

FACTORS INFLUENCING STUDENTS' CHOICE OF UNIVERSITIES AND THEIR  
RELATIONSHIP WITH MARKETING STRATEGIES USED BY UNIVERSITIES IN  
KENYA: CASE OF MASTER OF BUSINESS ADMINISTRATION.

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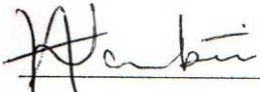


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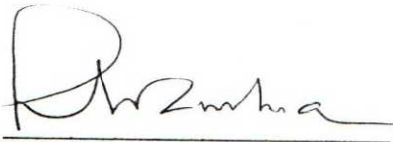
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## DEDICATION

This work is dedicated to my daughter Joy. I hope it will inspire her and challenge her to launch deeper in her quest for knowledge.

## ACKNOWLEDGEMENT

I wish to sincerely register my acknowledgement to my supervisor: Wambua T. R. and P. A. C. Kapsoot for their guidance and contribution in writing this project.

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My husband James Njoroge takes the honour for suggesting the research topic and being extremely supportive.

## ABSTRACT

This study looks at factors (place, process, product, price, services and promotion) that influence students' choice of a university. It also seeks to find out the relationship between factors (place, process, product, price, services and promotion) that influence students, choice of a university and the marketing strategies used by the universities with reference to the Master of Business Administration program. Demand for MBA has led to more universities offering the program. Against this background universities find themselves competing for larger market share. This study seeks to determine the factors (place, process, product, price, services and promotion) that influence students' choice of a university in the MBA program and the marketing strategies used by the universities. The hypotheses of the study were that factors place, process, product, price, people and promotion do not influence the students' choice of a university and there is no relationship between factors (place, process, product, price, services and promotion) that influence students' choice of a university and the marketing strategies used by the universities to promote their MBA program. The study will assist the selected institutions in the study to evaluate their marketing strategies and make them more consumers driven. The Kenya government researchers and new comers in the industry will benefit from the study. The study will not be able to capture all the factors (place, process, product, price, services and promotion) that influence students' choice of a university due to numerous numbers. It will limit itself to the seven 'P's (place, product, personnel, process, physical facilities, price, and promotion). The population of study consisted of all universities in Kenya that offer the MBA program. The respondents consisted of Deans and Chairpersons of the Faculty of Commerce and one hundred and thirteen students undertaking the MBA program. Data was collected by administering a questionnaire through the drop and pick technique. Data was analyzed using the SPSS. Factor analyzes was used to establish the relative importance of various factors in the choice of a university using inferential statistics. T-Test was used to determine the relationship between marketing strategic and factors (place, process, product, price, services and promotion) influencing students' choice of institution to test the hypothesis.

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## ABBREVIATIONS AND ACRONYMS

C.A.T.S	-	Continuous Assessment Tests
U.o.N	-	University of Nairobi
K.U	-	Kenyatta University
E.U	-	Egerton University
M.U	-	Maseno University
M.B.A	-	Master of Business Administration
U.S.I.U	-	United States International University

## CHAPTER ONE: INTRODUCTION

### 1.1 Background

In an effort to fulfil their roles Kenyan universities are facing numerous challenges namely; changing relationships between public universities and government reduced funding, maintaining quality and standards, increasing societal expectations, growth in demand for higher education, shifting demographics and competition. Master in Business Administration (MBA) is seen as a commodity which can be sold, each individual has the option to choose from the existing institutions (Otieno 2003). Maintaining a steady supply of students who can afford to pay tuition fee is made competitive by stiff competition amongst the universities and competition from foreign universities who have launched aggressive campaign for recruiting local students (Oketch 2003).

Biggins (2000) observes that marketing has an integral benefit to the organization and should not be pegged on cost. Universities are becoming more market oriented adopting commercial marketing practises as a strategy of coping with the challenges which include flexible programs, flexible fee payment, qualified personnel and recognized institutions. (Yullie 2001) observes that markets have become increasingly complex, organizations are realising that relationships are important. Product or price superiority is no longer an effective level to win and keep customers. Yullie acknowledges that the control has shifted from seller to buyer who can make comparisons across any variable to select the product or service that matches his or her needs.

Part of the transformation process Ginns (1998) states that universities need to define their market sector, delivery methods to suit their customers and offer an attractive environment to the customer. The emphasis of the marketing department must be on making the customers experience successful. It is the customer not the institution that should drive an organization's marketing effort. It is however not known to what extent Kenyan universities practise education marketing strategies in selling their MBA program. It was therefore necessary to conduct a study in Kenya that focuses on factors influencing students' choice of universities and the relationship with marketing strategies used by universities.

## **1.2 Statement of the Problem**

Against the background of a growing market for post graduate studies in Business Administration, the educational service industry faces increasing competition amongst the universities. Hence universities have to develop marketing strategies that are consumer oriented to maintain or increase their market share and marketing institutions. Whether or not these strategies influence students choice of university is however not clear. This study seeks to find out if universities marketing strategies are consumer driven and whether there are specific factors that influence students' choice of a university.

## **1.3 General Objective**

The objective of this study is to assess the extent to which the marketing mix influences students choice of universities and if marketing strategies used by universities influence students choice of university.

## **1.4 Specific Objectives**

- a) To identify factors (place, process, product, price, people and promotion) that influence students' choice of a university.
- b) To identify marketing strategies used by universities to promote the MBA program.
- c) To assess the relationship between factors (place, process, product, price, people and promotion) that influence students' choice of a university and marketing strategies used by the universities to promote the MBA program.

## **1.5 Hypotheses**

- (a) The factors place, process, product, price, people and promotion do not influence student's choice of a university in the MBA program.
- (b) There are no marketing strategies used by the universities to promote the MBA program.
- (c) There is no relationship between the factors that influence student's choice of universities and the marketing strategies used by the universities to promote the MBA program.

## **1.6 Significance of Study**

The study will assist institutions to evaluate their marketing strategies. Newcomers in the education service industry will be assisted by the study to come up with appropriate strategies. The government of Kenya and researchers will be assisted by the study for further research in similar fields. The society will be more enlightened and hence sort for consumer driven institution. It will also assist the respondents' students to clearly understand their choice of institution and advice others in future.

## **1.7 Limitation of Study**

The study did not take into account distance students of the MBA program due to the fact that getting their contact is difficult and some learn online. But students on the regular program were sufficient for the study. Students' motivational factors were however not considered the study concentrated on factors that influence students' choice of universities. The study was not able to include a constituent campus of Nairobi University – Mombasa polytechnic and the Nazarene due to the fact that the program had just begun. However the seven universities in the study were sufficient.

## **1.8 Definition of Terms**

1. Marketing strategy – A means by which basic long-range goals are determined and committing to a marketing plan that explains how the goals will be achieved.
  
2. University – An institution of higher learning.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Role of Education Marketing.

Educational institutions face marketing challenges as a result of changing students' needs and societal expectations, increased competition for scarce resources in addition to legislatures and community groups asking for more accountability from the institution (Catri 1996). Kotler and Fox (1985) observe that one result is that educators turn to marketing to determine how they can keep their institutions viable and relevant. Murphy and McGarrity (1978) states that a research conducted with 300 education administrators of colleges showed that 61% viewed marketing a combination of selling, advertising and public relations, 28% indicated that it was only one of these three activities. Few knew that marketing also involves needs assessment, marketing research, product development, pricing and distribution.

According to Roberts (1999), marketers know that a satisfied customer is one whose perceptions of service surpass or equal expectations. If the student expects an orderly enrolment process and finds that it is designed for their convenience they will be delighted customers. Education marketing is part of an integrated strategy that formulates and implements steps that ensure students do not think about dropping out or switching to another college or better organization.

Roberts (1999) notes that the role of education marketing includes an active involvement with the customer during their time at the university and beyond. Topor (1998) identifies another role of education marketing as to a position the institution. In higher education, positioning indicates how the institution wants to be perceived (as compared to competitors) by the audiences to whom the institution is directing its appeals. To move forward, Ginns (1998) observes that colleges need to define their market sector, prepare courses and deliver methods to suit their customers, and offer an attractive and welcoming environment to the potential customer. The role of education marketing is therefore to find out what the customer wants; to evaluate the market situation; identify opportunities to provide what the customers want at a time, place and price to suit them; promote the availability and benefits of the services the institution is offering; ask the customers whether the institution is meeting their needs and how the institution can meet those needs better.

Ginns (1998) concludes that education marketers must be involved in the institutions strategy, curriculum development, customer feedback surveys, and the accommodation aspects of the environment. There is a lot for the education marketer which includes input activities namely evaluating likely demand for a course, pricing and delivery issues and output activities such as recruitment and publicity. The education marketer conducts formalization market research which can be used as a basis for course development and informal research that collects data from course enquiries, alumni relations programs.

Hasel (2004) identifies five keys roles of education marketing. First is concern with product; the quality of education offered at the university provides the identity of the university. The quality of the product enables a university to build an enduring reputation and enjoy a differential market position. Second is making of critical decisions based on sound market research findings. Many universities make crucial decisions about many crucial initiatives like tuition increases, new facilities and expensive branding campaigns on the basis on internal assumption about their impact on current customers, enrolment levels, net tuition revenue and alumni support. Hasel (2004) suggests that higher education institutions should use existing market research tools to determine whether strategic investments and other decisions are worth making.

The third role of marketing in universities is to focus on strategic goals that are well defined and long-term in scope. Successful marketing is based on determining what the university wants to achieve in the long run. The fourth role of marketing in higher education is to integrate all promotion activities so that to each activity serves to achieve long-term strategic goals and at the same time communicating related themes and messages. According to Hasel (2004) the last role of marketing in higher education is to make a long-term commitment and to work towards the realization of the university's long-term strategic marketing goals.

## **2.2 Marketing Strategies in the Education Service Industry**

Marketing strategies consists of determining basic long-range goals and coming up with a marketing mix which will give the institution competitive advantage. Most common strategic goals are to establish and maintain a competitive advantage; to be superior or to be different from competitors in a way that is important to the market. There are two basic marketing strategies a manufactures low cost/ low price strategy emphasizes producing a standardized product/ service

at a very low per unit cost. The company gains a competitive advantage by producing at a lower cost than competitors, which allows it to under-price all competitors. Low prices increase demand, which increases the company/institution unit sales volume. This strategy is based on the belief that selling many units at a low price will bring greater profits than selling a small number of units at a higher profit margin.

A differentiation strategy emphasizes offering a product/ service that is unique in the industry, and pro-price. Attractive products / services styling, distinctive product/ service feature, appealing advertising, faster delivery, or some other aspect of the marketing mix is planned to achieve a product / service consumers perceive has been different. The heart of the differentiation strategy is to create value for the consumer in a way that is different or better than what competitors offer.

Marketing strategy in the new digital age

Conducting business in the new digital age has made most private and public universities using the Internet's E-commerce, E-marketing, online advertising and promotion. Among others are E-mails and web casting.

Target marketing strategy

The target marketing strategy tries to concentrate on one or a few targets rather than trying to reach "everybody". It allows the marketer to tailor a marketing mix to a group of specific needs. An old adage states "you can't be all things to all people".

Who would want most of their services and focus marketing efforts on that group?

More university has targeted the executive market and tailored an MBA programme for executives. An institution selects a target market because it believes it will have a competitive advantage in that particular segment. Some institutions target multi-markets segments with different services or different marketing mixes.

Segmenting as a marketing strategy

Geodemographic segmentation – when segmenting markets institutions offer combines geographic, demographic, psychographic or buying pattern variables. This explains why most

universities offer MBA in urban areas where the population is high and where most businesses are situated.

Benefits segmentation is dividing the markets into groups according to different benefits that consumers seek from the service. They seek performance and function.

#### Flexibility marketing strategy

This represents the organizations ability to manage economy and political risks by promptly responding in a pro-active or reactive manner to market threats and opportunities, thereby making it possible for institutions to result to what Anseff (1982) terms as "surprise management". Usually built by means of a flexible resource pool and a diverse portfolio of strategic options, strategic flexibility enables an institution to manage uncertain and "fast-occurring" markets effectively. Flexibility marketing strategy is expected to increase the effectiveness of communication plans and strategies, which coupled with adapted service offering and other aspects of marketing mix, should enhance performance.

It is also useful to examine what competitors have done in the past it is equally important what strategies and tactics they will use in the future. Marketing managers should consider the possibility of new competitors; such as overseas competitors and what impact they will have on their institutions marketing strategy. This leads to a plan for marketing position.

#### Branding marketing strategy

Brand creation is identifying brand position in the market as a foundation for building an emotional resonating brand. Striking a balance between pro-actively and strategically marketing your brand and maintaining credibility as an academic institute. Maintaining a brand is continuing the momentum and achieving uniformity in your communication.

Gaining credibility is cooperation within the institution with Deans, Academics and Vice chancellors. Developing and maintaining a differentiated brand and marketing strategy to achieve a stronger position in your markets. An example of brand positioning is the University of Yale "Outstanding Student's Rich Learning Environment. World's Centre of Learning Global Business Leader". (Prospectus 1994)

### The marketing mix strategy

Target, segmentation, flexibility, positioning and brand marketing strategies provide the framework for developing the marketing mix. The marketing managers turn the attention to developing a unified marketing mix. All the above strategies are highly interdependent.

All the elements of the marketing mix must come together as a synchronized integrated and marketing plan; the parts of the plan are so tightly interwoven that any change in one area will almost certainly affect the others.

### Product marketing strategy

Most institutions offer products /services with varied features. Some have extras. The United States International University (USIU) offer features such as visits, career counselling, free access to Internet for every student. Features are a competitive tool for differentiating company services and competitor services. Periodically a survey is done, users who have used the product and ask them what to improve on them. Style, appearance of the product should be eye catching. Most institutions on the Internet often pick beautiful buildings as backgrounds for their products. USIU "... locked in beautiful surroundings and challenges them to learn...." Design the heart of the service, which contributes to its usefulness.

The product circle differs from university to university and their modes. Full-time students often take an average of four semesters for about two years. Part-time students often spread their courses between three to five years.

### Price marketing strategy

Competitive advantage is an added advantage over competitors gained by offering consumers great value, either through lower prices or by providing more benefits that justify the higher price. The University of Yale offer scholarships, it promises students benefits through centres of excellence they host namely: - international centre for finance, international institute for corporate governance, the chief executive leadership institute and program on social enterprise centre for customer insights.

### Promotional marketing strategy

Promotional strategy combines the activities of informing, persuading and influencing consumer decision such as attracting new consumers, enhancing the firms image, introducing new products / services, opening new territories, supporting sales people and maintaining brand loyalty.

The most commonly used methods in the promotional mix are personal selling – involves one person selling directly to another and advertising. Most of the universities in Kenya use the print media, and television. This is usually done just before graduations where they appear on the newspapers and televisions. The highlights are messages from the chancellors, chairpersons of the councils and the vice chancellor. A university profile is given, academic programs, the latest development and alumina associations.

### Other sales promotion strategy

These include displays, trade shows, common with the Egerton University in the Nakuru show and Nairobi University in the Nairobi International show. Special events like open days in Kenyatta University, fashion shows, contests, exhibits and giveaways.

### Public relation strategy

This is organizational effort to improve its image to the public. Egerton University has a public relations in-charge who is a senior administrator and this emphasizes the importance of public relations for an institution to market itself effectively and efficiently.

### Competitive advantage strategy

Most educational institutions design broad competitive marketing strategy by which it can gain competitive advantage by offering superior customer value. The basic competitive strategies are overall cost leadership, differentiation, operational excellence, customer intimacy and product leadership.

### Global marketing strategy

The world is becoming a global village with the advent of faster communication, transportation and financial flow. Product / services developed in one country are finding acceptance in other countries. Global competition is intensifying. Foreign firms are expanding aggressively into the

new international markets. Few industries are safe from foreign competitions. This also applies to the education industry hence we see new entrants in the industry such as USIU and Kenya Methodist University who offer MBA.

### Social responsibility strategy

In a recent poll, 92% of the consumer said they believe it is important for companies to be good corporate citizens. More than  $\frac{3}{4}$  responded that they would switch brands and retailers when price and quality for a product associated with good course. (Kotler 2004). The Kenya Methodist University runs an orphanage. This confirms the importance of social responsibility hence most international universities have a mission with a sense of social responsibility.

### Marketing ethics as a strategy

Conscientious marketers face moral dilemmas. All managers should have fine moral sensitivity. Institutions need to develop corporate marketing ethics policies – broad guidelines that everyone in the institution must follow. The policies should cover communications relations; advertise standards, customer service, pricing product development and general ethical standards.

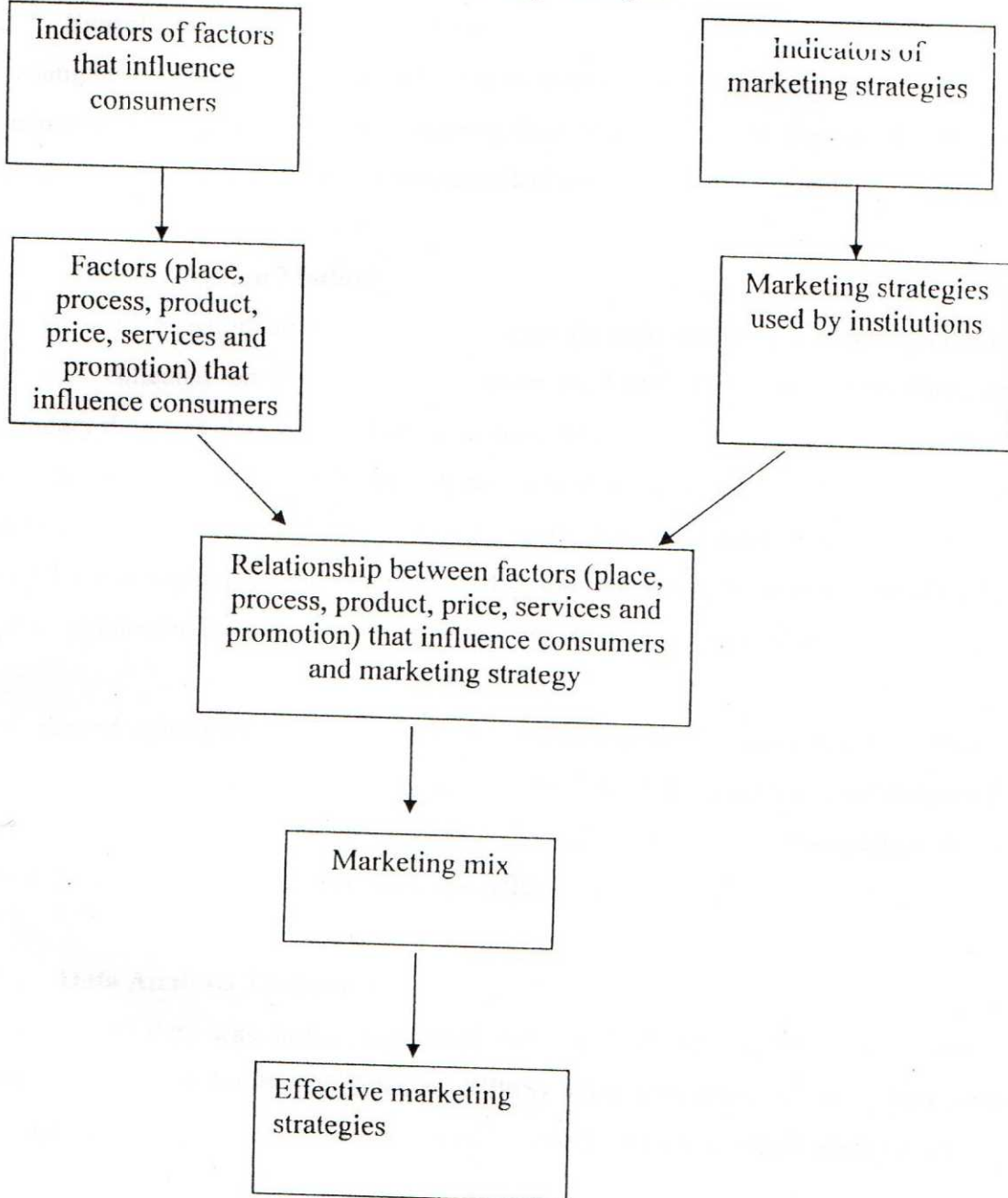
Each institution the marketing manager must work out a philosophy of socially responsible and ethical behaviour. Under societal marketing concept each manager must look beyond what is legal and allowed to develop standards based on personal integrity, corporate conscious and long run consumer welfare. Many industrial and professional associations have suggested codes of ethics and many companies are now adapting their own codes. Others have ethics office and comprehensive ethics program headed by a high-level chief ethics officer (Kotler 2004).

## 2.3 Conceptual Framework

The formulation of effective marketing strategies is critical to the achievement of an organization's goals. There are factors critical to effective strategy formulation. The formulation of the strategies is complex and risky. A good strategy is invaluable but the development of such a strategy is exceedingly difficult. A good strategy formulation process is needed to minimize the chances of failure and maximize the return (Murray 2001).

The conceptual framework has been used in the study to depict the two main stages in developing a marketing strategy that is consumer driven. It focuses on factors influencing consumer decisions. It depicts that marketing strategies should be derived from the factors that influence consumer choices. The conceptual framework has also assisted as a guide for the construction of the questionnaire.

**Figure 1: Formulation of effective marketing strategies**



## **CHAPTER THREE: METHODOLOGY**

### **3.1 The Population of Study**

The population of study consisted of all universities in Kenya that offer postgraduate studies in Master of Business Administration; these are Moi, Egerton, Maseno, Kenyatta, Nairobi, Methodist and USIU. The respondents were Deans, Chairpersons departments of the Faculty of Commerce and Students.

### **3.2 Sample and Sampling Procedure**

The sample consisted of seven Administrators from the faculties of commerce in the universities. A convenience sample of twenty students from each university formed the sample this was representative since some of the universities had less than twenty students.

### **3.3 Data Collection Method**

Two types of questionnaires were administered through the drop and pick technique. Primary data was collected on factors that influence students' choice of universities, primary and secondary data was also collected from universities to help determine marketing strategies in use. One questionnaire was filled in by students undertaking the MBA program in the universities. The questionnaire consisted of two parts A and B. Part A consisted of questions aimed at getting general information about the students. Part B, consisted of specific questions aimed at obtaining data to capture the factors that influence students' choice of universities.

The second questionnaire was filled by administrators of universities, either the Deans, Chairpersons of departments or marketers. Part A of the questionnaire consisted of general information about the universities, part B consisted of specific questions aimed at obtaining data about the marketing strategies used by the universities.

### **3.4 Data Analysis Technique**

The collected data was sorted, organized and analysed with the help of the latest version of Statistical Package for Social Sciences (SPSS). Data was analysed using both inferential and descriptive statistics. Descriptive statistics included frequency distribution, means, variance and

standard deviation. Factor analysis was used to identify factors that influence students' choice of a university in their MBA program and marketing strategies used by universities. T-test was used to assess the relationship between the factors (place, process, product, price, services and promotion) that influence students' choice of universities and the marketing strategies used by the universities to promote the MBA program.

## CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS OF RESULTS

### 4.0 General Discussions of Results

Professions/career of the respondents undertaking MBA in the various institutions was teachers and Administrators with 25.7 percent while the lowest percentage was drawn from Doctors and Scientists at 0.9 percent. This is due to the fact that for most Administrators the course directly impacts on their profession; it enables them to improve their skills performance and a competitive edge in the job market. For teachers it enables them to improve their performance in the teaching of business studies, it also increases opportunity for promotion and change of career.

Table 1: Distribution of Respondents by Profession

	Teach-ers	Adminis-trators	Accou-ntants	Market -ers	Busi-ness	Engi-neers	Scienti-sts	Doctor-s	Total
Number	29	29	21	19	4	2	1	1	106
Percent age	25.70	25.70	18.60	16.80	3.50	1.80	0.90	0.90	93.8

Source: (Author's Compilation 2006)

Place of work (city/town) in the individual universities, Kenyatta University had 19.2 percent working in Nairobi and 7.7 percent in Kericho. However, Kenyatta University enjoys a wide range of students from various parts of the country; this could be due to the open learning programs and school based learning programs. Moi University had 56.3 percent from Eldoret and 18.8 percent in Nairobi this is due to a constituent campus in Nairobi; Egerton University's entire population works in Nakuru. USIU had 80 percent Nairobi and 5 percent from Nakuru; Maseno draws 91.7 percent from Kisumu and 8.3 percent from Eldoret, University of Nairobi 69.6 percent work in Nairobi.

Table 2: **Distribution of Respondents by Workplace**

TOWN	K U	MOI	E U	USIU	M U	U o N
Nairobi	19.2	18.8		80.0		69.6
Mombasa	11.5					
Kisumu	15.4	12.5			91.7	
Meru	7.7	6.3				4.3
Machakos	11.5					
Kericho	3.8					
Kisii	11.5					4.3
Eldoret	7.7	56.3			8.3	
Nakuru		6.3	81.3	5.0		4.3

Source: (Author's Compilation 2006)

#### 4.1 Factors that influence Students' Choice of a University

Egerton University factors strongly considered by students in their choice of the university students were, campus easy to access, classes conducted during day and evening, deferments allowed, flexibility of fee payment and cost of program. Among the least considered indicators was availability of on-line learning, access to extra- curricular activities. The strongest factor was cost with a mean of 3.60. The least factor that influenced students' choice of a University was place with a mean of 2.35.

Moi University factors strongly considered by students in their choice of the university were classes conducted day and evening, campus easy to access, degree recognised, exams done on schedule and qualifications of lecturers. Among the least considered indicators are: - on-line learning, extra curricular activities and use of scholarships to encourage students. The factor that strongly influenced the students' choice of a University was People-service which scored a mean of 3.69. The factor that least influenced students' choice of a University was Place with a mean of 2.52

USIU factors that were strongly considered by students in their choice of the university were classes conducted day and evenings, Degree by recognised University, exams done periodically timetable strictly followed and qualification of lecturers. The least considered indicators were: - make up classes, adverts placed on media and giving make up C.A.T.S. The indicators scored a mean of 2.7 and below. The factor that strongly influenced the students' choice of a University was People-service with a mean of 4.16, while the factor that least influenced students' choice of a University was Promotion which had a mean of 2.72.

Maseno University factors that were strongly considered by students in their choice of the university were: - campus easy to access, Degree by a recognised University, classes conducted during the day and evening, exams done periodically and qualifications of lecturers. Indicators that were least considered were: - on-line learning, use of scholarships to encourage students and students appraise support staff. The factor that influenced students' choice of a University was cost which had a mean of 3.42, while the factor that least influences the students' choice of a University is Place with a mean of 2.53.

University of Nairobi strongly considered factors by students in their choice of the university were qualifications of lecturers, Degree from a recognised university, campus easy to access, wide specialization of electives and classes conducted day and evening. The least considered indicators were use of scholarship to encourage students, extra curricular activities and on-line learning. The factor that strongly influenced the students of Nairobi University is product which scored a mean of 3.53, while the factor that least influenced the students' choice of the University was Place with a mean of 3.04.

Kenyatta University factor that strongly influenced by students in their choice of the university the students was the product (MBA Degree) with a mean of 3.24, while the factor that least influenced the students' choice of a University was place with a mean of 2.59.

Table 3: Indicators influencing students' choice of University

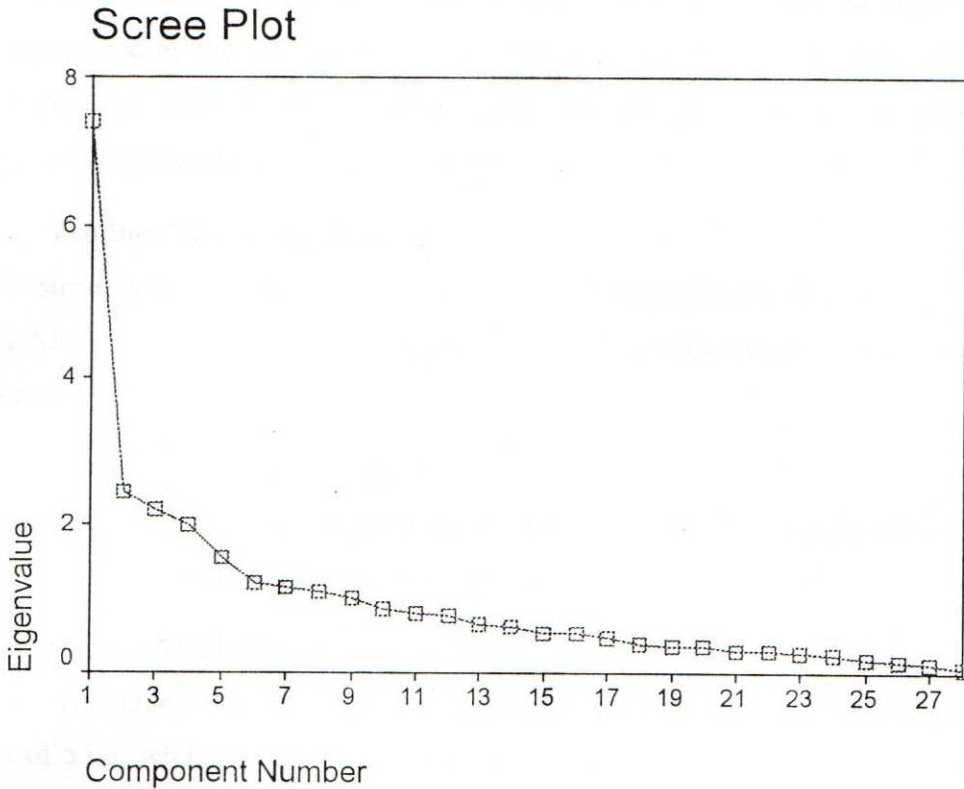
FACTORS		K U	E U	MOI	USIU	M U	U o N
Place	Accessibility	2.59	2.35	2.52	3.65	2.53	3.04
Product	Wide specializations Affiliations	3.24	2.43	3.25	3.79	2.87	3.53
Process	Easy schedule	3.02	2.54	3.00	3.89	2.83	3.22
Price	Flexibility	2.63	3.60	2.71	3.78	3.24	3.16
People	Customer service	3.02	2.73	3.69	4.16	3.14	3.42
Promotion	Use of media	3.06	2.84	3.25	2.72	2.90	3.09

Source: (Author's Compilation 2006)

#### 4.2 Discussion of Results of the Hypotheses Tests

The first hypothesis that the factors price, product, promotion, people, process do not influence students' choice of a university in the MBA program. A factor analysis was done to determine if there were many significant differences between the factors. The Anova output indicates apart from promotion all the factors – product, process, cost, people, and place were significantly different (appendix 4); thus a combined factor analysis for all the factor was conducted.

## Scree Plot 1: Factors influencing students' choice of a university



Source: (Author's Compilation 2006)

To determine the significant factors in the students' choice of a university the Elbow rule was used. The total variance explained indicates the amount of variation that each factor accounts for (appendix 4).

The component matrix show how correlations that each of the latent factors (components) has with each of the factors intended for data reduction. The component matrix is rotated at 90 percent (varimax) to help the delineating and interpretation of factors (appendix 4). The following factors were found significant (i) Appraisal of services rendered (ii) Cost (iii) Human resource / lectures capacity (iv) Deferment and make up classes (v) Financial flexibility (vi) Regular assessment / evaluation of students (vii) Degree recognition (viii) Teaching time flexibility (ix) Unit load flexibility. Hence the hypothesis is rejected, implying that place, process, price, promotion and people influence students' choice of a university in the MBA program.

We reject the second hypothesis implying that there are marketing strategies used by universities to promote the MBA program. A factor analysis was conducted to determine the marketing strategies used by the institutions. The marketing strategies used by Universities to promote their MBA program were namely: product, price, process, place, promotion, physical evidence and people (service) marketing. This shows that:

**(a) Product Marketing Strategy**

USIU strongly considered the product when structuring their MBA program with a mean of 4.00, while Maseno University least considered the product with a mean of 3.29 as compared to other Universities

**(b) Price Marketing Strategy**

USIU strongly considered the price when structuring their MBA program with a mean of 4.00, while 2.17 least considered prices as compared to other Universities.

**(c) Process Marketing Strategy**

Nairobi University strongly considered process while structuring their MBA program with a mean of 5.00, while Maseno least considered process with a mean of 2.67 as compared to other Universities.

**(d) Place Marketing Strategy**

Place as a strategy was strongly considered by Nairobi and USIU while it was least considered by Moi and Maseno as compared to other Universities.

**(e) Promotion Marketing Strategy**

Promotion as a marketing strategy was strongly considered by Nairobi University while Maseno least considered promotion with a mean of 2.33 as compared to other Universities.

**(f) Physical Evidence Marketing Strategy**

Physical evidence was considered strongly by Nairobi University with a mean of 4.73 while Egerton and Maseno least considered it as a marketing strategy as compared to other universities.

**(g) People (Service) Marketing Strategy**

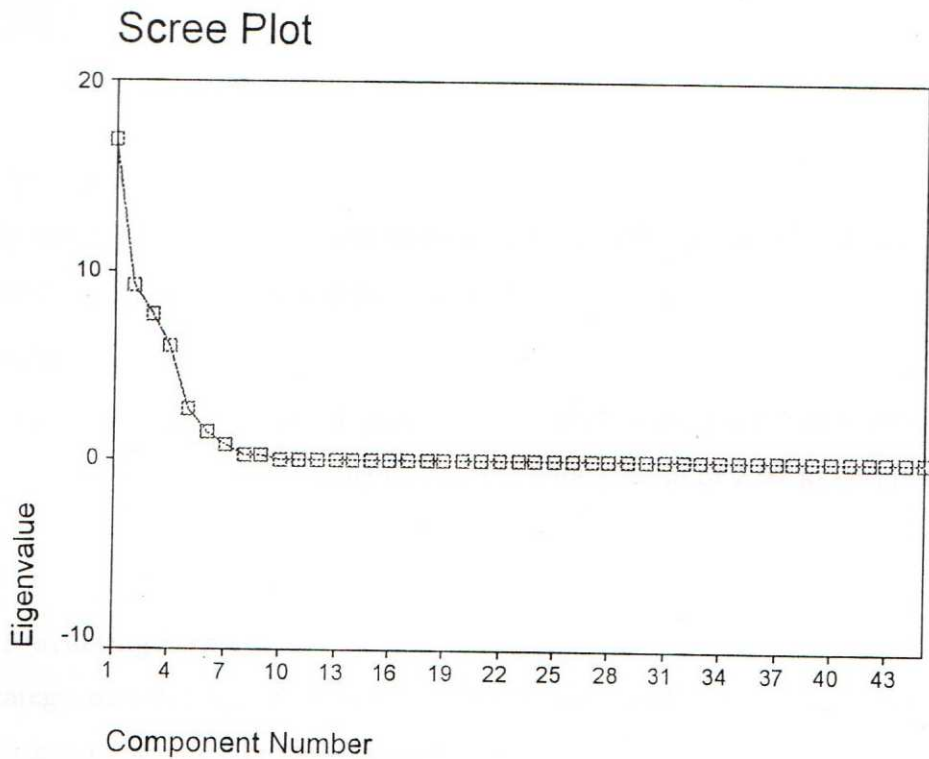
Nairobi University strongly considered people (service) as a marketing strategy with a mean of 4.5 while it was least considered by Egerton University with a mean of 3.25.

Table 4: Marketing strategies used by universities

	U o N	MOI	E U	USIU	M U
Product	3.86	3.57	3.43	4.00	3.29
Price	3.00	2.67	2.83	4.00	2.17
Process	5.00	3.00	3.83	4.17	2.67
Place	4.00	2.50	3.00	4.00	2.50
Promotion	4.00	3.22	2.89	3.44	2.33
Physical evidence	4.73	4.55	3.82	4.36	3.82
People	4.50	4.00	3.25	4.00	4.25

Source: (Author's Compilation 2006)

Scree Plot 2: Marketing



Strategies

Source: (Author's Compilation 2006)

To determine the strategies used by universities the Elbow rule was used. The total variance explained indicates the amount of variation that each factor accounts for 97.249 percent (appendix 5). The component matrix shows the correlations that each of the latent factors (components) has with each of the factors intended for data reduction. The component matrix is rotated at 90 percent (varimax) to help in delineating and interpretation of factors (appendix 5). The factors delineated from rotated components matrix. (i) The provision of adequate and clean physical resources / facilities (ii) cost – affordability and flexibility in payments. (iii) Human resource capacity / appraisal / interactive (iv) Adversity awareness creation (v) Units load flexibility (vi) On campus security. Hence the hypothesis there are no marketing strategies used by universities to promote the MBA program is rejected. Implying that universities have marketing strategies they use to promote their MBA program. This program includes:

**(a) Product Marketing Strategy**

USIU strongly considered the product when structuring their MBA program with a mean of 4.00, while Maseno University least considered the product with a mean of 3.29 as compared to other Universities

**(b) Price Marketing Strategy**

USIU strongly considered the price when structuring their MBA program with a mean of 4.00, while 2.17 least considered prices as compared to other Universities.

**(c) Process Marketing Strategy**

Nairobi University strongly considered process while structuring their MBA program with a mean of 5.00, while Maseno least considered process with a mean of 2.67 as compared to other Universities.

**(d) Place Marketing Strategy**

Place as a strategy was strongly considered by Nairobi and USIU while it was least considered by Moi and Maseno as compared to other Universities.

**(e) Promotion Marketing Strategy**

Promotion as a marketing strategy was strongly considered by Nairobi University while Maseno least considered promotion with a mean of 2.33 as compared to other Universities.

**(f) Physical Evidence Marketing Strategy**

Physical evidence was considered strongly by Nairobi University with a mean of 4.73 while Egerton and Maseno least considered it as a marketing strategy as compared to other universities.

**(g) People (Service) Marketing Strategy**

Nairobi University strongly considered people (service) as a marketing strategy with a mean of 4.5 while it was least considered by Egerton University with a mean of 3.25.

The third hypothesis that there is no relationship between the factors that influence the students' choice of a university and marketing strategies by the universities to promote the MBA program. The means of the factors that influence students' choice of a university were compared to the means of marketing strategies used by universities using the T- test (appendix 5). The t-test was 0.017 which is less than the tabulated t and therefore we reject the hypothesis implying that there is a relationship between the factors that influence students' choice of a university and the marketing strategies used by a university to promote their MBA program.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary of Findings**

The objective of the study was set out to identify the factors that influence students' choice of a university. The indicators of the factors were: appraisal of services rendered, cost, human resource capacity, deferments and make-up classes, regular assessment and evaluation of students, degree from a recognised university and flexibility in teaching time and loads

Hence it would be advisable for universities when structuring their MBA program to prioritize the factors people service marketing strategy and product marketing strategy.

The study also set to find out the marketing strategies used by universities to promote the MBA programme. The indicators of the strategies were: provision of adequate and clear physical facilities, cost, human resource capacity, advertising, course flexibility, and security on campus.

The third objective set out to find out if there exist relationships between the marketing strategies used by universities and factors that influence students' choice of a university. A T-test revealed that there was a significant difference on product as a factor that influences students' choice and the universities marketing strategy on the product. Hence universities should seriously consider product marketing.

However this is a general overview of all universities, individual universities should consider the relationship between factors influencing students' choice and come up with the best marketing mix.

### **5.2 Conclusions**

People (service) factor and product were strongly important in influencing the students' choice of a university. This shows how strongly students feel about the services rendered by people in an institution, skills of personnel matching the job they do, exams are done on schedule and qualities of customer services. Hence the universities should adopt the people (service) marketing strategy more aggressively as this will enable increase in the total number of customers.

The product factor was strongly considered by students (MBA). Hence for an institution to gain a competitive edge they need to offer extras on their product e.g. wide range of specialization degree recognised, international affiliation and students decide how many courses to do. Students should continuously be offered and compelled to keep buying more of the same product and service from a particular institution to avoid switching to other institutions.

Institutions should market their products more aggressively by offering wide range of specialization, international affiliations, degrees by recognised universities, students should have the opportunity to decide how many courses they do and get a job after graduation. Frequently communication news and offers to past and present customers via telephone, e-mails and faxes increases the frequency of re-purchase and this is the step that the Administrators should take in their institutions.

### **5.3 Recommendations for further research**

What motivates students to study MBA? The study did not look into what motivates students to study MBA for; promotion, better opportunities or more knowledge.

Further research with larger sample population of students and administrators would be necessary to draw a more comprehensive conclusions about effective advertising for MBA and student's perception on consumer services.

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## **APPENDICES**

### **APPENDIX 1**

#### **INTRODUCTORY LETTER**

Ann W. Wacira,  
C/o Egerton University  
P.O. Box 536  
NJORO.

#### **REF: REQUEST FOR RESEARCH DATA**

I am a post graduate student in the Faculty of Commerce, University of Egerton. I am conducting a management research on factors influencing students' choice of universities and their relationship with marketing strategies used by the universities in Kenya: The case of MBA program.

Your university has been selected to form part of the study. I therefore request you to assist by filling in the attached questionnaire. The information you will give will be treated in strict confidence and will be used purely for academic purposes in no form will your name appear in the final report.

A copy of the final report will be made available to you on request.

Your assistance and co-operation will be highly appreciated.

Yours sincerely,

Ann W. Wacira  
Student

**APPENDIX 2**

**CODED QUESTIONNAIRE**

**Factors Influencing Students' Choice of University.**

**QUESTIONNAIRE**

The information contained in this questionnaire will not be used for any other purpose other than the intended research

**PART A**

Name of your institution (undertaking MBA) \_\_\_\_\_

Professions / career \_\_\_\_\_

Place of work (city / town) \_\_\_\_\_

**PART B**

Listed below are some of the factors you must have considered when you chose to take your MBA in your particular institution.

For each statement please put an X on the number which best describes how strongly you considered the factor. (1 is to no extent (not at all), 2 is to a small extent, 3 is to some extent, 4 is to a large extent and 5 is to a very large extent).

1.	Wide range of specialization electives	1	2	3	4	5
2.	International affiliations	1	2	3	4	5
3.	Degree by recognised university	1	2	3	4	5
4.	Students have the opportunity to decide how many courses they do	1	2	3	4	5
5.	Get a job after graduations	1	2	3	4	5
6.	Access to extra curricular activities	1	2	3	4	5
7.	Experience in research	1	2	3	4	5

8.	Schedule easy	1	2	3	4	5
9.	Students appraise lectures	1	2	3	4	5
10.	Students appraise support service	1	2	3	4	5
11.	Cost of the programme	1	2	3	4	5
12.	Flexibility in payment of fees	1	2	3	4	5
13.	Compare fee charged with other institutions	1	2	3	4	5
14.	Timetables are strictly followed	1	2	3	4	5
15.	Classes start and end on time	1	2	3	4	5
16.	Exams are done periodically	1	2	3	4	5
17.	Qualifications of the lecturers	1	2	3	4	5
18.	Qualities of the customer service	1	2	3	4	5
19.	Skills of personnel match the job they do	1	2	3	4	5
20.	Exams are done on schedule	1	2	3	4	5
21.	Classes are conducted during the day and in the evening	1	2	3	4	5
22.	Campus is easy to access	1	2	3	4	5
23.	On-line learning is available	1	2	3	4	5
24.	Use of scholarships to encourage students	1	2	3	4	5
25.	Advertisement placed on media	1	2	3	4	5
26.	Make up class	1	2	3	4	5
27.	Giving of make up C.A.T's and exams	1	2	3	4	5
28.	Deferments are allowed	1	2	3	4	5
29.	Others	1	2	3	4	5
	1.	1	2	3	4	5
	2.	1	2	3	4	5
	3.	1	2	3	4	5
	4.	1	2	3	4	5
	5.	1	2	3	4	5

# Marketing Strategies Used by Institutions

## QUESTIONNAIRE

The information contained in this questionnaire will not be used for any other purpose other than the intended research.

### PART A

Name of the institution \_\_\_\_\_

Do you have a marketing department?

Yes \_\_\_\_\_

No \_\_\_\_\_

Who do you consider your major competitors?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

How long have you been in operation?

\_\_\_\_\_

How many constituent colleges do you have (MBA)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please indicate whether you are a Dean or a Chairperson of the Faculty of Commerce \_\_\_\_\_

## PART B

Listed below are some of the factors you must have considered when structuring MBA program in your institution.

For each statement please put X on the number which best describes how strongly you considered the factor. (1 is to no extent (not at all), 2 is to a small extent, 3 is to some extent, 4 is to a large extent and 5 is to a very large extent).

### QUESTIONNAIRE

1.	Wide range of specialization	1	2	3	4	5
2.	Offer tutorials	1	2	3	4	5
3.	International affiliations to other universities	1	2	3	4	5
4.	Degree recognised by your university are recognised internationally	1	2	3	4	5
5.	Flexible fee payment arrangement	1	2	3	4	5
6.	Students have the opportunity to decide how many course units they take per semester	1	2	3	4	5
7.	Get jobs for students after graduation	1	2	3	4	5
8.	Fees are set to achieve a set target return on investment	1	2	3	4	5
9.	Fees are set to increase enrolment levels	1	2	3	4	5
10.	Fees are determined by the cost of providing education service	1	2	3	4	5
11.	Fees charged are uniform with that of other universities	1	2	3	4	5
12.	Offer students loan facility	1	2	3	4	5
13.	Use of scholarships to encourage students to join the university	1	2	3	4	5
14.	Obtain feedback from students through comment collection system	1	2	3	4	5

15.	Lecturers are appraised by students	1	2	3	4	5
16.	Support service is appraised by students	1	2	3	4	5
17.	Advertisement is done to promote the program	1	2	3	4	5
18.	Segment customers	1	2	3	4	5
19.	Advertisements media is chosen because it reaches target audience	1	2	3	4	5
20.	Classes are conducted during the day and in the evening	1	2	3	4	5
21.	Campus is easy to access	1	2	3	4	5
22.	On-line learning is available	1	2	3	4	5
23.	Advertising place in the media periodically to create awareness	1	2	3	4	5
24.	Advertisement done to increase enrolment	1	2	3	4	5
25.	Advertisement media is chosen because it is cost effective	1	2	3	4	5
26.	Students advisors are used to ensure students satisfaction	1	2	3	4	5
27.	The university participates in exhibitions regularly	1	2	3	4	5
28.	University holds annual open days	1	2	3	4	5
29.	Only the highest qualified lecturers are recruited	1	2	3	4	5
30.	Skills of personal match the job they do	1	2	3	4	5
31.	Quality of customer service is consistent	1	2	3	4	5
32.	Periodical customer service audits are conducted	1	2	3	4	5
33.	Enrolment procedures are easy to follow	1	2	3	4	5
34.	Students interact freely with lecturers	1	2	3	4	5
35.	Availability of reporting systems for students	1	2	3	4	5
36.	The buildings, landscapes, furniture and ambience are an accurate reflection of the quality of education provided at the university	1	2	3	4	5
37.	Numbers of lecture theatres is adequate	1	2	3	4	5
38.	Enough chairs and desks for all students	1	2	3	4	5

39.	Facilities like overhead projectors and LCD projects are enough for all classes, study materials, revision kits and courses outline are readily available.	1	2	3	4	5
40.	Facilities are always clean	1	2	3	4	5
41.	Library well equipped, current courses text books	1	2	3	4	5
42.	Quite learning environment	1	2	3	4	5
43.	Lecture theatres are well ventilated	1	2	3	4	5
44.	Enough parking space for both students and staff within the university campus	1	2	3	4	5
45.	Friendly support staff	1	2	3	4	5
46.	Good security on the campus	1	2	3	4	5
47.	Others 1.	1	2	3	4	5
	2.	1	2	3	4	5
	3.	1	2	3	4	5
	4.	1	2	3	4	5
	5.	1	2	3	4	5

APPENDIX 3

HYPOTHESIS 1 t-TEST

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SPRODUCT	Between Groups	18.625	5	3.725	8.779	.000
	Within Groups	43.279	102	.424		
	Total	61.904	107			
SPROCESS	Between Groups	17.305	5	3.461	5.536	.000
	Within Groups	61.266	98	.625		
	Total	78.571	103			
SCOST	Between Groups	21.166	5	4.233	3.305	.008
	Within Groups	137.042	107	1.281		
	Total	158.208	112			
SPEOPLE	Between Groups	23.216	5	4.643	6.431	.000
	Within Groups	74.362	103	.722		
	Total	97.578	108			
SPLACE	Between Groups	22.216	5	4.443	6.091	.000
	Within Groups	77.323	106	.729		
	Total	99.540	111			
SPROMOT	Between Groups	2.966	5	.593	.474	.795
	Within Groups	126.513	101	1.253		
	Total	129.479	106			

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.382	26.366	26.366	7.382	26.366	26.366	3.080	11.001	11.001
2	2.432	8.686	35.051	2.432	8.686	35.051	2.713	9.690	20.691
3	2.201	7.860	42.911	2.201	7.860	42.911	2.704	9.658	30.349
4	1.996	7.130	50.041	1.996	7.130	50.041	2.681	9.575	39.923
5	1.549	5.533	55.573	1.549	5.533	55.573	2.264	8.086	48.009
6	1.206	4.306	59.880	1.206	4.306	59.880	1.804	6.442	54.451
7	1.160	4.142	64.022	1.160	4.142	64.022	1.671	5.966	60.418
8	1.089	3.890	67.912	1.089	3.890	67.912	1.563	5.583	66.000
9	1.006	3.594	<b>71.506</b>	1.006	3.594	<b>71.506</b>	1.542	5.506	71.506
10	.855	3.053	74.559						
11	.804	2.871	77.429						
12	.760	2.714	80.144						
13	.658	2.351	82.495						
14	.618	2.207	84.702						
15	.543	1.939	86.641						
16	.531	1.898	88.539						
17	.457	1.632	90.171						
18	.393	1.402	91.573						
19	.365	1.304	92.877						
20	.347	1.241	94.118						
21	.309	1.103	95.220						
22	.307	1.095	96.315						
23	.268	.956	97.271						
24	.223	.796	98.066						
25	.191	.681	98.748						
26	.161	.575	99.323						
27	.116	.415	99.738						
28	.073	.262	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

	Component								
	1	2	3	4	5	6	7	8	9
Wide range of specialization electives			.526						
International affiliations					.597		.531		
Degree by recognised university							.767		
Students have the opportunity to decide how many courses they do									.577
Get a job after graduations							.560		
Access to extra curricular activities					.557				
Experience in research			.576						
Schedule easy									.820
Students appraise lectures	.888								
Students appraise support service	.805								
Cost of the programme		.810							
Flexibility in payment of fees		.710							
Compare fee charged with other institutions		.727							
Timetables are strictly followed	.542								
Classes start and end in time	.561								
Exams are done periodically						.739			
Qualifications of the lecturers			.621						
Qualities of the customer service			.644						
Skills of personnel match the job they do			.782						
Exams are done on schedule						.539			
Classes are conducted during the day and in the evening								.798	

Campus is easy to access									
Online learning is available					.710				
Use of scholarships to encourage students					.651				
Advertisement placed on media				.603					
Make up class				.840					
Giving of make up C.A.Ts and exams				.682					
Deferments are allowed				.612					

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.  
a Rotation converged in 12 iterations.

## APPENDIX 4

### HYPOTHESIS 2-t-TEST

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.964	37.698	37.698	16.964	37.698	37.698	11.777	26.172	26.172
2	9.181	20.403	58.101	9.181	20.403	58.101	11.007	24.461	50.633
3	7.596	16.880	74.981	7.596	16.880	74.981	8.358	18.574	69.207
4	5.941	13.201	88.183	5.941	13.201	88.183	7.579	16.841	86.048
5	2.656	5.903	94.086	2.656	5.903	94.086	3.464	7.697	93.745
6	1.423	3.163	97.249	1.423	3.163	97.249	1.577	3.504	97.249
7	.757	1.682	98.931						
8	.232	.515	99.445						
9	.206	.458	99.904						
10	.043	.096	100.000						
11	3.500E-15	7.778E-15	100.000						
12	1.564E-15	3.476E-15	100.000						
13	1.130E-15	2.511E-15	100.000						
14	8.881E-16	1.974E-15	100.000						
15	7.634E-16	1.696E-15	100.000						
16	5.765E-16	1.281E-15	100.000						
17	5.291E-16	1.176E-15	100.000						
18	4.574E-16	1.016E-15	100.000						
19	4.360E-16	9.688E-16	100.000						
20	3.489E-16	7.754E-16	100.000						

21	3.429E-16	7.620E-16	100.000						
22	2.387E-16	5.304E-16	100.000						
23	2.068E-16	4.595E-16	100.000						
24	1.670E-16	3.710E-16	100.000						
25	1.110E-16	2.467E-16	100.000						
26	1.048E-16	2.328E-16	100.000						
27	5.192E-17	1.154E-16	100.000						
28	2.950E-19	6.556E-19	100.000						
29	-1.015E-17	-2.256E-17	100.000						
30	-3.621E-17	-8.047E-17	100.000						
31	-9.292E-17	-2.065E-16	100.000						
32	-1.239E-16	-2.753E-16	100.000						
33	-1.502E-16	-3.338E-16	100.000						
34	-2.087E-16	-4.638E-16	100.000						
35	-2.876E-16	-6.390E-16	100.000						
36	-3.450E-16	-7.666E-16	100.000						
37	-4.217E-16	-9.371E-16	100.000						
38	-4.322E-16	-9.605E-16	100.000						
39	-4.749E-16	-1.055E-15	100.000						
40	-5.276E-16	-1.172E-15	100.000						
41	-5.901E-16	-1.311E-15	100.000						
42	-6.526E-16	-1.450E-15	100.000						
43	-8.626E-16	-1.917E-15	100.000						
44	-1.433E-15	-3.184E-15	100.000						
45	-2.522E-15	-5.604E-15	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

	Component					
	1	2	3	4	5	6
Obtain feedback from students through comment collection system			.971			
Lecturers are appraised by students			.971			
Advertising place in the media periodically to create awareness				.966		
Campus is easy to access	.888					
Support service is appraised by students	.877					
The buildings, landscapes, furniture and ambience are an accurate reflection of the quality of education provided at the university	.876					
The university participates in exhibitions regularly				.550		
Offer students loan facility		.773				
Students interact freely with lecturers			.673			
Facilities like overhead projectors and LCD projects are enough for all classes, study materials, revision kits and courses outline are readily available	.727					
Facilities are always clean	.727					
Library well equipped, current courses text books	.644					
Fees are set to increase enrolment levels	.637					
Students advisors are used to ensure students satisfaction			.549			
Advertisement media is chosen because it is cost effective				.959		
Use of scholarships to encourage students to join the university.		-.860				

Fees charged are uniform with that of other universities		.816				
Advertisements media is chosen because it reaches target audience						
Flexible fee payment arrangement		-.795				
Segment customers		.790				
Good security on the campus						-.622
Enough parking space for both students and staff within the university campus	-.622					
Numbers of lecture theatres is adequate	.662					
Only the highest qualified lecturers are recruited			.518			
Get jobs for students after graduation			.522			
Quality of customer service is consistent			.933			
Friendly support staff			.926			
Advertisement done to increase enrolment						
Skills of personnel match the job they do			.815			
Quite learning environment			.762			
Wide range of specialization			.760			
Lecture theatres are well ventilated						
Availability of reporting systems for students			.632			
On-line learning is available	-.955					
Periodical customer service audits are conducted					-.935	
Enough chairs and desks for all students						
University holds annual open days					-.800	
Advertisements media is chosen because it reaches target audience					.769	
Fees are determined by the cost of providing education service		.639				
Enrolment procedures are easy to follow						

Fees are set to achieve a set target return on investment		.550				
International affiliation to other universities					.891	
Students have the opportunity to decide how many course units they take per semester					.805	
Offer tutorials					-.707	
Degree recognised by your university are recognised internationally			.561			

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 22 iterations.

APPENDIX 5

HYPOTHESIS -3-t-TEST

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	APRODUCT - PROD	.45	.258	.115	-.13	.77	3.945	4	.017
Pair 2	APRICE - COST	-.42	.636	.285	-1.21	.37	-1.464	4	.217
Pair 3	APROCESS - PROCE	.64	.748	.334	-.29	1.57	1.906	4	.129
Pair 4	APEOPLE - PEOPLE	.57	.703	.314	-.30	1.44	1.820	4	.143
Pair 5	APLACE - PLACE	.38	.374	.167	-.08	.85	2.286	4	.084
Pair 6	APROMOT - PROM	.22	.586	.262	-.51	.95	.831	4	.453

Moi University

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
SPRODUCT	Equal variances assumed	.109	.746	-2.322	17	.033	-.75	.323	-1.431		-.069
	Equal variances not assumed			-2.373	2.860	.010	-.75	.316	-1.784		.284
SPROCESS	Equal variances assumed	1.267	.276	.000	17	1.000	.00	.417	-.880		.880
	Equal variances not assumed			.000	3.581	1.000	.00	.335	-.975		.975
SCOST	Equal variances assumed	2.964	.103	-.281	17	.782	-.21	.741	-1.772		1.355
	Equal variances not assumed			-.492	7.881	.636	-.21	.424	-1.188		.771
SSOCREP	Equal variances assumed	3.201	.091	-1.484	17	.156	-.48	.323	-1.161		.202
	Equal variances not assumed			-2.240	5.138	.074	-.48	.214	-1.025		.066
SPLACE	Equal variances assumed	.559	.465	-1.570	17	.135	-.65	.411	-1.514		.222
	Equal variances not assumed			-2.696	7.411	.029	-.65	.240	-1.206		-.086
SPROMOT	Equal variances assumed	5.616	.032	.340	15	.738	.25	.735	-1.316		1.816
	Equal variances not assumed			.573	8.330	.582	.25	.436	-.750		1.250

assumed									
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## Egerton University

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	(2-Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SPRODUCT	Equal variances assumed	.003	.955	-2.090	16	.053	-.57	.273	-1.151	.008
	Equal variances not assumed			-1.852	2.602	.017	-.57	.309	-1.644	.501
SPROCESS	Equal variances assumed	.746	.401	1.217	15	.243	.54	.445	-.407	1.488
	Equal variances not assumed			1.556	4.077	.019	.54	.348	-.417	1.499
SCOST	Equal variances	3.584	.075	1.260	17	.225	.60	.480	-.408	1.616

	assumed									
	Equal variances not assumed			1.727	4.193	.016	.60	.350	-.350	1.558
SSOCREP	Equal variances assumed	.458	.508	-2.938	16	.010	-1.27	.431	-2.181	-.353
	Equal variances not assumed			-3.713	3.813	.012	-1.27	.341	-2.232	-.301
SPLACE	Equal variances assumed	.001	.974	-2.022	17	.059	-.65	.319	-1.320	.028
	Equal variances not assumed			-2.047	2.837	.138	-.65	.315	-1.683	.391
SPROMOT	Equal variances assumed	1.931	.183	1.265	17	.223	.84	.667	-.564	2.251
	Equal variances not assumed			2.104	6.682	.036	.84	.401	-.114	1.801

# USIU

## Independent Samples Test

		Levene's Test for		t-test for		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Equality of Variances	Sig.	t	df				Lower	Upper
SPRODUCT	Equal variances assumed	1.497	.236	-.468	19	.645	-.21	.457	-1.172	.743
	Equal variances not assumed			-.632	3.752	.564	-.21	.339	-1.181	.753
SPROCESS	Equal variances assumed	1.332	.262	-.242	20	.812	-.11	.467	-1.087	.861
	Equal variances not assumed			-.333	3.743	.757	-.11	.339	-1.080	.854
SCOST	Equal variances assumed	6.517	.019	-.368	21	.717	-.22	.589	-1.442	1.008
	Equal variances not assumed			-.596	4.846	.578	-.22	.363	-1.160	.726
SSOCREP	Equal variances assumed	1.851	.189	.291	20	.774	.16	.543	-.975	1.290
	Equal variances not assumed			.444	4.478	.678	.16	.356	-.790	1.105
SPLACE	Equal variances assumed	1.997	.172	-.608	21	.550	-.35	.576	-1.547	.847
	Equal variances not assumed			-.971	4.699	.379	-.35	.360	-1.294	.594
SPROMOT	Equal variances assumed	1.811	.195	-1.887	18	.075	-1.28	.678	-2.704	.145
	Equal variances not assumed			-3.207	6.608	<b>.016</b>	-1.28	.399	-2.234	-.325

# MASENO UNIVERSITY

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
SPRODUCT	Equal variances assumed	.694	.421	-.285	12	.780	-.13	.455	-1.122	.862
	Equal variances not assumed			-.357	4.704	.736	-.13	.363	-1.082	.822
SPROCESS	Equal variances assumed	.116	.740	-.442	10	.668	-.17	.395	-1.055	.706
	Equal variances not assumed			-.494	4.244	.646	-.17	.354	-1.135	.786
SCOST	Equal variances assumed	3.572	.081	-.937	13	.366	-.58	.622	-1.928	.761
	Equal variances not assumed			-1.410	7.015	.020	-.58	.414	-1.561	.394
SSOCREP	Equal variances assumed	4.770	.050	.207	12	.840	.14	.659	-1.300	1.573
	Equal variances not assumed			.312	7.857	.763	.14	.437	-.873	1.146
SPLACE	Equal variances assumed	.051	.825	-1.570	13	.141	-.47	.301	-1.122	.178
	Equal variances not assumed			-1.486	2.911	.024	-.47	.318	-1.501	.557
SPROMOT	Equal variances assumed	1.689	.216	-.146	13	.886	-.10	.712	-1.642	1.434
	Equal variances not assumed			-.233	8.460	.821	-.10	.446	-1.124	.916

# NAIROBI UNIVERSITY

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
SPRODUCT	Equal variances assumed	.715	.407	-1.103	23	.282	-.47	.424	-1.345	.410
	Equal variances not assumed			-1.437	3.206	.024	-.47	.325	-1.466	.531
SPROCESS	Equal variances assumed	1.024	.322	.455	24	.653	.22	.491	-.790	1.237
	Equal variances not assumed			.666	3.616	.414	.22	.336	-.749	1.196
SCOST	Equal variances assumed	6.762	.016	-2.598	24	.016	-1.84	.708	-3.303	-.378
	Equal variances not assumed			-7.322	22.000	.038	-1.84	.251	-2.362	-1.319
PEOPLE	Equal variances assumed	4.376	.047	-3.783	24	.001	-1.58	.417	-2.436	-.716
	Equal variances not assumed			-10.663	22.000	.158	-1.58	.148	-1.883	-1.270
SPLACE	Equal variances assumed	2.139	.157	-1.561	24	.132	-.96	.613	-2.221	.308
	Equal variances not assumed			-2.657	4.704	.042	-.96	.360	-1.900	-.013
SPROMOT	Equal variances assumed	2.836	.105	-1.334	24	.195	-.91	.684	-2.325	.499
	Equal variances not assumed			-2.429	5.507	.059	-.91	.376	-1.853	.027

## APPENDIX 6

### UNIVERSITIES OFFERING MBA PROGRAMME

1. Moi University
2. Egerton University
3. Maseno University
4. Nairobi University
5. USIU University
6. Kenyatta University
7. Methodist University

APPENDIX 7

WORK PLAN AND RESEARCH BUDGET

ACTIVITY	Duration in weeks	Cumulative (time)
Preparation and approval of proposal	3	3
Preparation of field analysis such as printing of questionnaires	0.5	3.5
Data Collection	2.5	6.0
Preliminary data analysis including data recollection in case of inadequacy	1	7.0
Data analysis	1.5	8.5
Data presentation and first draft	1.5	10.0
Final draft	2	12.0

Research Budget

Expenditure	Amount in Shillings
1. Printing services	
(a) Proposal	5,000
(b) Research report	10,000
2. Photocopy services	
(a) Proposal 5 copies	2,000
(b) 150 questionnaires	500
(c) Project	5,000
3. Data collection	
(a) Travelling expenses	15,000
(b) Subsistence (500x 60)	30,000
4. Stationeries	
(a) Photocopy papers	6,000
(b) Writing papers	3,000
(c) Binding charges	<u>7,500</u>
	<b>70,500</b>
Add Contingencies (15%)	<u>7,050</u>
	<b>77,550</b>