of the 82,000 students who were deemed officially qualified for university admission on the basis of their KCSE results (out of the 276,000

students who took the examination), only 10,000 were selected for government sponsorship<sup>1</sup> 10,000 entered university on a self paying basis and 5,000 entered the private sector, leaving 57,000 qualified students unable to enter higher education.

Since independence in 1963, higher education has been fuelled by a combination of factors and beliefs that need to promote the socio-economic development. At independence highly qualified Kenyans were required to replace the departing expatriates. Since then, emphasis has been placed on the need to develop highly trained human resource base with relevant skills and attitudes in order to modernize and expand all the sectors of the economy. Equally important, demand for expansion stems from a strong belief that education at the highest level is the gateway to high social and economic status.

Higher education in Kenya was liberalized to enable private providers to cater for an increasing number of applicants not absorbed by the public universities. In 1996 the government noted the need to implement policies to encourage private sector participation in the establishment and operation of educational institutions.

Universities are established through institutional *Acts* of Parliament under the *Universities Act, 2012* which provides for the development of university education, the establishment, accreditation and governance of universities. According to a 2004 report on reforming higher education in Kenya, the rapid expansion of university education in the country was a spontaneous response to the increasing demand for higher education necessitated by the increasing flow of students from schools.

### **2.3 Immediate Discipline: International Marketing Strategies used by Kenyan Private Universities**

The rapid expansion of colleges and universities, and significant increases in college education costs combined with demographic shifts in the population, force colleges to think differently about the role of student satisfaction for their survival (Kotler and Fox, 1995). Thus, they need to understand their target markets (i.e. students, external stakeholders of different types), assess the target market needs, modify their offerings to meet those needs, and thereby enhance customer satisfaction by delivering superior quality services (Keegan and Davidson, 2004).

Attracting students, processing their applications, and guiding admitted students through the enrollment process are extremely important activities. However, treating students as partners is crucial to optimize students' experience from enrollment to graduation (Kotler and Fox, 1995). By focusing on antecedents to student satisfaction, colleges and universities can align their organizational structure, processes and procedures to become more customer orientated (Lovelock and Wirtz, 2004). Even though the successful completion and enhancement of students' education are the reasons for the existence of higher educational institutions, college administrators tend to focus disproportionately more time on programs for attracting and admitting students rather than managing enrollments (Zemke, 2000).

As the number of degree choices grows and prospective students have a wider variety of universities from which to choose, the need for universities to differentiate themselves from their competition is self evident, resulting in the role of marketing in student recruitment increasing in importance (Taylor and Darling, 1991; Canterbury, 1999; Nicholls et al., 1995; Coates, 1998). To compound the problem, numerous higher education institutions (MacGregor, 2000; Merten, 2000) and some business schools have seen declines in their enrolments, further emphasizing the importance of marketing for student recruitment (Taylor and Darling, 1991; Smith et al., 1995; Tagwireyi, 2000). Marketing in the higher education sector is not new. Many authors have recognized the increasingly important role that marketing is playing in student recruitment (Cubillo et al. 2006; Ivy, 2001; Maringe and Foskett, 2002; Fisk and Allen, 1993; and Carlson, 1992. Binsardi and Ekwulugo (2003) and Price et al.(2003) found that for undergraduate and international students accommodation was a very important aspect in influencing student choice.

Universities recruit their students locally, regionally and internationally depending on their market scope. Generally, no distinction is made between privatization of higher education and private higher education. Privatization generally implies the application of market principles in the operation and management of higher education institutions. And private higher education implies the provision of higher education by non-state organs.

Across the world, the traditional universities are losing their monopoly over the production and dissemination of knowledge through teaching and research. They now have to compete with multiple stakeholders and providers of higher education, including those seeking profit. In the wake of new geo-politics, geo-economics, geo-strategic and high risk societies, techno-scientific civilizations, globally integrated economies and highly networked individuals it is observed that in public interest is to involve private and foreign higher education institutions into an enterprise involving trillions of dollars. The private or non-state entities can focus more on value for money and intelligence in action than the public universities. Today, there are thousands of corporate universities competing for educational markets.

Locally, there seems to be high competition in the recruitment of students among the universities in the major towns of Kenya where majority of the universities have operations. For example, in Nairobi which is the capital city of Kenya, there are many of universities with operations within the city and its environments. This would be associated with the fact that majority of the people are working in the city environments and need to study. There seems to be high competition because the geographical proximity of the universities.

The current university market has three main segments, namely international students both offshore and onshore, mature students and high-school leavers. Each segment considers different factors when making its choice of program and university. For example mature students, who generally work full-time and study part-time, are likely to consider the availability of evening classes a high priority, whereas students who have entered university straight from high school are likely to consider job prospects as more important. Consequently, their choice processes need to be examined separately. Some of the factors students might consider when determining their preference for a particular university include the type of course they would like to do, the academic reputation of the institution, the campus atmosphere, the quality of the teaching staff, and the type of the university whether old or modern, traditional or technological. They may also consider more personal factors such as distance from home, including time taken to get to each university, access to public university, parking availability, what their family thinks about the university and the university their friends wish to attend (Soutar, 2002).

The competition between traditional universities, independent and private universities, is increasing with a variety of joint ventures and franchise operations fragmenting this highly competitive market (Cubillo et al., 2006). Higher education is being driven towards commercial competition imposed by economic forces. This comes as a result of the development of global education markets. These markets and the reduction of government funds forces tertiary institutions to seek other financial sources (Abdullah, 2006). This is an area that requires an up-to-date decision making process or procedure for the realization of the set goals. This is because decision making is an area that has received significant attention especially in business and commercial fields and has resulted in the growth of consumer behaviour theory as postulated by Gabbott and Hogg (1994) and Crozier and McClean (1997). Chapman (1986) and later Moogan et al., (1999) are credited with applying consumer behaviour theories to education. Despite variations in the models, decision making everywhere is generally conceptualized as a five-stage process involving the identification of a problem, seeking of a solution, searching for information, evaluating alternatives, making the purchase decision and finally evaluating the purchase decision (Kotler, 2003).

In education, and particularly higher education, a student making a decision about post-secondary education, training or employment options would be considered as engaging with the following processes: pre-search behaviour involving early and sometimes passive thoughts about future progression, and active search behaviour where choices are prioritized and short-listed. The application stage is the one in which students develop and submit application to institutions of choice, decide to accept or reject the offer, and display behaviour to reflect whether the decision was right or wrong. Critics of consumer behaviour theory castigate it for its assumption that all decision making is rational and based on careful information processing. Chisnall (1997), for example, suggests that considering decision making as a rational and sequential process is an oversimplification. Others, such as Solomon (2002), suggest that many young people do not have the patience and discipline to consider information so meticulously in their decision making and that for many chance factors play a big role in their destinies. However, others argue that, for such a high involvement complex purchase as selecting a university, it might be reasonable to assume that some extended decision processes occur (Davey, 2005).

Information is becoming a key part of the commercial and cultural capital for both developed and undeveloped countries. Annually universities and colleges compete with one another to effectively reach the prospective students with their persuasive messages. This would be in their promotional materials which include websites, brochures and advertisements. Students are increasingly being expected to utilise them as an information search tool. However, in many parts of Africa, students either do not have adequate or total access, or the nature of technology is so outdated it is no longer in use in the developed world (Hangwe, 2002). The point here is that students, therefore, bring cultural technological capital that is not necessarily compatible with existing ones here. Indeed, it is perfectly possible to enrol students who have absolutely no previous experience with computers at all. To expect these students to have been influenced in their decision making by internet mediations is therefore not based on a valid assumption in Africa broadly (Maringe and Carter, 2007). This section examined the immediate discipline which is on international marketing strategies used by Kenyan private universities. The next section states the problem of the study.

#### **2.4 Research Gap**

There are many studies that have been done in Kenya on education. However, limited number of researches has been done on international marketing strategies in private universities in Kenya. Mutula (2000) explored the financing and costs associated with higher education in Kenya and concluded that little is known about the information needs and preferences of prospective students that influence their decisions positively towards their choices on an institution of higher learning education.

This study sought to investigate the international marketing strategies employed by private chartered universities in Kenya. According to Naude and Ivy (1999), in the past many institutions of higher education relied to a large extent on selecting students from the applications received by the admissions department. As long as the demand for places at universities was greater than the universities' ability to satisfy it, marketing the institution to attract better students or increase student enrolments

was an unnecessary expense. Times have changed. Firstly, changes in government funding have meant that total undergraduate student numbers in any institution are restricted, and in addition students have to live on ever decreasing tuition grants. Secondly, some former polytechnics were given university status, and a wide variety of colleges and educational institutes now offer accredited or franchised university degree courses, thereby dramatically expanding the number and variety of degree courses on offer. Finally, changes in technology have lowered the cost of entering the market, leading to an increase in both distance-learning and internet-based courses. While the overall number of institutions offering degree courses may have expanded, there has been downward pressure on student numbers. Due to these changes academic institutions are marketing themselves more aggressively in order to increase their market share, whether in terms of student numbers or the quality of those enrolling.

In the manufacturing industries, perhaps, because of the prominence of brands and the high profile in-home media adopted in much consumer promotion, many consumer marketers are aware of their rivals' brands and marketing tactics. In some cases, such competitors' understanding is only superficial, but consumer marketers at least exhibit strong awareness of their competitors (Chang and Simkin, 1997; Simkin, 2000). However, marketing of higher learning institutions is different even if the courses offered are the same. This would be associated to different attributes which take long before consumers' loyalty is gained unlike consumer products.

Most of what we currently know about overseas decision making is based on research outside Africa (Maringe and Carter 2007). Baldwin and James (2000), Mazzarol (2001), Mazzarol and Soutar (2002), Moogan et al. (1999) and Gomes and Murphy (2003) among others have investigated patterns and motivations of student migration to Western countries especially Australia including the factors which students consider important in their decision making. Critically, these studies suggest that student overseas decision making is modelled by a combination of push-pull factors. Push factors tend to be economic or political and appear to play a more significant role in choice country. On the other hand, pull factors such as institutional reputation, international recognition of qualification, teaching quality and location factors appear to exert greater influence on specific institutional choice. Students

from different nations differ in their motivations for studying abroad. For example in their motivations for studying abroad, Taiwanese students choose to study abroad because they consider the international acceptability and recognition of United Kingdom (UK) Higher Education (HE) as a tremendous benefit for their long-term investment. On the other hand European Union (EU) students choose to study in UK HE mainly because it provides them an opportunity to learn the English language and the UK cultural traditions (Davey, 2005). These motivational divergences have important implications for strategic international student marketing, recruitment and retention. From the reviewed literature very little has been seen or written about Africa students overseas study decision making, yet the population of African students in UK HE continues to rise annually, research in this area becomes imperative.

## **2.5 Research Issues**

The research had the following research issues:

### **2.5.1 Statement of the Research Problem**

Many Kenyan universities carry out various marketing activities which include radio, print and television advertisements. It seems that these activities target the local students yet the universities have both local and international students. While there is a lot happening to recruit local students, there seem to be little, if any, being done to recruit international students. This raises a concern that the universities are only competing for the local student and yet there is a huge market that can be exploited.

Therefore the problem for this research is stated as follows:

To determine the effectiveness of the international marketing strategies employed by Kenyan chartered private universities in recruiting international students.

### **2.5.2 Objectives of the Study**

The main objective of this study was to determine the effectiveness of the international marketing strategies used by Kenyan chartered private universities. In order to meet the address the main objective the following sub-objectives were formulated:

- 1 To investigate the strategies used in international marketing by private universities in Kenya
- 2 To find out the results driven by the international marketing strategies used by Kenyan chartered private universities.
- 3 To propose solutions to improve on the international marketing strategies in chartered private universities in Kenya.

### **2.5.3 Research Questions**

The researcher formulated a number of research questions. The main research question was stated as follows:

How effective are the international marketing strategies employed by Kenyan chartered private universities in recruiting international student?

In order to solve the main research question the research crafted the following sub-questions:

- 1 Which international marketing strategies do private universities in Kenya employ?
- 2 What are the perceptions of staff and students on the implementation of international marketing strategies employed by their respective universities?
- 3 What results have they brought?
- 4 What can be done to improve on the international marketing strategies?

### **2.5.4 Research Hypothesis**

Ho: Private universities are poor at marketing to international students

Ho: Private universities need to change their international marketing strategies

### **2.6 Empirical Studies**

The paper seeks to establish the challenges facing the implementation of International Marketing Strategies in Private Universities in Kenya. Universities have relied to a large extent on selecting students from those applications that are received by the admissions department. As long as the demand for places at universities is greater than the universities' ability to satisfy that demand, marketing the institution to attract better students or increase student enrolment is a necessary concern.

With the emergence of knowledge based and technology driven economies, we find a surge in the demand for highly skilled and technologically competent workforce (Gupta, 2007). Krampf and Heinlein (1981) undertook one of the earliest studies into the marketing of universities, interviewing prospective students for a large mid-western university in the United States of America. Their objective was to determine the needs of the prospective student market examine the university's image and develop ways of identifying potential students who had high probability of matriculating and were eligible to entry.

Hooley and Lynch (1981) examined the choice of processes of prospective students of United Kingdom Universities. Qualitative research was used to determine the attributes used in the decision process, followed by face-to-face data collection using stimulus cards to obtain preferences for a set of experimentally chosen university profiles. The six attributes Hooley and Lurch (1981) identified were course suitability, university location, academic reputation, distance from home, type of university (modern or old), and advice from parents and teachers.

Oosterbeek et al. (1982) examined university choice and graduates' earnings in the Netherlands. Their objectives were to determine whether different universities were associated with different earnings prospects and whether the decision to attend a particular university was influenced by these prospects. They found that there were significant differences but earnings prospects were not a particularly important factor in the choice of a specific university.

Mazzarol et al. (1996) examined the factors that influenced international students' choice of study destination, using a sample of students working in Australia. Students were asked to rate the importance of seventeen factors to their decision to study at a particular institution. They found that the most important selection factor was the recognition of their qualifications by future employers. This was followed by the institution's reputation for quality, its willingness to recognise previous qualifications and the staff's reputation for quality and expertise. The role of the image and status of academic staff in recruitment of undergraduate students is open for debate; however at a graduate level student perceptions of teaching staff reputations can play an important role in the choice process (Cubillo et al., 2006; Ivy, 2001)

Lin (1997) investigated the reasons for student's choice of an educational institution in the Netherlands. Data collection questionnaires were randomly distributed to students in the lobbies of seven universities. A combination of descriptive and factor analysis was used to identify the main reasons for their choice of institution. The most significant reasons for a student's choice of institution were the quality of education offered, career opportunities, the school's reputation, opportunity for trainees, faculty qualifications, academic standards, whether modern facilities were available, curriculum emphasis, student life and whether there was an international student body. Turner (1998) undertook a study of business graduates to determine their reasons for choosing to enrol at a particular university. Students rated the most important factors as future job prospects, obtaining qualifications that were valued by employers, being able to use modern facilities, the standard of teaching and the international recognition of the university's programs.

Elsewhere a survey conducted by Owlia and Aspinwall (1997) examined the views of different professionals and practitioners on the quality of higher education and concluded that customer-oriented in higher education is the generally accepted principle. They construed that from the different customers of higher education, students were given the highest rank. Student experience in a tertiary education institution should be a key issue of which performance indicators need to address. Thus it becomes important to identify determinants or critical factors of service quality from the standpoint of students being the primary customers. On measuring service quality in higher education: Higher Education Performance (HEdPERF) versus Service Performance (SERVPERF) the following factors were identified: Non-academic aspects, this factor contains variables that are essential to enable students fulfil their study obligations, and it relates to duties and responsibilities carried out by non-academic staff. Academic aspects-this factor represents the responsibilities of academics, and it highlights key attributes such as having positive attitude, good communication skills, allowing sufficient consultation, and being able to provide regular feedback to students. Reliability-this factor consists of items that put emphasis on the ability to provide the pledged service on time, accurately and dependably. Empathy - this factor relates to the provision of individualized and

personalized attention to students with clear understanding of their specific and growing needs while keeping their best interest at heart. From the survey therefore, it can be said that quality of higher education offered with flair to customer orientation is the basis for sound marketing strategy for students among others.

## **2.7 Theoretical Framework**

There are various broad theories that attempt to explain how young people make choices within education. First are the structural models, proposed by Gambetta, (1996), Roberts (1984), and Ryrie, (1981). These explain choice in the context of institutional, economic and cultural constraints imposed upon choosers whose choices and decisions can be predicated along socio-economic, cultural and ethnic lines. Becker (1975) as cited in Maringe and Carter (2007) for example argues that students make rational choices based on precise and sometimes imprecise calculations of the relative rates of returns associated with participating in education. Ultimately, students cannot be expected to base their decisions on precise calculations but perhaps on approximate comparisons which themselves are often highly influenced by perception and values held by not only the student, but those significant others who constitute a network of life influences on choosers.

This emphasis on network of influences has led (Hodkinson et al. 1996 and Hemsley 2001) to consider the importance of personality and subjective judgement in choice and decision making. Hemsley (2001) for example argues that while decisions and choices young people make could be under the influence of economic, cultural and structural forces, they all the same and are filtered through layers of preconceptions emanating from family influence, culture, life history and personality.

The most current theory is that developed by Foskett and Hemsley (2001) who argue that choice is neither rational nor irrational or random but that it involves three broad elements for any chooser. The first element is the context in which the choices are being made which includes societal, cultural, and economic and policy issues. These help shape choices made by young people within any given context. The second element brings together the range of choice influencers including schools, teachers the media and the home influence. The third element comprises the choosers themselves in terms of their self image, perceptions held about available pathways

and the estimation of personal gain associated with specific choices. Foskett and Hemsley (2001) argue that these elements exist in a complex dynamic in which decision making becomes a reflexive process, and where the chooser consciously, or unconsciously falls under the relative influence of these elements to emerge with a decision at the end of the process.

### **Means-End-Chain (MEC) theory**

The MEC seeks to understand how consumers make links between products and self-relevant consequences and values. In making decisions consumers select a course of action or means to reach an objective or end. Shopping motivation exhibits a strong potential to be used as a basis for market segmentation and the development of retail marketing strategies, (McGoldrick, 2002; Westbrook and Black, 1985). MEC analysis is a qualitative research approach that investigates the cognitive structures of individuals according to Aurifeille and Valette-Florence (1995) as cited by Wagner (2007). The term refers to a set of methods for the purpose of questioning interview participants regarding the reasons for their decision choice and interpreting the responses in terms of linkages between different outcomes argues Olson and Reynolds (2001) as cited by Wagner (2007).

### **Theories of Consumer Purchase Decisions and Working of Marketing Communications**

Psychological Orientation of purchasing Decisions – it is important to underpin marketing activities with an understanding of buyer behaviour so that marketing strategies and communications plans are more effective.

Psychodynamic Theories- they hold that human behaviour is primarily the function of reactions to internal mostly unconscious stimuli; instincts, urges and thoughts.

Reinforcement Theory-people behave with knowledge of what will happen as a result of their behaviour.

Cognitive Theory; assumes individuals use and process information derived from external and internal sources to solve problems and make informed decisions.

Theories of Internationalisation and their impact on market entry – this discusses four theories of internationalisation; the Uppsala model of internationalisation, the

electric paradigm and transaction cost analysis; the interactive network approach of the International Marketing and Purchasing Group; and what may be termed the business strategy approach which suggests that a model incorporating the key elements of each approach could present a more realistic and comprehensive picture of the market entry decision.

### **Model of Sustainable Competitive Advantage for International Education Services**

This model has been derived from the theories of sustainable competitive advantage and services marketing and suggests that “marketing success” (measured by growth in market share and profits). This is the outcome of delivering a successful combination of distinctive competencies” that gain and sustain competitive edge over rivals within international education markets. The model assumes that strategy is the result of “environmental selection. This model draws more heavily on the environmental determinants view of competitive advantage than on the resource-based school.

### **Push-pull Factors Influencing International Students’ Destination Choice**

In an article by Mazzarol and Soutar (2002) who examined and conducted a qualitative and quantitative research on students from four different Asian countries and concluded with push-pull factors which influenced the full-programme international students to choose their destination for study abroad. Internationalisation of higher education is considered a significant issue in many countries. According to the push model, the student flow was dependent on the level of economic wealth, the degree of involvement of the developing country in the world economy and the availability of educational opportunities in the home country: whereas pull-factors attracting a host country was influenced by the relative sizes of student’s home country economy compared to the host country, economic links between the home and host country, host national political interests in the home country through foreign assistance or cultural links and host national support of international students via scholarships or other assistance. It is in such that this research is handy to find out on the marketing strategies push and pull factors in the private universities in Kenya per se.

## **Michael Porter's Model**

This paper will also employ Michael Porter's framework that models an industry as being influenced by five forces which are; barriers to entry, supplier power, buyer power, threats of substitutes and industry competitiveness. The strategic business manager seeking to develop an edge over rivals firms can use this model to better understand the industry context in which the organization operates. Porter (1990) argued that external industry forces comprised of five forces: barriers to entry, supplier power, buyer power, threats of substitutes and industry competitiveness. Within international education there are a number of potential barriers to market entry. Some of the more prominent are economies of scale, government policies, brand equity and access to capital requirements. Barriers to Entry: here the study seeks to find out the absolute cost advantages, learning curve, access to inputs, government policy in higher learning education, economies of scale, capital requirements, brand identity, switching costs, access to distribution, expected retaliation and proprietary products

Supplier power includes the concentration of supplier, for example in this study the concentration of the universities and colleges, the various courses these universities offer. The way each differentiates their courses and the impact of inputs on cost or differentiation. It also addresses the switching costs of universities and the presence of substitute inputs and the threat of forward integration amongst the various universities.

Threat of substitutes: these would include switching costs, buyer inclination to substitute, and price-performance trade-off of substitutes. The growth of offshore programs and the potential for educational services to be delivered to students by interactive multimedia are examples of potential threats. Buyer power: bargaining leverage, buyer volume, buyer information, brand identity, price sensitivity, and threat of backward integration, product differentiation, and buyer concentration vs., industry, substitutes available and buyers' incentives. Industry structure will impact

on the appropriate strategic approach that educational institutions should understand internationally.

The competition between traditional universities, independent and private universities, is increasing with a variety of joint ventures and franchise operations fragmenting this highly competitive market (Cubillo et al., 2006). As the number of degree choices grows, prospective students have a wide variety of universities from which to choose, thus for universities to differentiate themselves from their competition is self evident, resulting in the increasing importance of the role of marketing in student recruitment (Taylor and Darling, 1991; Canterbury 1999; Nicholas et al., 1995; Coates, 1998). To compound the problem, numerous higher education institutions (MecGregor, 2000; Merten, 2000) and some business schools have seen declines in their enrolments, further emphasising the importance of marketing for student recruitment (Taylor and Darling, 1991; Smith et al., 1995; Tagwireyi, 2000).

The current university market has three main segments international students, (offshore and onshore), mature-age students and high-school leavers. Each segment considers different factors when making their choice of program and university. For example, mature-age students, who generally work full-time and study part-time, are likely to consider the availability of evening classes or weekend classes a high priority, whereas students who have entered university straight from high school, who tend to work part-time are likely to consider job prospects as more important. Consequently, their choice processes need to be examined separately. According to Soutar and Turner (2002), there are a number of factors that might be considered when determining the preference for a particular university, including: the type of course they would like to study (for example: business, law, engineering), the academic reputation of institution (very good, sound or poor), the campus atmosphere (quiet or lively), the quality of teaching staff (average or above average), the type of the university (old or modern, traditional or technological).

They might also consider personal factors such as: distance from home (including time taken to get to each university, access to public transport, parking availability),

what their family thinks about each university (whether it is held in good or poor esteem), the university their friends wish to attend. Whatever factors are involved in determining a student's preference, some factors will be more important than others. To determine the university preferences, students will consider what is important to them and, consciously or unconsciously, trade off between these attributes. An understanding of the trade off process and the relative importance attached to the various factors should provide a good foundation for formulating sound marketing strategies that would appeal to the prospective student.

Means-End-Chain theory shows how product attributes lead to relevant consequences and how the consumers gain values from those, Gutman, (1982). The theory provides a better understanding of how consumers evaluate and select among their alternatives, Olson and Reynolds (2001). Means-End Chain theory is the process which consists of three levels: attributes consequences and values, Gutman (1982). While Peter and Olson (2008) have developed it into Means-End Chain

Figure 2.4: Mean-Ends Chain Model of consumer's product knowledge.



*Source: Peter and Olson (2008) p.79*

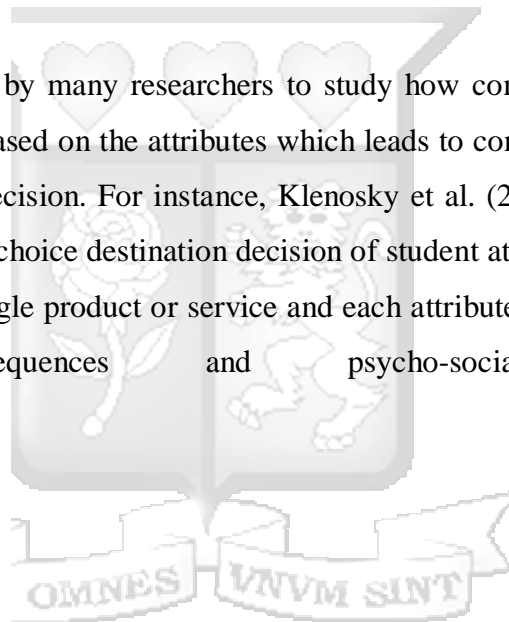
Attributes are the characteristics of a product or a service and usually are physical features that can be observed. Attributes can be colour, price, design (concrete) or taste (abstract) while consequences are the results of using the product or service to the consumer. For a country or school, the attributes consist of academic programs, courses offering, the teachers and the staffs, the quality of education, Klenosky, Templin and Troutman (2001).

Consequences include functional or psycho-social results. According to Pete and Olson (2008) functional consequences are the functions of the product such as the duration, the performance of that product. On the other hand, psycho-social consequences relate to the personal feelings of the buyer and the attitudes of others to the consumers. Psycho-social consequences can be the result from any of functional consequences. In some case, the attributes can lead only to functional consequences

or psycho-social consequences. A positive consequence is called benefit and the opposite refers to potential risks. For a student the benefits are achieving a good education, improving practice skills, communication ability and opportunity to play at professional level while the costs are time, money, risks of injured, loneliness of being away from home, Klenosky et al. (2001) p.97.

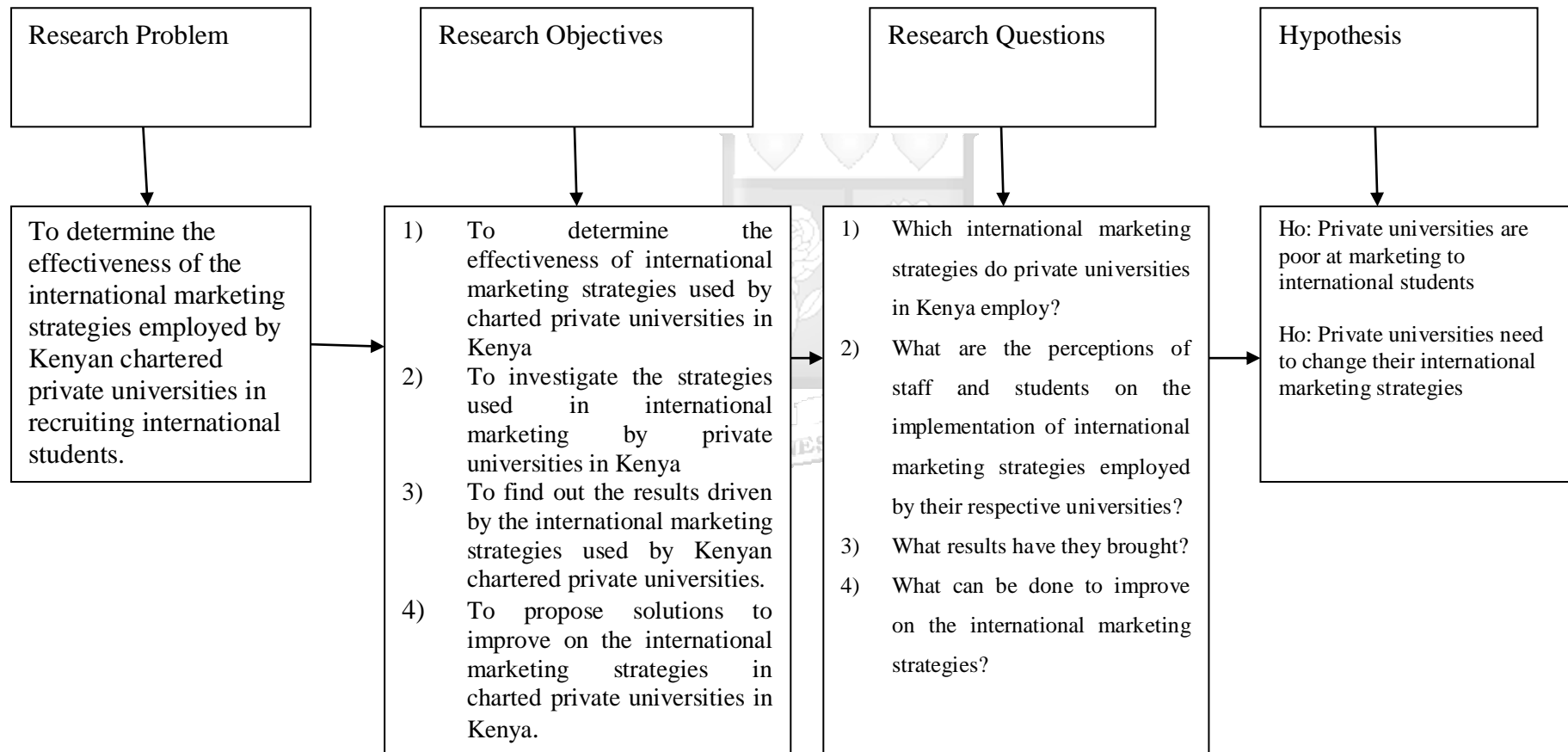
Finally, the last stage is about personal values. It is the highest level which will determine or influence the decision making behaviour and is said to be very abstract including self-esteem, thrifty, personal feelings, Peter and Olson (2008). The values for a student when choosing an institution might be the feeling of security, accomplishment, achievement (Klensky et al., 2001).

This theory was used by many researchers to study how consumers feel about the products or services based on the attributes which leads to consequences and creates value to make their decision. For instance, Klenosky et al. (2001) also applied it to investigate the school choice destination decision of student athletes. There are many attributions from a single product or service and each attribute might lead to its own functional consequences and psycho-social consequences.



## 2.8 Conceptual Framework

Figure 2.5: Conceptual Framework



### Independent Variable

Indicators

Level  
of  
Education of Marketing Personnel

International Marketing Experience

Programs offered  
Price of Programs offered Charges  
Position-Local/Multinational/ Globalized  
Place-Location of University

### Dependent Variable

- Effective International Marketing Strategies
- Product/Service Acceptability

*Source: developed for this research.*

From the conceptual framework diagram shown above the study paper highlights that: There is a significant relationship between the levels of education of the marketing personnel to the success of an international marketing strategy. The international experience in international marketing strategies has positive relation to the effectiveness of International marketing strategy. What makes up the university for example the programmes offered, price of programs, tuition, position, place of university also affect the acceptability of a product or service.

## **2.9 Conclusion**

In conclusion the reviewed studies show that research in the area of marketing by educational institutions has been carried out in western countries. No known study has been done in Kenya on International Marketing Strategies employed by Private Universities.

The study would determine the information needs of prospective students that influence their decisions to select an institution of higher education. The paper will also bring forth best practices in the International Marketing Strategies employed by the selected private universities. The paper will make recommendations for use in the improvement of the International Marketing Strategies employed by the private universities in Kenya with hope of shaping and guiding future policy making processes in regard to university marketing strategies, in areas including but not limited to packaging courses, increasing student's enrolment, among others. This would be linked with how any other international industry like manufacturing would contact their international marketing strategy.

The key element in the development of HE globally is the aspect of internationalisation of education. As markets grow and develop, so should our understanding of those markets. It is only when institutions have a full understanding of the markets they serve, that they can begin to provide HE that is both relevant and meaningful to international students. Equally, it is through such understanding that institutions can begin to market appropriately to the needs of emerging consumers and markets and begin to address the contemporary international recruitment concept of responsible recruitment.

The current policy framework of managing the private universities in Kenya does not have international marketing strategies. These international marketing strategies from the literature reviewed are important and therefore it is worthy to review the policies to address the issue of international marketing strategies.

Once this is implemented the private universities in Kenya would compete competitively with the other international private universities at both local and international levels.



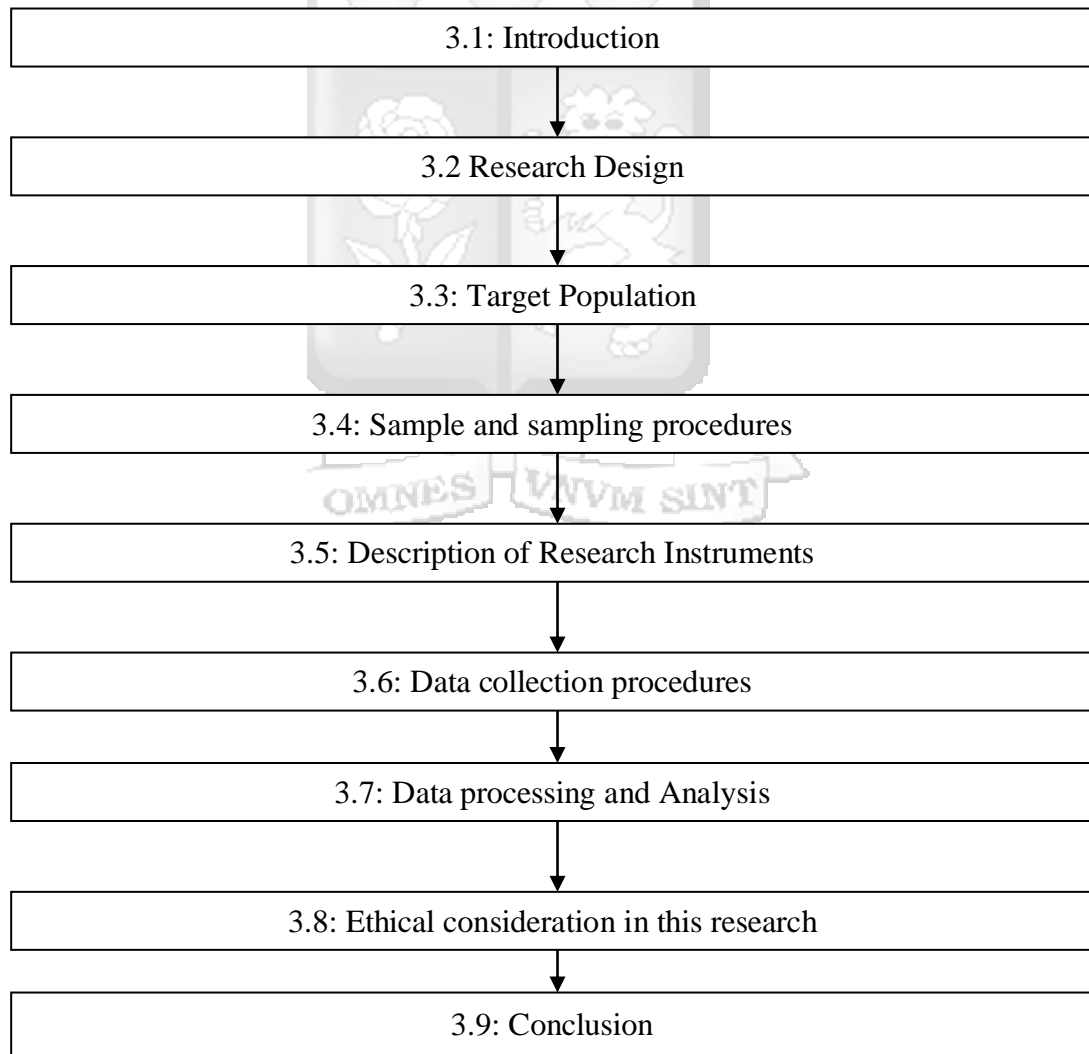
## CHAPTER 3:

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter describes the methodology that was used in gathering information and the techniques used in analysis and the presentation of data collected. Therefore the chapter is divided into seven sections. Section 3.2 focuses on the research design, while section 3.3: is the description of the population, section 3.4: is the sampling design, section 3.5: are the research instruments, section 3.6: are the data collection procedures, section 3.7: is the data processing and analysis applied during the study and lastly is section 3.8 which is the chapter conclusion.

*Figure 3.1: Pictorial outline of Chapter 3*



*Source: developed for this research.*

### 3.2 Research Design

The design is a survey which enabled gathering information from the Kenyan private universities. Data was collected from selected private chartered universities. This design suited the research because many opinions were acquired and thus comparison was carried out on the happenings.

### 3.3 Target Population

The target population comprised of all the chartered private universities in Kenya which are chartered, operating with letters of interim authority and those with certificates of registration. The study targeted international students and personnel involved in international marketing strategies in the private universities in Kenya.

### 3.4 Sample and Sampling Procedures

Kenya has twenty seven private universities. Out of these fifteen are chartered, eleven are operating with letters of interim authority and two have certificates of registration. This study targeted the chartered private universities. The study sampled five out of the fifteen of the chartered private universities using simple random sampling.

From each university fifty international students were sampled to participate in this study using simple random sampling. Therefore the sample included in total two hundred and fifty respondents of the students' category. The study also purposively sampled university staff namely; the staff in charge of marketing or public relations and University Registrars. Therefore the sample of this study included ten university staff. In total therefore the sample included two hundred and sixty as respondents as shown in Table 3.1

*Table 3.1: Respondents Category Distribution*

Category	Universities	Respondents per University	Respondents Sampled
International students	5	50	250
Staff	5	2	10
<b>Total Sample</b>			<b>260</b>

*Source: developed for this research.*

### **3.5 Description of Research Instruments**

Questionnaires were used to collect data from students, which included sources of information about the university and experiences as students. Interview protocols were administered on university administration staff to collect data on university policies, international marketing strategies and services to the international students. Documents relating the universities' such as advertisements, brochures, catalogues, marketing strategies employed and websites were analysed to collect data on the university related to international students admission and international marketing strategies.

### **3.6 Data Collection Procedures**

The researcher interviewed at least one staff from the marketing department, public relations office and registrar's department in the sampled chartered private universities because they are the ones with the responsibility of marketing. Questionnaires were administered in person by the researcher to fifty international students in each of the sampled chartered private university. The students were selected across the various faculties/schools and years of study to give a relatively good presentation. The researcher also used questionnaires highlighting the various international marketing tools applied by the private universities in Kenya and their effectiveness.

### **3.7 Data Processing and Analysis**

The study employed descriptive statistics in analysing the quantitative aspects of the data in order to derive frequencies and information from which interpretation and presentation were made. The Statistical Package of Social Sciences (SPSS version 11.5) was employed in data analysis. The use of narratives helped to analyse qualitative data and thereby systematic linking the quantitative data with qualitative data.

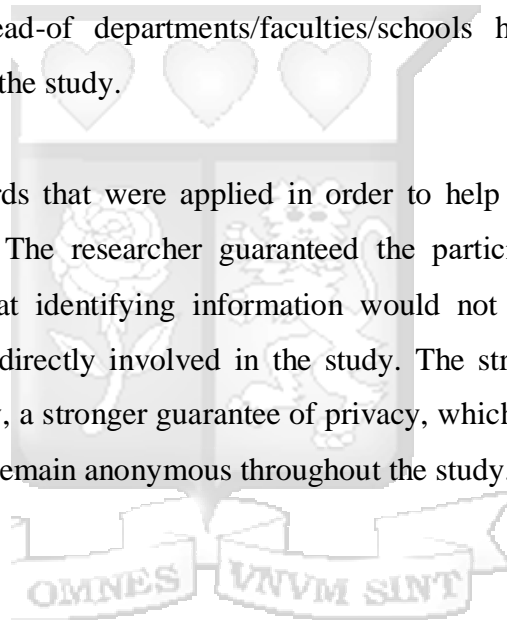
### **3.8 Ethical Consideration in this Research**

According to Blackburn (2001), Ethics in research is usually put in place to control the relationship between the researchers and participants, and between the researchers and fields they wish to study. Ethical issues in research refer to right or

wrong decisions that may affect the participants of the study and so should be taken care of so as avoid harming or hurting the participants.

The researcher took care of the ethical issues in the study by ensuring that permission from the authorities and participants was obtained. The researcher ensured that the principle of voluntary participation which required that people were not coerced into participating in research was strictly adhered to. Closely related to the notion of voluntary participation was the requirement of informed consent. Essentially, this means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate (Michael, 1999). However, as for international students, the researcher got informed consent since the head-of departments/faculties/schools had accepted that the institution take part in the study.

There are two standards that were applied in order to help protect the privacy of research participants. The researcher guaranteed the participants' confidentiality; they were assured that identifying information would not be made available to anyone who was not directly involved in the study. The stricter standard was the principle of anonymity, a stronger guarantee of privacy, which essentially meant that the participant would remain anonymous throughout the study.



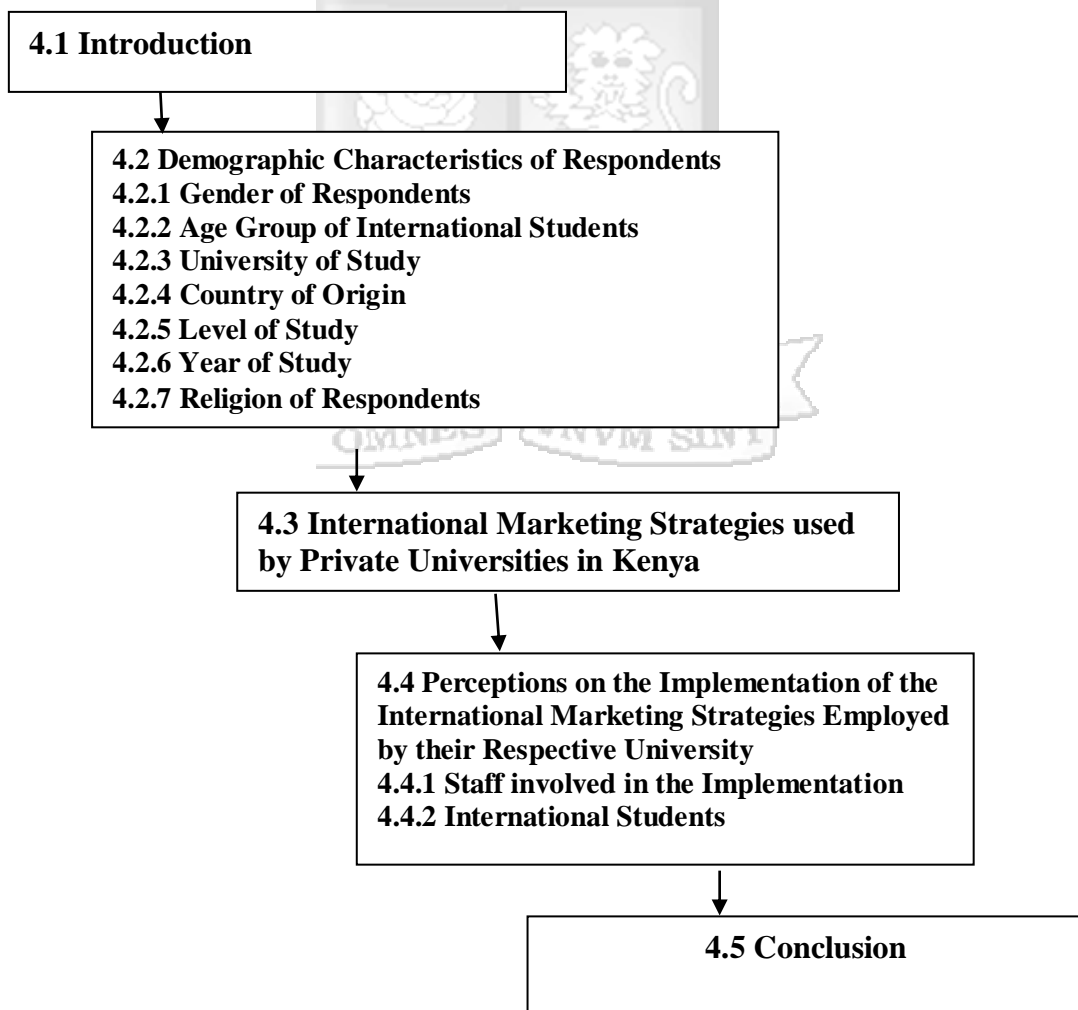
## CHAPTER 4:

### PRESENTATION OF RESEARCH FINDINGS

#### 4.1 Introduction

This chapter presents findings of the study on the challenges facing the implementation of international marketing strategies in Kenyan private universities in Nairobi. The chapter is divided into five sections; section 4.1 of this chapter deals with introduction, section 4.2 the demographic characteristics of the respondents, section 4.3 International Marketing Strategies used by Private Universities in Kenya, section 4.4 deals with Perceptions on the Implementation of the International Marketing Strategies Employed by their Respective University and lastly section 4.5 highlights the conclusion.

Figure 4.1: Pictorial outline of Chapter 4



*Source: developed for this research.*

The data was statistically analysed using Statistical Package for Social Scientists (SPSS) software and results are presented by way of descriptive statistics such as frequency distribution tables, percentages, charts and graphs. The respondents were international students studying in private universities and staff involved directly in recruitment.

A total population of 250 International Students from five private universities; Africa Nazarene University, The Catholic University of Eastern Africa, Strathmore University, Kenya Methodist University and Africa International University each 50 international students were used in this study and 10 staff members. The response rate of the international students and staff was 97 percent and 80 percent respectively, while the total response rate was 96 percent. The findings are arranged in a thematic order based on the sub-headings in the next page.

## 4.2 Demographic Characteristics of Respondents

The demographic characteristics of the international students respondents of interest to this study were; country of origin, gender, age, university of study, Faculty/School, department enrolled, level of study and religion. The demographic information was deemed important because most of these characteristics were the intervening variables that needed to be collected. The findings of each of these characteristics are presented and discussed in the following pages;

### 4.2.1 Gender of Respondents

The international students were asked to indicate their gender and the data obtained in this respect was statistically analysed and the results are as summarised in Table 4.1.

*Table 4.1: Gender Distribution of International Students*

University Attended	Gender of the Respondent		Total
	Male	Female	
ANU	13	37	50
CUEA	15	35	50
AIU	23	24	47
Strathmore	18	31	49
KEMU	19	27	46

<b>Total</b>	<b>88</b>	<b>154</b>	<b>242</b>
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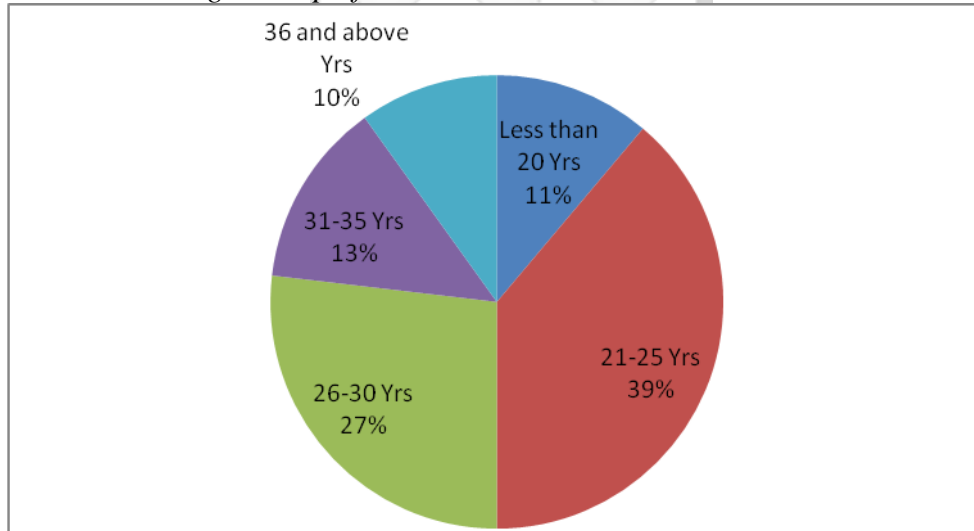
*Source: developed for this research.*

Data displayed in Table 4.1 shows that the total number of international students sampled consisted of 154 female students and 88 male students translating to 64 percent and 36 percent respectively. The gender distribution per university is also highlighted in Table 4.1.

#### **4.2.2 Age group of International Students**

The international students were also asked to indicate their age group category by ticking among the groups indicated in the questionnaire. Frequencies were taken that elicited percentages as indicated in Pie Chart 4.1

*Pie Chart 4.1 Age Group of International Student*



*Source: developed for this research.*

Figure 4.1 indicates that; less than 20 years were 11 percent, 21-25 years 39 percent, 26-30 years 27 percent, 31-35 years 13 percent and 36 years and above 10 percent. Most of the university students who responded to the questionnaires were aged between 21 years and 30 years of age translating to 66 percent of the entire international students sampled.

### 4.2.3 University of Study

The study sought to establish the respondent's university of study. This is illustrated in the Table 4.2

*Table 4.2: University of Study*

<b>University of Study</b>	<b>Frequency</b>	<b>Percentage</b>
Africa Nazarene University	50	21
The Catholic University of Eastern Africa	50	21
Africa International University	47	19
Strathmore University	49	20
Kenya Methodist University	46	19
<b>Total</b>	<b>242</b>	<b>100</b>

*Source: developed for this research.*

The five sampled universities each had 50 respondents sampled. In Table 4.3, which translated to Africa Nazarene University and The Catholic University of Eastern Africa each contributed 21 percent of the total sample and 100 percent each response return rate of the questionnaires, Strathmore University, Kenya Methodist University and Africa International University contributed 20 percent, 19 percent and 19 percent of the total sample and a questionnaire return rate of 98 percent, 92 percent and 94 percent respectively. In total 242 respondents returned the questionnaires out of the 250 questionnaires distributed translating to a return rate of 97 percent, which was judged as high and thus enhancing credibility of the study's findings.

### 4.2.4 Country of Origin

Respondents were asked to indicate their country of origin. Frequencies and percentages obtained are tabulated in the table 4.3 in the next page.

**Table 4.3: University Attended and Country of Origin Cross Tabulation**

University	Uganda	Tanzania	Sudan	Zimbabwe	Malawi	Ethiopia	South Sudan	Nigeria	Cameroon	Congo	Zambia	Burundi	Rwanda	Cote d'Ivoire	Zambia	Ethiopia	Kuwait	South Africa	India	Total
ANU	10	14	7	3	2	2	7	2	0	1	0	1	0	0	0	0	0	1	0	50
CUEA	12	10	7	9	3	2	2	4	0	0	1	0	0	0	0	0	0	0	0	50
AIU	3	3	1	1	8	4	2	10	9	0	3	0	1	2	0	0	0	0	0	47
Strathmore	5	17	3	0	0	2	0	1	2	4	0	1	4	0	1	1	2	0	6	49
KEMU	5	5	6	0	1	0	14	0	2	1	1	7	4	0	0	0	0	0	0	46
Total	35	49	24	13	14	10	25	17	13	6	5	9	9	2	1	1	2	1	6	242

*Source: developed for this research.*

Table 4.3 tabulates the total number of respondents per country. Tanzania leads with a total of 49 respondents followed by Uganda, South Sudan and Sudan with 35, 25 and 24 respectively. The information gathered on table 4.3 would be used by the various private universities interested in recruiting for international students

#### 4.2.5 Level of Study

The study sought to establish the respondent's level of study. This is illustrated in Table 4.4

*Table: 4.4 Level of Study*

Level of Study	Frequency	Percentage
Certificate	31	12.8
Diploma	13	5.4
Bachelors degree	123	50.8
Masters	70	28.9
Doctorate	5	2.1
Total	242	100.0

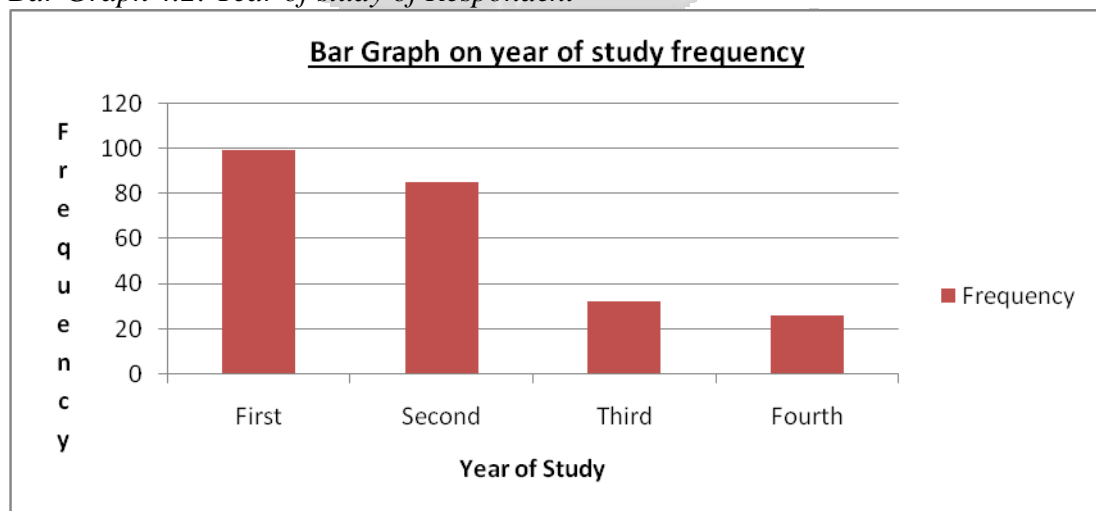
*Source: developed for this research.*

The data on table 4.4 reveals that among the respondents, Bachelors degree had the highest respondents while the doctorate had the least with response rate of 51 percent and 2 percent respectively.

#### 4.2.6 Year of Study

The study sought to establish the respondent's year of study. This is illustrated in Figure 4.2.

*Bar Graph 4.2: Year of study of Respondent*



*Source: developed for this research.*

Figure 2 tabulates the various year of study among the respondents. First and second year had the highest respondents because among the programmes studied by the respondents majority have both first and second years of study.

#### 4.2.7 Religion of Respondents

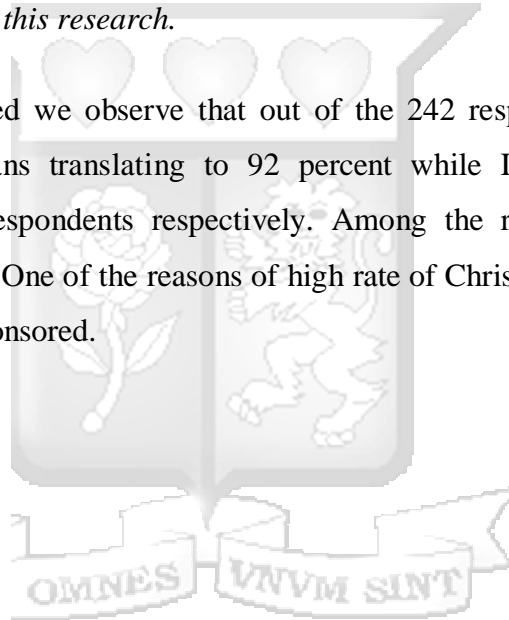
The study also sought to establish the respondent's religion. This is illustrated in Table 4.5

Table 4.5 Religion

Region	Frequency	Percentage
Christian	223	92.1
Islamic	6	2.5
Hinduism	5	2.1
Total	234	96.7
Missing System	8	3.3
Total	242	100.0

*Source: developed for this research.*

Form the data gathered we observe that out of the 242 respondents sampled 223 indicated are Christians translating to 92 percent while Islamic and Hinduism registered 6 and 5 respondents respectively. Among the respondents 8 did not indicate their religion. One of the reasons of high rate of Christians the 5 universities sampled is religion sponsored.



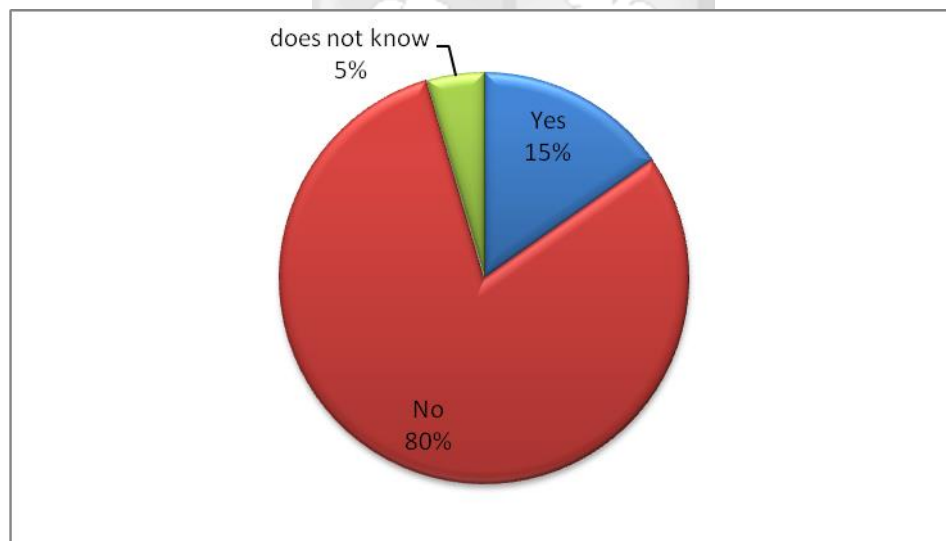
### 4.3 International Marketing Strategies used by Private Universities in Kenya

The study seeks answers to the following specific questions:

- 1 Which international marketing strategies do private universities in Kenya employ?
- 2 What are the perceptions of staff and students on the implementation of international marketing strategies employed by their respective university?
- 3 What can be done to improve on the international marketing strategies?

The study sought to establish from the respondent's if the University of Study advertises in their country of origin. This is illustrated in Figure 4.3

*Pie Chart 4.3: Does the university advertise their programmes in your country of origin?*



*Source: developed for this research.*

From the data it is alluded that out of the total 242 respondents 194 translating to 80percent highlighted that the university they are studying does not advertise their programmes in their country of origin. However, 37 respondents which forms 15 percent highlighted that they do advertise and 5percent did not know if they advertise. Among the 37 who highlighted they advertise, 30 advised they advertise in the university website, 1 on Radio and 5 in the university prospectus.

The researcher as was collecting documents for analysis in the universities of study established that there is no defined system in distributing promotional documents in other countries.

The study sought to establish further from the respondents who indicated that the universities of study advertise in their countries of origin. Table 4.6 tabulates the medium they employ to advertise;

*Table 4.6: If yes, what medium does it employ?*

Medium	Frequency	Percentage
University website	30	12.4
Radio	1	.4
University prospectus	5	2.1
Total	36	14.9
Missing System	206	85.1
Total	242	100.0

*Source: developed for this research.*

From the data we deduce that of the 37 respondents who advised that the University of study advertises, 30 advised use university website translating to 12.4percent, 5 use university prospectus translating to 2.1percent and 1 use radio translating 0.4percent.

The study sought to establish from the respondent's among the medium they employ which is more effective. This is demonstrated in Table 4.7

*Table 4.7: Which method is more effective?*

Medium	Frequency	Percentage
University website	75	31.0
Television	50	20.7
Radio	29	12.0
Newspaper	26	10.7
University prospectus	6	2.5
Exhibition and recruitment fairs	15	6.2
Career day programmes	6	2.5
Family and friends	6	2.5
Churches and ex-students	4	1.7
Total	217	89.7
Missing System	25	10.3
Total	242	100.0

*Source: developed for this research.*

Table 4.7 tabulates the effectiveness of given mediums of advertisements. The respondents responded in the following order; university website 31 percent, television 20.7 percent, radio 12 percent, newspaper 10.7 percent, exhibitions and recruitments 6.2 percent, while university prospectus, career day programmes and family and friends each at 2.5percent and lastly churches and ex-students formed 1.7percent.

The study sought to establish from the respondent's other methods that would be effective in advertising. This is illustrated in Table 4.8

*Table 4.8: Other methods that would be effective in advertising*

<b>Method</b>	<b>Frequency</b>	<b>Percentage</b>
career day program	25	10.3
television	24	9.9
Exhibitions and enough advertisements	28	11.6
University website	6	2.5
Newspaper	15	6.2
Student to student networking	15	6.2
Organize events	4	1.7
Distribution of prospectus	11	4.5
Exchange Programmes	11	4.5
Collaboration with Embassies	7	2.9
Collaboration with Education Ministry	3	1.2
Marketing Agencies	6	2.5
Participation of Regional Sports	4	1.7
Total	159	65.7
Missing System	83	34.3
Total	242	100.0

*Source: developed for this research.*

Table 4.8 tabulates other methods the respondents highlighted to be effective in advertising included; career day programmes, student to student networking, organizing events in other countries, distribution of prospectus, exchange programmes, collaboration with embassies, and collaboration with ministries education, engaging marketing agencies and participation in regional sports.

*Table 4.9: Marketing Aspects*

No	MARKETING ASPECTS	Strongly Agree	Agree	Neutral and Missing	Disagree	Strongly Disagree
a)	The international marketing strategies employed by my university are effective.	15 (6%)	28 (12%)	38 (16%)	119 (49%)	42 (17%)
b)	The university advertises its academic programmes in my country of origin.	9 (4%)	41 (17%)	44 (18%)	100 (41%)	48 (20%)
c)	Prospective students in my country are able to get information on the programmes offered in this university.	22 (9 %)	61 (25%)	70 (29%)	66 (27%)	23 (10%)
d)	The university website has enough information on programmes offered by the university.	61 (25%)	116 (48%)	35 (15%)	20 (8%)	10 (4%)
e)	The university puts great effort in advertising the programmes in my country	14 (6%)	39 (16%)	57 (24%)	82 (34%)	50 (21%)
f)	In my opinion the university has tapped into all the possible number of students from my country	9 (4%)	26 (11%)	36 (15%)	95 (39%)	76 (32%)

*Source: developed for this research.*

Table 4.9 investigated the marketing aspects where we observe that 49percent disagreed and 17percent strongly disagreed that the international marketing strategies employed by their university of study are effective. 41percent disagreed and 20percent strongly disagreed that the university advertises its academic programmes in their country of origin. 34percent disagreed and 21percent strongly disagreed the university of study put great effort in advertising the programmes in their country of origin. 39percent disagreed and 32percent strongly disagreed that their opinion the university has tapped all possible number of students from their country of origin.

Table 4.10: Institutional Aspects

NO	INSTITUTIONAL ASPECTS	Strongly Agree	Agree	Neutral and Missing	Disagree	Strongly Disagree
a)	The university's physical facilities (good environment/enough classrooms) are adequate for teaching and learning	80 (33%)	119 (49%)	27 (11%)	11 (5%)	5 (2%)
b)	The library services offered are adequate in meeting academic needs of students (e.g. operation hours/equipped with enough books).	74 (31%)	92 (38%)	38 (16%)	23 (10%)	15 (6%)
c)	University recreation facilities are adequate	31 (13%)	80 (33%)	69 (29%)	39 (16%)	23 (10%)
d)	Class sizes are kept to minimum to allow student/lecturer attention	78 (32%)	117 (48%)	22 (9%)	18 (7%)	7 (3%)
e)	The university offers a wide range of academic programmes with various specialisation	64 (26%)	116 (48%)	36 (15%)	22 (9%)	4 (1%)
f)	The university offers programmes with flexible syllabus	45 (19%)	105 (43%)	60 (25%)	27 (11%)	5 (2%)
g)	The university is in an ideal location with excellent layout and appearance.	64 (26%)	106 (44%)	58 (24%)	6 (3%)	8 (3%)
h)	The university graduates are easily employable	47 (19%)	94 (39%)	69 (29%)	26 (11%)	6 (3%)
i)	Students are satisfied with the services offered by the university e.g. Orientation/Special programmes for international students/ Availability of affordable hostels	25 (10%)	102 (42%)	57 (24%)	48 (20%)	10 (4%)

**Source:** developed for this research.

Table 4.10 highlights the institutional aspects of the international students' responses; 33percent strongly agreed and 49percent agreed that the university's physical facilities are adequate for teaching and learning. 38percent agreed and 31percent strongly agreed that the library services offered are adequate in meeting academic needs of students. 48percent agreed and 26percent strongly agreed that the university offers a wide range of academic programmes with various specialisations. 44percent agreed and 26percent strongly agreed that the university is in an ideal location with excellent layout and appearance. 39percent agreed that the university graduates are easily employable. 42percent agreed and

25percent strongly agreed that students are satisfied with the services offered by the university. Therefore based on this institutional analysis is observed that these aspects are attractive to the international students.



The study sought to establish from the respondent's the factors that can make Kenyan private universities more attractive to international students. This is illustrated in Table 4.11

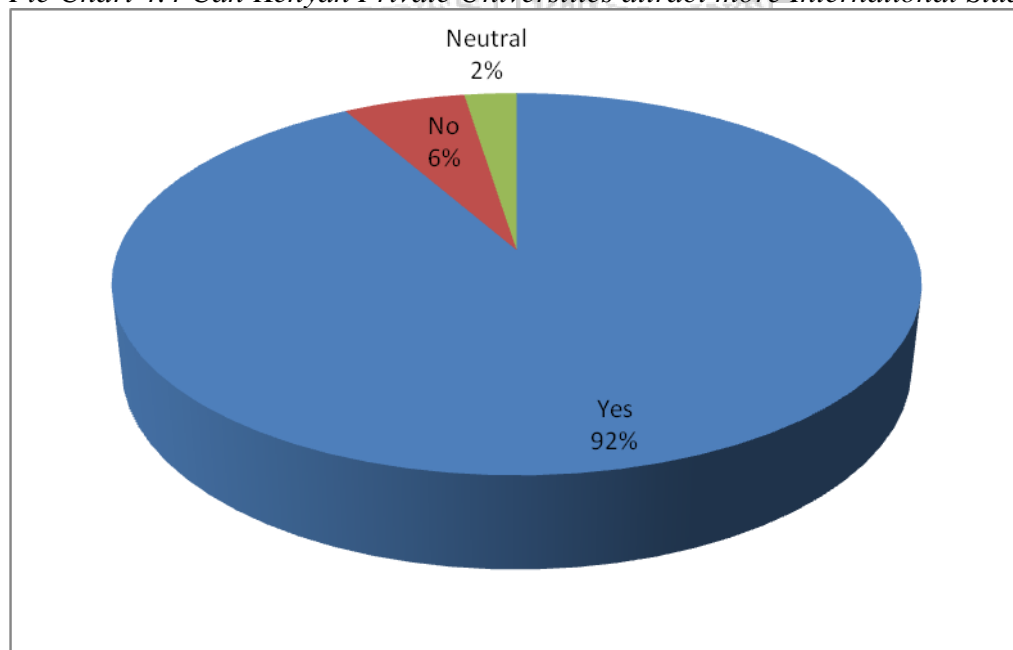
*Table 4.11: Factors that can make Kenyan private universities more attractive to international students*

<b>Factor</b>	<b>Frequency</b>	<b>Percentage</b>
Quality of education offered	86	35.5
Performance is good	4	1.7
Exchange Programmes	2	.8
Distance Learning Programme	7	2.9
Aggressive marketing in those countries	86	35.5
Scholarships	6	2.5
Reduce Fees	4	1.7
Linkages	12	5.0
Use of Alumni	2	.8
Improve Communication	4	1.7
Total	213	88.0
Missing System	29	12.0
Total	242	100.0

*Source: developed for this research.*

As tabulated in Table 4.11 majority of the respondents 35.5percent believed that the private universities in Kenya offered quality education while another 35.5percent highlighted that the universities should engage in aggressive marketing in the neighbouring countries.

*Pie Chart 4.4 Can Kenyan Private Universities attract more International Students*



*Source: developed for this research.*

Pie Chart 4 tabulates Responses on if Kenyan Private Universities can attract more international students highlighted by the sampled international students. Out of the 242 respondents who returned their questionnaires of the 250 questionnaires, 222 translating to 91.7 percent respondents agreed that we can attract more international students, 14 respondents translating to 5.8 percent did not agree while 6 respondents translating to 2.5 percent did not share their views.

The study sought to establish from the respondent's the factors that can make Kenyan private universities more attractive to international students. This is illustrated in Table 4.12

*Table 4.12: How do programmes in this university compare with other universities back at home?*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Offering of holistic training to students compared to home universities	76	31
High discipline	101	42
Quality Education	119	49
Quality Services	7	3
Good Location	8	3
Religion	10	4
Availability of course choice	15	6
Diverse Programmes	10	4
Relevance of programmes	21	9
International Standards	6	2
Common Language	4	2

*Source: developed for this research.*

In Table 4.12 tabulates the responses of the respondents in comparison of programmes in private Kenyan universities compared to other universities in other countries of origin of the international students studying here in Kenya. Out of the 242 respondents who returned their questionnaires highlighted Kenyan private universities 119 highlighted have quality education, 101 highlighted have high discipline and 76 highlighted they offer wholistic training this translated to 49 percent, 42 percent and 31 percent respectively.

The study sought to establish from the respondent's the problems they experience studying. The various problems are illustrated in Table 4.13

*Table 4.13: Problems experienced studying in this university.*

<b>Problem</b>	<b>Frequency</b>	<b>Percent</b>
Accommodation problems	89	36.8
Culture Shock	47	19.4
Climate Conditions	3	1.2
Financial support programmes	10	4.1
Language Barrier	37	15.3
Poor Communication	7	2.9
Student Pass	8	3.3
Insurance cover	4	1.7
Insecurity in the country	2	0.8
Acquiring attachment in local companies	2	0.8
Total	209	86.4
Missing System	33	13.6
Total	242	100.0

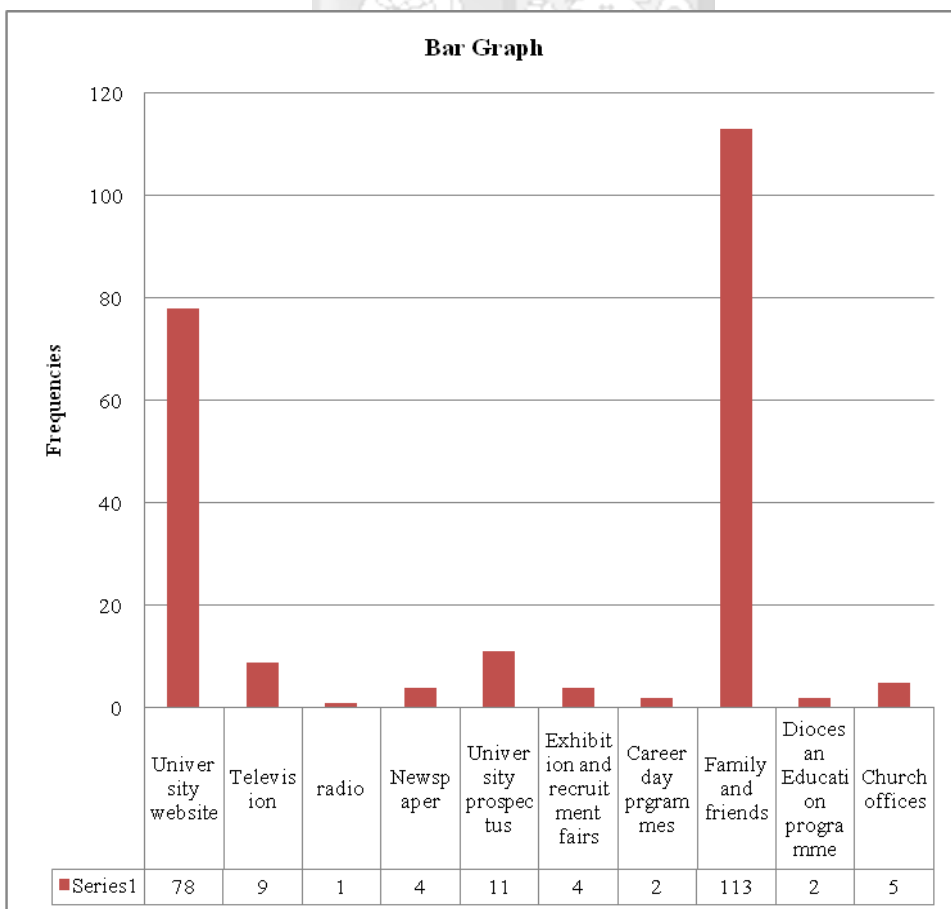
*Source: developed for this research.*

The data on Table 4.13 highlights the various problems encountered by the international students. Accommodation problems had the highest frequency of respondents of 89 translating to 36.8 percent, seconded by culture shock with a frequency of 47 respondents translating to 19.4 percent. The third frequency category was language barrier with 37 respondents translating to 15.3 percent. Other problems highlighted were; climatic conditions, poor communication, financial support, student pass, insurance cover, insecurity and attachments in local companies.

The study sought to establish from the respondent's how they knew the university of study. This is illustrated in Figure 4.5

Figure 4.5 shows the frequency of responses on how the respondents knew about the universities they are studying. 113 respondents translating to 46.7 percent knew it through family and friends, while 78 respondents knew through the university website translating to 32.2 percent. The rest knew the university through in this order; university prospectus 4.5 percent, television 3.7 percent, church offices 2.9 percent, exhibition and recruitment fairs 1.7percent, newspapers 1.7 percent and radio 0.4 percent.

*Bar Graph 4.5: Knowledge of University*



*Source: developed for this research.*

#### **4.4 Perceptions on the Implementation of the International Marketing Strategies Employed by their Respective University**

An evaluation of the perception of the implementation of the international marketing strategies employed in the various universities was carried out and the findings are highlighted below.

##### **4.4.1 Staff involved in the Implementation**

The researcher interviewed the various staff members in the five sampled universities on their perception. Some of the voices of the interviewees are as below;

##### **4.4.2 International Students**

The researcher enquired from the international students sampled what they thought Kenyan private universities would do to attract more international students. Table 19 tabulates the summaries of the various responses given by the international students. The respondents highlighted these as suggestions of improving of international marketing strategies amongst the Kenyan private universities.

*Table 4.14: Suggestions of Improving marketing internationally*

#	Answer given by respondents	Respondents	% of 242
1	Engage in vigorous adverts internationally	123	51%
2	Make tuition fees affordable	64	26%
3	Employ high quality human and capital resource	91	38%
4	Improve on accommodation	42	17%
5	Employ International Lecturers	38	16%
6	Offer scholarship to students	37	15%
7	Carry out lobbying in other countries	30	12%
8	Introduce Distance Learning	10	4%
9	Participate in activities in other countries e.g. sports, drama festivals	30	12%
10	Improve on security	6	2%
11	wide use of internet	4	2%
12	Engage agents in foreign countries	12	5%
13	Offer International courses	6	2%
14	Offer Exchange programmes with other countries	25	10%
15	Collaboration with Education ministries	25	10%
16	More use of current international students	8	3%
17	Use of Alumni network	22	9%

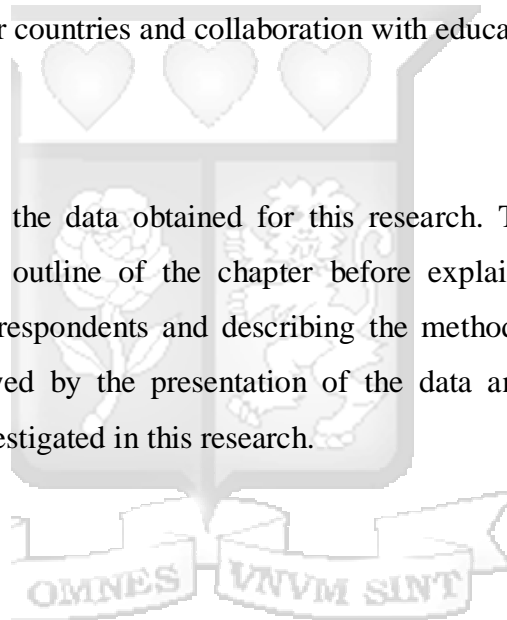
18	Link International students to employers	4	2%
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*Source: developed for this research.*

As tabulated in Table 4.14, 123 respondents translating to 51 percent of the total respondents highlighted that the private universities should engage in vigorous advertisements internationally. 91 respondents translating to 38 percent highlighted that there is need of employing high quality human capital resource, while 26 percent argued that there's need to make the tuition fees affordable. 17 percent requested on improvement of accommodation, while 16 percent and 15 percent advised universities to employ international lecturers and offer scholarships respectively. Others highlighted the universities to carry out lobbying in other countries, participate in activities in other countries e.g. sports, drama festivals, offer exchange programmes with other countries and collaboration with education ministries.

#### **4.5 Conclusion**

This chapter analysed the data obtained for this research. The research began by presenting a pictorial outline of the chapter before explaining the demographic characteristics of the respondents and describing the methods used to analyze the data. This was followed by the presentation of the data analyzes in relation the research questions investigated in this research.



## **CHAPTER 5:**

### **DISCUSSIONS**

This chapter discusses the main findings of the study; on the basis of the evaluation objectives. This is followed by a discussion based on the results of the study, and subsequently, the implications of the study are outlined. The major findings of the study are summarized within the framework of the evaluation objectives outlined in chapter one (section 1.3).

**Evaluation objective 1:** *Determine the challenges facing the implementation of international marketing strategies in private chartered universities in Kenya*

This evaluation objective has been addressed in Chapter 4, where 66 percent of the international students highlighted that the various international marketing strategies employed by the private Kenyan universities are not effective.

**Evaluation objective 2:** *To investigate the strategies used in international marketing by private chartered universities in Kenya*

The international strategies used by the chartered private Kenyan universities are:

- Family members and friends
- University website
- Television
- Church offices
- Exhibition
- Recruitment fairs
- Newspapers
- Radio

The objective has been presented in chapter four, Figure 4.5 where 47 percent knew it through family and friends, while 32 percent knew through the university website. The other strategies are rarely used by the international students to know about the programmes on offer.

**Evaluation objective 3:** *To find out the preferred source of information gathered by prospective students that influences their choice of university.*

The preferred sources of information by prospective students that influence their choice of university are:

- Prospectus of universities
- Websites of universities and education institutions
- Programme brochures
- University Directories

While the above are sources of information to prospective students it is worth noting that brochures and prospectus require wide distribution while during the study we did observe that this is not the case.

**Evaluation objective 4:** *Determine the information needs of prospective students that influence their decisions to select an institution of higher education.*

Prospective students need immediate information and therefore the current availability is not sufficient and therefore we need to improve in areas like distribution. For example improving our websites, engaging agents in various countries to market and distribute information. There should be issuance of brochures to both our students and Alumni, embassies and government.

**Evaluation objective 5:** *Examine the effectiveness of international marketing strategies in private universities in Kenya*

The international marketing strategies employed by private chartered universities are: Prospectus of universities, websites of universities and education institutions, Programme brochures and university directories. After examining them we deduce that they are not effective and thus we would tap more international students once improved.

**Evaluation objective 6:** *Propose solutions to the challenges facing the implementation of international marketing strategies in private universities in Kenya.*

This objective has been addressed in chapter four and the following are the suggestions highlighted on improving international marketing in the Kenyan private universities;

- Do vigorous marketing internationally
- Offer scholarships and publicise them to the international students' prospects.

- Make more use of the internet.
- Engage agents in foreign countries.
- Offer exchange programmes with institutions in other countries.
- Do collaboration with education ministries of other countries.
- Making more use of our current international students and Alumni to distribute publicity materials in their countries of origin.



## CHAPTER 6:

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter gives a summary of the findings relating to the research objectives. Conclusions are drawn based on the findings presented in chapter four. Further, this chapter gives recommendations to Kenyan private universities on international marketing strategies as per view of the respondents and based on the finding of the study. The chapter also concludes by inviting future researchers to contribute to the body of knowledge in other issues concerning international marketing strategies in private universities in developing countries mainly Kenya.

#### 6.2 Summary

This study set out to investigate the effectiveness of International Marketing Strategies in Kenyan Private Universities in Nairobi. The population consisted of international students studying in the private chartered universities in Kenya and staff involved in recruitment of students.

#### 6.3 Conclusion

In conclusion, the study have demonstrated that the international marketing strategies employed by chartered private universities in Kenya are not effective and therefore there is need to improve on them if we have to attract more international students in to the private chartered universities.

#### 6.4 Recommendations

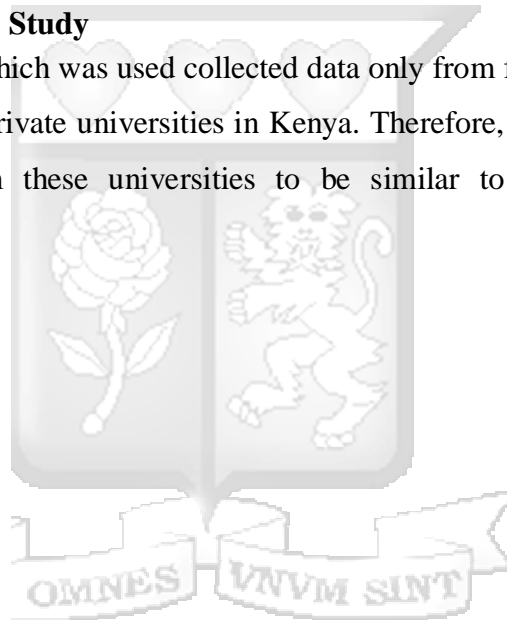
From the research findings and conclusions, the following recommendations were made;

- The universities to invest more on students hostels to accommodate both local and international students.
- To Engage in vigorous marketing internationally
- Introduce Distance Learning
- Participate in activities in other countries e.g. sports, drama festivals
- Engage agents in foreign countries
- Offer exchange programmes with other countries
- Increase conversion rates of applications

- Do collaboration
- Develop online applications for international students with more use of internet.
- Reduce international student enquiry response rates
- Strengthen International Marketing and admission function
- Establish university office in key countries where the private Kenyan universities draw international students
- Set up network of international co-ordinators from various universities
- Collaboration with education ministries and embassies.
- More use of both current international students and Alumni network.

### **6.5 Limitations of the Study**

The research design which was used collected data only from five universities among the fifteen chartered private universities in Kenya. Therefore, it was not possible for results obtained from these universities to be similar to all chartered private universities in Kenya.



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## APPENDICES

### Appendix I: Universities in Kenya

#### Public Chartered Universities

These are universities that have met the set standards for full university accreditation status and include the following;

No.	Name of University	Year Awarded Charter
1.	University of Nairobi (UoN)	Established - 1970 Chartered -2013
2.	Moi University (MU)	Established -1984 Chartered - 2013
3.	Kenyatta University (KU)	Established -1985 Chartered -2013
4.	Egerton University (EU)	Established -1987 Chartered –2013
5.	Jomo Kenyatta University of Agriculture and Technology (JKUAT)	Established -1994 Chartered -2013
6.	Maseno University (Maseno)	Established -2001 Chartered -2013
7.	Masinde Muliro University of Science and Technology (MMUST)	Established -2007 Chartered-2013
8.	Dedan Kimathi University of Technology	2012
9.	Chuka University	2013
10.	Technical University of Kenya	2013
11.	Technical University of Mombasa	2013
12.	Pwani University	2013
13.	Kisii University	2013
14.	University of Eldoret	2013
15.	Maasai Mara University	2013
16.	Jaramogi Oginga Odinga University of Science and Technology	2013
17.	Laikipia University	2013
18.	South Eastern Kenya University	2013
19.	Meru University of Science and Technology	2013
20.	Multimedia University of Kenya	2013
21.	University of Kabianga	2013
22.	Karatina University	2013
<b>Public University Constituent Colleges</b>		
No.	Name of University	Year of Accreditation
23.	Murang'a University College (JKUAT)	2011
24.	Machakos University College (KU)	2011
25.	The Co-operative University College of Kenya (JKUAT)	2011
26.	Embu University College (UoN)	2011
27.	Kirinyaga University College (JKUAT)	2011
28.	Rongo University College (MU)	2011

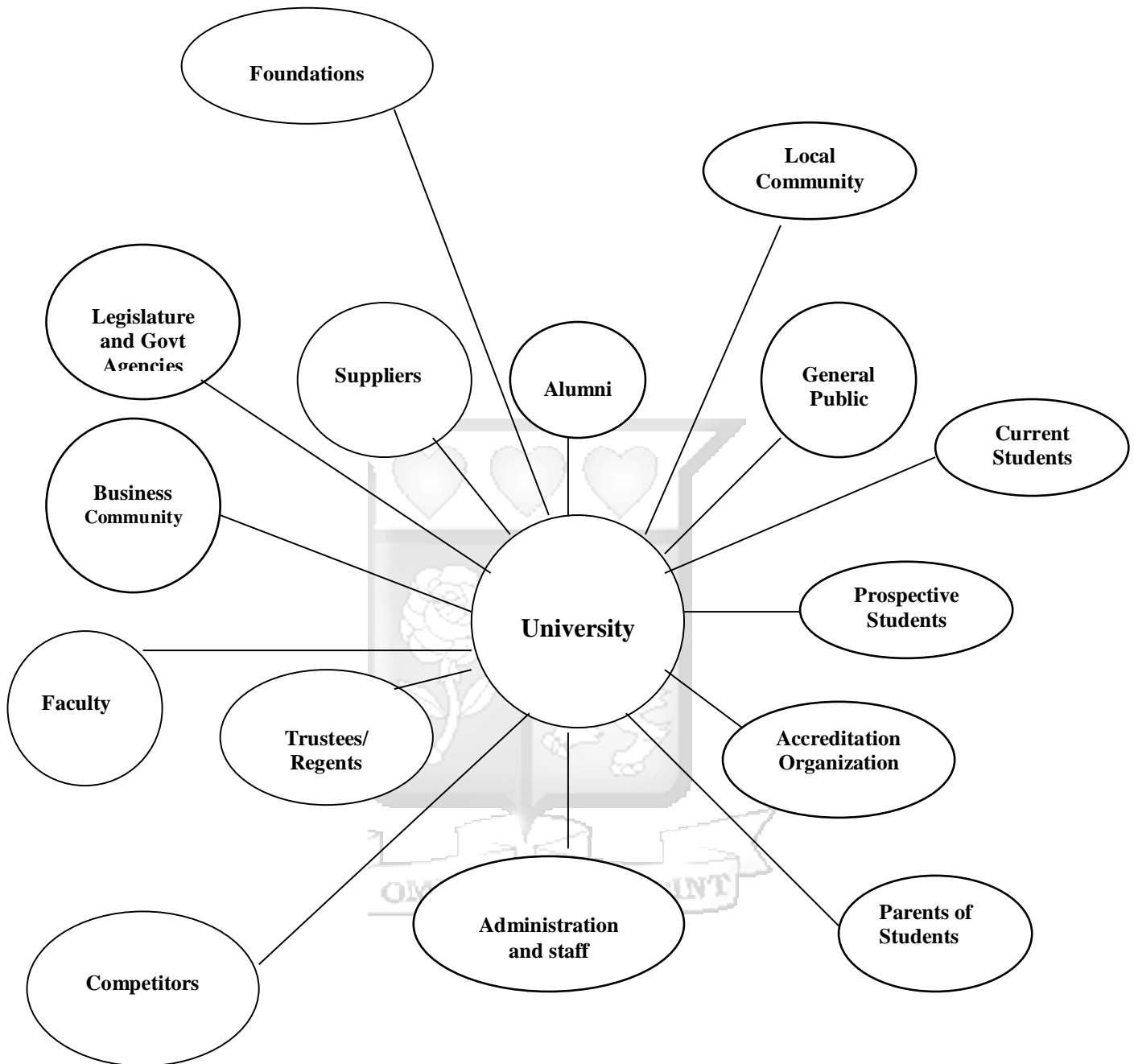
29.	Kibabii University College (MMUST)	2011
30.	Garissa University College (MU)	2011
31.	Taita Taveta University College (JKUAT)	2011
<b>Private Chartered Universities</b>		
These are universities that have met the set standards for full university accreditation status and include the following;		
<b>No.</b>	<b>Name of University</b>	<b>Year Awarded Charter</b>
32.	University of Eastern Africa, Baraton	1991
33.	The Catholic University of Eastern Africa	1992
34.	Scott Theological College	1992
35.	Daystar University	1994
36.	United States International University	1999
37.	Africa Nazarene University	2002
38.	Kenya Methodist University	2006
39.	St. Paul's University	2007
40.	The Pan Africa Christian University	2008
41.	Kabarak University	2008
42.	Strathmore University	2008
43.	Kenya Highlands Evangelical University	2011
44.	Mount Kenya University	2011
45.	Africa International University	2011
46.	Great Lakes University of Kisumu	2012
47.	KCA University	2013
48.	Adventist University of Africa	2013
<b>Private University Constituent Colleges</b>		
<b>No.</b>	<b>Name of University</b>	<b>Date of Accreditation</b>
49.	Hekima University College - CUEA	1993
50.	Tangaza University College - CUEA	1997
51.	Marist International University College - CUEA	2002
52.	Regina Pacis University College - CUEA	2010
53.	Uzima University College - CUEA	2012
<b>Institutions with Letters of Interim Authority</b>		
The universities operating with Letters of Interim Authority (LIA) from Commission for University Education receive guidance and direction to continue developing resources and facilities towards full university accreditation (Award of Charter)/status. They are allowed to admit students for the approved programmes. The universities in these categories are:		
<b>No.</b>	<b>Name of University</b>	<b>Year Awarded Letter of Interim Authority</b>
54.	Aga Khan University	2002
55.	Kiriri Women's University of Science and Technology	2002
56.	Greasta University	2006
57.	The Presbyterian University of East Africa	2008
58.	Inoorero University	2009

59.	The East African University	2010
60.	Genco University	2010
61.	Management University of Africa	2011
62.	Riara University	2012
63.	Pioneer International University	2012
64.	Umma University	2013
65.	International Leadership University	2014
66.	Zetech University	2014
<b>Registered Private Institutions</b>		
<p>These came into existence before the establishment of the Commission for Higher Education in 1985 which has since transformed to Commission for University Education (CUE 2012). They are at various stages of development of resources and facilities for full university accreditation (Award of charter).</p>		
67.	KAG -East University	1985

*Source: Commission for University Education website – [www.cue.or.ke](http://www.cue.or.ke)*

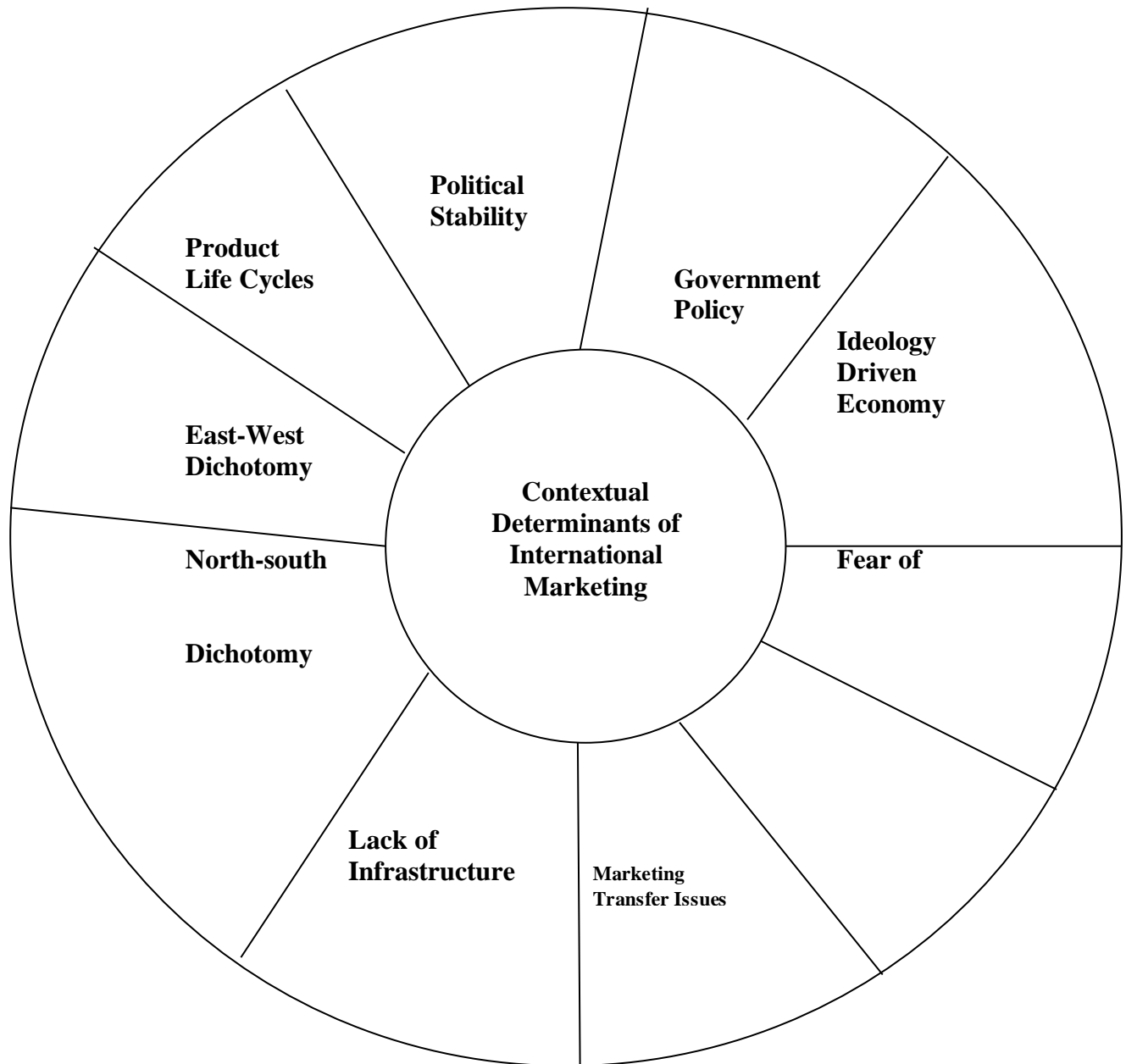


## Appendix II: Stakeholders in the Educational Market



Source: Kotler and Fox, 1995, Strategic Marketing for Educational Institutions.

### Appendix III: Contextual Determinants of International Marketing



Source: International Marketing Review, Vol. 18 No.1, 2001, p18

## Appendix IV: Questionnaire for International Students

### RE: INTRODUCTION LETTER

Dear Student,

I am a Master of Commerce Student at Strathmore University currently undertaking my research project entitled, '**International Marketing Strategies in selected Kenyan Private Universities**'. The attached questionnaire is for gathering data, which will be useful in this research.

You have been randomly selected as one of the respondents in this study. You are therefore requested to kindly facilitate the collection of the required data by answering the questions herein. Kindly feel free to fill in this questionnaire as honestly as possible.

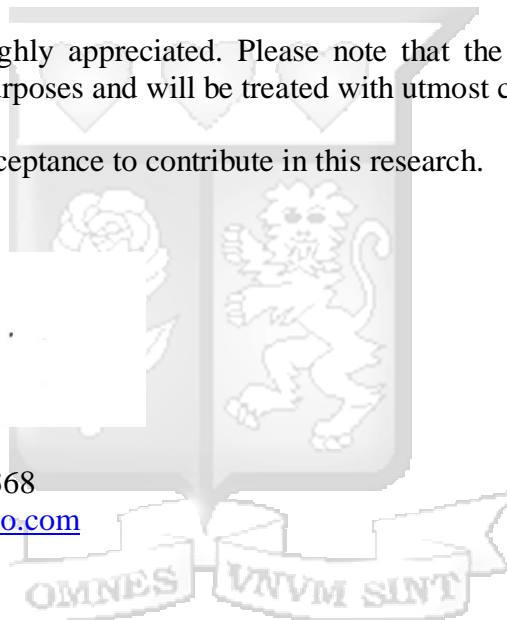
Your input will be highly appreciated. Please note that the information sought is purely for academic purposes and will be treated with utmost confidentiality.

Thank you for your acceptance to contribute in this research.

Yours faithfully,



**Festus Musau**  
Cell Phone: 0721-897368  
Email: [fkmusau@yahoo.com](mailto:fkmusau@yahoo.com)



## INSTRUCTIONS

Do not write your name anywhere on the questionnaire for confidentiality purposes.  
Place a tick (✓) or write in the space provided.

### SECTION A: BACKGROUND INFORMATION

1) Which University do you study?

- a) Africa Nazarene University ( )
- b) The Catholic University of Eastern Africa ( )
- c) Daystar university ( )
- d) Strathmore University ( )
- e) United States International University ( )
- f) Kenya Methodist University ( )
- g) Africa International University ( )

2) What is your Country of Origin:

\_\_\_\_\_

3) What is your gender: Male ( ) or Female ( )

4) Age Group in years: Less than 20( ), 21-25( ), 26-30( ), 31-35( ), 36  
and above( )

5) What Faculty are you enrolled in?

- a) Faculty of Theology ( )
- b) Faculty of Arts and Social Sciences ( )
- c) Faculty of Education ( )
- d) Faculty of Commerce ( )
- e) Faculty of Science ( )
- f) Faculty of Law ( )
- g) Other (please

specify):\_\_\_\_\_

6) What is your department of study?

\_\_\_\_\_

7) What level of studies are you currently pursuing?

Certificate ( ) Diploma ( ) Bachelors Degree ( ) Masters ( )  
Doctorate ( )

8) Which year are you in?

First ( ) Second ( ) Third ( ) Fourth ( ) Fifth ( ) Six ( ) Seven or  
more ( )

9) What is your Religion:

- a) Christian ( )
- b) Islamic ( )
- c) Hinduism ( )
- d) Buddhism ( )
- e) Other (please specify): \_\_\_\_\_

### SECTION B: MARKETING ASPECTS

This section deals with aspects related to the mode students get to know about the universities and the programmes offered by these universities to aid in the selection of their choice of university to study and programme to undertake.

10) How did you know about the university you are currently studying in? (*please tick all applicable*)

- a) University Website ( )
- b) Television ( )
- c) Radio ( )
- d) Newspaper ( )
- e) University Prospectus ( )
- f) Exhibition and Recruitment Fairs ( )
- g) Career Day programmes ( )
- h) Family and Friends ( )
- i) Other (specify): \_\_\_\_\_

11) Does the university advertise its programmes in your country? Yes ( ), No ( ), Do not Know ( )

12) If yes what medium of advertising does it employ?

- a. University Website ( )
- b. Television ( )
- c. Radio ( )
- d. Newspaper ( )
- e. University Prospectus ( )
- f. Exhibition and Recruitment Fairs ( )
- g. Career Day programmes ( )
- h. Family and Friends ( )
- i. Other (specify): \_\_\_\_\_

13) Which of the above mentioned methods is more effective in attracting students from your country?

\_\_\_\_\_

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14) Which other method(s) do you think would be effective in attracting students from your country?

\_\_\_\_\_

\_\_\_\_\_

15) If you had a chance to choose a University of study, which one would you choose?

\_\_\_\_\_

\_\_\_\_\_

16) Suppose you were to do your second degree which university would you prefer?

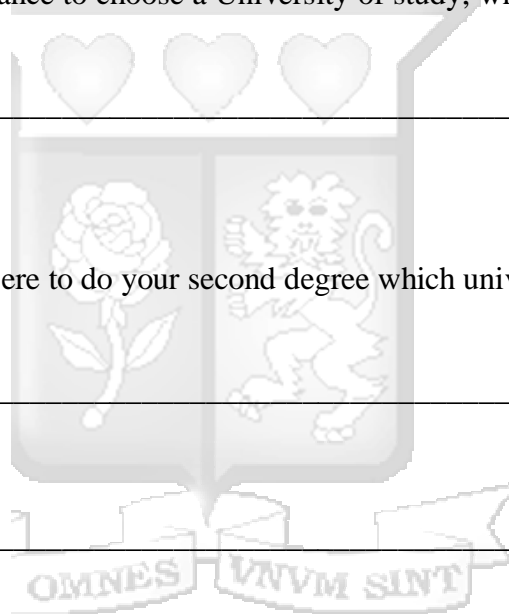
\_\_\_\_\_

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### SECTION C: PERCEPTIONS

17) For each of the following statements, indicate your level of agreement or disagreement based on the following scale:

**SA – Strongly Agree**

**A – Agree**

**N– Neutral**

**D – Disagree**

**SD – strongly disagree**

<b>No</b>	<b>MARKETING ASPECTS</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>DS</b>
a)	The international marketing strategies employed by my university are effective.	1	2	3	4	5
b)	The university advertises its academic programmes in my country of origin.	1	2	3	4	5
c)	Prospective students in my country are able to get information on the programmes offered in this university.	1	2	3	4	5
d)	The university website has enough information on programmes offered by the university.	1	2	3	4	5
e)	The university puts great effort in advertising the programmes in my country	1	2	3	4	5
f)	In my opinion the university has tapped into all the possible number of students from my country	1	2	3	4	5
<b>NO</b>	<b>INSTITUTIONAL ASPECTS</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>DS</b>
a)	The university's physical facilities (good environment/enough classrooms) are adequate for teaching and learning	1	2	3	4	5
b)	The library services offered are adequate in meeting academic needs of students (e.g. operation hours/equipped with enough books).	1	2	3	4	5
<b>NO</b>	<b>INSTITUTIONAL ASPECTS</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>DS</b>
c)	University recreation facilities are adequate	1	2	3	4	5
d)	Class sizes are kept to minimum to allow student/lecturer attention	1	2	3	4	5
e)	The university offers a wide range of academic programmes with various specialisation	1	2	3	4	5
f)	The university offers programmes with flexible syllabus	1	2	3	4	5
g)	The university has excellent layout and appearance.	1	2	3	4	5

h)	The university graduates are easily employable	1	2	3	4	5
i)	Students are satisfied with the services offered by the university e.g. Orientation/Special programmes for international students/ Availability of affordable hostels	1	2	3	4	5

18.) In your opinion, do you think your university can attract more international students from your country? Yes ( ) No ( ) If yes, how?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

19) If No, what are the factors that make your university NOT attractive to international students?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**SECTION D: EXTERNAL FACTORS**

a) What reasons made you choose this university?

i. \_\_\_\_\_

ii. \_\_\_\_\_

b) How do the programmes in this university compare with other universities back at home?

i. \_\_\_\_\_

ii. \_\_\_\_\_

c) As an international student what problems do you experience studying in this university?

i. \_\_\_\_\_

ii. \_\_\_\_\_

d) What do you think should be done to alleviate these problems?

i. \_\_\_\_\_

ii. \_\_\_\_\_

e) What do you think Kenyan Private Universities should do to attract more international students?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

Additional Comments?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**Thank you very much for your contribution to this research.**

**End**

### **Appendix V: Interview Schedule for Staff**

#### **INTERVIEW SCHEDULE**

**Target Group:** Academic Registrars/Public Relations Officer/Marketing Officer/Admissions Officer/Corporate Communications Manager

**Introduction:** My name is Festus Musau a student at Strathmore University. I am researching on the *'challenges facing the implementation of International Marketing Strategies in Kenyan Universities'*. I, therefore, ask for your considerate cooperation in availing information on which I will defend to give credit to my research work.

I would like to assure you that the information will be for academic purposes only and confidentiality will be highly honoured.

#### **Section A: Interview Guide**

1) Name of the University\_\_\_\_\_

- 2) What is your official position in the university \_\_\_\_\_
- 3) How long have you held this position \_\_\_\_\_
- 4) What is the student population in this university? \_\_\_\_\_
- 5) Do you have international students in this university? \_\_\_\_\_  
If yes, how many? \_\_\_\_\_
- 6) In your opinion do you think the university has tapped the entire potential international student? \_\_\_\_\_  
Please explain \_\_\_\_\_
- 7) From which countries do your international students come from?  
\_\_\_\_\_
- 8) What international marketing strategies do you employ in recruiting the international students?  
\_\_\_\_\_  
\_\_\_\_\_
- 9) In your opinion how effective is each of the following international marketing strategy?
  - a) University Website  
\_\_\_\_\_
  - b) Television/Radio  
\_\_\_\_\_
  - c) Newspaper  
\_\_\_\_\_
  - d) University Prospectus  
\_\_\_\_\_
  - e) Exhibition and Recruitment Fairs  
\_\_\_\_\_
  - f) Career Day programmes  
\_\_\_\_\_
- 10) In your opinion do you think the university puts the same effort in marketing for the international students like it does to attract the local students? Yes ( ) No ( )  
Please explain \_\_\_\_\_
- 11) What is the budget range of the marketing function in your university?

---

Do you think it is sufficient? Explain\_\_\_\_\_

12) Out of the total budget allocated what is the percentage of it goes to the recruitment of the international marketing?

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13) What are the main factors hindering you from achieving the numbers of international students?

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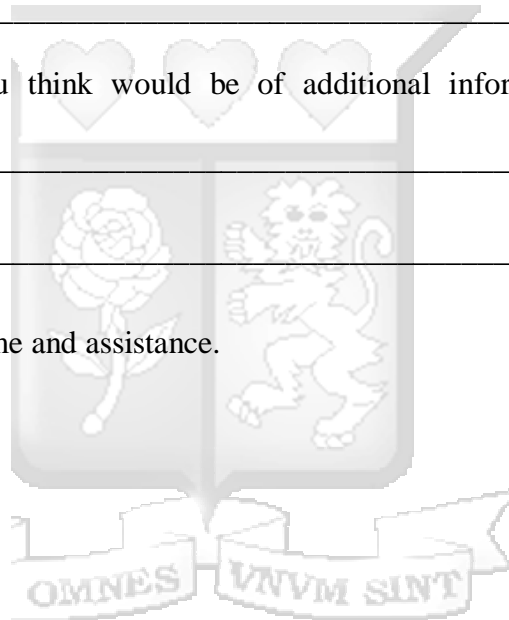
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14) What else do you think would be of additional information useful in this research?

---

Thank you for your time and assistance.

End



## Appendix VI: Introduction Letter by Supervisor

# STRATHMORE UNIVERSITY



7<sup>th</sup> June 2011

To whom it may concern

Dear Sir/Madam

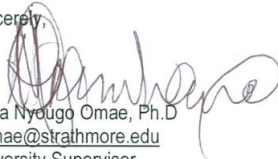
**Ref: Festus K. Musau**

I am writing to introduce to you **Festus K. Musau**, a student at Strathmore University, Nairobi, and to request your assistance as he collects data towards his academic pursuits. Festus is enrolled as a graduate student in the School of Management and Commerce at the university, with a specialization in International Business Management. As a partial fulfillment of the requirements for the award of Master in Commerce Degree he is expected to conduct independent research work culminating in the production of a thesis. I have supervised his research work, and his proposal has been approved. His topic of study is '*Challenges facing the Implementation of International Marketing Strategies in Kenyan Private Universities*'.

Any assistance you may accord him will be greatly appreciated.

Do not hesitate to contact me in the event of any questions.

Sincerely,

  
Hilda Nyuguo Omae, Ph.D  
[homaie@strathmore.edu](mailto:homaie@strathmore.edu)  
University Supervisor  
Senior Lecturer, School of Management and Commerce  
Strathmore University, P.O. Box 59857 Nairobi, Kenya  
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Email [admissions@strathmore.edu](mailto:admissions@strathmore.edu)  
Website [www.strathmore.edu](http://www.strathmore.edu)



## Appendix VII: Interview Lists

### CUEA INTERVIEWEE 1

ID	Statement what the person is saying- important	Objectives							Comment
		Common Thread issue being addressed e.g' source of students /employees	Code this is my own code e.g. (i)	Objective 1 Effectiveness of international marketing strategies	Objective 2 Strategies used in international marketing	Objective 3 Preferred source of information gathered by prospective students that influences their choice of university.	Objective 4 Information needs of prospective students that influence their decisions to select an institution of higher education.	Objective 5 Proposed solutions to the challenges facing the implementation of international marketing strategies in private universities in Kenya	
A11	The University has not tapped all potential students	Tapping of potential students	(i)	Y					Tapping of potential students
A12	We have not explored all potential strategies	Exploration of potential Strategies	(ii)	Y	Y				There's need to explore more options
A13	International marketing	International Marketing	(iii)		Y	Y			

	strategies employed are Alumnae, website, current internal students, staff	Strategies employed							
A14	University website is effective	Evaluation of effectiveness of website.	(iV)	Y	Y	Y			
A15	Television could reach out a good number of applicants	Evaluation of effectiveness of television.	(v)	Y		Y			
A16	Radio is used in 3 <sup>rd</sup> world countries	Evaluation of effectiveness of Radio.	(Vi)	Y		Y			
A17	Local Newspaper good strategy read throughout the world is effective	Evaluation of effectiveness of Newspaper.	(vii)	Y					
A18	Prospectus is a useful tool and good strategy	Evaluation of effectiveness of university	(viii)	Y	Y	Y			

		prospectus.							
A19	Exhibitions & Recruitment fairs is centred for potential applicants	Evaluation of effectiveness of Exhibitions.	(ix)	Y		Y			
A110	Career Fairs/days – is done locally but would be useful if done in other countries	Evaluation of effectiveness of Career Fairs.	(x)	Y					
A111	Aggressive marketing and financial support	Evaluation of effectiveness of aggressive marketing.	(xi)				Y		
A112	More effort to be put in international marketing, set clear strategies and support them financially	Setting of international marketing strategies	(xii)				Y		
A113	No budget allocation of international marketing	Allocation of budgets	(xiii)				Y		

	strategies								
A114	Factors hindering achieving the international students-budget constraint, limited marketing strategies	Hindrances to international marketing strategies	(xiv)					Y	
A115	Recommended strategies; link with embassies, participation of organized forums by embassies, participation of Exhibitions organized by other countries Commission for higher education, participation of sports in other countries	Recommendations	(xv)					Y	



CUEA INTERVIEWEE 2

ID	Statement what the person is saying-important	Objective							Comment
		Common Thread issue being addressed e.g' source of students /employees	Code this is my own code e.g. (i)	Objective 1 Effectiveness of international marketing strategies	Objective 2 Strategies used in international marketing	Objective 3 Preferred source of information gathered by prospective students that influences their choice of university.	Objective 4 Information needs of prospective students that influence their decisions to select an institution of higher education.	Objective 5 Proposed solutions to the challenges facing the implementation of international marketing strategies in private universities in Kenya	
A21	Not tapped all potential international students	Tapping of potential students	(ii)	Y					
A22	International marketing strategy employed-website	Exploration of potential Strategies	(ii)		Y				
A23	Other international marketing strategies; reference from	International Marketing Strategies employed	(iii)		Y			Y	

	religious, current international students and Alumnae								
A24	Rarely advertise on television in other countries	Evaluation of effectiveness of television	(v)	Y		Y		Y	
A25	Recommend use of website, radio career fairs and exhibitions in other countries	Recommendations		Y		Y		Y	
A26	No much effort is put on international marketing because of budget, knowledge of university in other countries								
A27	Insufficient budget resulting to some strategies not being explored				Y			Y	
A28	No budget allocated to international marketing				Y				
A29	The university can	.		Y					

	attract more international students								
A210	Hindrances of international students – budget allocation in advertising, making programmes known, opening other campuses in other countries, incentive to international students	Hindrances.							Y
A211	Recommendations: utilization of all avenues especially the media, participation in exhibitions organized by Commissions of Higher education in other countries, involving the current international	Recommendations							Y

students, partnership with other countries on exchange programmes. Involvement of embassies of different countries									
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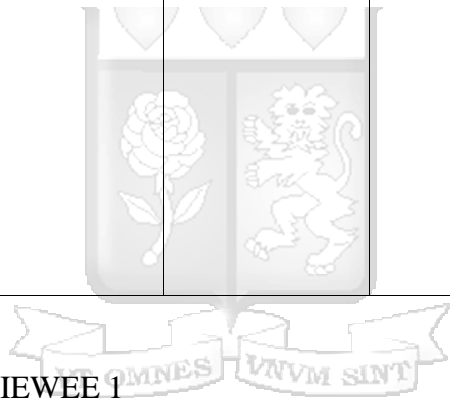
AFRICA NAZARINE UNIVERSITY –ANU INTERVIEWEE 1

ID	Statement what the person is saying- important	Objectives							Comment
		Common Thread issue being addressed e.g’ source of students /employees	Code this is my own code e.g. (i)	Objective 1 Effectiveness of international marketing strategies	Objective 2 Strategies used in international marketing	Objective 3 Preferred source of information gathered by prospective students that influences their choice of university.	Objective 4 Information needs of prospective a student that influences their decisions to select an institution of higher education.	Objective 5 Propose solutions to the challenges facing the implementation of international marketing strategies in private universities in Kenya	
B1	Not tapped all			Y					t

1	potential international students								
B1 2	International marketing strategies employed; representatives in different countries – agencies newspapers and workshops, attend career exhibitions annually.							Y	
B1 3	website is used though challenge because consumer behaviour has not be known and thus the right medium of advertising							Y	
B1 4	They have attended			Y					Not effective

	exhibitions in Tanzania organized by organizations.								
B1 5	The church has been helpful in material distribution			Y					
B1 6	Thin budget where less than 10% is used in international marketing.			Y					
B1 7	Hindrances include: Low brand visibility, Language barrier especially English, Financial constraint to explore the market and lack of goodwill from the university			Y				Y	
B1	Other							Y	

8	Comments: Kenya's Quality of education is highly appreciated in this region, knowledge of career development in countries like Tanzania, Have accommodation to house the international students								
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AFRICA NAZARINE UNIVERSITY –ANU INTERVIEWEE 1

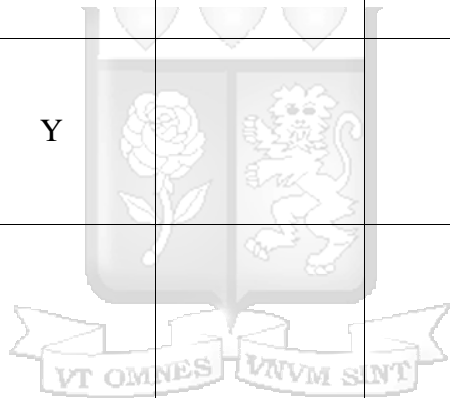
ID	Statement what the person is saying- important	Objective							Comment
		Common Thread issue being addressed e.g' source of students /employees	Code this is my own code e.g. (i)	Objective 1 Effectiveness of international marketing strategies	Objective 2 Strategies used in international marketing	Objective 3 Preferred source of information gathered by prospective students that influences	Objective 4 Information needs of prospective a student that influences their decisions to	Objective 5 Propose solutions to the challenges facing the implementation of international marketing strategies in	

						their choice of university.	select an institution of higher education.	private universities in Kenya	
B21	The university has not tapped all international potential students			Y					
B22	The budget allocated is not sufficient							Y	
B23	They attend exhibitions organized by the recruiting agencies			Y	Y				
B24	They also did an advert in a magazine in Tanzania				Y				
B25	Hindrances like distance			Y					



C1 2	International students originate from 18 countries and form 23% of the total population.			Y	Y				
C1 3	The challenges faced by the international students include; legal status i.e. Pupils Pass, Tofel English proficiency, immunization s e.g. yellow fever							Y	
C1 4	There is no defined marketing strategies for international marketing			Y	Y				
C1 5	They do not advertise in other				Y				

	countries								
C1 6	the website has info so prospective students are reached out through the international students office			Y	Y	Y			
C1 7	Website is effective because of increased use of internet.			Y		Y			
C1 8	Exhibitions and career fairs tend to be useful basing the local participation.							Y	
C1 9	The university does not put the same effort because they do not participate in international forums, no							Y	



	strategies and budgets								
C20	Additional info: Introduce scholarships, participate in activities in other countries e.g. sports, exhibitions, intense use of the Alumnae, collaborate with education ministries of other countries.								Y

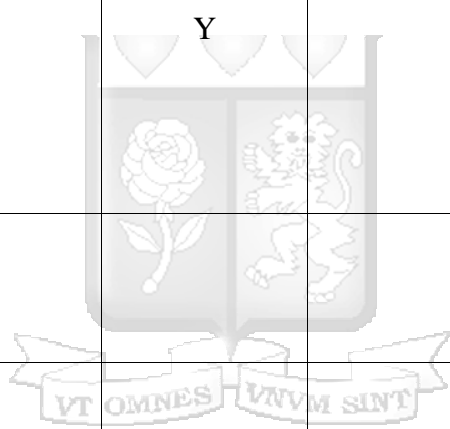


STRATHMORE UNIVERSITY INTERVIEWEE 1

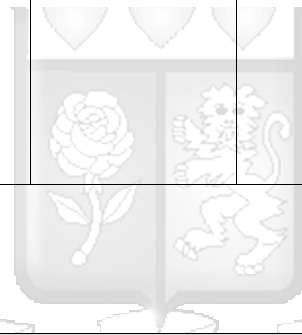
ID	Statement what the person is saying-	Objectives							
		Common Thread issue being	Code this is my own	Objective 1 Effectiveness of	Objective 2 Strategies used in	Objective 3 Preferred source of	Objective 4 Information needs of	Objective 5 Propose solutions to the	

	important	addressed e.g' source of students /employees	code e.g. (i)	international marketing strategies	international marketing	information gathered by prospective students that influences their choice of university.	prospective a student that influences their decisions to select an institution of higher education.	challenges facing the implementation of international marketing strategies in private universities in Kenya	<b>Comment</b>
D11	The university has tapped international students because they do have them			Y					Tapping of potential students
D12	the university can do better in tapping more international students			Y	Y				
D13	The university does not have				Y				

	international marketing strategies.								
D14	The university does not put the same effort in marketing international students like the local marketing							Y	
D15	There is no budget for international marketing							Y	
D16	The international students do not know and understand the university programmes.							Y	
D17	Other information: Every			Y					



institution should know their area of focus, the timings, look at the trend and have programmes that are attractive to the international students.								
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KENYA METHODIST UNIVERSITY INTERVIEWEE 1

<b>ID</b>	<b>Statement</b> what the person is saying- important	<b>Objective</b>							<b>Comment</b>
		<b>Common Thread</b> issue being addressed e.g' source of students /employees	<b>Code</b> this is my own code e.g. (i)	<b>Objective 1</b> Effectiveness of international marketing strategies	<b>Objective 2</b> Strategies used in international marketing	<b>Objective 3</b> Preferred source of information gathered by prospective students that influences their choice of university.	<b>Objective 4</b> Information needs of prospective a student that influences their decisions to select an institution of higher	<b>Objective 5</b> Propose solutions to the challenges facing the implementation of international marketing strategies in private universities in	

							education.	Kenya	
E21	The university has not tapped all potential international students			Y					
E22	International students come from East African Region							Y	
E23	There are no international marketing strategies employed in recruiting international students								
E24	Adverts get to these countries through local medium that reach out to these countries e.g. website, Citizen TV			Y	Y			Y	
E25	website is used the others rarely otherwise local				Y			Y	

	advert								
E26	website is very effective but many times only international universities engage in this evident from the ICT ranking		Y		Y				
E27	It does not put same effort in marketing because there are no strategies and budget allocation				Y			Y	
E28	Generally the marketing budget is not sufficient							Y	
E29	These are some of the hindrances; lack of focus and defined strategies and limited budget allocation.				Y			Y	
E30	Additional Comments: better use of the church, participate in exhibitions/career							Y	

fairs in these countries, engage in recruitment agencies, Alumnae and current international students useful.									
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