

University of Southampton Research Repository ePrints Soton

Copyright © and Moral Rights for this thesis are retained by the author and/or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This thesis cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder/s. The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holders.

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given e.g.

AUTHOR (year of submission) "Full thesis title", University of Southampton, name of the University School or Department, PhD Thesis, pagination

UNIVERSITY OF SOUTHAMPTON
FACULTY OF BUSINESS AND LAW
School of Management

Perceptions of Marketing Activities and Practices in Private Higher Education in Egypt:
The Impact of Marketing on Institutions and their Image

by
Hesham Ramadan Eassa Hassaan

Thesis for the degree of Doctor of Philosophy
October 2012

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF BUSINESS AND LAW

SCHOOL OF MANAGEMENT

Doctor of Philosophy

PERCEPTIONS OF MARKETING ACTIVITIES AND PRACTICES IN PRIVATE HIGHER
EDUCATION IN EGYPT: THE IMPACT OF MARKETING ON INSTITUTIONS AND
THEIR IMAGE

by Hesham Ramadan Eassa Hassaan

The thesis investigates perceptions of marketing activities in private higher education, and the extent to which these marketing activities have an impact on the image of universities. Pragmatism was the philosophy adopted as it serves the requirement of this study. The study used mixed methods; both quantitative and qualitative tools were used to answer the questions of the study, and to achieve its objectives. The results showed that perceptions of marketing were still in the early stages, in which it was perceived as practising traditional and promotional activities, rather than as a way of thinking or a philosophy for the whole university. In general, there was no precise definition for marketing, or indications of using a strategic marketing plan. Product and selling approaches were usually adopted more than marketing approaches; furthermore, product element was the dominant in the marketing mix. Marketers were more concerned with practising traditional roles for public relations and student admissions, rather than participating in putting together a strategic marketing plan for the university. The results support the conclusion that there is an absence of marketing orientation in these universities. Positioning and building university image was not among the first priorities of these universities when implementing marketing, announcements and recruiting students being more important. With regard to students, choosing a university was influenced by the accreditation of qualifications, the academic reputation and the availability of the subject they wished to study. Moreover, they were more influenced by image and reputation of the university than marketing factors. Word-of-mouth played an important role as a source of information in the decision-making process. There was a strong association between satisfaction with marketing activities relating to programme and physical evidence and their perception of their university's image. A conceptual model of current marketing activities and practices in private higher education in Egypt was suggested, together with an assessment of practical issues facing private higher education institutions. This model could be useful to understand the process of practising marketing in developing countries in a general, and in the Middle- East specifically.

List of Contents

Abstract	i
Contents	iii
List of Tables	ix
List of figures	xiii
Declaration of Authorship	xv
Acknowledgements	xvii
Definitions and Abbreviations	xvix
Chapter 1 Introduction	1
1.1 Marketing in higher education	1
1.2 Statement of the problem	3
1.3 Purpose of the study	4
1.4 Significance and contribution of the research	5
1.5 Research Questionss and Hypotheses	5
1.6 Organization of the thesis	7
Chapter 2 General background about HE in Egypt	9
2.1 Introduction	9
2.2 Historical background of higher education in Egypt	9
2.3 The system of higher education in Egypt	13
2.4 Problems and challenges facing the HE system	16
2.5 The evolution of private universities in Egypt	18
2.6 Ligeslation for private universities in Egypt	19
2.7 Challenges facing private universities in Egypt	21
Chapter 3 Literature review	23
3.1 Introduction	23
3.2 The evolution of marketing in higher education	23
3.2.1 The history of marketing in higher education	25
3.2.2 Defining higher education marketing	27
3.2.3 The importance of marketing	28

3.3	Higher education marketing theory	31
3.3.1	Marketing approaches in higher education.....	32
3.3.1.1	Product Marketing Approaches	32
3.3.1.2	Approaches to services marketing.....	32
3.3.1.3	The approaches to customers of higher education.....	34
3.3.2	The marketing plan and the university strategic plan.....	36
3.3.2.1	Marketing research and marketing audit	41
3.3.2.2	Market segmentation and the target market.....	42
3.3.2.3	Marketing mix	43
3.4	Positioning and building image	52
3.4.1	Positioning.....	52
3.4.2	Building the university image.....	53
3.4.3	Determinants in building a successful university image	55
3.4.3.1	Student Satisfaction and Image	55
3.4.3.2	Students' decision-making process.....	57
3.5	General view of marketing theory in higher education	59
3.5.1	Determinants of successful marketing in higher education.....	59
3.5.1.1	Responsibility for marketing	60
3.5.1.2	Marketing orientation	61
3.5.1.3	Internal marketing.....	63
3.5.2	HE marketing perceptions in developing countries.....	64
3.5.3	The marketing dilemma in HE context.....	65
3.5.4	Knowledge gap in marketing higher education theory	68

Chapter 4 Methodology 77

4.1	Research paradigm	77
4.2	Research methodology	79
4.3	Research design	82
4.4	Data management and analysis of the qualitative phase.....	84
4.4.1	Population and sampling	85
4.4.2	Research instruments.....	85
4.4.3	Data collection process.....	86
4.4.4	Data management	89
4.4.5	Data analysis.....	92
4.5	Data management and analysis of the quantitative phase.....	93
4.5.1	Research instruments.....	93
4.5.1.1	Measurement and coding of study variables	93
4.5.1.2	Validation of the research instrument.....	104

4.5.1.3	Translation of the research instrument	105
4.5.2	Data collection	105
4.5.2.1	Ethical considerations	105
4.5.2.2	Population and Sampling	106
4.5.2.3	Data management process.....	107
4.5.2.4	Quantitative data analysis	109
CHAPTER 5	Qualitative findings and analysis	115
5.1	Introduction.....	115
5.2	The process of emerging themes.....	115
5.3	Senior management interviews	117
5.3.1	Theme one: the importance of marketing	117
5.3.2	Theme two: marketing perception	119
5.3.3	Theme three: marketing plan	125
5.3.4	Theme four: university image	127
5.4	Marketers and administrators interviews	130
5.4.1	Theme one: importance of marketing	130
5.4.2	Theme two: marketing perception	133
5.4.3	Theme three: marketing strategy.....	139
5.4.4	Theme four: university image.....	142
5.5	Focus group students.....	144
5.5.1	Theme one: decision-making process	144
5.5.2	Theme two: satisfaction with marketing activities.....	148
5.5.3	Theme three: university image.....	152
5.6	Conclusion	155
Chapter 6	Marketers and senior management findings.....	157
6.1	Descriptive statistics	157
6.1.1	Distribution of general and personal information	157
6.1.2	The perception of marketing activities.....	161
6.1.3	Marketing approaches	167
6.1.4	Challenges that impede effective implementation... ..	169
6.1.5	Marketing objectives.....	171
6.1.6	Factors necessary to build the university's image.....	172
6.1.7	Enhancing and maintaining university' image.....	174
6.1.8	Involvement with marketing activities.....	176
6.1.9	Marketing mix.....	178

6.2	Test of hypotheses	180
6.3	Conclusion	191
Chapter 7	Student quantitative findings	193
7.1	Descriptive statistics	193
7.1.1	Personal and demographic information	193
7.1.2	Preferences for study in a public or private HE institutions	195
7.1.3	Decision-making process	199
7.1.4	Students' satisfaction with university marketing tools	207
7.1.5	University image	209
7.1.6	University perception and description	210
7.1.7	Advice to freinds	212
7.1.8	Issues that students did not like in their university	213
7.1.9	Issues students liked in their university	215
7.1.10	Factors that impact negatively on a university's image	217
7.1.11	Factors that impact positively on a university's image	219
7.2	Test of research hypotheses	221
7.3	Conclusion	238
8.	Conceptual marketing model	241
8.1	Introduction	241
8.2	Developing the conceptual marketing model	241
8.3	Marketing model from students' perspective	243
8.4	Marketing model from senior management and marketers' perspective	247
8.5	An overview of conceptual marketing model	252
8.6	Conclusion	254
Chapter 9	Conclusion and discussion	255
9.1	Introduction	255
9.2	Conclusion	255
9.3	Contribution of the study	255
9.4	Discussion	270
9.5	Limitations	271
9.6	Recommendation for future research	271

Appendices	273
Appendix A: Invitation Letter for Universities to participate.....	273
Appendix B: Student questionnaire in English	275
Appendix C: Marketers and senior management questionnaire in English.....	285
Appendix D: Student questionnaire in Arabic Language.....	293
Appendix E: Marketers and senior management questionnaire in Arabic	301
Appendix F: Summary of findings in qualitative phase.....	309
 List of References	 315

List of Tables

1.1	Number of public and private universities (1908 to 2007).....	3
3.1	Framework for a marketing plan	38
3.2	Basic elements of an institutional plan for an organizational institution	40
3.3	The marketing mix: manufacturing and service industry definitions	44
3.4	Strengths and weakness of the 4P and 7P mixes as perceived by the respondents	45
3.5	The price-value matrix	47
3.6	Important variables and factors when choosing a university	58
3.7	A brief review of marketing higher education studies.....	69
4.1	Methodology and research design	84
4.2	Codebook for participants in qualitative interviews	87
4.3	Distribution of the universities and people who participated in the qualitative phase	89
4.4	Code book for the students' questionnaire	99
4.5	Code book for marketers' questionnaire (senior management and marketers)	103
4.6	Reliability of scales measured in the two questionnaires	110
4.7	Categories of effect size.....	112
5.1	Traditional marketing communication tools	135
5.2	Issues the students liked about their universities	151
5.3	Issues the students did not like about their universities	152
5.4	Factors that could negatively affect university image	153
5.5	Perceptions of marketing according to universities studied	156
6.1	Frequency distribution of the sample	157
6.2	Chi- Square test for each type of university	158
6.3	Frequency distribution of attendance on marketing courses for each type of university	158
6.4	Frequency distributions of university size for each type of university	159
6.5	Frequency distribution of department responsible for marketing in each type of university	159
6.6	Frequency distribution of years of experience in marketing HE for each type of university	160
6.7	Frequency distribution of marketers' academic qualifications for each type of university	161
6.8	Differences in the means rating between respondents from foreign and private universities	162
6.9	Distribution of marketing perceptions items according to level of agreement	164
6.10	Omnibus tests of model coefficients	164
6.11	Logistic regression model summary	165
6.12	Predicted classification of respondents according to regression model	165
6.13	Variables in the equation of logistic regression model	165

6.14	Mean and standard deviation of overall marketing perception by the two groups	166
6.15	Frequency distribution of marketing approaches adopted for each type of university	167
6.16	Frequency distribution of 'Re-coded' marketing approaches for each type of university	168
6.17	Mean and Standard deviation of marketing constraints for each type of university	169
6.18	Mean and standard deviation of re-coded constraints factors for each type of university	170
6.19	Frequency distribution of ranking marketing objectives for each type of university	171
6.20	Frequency distribution of factors to build university's image for each type of university ...	173
6.21	Mean and Standard deviation of factors to build image	174
6.22	Mean and standard deviation of categorized factors to enhance image for each type of University.....	175
6.23	Frequency distribution of involvement with marketing from marketers' sample	177
6.24	Frequency distributions of marketing elements for each type of university	178
6.25	Mann-Whitney test for differences in marketing perception among the two groups	180
6.26	Mean rank of marketing perception variables for the two groups	182
6.27	Mann-Whitney test for marketing perception	184
6.28	Mean rank of marketing perception for each type of university	184
6.29	Chi-Square test for marketing approaches adopted	185
6.30	Mann-Whitney test of constraints impacting on the implementation of marketing between the two groups	186
6.31	Mean ranks of constraints impeding marketing implementation for both groups	187
6.32	Mann-Whitney test of marketing objectives to focus upon between both groups	188
6.33	Mean rank of marketing objectives for both groups	188
6.34	Mann-Whitney test for differences between the two groups over factors to enhance the university's image	189
6.35	Mean rank of factors to enhance the university's image for the two groups	190
7.1	Frequency distribution of sample according to age	193
7.2	Frequency distribution of sample according to gender	194
7.3	Frequency distribution of sample according to nationality	194
7.4	Frequency distribution of sample according to type of university.....	194
7.5	Frequency distribution of sample according to subject of study	195
7.6	Frequency distribution of preferences for HE type	195
7.7	Frequency distribution of preferences for HE type according to both groups	196
7.8	Mean and standard deviation of preferences to study in a public university	197
7.9	Mean and standard deviation of preferences to study in a private university for both groups	198
7.10	Mean and standard deviation of factors dominant when choosing a university.....	200
7.11	Frequency distribution of factors dominant when choosing a university for both groups ...	201

7.12	Frequency distribution of people who were most influential in decision-making	203
7.13	Mean and standard deviation for sources used when collecting data	205
7.14	Mean and standard deviation for sources of information used by each group	206
7.15	Mean and standard deviation of satisfaction with marketing for each group	207
7.16	Mean comparison for the 7Ps between private and foreign groups	209
7.17	Mean and standard deviation for university image	209
7.18	Mean and standard deviation for university image for each group	209
7.19	Frequency distribution of answers regarding respondents' perception of their universities	210
7.20	Frequency distribution of recoded attitudes towards university perception by each group	211
7.21	Frequency distribution of advice to a friend for each group	212
7.22	Frequency distribution of issues most disliked in a university for the two groups	214
7.23	Frequency distribution of issues most liked in a university for each group	216
7.24	Mean and standard deviation of factors impacting negatively on university image by both groups	218
7.25	Mean and standard deviation of overall factors impacting negatively on university's image	219
7.26	Mean and standard deviation of factors impacting positively on university's image by both groups	219
7.27	Mean and standard deviation of overall factors impacting negatively on university's image	220
7.28	Chi-Square test of differences among groups for preferences of study	221
7.29	Correlation coefficient between the two groups regarding preferences to study at	221
7.30	Mann-Whitney test of differences in factors dominant for decision-making	222
7.31	Mean rank of dominant factors when choosing a university	224
7.32	Mann-Whitney test of sources of information to be used by each group	225
7.33	Mann-Whitney test of re-coded variables and sources of information to be used	226
7.34	Mean rank of re-coded variables and sources of information to be used.....	226
7.35	Mann-Whitney test of differences in perceptions regarding university's image	227
7.36	Mean rank of image perceived by each group	227
7.37	Mann-Whitney test of differences in image perceived by each group	227
7.38	Mean rank of image perceived by each group.....	228
7.39	Chi-Square test of description of university image by each group.....	228
7.40	Chi-Square test of re-coded variables to university description from each group	229
7.41	Mann-Whitney test of differences between the two groups towards factors that affect negatively on their university's image	229
7.42	Mean rank of factors that impact negatively on university's image for the two groups	230
7.43	Mann-Whitney test of differences between the two groups on factors that affect positively on their university's image	231
7.44	Mean rank of factors that affect positively on university image for the two groups.....	232

7.45	Mann-Whitney test of differences in satisfaction of marketing activities.....	234
7.46	Mean rank of re-coded marketing activities for the two groups.....	235
7.47	Spearman's rho test of relationship between marketing tools and image.....	236
7.48	Spearman's rho test of relationship between marketing tools and image for private and foreign universities groups	237

List of figures

1.1	Comparison between number of students in public and private universities	4
2.1	An overview of the education system in 1907.....	13
2.2	An overview of current education system	14
2.3	Number of public and private universities (1908-2010/2011)	19
3.1	The university and its publics	35
3.2	Theoretical model of literature review.....	74
4.1	Qualitative measures to develop quantitative tools	83
4.2	Categorization of factors for choosing a university	95
4.3	Categorization for marketing tools according to the 7Ps marketing mix	96
4.4	Categorization of sources of information	97
5.1	Qualitative map.....	116
6.1	Comparison between private and foreign universities of perceived importance of marketing perception	163
8.1	Study design and relationships.....	242
8.2	Conceptual model of student.....	244
8.3	Conceptual model of senior management and marketers perspective.....	251
8.4	Conceptual model of marketing in private HE in Egypt.....	253

DECLARATION OF AUTHORSHIP

I, Hesham Ramadan Eassa Hassaan

declare that the thesis entitled

Perceptions of Marketing Activities and Practices in Private Higher Education in Egypt:
The Impact of Marketing on Institutions and their Image

and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at this University;
- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
- where I have consulted the published work of others, this is always clearly attributed;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
- none of this work has been published before submission, or [delete as appropriate] parts of this work have been published as: [please list references]

Signed: Hesham Hassaan.....

Date:.....

ACKNOWLEDGEMENTS

Praise be to Allah who has guided me through this long journey and has enabled me to complete my thesis although of obstacles I faced during this period of my life.

I would like to express my truthful gratitude to the Egyptian government for giving me this opportunity to travel abroad and to discover new cultures, horizons of learning and research by sponsoring and supporting me during the period of my scholarship. Also, I would like to express my sincere gratitude to my colleagues, professors and people who gave me help, support, advice or ease my mission of collecting data and analysis during the phases of collecting data in my research. I would like to send my deepest appreciations to all participants (senior managers, marketers, administrators and students) in this research who dedicated a part of their time to participate in this study.

Very special thanks to my professor, Dr Bahaa Al Dein Saad, who have taught me how to make a research and made me love research career. You are my inspiration in both academic and personal life.

I would like to express my absolute appreciations to my Father and Mother who have supported me and encouraged me to complete my thesis. I cannot forget your favour; you were very patient to tolerate my absence for years without complaining. On the contrary, you always encourage me to go ahead in my road and only focus on my work. Also, I cannot forget my dear father-in-law and my mother-in-law who tolerated the responsibility of helping my family during my absence. Many thanks for your effort, you succeeded to make my family happy. You are always my support in this life.

Very big thanks and my deepest appreciations to my beloved wife, Manal, who has sacrificed a lot in order to enable me complete my thesis. She took the responsibility of the family during the years of my scholarship and tolerated my absence for a year. I would like to tell you that I love you, and you have played the big role in accomplishing this thesis; without your support and encouragement, I would not be able to complete my thesis.

Finally, I would like to thank my beloved children, Mohammed, Youssef and Malak for their gorgeous patience and love. Your love inspired me, gave me the patience and encouraged me to work hard in order to deserve your love.

Definitions and Abbreviations

CAQDAS	Computer-Assisted Qualitative Data Analysis
CHEMPaS	Centre for Higher Education Management and Policy at Southampton
ETEP	Engineering and Technical Education Project
HE	Higher Education
HEI	Higher Education Institution
HEIs	Higher Education Institutions
NHSE	National High School Exam
SCPU	Supreme Council of Private Universities
SCU	Supreme Council of Universities
SM	Senior Management
SPSS	Statistical Package for Social Sciences
SPU	Strategic Plan Unit
UK	United Kingdom
USA	United States of America

1. INTRODUCTION

1.1 MARKETING IN HIGHER EDUCATION

Today, marketing is as significant for educational institutions as it is for private profit-making organizations. Marketing is important in order to achieve greater success in carrying out the institutional mission, improving customer satisfaction, attracting additional resources and improving efficiency in marketing activities (Cravens and Piercy, 2006). In particular, universities, like other institutions, must serve the needs of their clients and stakeholders (Maringe, 2006). The need to understand more about the role of marketing in higher education (HE) is therefore a priority for institutional leaders and managers, and for policy makers.

According to Binsardi and Ekwulugo (2003), the basic principle of marketing is to direct all such activities together towards achieving the wants of the customer. However, in order to understand the practice of marketing activities in any organization, we need to recognize the inputs which constitute the marketing system. These inputs are called the marketing mix. The marketing mix comprises product, price, place and promotion (Goncalves, 1998). Subsequently, a fifth element was added, namely “people” (Gray, 1991; Maringe, 2006). McColl *et al.* (1998) added two further elements, which are “physical evidence” and “process” to form the seven elements of the marketing mix (Gray, 1991; Maringe, 2006).

In current circumstances, higher education institutions are trying to adopt innovative marketing strategies in response to increasing competition. Commonly, the purpose of this development is either to define or to increase market share (Koc, 2006). On the other hand, marketing may face barriers which obstruct effective implementation. These barriers include the lack of an overall marketing strategy or policy, the absence of co-ordination of efforts and activities, and the absence of any systematic application of formal procedures (Kinnell, 1989).

Success in using marketing activities effectively needs a clear understanding among those responsible for implementing the marketing strategy of the role of marketing. This is the most important factor for achieving marketing goals, especially in service organizations. This argument is demonstrated in a study by Murphy and McGarrit (1978) who found that 90% of the 300 US college administrators they surveyed, who were responsible for marketing activities, did not understand the marketing concept (Kinnell, 1989). This study was undertaken over 30 years ago, but the underlying force of the argument remains true today.

To help universities to survive in the present environment, they need to adopt a marketing strategy aimed at building a positive image for the long term, but this image is not easy to understand. For example, some marketing professionals might think that, if they are using big

advertising campaigns, this will give very quick results in terms of enhancing their image. In fact, image is not primarily formulated by mass media messages, or by large campaigns implemented by the university. On the contrary, research has shown that close personal relationships, such as friends and family who attended the university in the past, and actual experiences, have a much greater impact in forming the university image (Kazoleas *et al.*, 2001).

Although research on image has been conducted significantly in the various aspects of business administration, less research has been undertaken in the area of service-orientated organizations (Kazoleas *et al.*, 2001) such as hospitals, churches and universities. In fact, marketing literature has emphasised the role that a university can play in building a positive image, thus gaining more benefits and a better position in terms of market share. A study by Williams and Moffitt (1997) suggested that images controlled by an organization have a greater influence on the image received by the respondent (cited in Kazoleas *et al.*, 2001). From a marketing perspective, the impact of maintaining a strong and positive image is perceived to achieve the marketing goals. According to Nguyen and LeBlanc (2001), institutional image and reputation can be used to predict the future outcomes from services provided, and, perhaps, the ability to achieve customer satisfaction.

The following question needs to be considered: *to what extent can marketing activities play a role in building a positive image of the university?*

By reviewing the marketing literature, it was found that those involved in the marketing of higher education institutions should be aware of the importance of measuring their institution's position and image, and responding to increased competition, as all institutions are significantly increasing their marketing activities (Ivy, 2001), in a world using market driven mechanisms. According to Ivy (2001), image can be formed through past experience, word of mouth, and the marketing activities of the institution. As a result, those who are responsible for universities should consider the importance of delivering university policies that prioritise the attributes that have the most influence on receiver satisfaction and on the overall image of the university (Palacio *et al.*, 2002). Building university image is not an easy process, as the desired image must be feasible in terms of the university's facilities and resources (Kotler and Fox, 1995). In addition, image management of the external audiences should be integrated with studies about internal sources of corporate image which can interpret the external image (Hatch and Schultz, 1997).

1.2 STATEMENT OF THE PROBLEM

Education is a vital sector of activity in Egypt, especially since the 23rd July revolution, and is considered as a right for all Egyptian people. As a result, the Government has been concerned with establishing public schools and universities. However, the increasing number of students enrolled in higher education has also prompted consideration of the role that the private sector can play in helping the Egyptian Government to meet the continuing growth in the number of enrolled students and to enhance the quality of education offered. Bearing in mind the aspirations of the Egyptian Government to expand the higher education system, establishment of private universities was encouraged, according to legislation 101 for the year 1992 (SPU, 2010).

Private universities in Egypt are divided into two categories. The first is formed by branches of foreign universities. These are universities established in partnership with international universities and governments (e.g. American, Canadian, German, French and British universities). The second is formed by private universities, owned by Egyptian investors, such as the 6 October University (The Egyptian Cabinet, 2005).

Private universities were established to support public universities, and to give students the opportunity to choose between public universities and private universities and institutions. It was hoped that this policy would create a form of competition and reduce the pressure on public universities. Despite the dramatic increase in the number of private universities during the last ten years, as shown in Table1.1, the number of students enrolled in these universities is still low, compared with that in public universities, as shown in Figure 1.1. This situation may hinder these universities in offering high quality education and charging appropriate tuition fees, and, in financial terms, it may impede them from achieving the good profits that allow them to continue in existence (The Egyptian Cabinet, 2005).

Table 1.1: Number of public and private universities (1908 to 2007)

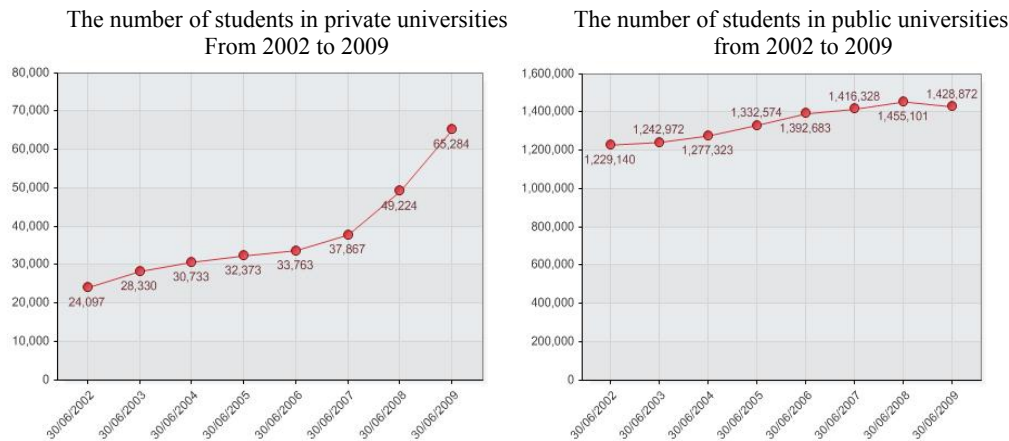
Universities years	Public Number	Private Number	Total Number
1908	1	0	1
1920	1	1	2
1981/1982	12	1	13
1991/1992	12	1	13
2001/2002	13	5	18
2004/2005	13	8	21
2005/2006	18	10	28
2006/2007	19	16	35

Source: Higher Education Ministry, September 2008.

Until recently, private universities could not prove that they were capable of competing with public universities, although they may have had the capability to do so. According to Farag (2000): *“At present, with the exception of the American University of Cairo, all private higher*

education institutions are seen as a way to sell degrees to those who can afford them” (cited in Altbach and Engberg, p.17). This, therefore, is the popular perception of private HE in Egypt.

Figure 1.1: Comparison between number of students in public and private universities



Source: Higher Education Ministry, 2009.

Against this background, therefore, it is important to consider how marketing activities in private universities can play a role in this new system, and how universities can use marketing to enhance their output, and hence their image.

1.3 PURPOSE OF THE STUDY

This study considers the perceptions of marketing activities in private HE, and the extent to which they have an impact on the image of these universities. The study has been undertaken in two stages. A conceptual model of current marketing activities and practices in private HE in Egypt is developed together with an assessment of practical issues facing private HEIs.

This research has the following objectives:

- To increase knowledge of actual marketing practices in private universities¹ in Egypt, and to obtain deeper understanding of the gap between theory and actual practice.
- To explore the perceptions and attitudes regarding the image of private universities¹ in Egypt.
- To examine the impact of marketing activities on the image of these universities.
- To propose a model for the marketing activities and practices in private HE in Egypt.
- To help private universities² to offer better services in the future, suited to students' needs and wants.

¹ Refers to both types: private and foreign universities

² Refers to both types: private and foreign universities

1.4 SIGNIFICANCE AND CONTRIBUTION OF THE RESEARCH

This study is, to the best knowledge of the author, the first ever such research undertaken on the marketing of HE in Egypt, and will therefore contribute significantly to the development of HE management in the region. In western countries, extensive research has been conducted to study marketing theory and its use in HEIs, especially since the 1980s, but this type of research is rare in developing countries, specifically in Egypt.

Accordingly, it is expected that this research can contribute effectively to obtain a better understanding of the existing gap between theory and actual practice in this area of the world. This study was conducted using a mixture of qualitative and quantitative methods, which contributed effectively to enrich the study through generating new ideas and information, and in the development of measures and scales appropriate to the nature of higher education institutions in this area of the world. It is hoped that the research could also be used in the future by researchers in other countries than the Middle East.

In addition, this study aims at contributing to theory building by developing a conceptual model of current marketing activities and practices in private higher education in Egypt, by examining the role of marketing in building university image, and by investigating the factors that enhance university image.

1.5 RESEARCH QUESTIONS AND HYPOTHESES

This study aimed to answer the following questions:

Question1: How do senior management and marketers in private and foreign universities perceive marketing in their universities?

To answer this question, a number of sub-questions and hypotheses were tested:

Q1a: How do members of senior management and marketers perceive marketing in their universities?

Hypothesis 1: that senior management and marketers in private and foreign universities differ in terms of their perceptions of marketing.

Q1b: What approaches to marketing are most commonly adopted by private and foreign universities?

Hypothesis 2: that senior management and marketers in private and foreign universities differ in terms of the marketing approach they adopt.

Q1c: What are the main challenges and constraints facing these universities in implementing effective marketing?

Hypothesis 3: that senior management and marketers in private and foreign universities differ in terms of their perceptions of the challenges faced in the implementation of marketing.

Q1d: What are the objectives for marketing to focus on in private and foreign universities?

Hypothesis 4: that senior management and marketers in private and foreign universities differ in terms of which marketing objectives to focus on.

Q1e: To what extent are marketers involved in the direction of marketing activities?

Q1f: What are the marketing elements that most contribute to the marketing mix of these universities?

Question 2: How do senior management and marketers in private and foreign universities perceive image in their universities?

To answer this question, two sub-questions and a hypothesis were tested:

Q2a: What are the factors that most contribute to building the university image?

Q2b: What are the factors that enhance and maintain the university image?

Hypothesis 5: that senior management and marketers in private and foreign universities differ in terms of the factors seen to enhance the university image.

Question 3: What factors influence the process of decision-making in choosing their university among undergraduate students in private and foreign universities?

To answer this question, a number of hypotheses were tested:

Hypothesis 6: that students in private and in foreign universities differ in terms of their preferences to study in private HE before they enrol.

Hypothesis 7: that students in private and in foreign universities differ in terms of the factors that are dominant when choosing a university.

Hypothesis 8: that students in private and in foreign universities differ in terms of the sources of information they use when choosing the university.

Question 4: To what extent are students in private and foreign universities satisfied with marketing activities offered to them in their universities?

Hypothesis 9: that students in private and in foreign universities differ in terms of their satisfaction with marketing activities practised by their universities.

Question 5: How do undergraduate students in private and foreign universities perceive the image of their universities?

To answer this question, a number of hypotheses were tested:

Hypothesis 10: that students in private and in foreign universities differ in terms of their perception of university image.

Hypothesis 11: that students in private and in foreign universities differ in terms of their descriptions of their universities.

Hypothesis 12: that students who would have preferred to study in a public university have negative perceptions towards their university's image.

Hypothesis 13: that students in private and in foreign universities differ in terms of the factors that have a negative effect on their universities' image.

Hypothesis 14: that students in private and in foreign universities differ in terms of the factors that have a positive effect on their universities' image.

Hypothesis 15: that students' satisfaction with marketing activities offered, has an influence on the image perceived.

1.6 ORGANIZATION OF THE THESIS

This thesis is presented in eight chapters as follows:

Chapter One: Introduction. The main purpose of this chapter is to give a brief view of core concepts and an indication of the construction of the study. It begins with an introduction of marketing in HE to explain the nature of research, followed by the statement of problem, the purpose and contribution of this research, the research questions and hypotheses, and finally the construction and organization of the research.

Chapter Two: Background to HE in Egypt. This chapter presents an overview of higher education, beginning with its evolution in Egypt, and passing on to the establishment of public universities and higher education institutions. Finally, we arrive at the need for the private sector

to contribute effectively to HE by establishing private universities and HE institutions. It gives us a brief idea about the problems facing this new sector and the challenges encountered in attracting new students.

Chapter Three: Literature review. In this chapter the researcher is seeking to review past and present attempts from other authors to explain the adaptation of marketing theory to the field of higher education, and how this theory can be used in such a service sector, that has a special nature and provides particular services and products. In addition, the chapter reviews models, measures and scales used in western countries in order to help develop measures to fit the nature and current stage of marketing in universities in the Middle East — a region which has a different culture and different perspectives to marketing, which need to be considered.

Chapter Four: Methodology. In this chapter, methodological aspects of the study are discussed. This includes the paradigm underlying this study, the methodology used, the research design, the qualitative and quantitative tools used to collect data and the data management process, techniques and methods used to analyse the data.

Chapter Five: Findings from the qualitative phase. This chapter presents the findings from interviews with marketers and senior management.

Chapter Six: Results of the quantitative phase regarding marketers and senior management. This chapter presents the findings found from analysing the data obtained from a survey of senior management and marketers.

Chapter Seven: Results of the quantitative phase regarding students. This chapter presents the findings from a survey of students and their replies to specific questions.

Chapter Eight: Discussion and conclusions. The final chapter is intended to discuss the results and findings presented in the previous three chapters. In addition, this chapter shows the research limitations and presents recommendations for future research in the field.

2. GENERAL BACKGROUND ABOUT HE IN EGYPT

2.1 INTRODUCTION

The world today is witnessing dramatic changes in all fields which need a quick response from corporations and organizations, whether they are public or private ones. Higher education is one of the sectors that serves society and plays an important role in economic and social development (The World Bank, 1994), so it needs radical development itself, in order to respond to these changes in social needs. Higher education in Egypt is one of the largest educational systems in the Middle East (Abdellah and Taher, 2007), but, like other countries in the area, is still unfortunately suffering from many problems.

Given the importance of higher education as a driver of economic growth and social change, it has been perceived as a public good and has been considered as a crucial investment in the future of Egypt (Hartmann, 2008). State supervision has been implemented in order to ensure a degree of shared cultural and social aspiration, and to achieve a “heterogeneous social structure” through the country (NCERD, 2004).

2.2 HISTORICAL BACKGROUND OF HIGHER EDUCATION IN EGYPT

The history of higher education in Egypt goes far back in time to the Egyptian ancient people, long before the Common Era (Selim and El Halawany, 2007). Society at that time had been concerned with education and science, and they took a significant step in human civilization by inventing writing, which had a great role in the spread of education in the early period. They preserved their civilization through language and by their cultural heritage (ESIS, 2008). The city of Oun, or as it is now called, Ain Shams, was the centre of knowledge, thought and learning in this era (Selim and El Halawany, 2007). Other centres of knowledge and science had appeared before the library of Alexandria was established (Selim and El Halawany, 2007). It can be argued that HE in Egypt is one of the oldest education systems in the world (Said, 2001).

According to the literature review, the development of HE in Egypt passed through five different and separate stages. The first was in the second millennium when the Northeast of Cairo was the centre of the higher education system (Said, 2001).

By the year 300 BC, the centre of HE in Egypt moved to Alexandria, which witnessed the construction of one of largest and most famous libraries at that time, the library of Alexandria (Said, 2001). The third phase began when Al-Azhar Mosque was established by Fatimids. In the era of the Caliph Al Aziz Billah (circa A.D.975- 265 hajjis), scholarship circles were organized inside the mosque, representing the first attempt to create university life in this era.

Therefore Al-Azhar is sometimes considered as the oldest religious university in the world still operating today (Selim and El Halawany, 2007). The main purpose of Al-Azhar was to teach the Islamic religion and Quran (Said, 2001). When established, Al-Azhar was responsible for religious education, and providing society with specialists in Arabic language and religious education. It can be considered as the first known higher education institution in Egypt (Selim and El Halawany, 2007). Al-Azhar continued to play this role for the last millennium, and also expanded to include science and humanities, as well as religious education. Now, Al-Azhar offers PhD degrees in many fields, such as medicine and engineering. In addition, students come from all over the Islamic world for religious and modern education (El-Kaffass, 1999).

Although Al-Azhar has been established for more than a thousand years, the first example of what might be seen as modern education was in the period of the Turkish ruler of Egypt, Mohammed Ali, the founder of modern Egypt from 1805 to 1848 (El-Kaffass, 1999). This was the fourth stage in the development of higher education in Egypt. It could be said that Mohammed Ali caused a revolution in education (Said, 2001). By 1816, he had changed the shape of the education system. He was motivated by the desire to build a modern Egypt (SPU, 2010), establishing public elementary schools and higher education schools that covered many fields, such as engineering, accounting and administration (SPU, 2010). In addition, he succeeded in establishing many other schools, such as language and medicine schools, all of which were connected by branches in the army to provide the state with qualified graduates who could serve in army and government offices (El-Kaffass, 1999).

Mohammed Ali established a modern system of education in 1805 based on the systems used in Europe, particularly Napoleonic France, as a general guide (ESIS, 2008). He also sent outstanding students to study abroad in Europe in order to learn modern education and science, which could serve the development of the state foremost, and, secondly, the army. The focus in this era was on technical and vocational education to provide the state with experts in these fields (El-Kaffass, 1999). Mohammed Ali established high schools in 1816, preparation schools in 1825 and primary schools in 1832 (ESIS, 2008).

Higher education continued to serve the needs of the state after the Mohammed Ali era and into the second half of the nineteenth century. After that, schools that had been established by Mohammed Ali began to close, as a result of a new policy which had been implemented by Ismail. He looked more towards the West and tried to transfer western knowledge to Egypt in many different aspects, including education (SPU, 2010). However, later, many eminent Egyptian people, who had received their education abroad through missions to Europe, called for a new system of education directed towards the mass of Egyptians. This trend prompted a new law in 1876 which enabled Kuttab (schools for teaching the Quran and religion) and the

technical schools created by Mohammed Ali to merge together and form a new entity, called “domestic schools” (SPU, 2010, p.13). At this time, the first intellectual project appeared in Egypt since the Mohammed Ali regime period. This was undertaken by Ali Mubarak in 1867 and was called “Ragab manifest”. He also established the teachers’ graduate school in 1880 to provide schools with Arabic language teachers (ESIS, 2008).

At the beginning of the twentieth century, proposals began to emerge from a group of Egyptian leaders to establish the first national Egyptian university (SPU, 2010). As a result of this pressure, the first national university in Egypt was established in 1908 (El-Kaffass, 1999). This university was established through donations and was founded as a private institution, with an emphasis on liberal arts, and supported by Khedive Abbas (SPU, 2010). The aim of the university was to encourage the pursuit of knowledge for the sake of knowledge, rather than simply providing technical training and graduate technicians. Later, in 1925, it was merged into the government system to become a public university and renamed as the Fouad al Awl University, the name of the King of Egypt at that time (Ginsburg and Megahed, 2011; Selim and El Halawany, 2007; Richards, 1992). In 1953, after the Egyptian revolution, the name was changed to Cairo University (El-Kaffass, 1999). In the same period, the first foreign university in Egypt was established in 1919 - the American University in Cairo - as a result of the efforts of a group of Americans who were interested in disseminating American culture in this area of the world (SPU, 2010).

Recently, three distinctive features in the development of higher education can be observed, the first of which followed the Egyptian revolution (23 July, 1952) and was associated with the ideals of the revolution. Within a broad view of the role of higher education, a new emphasis was placed on the democratization of education for the public and on concepts of equity and social equality. This meant the provision of equal chances for all Egyptian people, including education; it also included the reallocation of wealth from private owners to general people from the lower classes (El-Kaffass, 1999).

As a result of these changes, education at all levels has become free; all Egyptian people have the right to places in education, based on academic merit and qualifications rather than on wealth and influence (El-Kaffass, 1999). The 1950s offered many major developments. The development plan was mainly focused on education, and on higher education in particular. The main aim of HE during the first years following the revolution was to provide a new generation of leaders and officials capable of shaping the future of the country, and forming an Arabic socialist society (El-Kaffass, 1999). Thus, expansion of established higher education institutions was one of the first priorities of leaders in this era, which made them move towards establishing a university branch in each state or governorate (Ginsburg and Megahed, 2011).

After 1957, the social and economic development strategies in Egypt were linked with education (ESIS, 2008). Universities were encouraged to pursue scientific research and to support the application of research to develop society and the economy (El-Kaffass, 1999). During this period, many new public universities were established to serve the growing demand for higher education, such as Faruk 1st University (renamed Alexandria University in 1952), which was established in 1942 to serve the Mediterranean area in Egypt, Ibrahim Basha University (renamed Ain Shams University in 1954), which was established in 1950 in Cairo (El-Kaffass, 1999; Ginsburg and Megahed, 2011) and Asuit University, which was established in 1957 in upper Egypt to serve this area. Private higher education institutions were also established. Al-Azhar University began to accept female students for the first time in 1962, and branches of Cairo and Alexandria Universities were also established (El-Kaffass, 1999). During this period, the education system became fully dependent on social considerations. This central mission can be seen clearly through constitutional amendments which advocated that education should be a right for all Egyptian people. This view of social transformation through education was seen both in the dramatic increases in enrolment to higher education and in the number of university branches established (SPU, 2010).

The second feature can be noted through the era of the 1970s and 1980s as a result of policies taken by leader, Gamal Abd El-Naser (1952-1970). These policies caused a rapid expansion of the education system, especially in secondary and university education, as a result of offering education free of charge at all stages, and guaranteed government jobs for all graduates from higher education (Richards, 1992). As a result, the total enrolment in HE increased 3.5 times between 1971 and 1984. This coincided with the large emigration of academic staff to oil-exporting nations, which offered salaries more 15 times higher than they received in Egypt. This situation caused a serious erosion in the quality of the education structure (Richards, 1992). The United Nations described the situation in its Arab human development report (2003, p.56); it noted that:

“The quality of education provided in higher education institutions in Arab countries is affected by many factors, chief among which is the lack of a clear vision, and, as noted earlier, the absence of well-designed policies regulating the educational process”(UNDP, 2003, p.56).

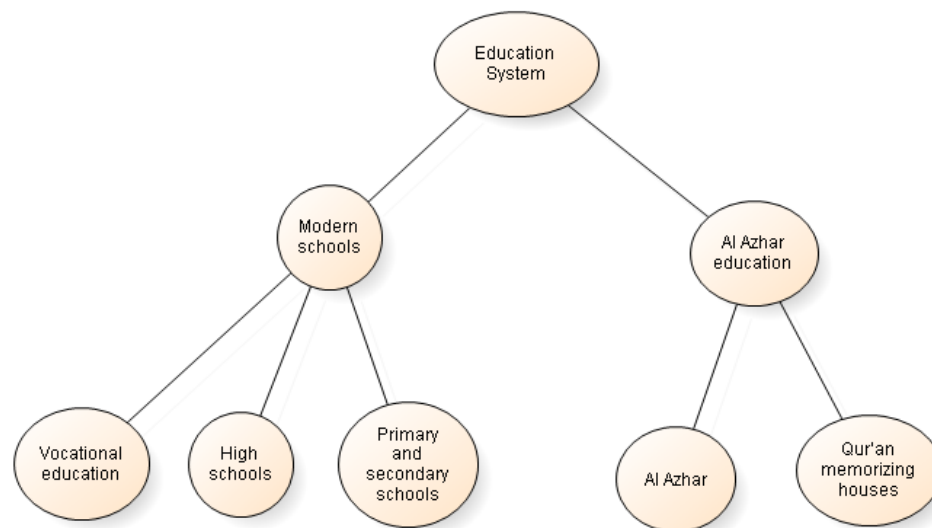
The third distinctive feature began in the 1990s, with the transformation of government policies towards higher education, giving market forces and privatization a bigger role. This resulted in the establishment of private and foreign universities according to law 101 for the year 1992 (SPU, 2010). Accordingly, four private universities were established in 1996 and five other private universities were opened in the early 2000s (SPU, 2010).

Moreover, the Government reduced its share of financing public universities to 85% of the universities' needs in 1994-1995. The remaining 15% was left to each university to manage through adopting different "revenue diversification strategies" (El Sebai, 2006, p.81). In response, public universities have been adopting many strategies to compensate for this reduction, such as charging tuition fees for programmes which are perceived to be of high quality, and charging higher tuition fees for students who are less well qualified and wish to study in some specific majors (El-Sebai, 2006).

2.3 THE SYSTEM OF HIGHER EDUCATION IN EGYPT

At the beginning of the last century, the education system in Egypt was simple, as universities were not yet established.

Figure 2.1: An overview of the education system in 1907

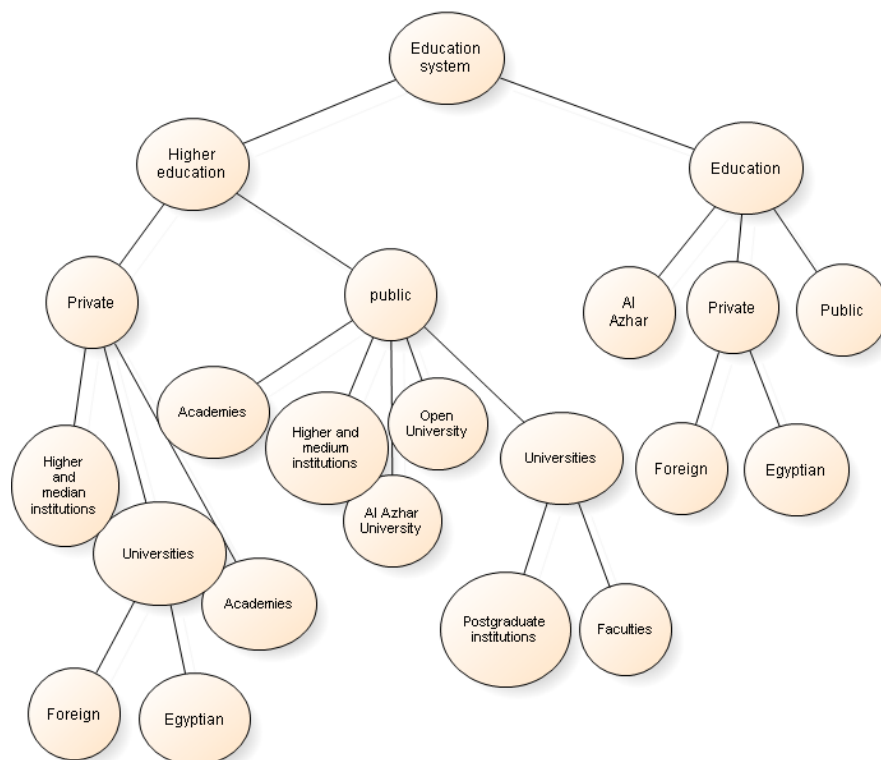


Source: The Egyptian Cabinet, Apr 2008.

If there is a real desire to improve the process of higher education in Egypt, it is necessary to look at the overall system of education (Said, 2001). HE as a system comprises inputs, processes and outputs. One of the inputs is students who are coming from secondary schools. So, the question now is what, today, comprises the system of education in Egypt, and what are the government regulations for this process? (Said, 2001)

Nowadays, the system of education has expanded to include many elements including in the HE stage. Figure 2.2 shows an overview of education in 2008:

Figure 2.2: An overview of current education system



Source: The Egyptian Cabinet, Apr 2008.

The education system in Egypt comprises two parts, the pre-university system and the higher education system (Hamdy, 2007). The pre-university system is state-sponsored and comprises three sequential stages: primary school (six years), preparatory school (three years) and secondary school (three years). The first two stages are compulsory for all students (Hamdy, 2007). The Egyptian Constitution, issued in 1923, mentions that: “*primary education is compulsory for all Egyptians, boys and girls*” (ESIS, 2008). The Egyptian constitution, issued in 1971, confirms in its 18th item the importance of education as a right for all Egyptian people; it is compulsory in primary school and the Government aims to expand this compulsory rule to all other levels. The Government controls overall education policy and issues, and guarantees the autonomy of universities and scientific research centres, which helps to link education with the needs of society, and ensures productivity (ESIS, 2008).

The primary stage begins from the age of 6 until the age of 11. After that, there are two ways for the child, either to enrol in preparatory school for three years from the age of 12 to 14, or to enrol in a vocational preparatory school, which may qualify the student to join the labour market after this stage. In 1981, the two stages, primary and preparatory, became compulsory for all students to attend (Said, 2001).

If students get a high grades in the final exams of preparatory level, they can join the general secondary schools which qualify them subsequently to enrol in university. However, if they do not achieve the required grades to enter general secondary school, they can join the other technical secondary schools (industrial, commercial, agricultural) for three or five years, which give them the opportunity to go directly into the labour market (Said, 2001). Unfortunately, the demand for graduates from these schools is very low because of the lack of resources in such schools, and the low quality of their graduates (Said, 2001).

After the year 1970, these students have had chances to enrol into the universities and public non-university institutions (technical institutions, 2 and 4 years) if they get 75% in the final exams in their secondary schools, but statistics show that only 326 students succeeded in enrolling at the university in the year 2000/2001 (Said, 2001). The process of admission is controlled by the placement bureau of the Ministry of Higher Education (El-Sebai, 2006). The majority of university students come from the general secondary schools; there are, about 1.53 million students including undergraduates and postgraduates, and full-time and part-time students, in both universities and public non-university institutions. This provides evidence that the HE enrolment ratio in Egypt is high if we compare it with countries from the same area, such as Algeria, Morocco and Tunisia (Said, 2001). Nowadays, practically all high school students (general secondary schools) are offered places in universities after graduation, but they do not necessarily get offers in the majors that they wish to study (El-Kaffass, 1999).

With regard to higher education, it is largely based around the public HE system, which consists of public universities and diverse non-university institutions. In addition, there is a private higher education system, which consists of private universities (Belal and Springuel, 2006; El Sebai, 2006). A report prepared by the centre of Information and Decision-Making Support in Egypt shows that the number of public universities was 18 in 2006/2007, including Al-Azhar University, growing to 19 in 2010/2011, excluding Al-Azhar University, while the number of private universities, including AUC University, grew from 16 for the academic year 2006/2007, to 19 in 2010/2011 (IDSC, 2012). The number of students enrolled in higher education was 2.452 million in 2009/2010, which represented a seventeen- fold increase over the number in 1965/1966 (IDSC, 2012).

The enrolment at a specific university or onto a specific course are influenced by two factors: the first is the student grade in the national high school exam (NHSE), as every university and course requires specific grades; the second is the admission arrangements and capabilities of these universities and the target number for every subject (El-Kaffass, 1999; El Sebai, 2006). For instance, if the Supreme Council of Universities decides to accept 10,000 students into medical school, they will review students' grades in the NHSE and order the level of grades to

determine the acceptable grade for acceptance to such a highly competitive school. They then determine quotas for individual medical schools in each university. If the student meets the grade, he or she will be offered a place at a university in their geographical area. They may go to medical school in another university outside their home area, if their grades are acceptable there; if not, they may be forced to choose an alternative course which will accept their grades.

2.4 PROBLEMS AND CHALLENGES FACING THE HE SYSTEM

The Egyptian Government realises that it faces real challenges regarding the higher education sector. The most important challenges are the need to substantially enhance sector governance and efficiency, increasing the degree of institutional autonomy, improving the quality and relevance of HE programmes, and keeping subject coverage at existing levels (The World Bank, 2002). Although HE in Egypt is considered to be one of the oldest and largest systems in the Middle East area, it needs more effort to improve and increase the quality of outputs from this system. It possesses the basic constituents for success, with strong human resources (professors and academic staff), research centres, wide experience in educational processes for some large educational institutions, and a good international reputation, e.g. Cairo University (Said, 2001). On the other hand, the HE system suffers from many problems such as “under-staffed” universities, a shortage of facilities and fragility of salaries, which contribute to distracting professors by encouraging them to work in more than one university to compensate for the poor income (SPU, 2010, p.14). Moreover, the universities also suffer from lack of funding, an unbalanced ratio between staff and students which reduces the quality of graduate students and distracts the staff from their research, and an inadequate infrastructure, from IT and libraries, to laboratories (Said, 2001). All these things impact negatively on the improvement of HE institutions.

Although the number of enrolments in higher education has been increasing in developing countries, financial resources are often static or declining, as a result of current economic circumstances. This affects the rate of student expenditure. Also, the quality of teaching and research has decreased, as a result of inadequate staff, poor libraries, overcrowding and insufficient equipment (Neave and Vught, 1994; UNDP, 2003).

The education process in Egypt is witnessing a real crisis, which is confirmed by many indicators, both in pre-higher education and in higher education levels. One of these indicators at the HE level is the absence of Egyptian universities from university world rankings (Al Tawella, 2007). The World Bank, in its report of a *higher education enhancement project (2002-2004)* reviews the challenges and problems that the higher education sector in Egypt is suffering from, including the sustainability of HE, given the dramatic increase in total

enrolments, the low quality and relevance of education at university level and middle technical level, and the centralisation of control by Government (The World Bank, 2002).

The dramatic growth of the higher education system is due to many factors. They are: (i) the dramatic increase among the age group eligible for university entrance; (ii) the expansion of enrolment at pre-university level; (iii) the relatively high social image of HE graduates; (iv) subsidies offered to HE students to study; and (v) HE provides graduates with the required skills for the labour market which are not available in the secondary stage of education (SPU, 2010, p.24).

The dilemma is that, with this dramatic increase in the number of students enrolled at university, public universities cannot absorb the increasing number, without causing dangerous problems that threaten the quality of higher education in Egypt. Furthermore, students in some practical schools, such as medicine and engineering, could face a shortage in some training courses because of huge numbers and low resources (El-Kaffass, 1999). Another problem that has appeared as a result of the huge number of students is the high student/staff ratio; in some schools it is necessary to give a member of staff responsibility for hundreds of students. It seems that this situation will not improve if low staff salaries and a shortage of training are still in existence (El-Kaffass, 1999). As a result of the low income for staff, some of them are trying to increase their income by making study notes for students and selling them. Unfortunately, this phenomenon has encouraged students to learn by memorising, rather than by developing critical thinking, and has thus had a negative effect on the quality of higher education outcomes (El-Kaffass, 1999).

In recent years, a series of conferences was organized to discuss education issues, such as the national conference of developing primary education in 1993, a national conference to develop preliminary education in 1994, a national conference to discuss preparing teachers in 1996 and a national conference in Alexandria to discuss the issue of free tuition fees in education in December 2004 (ESIS, 2008).

The current education system is facing a real challenge in offering more education chances, without an additional education budget. As a result, many new policies in higher education institutions have been developed to reduce the pressure of enrolment in public universities, such as the development of distance learning, which began to run new programmes in March 1991, through Cairo University (El-Kaffass, 1999). According to Said (2001, p.43), improved access to higher education is expected to result from: (a) an increase in selected public sector capacity, by using the existing resources more efficiently; (b) developing distance learning programmes; and (c) increasing the private sector capacity.

This review also examines the ability to develop new legislation to manage university activities by restructuring, so that they are more developed and can face new social challenges (Al Tawella , 2007). The Egyptian Government is concerned about education development. It can be observed that the education budget increased by 197.7% during the last ten years, which gives an indication of how important education is perceived to be (The Egyptian Cabinet, 2005).

The World Bank, in its 1994 report, suggested four key steps necessary to remedy this situation, based on their review of national experience. They are: (i) encouraging the diversification of higher education institutions, including supporting the establishment of private HE institutions; (ii) redefinition of the role that Government plays in higher education; (iii) offering a stimulus for public universities, in order to increase efficiency in the use of resources and funding; and (iv) giving a higher priority to quality and equity objectives when putting forward the relevant policies.

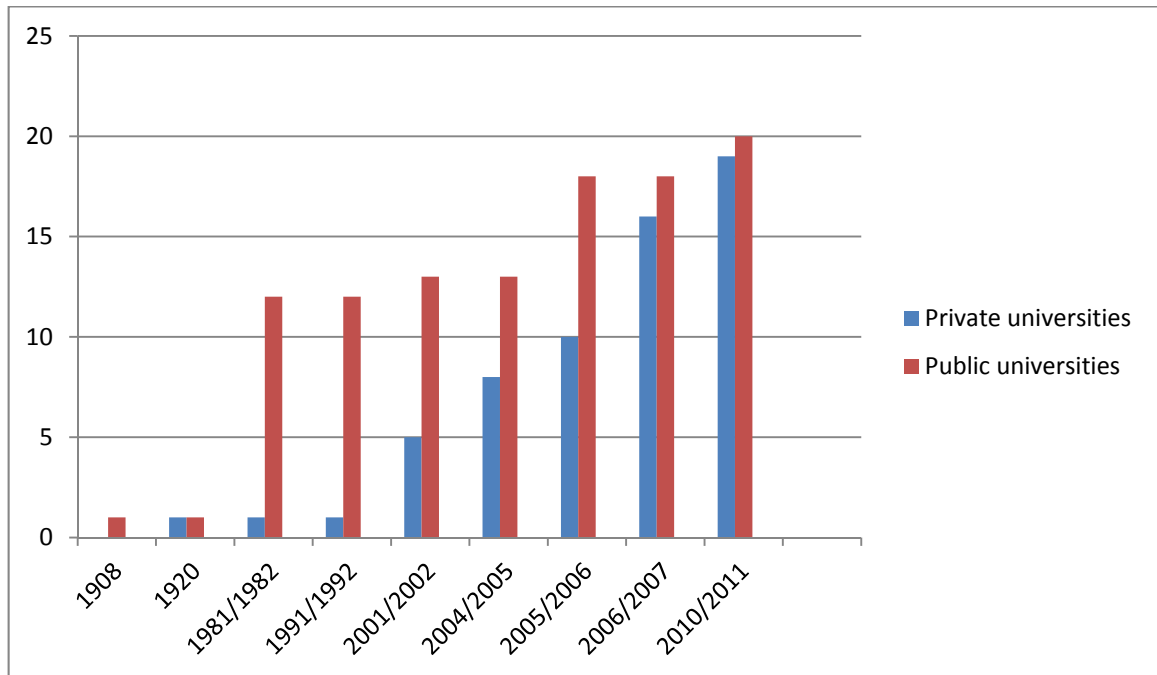
Many steps have been taken to enhance the quality of education. There is improved coordination between the Egyptian Government and the World Bank; the results of which are found in programmes implemented to enhance education in all stages: in pre-university stages, such as the primary and secondary education programmes, and the engineering and technical education project (ETEP); and a subsequent step has been taken to enhance the higher education stage by proposing an HE enhancement programme (HEEP) (Said, 2001).

2.5 THE EVOLUTION OF PRIVATE UNIVERSITIES IN EGYPT

The sector of private higher education is increasing globally and this is also the case in Egypt. According to Levy (2006), the private HE sector absorbs roughly 25-30% of total enrolments globally. This growth in the size of the private HE sector is due to the transformation that occurred as a result of changes in the structure and culture of higher education (Robertson, 2008). Many factors have contributed to changes in higher education structure, such as the expansion of enrolment numbers, searches for new sources of funding and the recruitment of fee-paying students (Robertson, 2008).

The Ministry of Higher Education has taken responsibility for supervising these institutions, establishing a new department, namely the General Department for Private Universities (Selim and El Halawany, 2007). The number of private universities increased during the first decade of this century, from only four universities in 1996, to sixteen by 2007. Figure 2.3 shows the development of the relative number of private and public universities during the period 1908 to 2010/2011.

Fig 2.3: Number of public and private universities (1908-2010/2011)



Source: developed from Ministry of Higher Education/ Information and Decision Support Centre (IDSC, 2012).

Despite the increase in the overall education budget, there is a lack of effective education outcomes, both quantitatively and in terms of quality. The reasons are: the scarcity of resources for each institution, and weaknesses within the education process in Egypt; in addition, the ratio of higher education graduates in Egypt is 30.5% of the total population in the same age category, which is relatively low, especially if compared with other countries, such as the USA (59.6%), Korean Republic (37%) and Israel (34%) (The Egyptian Cabinet, 2005). The failings of the educational process are revealed mainly in the inability of public universities to absorb the dramatic increase in the number of annual students enrolled in higher education. This factor has put a massive pressure on these public institutions, and frustrates their efforts to enhance the quality of HE (The Egyptian Cabinet, 2005). These circumstances have stimulated the trend to encourage private universities as a new source of HE, and as a means to improve the outcomes of the educational process. The less restricted environment of the private sector could be used to reduce the pressure on public education (The Egyptian Cabinet, 2005).

2.6 LEGISLATION FOR PRIVATE UNIVERSITIES IN EGYPT

Law 101 for the year 1992 was concerned with establishing private universities in Egypt (SPU, 2010). This legislation specified that all private universities in Egypt should be Egyptian

universities, and determined four important standards to guarantee some Government control of these universities (The Egyptian Cabinet, 2005). These standards are:

- The Minister of Higher Education should accept the nomination of private universities for the position of President.
- It is not allowed for non-Egyptian individuals to be recruited to leading positions in these universities unless they obtain acceptance from the Ministry of Higher Education.
- Private universities are under the control and supervision of the Supreme Council of Universities (SCU).
- The Supreme Council of Universities is responsible for supervision of the curriculum in these universities to guarantee equal qualifications between private and public universities (The Egyptian Cabinet, 2005, p.14).

In addition, the Committee of Private Higher Education was transferred to the Supreme Council of Private Universities (SCPU) in 2002, to do the same tasks that had been done by SCU (Selim and El Halawany, 2007). The Ministry of Higher Education is responsible for control of formal files and records for these private universities, and also controls the extent to which they are free to determine tuition fees and admission procedures, through representatives of the Ministry on private universities' boards (The Egyptian Cabinet, 2005). Private universities should inform students about the required fees. In addition, the Ministry controls private universities in terms of their obligation to complete their buildings and structures, and to undertake required maintenance (The Egyptian Cabinet, 2005).

A significant element within the ownership of private universities is formed by investors, such as French and British universities; others are owned by big Egyptian firms and institutions, such as the Ahrum Canadian University, which is funded by the al Ahrum institution. These private universities concentrate on major fields, such as medicine, engineering, information technology, economics and institutional administration. Some experts argue that private universities serve to weaken the concept of equal opportunities, and give rich people a distinctive education that poor people cannot access. Nowadays, some private universities have begun to give the best students in secondary schools discounts in tuition fees, in order to encourage them to enrol. These discounts vary according to their grades in the national high school examination (The Egyptian Cabinet, 2005).

On the other hand, the Egyptian Government is keen to encourage private universities by giving investors grants to assist those wishing to establish private universities. For instance they may be offered land in new cities at very low prices, or free of charge. These private universities depend on recruiting academic staff from public universities who are interested in teaching in

them because of the relatively high salaries (The Egyptian Cabinet, 2005). The partnership between the Egyptian side and the foreign side in foreign universities is also important, the percentage of participation varying from one private university to another. For example, in a British university, the percentage of the British contribution in teaching issues is supposed to reach 70%. However, in most universities, it is less than 50% (The Egyptian Cabinet, 2005).

The establishment of private higher education centres requires presidential decision, taken after acceptance by the Minister of Higher Education and Council of Ministers. The law requires that the objectives of these universities are to increase the quality of education and research, to supply the market with new specializations, to prepare experts and technicians in all fields and to encourage links between the university's objectives and the needs of society. They should also supply the laboratories with well-developed and new equipment. The private university manages its own funding, and determines its tuition fees under supervision of the Ministry of Higher Education. It can also accept grants, aids and donations which help to achieve its objectives, either from inside the country or from outside sources (The Egyptian Cabinet, 2005).

2.7 CHALLENGES FACING PRIVATE UNIVERSITIES IN EGYPT

The most important challenges which face private universities are:

- High tuition fees compared with public universities, which are in excess of the capabilities of most Egyptian families.
- Dependence on cadres and academic staff from public universities, because they do not have their own staff.
- The number of students enrolled in private universities is still low compared with public universities. This situation may hinder them from offering high quality education by charging suitable tuition fees, and economically it reduces the acquisition of decent profiles to allow them to continue (The Egyptian Cabinet, 2005).

The following can be added to these challenges:

- Increasing competition from public universities which have begun to establish new branches close to the private and foreign universities, and may be introducing language courses, charging fees to students who wish to study in English or French, for example.
- Some constraints from Government, such as increasing the taxes paid by private and foreign universities as from 2008, which may be considered as extra costs.

A report issued by the Egyptian Centre for Information and Decision-making Support (IDSC, 2004) identifies the problems which face any education system, such as problems concerning the management of education processes, the quality of education, the evaluation system, development and research, and links between education and the labour market. This report suggests that increasing the participation of the private sector in education can be seen as a tool to develop the education process, by encouraging private universities to establish practical faculties and link them to market needs (IDSC, 2004).

Some critics suggest that private higher education institutions neither play a significant role in developing the HE sector, nor contribute to research, with the exception of the American University in Cairo (SPU, 2010). However, they do have the advantage of responding efficiently and flexibly to changing demand, and in creating more educational opportunities for those who can afford it, with little or no governmental spending (The World Bank, 1994).

3. LITERATURE REVIEW

3.1 INTRODUCTION

There is a growing recognition of the role that marketing can play in higher education, but until recently there have been arguments about how far we can use marketing in our HE institutions, and apply marketing theories in implementation for this vital sector. The role of marketing in higher education should be given more attention, especially in developing countries, as it is the most important driver to lead the economies of these countries.

To obtain more focus on marketing concepts in higher education, the researcher has divided this literature review into four sections. The first is concerned with the evolution of marketing in higher education, and addresses the definition of marketing, the evolution of marketing activities and the importance of marketing in HE. The second section investigates marketing theory in higher education. It includes approaches to marketing and the main theories that explain marketing activities in the HE sector, marketing plans and the relationship with strategic planning. In addition, this section investigates the main features used in a marketing strategic plan (market research and marketing audit, market segmentation and target markets, and the marketing mix).

The third section describes positioning, image and its measurement, and their relationship with understanding the decision-making process and achieving student satisfaction. The final section gives a general overview of marketing theory in HEIs. It is concerned with determinant factors for successful marketing in the HE sector, through describing the market orientation and the importance of internal marketing and organizational structures which support the effective implementation of marketing activities in higher education. This section also looks at the marketing of HE in developing countries and the dilemma of marketing in higher education, alongside the knowledge gap in marketing theory of HE.

3.2 THE EVOLUTION OF MARKETING IN HIGHER EDUCATION

Many people believe in the importance of marketing in the business field, and in for-profit organizations, but they do not always understand its importance in higher education institutions, or recognize that these institutions have products which need to be marketed.

What encouraged this view in the past, especially on the part of the administrators and staff in HEIs, was the absence of competition between universities in recruiting students, faculty and staff, and the absence of competition from other universities for funds and resources from the Government, or from other donors, for expenditure on their activities (Gibbs and Knapp, 2002).

Recently, Higher education institutions have witnessed dramatic changes in the last few decades (Maringe and Mourad, 2012). Marketization and internationalisation were among those changes which were influenced by world globalisation (Maringe and Mourad, 2012; Susanti, 2011).

There has been a shift in the governance of HE systems throughout the world to adopt marketization policies, even in countries that have previously experienced a high level of state control (Jongbloed, 2003). The idea of market forces has been introduced strongly, and concerns have been transferred toward the consumer of higher education rather than the producer (Stachowski, 2011). In most western countries, “marketization” has been viewed as a *“compromise between privatization, academic autonomy and blatant state control in the face of the backlash against government intrusion in western socioeconomic life”* (Young, 2002, p.79).

This argument has been emphasised by international organizations such as the World Bank, International Monetary Fund and the Organization for Economic Co-operation and Development, which have adopted privatization and marketization as conditions for receiving educational loans or aids. This trend has become a worldwide phenomenon (Kwong, 2000).

Some authors believe that marketization includes applying free market practices in higher education institutions; the practices which are used in the business world. This includes elimination of courses and programmes which are not in demand, reduction of costs, offering programmes with high demand and using marketing activities and advertising to increase sales and to enhance the university’s image (Hemsley-Brown, 2011).

However, until now, there are strong arguments with regard to the relevance of applying marketing in higher education (Stachowski, 2011; Cheung *et al.*, 2010). Stachowski (2011) argued about the real existence of the free-market driven university sector. He believed that marketers around the world are facing challenges related to competing for limited recourses, attracting high quality staff and funding but the idea of free-market driven such as that found in the business sector is not applicable in the education sector even in the USA.

As a result of this shift of paradigm towards market forces, higher education institutions are facing increasing competition in attracting students and fund-raising. This phenomenon appears clearly in America, where, since the 1990s, competition between universities has increased to become a driving reality for universities and colleges across the nation. The declining enrolment rates and increasing levels of accountability for outcomes have forced universities to adopt many business practices, including marketing. Furthermore, the increasing demand for marketing activities has resulted from the growing interest in image, recruitment activities and revising curriculum (Wasmer and Bruner, 2000).

It is worth explaining that the motivation of governments to encourage market forces to enhance the quality of the higher education sector is based mainly on the assumption that students of HE are, or will become, informed consumers, and practise rationality when making decisions in their choice of courses and institutions (Hemsley-Brown and Oplatka, 2006).

Nowadays, using the words “marketing” and “customer” within university education is broadly accepted, given the changes in the higher education market to become increasingly dynamic and competitive (Koc, 2006). For instance, universities in the USA have lost about a quarter of their endowment support last year as a consequent of global economic crises (Matherly, 2012). With such changes in the circumstances of HE institutions, there is no choice other than to adopt a marketing position (Koc, 2006).

Much of the research literature on services marketing has focused on large services industries, such as banking and hotels, but now, and because of this increasing interest in the marketing of higher education, there is a need for more research into educational services, especially as institutions must now generate a big part of their revenue from students’ tuition fees (Mazzarol *et al.*, 2001).

3.2.1 THE HISTORY OF MARKETING IN HIGHER EDUCATION

The evolution of marketing in higher education has passed through four main stages: the first one, before the 1800s; the second, during the period from 1800 until 1960s; the third, from the 1960s until 1980; and the fourth, during the last three decades.

Marketing is not a new phenomenon in higher education institutions. Shanklin and Burdenski (1989) pointed out that some universities used advertising from centuries ago, including Harvard University, which has issued promotional literature since 1643. In particular, marketing activities have been found in American colleges and universities for several decades (Litten, 1980; Kotler and Fox, 1995).

By the late nineteenth century, two factors encouraged the adoption of marketing during this period. They were: increasing competition and expanding needs, and the shift of education from a public good to become a marketable service. The development of the public university, which depends financially on the taxpayer, raised further concerns for universities, especially the need to improve ways of building “popular support” for HE. As a result, the increased competition for funding and support and the expansion of needs began to push private and public colleges to establish their own marketing activities after the 1890s (McGrath, 2002, p. 3).

However, Veblen (1957) pointed out the shift of education from a public good to a marketable service. He saw universities and colleges in the USA as being evaluated on business criteria, not on educational quality or teaching outcomes. Thus, courses and programmes were required to be financially “solvent” and the need for advertising and public relations activities was increasing (Mazzarol *et al.*, 2001).

After the 1960s, marketing witnessed a further evolution, steadily shifting from being product-oriented to focus on the importance of services marketing, and after that on the importance of marketing for the not-for-profit sector; but through all these changes in paradigm, there was one factor still dominant in higher education institutions, namely the sovereignty of their customers (Naudé and Ivy, 1999). The shift of perceptions toward the importance of marketing practices applied in higher education can be observed by changes in the number of enrolled students. Mazzarol *et al.* (2001) pointed out the growing number of students in the past century. The number of university students before 1939 was less than 150,000 studying in Germany, France and the United Kingdom combined. Following the Second World War, this number grew dramatically throughout the world, but the most dramatic shift in the number of university students occurred in the period between 1960-1980, when it tripled, or even quadrupled in Europe.

In the last two decades, the higher education sector has been exposed to a variety of factors that required the adoption of marketing tactics. Among these factors were the increasing cost of learning, and the decline in the number of “college-bound freshmen” which both contributed to the decline in the number of students enrolled, and thus increased the competition to attract students to apply and fill the empty places (Quigley *et al.*, 2000, p.1). This growth in competition encouraged more HE institutions to support the trend to use at least basic marketing practices (Gyure and Arnold, 2004). Consequently, substantial literature has developed to encourage the transfer of marketing practices from other sectors to HE (Gibbs and Knapp, 2002). A study by Gyure and Arnold (2004) showed the growing concern with marketing practice. They referred to the increasing number of institutions of higher education which have a marketing director, and also suggested that well over half of colleges and universities with marketing activities now conducted market research. The focus of many of the marketing initiatives in the survey was on student recruitment and enrolment management activities.

For people in less developed countries, the limited access to higher education is still arguably a problem which encourages students to seek to study overseas (Mazzarol *et al.*, 2001). This factor emphasises the importance of international marketing of higher education.

Kotler and Fox (1995, pp.11-12) summarised the process of evolution and development of marketing in higher education institutions in six stages. Any university can be placed in any of these stages depending on its perception of the marketing concept and how important marketing is to achieve its needs. These stages are: (1) marketing is unnecessary; (2) marketing is promotion; (3) marketing is segmentation and marketing research; (4) marketing is positioning; (5) marketing is strategic planning; and (6) marketing is enrolment management. In practice, these stages also reflect the development of the need for marketing in order to meet the challenges facing these universities in terms of declining numbers of students, fund-raising and increasing competition among these universities according to the continuously changing environment. It is possible to state that, whilst developments in marketing practices are promising, they remain part of a continuous process. Marketing plans must be aspirant and “broader reaching”, but, at the same time, should be building on a clear theoretical base (Gyure and Arnold, 2004, p.80).

3.2.2 DEFINING HIGHER EDUCATION MARKETING

Newman (2002, p.148) pointed out that marketing and higher education have long been “inter-twined”, as institutions have striven to meet the needs of their constituency groups and to attract resources and students. Many academics in higher education institutions do not comfortably accept the increasing marketing orientation. This feeling is related to their perceptions of marketing as more related to “sordid commercialism”. Further, their perception of students is that they should compete for booking a place in HE institutions, rather than that these institutions should search for appropriate ways of marketing themselves to potential customers (Nicholls *et al.*, 1995, p. 35). These fears and uncomfortable perceptions of marketing come from viewing it as suitable for for-profit institutions rather than not-for-profit institutions. This can also be seen in Gray’s (1991, p.2) definition of marketing in higher education. He defined marketing in HE according to the Institute of Marketing definition as “*a management process responsible for anticipating, identifying and then satisfying consumer wants and needs with a view to making profit*”.

Binsardi and Ekwulugo (2003) pointed out the central importance of directing all marketing activities towards the customers’ needs and wants. Thus, it is appropriate to adopt Kotler and Fox’s (1995, p.6) definition of marketing in HE as:

“analysis, planning, implementing, and control of carefully formulated programs designed to bring out voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution’s offerings to meet the target markets’ needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service these markets”.

From these definitions, it is apparent that marketing in HE is a continuous and two-way direction process, with a focus on satisfying customer's needs through adopting appropriate marketing tools. This discussion also raises arguments about perceptions of marketing in developing countries. The role of marketing in universities there depends to a large extent on whether senior managers and officials in these universities perceive the marketing process as a one-way or two-way direction process. The culture of the society and its organization and objectives might play a role to determine this.

3.2.3 THE IMPORTANCE OF MARKETING

The importance of higher education derives from the fact that it represents a source to widen society's knowledge. This happens through playing its role in society represented in serving the community, implementing teaching and research role and preparing students to labour market by providing them with adequate knowledge and required skills (Ramachandran, 2010).

Among the roles that higher education plays are: offering courses and products in excellent quality to students; ensuring the accessibility of programmes by students who need them; ensuring the relevance of programmes to required criteria; and ensuring values, such as fairness, justice when conducting their parties (Maringe and Mourad, 2012).

Such as the case in for-profit organisations, non-profit organisations have realised the importance of using marketing principles to face competition; thus, they modify these principles to fit their special environment (Nagy and Berács, 2012). Marketing is taking more concerns from senior management of higher education institutions which has influenced on the distinguish positions that marketing departments have taken in organizational structures of universities (Ramachandran, 2010).

The main objective of marketing is to enhance the process of providing educational services and practices. This requires the university and college management to believe in the importance of integrating marketing as a central element in managing the university. Thus other elements of university management will be enhanced, as well as the quality of education provision (Gray, 1991). Maringe and Mourad (2012) believed that marketing in higher education has to put the values of equity and social justices for all people as the main objective to focus on. Moreover, they see marketing as responsible for creating a value for those who seek this value.

Nowadays, there are further complexities in terms of creating new levels of competition, new pricing policies, and the use of new technology, which all disturb traditional marketing tactics. As a result, higher education institutions need to be open and responsive to the changes surrounding them (Gyure and Arnold, 2004).

There are many challenges facing higher education institutions. Among these challenges are declining enrolment and cuts in funding (Kittle, 2000). In addition, marketing in higher education has been given more considerations as a result of increasing competition among universities; thus, the need for using marketing principles to improve their abilities in terms of attracting potential students, retaining current students and to build a strong brand identity (Durkin *et al.*, 2012). Administrators are now aware that even strong schools cannot afford to ignore competition (Gray, 1991). For decades, few administrators in HE acknowledged the importance of competition, although in practice every HE institution faces competition. This attitude goes back to the general belief of most educators that the majority of schools, colleges and universities are already valuable and contribute effectively. They prefer to believe that they only need to focus on their own institutions, instead of competing for students, staff and donors (Kotler and Fox, 1995). Competition, however, now exceeds the physical limit of countries. Now, the education market is open for international students, and higher educational institutions recognise that they need to market themselves in a climate of international competition (Hemsley-Brown and Oplatka, 2006).

Universities need to restructure themselves as service providers if they want to remain competitive (Gomes and Murphy, 2003). This requires HE institutions to adopt more sophisticated analysis to face this complex competition (Kotler and Fox, 1995, p.173). In particular, they now need their strategic marketing to be more competitive (Cann and George, 2004). “Uniqueness” is a primary objective for institutions working in a competitive atmosphere, and it is important for potential customers to recognise this distinctive feature as their reason for preferring this product over other products (Maringe, 2006, p.146). Given that the declining enrolments over the past few years are driving HE institutions to consider how to develop marketing strategies and programmes (Krampf and Heinlein, 1981), the importance of unique selling points becomes clear.

Unfortunately, very few colleges and universities are prepared to face this situation. Perceptions of many toward such actions are that they are “unprofessional”. Some private colleges and universities have become proficient in defining new opportunities and recruiting new students, but the large public universities have recently considered they do not have “self-images” and “marketing strategies” (Krampf and Heinlein, 1981, p.175). In the US, many colleges and universities are using comprehensive and aggressive marketing programmes to respond to the decline in enrolments and cuts in funding (Kittle, 2000).

Consequently, the value, effectiveness and potential benefits of using marketing in HE have been developed to respond to these changes. The concepts of marketing which are being used in the business world are gradually growing in the HE field for the purpose of gaining an increased

market share and competitive advantage (Hemsley-Brown and Oplatka, 2006; Nagy and Berács, 2012). Many researchers have emphasised the role that marketing can play in HE. Wasmer and Bruner (2000) pointed out the increasing trend among higher education institutions to adopt marketing orientation in response to declining enrolments and downsizing; Al-Alak (2006) suggested a link between university survival and the ability to attract and retain students for the duration of their courses; while Gyure and Arnold (2004) advised marketers to keep going in the process of educating campus communities about the importance of marketing theories and practice.

The mission for marketers in HE is not easy, as it can be viewed as falling between services and manufacturing areas, and it therefore needs a complex strategic role for marketing (Conway *et al.*, 1994). Institutions which grasp marketing principles are able to achieve their objectives more easily and effectively than others (Kotler and Fox, 1995).

With regard to marketing HE in developing countries, and, more specifically, Egypt, applying marketing principles tends to be more complex if we consider the society, culture and recent establishment of private universities³ here.

Higher education institutions need to tailor their offers according to actual market needs -a challenge in itself- and to subsequently communicate this offer to potential students (Nicholls *et al.*, 1995). The marketing strategy is a much greater commitment than simply using advertising and selling activities (Gray, 1991). According to Kotler and Fox (1995, p.26), marketing practice should be implemented in educational institutions, as well as in for-profit institutions, but they need to manage exchanges in an effective and efficient manner. Marketing can offer four benefits for institutions: greater success in achieving the institution's mission, enhancing satisfaction of the stakeholders and markets, better attraction of marketing resources, and enhancing the efficiency in marketing activities.

The behaviour of universities when dealing with marketing and markets differs according to their maturity in the education market. For instance, universities which have a long history are directing their activities toward enhancing student's experiences and quality issues. In other words, they employ their marketing units to 'educate the market', to understand their needs and shortages and to play the role of preparing students to search for HE products that fit them rather than accepting what are promoted by university. On the other hand, less matured universities might fall in the dilemma of using inappropriate models from the business sector. They lack realistic view of market and target; thus, their main marketing object is to sell what

³ Refers to both types of university private and foreign

they produce without any discrimination to market circumstances through using their marketing units and traditional marketing tools (Ramachandran, 2010, p.553).

Indeed, the role of marketing has grown, not only because of changes that have happened in the education market, such as increased competition, fund-raising and enrolment cuts, as mentioned earlier, but also because of the role it can play in enhancing the quality provision.

The literature on how educational institutions might approach marketing and measure quality has increased, and describes the perceptions of students and higher education institutions towards quality (Mazzarol *et al.*, 2001). Al-Alak (2006) mentioned that providing excellent services, which achieve or exceed the students' expectations, can lead to a competitive advantage, can enhance an institution's image and can increase student loyalty. Thus, making students satisfied, and building a student's trust in the service provider's behaviour are the most important objectives for university administrators. The role of marketing is to deliver services and products to targeted students, to build a bridge of communication between the universities and their customers, and thereby to achieve a higher level of customer satisfaction. This description of the role of marketing is particularly appropriate for private universities⁴ in Egypt, because of their recent establishment. They need to adopt marketing perspectives based on satisfying their students' needs in order to build their image.

3.3 HIGHER EDUCATION MARKETING THEORY

The literature on marketing in higher education has been informed by the application of marketing concepts and basics from other areas, including service and business marketing.

Many researchers argue about the best marketing approach for higher education. In general, it can be observed that marketing in HE obtains its concepts and ideas, and consequently the approaches adopted, from three areas, namely business (products), services and customer orientation.

A study by Hemsley-Brown and Oplatka (2006) confirmed this point. They indicated that several areas of research in marketing of higher education appeared to reflect the features of industrial or commercial business and services marketing, rather than the features and the particular processes of HE institutions.

In this section, the marketing concept will be discussed through marketing approaches in HE, marketing plans and university strategic plans.

⁴ refers to private and foreign universities

3.3.1 MARKETING APPROACHES IN HIGHER EDUCATION

Authors suggest that many approaches can be used in higher education, and that these approaches reflect the several specialist areas that have influenced marketing in this area.

This perspective has been adopted by Conway *et al.* (1994, p.31), who proposed a classification of literature in the marketing of higher education, and identified the following three categories: product marketing, services marketing, and higher education customers.

The researcher will give further detailed description of these three perspectives, as they describe the situation of higher education and reflect the approaches and perceptions towards marketing objectives within universities.

3.3.1.1 Product Marketing Approaches

A significant part of the literature focuses on the applications of product marketing (Conway *et al.*, 1994). In this perspective, the focus is on the product itself; a university can achieve strategic advantages by developing the diversity of product mix.

The type of approach that relies on product marketing focuses on perceiving students as the customers and their courses as the product. There is only one exchange process that happens in higher education: this exchange process involves the production of a service rather than a product (Conway *et al.*, 1994). Conversely, Levitt (1968) argues against the idea of adopting a product-centred perspective, because he strongly supports a marketing-centred perspective. He further suggests that even businesses must be driven by focusing on customer-satisfaction processes (Binsardi and Ekwulugo, 2003).

3.3.1.2 Approaches to services marketing

Nicholls *et al.* (1995) argued against the product approach, when they stated that higher education is not a product, but a service, and that the marketing of services is sufficiently different from the marketing of products to justify a different explanation. Many researchers, such as Brooks and Hammons (1993) proposed that HE should be recognized as a service; thus it should be marketed according to the principles of the services marketing.

This trend increased in the late 1990s, as higher education began to be associated with the definition of services marketing. The recognition that HE was one of the service industries reflected the view of some researchers in the field who were anxious to ensure that it was considered as a service sector business (Hemsley-Brown and Oplatka, 2006). Kotler and Andreasen (1987, p.429) defines “service” as “*any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything*”. HE

comprises all the characteristics which distinguish a service industry, such as intangibility, heterogeneity, no separation from the point of delivery, variability, perishability and customer participation in the process (Kotler and Andreasen, 1987; Canterbury, 2000; Durvasula *et al.*, 2011), with basically focus on ‘people-based performance’ where student is the core of production and consumption process (Durvasula *et al.*, 2011).

This fact was demonstrated by Gray (1991), who saw distinctive features which distinguish education as a service, including the high involvement of its customers (students) in the educational process, and the classification of its customers into groups who stay together for a long period during the service delivery. Edgett and Parkinson (1993) pointed out that this high involvement cause difficulties in terms of monitoring and controlling high standard of quality. To understand what service quality means for students is not an easy mission because a service concept in higher education represents an abstract attributes that put a challenge to assess (Durvasula *et al.*, 2011).

Mazzarol *et al.* (2001) believe that classifying education as a marketable service is an important starting point for analysis, as it remains a service that is due the same treatment as any other in terms of marketing theory.

Despite this support for marketing services theory in higher education, authors still have arguments about transferring the concepts of service marketing into HE. The similarities between HE and other services may not be sufficient to allow every service marketing method to transfer easily to higher education (Canterbury, 2000). It is important to bear in mind that services also differ in terms of the extent to which they are “people-based” or “equipment-based” (Nicholls *et al.*, 1995, p.32). Canterbury (2000) stated that now is the time for practitioners and theoreticians to look at how the markets of higher education can differ, rather than continuing to look for similarities with other applications of services marketing. In this case, it is appropriate to know if these differences between HE services and other services are enough to conclude that HE markets require adjustments in their marketing practices. Canterbury (2000, p.16) proposed seven market or product differences between universities and other services. He believed that at least five of them were used in every college and university attempting to attract students from high school. However, it is their interplay that makes the application of advice from other fields within higher education very difficult and complex. These differences are: that college choice is a “unique decision”, colleges may have the influence of “total institutions”, issues of human development constrain this process, the importance of college choice discourages open mindedness, colleges seem to question their “customers” competence to choose wisely, family life is irretrievably altered by this choice process, and what “buyers” are actually choosing is not clear.

3.3.1.3 The approaches to customers of higher education

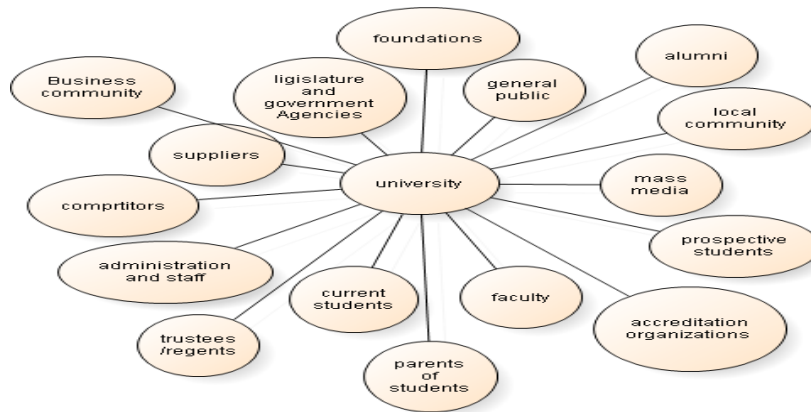
Kotler and Fox (1995) believe that focusing on customer satisfaction and customer value is a good starting point to becoming more effective in management. The first step in enhancing quality and satisfaction is gathering and analysing the customers' complaints and suggestions, especially in terms of narrowing the gap between what a university is doing currently and what it aims to achieve in the next step (Kotler and Fox, 1995). It is very important to consider in this approach the nature of the relationships between higher education institutions and their constituents which are based on two-way, rather than one-way communications.

Authors who adopt this perspective are mainly concerned with determining the customers of HE and how to satisfy them. Identifying the customer is a central issue for successful marketing; hence, it raises the dilemma facing the higher education sector with regard to defining its customer (Ramachandran, 2010). Are they the students? Can we consider alumni, donors, employers and sponsors of students as customers of higher education?

These arguments about who are the customers of HE and the nature of products offered, make higher education a unique case, and thus marketing it is not so easy. For instance, Belohlav (1984, p.407) distinguished between two views: the traditional one, in which HE institutions see students as the 'final consumer', and an alternative one, which views the government and business sectors as the eventual customers. In this latter case, education can be considered as 'value-added' and students are the 'final product'.

On the other hand, the literature on market orientation gives more attention to external stakeholders, such as customers and competitors (Binsardi and Ekwulugo, 2003). Halal (1996) suggested a stakeholder model of the corporation, based on the idea of looking to the corporation as a socio-economic system, consisting of many parties who have equal importance. They are: employees, customers, suppliers, the public and its government representatives, and investors. Each party has equal obligations, as well as rights, toward the corporation (cited in Binsardi and Ekwulugo, 2003, p.320). Kotler and Fox (1995) use the definition of "public" to determine the customers of the university, whom they argue should be given more attention by the university. They are persons or groups who have an actual or potential interest in the services the university provides. There are 16 major groups or groups of individuals, as shown in Figure 3.1:

Figure 3.1: The university and its public



Source: Kotler and Fox (1995, p.20).

However, again, the unique relationship between the university and certain stakeholders makes marketing of higher education a distinctive case (Conway *et al.*, 1994).

According to the previous discussion, it can be observed that approaches adopted by HE institutions can be categorized into three main areas: product, services, and customer or marketing areas. This classification of marketing in HE reflects clearly the evolution of marketing theory in HEIs, from adopting the product orientation to becoming marketing and customer-oriented. Some authors suggest other explanations of marketing approaches adopted by HEIs to explore the nature of marketing function in these institutions. These appear to be similar in their essential nature, but take different names and forms.

Kotler and Fox, for instance (1995) suggest three approaches that universities can adopt in order to respond to increasing competition. The selling approach, the hard sell and the marketing approach. The selling approach concentrates on ways to sell the university and its programmes. In the hard sell approach, universities and colleges take a further step upfront by applying heavy media advertising to increase the number of applicants applying to them. The marketing approach requires the university to conduct market research to identify its customers' needs and desires, and to try to satisfy these needs according to its resources. In practice, the university uses a blend of marketing mix to achieve this objective (Kotler and Fox, 1995).

Cann and George (2004, p.7) classified marketing approaches based on a series of philosophies that businesses have adopted. They defined marketing approaches in terms of five concepts:

- Production Concept: based on the assumption that good products will sell themselves; products that are affordable and widely available are mass-produced.

- Sales Concept: based on the idea that universities want to sell what they make and, therefore, that customers must be found to purchase unsold products.
- Marketing Concept: marketing is placed at the beginning of the production process; an integrated perspective is emphasized and the whole university focuses on consumer needs.
- Strategic Marketing Concept: based on the focus on consumer needs and on the reality that a university must maintain a sustainable competitive advantage in order to be successful.
- Relational Concept: also based on customer focus, but advocates building and maintaining value-added relationships with customers and suppliers. In fact, there is increasing pressure to apply relationship marketing in higher education, as a way to ensure and preserve the positive image of the institution, attract and retain students, and build a strong relationship with university public. To implement this approach, relationships require interaction between at least two parties, who, in services marketing, are the customer and the service provider (Evert, 1994).

The five marketing approaches described above reflect the situation of educational institutions in terms of how far they adopt the marketing concept. For the first two approaches, the university is product-oriented, as it mainly focuses on the quality of its products, and this can guarantee a high level of enrolled students. By contrast, the other three approaches reflect the market, and are customer-oriented. The university is looking here for what their customers need, and trying to offer products and services which fit these needs. Any university can stand by one of these five approaches, depending on whether it is product-oriented or market-oriented (Cann and George, 2004).

With regard to developing countries, there is little research concerned with investigating approaches adopted by universities in these countries. The marketing HE theory in developed countries took a long time to reach its current stage, so, it is to be expected that many universities in developing countries are still at the stage of applying the traditional marketing approach.

3.3.2 THE MARKETING PLAN AND THE UNIVERSITY STRATEGIC PLAN

Marketing has become a requirement for many HE institutions searching for success in a competitive market. This fact emphasises the importance of the role and position of the marketing plan within the overall university strategic plan. Thus, it is appropriate to consider how the marketing plan related to the university strategic plan.

Given the nature of HE institutions, as represented in their organizational structure, the variety of constituencies whom they should address, and the values and cultures of institutions, the

processes of decision-taking are complicated (Nicholls *et al.*, 1995). Thus they have a need to do more than simply practise the traditional activities of marketing. The concept of strategic marketing is not just about using promotional activities or advertising to attract new students or fund-raising for the university (Cann and George, 2004). Rather, strategic marketing is part of a planning process and an institutional philosophy (Gyure and Arnold, 2004).

It is very important for educational institutions, especially those seeking fee-paying students, to determine successful strategies which enable them to gain advantage over other competitors (Mazzarol *et al.*, 2001). Gray (1991, p.33) adds that “*an effective marketing strategy should seek to influence the social as well as the educational encounters at school or college*”.

A marketing plan requires an understanding of the structure and composition of the potential market for HE institutions to achieve rationality. The results of this understanding allow for the following steps: splitting the potential market into defined segments, determining the segments which offer the best chances to succeed in the light of the current and potential capabilities of the institution, and introducing what the institution has to offer in a way that gives it a clear distinction from other competitors within the same target segments (Decker and Sokurienko, 2000, p.59).

Menon *et al.* (1999, p.21) mentioned seven competencies that comprise marketing strategy. These are: situational analysis; comprehensiveness; emphasis on marketing assets and capabilities; cross-functional integration; communications quality; consensus commitment; and resource commitment. Kotler and Fox (1995) proposed certain steps when developing a marketing strategy. These included analysis of the internal and external environments to determine the marketing opportunities that can be used, and which can be adapted within the limitations of the university resources. They suggested that issues such as market segmentation, targeting and positioning, and selected consumer demographics, must be considered, in order to devise clear marketing objectives within the marketing strategy (Hsuan-Fu and Chia-Chi, 2008).

Similarly, Sarvary and Elberse (1995) suggested three essential methods to be used for the design of a successful marketing strategy, after a market environment analysis, namely: (1) market segmentation, (2) target market selection, and (3) product positioning (Hsuan-Fu and Chia-Chi, 2008, p.329). Sands and Smith (2000) emphasised the importance of four fundamental ‘Ps’ in marketing planning — programme, price, place and promotion. Meanwhile, Gray (1991) suggested a framework for a marketing plan, as shown in Table 3.1:

Table 3.1: Framework for a marketing plan

1-	executive summary and action sheet
2-	situational analysis: a. Internal profile. b. External profile. c. Recourse audit. d. Current strategies. Emphasizing :(a) key threats and opportunities, (b)market segmentation and (c) course and other services portfolio and life cycles.
3-	Objectives and targets: • Mission statement • Agreed/projected future routes and destinations • Objectives for selected market segments.
4-	Marketing strategies: • Target markets: trends, segment characteristics • Marketing mix :product, place, price, promotion , people • Resource implications, including income or surpluses, income targets, staffing requirements. • Organizational implications, including responsibilities, deadlines and delivery structures.
5-	Action programmes: • Tactics - What is to be done? - By whom, and-responsible to whom? - By when? - Using what resources? - including staff and budgets - What promotional materials/campaigns • Evaluation and review - Performance indicators - Marketing research facilities and related resources - Tactics for steering action programmes, including contingency plans.

Source: Gray (1991, p.45)

From this brief review of the marketing plan in HE, it can be seen that there are many aspects to be taken into consideration when designing a marketing plan, such as the nature of the product that the education institutions offer.

The dilemma is that marketing within the planning process requires special skills in administrators who may be specialized in managing day-to-day operations, but do not have the required skills for planning (Kotler and Fox, 1995). Gray (1991) emphasises the importance of having an intensive portfolio of skills in those who are responsible for marketing in higher education institutions. These skills should comprise: a knowledge of techniques used in marketing research; recognition of the different perceptions of education services among the general public; skills concerning planning and promotional activities; analytical skills which take political issues into consideration; the ability to spread the marketing concept through the institution, and to motivate other colleagues to adopt this trend; and, finally, judgements and insights of sufficient quality to see marketing as both a philosophy and a management function

throughout the institution. It should be mentioned that there is a link between the ability to apply a marketing plan and the availability of qualified marketing staff. This might raise questions regarding the extent to which universities in developing countries, and, more specifically, Egypt, have qualified marketing staff to apply a university's marketing strategies.

The advantage of having a formal marketing plan is that it can summarise the information and analysis behind the suggested strategy, and determine the ways in which the strategy will be implemented (Kotler and Fox, 1995). Moreover, the secret behind maximizing the effectiveness of marketing in an institution is to perceive it as a planning process, and to adopt it as the institutional philosophy (Gyure and Arnold, 2004). Kotler and Fox (1995) advocated the recognition of the need for planning as only the first step in a long and complex process.

With regards to strategic planning, universities are now facing many challenges, and therefore they need to adopt a strategic plan in order to survive and thrive. The dilemma, however, is that creating and implementing a strategic plan in higher education institutions is not an easy undertaking, as Kotler and Murphy (1981) commented. They argued that most higher education institutions may be good at the operational level, but that when they come to set up a strategic plan, they face many problems. They are concerned more with "doing things right" rather than "doing the right things". Kotler and Murphy (1981, p.471) perceived the planning of higher education to be on three levels: (1) budgeting and scheduling, (2) short-range planning, e.g. recruitment, programme modifications, and (3) long-range planning.

Kotler and Fox (1995, p.95) defined strategic planning as:

"the process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities. It relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation".

They argued that an effective institution needs to design an acceptable, clear and suitable planning structure, acceptable for those who will implement it, clear to those who will review and approve it, and suitable for matching the institution's needs. Gray (1991) suggested a model of institutional planning as shown in Table 3.2:

Table 3.2: Basic elements of an institutional plan for an organizational institution

-
- 1- Mission statement and objectives: what the institution is trying to do and where it is going
 - 2- Situational analysis: statements of the current situation, spelling out the current strengths and weaknesses of the institution internally, and the opportunities and threats externally, together with the extent to which the institution is achieving its agreed objectives.
 - 3- Planning elements:
 - Resources: annual budget-income and expenditure forecasts related to the previous year; premises plan; capital expenditure programme.
 - Curriculum: plans for reviewing current course provision; and implementing and supporting new courses.
 - Staff deployment and training: staffing plan, including deployment, succession and other personnel management elements; staff development and training plan.
 - Marketing: marketing plan with objectives, SOWT analysis, marketing mix and strategies.
 - 4- Management and organization: management responsibilities/deployment and changes; operation of planning system; internal structures and their links with other organizations (including business and community); organizational structures.
 - 5- Monitoring and evaluation: financial controls; performance indicators and their uses; reporting procedures to governing body and externally (including LEA/DES where appropriate); teacher appraisal and student assessment system; staff and student (and employers/parents where appropriate) evaluation procedures.
-

Source: Gray (1991, p.43)

Although there are similarities between higher education institutions and for-profit businesses at the operational level, there are fundamental differences that should be taken into consideration when developing a strategic plan (Cann and George, 2004).

The question is how far the marketing strategy and the strategic plan should be integrated?

According to Binsardi and Ekwulugo (2003), higher education institutions are now approaching marketing within their strategic thinking. Marketing plan, according to scholars who follow Kotler and Fox (1995) though, is perceived as a way to meet the needs and expectations of potential students; taken in to account the uncertainty and changeable structure of demand and financial pressures (Liu, 1998). To succeed in implementing a good marketing plan, it should be a part of the overall university strategy (Nicholls *et al.*, 1995). Sands and Smith (2000, p.47) emphasised the similarity between the marketing plan and the strategic plan when they stated that:

“Marketing communications planning and strategic planning, properly executed, are nearly identical and, most certainly, complementary processes. Both begin with extensive scans of the environment to determine the demands being placed on the organization..... Both also are driven by the mission, values and tradition of the organization as well as an understanding of its aspirations for the future”.

Although there are similarities between strategic marketing and strategic planning, they differ in terms of “*what is emphasized and detailed in the reports and communications tools summarizing their results*” (Sands and Smith, 2000, p.48). The strategic plan focuses more on

how and why an organization's resources will be reallocated according to different programmes and services priorities, while the marketing plan is concerned more with how to convey the new benefits to the main constituencies, rather than how programmes and services' priorities will change, to enhance the organization image, reputation and resources available (Sands and Smith, 2000).

From this review of marketing strategy, it can be concluded that the marketing strategic plan is a continuous process that requires a higher education institution to study its internal and external environment alongside the university's resources and capabilities in order to determine market segments, target markets and its positioning. In addition, it is necessary to design the appropriate mixture of marketing elements to achieve the institutional objectives. Accordingly, marketing research and audit, segmentation and targeting and the marketing mix are shown to play a crucial role in forming and implementing the marketing strategy.

3.3.2.1 Marketing research and marketing audit

The first step of building and implementing a strategic marketing plan is to conduct market research and marketing audit. It is appropriate to identify the meaning of "market research" and "marketing audit". Gray (1991, p.54) defines the marketing audit as "*the process of organizing and examining existing information*". However, sometimes, the institution needs information about specific marketing problems; in this case, it needs to be seen as marketing research. Marketing research is "*the systematic design, collection, and reporting of data and findings relevant to a specific marketing situation or problem facing the institution*" (Kotler and Fox, 1995, p.76).

Market research has been gradually increasing in higher education institutions. It has begun to be adopted by university graduate management programmes to specify the needs of current and potential students, thus adapting their courses to match these needs (Mazzarol *et al.*, 2001). There is growing importance in the role of marketing analysis in enabling the university to find ways to differentiate itself from other competitors in terms of its services and what it has to offer (Gray, 1991). Most universities do not know how their customers perceive the services they offer. For this, they need to build a strong information database derived from marketing research. Both internal and external research is needed to gather the information required for improving the service provided (Krampf and Heinlein, 1981; Cann and George, 2004). Cheung *et al.* (2010) suggested to collect data directly from market if it could help to inform the decisions.

In order to develop a strategy aimed at gaining a competitive advantage, Cann and George (2004) stated that higher education institutions need to scan the external environment to identify

opportunities and threats. In addition, they must scan the internal environment to identify their strengths and weaknesses. Furthermore, Binsardi and Ekwulugo (2003) suggested two dimensions to assess threats found in the environment. These are: how dangerous a threat is, and what the effect will be on the university if it happened; and the likelihood of it happening. It has been argued that gathering, dissemination and implementation of information collected from internal and external environments are essential to develop a successful marketing strategy (Cann and George, 2004). Gray (1991) advocated using a SWOT analysis as a simple framework for collecting and analyzing market data. Information is required on the following: the market outside the institution; the extent to which current provision is taken up; the capabilities of the institution to deliver new and current services; and the perceptions of previous and current students about the services offered and how far they are satisfied with them.

Moreover, in order for universities to succeed, they should move effectively between the internal resources and the external opportunities found in the environment, without ignoring any clear threats (Binsardi and Ekwulugo, 2003). In addition, adopting a market-oriented approach can help HE institutions to build an integrated marketing intelligence system to monitor customers, competitors, and other external environments (Cann and George, 2004). There are many factors necessary to benefit effectively from market research, such as data collection, human factors and marketing analysis techniques. Concerning data, it should be accurate, comprehensive and recently updated; human factors reflect the marketing concerns with the internal culture of customer orientation in a university; and marketing analysis techniques should take into consideration the qualitative and quantitative situational analysis capabilities of marketing (Cann and George, 2004).

It is important that market research is a continuous process. The university needs to continue to assess itself in order to respond to the challenges and changes which might arise in the surrounding environment (Rossum and Baum, 2001). Ivy (2001) believes that market research is important to build on the university's position and to introduce its image to the general public effectively (Hemsley-Brown and Oplatka, 2006).

3.3.2.2 Market segmentation and the target market

Market segmentation and the target market are two processes for selecting the targeted customers towards whom the marketing efforts of a university will be directed. They are integrated, which means in practice selecting the target market needs first before the process of segmenting the market. According to Kotler and Fox (1995), there are three approaches to segmentation. The first way is mass marketing. In this approach a university targets all potential

students by offering a curriculum and convincing them that it is the best. The second way is programme-differentiated marketing, offering two or more programmes and letting the students choose the one which fits their needs. The third way is target marketing, which identifies a small number of customers as a specific target group to focus upon.

Market segmentation is concerned with dividing the potential customers into groups according to their similarity in needs and purchasing trends (Hsuan-Fu and Chia-Chi, 2008). Cheung *et al.* (2010) referred to segmentation of the market based on benefit segmentation, demographic segmentation and lifestyle segmentation. It is noteworthy that there are several methods that can be used in segmentation, but cluster analysis is the most appropriate tool to be used in segmenting markets (Hsuan-Fu and Chia-Chi, 2008).

As mentioned earlier, the target market process and the market segmentation process are integrated and complementary; we cannot separate them. The target market process comes after market segmentation, in order to select one or more of the segments determined earlier (Hsuan-Fu and Chia-Chi, 2008). In particular, there are three types of target market selection, namely “mass marketing”, “targeted marketing”, and “niche marketing” (Hsuan-Fu and Chia-Chi, 2008, p.330). Mass marketing is used when the characteristics of potential customers are similar. This method saves production and promotion costs, but it may put the university at a disadvantage compared with other competing universities who concentrate on specific groups. Targeted marketing, on the other hand, segments the market into groups and is used when the characteristics of customers are dissimilar, or they have different needs; in this case, the university could adopt different marketing mixes to match the needs of every group separately. Niche marketing is focused more on a smaller number of customers and is used in universities that may have specialized products and services (Hsuan-Fu and Chia-Chi, 2008).

3.3.2.3 Marketing mix

The term “marketing mix” was used for the first time by Borden (1965) who derived this idea from Culliton (1948), and McCarthy (1964) of the marketing mix, or what is generally known today as the ‘4Ps’ (Goi, 2009; Gray, 1991). McCarthy (1964) suggested a marketing mix based on the 4Ps as a means of transferring a marketing plan into practice (Goi, 2009).

Before addressing the marketing mix, there are three distinct concepts that should be considered. The first is related to the general trend for educational institutions not only to focus on producing a good product or service, but also to consider the market and its customers’ needs when developing products and services. The second relates to the perception of marketing as being concerned with more than selling the products. The third is to consider each of the marketing mix elements in the blend as important in achieving a successful marketing strategy

(Gray, 1991). The blend of the marketing mix is the classic structure which enables an institution to turn available information and ideas into proposals for implementing the plan (Gray, 1991).

Bruner (1988) discusses the appropriateness of using direct application of the '4Ps' in higher education. He states that the environment, the marketing and marketing mix applications have changed, while the '4Ps' concept remained the same. Thus, it became less fit to meet new and changeable variables. Cowell (1982) suggested two additional 'Ps' to distinguish between marketing a service and marketing a product; they were: 'people and process'. He added people, because of their importance in playing dual role as performers and sellers of the service, and process, to reflect the importance of the service delivery to form the perception of customer to satisfaction. Later on, physical evidence was added (Gray, 1991). The seven concepts are summarized in Table 3.3 below.

Table 3.3: The marketing mix: manufacturing and service industry definitions

Product	the goods or services being offered to the market
Place	the location and accessibility of the good/services
Price	the recourses needed by customers to obtain the goods/services
Promotion	the activities communicating the benefits of the good/services to potential customers
And, for services industries:	
People	those involved in selling and performing the service, and the interaction with customers receiving the service
Cowell (1984) has identified two further elements in the mix:	
Process	the organizational system by which delivery is organized
Physical evidence	the environment in which the service is delivered and the goods which enable the service to be provided

Source: Gray (1991, p.31).

The marketing mix for education institutions includes 7 'Ps': programmes, price, place (location and delivery systems), promotion (including advertising, public relations, personal contact, and other activities), process, physical facilities, and people (Gray, 1991; Kotler and Fox, 1995; Maringe, 2006). Rafiq and Ahmed (1995) made a comparison between the use of 4P and 7P mixes, as shown in Table 3.4:

Table 3.4: Strengths and weakness of the 4P and 7P mixes as perceived by the respondents

	7Ps	4Ps
Strengths	More comprehensive More detailed More refined Broader perspective Includes participants/ people and process It is a model Standardization Signals marketing theory	Simplicity and ease of understanding Easy to memorize Good pedagogic tool, especially for introductory marketing Parsimony Useful conceptual framework Ability to adapt to various problems
Weaknesses	More complicated Extra elements can be incorporated into 4Ps Controllability of the three new elements	Too simple, not broad enough Lacking people, participants and process Physical evidence Relationship marketing Service Lack of connection/integration between variables Static nature of 4Ps

Source: Adopted from (Rafiq and Ahmed, 1995, p.13)

Maringe (2006) raises the importance of considering marketing elements as integrated and overlapping. This requires the use of the optimal blending, which allows the institution to achieve competitive advantage. He concluded that the proportion of every element in the marketing mix varies according to many factors, such as: the competencies of the institution, the type of market targeted by the institution and the needs of targeted customers.

By looking at the discussion above, it can be seen that the 7Ps marketing mix is more relevant for application within the services sector in general, and in HE institutions in particular. Therefore, it should be discussed in some detail.

3.3.2.3.1 Product

The product, or service, in the case of higher education, includes all the services that an HE institution offers. These are mainly courses, programmes and the curriculum, but they can be extended to cover more than just these (Gray, 1991).

There are arguments about the nature of the products offered in higher education. For example, Naudé and Ivy (1999) argued about the perception of them as products for sale, while Binsardi and Ekwulugo (2003) believed that the nature of HE products makes long-term customer retention a difficult process. Kwong (2000) proposed that education is a private good, because of the personal advantages it offers to people who receive it. Some authors argue that students can be seen as the raw material of the higher education process, that graduates are the products of the HE institution, and employers are thus the customers of these institutions (Kotler and

Fox, 1995). However, others argue that the courses and programmes offered by universities and colleges are the product, and that students are thus the customers (Conway *et al.*, 1994).

Kotler and Fox (1995) emphasised the importance of decisions related to which programmes and services the university will offer to their students, donors, alumni and other participants. They also raised the importance of perceiving the product or service as being analysed according to three discrete levels: the core, the tangible, and the augmented product. The core is located in the centre of the product or service provision, and is concerned with answering questions such as what the customer is seeking or how the programmes satisfy the customer. The tangible can be described as having up to four characteristics: features, quality level, packing and brand name. The augmented represents the additional benefits that can be gotten beyond the core and tangible services, such as membership in the alumni organization or offering an access to the university for the purpose of updating skills in the future.

It is worth mentioned that universities used different ways to develop new products or to modify current products, such as using feedback from students and academic staff as well, feedback from marketing units and departments and suggestions from employers and industry about the skills and knowledge required (Ramachandran, 2010).

3.3.2.3.2 Price

Price or pricing is one of the most important marketing elements that can impact upon students' decision-making and upon their parents as well. Some authors in the field of business and industry consider price as the most important element in the marketing mix (Goi, 2009). Pricing can offer higher education institutions a variety of strategic alternatives to choose from in terms of attracting, retaining and enhancing the services provided (Quigley *et al.*, 2000). When Pricing HE products, it is not treated like a commercial commodity. Hence, many parties participate of such activity, such as marketing units, academic staff and financial managers to analyse the economic visibility and sustainability of such these products (Ramachandran, 2010).

The decision on pricing the products is not an easy one for a university, and is subject to many considerations. If the university chooses to retain or reduce its prices by cutting down its tuition fees, this may limit its ability to improve the services and programmes offered, and may lead to reductions in the number of programmes. On the other hand, if the university considers increasing its prices to enhance its services and the products it offers, this may be perceived by students as an overload of their financial capabilities, which leads to high withdrawal rates from the university. However, it can be considered as a sign of the high quality of service that the university is providing (Quigley *et al.*, 2000). Therefore, universities should be very careful when pricing their products. They need to study the market and competitors, and to conduct

market research about the students' and parents' perceptions towards prices and price sensitivity.

There are many factors that should be taken into consideration when an educational institution is setting its prices. These factors are cost-oriented, customer-demand oriented, and competition-oriented (Kotler and Fox, 1995). Maringe and Gibbs (2009) proposed nine main pricing strategies which illustrate the relationship between quality and prices, as shown in Table 3.5:

Table 3.5: The price-value matrix

	Low price	Medium price	High price
High value	under-priced: value undercut by price	attractive pricing: ideal for market penetration	Premium pricing: prestige, prominence
Medium value	true bargain: may be temporary	price and value are in balance, exclusive of other factors	overpriced: informed buyers will eventually stay away but sales may be made to an unsophisticated market
Low value	cheap stuff	turns sales into complaints	risky to business and to sector

Source: Maringe and Gibbs (2009, 121).

As mentioned above, there is a dilemma in pricing issues, derived from the relationship between prices and quality. Studies in this field indicate that there is a strong relationship between the level of prices and the perceived quality by students and their parents. To solve this problem, some universities follow a “middle-ground strategy” in terms of pricing, by charging high tuition fees to reflect the high quality of service they offer, and, at the same time, they offer financial aids, such as discounts and loans, to help students to afford these high tuition fees. They can thus benefit from both strategies of pricing — high tuition fees versus low tuition fees (Quigley *et al.*, 2000, p.3).

Quigley *et al.* (2000) in their study showed the importance of pricing as a tool to assess the value of higher education products. However, Bakewell and Gibson-Sweet (1998, p.112) suggested that adopting a “middle of the road” approach regarding prices and benefits may be more effective in the case of new universities. Quigley *et al.* (2000) added that prices can reflect quality only for prestigious and high reputation schools. Building up a reputation, is therefore, an antecedent to applying the premium pricing strategy, not *vice versa*. Apart from this, it is very important for universities when assessing their prices to consider hidden costs, such as transport, accommodation and opportunity costs that some students consider when they choose a university (Maringe, 2006).

3.3.2.3.3 *Place*

It is well known that the marketing process comprises an exchange process between two parties. In most cases, this process requires a place, such as in higher education institutions, where customers may move to meet the service provider (Mazzarol *et al.*, 2001).

An institution's location can have four different meanings. It might refer to the actual place where the university is located, to the character of the area, to a decision-making area of an educational institution, or it might refer to the place where the actual and potential students live (Kotler and Fox, 1995). Gray (1991) mentioned that place comprises all the characteristics of a university or college which influence the accessibility and availability of the services provided. He added that the appearance of the educational institution can impact upon people's perceptions about the quality of the institution, as most schools and colleges have recently realized.

It is arguably a problem that decisions relating to place may be difficult to change. As the decisions about choosing the place of the campus are taken prior to establishing the university, changing it may be very difficult and involves high costs. Thus, many universities are trying to solve this situation by establishing new branches, partnerships and alliances with other universities or institutions, by using technology (Mazzarol *et al.*, 2001), or by extending the period of time to make studying available for the target market (Gray, 1991).

With regards to private universities⁵ in Egypt, place could be both an advantage and a disadvantage at the same time. It may be a disadvantage because private universities were established only recently, so, it was not an easy mission to choose an appropriate location in the heart of Cairo, the capital. Instead, they chose to establish their campuses outside Cairo, in new cities, which could be an obstacle for some students who may waste time getting to the university. However this disadvantage could be easily solved by offering direct transportation to the university campus. On the other hand, location outside the main city could be an advantage, because the huge landscape available outside provides space for good facilities. Moreover, private universities¹ still represent a cheaper alternative to those who wish to study abroad without travelling, or paying the high living costs in such countries.

3.3.2.3.4 *Promotion*

The role that promotional activities or marketing communications can play is very important. The objectives of promotional messages are to communicate the potential benefits of the

⁵ refers to private and foreign universities

portfolio of university products to prospective students, in particular market segments, according to growing levels of competition (Pike, 2005). These communication activities are linked with the objectives of image enhancement and increased awareness of the university (Kittle, 2000). According to Gray (1991), the promotional activities can be classified into four groups: advertising, publicity materials (public relations), promotional activities (sales promotion), and personal selling. Kotler and Andreasen (1987) added unpaid advertising as a fifth group.

Significantly, the nature of an education service as a complex and intangible phenomenon gives an advantage to some promotional activities, such as word-of-mouth referral (Mazzarol *et al.*, 2001; Moogan, 2011) and personal selling, more than others; thus, using overseas recruitment agencies and other types of personal selling is an important tool for successful marketing (Mazzarol *et al.*, 2001). Word-of-mouth is considered as more effective than conventional media advertising because people become less observant to other traditional promotional tools (Teo and Soutar, 2012). However, the majority of educational institutions use public relations, marketing publications, and, to a lesser degree, advertising (Kotler and Fox, 1995). Public relations work involves every effort to maintain an appropriate and positive interest about the institution and its programmes and courses, through spreading positive information about them in publications, using unpaid presentations via different media tools, such as TV and radio, or through organizing special activities and events at the institution (Kotler and Fox, 1995). Universities now give increased consideration to E-documents and modern technology as ways of delivering information alongside the traditional promotion tools, such as advertising, prospectus and direct mail (Moogan, 2011).

Promotion or marketing communications has different aspects, as follows:

- *Promotional activities (sales promotion)*

Gray (1991, p.122) defined promotional activities as “*all those events organized mainly or specifically to promote the organization and its services*”. Kotler and Andreasen (1987, p.543) defined them as “*short-term incentives to encourage purchase or sales of a product or service or the performance of a behaviour*”. The main feature that distinguishes promotional activities from advertising is that promotional activities are designed to stimulate a strong response from the target market group (Gray, 1991). It is distinguished by the short-term nature of its stimulation (Kotler and Andreasen, 1987).

Sales promotion has been widely used by many non-profit institutions. The rapid growth of this technique may reflect many reasons, such as the ease of its applicability compared with other techniques, alongside the fast stimulation of sales. Furthermore, it reflects the increasing

number of competitors, as well as the increase in their adaptation to this technique (Kotler and Andreasen, 1987).

- Publicity materials

Marketing publications include the use of published materials, by which an institution can control both the content and the context of the message which it wishes to deliver to its most important audiences (Kotler and Fox, 1995). This technique is commonly used and is directed towards specific or targeted groups. In order to use it effectively, higher education institutions have to be concerned with the information provided to their customers. The most effective procedure that the higher education institution can take to address and solve the problem of creditability is to be honest with prospective students, by making sure that the materials it provides them with accurate and, comprehensive, and include all required information that reflects the social and working activities in the institution (Canterbury, 2000).

- Personal selling

Personal communications include direct contact with representatives of the institution, such as alumni-office representatives, development staff, admissions offices, telemarketers and audiences, and the use of word-of-mouth contact through conversations with neighbours, friends and other parties as an effective way of delivering information (Kotler and Fox, 1995).

- Advertising

Advertising is often a major element in the integrated marketing plan of any institution (Kittle, 2000). Selecting careful messages and media to use are very important when planning and executing an institution's integrated marketing communications, especially with decreasing university budgets and increasing costs (Kittle, 2000). Advertising includes using mass media, such as magazines, newspapers, TV, radio, billboards, or bus cards to promote university products, services, programmes and ideas, through paid presentations (Kotler and Fox, 1995, p.351).

Indeed, marketing communications have an important role to play, conveying information and the message that the university wishes to deliver to their public. For this reason, they are given careful consideration. Sands and Smith (2000) identified specific indicators for a successful marketing communications effort. It should achieve measurable improvements in the institution's revenues, student profile, personnel resources, programmes and services.

Furthermore, they described the dimensions of integrated marketing communications as follows:

“integrated marketing communications must become a truly cross-functional activity that seamlessly, but forcefully and visibly, moves the organization’s identity and presence into a variety of markets”(p.53).

The educational communicator must have in mind a clear picture of the communications tasks facing the institution from the outset. The following tasks are important for consideration: to preserve or improve the image of the institution; to build alumni loyalty and support; to focus on attracting donors; to supply the public with information about the institution’s offerings; to attract potential students and increase the number of applications and enrolments; and to amend information about the institution which is inaccurate or incomplete (Kotler and Fox, 1995, p.350). Whilst recognising the importance of the marketing communication programme, it still represents only one component of the whole marketing package, which includes programming, pricing and distribution decisions, all of which are also important to guarantee its performance and survival (Kotler and Fox, 1995).

3.3.2.3.5 Process

The process covers all the organizational and administrative procedures which guarantee the proper functioning of the university, and the best delivery of services to its customers. The process includes many aspects and activities, such as dealing with prospective and current customers’ enquiries, registrations, evaluation and examination, and the graduation process (Ivy, 2008).

3.3.2.3.6 Physical evidence

The physical facilities can play an important role in attracting students, especially when making their final decision to enrol (José María, 2006). They represent the tangible ingredient of the services provided by the higher education institution, and range from the teaching materials and assistance tools to buildings, equipment and lecture rooms (Ivy, 2008).

3.3.2.3.7 People

The term “people” refers to all staff who have direct interaction with current or prospective students. This includes academic staff and assistants, administrative staff and support staff (Ivy, 2008).

3.4 POSITIONING AND BUILDING IMAGE

In a competitive environment, HE institutions are seeking to position themselves and hence to improve and maintain their image for their public. In this section, positioning and image are discussed together with the relationship between them. Furthermore, it is clear that certain investigated factors impact upon students' decision-making by further forming the university's image.

3.4.1 POSITIONING

Positioning is a method that determines how a university may have been perceived compared with other competitors; it can play an important role in fulfilling the customer's needs, through addressing the perceived image of the institution in the customer's mind and illustrating the likely goals that could be realized (Hsuan-Fu and Chia-Chi, 2008).

Kotler and Fox (1995, p.230) defined positioning as

“the process of establishing and maintaining a distinctive position- in terms of image and offerings- so that the institution (or program) occupies a distinct and valued place in the target customer's minds”.

As a result of increasing competition among universities, successful universities need to differentiate themselves from competitors through their “market position”. This differentiation reflects the university's understanding of its customers' needs, the programmes it offers, and the policies and processes used, both to deliver the potential benefits to the target market, and to communicate effectively and efficiently with existing and potential customers (Finley *et al.*, 2001, p.64). A position is formed about an institution in the minds of people who are in contact with it, or know about it. Position describes how a person perceives the university compared with other universities or colleges (Kotler and Fox, 1995). Cann and George (2004, p.1) identified a conceptual model which can be used as a “diagnostic model” to assess the present positioning of an institution, and what needs to be addressed in the future. This model investigates the relationships between learning orientation, market orientation and marketing strategy-making, and aims to move the institution towards developing a marketing strategy.

The process of developing a positioning strategy consists of the following steps: assessing the institution's current position in the relevant market, selecting the desired position, planning a strategy to achieve the desired position, and implementing the strategy (Kotler and Fox, 1995).

Maringe and Gibbs (2009, p.60) argued that positioning involves at least three stages: (1) the identification and development of the organizational brand, (2) deciding on segments of the market upon which the organization should focus, and (3) implementing the positioning

concept. Furthermore, Gray *et al.* (2003, p.115) concluded in their study five dimensions of brand positioning dimensions, they are: learning environment, reputation, graduate career prospects, destination image and cultural integration.

Aaker and Shansby (1982) and Wind (1980) suggested seven methods towards positioning of a university: exploitation of the university facilities and courses; exploitation of the geographic location, such as advantages of climate and proximity to welfare and leisure facilities; promoting the benefits offered, such as social activities and career prospects and opportunities; using price factors; using segmentation; using personal characteristics and advantages of a specific class against another class of the university, such as a smaller campus size and the advantages offered by necessarily smaller class sizes; and using a mix of all these methods (Pike, 2005, pp.3-4).

From this brief review of positioning, it can be concluded that the terms “positioning”, “image” and “branding” are very closely linked, and can be used to differentiate the university from other competitors. For example, there are strong links between positioning and image. Some authors argue that positioning is a process to build and maintain a positive image (Hsuan-Fu and Chia-Chi, 2008), and a source for achieving competitive advantage (Porter and Claycomb, 1997). Positioning is therefore an image creation process, defined as *“the process of designing an image and value so that customers within the target segment understand what the company or brand stands for in relation to its competitors”* (Maringe and Gibbs, 2009, p.60).

3.4.2 BUILDING THE UNIVERSITY IMAGE

The term “image” has been familiar since the 1950s, and is defined as *“the sum of beliefs, ideas, and impressions that a person has of an object”* (Kotler and Fox, 1995, p.231).

The importance of building a university image is growing, and is now receiving more consideration from marketers in higher education institutions generally. Public relations specialists in universities have, as their main objectives, increasing information dissemination, and building a positive image (Maringe, 2006). Marketers have realised that successful marketing campaigns that focus on building and promoting university’s image and perceptions of quality are what driven potential students in their choices (Matherly, 2012; Wilkins and Epps, 2011). Moreover, managing brand or the university’s image can help a university to achieve better community, attraction in the marketplace and hence increasing applications of enrolment (Matherly, 2012).

Studies showed that using marketing has a positive influence on the overall image of a university (Matherly, 2012). But university administrators now face many challenges

concerning the use of marketing efforts and advertising to meet the need to build a brand for the university, and to link the process of branding with the recruitment process (Newman, 2002). Bearing in mind that students now are more aware of the types of study and courses offered, they can discriminate between different types of programmes offered, but it is still hard for them to assess detailed aspects of course design. In this case, brand image or reputation is very important in the student's selection process, particularly as they are likely to approach it with a lack of detailed information or past experience. That is why many universities, especially the new ones, are focusing their marketing and advertising campaigns to strengthen their image (Nicholls *et al.*, 1995; Bennett and Ali-Choudhury, 2009). It enables them to improve awareness of potential students and their parents, enhance their chances of recruiting highly-qualified academic staff and administrators as well, distinguish themselves from other new universities and increase their market share (Bennett and Ali-Choudhury, 2009).

Achieving a positive image is not an easy mission, but is a long-term process. The student's decision to choose a specific university will affect the future of their whole life. A "self-image" is formed in every student according to cultural, political and personal perceptions and backgrounds, which they believe to be constant and non-negotiable (Canterbury, 2000, p.18). Therefore, the decision of choosing the right university is one of the most important decisions students make in their life. It consumes a substantial amount of time, money and effort, because the results of this decision may form and affect the quality of their later life (Canterbury, 2000). Accordingly, the university should be careful when choosing a marketing plan to build or enhance their image. The most important step is to draw an image that reflects, to a large extent, the reality of the university.

There is great importance in building a positive image. As in the case of cultivation, this process is not easy and takes a long time before the university can harvest the outcomes. It is worth mentioning that the process of building and maintaining image takes time; however, destroying an image takes no time at all (Sands and Smith, 2000). What is important, in this respect, is that, in most cases, people rely on very limited and sometimes imprecise information to shape their image about a school or university, but the consequences of this can result in important decisions to choose the university, recommending it to other people, giving donations, and recruiting the faculty or staff. Indeed, people respond to an institution's image, not necessarily to its reality (Kotler and Fox, 1995).

Mazzarol *et al.* (2001) identified two factors which help to build a positive image. These factors are: the university's ability to convince their students that their qualifications are well-recognised by employers, and its ability to introduce a positive record for its resources and courses. Apart from this, Kotler and Fox (1995, p.231) pointed out that there are four issues that

should be recognized by every institution about its image: what the image is, how image is measured, how image can be changed and the relationship between image and a person's behaviour towards the object.

There are many methods to measure the image of an institution. Among them is a “two-step approach”, which calculates the extent to which an institution's image is familiar and favourable; and measures the position of this image against other major competitors (Kotler and Fox, 1995, p.232). For the most part, in order to build and improve its image, the university needs to understand the factors which impact upon students' perceptions and on decision-making processes. These factors can change from society to society, so that in order to succeed, it is important for a university to understand the nature and culture of the society it works in for the purpose of designing a suitable marketing plan and achieving its desired image.

3.4.3 DETERMINANTS IN BUILDING A SUCCESSFUL UNIVERSITY IMAGE

As mentioned earlier, building and maintaining a university image is a long-term process that requires the university to design and implement a marketing strategy effectively for the purpose of achieving a competitive advantage in the market, and hence to keep a positive image perception.

By reviewing the literature on marketing in HE, it can be concluded that the university has to determine who its customers are, and to understand the customer's decision-making process, especially the factors that are dominant when choosing the university, in perceiving a university image and in achieving customer satisfaction, in order to succeed, and to employ its marketing strategy effectively to build the university image. These factors are shown in the following points.

3.4.3.1 Student Satisfaction and Image

The relationship between the university's image and satisfaction seems to have exchangeable influence. Some studies emphasise the importance of student satisfaction on the overall image while others showed the contrary perspective (Alves and Raposo, 2010).

The concept of customer satisfaction has been given more consideration in industrial firms, which invest time, talent and money to understand buying behaviour from a marketing prospective (Harrell and Fors, 1995). Unfortunately, many educational institutions do not give attention to the customer satisfaction concept. Many universities are concerned with the internal view rather than the external view. They describe their visions and mission in terms of quality and excellence in research and teaching, and ignore the fact that providing these services does

not guarantee customer satisfaction, as these points may be of little relevance to customers' needs (Maringe, 2006). It might be considered as the single most important aim to focus on (Maringe, 2006). Customer satisfaction is a measure of the perceptions held by customers according to whether their expectations about the product or service quality have been met or not. Therefore, it is very important to understand customers' expectations, in order to develop services and products to meet these expectations (Kotler and Fox, 1995).

Kotler and Fox (1995) divided the degree of satisfaction according to the difference between perceived performance and expectations. A student would be dissatisfied if the institution's performance was lower than his or her expectations. In this case, the students would review their situation in the university, or may express their dissatisfaction to others around them. However, on the contrary, if the performance of the university exceeds what was expected, this would lead to high satisfaction and would support the student's decision to stay and complete in the university. In general, students are supposed to be satisfied when they receive quality of service equal to or exceed what they expected (Mark, 2013).

Consequently, students' evaluation is gaining more attention in literature of higher education because it is not only used for improving the teaching effectiveness or to judge and promote academics, but also it can provide a university with market information (Mahrous and Kortam, 2012) useful in building a university's image and marketing. Student evaluation and feedback survey have been widely used by numerous universities to evaluate their service quality and measuring students' satisfaction through collecting information about the 'total student experience', not just only data about quality in teaching (Wilkins *et al.*, 2012, P.545).

There are six alternative strategies for an institution to influence potential students' decisions and strengthen its position to attract students. These strategies are: modifying the university, altering perceptions of the university, altering perceptions of other universities, altering the attribute-importance weights, calling attention to neglected attributes, and shifting the ideals of the university (Kotler and Fox, 1995, p.261). It is arguably a problem if the university ignores the danger of dissatisfied customers, because that may lead to costly litigations in court and negative publicity (Kotler and Fox, 1995).

Indeed, understanding students' expectations and developing services and products to meet these expectations is not an easy mission to achieve, especially when the education institution's customers are young people. Students, as customers, represent a problem for the marketer as they differ in terms of knowledge, aspirations and maturity. According to their age and experience in life, they may have different levels of information about the type of educational benefits they are seeking, or about their precise needs (Canterbury, 2000).

Gomes and Murphy (2003) agreed with this when they discussed two main dilemmas facing potential students: determining their field of study, and particular courses to choose. James *et al.* (1999, p.76) referred in their report to the shortage of knowledge for students as a result of inadequate information provided by universities. They concluded that a considerable proportion of students cannot judge correctly of the appropriateness of a university or on the course of study and quality of programme because they depend on subjective and inadequate information when making their decisions, which made them to conclude that “*decision-making is not always a logical, informed process*”.

Al-Alak (2006) suggested that managers and administrators of higher education should focus their efforts more on customer retention, because of factors such as achieving higher customer expectations and intense competition for the market share in today’s competitive markets. The main factor for higher education institutions in achieving success is to be aware of their customers’ expectations and wants, and to find ways to fulfill these (Mazzarol *et al.*, 2001).

universities are required to concern more with service quality through identifying the characteristics of a successful university and working to narrow the gap between students’ expectation and their perception to services they receive which represents the task of marketing (Min *et al.*, 2012). Quality of education can be considered as the most determinant of student’s satisfaction (Mark, 2013).

3.4.3.2 Students’ decision-making process

Understanding the way students choose their colleges and universities is very important to enable recruitment offices developing integrative marketing strategies (Obermeit, 2012).

The decisions relating to educational choice are mostly high involvement decisions (Kotler and Fox, 1995). They represent a very hard task for students because of the intangible nature of education as a service (Mazzarol *et al.*, 2001; Pike, 2005). Thus, there is an important role for the HE institution to reduce the risks of an inappropriate choice by providing students with the information needed to ease the decision-making process (Mazzarol *et al.*, 2001). Alessandri *et al.* (2006) mentioned that experiences and information gathered from different marketing communication tools are the source of forming the university’s reputation (Matherly, 2012).

Many universities arrange for open days for their prospective students to give them an experience of campus life (Pike, 2005), and hence reduce the element of uncertainty. It seems that marketers may consider perception as only having a small and indirect relationship with fact. What the customers believe to be true is the most important point, rather than if this perception is correct or not (Pike, 2005). Baldwin and James (2000, p.147) concluded in their

study that the majority of Australian applicants build their perceptions of university reputations based on “very flimsy hearsay evidence”. Baldwin and James also added that providing potential students with accurate information is important to help students with their decisions; they found that most Australian applicants have a shortage of knowledge regarding study system in a particular subject or university.

What is important, in this respect, is that understanding the process of making decisions will ease the mission of marketers of higher education to effectively communicate with their customers, and hence build their perceptions toward the university and its programmes and services. According to Robertson (1971) and Rogers (1995), individuals pass through six stages, after hearing about an innovation or product before they finally adopt it: awareness, comprehension, attitude, legitimation, trial, and adoption (Gomes and Murphy, 2003, p.118). Analysis of potential customer perceptions is very important in helping identify factors that are most influential on the success or failure of a marketing strategy (Nicholls *et al.*, 1995).

Obermeit (2012) suggested three approaches can be used to understand the influence of decision-making models. These models are: rational and economic models, sociological models and mixture of both. In the higher education system, traditional marketing communications are mostly given more consideration to impact on rational decision-making processes and in particular they target their messages and information toward people who have most influence on decision-making, such as parents, teachers and family members rather than the potential students themselves (Durkin *et al.*, 2012).

Many studies had investigated the factors which influence a student’s decision when choosing a university (Briggs and Wilson, 2007; Gatfield, 1999; Hsuan-Fu and Chia-Chi, 2008; Krampf and Heinlein, 1981; Joseph, 1998; Mazzarol *et al.*, 2001; Maringe, 2006; Price *et al.*, 2003; Pampaloni, 2010; Pike, 2005; Quigley *et al.*, 2000; Sojkin *et al.*, 2012; Soutar and Turner, 2002; Mazzarol *et al.*, 2001). By reviewing the literature, it can be concluded that these factors can be categorized into three types. The first is common factors that could be found in any society, such as the importance of academic reputation, employment opportunities and campus life. The second type is subject to the diversity of cultures, societies and students’ perceptions, and defined through findings in interviews. The third type is mainly found in developed countries, and includes factors such as athletic prowess, using ranking leagues which might be not relevant to many universities of developing countries that are not ranked in such leagues. Moreover, Every university has to form and assess a wider number of factors collected from their target markets in order to specify the attributes most important to influence students’ decision when they enrol (Matherly, 2012).

There is an agreement that the importance of some factors were continuous over the last few decades, such as the quality of programmes, courses offered and excellence of teaching and learning, while others have appeared as a result of changes happen in trends or different characteristics of universities (Matherly, 2012). Matherly (2012) mentioned that many studies which investigate students decision-making process were using a list of factors less than 10, but studies which used more factors could give better perspective to student's choice. It is very important to develop marketing strategies which enable the most suitable students whereby to use communication tools that match potential students' needs of information (Moogan, 2011).

3.5 GENERAL VIEW OF MARKETING THEORY IN HIGHER EDUCATION

Marketing in higher education institutions is a complex process. This might reflect the nature of HE products and services. The objective of this section is to give more focus to some issues that could help HE institutions to be more effective, and, in addition, to help address the gap in the knowledge of marketing theory in higher education.

This section begins with some ideas to implement marketing in HE more effectively. These ideas are generated from reviewing the literature in this subject area. A brief review of the literature of marketing in developing countries will be discussed in addition to the marketing dilemma in HE and the knowledge gap in marketing theory in higher education.

3.5.1 DETERMINANTS OF SUCCESSFUL MARKETING IN HIGHER EDUCATION

The dilemma of marketing in higher education is derived from the fact that many top administrators in HEIs do not show much interest in marketing in their institutions, and perceive it merely as a way for fund-raising and admissions (Conway *et al.*, 1994). This misunderstanding of the role of marketing in higher education could lead to reductions or failure in achieving the potential benefits of applying marketing in HE.

There are many examples of research in the area of marketing in HE that suggest some of the most important factors which help to apply marketing in higher education successfully

Maringe (2006) draws attention to the importance of finding a new axis of marketing that reflects the essence of university business, in order to put marketing in its right place. This new axis should consider connecting the development process with the needs of the customers. Kohut (1989) suggested three factors for successfully implementing the marketing plan in HE institutions. These are: support from top administration for the need of marketing, developing a marketing plan closely linked with the university mission, and involving the faculty within the marketing process to guarantee their support (cited in McGrath, 2002). Accordingly, the

marketing process begins from the university mission statement, and to implement marketing successfully within HE institutions, they need to know who their public are, their characteristics, their composition and interests (Conway *et al.*, 1994). Canning (1988) suggested identification of the targeted groups by university and their needs through a marketing-oriented plan. Furthermore, he believed that the entire university should think in terms of marketing, and whether it needs to adopt marketing as a philosophy. This would require consideration of customers' needs, market segmentation, understanding competitors, positioning and developing product/marketing trends (canning, 1988, p.36). To this extent, the term "the marketing institution" has been proposed, which has an integrated marketing function, increased coordination between departments, and an appropriate organizational structure (Naudé and Ivy, 1999, p.128). With regard to new universities, the approach of adopting a more aggressive marketing to reach prospective students early in the process of making their choices is more appropriate for use by them, as the decisions concerning where to study are very complex (Naudé and Ivy, 1999).

Stachowski (2011) concluded in his study that marketing practices can be succeeded whatever the marketing constraints and challenges if it could create conditions, such as organisational culture of marketing orientation throughout the university, a culture of decision-making based on evidence, internal marketing, and an appropriate combination of the marketing 7Ps to university objectives.

It is clear that across the marketing in HE literature, the issues of responsibility for marketing, marketing orientation and internal marketing have been given most attention as crucial issues when implementing marketing in higher education.

3.5.1.1 Responsibility for marketing

It is very important to determine the location of the marketing area within the university structure. McGrath (2002) investigated the institutional functional area which is responsible for marketing efforts in colleges and universities, and the effectiveness of this functional area in implementing marketing activities. The study shows differences between respondents in terms of determining who is responsible for marketing at their institutions. 58% saw student affairs as the functional area responsible for marketing efforts, while the analysis also stressed the importance of academics in leading the marketing efforts. The study suggests using an "interdisciplinary approach" to the development of superior marketing approaches (McGrath, 2002, p.11).

In another study, by Newman (2002, p.26), he suggested various implications for other audiences as well as admissions and enrolment management professionals. They are "*formal*

programs of higher education in educational leadership, higher education administration and educational administration as well as marketing consultants to higher education". He noticed that only 6% of administrator participants held a degree in marketing or communications. Furthermore, he believed that the core of formal education for these administrators should not only include responsibilities for admission and recruitment, but also marketing and advertising issues as a base for strategy formation and execution. He concluded that admissions and enrolment management professionals play an important role in responding to competition in the competitive environment of higher education, by incorporating marketing concepts and techniques into their plans. Newman also identified the need for better co-ordination between formal education/career preparation of admissions and enrolment management administrators, and the support of consultants to ease the mission of maintaining the integrity of marketing concepts, and to achieve the maximum benefits of developing and implementing marketing strategies in their institutions.

Peyronel (2000) believed that public relations administrators are commonly most responsible for giving and providing support for areas such as development, marketing and admissions.

People who are working in public relations should be qualified and have special skills to enable them to perform issues related to their jobs, such as strategic planning, research methods and giving advice and counsel linked to public relations.

From this brief review, it seems that there is no clear functional area which is responsible for undertaking marketing efforts, which weakens any belief in the importance of the marketing role in higher education institutions.

3.5.1.2 Marketing orientation

Before thinking of making a marketing plan for educational institutions, it is necessary to consider the importance of creating a marketing orientation in these institutions (Kotler and Fox, 1995). Kotler and Fox argued that, although the universities have admissions offices, alumni programmes, fund-raising programmes and advertising and public relations experts, this does not mean that they necessarily adopt marketing-oriented practices. Some researchers still believe that adopting marketing orientation is less appropriate in HE institutions. Researchers holding this opinion seem to believe that marketing efforts are contrary to the fundamental nature of higher education. Moreover, there are some problems associated with introducing a marketing orientation to HEIs (Tonks and Farr, 1995).

Hemsley-Brown and Oplatka (2010, p.206) defined marketing orientation as *"a set of beliefs that puts customers' interests first, but at the same time raises the HEI's awareness of the need*

to obtain information about competitors and establish cross-departmental activities to satisfy customers' needs, in order to gain a competitive edge in the turbulent, competitive environment”.

Although of arguments with regard to determining higher education customer and using the notion of students as customers, research shows the applicability of using ‘well-proven’ marketing orientation-based business approach in higher education institutions (Nagy and Berács, 2012, p.232). The importance of marketing orientation is derived from changes in universities’ perceptions towards their students. In the past, students’ needs were determined by the universities. Now students can express their dissatisfaction of the service provided. Market orientation can be seen as the conformity of marketing and strategic management thinking (Binsardi and Ekwulugo, 2003). For this reason, higher education institutions are probably more concerned with developing a market orientation than ever before (Wasmer and Bruner, 2000).

Moreover, higher education institutions could benefit from employing and developing this approach as it improves the learning process, achieves the satisfaction for students and other parties, enhances the perceived quality of services offered and manages university cost and consequently, increases university market share (Nagy and Berács, 2012).

The dilemma is that most marketing activities have been implemented in different departments, practised separately without an obvious structure to assimilate them. This situation weakens the chances of being marketing-oriented. In order to create appropriate structures, it requires a clear definition of important functions and roles, but this does not seem to be in existence in many universities (Maringe and Gibbs, 2009).

There are many factors that contribute to developing a marketing orientation. One of these factors is the clarity of an organization’s objectives and priorities as a first step towards marketing orientation. Without this step, any efforts applied later are useless. Top administrators can play an important role by achieving a true commitment to becoming customer-oriented, and by achieving high levels of perceived clarity of direction that subsequently increase organizational creativity (Wasmer and Bruner, 2000). Similarly, organizational culture is one of the factors that support implementation of market orientation. An innovative culture contributes effectively to creating a marketing strategy, and, thus, market orientation (Cann and George, 2004). Wasmer and Bruner (2000) agreed with this view when they mentioned that organizational culture is the key to understanding the development of marketing orientation.

It is noteworthy that any HE institution that needs to implement market orientation should bring into consideration change resistance. To minimize this factor, making decisions should be central to a university’s operations, and the top administration should explain, through open

communications, how marketing orientation is important for the university's success (Wasmer and Bruner, 2000).

3.5.1.3 Internal marketing

Although there is growing attention to the internal marketing concept in marketing literature, little has been written to clarify how it can be practically implemented. Authors in the business marketing area observe that internal and external customers are similar in many ways, and consider that the broader definition of the customer may be important in order to maximize the benefits of using marketing activities (Harrell and Fors, 1995).

For example, Kotler and Fox (1995) draw attention to the role that faculty can play in marketing the university and in attracting students through being student-oriented. From a marketing perspective, all faculty and staff in higher education institutions are encouraged to take on marketing responsibilities. This includes building up the university image and preserving customer satisfaction, alongside their main tasks in teaching. These responsibilities should take account of customer needs when implementing them. Faculty staff are responsible for forming the customers' perceptions, so that they recognise not only teaching quality, but also the potential benefits underlying their learning experiences (Gray, 1991).

The essence of internal marketing is to consider employees as customers for the managers. It is important that they should wish to implement the organization's objectives. Harrell and Fors (1995, pp.23-24) stated that:

"If the firm's objectives are sound from an external marketing standpoint, individual functional areas contribute by responding to their respective internal publics, each of which is directly or indirectly linked to the ultimate customer and competitive marketplace".

With regard to private higher education institutions in Egypt, internal marketing could create a dilemma and weaken university effort, especially when we talk about academic staff. The reason is that a large number of private universities take on their academic staff from public universities for short-period contracts or as part-timers. Thus, to convince them to be a part of the university marketing process is not an easy mission, because some of them still have loyalty to their public university. Private universities⁶ should seek to develop their own academic staff if they are keen to succeed and continue.

⁶ Refers to both type of university-private and foreign

3.5.2 HIGHER EDUCATION MARKETING PERCEPTIONS IN DEVELOPING COUNTRIES

The production of literature of marketing higher education in developing countries is poor compared with that produced in developed countries; hence, there is a poor knowledge about the development of marketing in universities in such these countries (Maringe and Mourad, 2012).

Few studies have been found concerning the area of marketing of higher education in developing countries. However, in one such study, by Maringe (2006, p.150) about marketing perceptions of universities in Zimbabwe; the author concluded that “*University marketing in the developing world is still inchoate and inconspicuous though highly regarded as an integral part of the future of Higher Education*”. He believed that the current situation in the universities of Zimbabwe concerning their environment is similar to that which has driven university marketization in the developed countries for the last two decades (Maringe, 2006).

Furthermore, the traditional identification of marketing as a process of selling products and services to the public is dominant in Zimbabwe. The less traditional universities tend to shift towards being more customer-oriented, the lack of marketing in older universities being mainly because of their traditional structure. Maringe (2006) also concluded that there is inadequate literature or information available about how customers of HE in developing countries make their choices in the context of expansion in the sector, and about the extent to which those customers are provided with sufficient information to help them in making the right choices.

Ivy (2001) examined the use of 27 marketing tools in four different universities in the UK and South Africa, and their influence in delivering the desired image for these universities. Correspondence analysis was used to build a conceptual map of marketing activities most influential when conveying a university image to the public, for each type of university.

The study by Hsuan-Fu and Chia-Chi (2008) examined the development of effective marketing strategies in a graduate college in Taiwan. They confirmed the same results as Maringe (2006) regarding marketing in developing countries. They believe that universities and colleges in Taiwan concentrate most of their marketing strategies on promotional – advertising, tuition reduction and scholarships. This is because of their increasing realization of the importance of marketing in order to be competitive. They also concluded that market segmentation and positioning are still not fully recognised in educational marketing in Taiwan, despite their importance in understanding customer needs, and in differentiating the university from other competitors.

Concerning Arab countries, a study by Al-Alak (2006) investigated relationship quality in a private university in Jordan. He emphasised the importance of relationship quality in achieving students' satisfaction, and stressed the importance of positive word-of-mouth communication about the university. However this study mainly focused on marketing relations in one private university, and only investigated one aspect of marketing in higher education.

A study by Mourad *et al.* (2011) examined the determinants of service brand equity in higher education context. This study was applied on Egyptian universities, both public and private ones, using self-administrated questionnaire collected from a sample of 300 current and potential students (135 of high school students, 165 of university students). They used an adjusted model which identified brand awareness and brand image as determinants of brand equity and based on models adopted by Keller (1993) and Aaker (1991). The awareness determinant was determined by word-of-mouth and promotional activities, while image determinant was identified by service, provider and symbolic attributes. They concluded that university brand has a significant influence when students choose their university. Moreover, image brand determinants have a significant influence on brand equity; thus, building a positive brand image was more important than developing awareness.

3.5.3 THE MARKETING DILLEMA IN HIGHER EDUCATION CONTEXT

The marketing concept has faced a misunderstanding in relation to the context of higher education for a long period. That situation was due to that educators have resorted to find solutions to their problems outside the circle of the business area (Maringe and Mourad, 2012).

The dilemma of marketing in higher education is that it was still perceived as synonymous to selling which has a poor reputation, as a concept, among educators. Thus, little attention was given to improve the application of marketing practices in the university. There is evidence that marketing means advertising, promotion and selling for those applying it on universities (Stachowski, 2011).

When applying marketing in higher education, it should be noted that higher education institutions differ from other business organisations with regard to the type and the nature of products they offer, the characteristics of their customers and the process of developing their products (Ramachandran, 2010). It could be mentioned that service promise and value offered for students are the main essence of marketing university as students seek for gaining qualification and experience to improve their career and their life as well (Moogan, 2011).

By reviewing the literature, it can be observed that the dilemma of marketing in higher education is based on three main notions. They are: perception towards a student as a customer;

marketing concept versus higher education context; and the nature of products higher education offers.

With regard to students, they represent a dilemma when applying marketing in higher education. Students in higher education institutions are not searching only for awarding certificates from the university, but also gaining the required experience which enables them to face challenges in their career and real life (Ramachandran, 2010). Many authors supported the trend that students lack sufficient knowledge in terms of the required skills they need to be successful; they cannot determine if the courses they receive are faulty. In addition, they cannot discover if education and skills they received are appropriated until they graduate and receiving a job in the labour market (Mark, 2013). Equally important, some students and parents suffer from the lack of information provided, even they cannot understand the meaning of recognition of academic certificates and the importance of enrolling to accredited programme and this represents one of the challenges faces HE markets (Ramachandran, 2010).

There is another argument with regard to accepting the notion of ‘student as a customer’, as there is much debate about defining students as customers in higher education context (Durkin *et al.*, 2012; Mark, 2013). There is a difficulty to consider students as customers in reality because they have little or no authority to put standards concerning the learning process (Mark, 2013).

This dilemma creates a resistance from educators to accept the principles of TQM in higher education because the focus is on the customer in this notion, hence slowing the adoption of students as customers (Mark, 2013). Durkin *et al.* (2012) showed two opposite perspectives to students as customers. The first one is defending the notion of treating students as customers because they pay tuition fees, hence, they can be treated such as purchasers of other goods and services. People who adopt the other perspective argue that although students afford a cost for their education, but “the contract is not one of purchase” (Durkin *et al.*, 2012, p.155). The reason for rejecting the idea of considering the student as a customer returned to the educators’ perception that adopting this notion could affect negatively or harming the learning process because the focus in that case will be on achieving student’s satisfaction which could require yielding to students short-term demands. In that case, students could blame the university for their own failures (Mark, 2013). As a result, it is better to perceive students as consumers of education experience rather than considering them as customers (Durkin *et al.*, 2012). There is another reason for opposition against the notion of ‘student as a customer’ is based on the rejection from educators to the principle of a ‘customer is always right’, as this concept incompatibles with the context of higher education (Mark, 2013).

Although of that, Mark (2013) believes that criticisms are no longer acceptable as modern theories in customer perception, involved with service delivery, have replaced their view of ‘the customer is always right’ with a new fashioned one to introduce customers as partners with suppliers and in somehow responsible for their satisfaction.

Another dilemma faces marketing in higher education is the conflicts between marketing concept and higher education context. The contradictory relationship between the marketing nature based on consumerism and liberalism of higher education raises concerns about the chances of thriving both of them without the prevalence of one on the other (Gibbs, 2011). Gibbs (2011, p.205) added *“When marketing becomes a process which both enables and shapes educational goals, especially when it mirrors the consumption and goals of contemporary society, it ceases to be a means to an end and becomes an end in itself. In this context marketing completely transforms higher education into a technical endeavour focused on utility which provides the shortest time for the acquisition of skills”*. In the same vein, Hemsley-Brown, (2011, p.125) alerted to the inconsistencies of the policy that can be found as a result of combining market concepts with higher education context represented in contradictory objectives and motivations, the dilemma of pricing and value, the excellence definition and measurement, the extent to which there is control from government, and most important the “polarisation effects of markets”.

Although of opportunities that marketing is offering for the higher education sector, it faces challenges of accepting its concepts from academics, policy makers and universities (Ramachandran, 2010; Mark, 2013). This controversy of accepting such business concepts in higher education setting returns to educators’ beliefs that higher education differs completely from the business world, thus, success and failure criteria cannot be determined in similar ways (Mark, 2013). The unique nature of HE products and process represents a challenge itself. The difficulty of marketing HE sector derived from the fact that it is a service with high intangible nature and has to develop relationships with diverse parties such as students, parents, academic staff, employers, alumni, and government (Moogan, 2011). For instance, Higher education differs from any other sectors regarding diversity and difficulty of achieving the education excellence (Zineldin *et al.*, 2011) which makes using market mechanisms more difficult and needs more attention. Universities produce two types of goods; private goods, such as education and employability, and public goods, such as research outcomes, qualified graduated and social utility for the community (Hemsley-Brown, 2011). With regard to products offered by HEIs, there is no diversity and complexity of products such as those developed in the business world; a dilemma should be considered when marketing higher education (Ramachandran, 2010).

The nature of products in higher education gives more complexity of understanding and accepting the notion of “student-as-customer” as the learning process is lengthy, the outcomes are uncertain and students are involved during the whole process (Moogan, 2011).

Another difficulty faces marketers in higher education is the heterogeneity of service offered through a variation of experiences between students from department to department and from school to school as a result of the high number of students involved in receiving the service and using different learning styles by academics being existence (Moogan, 2011).

This argument about marketing in higher education forces marketers in higher education to think beyond using their skills for the purpose of achieving profitability and sustainability to consider the educational and ethical argumentation with regard to the reasons behind directing the higher education sector in this trend and the motivations to use marketing techniques in order to prosper (Gibbs, 2011). Moreover, the unique nature of higher education raised claims to consider the social, ethical and educational manners when marketing higher education. That could reflect important principles as follow: that the marketing is not just using promotion; that using marketing is not only for the sake of people outside the university; that marketing is not a responsibility for one person or specific persons; that there is a diversity of students’ needs and desires; and that internal staff alongside students are intermediate clients (Stachowski, 2011).

3.5.4 KNOWLEDGE GAP IN MARKETING HIGHER EDUCATION THEORY

A study by Stachowski (2011) showed that the big part of literature in marketing of higher education focused on demand side with more emphasis on aspects, such as students’ expectations, perceptions and satisfaction.

Table 3.7 shows a brief description of related studies in marketing higher education, with more concern with studies implemented in developing countries.

Table 3.7: A brief review of marketing higher education studies

No	Authors and date	Country(s) source	N of factors	Methods	Analysis	Results
Decision making factors						
1	Briggs and Wilson, (2007)	United Kingdom (Scotland)	22 factor	Two-year Survey	Descriptive statistics	Academic reputation, distance from home, location, own perception, graduate employment, social life, entry requirements and teaching reputation were the most important factors.
2	Gatfield <i>et al.</i> , (1999)	Australia	25 item in 4 categories	qualitative	Content analysis	Campus life, academic instruction, guidance, and recognition. There was a communication gap between students expectations and that perceived by administrators of universities
3	Hsuan-Fu and Chia-Chi, (2008)	Taiwan	14 factor	A Survey questionnaire	Cluster analysis	Employability, curriculum, academic reputation, faculty and research environment were the most important
4	Joseph, (1998)	New Zealand		Two- phase study	Focus group interviews. Factors analysis and T- test.	7 factors were identified by factor analysis. Academic reputation, career opportunities, physical aspects and programmes were of the most importance.
5	Krampf and Heinlein, (1981)	USA	23 factor	A survey questionnaire	Factor analysis	Campus attractiveness and visits, family advice, programme, university catalogue, proximity of home, and friendly campus atmosphere.
6	Maringe, (2006)	Zimbabwe	35 factor	A survey questionnaire	Descriptive analysis and mean scores order	All marketing elements were important; however factors of programme, price, people and process were the most dominant.
7	Mazzarol <i>et al.</i> , (2001)	Australia	21 factor	Two questionnaires for students and administrators	Factor analysis	Market image of most important from institutional perspective, while future employment and resources and courses were the most important for students
8	Pampaloni, (2010)	USA		A survey questionnaire	Descriptive statistics; Pearson's correlation; Multiple regression	Institutional characteristics, such as academic programmes, location and cost. Interpersonal, such as open days, teachers and interviews. Information resources, such as university website, materials and rankings.
9	Pike, (2005)	Australia	16 factor	Mixed approach	Exploratory factor analysis, Repertory; Grid Analysis; Importance-performance analysis (IPA)	Courses of interest, the standard of teaching and facilities and proximity of home

10	Price <i>et al.</i> , (2003)	United Kingdom	87 questions	Questionnaires were surveyed for two years	Descriptive analysis	Factors related to education (course and academic reputation) and facilities (library, computers...) were most important.
11	Quigley <i>et al.</i> , (2000)	USA	8 items	Two Phase study	MANOVA and ANOVA techniques	Programme (using graduation and placement rates) was the most important for students. Price has an influence on the perception of students and their parents toward HEIs.
12	Sojkin <i>et al.</i> , (2012)	Poland		A survey questionnaire	Exploratory factor analysis	Professional advancement, university tradition and marketing efforts were the most influential on final decision.
13	Soutar and Turner, (2002)	Australia	10 factors	A survey questionnaire	Conjoint analysis approach	The factors of programme suitability, academic reputation, job prospects and quality of teaching were the most important
Decision making factors to study abroad						
14	Binsardi and Ekwulugo, (2003)	United Kingdom		Qualitative and quantitative methodology	Ranking-independence analysis of Chi-Square. In-depth interviews.	Educational standards and recognition; ease of admission and immigration procedures; ease of employment; cost of living and culture
15	Joseph and Joseph, (2000)	Indonesia	17 factor	A survey questionnaire	Descriptive statistics	Information about courses and programmes; value of education; physical aspects and facilities.
16	Min <i>et al.</i> , (2012)	Singapore		A survey questionnaire	Friedman test, T test and correlations	Academic/education; Work; Career/migration; and Pleasure/experience.
17	Padlee <i>et al.</i> , (2010)	Malaysia	48 factor	A survey questionnaire	A principal components factor analysis	7 factors were identified; they were: Quality of learning environment; Influencers; Customer focus; Cost; Facilities; Socialisation; and Location. Entry requirements, English usage and language, programme and academic staff were the most important.
Satisfaction and Image factors						
18	Alves and Raposo, (2010)	Portugal		A survey questionnaire	Structural equation modelling	Image construct has a strong and significant influence on satisfaction and hence loyalty
19	Arpan <i>et al.</i> , (2003)	USA	20 item	Two phase study	Exploratory focus groups; Exploratory principal component analysis; and regression analysis.	Three factors were loaded: Academic, Athletic and new media coverage. Recognition, academics, athletics, social life and physical environment with of most important to university image.
20	Brown and Mazzarol, (2009)	Australia		A survey questionnaire	A principal Components Analysis (PCA)	Image is important as antecedent to customer satisfaction, loyalty and value perception.

21	De Lourdes Machado <i>et al.</i> , (2011)	Portugal		A survey questionnaire	Descriptive analysis; multivariate (regression, clusters and discriminating).	More concerns have to be given to academic aspect, such as quality of teaching, variety of courses, student-academics interaction and knowledge assessment. Qualities of facilities and teaching aspects had an influence on university image and reputation.
22	Douglas <i>et al.</i> , (2008)	United Kingdom		A survey questionnaire	CIT(Critical Analytical Technique)	Responsiveness, communication and access were of most important to focus on.
23	Durvasula <i>et al.</i> , (2011)	Cross-national study		A survey questionnaire in USA and India	Confirmatory factor analysis, Path analysis and t- tests	Personal values had an impact on student satisfaction and retention, perceived value, and quality as well.
24	Garcia-Aracil, (2009)	Cross-national study	18 item	A self-administrated questionnaire	Descriptive analysis	Satisfaction was close to respondents expectations. Factors were: Contacts with fellow students; Course content; Equipment; Teaching quality; and Variety of courses
25	Gray <i>et al.</i> , (2003)	Cross-national study	19 item (Promotion activities) and 34 item (brand positioning)	A survey questionnaire	F-test and principal component factor analysis	The internet and printed media were the most important sources of information with focusing on students as the target more than other influencers. Brand positioning diminutions were: learning environment; reputation; graduate career prospects; destination image; and cultural integration.
26	Ivy, (2001)	Cross-national study (United kingdom and South Africa)	27 item	A survey questionnaire	Correspondence analysis	Old UK universities seemed to be more product-oriented; while new UK universities appeared to follow the selling approach. South Africa technikons and universities were more sensitive to Price and tuition fees with weak consistency with regard to image portrayal.
27	Palacio <i>et al.</i> , (2002)	Spain		A self-administrated questionnaire	factorial analysis	Cognitive competent, such as facilities, programme, atmosphere and tuition fees; affective competent, such as pleasant or not had an influence on overall image. Image has an influence on students' satisfaction.
28	Wilkins and Balakrishnan, (2013)	UAE	49 item	A survey questionnaire	Descriptive statistics	Facilities and quality of social life; Use of technology; Learning resources; Assessment and feedback; Student learning; Quality of lecturers and teaching; and Programme effectiveness.
29	Zineldin <i>et al.</i> , (2011)	Turkey	39 item	A survey questionnaire.	Factor analysis using (PCA)	Quality of atmosphere; Infrastructure; Object; Process; Interaction; Atmosphere II; and Infrastructure II.

Marketing orientation and perception						
30	Cheung <i>et al.</i> , (2010)	Hong Kong		Mixed method	Focus group interviews with individuals. Descriptive statistics.	The importance of 4Ps and segmentation on building marketing strategy
31	Hemsley-Brown and Oplatka, (2010)	Cross national study	32 factor	A survey questionnaire	Summative and mean scores calculation, Mann-Whitney and ANOVA tests.	Obligation with traditional role of HEI , such as teaching and learning, meeting students’ needs , contribution of internal marketing and promotion for the university.
32	Kuster and Aviles-Valenzuela, (2010)	Mexico		A case study method using self-administrated questionnaire	Structural equation modelling	Campus Marketing Orientation had an influence on schools Marketing Orientation.
33	Michael <i>et al.</i> , (1993)	Canada		Qualitative	structured and unstructured interviews	Marketing perceived as to attracting resources; however, few institutions referred to using market research and comprehensive marketing plans.
HE marketing studies in Egypt						
34	Mahrous and Kortam, (2012)	Egypt	25 item to evaluate teaching effectiveness	A survey instrument	Structural equation modelling	Organization of the course; Fairness of grading; Workload difficulty; and the student-instructor interaction.
35	Mourad <i>et al.</i> , (2011)	Egypt	Brand equity	A self-administrated questionnaire	Exploratory factor analysis	University brand plays a significant role in choosing a university; thus marketing efforts should be directing toward building image more than awareness.
36	Mostafa, (2006)	Egypt	22 item to measure SERVQUAL dimensions	A survey instrument	Factor analysis; Importance-Performance Grid	Aspects of tangible (physical evidence), support from academic staff, the feeling of security and convenient office hours and class times were of most important.

Table 3.7 showed that most studies concerned with decision making process through investigating the factors to influence on students' choice of a university. Moreover, there was more interest in measuring students' satisfaction and the relationship between image and satisfaction. Market orientation research had taken some concern in HE marketing, but it still needs for more investigations in the future regarding its suitability for application in higher education, with taken in consideration its distinguished characteristics. With regard to Egypt, there was a shortage of marketing studies with higher education. It is expected that the number of studies concern with marketing higher education in Egypt is going to increase because the sector of private higher education is increasing dramatically, thus, competition. This trend will attract researchers to give more attention in that direction.

Although of research in higher education marketing has increased, but this area of interest still needs for more investigation, especially, with regard to matching the contradictory characteristics of marketing mechanisms and higher education nature. The dilemma of

marketing in HE has created wide debates with regard to the applicability of marketing in HE and how market forces fit HE context.

One of the most important challenges facing marketing in the higher education sector is the perception of the need for marketing activities here. There is still some evidence of negative impressions about using marketing in HE (Hemsley-Brown and Oplatka, 2006). This situation may lead to some resistance to the use of marketing in HE, or, conversely, to recognizing it as important and suitable for application.

Research in HE marketing began to have an impact in the 1980s, but still has a long way to go. Hemsley-Brown and Oplatka (2006, p.316) stated that

“The research field of higher education marketing is still at a relatively pioneer stage with much research still to be carried out both from a problem identification and strategic perspective. For those with a passion for research, and a belief in the power of markets and marketing, there is still much to be done in the context of HE markets”.

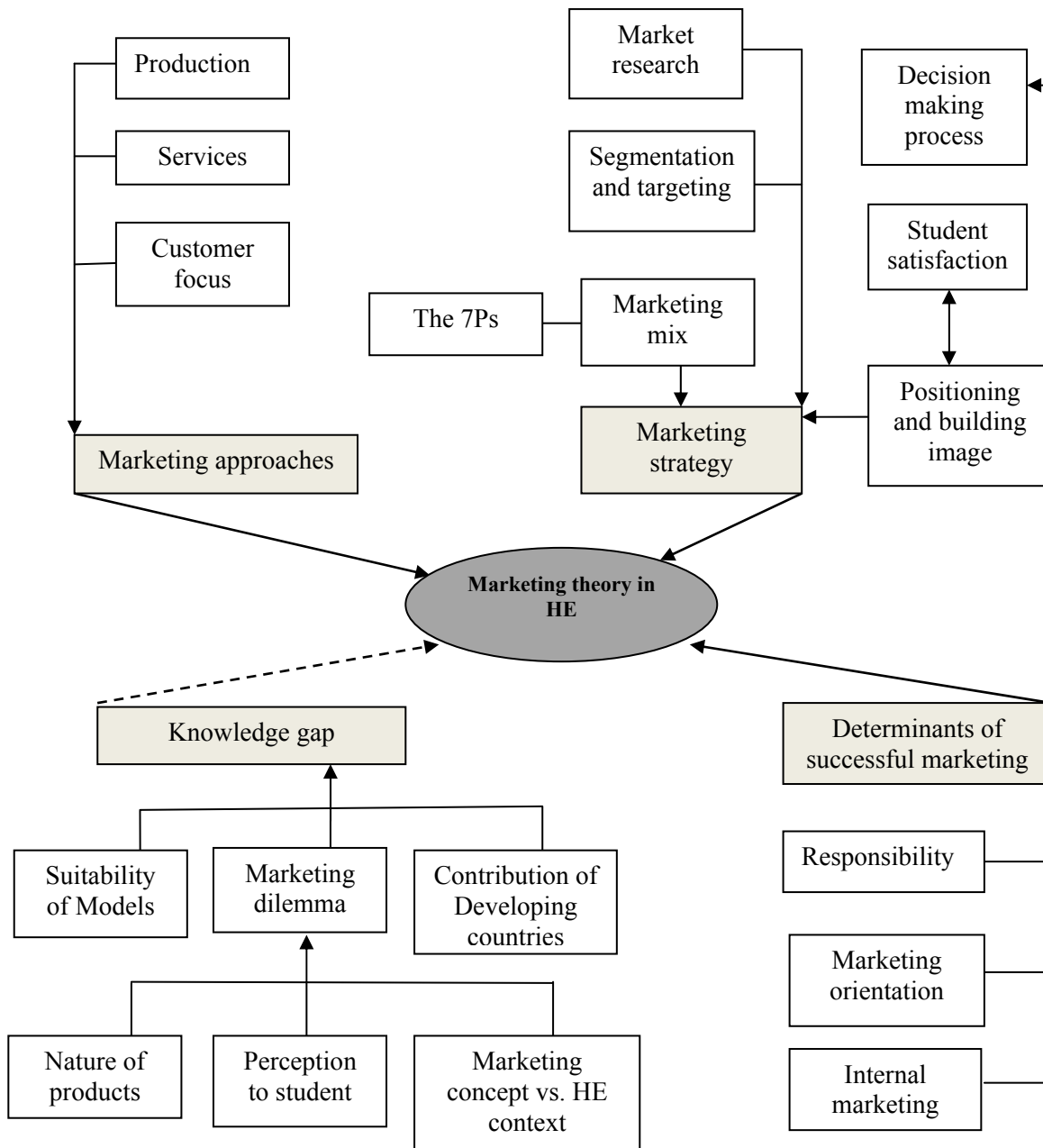
Furthermore, they mentioned in their study that researchers in the field of higher education have began to recognize how important it is to use marketing theories which have been effectively used in the business world in order to gain potential benefits. They added *“the literature on HE marketing is incoherent, even inchoate, and lacks theoretical models that reflect upon the particular context of HE and the nature of their services”* (p.316).

Some authors argue that marketing in HE has been used as imported wisdom from the business sector where it has its roots (Gray, 1991; Maringe, 2006). Hemsley-Brown and Oplatka (2006) also concluded in their study that the research in HE marketing is obtaining its conceptualization from service marketing theory, notwithstanding that there are differences between HE and other services in terms of context. This fact leads HE institutions to adopt models which are not compatible with the nature of their organizational structure (Hemsley-Brown and Oplatka, 2006). Maringe (2006) believed that HEIs in both developed countries and developing countries have failed to draw an axis of the base of their marketization agenda. Similarly, McGrath (2002, p.2) pointed out the shortage of marketing in HE theory when he stated that *“This interest in marketing, however, is part of a long evolutionary process that is still far from complete”*. He believes in the growing interest in using more aggressive marketing techniques in HE, but still argues that there is a need for more discussion about identifying the marketing policies which are optimal for applying in higher education. Maringe (2006, p.150) agreed with this opinion about the growth in marketing concepts in higher education, stating that *“What we need in universities today is more marketing and not less”*. He further added that marketing needs to be perceived as a philosophy in order to get support in higher education institutions. If marketing is recognized as a means of developing products and services according to

customers' needs, this will begin to close the gap in thinking between marketing and the ideals of higher education (Maringe, 2006).

Figure 3.3 shows a theoretical design of literature review in marketing HE context.

Figure 3.2: Theoretical model of literature review



From this review of the literature of marketing in higher education, it can be concluded that:

- There are still arguments about the applicability of using marketing concepts in higher education, and the extent to which marketing concepts are suitable for the HE sector, because of its nature, which makes it different from other services.
- There are still arguments about theories and models that fit higher education institutions, and these arguments are expected to continue for a long time.
- There is no optimal model for marketing activities that can be used in all higher education institutions, because they are either in developed countries or developing countries.
- This area still needs more research, especially in developing countries, in order to investigate the creditability of using marketing in universities within such countries. There is also the question of where they are now and how far culture can influence the recognition and perceptions of using marketing theories in these countries.

In addition, from reviewing the literature of marketing in higher education, it can be concluded that, when suggesting a marketing model in HE, four main dimensions should be considered, which represent features that distinguish higher education institutions. These are:

- The nature of product offered by higher education institutions.
- The unique nature of the higher education institution as a service organization.
- The nature of customers (who benefit from the products and services offered by higher education institutions).
- The organizational and cultural characteristics which distinguish the working environment of these institutions.

4. METHODOLOGY

For social research, it is very important to consider the construct of the paradigm and the methodology to be used. This chapter is dedicated to discussing the issues of paradigm, research methodology and design, and the data management and collection processes which have been used in this research. In addition, the approaches and tools used for data analysis are presented.

4.1 RESEARCH PARADIGM

The research paradigm reflects the “worldview” or beliefs that led the researcher when conducting the research (Guba and Lincoln, 1994). Accordingly, the paradigm can be defined as a “*basic set of beliefs or assumptions that guide*” a researcher’s inquiry (Creswell, 1998, p.74). McKenzie and Usher (1997, p.6) also define paradigms as

“frameworks that function as maps or guides for research communities, whether in the normal or social sciences. They provide ways of looking at and ways of working in the world”.

The arguments are usually whether to use the quantitative paradigm or the qualitative one. This debate has produced three major schools of thought, held by purists, situationists, or pragmatists. The differences between the three perspectives are related to their beliefs about the extent to which quantitative and qualitative methods can be combined together, with purists and pragmatists situated at opposite ends, and situationists occupying the middle ground (Onwuegbuzie and Leech, 2005).

This debate between researchers who prefer the quantitative paradigm and those who prefer the qualitative paradigm has produced many further types of paradigm. For instance, Creswell (2009) introduced four different paradigms: post-positivism, constructivism, advocacy/participatory research and pragmatism. Johnson and Onwuegbuzie (2004) classified them into three major areas of thought: positivists are those who are quantitative purists; constructivists or interpretivists are those who are qualitative purists; and pragmatists are those who adopt a mixed methods paradigm. In many cases, researchers, namely the purists, prefer to adopt a single framework in their research. This framework may be positivism or phenomenological. According to Neuman (1997, p.63), positivism is

“an organized method for combining deductive logic with precise empirical observations of individual behaviour in order to discover and confirm a set of probabilities and causal laws that can be used to predict general patterns of human activity”.

This approach is normally based upon quantitative data, the paradigm being dependent upon quantitative methods (Tashakkori and Teddlie, 1998). Many applied researchers (administrators,

planners, programme evaluators, market researchers etc.) use this paradigm which is mainly focused on using experiments, surveys and statistics, because they look for measures and objective research (Neuman, 1997).

On the other hand, the phenomenological paradigm, or constructivism paradigm, will be useful if qualitative data are required. This may be used if there is not enough data about the phenomenon to be researched, and if we need to develop a deeper understanding of the phenomenon itself (Neuman, 1997). Both sets of purists believe that their paradigm is ideal for the research to be undertaken, and also that quantitative and qualitative paradigms and their associated methods cannot be combined together (Johnson and Onwuegbuzie, 2004).

The pragmatism paradigm was developed to solve this dilemma and to present a consensual solution between both sets of purists. According to Tashakkori and Teddlie (1998), adopting a specific paradigm depends on the kind of information that it is necessary to produce. If the research needs to produce quantitative and qualitative data, neither positivistic, nor phenomenological paradigms will be enough. In this case, it is more appropriate to adopt the position of the pragmatist. Tashakkori and Teddlie (1998) described pragmatism as

“intuitively appealing, largely because it avoids the research engaging in what they see as rather pointless debates about such concepts as truth and reality” (Saunders et al., 2007, p.110).

For this research, the pragmatism paradigm has been adopted, for many reasons. The first and most important reason to adopt pragmatism is *the nature of research itself*. This kind of research is new in the Arabic region, and has not been used before for educational institutions, as far as the researcher is aware. Issues of the phenomena to be investigated and research variables need to be clarified and addressed before measurement. In this case, combining qualitative and quantitative methods is useful in order to get more and deeper understandings of the phenomenon to be investigated. Moreover, pragmatism utilizes mixed methodologies to investigate the same phenomena, which offers the chance to research deeply into datasets to understand what they mean, and to use one method to prove or understand the findings from the another method (Onwuegbuzie and Leech, 2005). Creswell (2003, p.11) stated that

“knowledge claims arise out of actions, situations, and consequences rather than antecedent conditions, the problem is most important, and researches use all approaches to understand the problem”.

The type of questions themselves is another reason to support the use of pragmatism. Many authors believe that research questions are the determinant to choose the paradigm that is suitable for answering these questions. Saunders et al. (2007) argued that the research question is the determining factor in choosing the appropriate research philosophy — positivistic,

phenomenological, or both? Each of these approaches may be effective in answering specific questions.

Many authors have adopted the view that the research questions should lead the process of determining the research paradigm, methodologies and strategies, together with the research methods that are appropriate to the questions being addressed (Mason, 2006; Tashakkori and Teddlie, 1998; Creswell, 2009; Onwuegbuzie and Leech, 2005; Bryman *et al.*, 2008).

Bryman (2006, p.118) has mentioned that

“One of the chief manifestations of the pragmatic approach to the matter of mixing quantitative and qualitative research is the significance that is frequently given to the research question”.

The advantages and flexibility that pragmatism can achieve, hence enriching the research, also need to be considered. First, it provides us with a research philosophy based on a very practical and applied base (Tashakkori and Teddlie, 2003). Moreover, instead of concentrating on methods and methodology, the researcher is focusing on the research problem itself and how to use all the approaches available to help investigate and understand the problem (Creswell, 2009). Although some authors, such as Merten (1999), have suggested the “transformative-emancipatory” paradigm as an alternative to pragmatism as the foundation of mixed methods, many authors have suggested pragmatism as the paradigm that best fits the use of mixed methods research (cited in Tashakkori and Teddlie, 2003). Moreover, pragmatism enables the researcher to have a positive attitude towards both quantitative and qualitative techniques, and thus to be in a better position in terms of using the qualitative part to inform the quantitative part and *vice versa* (Onwuegbuzie and Leech, 2005).

4.2 RESEARCH METHODOLOGY

Saunders *et al.* (2007, p.602) define methodology as

“the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted”.

There are mainly two approaches in implementing the research methodology: the quantitative approach and the qualitative approach (Saunders *et al.*, 2007). In addition, mixed methods research has been added as a third wave, where the researcher combines or mixes the quantitative and the qualitative research methods, techniques, concepts, or languages together in the same study (Johnson and Onwuegbuzie, 2004).

Qualitative research is useful when we want to explore or understand the meaning for individuals or groups towards a particular social or human problem (Creswell, 2009). Moreover, it can be used when important variables to examine are not known precisely, or the topic is new, or has not been addressed previously by certain groups of people, and existing theories are not relevant to the specific group under investigation (Creswell, 2009). This approach produces qualitative data which are non-numerical data or data that have not been quantified (Saunders *et al.*, 2007). According to Mason, (2006) qualitative research is explanatory, because it is concerned with explanation more than causation or measurement. The other approach is quantitative research. This is used to produce quantitative data, which are numerical data, or data that have been quantified (Saunders *et al.*, 2007). It is appropriate when we want to test objectives or theories by examining the relationships between variables (Creswell, 2009).

In many cases, the qualitative approach or the quantitative approach are not enough, or are inadequate, by themselves, to investigate the phenomenon under investigation, or to answer the research questions (Creswell, 2009). In such cases, it is appropriate to use mixed methods research, such as is the case within this research. The knowledge claims of this approach are based on pragmatic grounds (Creswell, 2003). Rocco *et al.* (2003, p.19), defined mixed methods research as combining “*theoretical and/or technical aspects of quantitative and qualitative research within a particular study*”. Mixed methods research is not a new phenomenon, as it began back in the 1800s when researchers such as Frederic le Play (1855), Charles Booth (1892-1897), and Bohm Rowntree (1901) used it in research conducted about poverty within families in Europe during this period (cited in Hesse-Biber, 2010). They combined qualitative and quantitative techniques together, through using participant surveys and observations, demographic analysis and social mapping techniques (Hesse-Biber, 2010).

It is appropriate for this research project to use mixed methods which bring quantitative and qualitative approaches together (Creswell, 2009) to gain a deeper understanding of the phenomena being researched (Greene, 2007). The researcher used mixed methods within an integrated framework, whereby each method was used to inform us about specific parts of the whole picture (Mason, 2006). She added that

“Mixing methods helps us to think creatively and ‘outside the box’, to theorize beyond the micro-macro divide, and to enhance and extend the logic of qualitative explanation” (p.9).

Tashakkori and Teddlie (2003) pointed out three advantages for the use of mixed methods rather than a single approach design. It can answer research questions that the other methodologies cannot, it produces better inferences, and it gives the chance to present a better diversity of

views. Moreover, it offers the chance for the researcher to answer the exploratory and confirmatory questions together, thus verifying and generating the theory at the same time.

The big part of marketing research was derived mainly by quantitative techniques as powerful tools to measure attitudes. However, in this study, the importance of qualitative phase derived from the fact of poverty of literature with regard to using marketing in HEIs in Egypt. Thus, the researcher decided to use qualitative phase first to get better understanding of the phenomena investigated and to measure the awareness of interviewees to marketing activities and practices in higher education. Moreover, the findings of qualitative phase were used to develop the main research questions, hence reviewing the literature again to refine it with accordance to research objectives. The findings of qualitative phase, using semi-structured interviews and focus groups interviews, helped the researcher to achieve three main objectives. It gave a better understanding and valuable information that could not be collected by quantitative techniques, such as survey questionnaire. The direct interaction and face to face interviews alongside brainstorming with focus groups interviews helped to generate information which would be very difficult to get it with other techniques. The emerged themes of qualitative findings were used to refine and to identify research question, hence literature review.

The findings of qualitative phase were used to cover areas would be difficult to be covered by quantitative methods, such as using strategic marketing plan and identifying marketing activities used and thoughts used to develop university's image; that might be returned to nature of society and culture. Creating the confidence between the interviewer and interviewees helped to break the fence, hence getting the information required.

Moreover, the findings of qualitative phase were used to develop existence scales already found in western and other countries to be appropriate for using in Egyptian higher education culture, such as the model used by Naude and Ivy (1999) to understand the perception and role of marketing in UK higher education. The model was modified by adding more items generated from qualitative phase and removing other items which found to be inappropriate for use in Egyptian environment. In addition, the findings were used to create new scales valid to measuring phenomena investigated in quantitative phase after ensuring the validity and reliability of scales. Overall, the qualitative findings were integrated with quantitative results to give a better understanding to the picture of marketing practiced in private and foreign universities in Egypt.

Despite the advantages that mixed methods can achieve, it is an important consideration that this approach requires more effort and time than other approaches (Tashakkori and Teddlie, 2003).

4.3 RESEARCH DESIGN

Research design refers to the plan of action that links the philosophical assumptions with specific methods (Creswell and Clark, 2007). The decision about research design when using mixed methods has two criteria: deciding whether qualitative or quantitative methods have priority, and the sequence of the two methods or approaches (Tashakkori and Teddlie, 2003).

According to these criteria, many types of mixed methods must be considered. Johnson and Onwuegburzi (2004, p.20) have mentioned that the majority of mixed methods designs are derived from two major types, which are the mixed model, when the mixing process happens “within or across the stages of research process”, and mixed methods, when the inclusion of quantitative and qualitative phases happens in an ‘overall research study’.

Greene *et al.*, (1989) introduced five forms to reflect the functions and purposes that mixed methods are used for. The first and most common is triangulation, and refers to the use of more than one method to examine the same research question (Hesse-Biber, 2010), for the purposes of convergence and to confirm results (Onwuegburzie and Leech, 2005), and for raising the validity of research findings (Greene *et al.*, 1989). The second is the complimentary form, which gives the research the chance to gain a deeper understanding of the research problem (Hesse-Biber, 2010) by using different methods to measure different aspects for the same phenomenon (Greene, 2007). Development methods are used when the results from one method can be used to develop or inform the other method (Hesse-Biber, 2010). This method is derived from the classic ideas of Sieber (1973) and Doren Madey (1982), when results from one method were used to develop the other method (cited in Greene, 2007). The initiation method is much like the complimentary method, in that it uses different methods to examine different aspects of the same phenomena, but the results are contradictory (Greene, 2007).

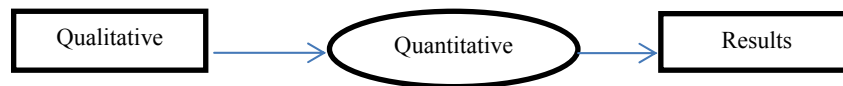
The last is the expansion method, when different methods are used to examine different phenomena (Greene, 2007). Often described as a “multi-task” method, it can be used in evaluation studies, for instance by using qualitative methods to evaluate the programme process and quantitative methods to examine the outcomes of the programme (Greene *et al.*, 1989, p.257).

For this study, mixed methods research is used for the purpose of triangulation, as findings from the qualitative phase help us to understand and interpret the results found in the quantitative phase. Moreover, all mixed method designs are, in effect, using triangulation techniques (Tashakkori and Teddlie, 2003). Mixed methods are also used for development, as findings from the qualitative phase were used to inform the development of some variables and instruments in the quantitative phase.

Another type of classifying mixed methods research was presented by Creswell (2002), who classified mixed methods designs into three types: triangulation, explanatory and exploratory (cited in Tashakkori and Teddlie, 2003). Triangulation means implementing through collecting data using both qualitative and quantitative techniques together, and using the findings for achieving a better understanding of the research problem. Explanatory includes collecting quantitative data first and then collecting qualitative data for the purpose of exploring results found in the quantitative phase (Tashakkori and Teddlie, 2003). However, in this research, the exploratory design was used, which included first collecting qualitative data in order to explore and understand the phenomena, and subsequently collecting the quantitative data for the purpose of explaining the relationships found between variables (Tashakkori and Teddlie, 2003), or for the purpose of generalization (Creswell, 2009), such was the case in this research.

This design is based on the fact that exploration is required, because the measures or instruments are not available, the variables are not defined precisely, and no theory or framework already exists (Creswell, 2003). Although this design is mainly informed by qualitative methods, the use of quantitative methods can make the qualitative approach more acceptable for those attracted by a quantitative approach. In addition, using separate phases makes this design simple to describe, apply and report (Creswell and Clark, 2007).

Figure 4.1: Qualitative measures to develop quantitative tools



Source: Ulin *et al.*, (1996) via Tashakkori and Teddlie (1998)

A two- phase study (sequential study), or, as it has been called, a “sequential exploratory strategy” (Creswell, 2003), has been used in this research. The researcher began with qualitative data collection and analysis to consider previously unexplored phenomena, and then used the results after that to design the quantitative phase of the research (Tashakkori and Teddlie, 1998). Therefore, priority was given to the qualitative phase in developing the design (Creswell, 2003). Table 4.1 summarizes the process of choosing the paradigm, methodology and research design for this study:

Table 4.1: Methodology and research design

<i>Methodology and research design</i>		
Paradigm	Pragmatism	A deconstructive paradigm that debunks concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as the truth regarding the research questions under investigation (Teddlie and Tashakkori, 2009).
Purpose	Exploratory	Understand the phenomena investigated Generate variables examined Instrument development
	Confirmatory	Examine relations and hypotheses
Methodology	Mixed methods	Qualitative and Quantitative are used in types of questions, research methods, data collection and analysis procedures and/or inferences (Tashakkori and Teddlie, 2003).
Approach	Qualitative→ Quantitative	
Number of phases	Two- phase design	
Type of implementation process	Sequential mixed design	The phases of the study occur in chronological order
Tools or methods	Semi-structured interviews Focus group interviews Questionnaires	Senior managers and marketers Students on private and foreign universities Students on private and foreign universities senior managers and marketers

Source: developed by the author based on (Tashakkori and Teddlie, 2003; Teddlie and Tashakkori, 2009).

4.4 DATA MANAGEMENT AND ANALYSIS OF THE QUALITATIVE PHASE

This section investigates the methodology used to collect and analyse the data in the qualitative phase. This process includes determining the population and sample, the research instruments used, the process of data collection and data analyzing.

4.4.1 POPULATION AND SAMPLING

The targeted groups can be classified as follows:

- Senior management people at the universities, involved in developing and implementing university strategy and vision. This group is represented by the university Presidents, Vice-Presidents and members of the University Board and University Board of Trustees.
- Marketers: people who are involved in marketing activities, from a marketing office, or from public relations or admission offices. The name of the relevant office varies from one university to another.
- Undergraduate students, both male and female, in private and foreign universities, who have complete at least one academic year in their universities, and have the ability to comment fairly and objectively about their experience.

In this case, a purposive sampling was used, as this helped to choose subjects who would best enable the researcher to achieve the objectives of the research (Saunders *et al.*, 2007).

4.4.2 RESEARCH INSTRUMENTS

The purpose of conducting the qualitative phase was first to explore the phenomenon under investigation, as there is a scarcity of Arabic research concerned with marketing in higher education. In addition, the qualitative phase was planned to help develop a valid survey, based on the findings from participants' perceptions and beliefs as the reality of this sector. It was also planned in order to take the cultural aspects of this area of the world into consideration.

The qualitative phase was conducted through semi-structured interviews with senior management and people involved in marketing activities, and through focus group interviews with students. The use of interviewing today is very common, leading to the idea that we live in an "interview society" (Denzin and Lincoln, 2005, p.695). According to Denzin and Lincoln, interviewing is considered one of the most powerful methods to understand human perceptions and feelings. It has been widely used to show how interviewees see their world, perceive issues around them, and express the complexities of their perceptions, beliefs and experiences (Patton, 2002).

The purpose of the interviewing was to gain a deep insight into what was happening in reality, to help in designing a questionnaire compatible with private and foreign university culture in Egypt, and comprehensible to the people who would respond to the questionnaire. Denzin and Lincoln (2005, p.704) stated that

“An extension of the exploratory intent is to use the group interview for the purpose of pre-testing questionnaire wording, measurement scales, or other elements of survey design”.

Issues and topics to be covered were determined in advance, according to the previous investigation and literature review of marketing in higher education. The approach used was the interview guide approach, where the interviewer is responsible for the way and sequence of asking questions during the interview period (Patton, 2002). The other technique used was focus groups, with undergraduate students from both private and foreign universities. Focus groups are not a new phenomenon; they have been traced back to the 1820s, but began to be a widely used method from the 1990s in many disciplines such as education, feminist research sociology, communication and media studies, and social psychology (Silverman, 2011). It crosses the line between formal and informal interviewing, as the technique used is directing systematic questions to many interviewees at the same time in a “formal or informal setting”. This technique is widely used in market research to get consumer opinions about specific product characteristics, advertising themes and the way of delivering services (Denzin and Lincoln, 2005, p.703). Patton (2002) suggested that the appropriate number for a group is six to ten people. Interviewees who participated in the interview spent one to two hours in each group; they had similar backgrounds, and were involved with the topic investigated.

4.4.3 DATA COLLECTION PROCESS

Data was collected in the qualitative phase from six different universities, which were given codes (A, B, C, D, E, and F) instead of their real names, in order to respect their privacy and the ethics of conducting research. To achieve the research objectives, 20 semi-structured interviews were conducted with six different universities. They are coded as presented in Table 4.2:

Table 4.2: Codebook for participants in qualitative interviews

University code	Interviewee code	Type of interviewee	Position
A	A-1	Senior management	President of the university.
	A-2	Senior management	Member of university board.
	A-3	Marketer and administrators	General manager assistant of public and external relations.
	A-4	Marketer and administrators	General manager assistant of admission office.
	A-5	Marketer and administrators	Public relations expert.
B	B-1	Senior management	President of the university.
	B-2	Senior management	Vice-President of the university.
	B-3	Senior management	Vice-President of the university
	B-4	Senior management	Member of university board and Head of research centre.
C	C-1	Senior management	Vice-President of the university
	C-2	Senior management	Programmes leader.
	C-3	Senior management	Member of university board.
	C-4	Marketer and administrators	General manager assistant of marketing department
	C-5	Marketer and administrators	Officer in admission office.
	C-6	Marketer and administrators	Officer in marketing department
D	D-1	Senior management	President of the university.
	D-2	Marketer and administrators	General manager of marketing public relations department.
E	E-1	Senior management	Member of university board and Dean of Faculty of Management.
	E-2	Marketer and administrators	Marketing academic staff and member of marketing committee in the university.
F	F-1	Marketer and administrators	General manager of marketing office.

Source: developed by the author.

In addition, six focus group interviews were conducted with students from six different universities, in order to understand their perceptions of university image, their preferences in choosing a private university, the decision-making process and the factors impacting upon their choices.

Moreover, one focus group interview was conducted in University (A), which is known to accept a large number of Arab students, with non-Egyptian students who came from outside Egypt, in order to understand their perceptions of the issues mentioned above.

Some dimensions were considered when selecting the universities for interviews to reflect the variety and differences between private universities, such as:

- The year of establishment (old or new).
- The type of university (Egyptian private university or foreign private university).
- The location of the university (inside or outside greater Cairo).
- The size of the university in terms of the number of students and the programmes offered (large, intermediate, and small).

With regard to the year of establishment, Egypt only legislated for the establishment of private universities in 1992, according to Law 101, although the American University at Cairo was founded in 1919, but had not been controlled by the Higher Education Ministry. The first private university was established in 1996, when four universities were established, which may now be considered as “old”. In general, it can be considered that universities established after 2002 are ‘new’ as the normal cycle of graduating students takes from four to six years, depending on the type of programme studied. According to this classification, Universities (A), (C) and (D) can be considered as representatives for old universities, and Universities (B), (E) and (F) are representatives of new ones.

Another dimension to be considered was the type of university, whether it was a private or foreign university. The foreign universities were those established according to agreements and full partnerships between foreign countries, or their universities, and the Egyptian side. They might carry the foreign country’s name and offer certificates accredited from both parties. On the other hand, private universities are universities owned by Egyptian people, and carry Egyptian names. According to this classification, universities (A), (B), (C) and (E) can be considered as private universities, while universities (D) and (F) can be considered as foreign universities (The Egyptian Cabinet, 2005).

Regarding location, the majority of private universities are located inside the area of greater Cairo. However, given that universities need huge amount of land space, and the price of land in Cairo is very expensive, some private universities have established their campuses in new cities on the outskirts of Cairo, such as new Cairo, 6th October City, and Al Shourok city. Some universities were established outside this area to serve the surrounding population, such as University (B), which used to be representative of this type of university.

Finally, the size of a university was another dimension to be considered. Until recently, private universities could not take on a large percentage of students graduating from high schools. They represent less than 3% of the total number of students enrolled for the higher education stage. It

has also been noted that the older universities are taking the main percentage of students enrolled in private universities. Accordingly, universities can be classified into three categories, according to the number of students. Large universities are universities which have more than 10,000 students accepted and registered; intermediate universities have from 1,000 to 10,000 students registered; and small universities have less than 1,000 students registered. According to this classification, University (A) can be considered as a large university; Universities (B), (C) and (F) are intermediate; and Universities (D) and (E) are small universities. Table 4.3 shows a brief description and distribution of the universities and people who participated in this phase:

Table 4.3: Distribution of the universities and people who participated in the qualitative phase

University	(A)	(B)	(C)	(D)	(E)	(F)
Interviewees						
Year of establishment	Old	New	Old	Old	New	New
Private or foreign	Private	Private	Private	foreign	private	Foreign
Location	Inside Cairo	Outside Cairo	Inside Cairo	Inside Cairo	Inside Cairo	Inside Cairo
The size of the university	Big >10000	Intermediate from 1000 to 10000	Intermediate from 1000 to 10000	Small <1000	Small <1000	Intermediate from 1000 to 10000
Senior management	2	4	3	1	1	-
Marketers	3	-	3	1	1	1
Focus groups	2	1	1	1	1	1
Interviewees	5	4	6	2	2	1
Focus groups	2	1	1	1	1	1
Total	7	5	7	3	3	2

Source: developed by the author

4.4.4 DATA MANAGEMENT

The questions which were used for senior management and for top level administrators in semi-structured interviews were focused on four main axes, as follows:

- Their perception of marketing in their university and the approaches they followed.
- The importance of marketing in their universities.
- The extent to which they had a strategic vision of marketing in their universities.
- University image and the extent to which marketing was employed to build the university's image.

Regarding the first axis, a group of questions was used to understand their perceptions of marketing in their universities and the approaches they followed, such as:

- How did they define marketing in their universities?
- Do they have a marketing department or not?
- Who has responsibility for marketing in their universities?
- What are the main purposes of using marketing?
- What types of marketing activities do they practice?
- What are the priorities to focus on when putting marketing plans into practice?
- What are the constraints and obstacles to implementing an effective marketing strategy?

The second axis was concerned with the importance of marketing in their universities and was investigated through questions such as:

- How do they perceive competition between private universities?
- How do they perceive the future of marketing in their universities and in private universities in general?
- To what extent do they use experts and external consultants?

The third axis was more concerned with their strategic vision of using marketing in their universities; it was investigated through questions such as:

- To what extent have they adopted a marketing strategy?
- To what extent are the marketing plan (if found) and the strategic plan linked together?
- To what extent is there a link between university vision, message and marketing?

The fourth axis was dedicated to university image and the extent to which marketing was employed to build the university's image; it was investigated through questions such as:

- How do they perceive the university's image?
- What factors influence the development of the university's image?
- What is their role in maintaining the university's image?
- What are their plans to enhance the university's image?
- To what extent do they employ marketing to inform the university's image?
- What priority is given to building the university's image when using marketing?

People who were involved in marketing activities were interviewed in order to get their perceptions towards marketing in their universities. The questions focused on six main axes which were as follows:

- Personal data to investigate their qualifications and readiness to use technical and advanced marketing tools.
- Their perceptions of marketing in their universities and the approaches they followed.
- The importance of marketing in their universities.
- University's image and the extent to which marketing was employed to build their university's image.
- The extent to which they used a marketing strategy.
- The extent to which they have had support from senior management.

Regarding the last two axes, a group of questions were asked to investigate their perception of marketing plans and the support they received from senior management, as follows:

With regard to the axis for use of a marketing strategy:

- Do they have a marketing plan?
- If not, do they need a plan?
- To what extent are they involved in implementing the marketing plan?
- The role of marketing research in their universities.
- The role of alumni in their universities.
- The extent to which they use an effective feedback system to build their marketing plans.
- The extent to which they use SWOT analysis.

In addition to investigating senior management and marketers' perceptions towards marketing in their universities, students were interviewed via focus groups in order to understand their perceptions of their universities specifically, and of private education in general. Another axis was developed in order to form an impression of their perceptions towards their universities, and to understand the most effective marketing tools that they had been influenced by, as follows:

- Their preferences between public and private higher education.
- Factors used in choosing a university.
- The most effective tools used when gathering information about universities.

- Student's expectations and measures of satisfaction.
- Their decision-making process.
- Their perceptions of a university's image.

4.4.5 DATA ANALYSIS

There are many approaches for the analysis and presentation of qualitative data generated from interviews, such as framework analysis, thematic analysis, interpretative phenomenological analysis and constructivist analysis (Silverman, 2011). A thematic framework was the data analysis approach used in this research because it was appropriated for the purpose of this phase. In a thematic framework, coding is the main concern, as the researcher breaks up data from documents into integrated precision parts and then reassembles them into larger elements of meaning. It is important to mention that coding is not the only issue in the thematic framework. Other issues that were considered as important included a comprehensive consideration of data to be integrated through coding, preparation of data for efficient coding and strategies for analysing specialized forms of data (Di Gregorio and Davidson, 2008). Thematic analysis included the generation of initial codes, assembling similar codes into potential themes, checking themes to ensure that they work in relation to the data set, and finally refining themes and linkages between them. Explanatory quotations were used to illustrate the results from the qualitative data analysis (Silverman, 2011).

As far as focus group data is concerned, there are different methods that can be used to analyse focus group data, such as content, ethnographic, narrative, experiential, phenomenological, discourse and conversational methods (Silverman, 2011). In this case, content analysis was used. According to Silverman (2011), content analysis involves a "systematic and comprehensive summary" of the whole data set. Sometimes it includes a quantitative analysis. The technique of content analysis is based on identifying the frequency with which comments are recorded in the whole data set, and grouping them together through a coding system. The units of analysis were the individual participants as they were used to create a coding system (Silverman, 2011).

It is worth mentioning that the use of computers to analyse qualitative data is increasingly important, and many packages are becoming available to help with this. One of the most well-known packages is CAQDAS, particularly the N4 version and the N6 version (Punch, 2005). In this study, the package of Nvivo 8 programmes was used to help analyse the qualitative data.

4.5 DATA MANAGEMENT AND ANALYSIS OF THE QUANTITATIVE PHASE

This section investigated the methodology used to collect and analyse the data in the quantitative phase. This process includes describing the research instruments used, the process of data collection, data management and data analyzing.

4.5.1 RESEARCH INSTRUMENTS

The process of data collection for the quantitative phase includes determining the appropriate tools for collecting data. In this research, the survey research design was used and, more specifically, a cross-sectional survey design. The researcher used self-administered questionnaires for both groups of the survey population — students and marketers/ senior management. The aim was to describe the opinions, beliefs, perceptions, attitudes and characteristics of the targeted populations (Creswell, 2008). In accordance with Creswell, the cross-sectional survey design was used to examine the current attitudes, beliefs, perceptions and opinions of students, marketers and senior managers regarding marketing factors and image perceptions. It was also used to compare these groups of participants in terms of their perceptions, beliefs and attitudes towards these subjects.

4.5.1.1 Measurement and coding of study variables

To answer questions in the quantitative phase, two questionnaires were used. The first one was dedicated to students in private and foreign universities, and the other to senior management and marketers in these universities.

4.5.1.1.1 Students' questionnaire

The first questionnaire, which was dedicated to students, contained 20 question divided into five parts, as follows:

- Personal and demographic information

The first part, covered by Questions 1-5 were, personal and demographic questions, such as gender, age, nationality, name of the university and type of study. The aim of Questions 1, 2, 3 and 5 was to investigate the effect and relationship between these variables, as independent variables, and other dependent variables, such as image, effectiveness of marketing practice and decision-making process. Question 4 was intended to separate students in accordance with the type of university, either private or foreign. Since the students had no idea about this division, the researcher asked them to mention the name of their university. Responses were subsequently

coded according to private or foreign type, corresponding to the classification used by the Egyptian Cabinet report (2005).

- Pre-admission preferences and attitudes

Part 2 was used to examine students' perceptions towards their preferences to study in a public or private university, and to consider the factors which were most important when they made their decisions. This part involved Questions 6-10. Question 6 is nominal, and investigates students' perceptions toward their preferences of the type of education they prefer.

Questions 7 and 8 were continuous variables, and investigated the factors which were most important from students' point of view in favour of public education (Q7) or private education (Q8).

A set of 15 items was used in Question 7 to examine the factors for preferring public education. In addition, one item was added as an open answer question for students to add any factors that they believed were important for them but not found in the given set. A set of 18 items was used in Question 8 to examine the factors for preferring private education. Again, one item was added as an open answer question, for students to add any factors they believed were important for them, but was not included in the set provided.

The factors given in Questions 7 and 8 were based on the results of the focus group interviews which had been undertaken during the first phase, and reflect students' perceptions towards private education before they enrolled. A 5 point Likert scale was used in both questions to reflect students' ideas towards the factors which were most important to support their perceptions. Answers varied between 5 for "strongly agree", to 1 for "strongly disagree", and 0 for students who chose the answer "I do not know".

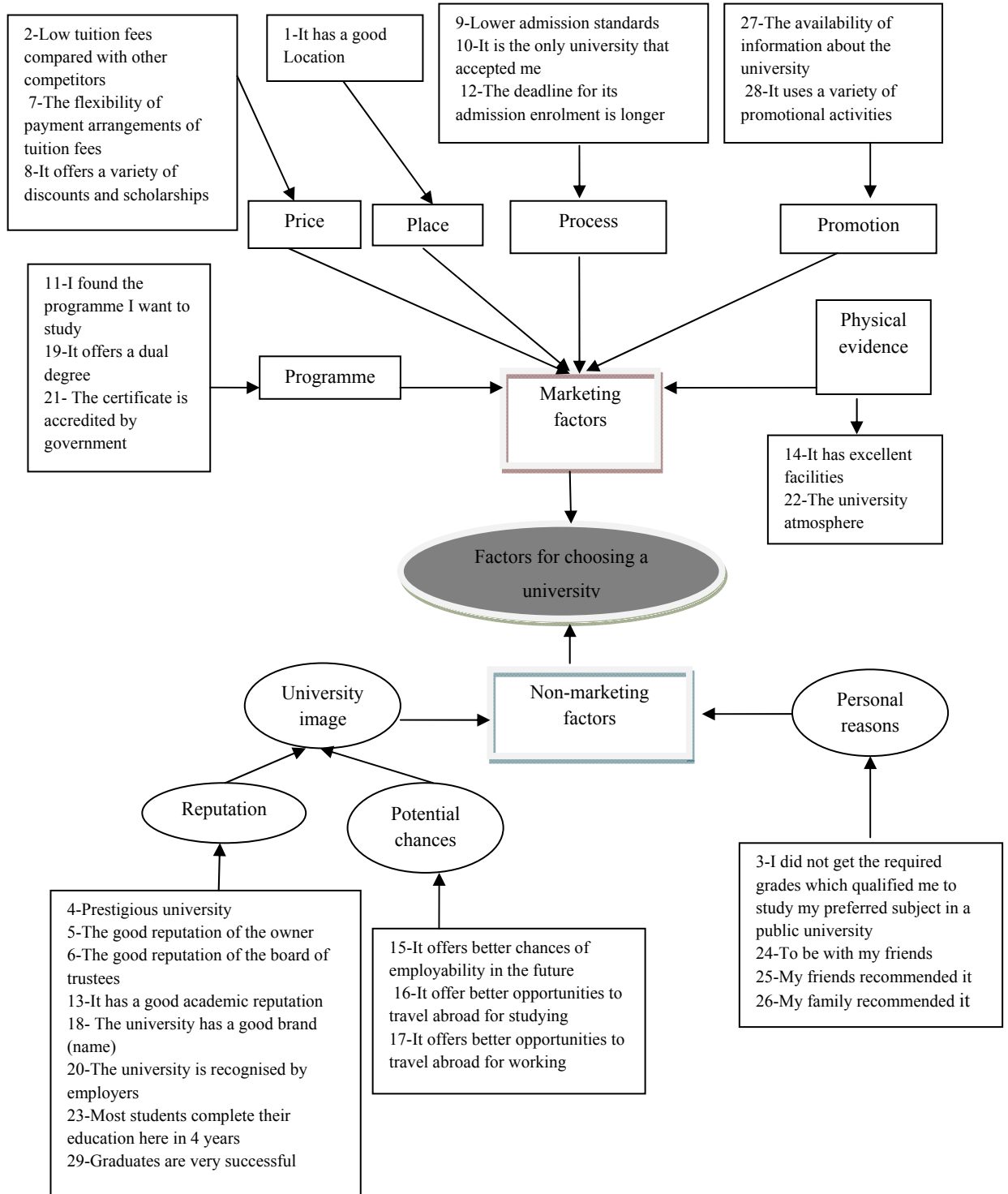
- Factors most dominant when choosing a university

Questions 9 and 10 were dedicated to examining the importance of factors when making decisions to choose their universities. A 5 point Likert scale was used in Question 9, as answers varied from 5 for "very important", and 1 for "not at all important". The scale was composed of 29 items. In addition, one item was added as an open-ended question.

This scale comprised all the factors mentioned when choosing the university. These factors were divided into two main categories: the marketing factors, which were related to using direct marketing activities and non-marketing factors, which included all the factors not related directly to marketing, such as image and reputation and personal factors.

These two categories were divided into sub-categories, included specific items to be measured. For marketing factors, 14 items were distributed into six sub-categories, while for non-marketing factors, 15 items were distributed into two sub-categories, as shown in Figure 4.2:

Figure 4.2: Categorization of factors for choosing a university



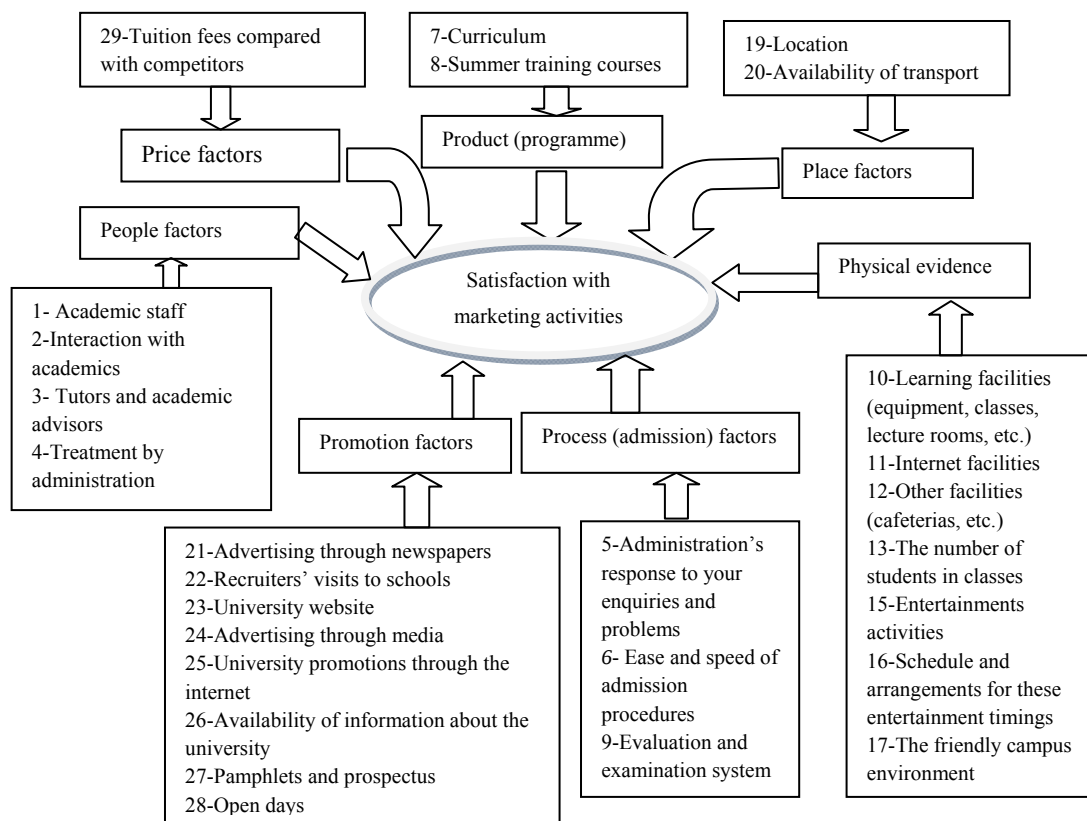
Source: developed by author based on literature review.

Question 10 is ordinal and is used to support results given by Question 9 through ranking of the five most important factors when making decisions regarding choice of university. The question contains 15 items which were mentioned most commonly in students' interviews, and also in the literature review. In addition, one item was added as an open-ended question for students to add any factor they believed was important for them and was not found elsewhere on the scale.

- Evaluation of satisfaction with marketing activities

Part Three was dedicated to examining students' satisfaction with the services provided- in other words, examining the effectiveness of marketing tools used by their universities. A scale of 29 items was used, accompanied by 5 point Likert coded as 5 for "excellent" and 1 for "very poor". The 29 items can be categorized under the '7Ps', marketing elements. Two items were eliminated in the categorization. These were laboratories and accommodation. The reason was that the laboratories item was mainly answered only by students of practical major. Thus it was found that there were a lot of missing values for this item, which could affect on the mean when estimating the item for the total sample. Similarly, the accommodation item included a lot of missing values. This may be due to the possibility that many students were not aware of the experience of using university accommodation. In total, 27 items were classified according to their relations with the seven point marketing mix, as shown in Figure 4.3:

Figure 4.3: Categorization for marketing tools according to the 7 marketing mix

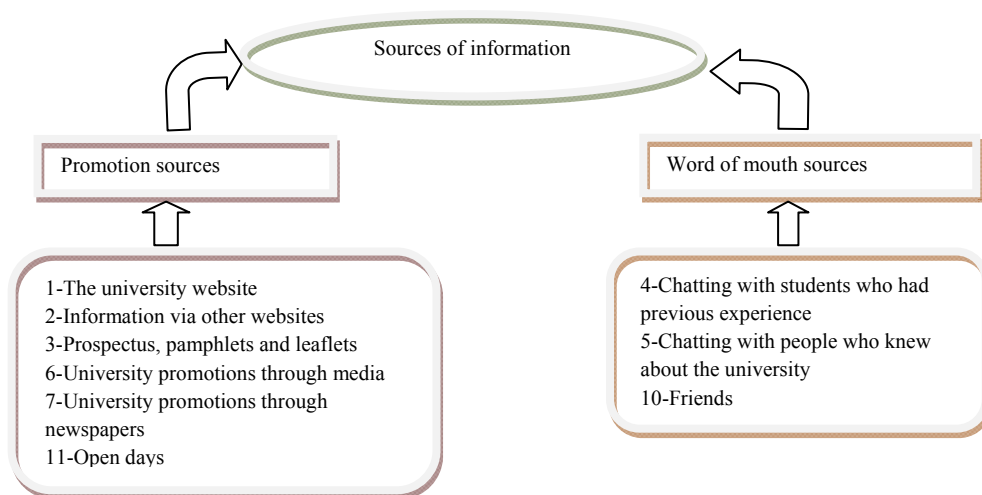


Source: developed by author based on literature review.

- *Decision-making process*

Part 4 was dedicated to examining the decision-making process through Questions 12 and 13. Question 12 examined the people who have most influence on the choice of university, while Question 13 examined the reliability of sources of information, and the extent to which students used them. For this, a 5 point Likert scale was used, coded as 5 for “extremely important” to 1 as “extremely unimportant”. Eleven sources were used in this scale; two items of them were dedicated to answer by non-Egyptian students. In addition one item was added as an open-ended question. Figure 4.4 shows a classification of these sources according to their link with efforts undertaken by these universities.

Figure 4.4: Categorization of sources of information



Source: developed by author based on literature review.

The aim was to determine how a student makes his or her decision, and thus to discover the most suitable and appropriate tools for delivering the university’s message and information.

- *Perceptions of university image*

The last part included Questions 14-20, and examined students’ perceptions of their university’ image, and how this could be enhanced. Question 14 examined their perceptions of the image of their universities, using a 5 point Likert scale with 5 for “strongly positive” and 1 for “strongly negative”. Questions 15 and 16 examined the factors which were satisfactory or not satisfactory for students at their universities. Students were asked to order the three issues with which they were least satisfied in their universities from a scale of 19 items in Question 15. In addition, one item was added as an open-ended question.

The same was true for Question 16, where students were asked to order the three issues with which they were most satisfied in their universities, using a set of 14 items. In addition, one item was added as an open ended answer question.

The items included in the scales in Question 15 and Question 16 were determined by results found from the focus groups undertaken with students studying in private and foreign universities. Question 17 examined the overall impressions of students towards their universities and their experiences of private education, by asking them to describe their university, choosing one sentence from among six taken from students' opinions expressed in the focus group stage. Sentences one and two reflected a positive attitude towards the university; sentences three and six reflected a moderate attitude towards the university; and sentences four and five reflected a negative attitude.

With the same objective in mind, Question 20 examined students' attitudes towards their universities by asking them to give advice to a friend regarding the best place to study. Four sentences were given to choose from, representing the different options available for students in terms of university education, namely: study at the same university, study in a different private university, study in a different foreign university, or study in a public university.

Questions 18 and 19 were dedicated to investigating students' feelings and perceptions towards factors which can play a negative role, or can enhance the university image. A set of 7 items was used in Question 18 to investigate the factors which affect negatively on university image, with a 5 point Likert scale, coded as 5 for "strongly agree", 1 for "strongly disagree" and 0 for "no opinion". In addition, one item was added as an open-ended question.

Similarly, a scale of 14 items was used in Question 19 to investigate the factors which can enhance university image, with a 5 point Likert scale, coded as 5 for "strongly agree", 1 for "strongly disagree" and 0 for "no opinion". In addition, one item was added as an open-ended question. Items on the scales for Questions 18 and 19 were determined by the results of the focus groups in which students had presented their opinions and perceptions towards the image of private education. Table 4.4 shows the code book for student questionnaire.

Table 4.4: Code book for the students' questionnaire

Scale /interval level				
Variable	Code	Measurement	Coding instructions	Variable measurement
Identification number	ID		Number assigned to each survey	
Age	AGE	Self-reported age	1=16-18 2=19-22 3=23 or more	Ordinal
Sex	SEX	Self-reported sex	2=male 1=female	Nominal
Nationality	NAT	Self-reported nationality	1=Non Egyptian 2= Egyptian	Nominal
University	UNI	Self-reported responses to the university that respondent studied in	the name of university	Nominal
Type	TOU	Type of university	1= private 2= foreign	Nominal
Subject of study	MS	Self-reported responses to the subject that respondent studied	the subject	Nominal
Study type	ST	The type of study, either theoretical or practical	1=theoretical 2= practical	Nominal
Preferences of university type	POUT	Self-reported responses to the type of university they would prefer to study in	1= public university 2= private university	Nominal
Preferences of public university	POPUB	Self-reported responses to 16 items concerning their preferences to study in a public university	5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree 0=I do not know	Scale
Preferences of private university	POPRV	Self-reported responses to 19 items concerning their preferences to study in a private or foreign university	5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree 0=I do not know	Scale
Choosing the university factors	CUF	Self-reported responses to 30 items concerning the factors important in choosing the university	5= very important 4= important 3= neutral 2= not important 1= not very important	Scale
The most important factors	MIF	Self-reported responses to 16 items concerning ranking the most important factors when choosing a university	5= the most important 4=second in importance 3=third in importance 2=fourth in importance 1=least important 0= not selected	Ordinal
Effectiveness of marketing tools	EOMT	Self-reported responses to 29 items concerning the evaluation of marketing tools	5= excellent 4=good 3=neutral 2=poor 1=very poor 0=I have no opinion	Scale
Decision-making process	DMP	Self-reported responses to 8 items concerning the most influence on decision-making process	1= the items chosen 0= the items not chosen	Nominal
Source of information	SOI	Self-reported responses to 13 items concerning the importance of these factors as source of information	5= extremely important 4= important 3=neutral 2= not important	Scale

			1= extremely un-important	
Image perception	IMP	Self-reported responses to the perception of university image	5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree	Scale
The most unsatisfactory issues	MUSI	Self-reported responses to 20 items concerning issues that respondent did not like about the university	3= item chosen first 2= item chosen second 1= item chosen third 0= item not chosen	Ordinal
The most satisfactory issues	MSI	Self-reported responses to 14 items concerning issues that respondent did like about the university	3= item chosen first 2= item chosen second 1= item chosen third 0= item not chosen	Ordinal
University perception	UP	Self-reported responses to 6 items concerning how students perceive their universities	1=this is the university of my dreams 2= It is the best fits my personal circumstances 3= There are other universities better than it 4= I would choose another one if my financial circumstances allowed 5= I would choose another one if I could turn the clock backwards 6= It tends to focus on investment objectives more than educational objectives	Nominal
Negative impact issues	NIUI	Self-reported responses to 8 items concerning issues with negative impact on university image	5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree 0=I have to opinion	Scale
Positive impact issues	PIUI	Self-reported responses to 15 items concerning issues with positive impact on university image	5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree 0=I have no opinion	Scale
Advice to friend	ATF	Self-reported responses to 4 items regarding giving advice to a friend who may enrol at the university	1=I would advise him/her to enrol at this university 2=...to search for another private one 3=...to search for another foreign one 4=... enrol at a public university	Nominal

Source: the author

4.5.1.1.2 Marketers and senior management questionnaire

The second questionnaire was dedicated to senior management and marketers or departments responsible for marketing in private and foreign universities. The questions were divided into four parts. The first two parts were directed at both type of respondents (senior management and marketers), while Parts 3 and 4 were directed at marketers only.

- Marketing perceptions

Part One comprised questions 1- 4 to investigate the perceptions of senior management and marketers to marketing. Question 1 examined their perceptions to marketing in their universities through a scale of 38 elements, which were used to examine perceptions to marketing activities in these institutions. This scale was based on one scale used by Naudé and Ivy (1999) containing 32 elements. 29 elements were used which also reflected findings from the qualitative phase, and three elements were eliminated as they were related to a research aspect which was not relevant for most private and foreign universities in Egypt. These universities are more concerned with education and teaching rather than research. In addition, nine elements were added, reflecting points made by marketers and senior management derived from the qualitative phase.

A 5 point Likert scale was used, with scores ranging from 5 for “strongly agree” to 1 for “strongly disagree” and 0 for “no opinion”. A number of items were reversed and worded in a positive direction to help prevent response bias (Pallant, 2007), and to enable calculation of a total score for marketing perception, and to make sure that all the factors reflect positive perceptions towards marketing. Items which were reversed or re-coded were 1, 2, 4, 6, 7, 8, 9, 11, 13, 16, 18, 19, 20, 25, 27, 28, 29, 31, 32, 33, 34, 35 and 36.

- Marketing approaches

Question 2 examined the marketing approach followed. According to Cann and George (2004), marketing approaches are defined by five concepts: production concept, sales concept, marketing concept, strategic marketing concept and relational concept. Five sentences were used to examine the importance of each concept to the respondents.

- Constraints facing effective implementation

Question 3 was dedicated to investigating the constraints and challenges which might face the universities in effectively implementing a marketing strategy. A scale of nine items was used, based on the results of interviews with top management and marketers from the first stage. The scores were coded from 5 for “strongly agree” to 1 for “strongly disagree” and 0 for “no opinion”. In addition, one item was added as an open-ended question.

Question 4 investigated the priorities of marketing objectives by asking the respondents to rank their choices, giving No. 1 for the highest marketing objective priority, and 7 for the lowest. Seven objectives were determined to choose from, according to the literature review and results of interviews in the first stage.

- University image

Part Two comprised Questions 5 and 6, and was dedicated to university image. A ranking was used for Question 5 to determine the most important factors which built the university image. 15 items were examined, with an additional an open-ended item for respondents to raise any other factors that had not been mentioned. A scale of 16 items was used in Question 6 to investigate issues which can contribute positively in enhancing or maintaining the university image. These items were determined according to the results of the qualitative phase. In addition, one item was added as an open-ended question.

- Marketing activities and marketing mix

Part Three was designed to be answered only by marketers or those responsible for marketing activities, and included Questions 7 and 8. Question 7 measured the extent to which they were involved in marketing activities and plans in their institutions. This scale comprised 27 items based on previous studies from the literature review, and on the results of the qualitative phase. Scores ranged from 3 coded for “involved” to 1 for “not involved”.

Question 8 examined the importance of marketing elements in the university marketing mix. Seven sentences were used to describe the seven marketing elements, which were product, people, price, promotion, place, process and physical evidence (Gray, 1991). Respondents were asked to rank these elements according to their importance in the marketing mix and marketing plans for their university.

- Personal and general information

Part Four was dedicated to gathering personal information about marketers and their universities, such as name, job description, specializations, academic qualifications, years of experience, training courses attended, departments responsible for marketing, year of establishment and number of students in the university. Table 4.5 shows code book for senior management and marketers’ questionnaire.

Table 4.5: Code book for marketers' questionnaire (senior management and marketers)

Variable	Code	Measurement	Coding instructions	Variable measurement
Identification number	ID		Number assigned to each survey	
Interviewee type	TYPE		0= marketer 1= upper management	Nominal
University	UNIVERSITY		0= foreign 1= private	Nominal
Marketing perception	MPR	Self-reported responses to 38 items measuring the marketing perception at the university	5=strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree 0= I have no opinion	Scale
Marketing approach	MAP	Self-reported responses to 5 items concerning the marketing approach used at the university	1= the attitude that good products will sell themselves; products that are affordable and very available are mass produced 2= the idea that universities want to sell what they make and, therefore, students must be found to purchase unsold inventory. 3= placed at the beginning of the production process, an integrated perspective is emphasized and the whole university focuses on consumer needs. 4= a focus on consumer needs and on the reality that a university must maintain a sustainable competitive advantage in order to be successful 5= building and maintaining value-added relationships with customers and suppliers	Nominal
Marketing constraints	MCON	Self-reported responses to 10 items concerning the marketing constraints and challenges they face when implementing marketing at the university	5=strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree 0= I have no opinion	Scale
Marketing objectives	MOBJ	Self-reported responses to 7 items concerning the marketing objectives they put first when implementing marketing at the university	7= the first objective chosen 6= the second objective 5= the third objective 4= the fourth objective 3= the fifth objective 2= the sixth objective 1= the seventh object 0= no objective chosen	Ordinal
Building university image factors	BUIF	Self-reported responses to 16 items concerning the factors which build the university image	3=the most important 2=the second 1=the third 0=no factors chosen	Ordinal
Enhancing the university image	EUI	Self-reported responses to 17 items concerning the factors which can be used to enhance the university image	5=strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree 0= I have no opinion	Scale
Involvement of marketing	IOM	Self-reported responses to 27 items concerning the extent to which marketers are involved in marketing activities	3= involved 2= to some extent 1= not involved	Scale
Marketing mix	MM	Self-reported response to 7 items representing the marketing element and the	7=the most important 6= second in importance 5=third in importance	

		importance of them in the marketing mix	4=fourth in importance 3=fifth in importance 2=sixth in importance 1=least important 0= not selected	
Name	NAME	The name of interviewee		
Academic qualification	AQ	Self-reported response to the qualification of the interviewee	0=others 1=bachelor 2=post graduates 3=diploma 4=Master 5=PhD	Ordinal
Years of experience	YOE	Self-reported response to the years of experience in education marketing	1= less than 1 year 2=from 1 to 5 years 3= from 6 to 10 years 4=more than 10 years	Ordinal
Training courses	TC	Self-reported response to about whether the respondent attend any marketing courses during his work at the university	1= yes 0=no	Nominal
Department name responsible for marketing	DNROM	Self-reported response concerning the department responsible for marketing activities	1= office 2=admissions office 3= committee 4= marketing department 5=public relations 6= other	Nominal
Year of establishment	DROM	Self-reported response concerning the university's year of establishment		
Number of students	NOS	Self-reported response with the number of students registered at the university	1=less than 1000 2=from 1001 to 5000 3=from 5001 to 10000 4=more than 10000	Ordinal

Source: the author

4.5.1.2 Validation of the research instrument

Validity is aimed at examining the extent to which the questionnaire effectively measures what it should measure (Pallant, 2007; Punch, 2005). This process involves collecting empirical evidence about the validity of using a scale (Pallant, 2007). There are three types of validity to investigate: content validity, which investigates if the items measure what they should measure; concurrent validity, which investigates if results are associated with other results from a specific measurable criterion; and the construct validity which is used to find out if the measure coincides with the theoretical context (Creswell, 2009; Punch, 2005; Pallant, 2007). For this study, the research instruments were checked and discussed with specialists in the field to ensure that items in each scale were relevant, in order to measure the variables under investigation, and to ensure that the design of the questionnaires were relevant for examining the phenomena studied. In addition, a pilot test was implemented using small groups of students, marketers and senior managers, to ensure that the questions were clear and understandable.

4.5.1.3 Translation of the research instrument

The issue of translating questionnaires arises when the target population is known to use a different language from the one which has been used when designing the questionnaire (Harkness and Schoua-Glusberg, 1998). The questionnaires were thus translated into, and administered in, the Arabic language, which is the native language of the researcher and the research subjects.

Different approaches may be used when translating questionnaires. One approach uses two independent translators, where the first translator translates the questionnaire to the targeted language, and the other translates it back to the original language. The two versions are then compared to arrive at the final version (Sperber, 2004).

Accordingly, for this project the translation process was checked by two independent observers, both colleagues with good experience in both languages, Arabic and English. Differences were compared and discussed before final amendments were implemented to reach the final version of the translated questionnaire.

4.5.2 DATA COLLECTION

The process of data collection was implemented through different stages. First, the researcher contacted the official bodies in Egypt through the Egyptian Cultural Bureau in London, to obtain the required permission to conduct these surveys. After that, the researcher contacted officials of the universities to explain the nature and purpose of this research, to obtain their permission to conduct the surveys, and to determine the appropriate times for students to be available for the administration of the questionnaires.

These questionnaires were self-administrated questionnaires, but the researcher was keen to attend during their distribution, to make sure that everything was going well with the students and to guarantee a high response rate. The process of data collection was carried out by the end of the academic year, to guarantee that all participants had adequate knowledge to answer all the questions in the questionnaire.

4.5.2.1 Ethical considerations

The issues of ethics and research ethics involve ensuring necessary respect for the participants in the research, partly through considering and applying the agreed standards (Plowright, 2011).

Before conducting the research, the researcher was keen to contact the participants to get their permission to participate, and to explain the nature of the research, and its purpose and

objectives. According to Creswell (2008), conducting a research project ethically requires that the researcher should explain the main principles of the research, and should confirm the participants' right to drop out from the participation process any time they wish.

4.5.2.2 Population and Sampling

To determine the target population, Groves *et al.* (2004, p.67) stated that

“it is the group of elements for which the survey investigator wants to make inferences using the sample statistics. Target populations are finite in size, and have some time restrictions and are observable”.

For this research, the samples were chosen from a sampling frame which contained a list of all the elements of a target population (Groves *et al.*, 2004). The first population for the quantitative data was the students in the two universities. To select a sample which achieves a good representation of the population, we should know exactly what the sampling frame is. In this case, the sampling frame was all current undergraduate students in the two types of university who had adequate knowledge about the phenomena being investigated. A stratified random sampling was used as a “probability sampling”, to guarantee a good representation from the two types of universities. Saunders *et al.* (2007, p.221) defined stratified random sampling as a

“modification of random sampling in which you divide the population is divided into two or more relevant and significant strata based on one or a number of attributes. A random sample (systematic or simple) is drawn from each of the strata”.

The main purpose of using sampling was to draw conclusions about the whole population (Blumberg *et al.*, 2005), and hence to be able to make generalizations about the population (Tabachnick and Fidell, 2007). In fact, using sampling can achieve several advantages, such as cost reduction, increased accuracy of results, faster data collection and discovering the availability of population elements (Blumberg *et al.*, 2005).

Determining the sample size depends on a number of elements within the population frame. Sometimes, it is difficult to get accurate and updated information about an entire population, or the population is so large or infinite that it is necessary and appropriate to take just a sample of the population (Kerr *et al.*, 2002). The most important thing is to ensure that the sample is representative of the population of interest; otherwise, the results cannot be generalized and applied to the whole population (Kerr *et al.*, 2002). Sometimes a sample of 400 elements is enough, although in other cases a sample of more than 2000 is required (Blumberg *et al.*, 2005).

A total of 1,120 questionnaires were distributed to students in the different private and foreign universities. 448 completed questionnaires were received back from students, representing 40%. 409 (36.5%) completed and valid questionnaire were used for analysis. With regard to students

studying at private universities, 297 questionnaires were received back from a total of 800 (37%), while 151 from a total of 320 questionnaires (47%) were received back from students studying at foreign universities.

With regard to marketers and senior management questionnaires, the population frame for marketers consisted of all the members of staff working in departments related to marketing activities, such as marketing departments, public relations, marketing offices and committees, whatever the precise title, while the population frame for senior management comprised all the people who were responsible for putting together the strategic plan for the university, represented by the Head of the Board of Trustees, President, Vice-President and Faculty Deans . Given that the number of the population was not known precisely, the researcher estimated to distribute ten questionnaires for every university; thus, a total of 160 questionnaires were administered to the different universities, five questionnaires for senior management and five questionnaires for those responsible for marketing. The valid returned questionnaires totalled 57, i.e. 35.7%. 25 returned questionnaires were from senior management (31.25%), and 32 returned questionnaires were from those responsible for marketing (40%). With regard to the returned questionnaires from both types of universities, 20 valid questionnaires were received from foreign universities (40%), while 37 valid questionnaires were received from private universities (34%).

4.5.2.3 Data management process

The process of data management included examining and screening the data for errors and extreme outliers, using different techniques to examine the violation of assumptions for specific techniques, such as testing the normality of distribution.

4.5.2.3.1 Data screening and cleaning

Data screening was used to check for errors in entering data and to correct them. It included checking for scores out of range for every variable and thus correcting it (Pallant, 2007). This technique is useful to ensure that the data have been entered correctly, and to avoid outliers resulting from any errors (Coakes *et al.*, 2010). The outliers appear when cases have scores that are quite different from other scores in the sample; they can be determined through using box plots graphs (Pallant, 2007). The most common procedure for handling missing values is to exclude any cases with missing data, since this will not have an effect on the whole sample (Tabachnick and Fidell, 2007). Accordingly, the research excluded a total of 39 cases from the whole sample of 448 collected from the students' questionnaire, mainly due to missing values or extreme outliers. The final total used in the analysis was 409 cases.

4.5.2.3.2 Test for normality

The second procedure in the data management was to assess and test normality of the data. This procedure was relatively complex in this research, as the number of variables was large.

Decisions relating to the use of parametric or non-parametric techniques were based on this procedure. Many methods may be used to assess the normality of data distribution. The most common is to measure Skewness and Kurtosis (Tabachnick and Fidell, 2007). Skewness measures the symmetry of distribution, while Kurtosis measures “peakedness” of the distribution (Tabachnick and Fidell, 2007). The values of skewness and kurtosis should be zero in a normal distribution, so that the further the values of skewness and kurtosis diverge from zero, the more possible it is that data are not following the normal distribution (Field, 2009).

The Kolmogorov-Smirnov and Shapiro-Wilk tests are other methods available to test the normality of distribution. This set of methods depends on comparing the scores in the sample with another set of scores with the same mean and standard deviation, but it is normally distributed (Field, 2009). The distribution may be considered normal if the test is non-significant ($p > .05$) which means that the sample is not significantly different from the normal distribution. Equally, the distribution is considered abnormal if the test is significant ($p < .05$) (Field, 2009). This set of methods has its limitations with large sample sizes as it is very easy to get significant results from small deviations from normality (Field, 2009), so it was decided that this procedure was not appropriate for use with the sample taken from the students, as the sample size is considered too large.

The other method to test normality is to look at graphs of data distribution visually, by using histograms and a P-P plot (probability- probability plot) (Field, 2009). The dilemma with regard to the present research was that the researcher was interested in comparing two groups according to the type of university they belonged to. In this case, it was less important that the overall data seemed to be normally distributed, and more important that each group within the data was normally distributed (Field, 2009).

Accordingly, it should be noted that, although most of the variables seem to be normally distributed as a whole, when the data was divided to make comparisons between the two groups, some variables relating to each group seemed to be distributed abnormal. As a result, the decision was made not to assume that the data are normally distributed when making comparisons between groups. Thus, non-parametric techniques were appropriate to use in this research for both the students questionnaire, and the marketers and senior management questionnaire.

It is important to emphasise that it is relatively common, in surveys that measure attitudes, beliefs and satisfaction, to obtain data that are not distributed normally.

4.5.2.4 Quantitative data analysis

Many statistical techniques can be used to generate findings from the data analysis and to answer research questions. Examples include using graphs, cross-tabulation tables, frequency tables and comparing means and medians to give a summary and description of the data analysis. Here, non-parametric techniques were used to examine the differences between the two groups of populations (private and foreign). In addition, correlations and regression methods were used to determine and examine the relationships between variables and the degree to which specific variables could be used to predict another variable or variables.

There are many statistical computer packages, such as SAS, SYSTAT, and SPSS packages which make the process of analysis much easier (Tabachnick and Fidell, 1996). SPSS version 17 (a statistical package for social sciences) was used in analysis for this study, because SPSS packages are the easiest to use (Tabachnick and Fidell, 1996) and were appropriate for the analysis required.

4.5.2.4.1 Descriptive analysis

This part of the analysis was important because it gave a brief summary from the data findings (Greasley, 2008). There are different uses for descriptive statistics. They can be used to check for any violations in the variables for the assumption to use specific techniques, or to describe the characteristics of the sample. In addition, they can be used to answer specific research questions (Pallant, 2007). Descriptive statistics included using descriptive analysis, comparison of means and frequency distribution tables to describe the data collected.

4.5.2.4.2 Reliability analysis

Saunders *et al.* (2007, p.609) define reliability as

“the extent to which data collection technique or techniques will yield consistent findings; similar observations would be made or conclusions reached by other researchers or there is transparency in how sense was made from raw data”.

In the field of social science research, the majority of scales and measures generate results and scores which are to some extent unreliable. The reason behind this is that the construct of interest in the field of social science is introduced in an abstract image, that must be measured in an indirect way (Onwuegbuzie and Leech, 2005). Accordingly, the reliability of scale is used as a measure of how free this scale is from random error. There are two types of reliability indicators: test-retest reliability and internal consistency (Pallant, 2007). Test-retest reliability is

used by distributing the scale to the same people on two different occasions, and estimating the correlation between the two scores obtained. Internal consistency is used to ensure that all items that construct the scale are measuring the same attribute (Pallant, 2007).

Internal consistency was used in this research to indicate the reliability of the scale through the most common statistical method, Cronbach's coefficient alpha, which is available through the SPSS programmes (Coakes *et al.*, 2010). This type of statistical procedure depends on providing an indication of the average correlation between all variables which form the scale .

Accordingly, the results of this were values ranging from 0 to 1, with greater reliability given to values close to 1 (Pallant, 2007). Table 4.6 shows the Cronbach's coefficient alpha scores for scales used in the student questionnaire and in the marketers and senior management questionnaire, using the SPSS programme:

Table 4.6: Reliability of scales measured in the two questionnaires

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
<i>Reliability analysis of student questionnaire</i>			
Total factors to choose the university	.813	.815	29
Total scale of satisfaction with marketing activities ⁷	.873	.875	27
Factors to prefer public universities	.753	.752	15
Factors to prefer private universities ⁸	.670	.694	16
Sources of information factors ⁹	.734	.737	9
Factors affect negatively on university image	.743	.740	7
Factors affect positively on university image	.793	.795	14
<i>Reliability analysis of student questionnaire</i>			
Total scale of marketing perceptions	.786	.786	38
Total scale of marketing perceptions after deleting the 4 items	.833	.837	34

Source: the author from quantitative analysis

4.5.2.4.3 Non- parametric tests

Non-parametric tests are considered to be an alternative to parametric tests, although they are less powerful. They are known as an "assumption-free" test because they require fewer

⁷ The reliability of these sets of factors was estimated based on 27 activities, 2 activities of which were laboratories and accommodation, which were eliminated from this analysis because a lot of missing values were found.

⁸ The reliability of these sets of factors was estimated based on 16 factors. 2 factors were eliminated only from this analysis because they were only concerned with practical subjects, so, a lot of missing values were found.

⁹ Based on 9 variables of a total of 11;2 sources related to non Egyptian students, hence, a lot of missing values.

assumptions regarding the data within which they are used (Field, 2009). The mechanism by which these techniques work is to rank the data, giving the lowest scores a rank of 1, the next highest scores the rank of 2, etc. (Field, 2009).

4.5.2.4.3.1 Chi –Square test

The Chi-Square test is one of the most common techniques used in non-parametric tests. It is used when it is necessary to explore the relationship between two categorical variables. Two or more categories can be found in each variable. The basic idea behind the Chi-Square test is to compare the observed frequencies of cases which exist in each category, with the expected value indicating if there is no correlation between the two underlying variables (Pallant, 2007; Field, 2009).

The equation used to get the Chi- Square is:

$$\chi^2 = \sum \frac{(observed_{ij} - model_{ij})^2}{model_{ij}}$$

in which i represents the rows in the contingency table and j represents the columns (Field, 2009).

Cross-tabulation tables are used, and classification for cases is applied based on the categories in each variable (Pallant, 2007). The Chi-Square test for independence was used in this research, as it attempts to answer the question of whether the two categorical variables are related or not, by comparing the frequency of cases in the different categories for one variable with that found in different categories for the other variable (Pallant, 2007).

To implement the Chi-Square test, three basic assumptions should be met: using a random sample, the independence of observations, and the number of expected frequencies, which should be at least five, especially with a small sample size and contingency tables of less than ten (Coakes *et al.*, 2010). However, in larger contingency tables, it is acceptable to get up to 20% of table cells with frequencies of less than five (Field, 2009).

4.5.2.4.3 .2 Mann-Whitney test

The Mann-Whitney test is a non-parametric alternative for the independent t- test technique (Field, 2009). This technique is used when we wish to examine the differences between two groups on a continuous scale (Pallant, 2007) in order to test the assumption that the two groups come from populations with the same distribution (Coakes *et al.*, 2010).

The basic idea behind this type of statistic is to compare medians instead of means by converting the scores on the measure to a rank. After that, it compares the ranks of the two

groups to see if they are significantly different (Pallant, 2007). It is worth considering that effect size had been reported to enable other researchers to have a standardized measure of observed effect size (Field, 2009). This effect size can be calculated through using the following equation which converts a z- score into estimation for effect size as follows (Field, 2009):

$$r = \frac{Z}{\sqrt{N}}$$

Here, z is the z- score that SPSS produces and N is the sample size.

Cohen (1998) has separated the estimation of effect size into three categories, as presented in the following table (cited in Kinnear and Gray, 2009):

Table 4.7: Categories of effect size

Categories of effect size	
Effect size(d)	Size of effect
$.2 \leq d \leq .5$	Small size
$.5 < d < .8$	Medium
$d \geq .8$	Large

Source: Cohen (1998) cited in (Kinnear and Gray, 2009).

4.5.2.4 .4 Correlation and regression analysis

Correlation and regression analysis are very important if we wish to explore the relationships between variables. A simple method to investigate if two variables are correlated is to look at the covariance between them (Field, 2009). The covariance can be calculated by using the following equation which estimates the average sum of combined deviations as follows:

$$cov(x, y) = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{N-1} \text{ (Field, 2009).}$$

It is worth mentioning that the positive covariance means that, when one variable deviates from its mean, the other variable deviates in the same direction from its mean, while in negative covariance, the second variable deviates from its mean in the opposite direction to that found in the first variable (Field, 2009). It is also common to estimate the correlation coefficient r which is also known as the standardized covariance. The equation which was used to estimate the correlation coefficient was as follows:

$$r = \frac{cov_{xy}}{s_x s_y} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{(N - 1)s_x s_y}$$

in which s_x is the standard deviation of the first variable and s_y is the standard deviation of the second variable (Field, 2009).

The coefficient which is set out in the previous equation is also called the person product-moment correlation coefficient, or person correlation coefficient. It varies between +1 which indicates a positive and perfect correlation, and -1 which indicates a negative and perfect correlation, while zero indicates no correlation or non-linear correlation (Field, 2009).

There are two types of correlations, partial correlation and bivariate correlation. Bivariate correlation was used in this research, and is concerned with the correlation between two variables (Field, 2009).

4.5.2.4 .4 .1 Pearson and Spearman's rank- order correlation test

Two techniques may be used to examine the strength (strong, moderate, or negative) and the direction (positive or negative) of the relationship between two particular variables. These are the Pearson correlation and the Spearman correlation (Pallant, 2007).

Spearman's rank- order correlation test was used as an alternative non- parametric technique to the Pearson correlation test (Coakes *et al.*, 2010). It is used when violations of parametric assumptions are shown, such as the abnormality of data distribution (Field, 2009; Pallant, 2007). The procedure for estimating the Spearman correlation is the same as that used in the Pearson correlation test, but the data is ranked first, before applying the Pearson equation (Field, 2009). The coefficient of determination (r^2) was used, as it provided a simple way to measure the degree with which one variable can be used to predict the other variable, by squaring the correlation value and multiplying this value by 100 to get a percentage measure (Greasley, 2008).

4.5.2.4 .4 .2 Logistic regression analysis

Logistic regression is a multiple regression, but with a categorical variable and predictor variables that could be categorical or continuous (Field, 2009). The advantage of using logistic regression is that it enables us to predict a separate or independent output. This might be a group membership, using a set of variables that could be continuous, independent, dichotomous, or a mix of these (Tabachnick and Fidell, 2007). In other words, it can be used when we want to predict in which of two categories a person is likely to be classified according to certain given information (continuous variables) (Field, 2009).

In fact, there are similarities between logistic regression and discriminant analysis and multiple regression techniques as they attempt to answer the same questions, but logistic regression is

more flexible than other techniques. The reason for using logistic regression was that it was an appropriate tool to use when we encountered a non-linear distribution of dependent variables with one or more of the independent variables (Tabachnick and Fidell, 2007). Accordingly, binary logistic regression was used in this study to measure the degree to which we can predict the location of respondents to the marketers and senior management questionnaire into two categories (private and foreign universities), according to information collected in Question (1) of the marketers' questionnaire, regarding their perceptions of marketing in their universities (Field, 2009).

The equation of logistic regression is similar to that used for multiple regressions, but instead of predicting the value of variable Y from the predictor variable X₁ or several predictor variables X_s, it predicts the probability of Y occurring by using given known values of X₁ or X_s (Field, 2009). The equation used in logistic regression is:

$$P(Y) = \frac{1}{1 + e^{-(b_0 + b_1X_{1i} + b_2X_{2i} + \dots + b_nX_{ni})}}$$

The reason for using logistic regression for this research is to overcome the assumption of linearity, because it represents the multiple linear regression equation in logarithmic terms (Field, 2009). The basic assumptions for using logistic regression is that results found from the equation vary between 0 (Y is unlikely to have occurred) and 1 (Y is very likely to have occurred) (Field, 2009). Thus, results found from the equation with values close to 0 were used to predict that respondents belonged to foreign universities, and results with values close to 1 were used to predict that respondents belonged to private universities. The procedure implemented in this research was the forced entry method; where all the predictors are used in the regression model as one block (Field, 2009).

5. CHAPTER 5: QUALITATIVE FINDINGS AND ANALYSIS

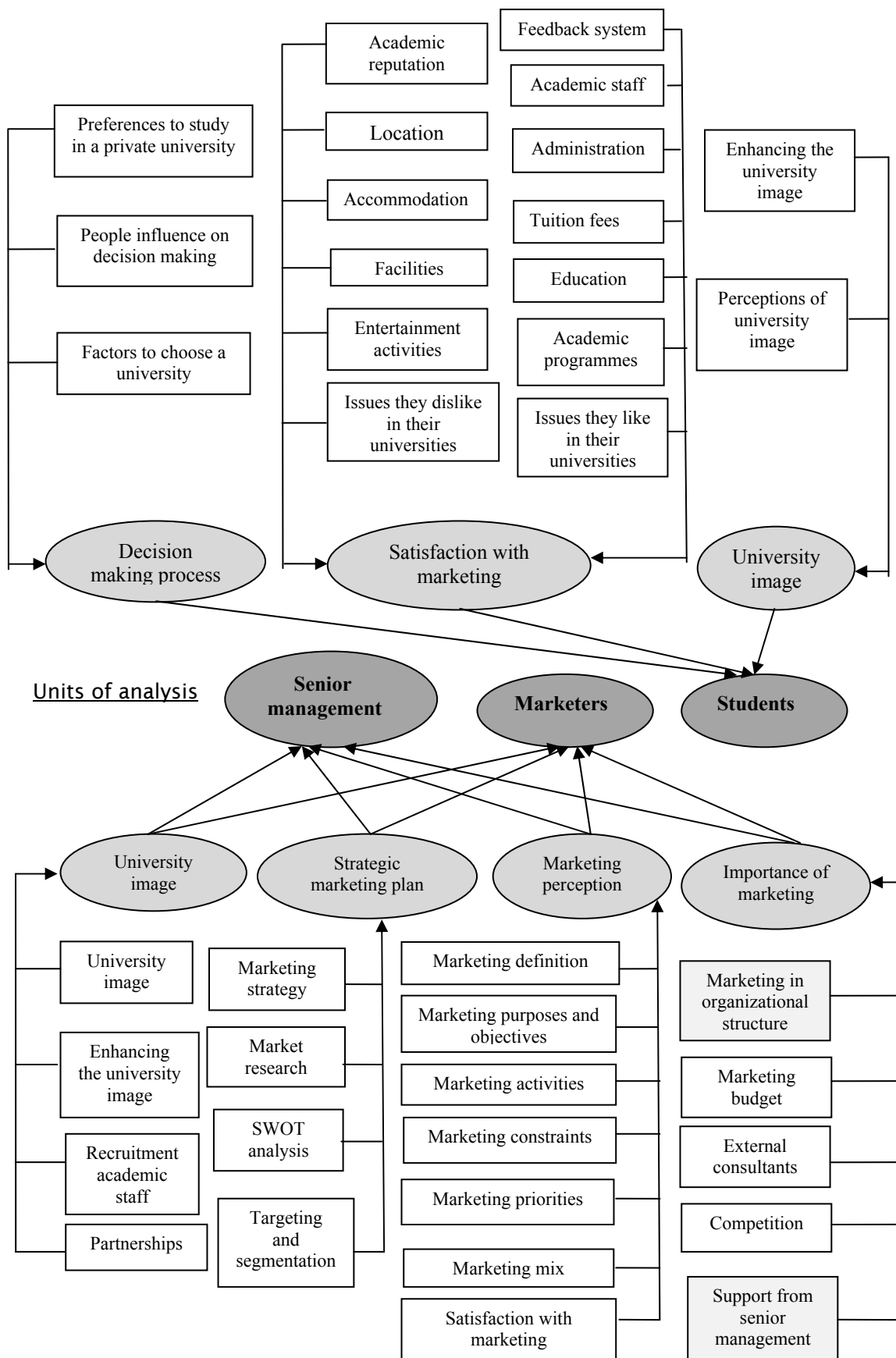
5.1 INTRODUCTION

This chapter is dedicated to discussing the analysis of qualitative data collected in the first phase of data collection. In this phase, semi-structured interviews and focus group interviews were conducted in order to investigate perceptions of marketing in private higher education institutions in Egypt, perceptions of the image formed and factors which impacted upon the image formed. The importance of this phase derives from the fact that there are very few other studies concerned with marketing education and, more specifically, with private higher education, in Egypt. Moreover, qualitative research in general is relatively unusual within the Arabic- speaking region, where most research tends to be quantitative in nature. Thus, there were several objectives for consideration when conducting qualitative research in this phase. First it was necessary to obtain a deep understanding of what is really happening in this sector, and to answer questions regarding issues such as what marketing activities they undertake, how they define and perceive marketing in these institutions, what is the image formed, what factors can impact upon this image, and the future of marketing in these universities. Secondly it was necessary to use the findings from this phase to build questionnaires appropriate to Egyptian culture, reflecting what is happening in reality. These would be used in the second phase with targeted groups from the universities.

5.2 THE PROCESS OF EMERGING THEMES

The data collected in this phase was entered in NVivo 8, a software programme, to facilitate the process of coding the data. Three main unites of analysis were identified: the senior management interviewees; the marketers interviewees; and undergraduate students interviewees. The codes of similar characteristics were used to generate the main themes reported in this chapter. The framework of themes was developed by reviewing the literature review and studies concerned with marketing theory and its implementations in HE. With regard to marketers and senior management, four main themes were emerged according to the relationship between every theme and the codes reported that explain the theme. The four emerged themes were: the importance of marketing; marketing perceptions; using of strategic marketing plan; and the perception of university's image. With regard to students' data analysis, three main themes were emerged; they were: decision-making process; satisfaction with marketing and services offered; and the perception to university's image. Figure 5.1 shows the qualitative map of emerged themes.

Figure 5.1: Qualitative map



The following section addresses the main themes according to the three units of analysis, senior managers, marketers and students.

5.3 SENIOR MANAGEMENT INTERVIEWS

It was important to understand the senior management perceptions of their universities, the importance of marketing and strategic marketing plan and the image of the university. The themes emerged were discussed according to issues related to their definition of marketing, their perceptions of marketing and competition, the extent to which they had developed a marketing strategy and the future of marketing in their universities.

5.3.1 THEME ONE: THE IMPORTANCE OF MARKETING

To understand how senior management perceived the importance of using marketing in their institutions, they were interviewed on issues relating to their perception of the importance of the use of marketing in their institutions, competition, the role of external consultants and how they perceived future of their universities.

The perception of marketing importance

There was a sort of agreement that marketing is important for HE institutions, but the degree of that importance of marketing varied from university to university. This can be appeared from the fact that some private universities, such as Universities (C) and (F) have a marketing department; Universities, such as (A) and (D) put the marketing activities under the supervision of public relations department. Other universities, such as (B) and (E) have no marketing departments and public relations have no relation with marketing activities, however University (E) had a marketing committee.

Some interviewees believed in the importance of marketing as an approach to follow if they wanted to succeed in the future. C-1 stated that:

“we look to marketing from an educational excellence perspective; what we are concerned with most is our graduates (output); if you achieved this, your marketing would be like the Harvard University marketing philosophy. If you succeed in achieving that, your graduates will be your marketing tool in the labour market”.

Others saw marketing as a way of announcing and introducing the university to others. B-2 said that:

“we do not have a clear existence for marketing in our organizational structure, such as a marketing office, or department. The top of the organization structure is the Board of Trustees, and people in this Board are involved in decision-making concerning marketing activities, such as participating in conferences and exhibitions”.

Competition

Competition is a very important factor which motivates universities to adopt marketing approach. When senior managers were asked about the extent to which competition existed, they agreed that there was competition between private universities (both private and foreign) to attract students and highly qualified academic staff; C-1 said that: *“In private universities, competition is very clear; as there is a competition you must start using marketing. Here, we have the branding services; we have excellent facilities; we have best equipment which enable staff and students to work in a better environment. But we still need to market our products”*.

Some of them mentioned that competition between universities was mainly focused on pricing competition, such as interviewee E-1 who mentioned that *“the pricing competition is the most important element dominant in the marketing mix for universities in our societies”*. The pricing competition represented in many ways, such as fees reductions, discounts and facilities in payment. The reason which gave the pricing competition more considerations was society and culture as explained by interviewee E-1:

“As I mentioned, that returns to society and culture. Many classes of Egyptian people concern with prices only regardless of the importance of quality, some people perceive education in private universities as a way to get a certificate accredited and recognized by supreme council of universities”.

It was clear that private universities which are older and more established had more confidence and less fear of competition, as they believed that they were well enough known and already received a number of applications that exceeded the number of students accepted. Interviewee A-1 mentioned that:

“this issue does not cause any troubles for us at the main time because we are from the first universities in terms of establishment; we achieve our objectives concerning attracting students. More than that, we get a number of applications exceeding the accepted number of students in many fields”.

Many senior management interviewees believed that the real competition was in attracting highly qualified academic staff. C-2 mentioned *“Off course competition is increasing, especially with the increasing of the number of private universities; so there is a strong competition to attract high qualified academic staff”*. They believed that salaries and other financial benefits had a role in attracting academics. A friendly and comfortable working environment was very important to keep them. With regard to attracting students, they were trying to focus on their competitive advantages in terms of good education, good facilities, good academic staff and partnerships with international universities and institutions.

External consultants

As a consequence of the limitations in marketing perceptions, and in the definition of marketing in most private and foreign universities, senior managers agreed that there was no need to use external consultants at the moment. This is not preventing some private universities to get some extra support from outside the university, such as using agencies outside the country to promote the university in these countries. This is the case of university (A); A-1 mentioned that:

“ we do not use any external consultants, but using agencies abroad for advertising in Arab-language countries, if we can consider them as abroad marketing agencies”.

the reason for not using external consultants was explained by C-1 , he mentioned that:

“No, we do not use external consultant because we have experts to do good marketing and as I said we look at marketing as a responsibility for all, president, vice president, deans, heads of departments and faculty as well”.

The future of private higher education

When senior management interviewees in both types of universities were asked about their expectations regarding the future of private higher education in Egypt, there was strong agreement that the future of private universities was very promising. Interviewee C-2 described the situation of private higher education, as follows:

“I think the experiment of private universities still in the beginning and needs some time to gain the required experience and to improve. It is difficult to judge now but the initial indicators are promising. As I said before the big dilemma is the shortage of qualified academic staff in these universities; they need time to build their academic staff. Also, I believe the research role is very important to any university and that is what private universities are missing in the main time. From my point of view, the university is established to serve the surround society and its region, and should have a continuous link between the university and society. People should feel of the role the university is playing in aspects, such as health, technical, academic, engineering fields. This advantage is found in the public universities, thus it gives them the reputation in society”.

5.3.2 THEME TWO: MARKETING PERCEPTION

To investigate the perceptions of senior management in both types of universities (private and foreign) regarding marketing concept, they were asked to give a precise definition of marketing and how they perceived it in their institutions. They were also asked about the nature of marketing activities used, from their point of view, and the priorities and constraints they believed they imposed on university marketing plans.

Marketing definition

With regard to marketing definition, there was no precise definition of marketing in higher education. Most senior management interviewees believed that the marketing concept was still limited, and was very different from that perceived and implemented in European and American universities. A-1 mentioned that:

“We can say that the perception of the marketing concept is very limited. The reason is the limitation within our society and culture and the limited perception of the importance of marketing in all activities. The owner of the university is the only decision-maker and is responsible for putting forward the university policies”.

B-1 confirmed this by saying that:

“in Egypt, we have no clear vision or philosophy for attracting students. A general philosophy, no, but just advertising using the different kinds of the media such as watched, listened and written media...”.

Just interviewees from universities (C) and (F) had a wider perception to marketing in their university and how important was marketing to them. C-1 mentioned that:

“I think if we look from a broader perspective of marketing in our university, each department creates the university marketing. If you look to our university, marketing is not just only practicing promotion; marketing is concerned with selecting the right teachers and assistants because our reputation is much more concerned. Marketing is concerned with building the brand of our university; we are also concerned with structuring our programmes. In fact, I believe marketing of higher education is the responsibility of faculty not just only using promotion”.

By assembling the responses of interviewees with regard to that, it can be concluded that they perceived marketing as:

- Practising advertising and promotional activities for attracting new students, and also for attracting academic staff.
- Relying on their owners' names (brands), whether individuals or organizations, or simply using the university's name to attract students, like British, German and French universities.
- Attracting famous names, either in politics or science, to increase the profile of the universities and reflect their good reputation.
- Making marketing a responsibility for the whole university.
- Marketing was concerned with building the university's brand.

The interviewees mentioned the reasons for limitations in marketing perception in their universities, as follows:

- The university had only been established recently and was still in its developmental stage, including the marketing aspect.

- Limitations in society and culture, and the weak perceptions of the importance of marketing in all activities.

Marketing activities

Although senior managers were not involved directly with the question concerned the marketing activities they practiced in their universities and how they perceived different activities in their universities as marketing tools, but it was found better to get their responses about the marketing activities they practiced as much as possible, to investigate their awareness of marketing plans and implementation in their universities. This trend was supported by the fact that some private universities interviewed have no marketing department and the public relations department was not involved in marketing activities which put senior managers in the face of directing or supervising marketing activities by themselves.

According to their responses, marketing activities varied between private and foreign universities. They took different ways and shapes; some were practised widely by most private universities (private and foreign types). These activities were coded and classified under the following two main categories:

A- Marketing communications channels

This includes a focus on traditional marketing activities related to public relations, publicity materials, personal selling, promotional activities and advertising, such as:

- Advertising in different media, such as TV, magazines and newspapers.
- Prospectus and leaflets, for students and their parents, in Arabic and English.
- Open days for students from secondary schools and parents to come and visit the university campus.
- Visiting students in schools.
- Agents and offices in some other Arabic countries.
- Building strong relationships with missions and scholarship departments of other Arabic countries which select Egyptian universities for their students to attend.
- Using current students themselves as a marketing tool.

B- More concerns with facilities and services offered

The other traditional marketing tool was to compete through focusing more on their relative advantages in terms of buildings, facilities and prices, such as:

- More concerns with the facilities offered, such as buildings, campus, learning facilities and landscape.
- Entertainment activities.

- Offering free scholarships for a variety of reasons, e.g. students who had achieved academic superiority, memorizing the holy Quran, and for those with hard social circumstances.
- Creating a comfortable work environment, suitable for academics and students.
- A reasonable number of students.
- Being selective in terms of the quality of the academic staff and visiting professors.

There were many other activities that officials in these universities believed to be important marketing tools, which focused on the competitive advantages of each university, such as:

- Organizing international days for students and their families and friends (University C).
- Using the founders of some private universities as a marketing tool (Universities B, C and E).
- The reputation of officials responsible for the university (University B).
- The availability of research centres (University B).
- Provision of high standard accommodation for students and academic staff, which maintained a continuous communication between the students and staff (University B).
- Concerns with elevating thoughts and building the student's personality together with the educational role of the university, through using programmes to extend the wider student experience (University B).
- A very active students union, with specific roles and legislations (Universities B and C).
- The students' social activities were one of the main attractive factors for students (University B).
- Tuition fees should be considered as acceptable and not seen as too high (University A).
- Establishing the point that there was no distinction between Egyptian and non-Egyptian students in terms of tuition fees (University B).
- Establishing the point that there was no distinction between students who paid and those who obtained a free scholarship (University B).
- Using an attractive way for receiving parents in the university (Universities B and C).
- High discounts for academics' sons (Universities B and F).
- Enhancing the academic programmes. This was seen as the real standard which made students focus upon a specific university (University B).
- Improving transport (Universities B and D).
- Improving the quality of services provided to students (Universities B and D).
- Increasing the social and sporting facilities; these activities can attract students through word of mouth between students and their friends (University B).

Marketing objectives

Senior management interviewees agreed that achieving the desired image and attracting high standard students was their first priority. They indicated that these two objectives were integrated, and could not be separated. To achieve the desired image, means offering a high quality of education and services to students, to enable them to be distinctive in the labour market after graduation. This requires the university to be selective in terms of the quality of students accepted. A-1 mentioned that:

“In fact, the university message puts the first priority to attracting high standard students, if we consider the grades achieved in high school level (thanawy amma) as a judgment of student quality. As I said before we receive numbers of applications exceed the number of accepted students which give us the chance to select the best students. We focus on quality of education and the quality of services provided, thus we can consider getting a positive image also from our priorities through our graduates and their reputation in market”.

Marketing constraints

Senior management interviewees mentioned many constraints that could affect on the university in general, and on the marketing efforts and implementation specifically. Some of these constraints were general for most universities and others were related to specific university or universities. These constraints were assembled, as follows:

- Attracting highly qualified academic staff, because of the high salaries required.
- Constraints regarding the academic staff / student ratio.
- Constraints regarding social concepts and ways of thinking.
- The absence of qualified and well-trained marketing staff, and the absence of creativity, and innovation. The development of these factors provided the motivation to create an effective marketing policy.
- The negative government view towards private education.
- Restrictions on the number of students accepted, as the Ministry of higher education dedicates a quota for every university, subject to facilities available to offer service its students a high quality service.
- Competition from public universities.
- Increased taxes on private universities.
- Validation of courses and programmes from the supreme council of universities (SCU), as every private university is obliged to maintain a specific standard in curricula offered. This is measured by those who have studied in famous public universities, in order to validate courses, which puts some restrictions on the freedom to develop a curriculum.

- Those universities teaching in specific foreign language also face the dilemma of a very small target market.
- The university's location.
- Particular constraints arose as a result of the SCU which allowed some private institutions (colleges) to offer certificates accredited and recognized by the SCU, although such institutions often had poor facilities and education, with fees a quarter of other private university fees. There are problems of unfair competition because of SCU policies.
- There is no research, postgraduate studies or marketing research which would otherwise help to build the university reputation.
- Problems also arise because of the nature of the region and its culture.

Notably, there was no agreement about some of the constraints, such as determining a specific number of students (quotas) for every university, according to the facilities offered and number of qualified academic staff. Few senior managers, more specifically university (A), identified these factors as marketing constraints, but the majority saw such oversight as a kind of guarantee for the quality of services provided. Also, there were arguments about the level of the SCU control and revision of private universities' curricula. Some senior managers believed that such control obstructs the creation and development of new courses, such as interviewee A-1 who mentioned that:

"I believe the government trend towards private education is sort of negative, on the contrary to what seems to appear in media and speeches of officials in government about the importance of private education and their encourage to this trend. The government, represented by supreme council of universities, is mostly putting the restrictions which obstacle the flourishing of these universities".

He added:

"For instance, concerning developing curriculum, there are obstacles of developing curriculum because we are obligated to be very close from the curriculum studied in Cairo or ain-shams universities, which were permitted from the SCU. Also we are obligated of specific credit hours distribution for subjects, so if we decided to reduce the number of hours or cancel a subject we will face with problems from SCU; it may reach to cancel our accreditation".

The others argued that it was normal for students' certificates in private and foreign universities to be accredited, and to be treated as equal to those offered by public universities. Senior managers believed there should be equal treatment for the public and private sectors. Although of these differences of opinions with regard to these issues, the researcher preferred to consider them as constraints in order to examine their effect in the proposed questionnaire.

5.3.3 THEME THREE: MARKETING PLAN

Any marketing plans or strategic marketing is built upon a group of steps and procedures to make sure that the objectives are clear and can be achieved. These procedures include determining the marketing objectives for a long-term perspective, studying the environment through data collection and analysis from research and doing segmentation and targeting to potential students. Accordingly, senior managers were asked about such issues, to build a clear idea of whether marketing plans and strategies were used in their universities or not.

Segmentation and targeting

With regard to the use of segmentation and targeting in private universities (both private and foreign), there was no agreement about using this process as a marketing tool, but evidence indicated that some of them, e.g. Universities (B), (C), (D) and (F) ought to use targeting and segmentation, either because of their location or because of the study system and languages which were used for studying. Interviewee C-2 referred to their interest in some specific groups, such as students graduate from language schools (British and American diplomas); she mentioned that:

“yes, these groups come first. We are organising visits to these schools, clubs and inviting students and their parents to come here. But it does not mean that we have no interests in other Egyptian and Arabic students. We have about 19 offices in Arabic countries, some of them are ours and some are agencies abroad”. She added: “I cannot say our segments are only IGCSE and American diploma’ students as their percentage are small so they are not enough as a source for students to rely on but they come first”.

SWOT analysis

Similarly, interviewees agreed that there was no systematic use of SWOT analysis in their universities, especially as far as the real meaning was concerned, which means using it in a formal and statistical way, based on research and figures. D-1 confirmed that meaning when he said that: *“we do not use SWOT analysis but we have some efforts to determine our objectives and how to achieve it according to dynamic changing in society”.*

Feedback system

With regard to the feedback system, senior managers referred to complaint boxes which enabled students to complain or suggest any issues which could help to improve the facilities or services provided.

Some of them confirmed that they used an open door policy (Universities B and C). Interviewees of University (C) agreed that getting feedback was important, not just from

students, but from academics and international partners as well, to improve elements of the education process, including the curriculum, evaluation system and teaching methods.

Interviewee C-2 referred to many approaches they use to improve the quality of services provided through integrated feedback system; she said that:

“You will ask me what the issues we are looking at for improvement. The first thing is the requirements for our Egyptian market: there are changes in concerns and interests; there are more concerns of some areas, such as stock exchange; there are new requirements for employers in the market with regard to their employees we should consider. We also look at ideas from our academic staff either those who have an experience in consultancy or coming from other universities with new thoughts. Our partners themselves have some comments and suggestions especially regarding the evaluation process. What I want to say that we are not one driver, but there are many drivers”

With regard to students, she added that:

“we have board study; this board is composed of vice president, representatives of academic staff, representatives of students (at least 2 from every major). They are meeting every semester exactly in the 6th week of semester. They discuss the good issues they support and bad issues they want to change or justify and their suggestions with regard to that. This is one of the issues which have helped us to improve our programmes. While putting our new programmes, we take students suggestions in considerations”.

Marketing plan

When senior management were asked about the existence of a strategic marketing plan for the future, the majority of interviewees mentioned that they did not have a clear marketing strategy based on clear objectives and quantitative targets for either the short or long term.

Overall, they varied in terms of their perceptions to the existence of strategic marketing plan in their universities. A few informed some existence to marketing plan in their university, such as D-1; he mentioned that: *“we cannot ignore the marketing aspect when we put our strategic plan. In all our strategic plans, marketing represents a major factor. Our vision and trend help us to choose the most effective marketing tools and target market”.*

Others believed that they were on their way to implement a marketing strategy as a requirement to get the accreditation certificate from national authority for quality assurance and accreditation in education, and soon all private universities ought to do the same. E-1 mentioned that:

“Now, we are in the stage of preparing our proposal to get the accreditation certificate from supreme council of universities (national authority for quality assurance and accreditation in education). We prepared our strategic plan which is being reviewed by this institution and accordingly will give us the certificate which of more important for all public and private universities to continue and to compete. As a result, we have a marketing strategy; this strategy is determined by the university president and the deans of the four faculties in the university. The aim of this strategy is to be selective, which means the ability to choose superior students who are

appropriate for the university education standards and our vision to the outcomes; this strategy will be a part of the strategic plan of the university”.

However, the general trend that there is no real existence to marketing strategy. C-1 summarised this situation as: *“We have not got a clear strategy of marketing, which means we do not use statistics to analyse and to build our marketing strategy”.*

The reasons for not adopting a marketing strategy were set out as follows:

- Most private universities were not marketing oriented.
- Part of the reason was due to external factors, such as the absence of awareness of the importance of marketing roles in some universities and the shortage of qualified marketers and marketing experts.

B-1 mentioned:

“I still confirm we have no marketing philosophy based on clear policies and using a quantitative approach to marketing and advertising the university and I think this is the case for other private universities”.

5.3.4 THEME FOUR: UNIVERSITY IMAGE

An important task was to investigate the issue of university image, how senior management perceived their image in the market, and what an effort they were making to build and enhance their university’s image. It is worth mentioning that building image in a higher education institution depends to a large extent on the excellence of academic staff, and thus recruiting staff is one of the most important issues facing these universities. This is because they were only established recently, and some of them had not yet built up their full quota academic staff. Moreover, many private and foreign universities depend to some extent on marketing themselves to students and their parents through raising the partnerships and agreements they have with other famous international universities and colleges. So, it is better to give a brief idea about the ways of recruiting academic staff, and types of partnerships that these universities cultivate from a senior management point of view, before addressing their perceptions of university image.

Recruitment of academic staff

Academic staff is the base for any university wants to compete and achieve its desired image. This can be shown from interviewees’ responses when they were asked about academics and their importance to their university. For instance, C-2 mentioned that:

“From my point of view, university means academic staff, and to build the image of the university you must be selective in terms of quality of academic staff the university

recruits. We do our best to convince the distinguished part timer academic staff to be full timers”.

Private and foreign universities were established recently and most of them have not created their academic staff, so they are hiring academic staff from public universities as part-timers in most cases or full-timers in some cases. On the case of foreign universities they can assign academics from foreign partners. This situation shows the shortage of qualified academic staff which affects negatively on their abilities to compete effectively with public universities, attract more students, or even build a positive image. This problem is common on most private and foreign universities interviewed as the number of students accepted is determined by the number of academic staff the university has, so most private universities are suffering in order to attract high qualified academic staff to work in their universities, even some interviewees describe the competition to attract academics as more difficult than to attract students. B-2 said: *“the number of students determined by the number of full-time academic staff, thus we are more concerned to keep distinguished academic staff as full-timers”.*

Senior managers mentioned two ways which were common in selecting and hiring academics for their universities. These were personal relationships and word of mouth, and through advertising and public announcement. They agreed that word of mouth is the most common way of hiring academics in their universities, thus it was not a surprise to find academics in some departments or majors of private universities from the same public university as relationships play an important role in that aspect. The other way of selecting academic staff was through advertising. However, it also remained true that salaries and other financial benefits were the most powerful way to attract academic staff.

Partnerships

Partnerships and agreements were used as a way to give private and foreign universities more creditability and experience especially for universities which were established recently. The type of partnerships varied from university to university. They ranged from simple memberships of multiple institutions and mutual exchanges for students and academics, to full partnerships, which qualified an Egyptian partner to gain a certificate validated by a foreign partner. For instance, University (B) depended on mutual exchange and agreements with certain international universities in France and Germany, while University (A) depended on membership of various higher education associations, and mutual exchange with foreign universities. Other universities, such as University (E), used cooperation agreements with four international universities, which enabled students to undertake their final year in these universities, but without offering them dual degrees. E-1 mentioned that:

“We did a partnerships with four international universities based on equalities, and we had to choose either (3+1 system) or (2+2 system), we choose the first one. The system (3+1) means that our student is studying here for the first 3 academic years and he or she can choose in the final year, either to get it here or on the partner university (it could be a semester) without any extra tuition fees. However, the certificate is accredited and recognized from here. In addition, we offer a certificate that he or she studied subjects relevant to those in the foreign partner”.

In some cases, these links had been developed with other universities to reach the level of offering dual degrees, one from the Egyptian university and the other from a foreign university, such as University (C). With regard to foreign universities, they get their brands of the international partners' country, as a result of full partnership between the Egyptian side and the foreigner side, to indicate that quality of education is equal to that found in these countries.

D-1 mentioned that:

“we have a competitive advantage that our certificate is recognized and accredited from famous international universities; we have partnership with these universities as our certificates are equal to those offered by our partners, thus our students can complete their post-graduate studies in these universities without any additional requirement in terms of courses or programmes studied”.

Most interviewees agreed that these kinds of partnerships strengthened the university's position and gave it a more competitive advantage, although some of them admitted that full partnerships needed more effort, and that they were not ready to make such commitments at present.

University's image perception

All senior managers had positive attitudes towards their university and a positive perception of their university's image. They believed that their universities were offering high quality education, had highly qualified academic staff offering good services, and had excellent facilities. In general, they believed that their universities were distinguished, and perceived the future as promising. B-2 mentioned that:

“The image of the university since establishment is that we are obligated with the quality of education we offer; serious in our rules with regard to evaluation system. This is our message we are keen to deliver to students. We are keen to support our students; in other words, we would offer them all possible chances to retain and this is one of our strengths points”.

D-1 added another perspective to his university's image alongside the quality of education and academics. He mentioned that:

“the university offers chances for its students to develop their entrepreneurial and communication skills. We encourage our students to participate in society development through projects to serve the surrounded society. For instance, the university won the world cup championship of SIFE the last year (Student in Free Enterprise) and we used this event very well to advertise to our university's image through newspapers”.

Enhancing university's image

Senior management interviewees believed that maintaining, and enhancing their university image were high priorities for their future plans. They suggested different ideas about the ways to enhance, or at least maintain their image.

Most of them agreed that the main starting point in constructing any plans regarding the university's image should focus on the academic staff and their assistants, as they formed the basis of the education process and were essential for building the academic reputation of the university. With this regard, C-1 mentioned that:

"We have a strategy to do that through enhancing the academic staff performance; encouraging them to improve their ways of delivering information to students and communicating effectively with students, improving our curriculum, surveying students in terms of services provided, facilities, equipment and problems they face in order to developing our services, and to creating a sort of good relationships and loyalty between the university and its students".

The suggestions could be summarized as follows:

- More concern with academic staff and assistants, as they were the basis of any development in the education process, and crucial in building the university image; this could happen through increased salaries and further training for academic staff.
- More focus on developing the university's own academic staff.
- Directing all future marketing plans towards changing the perceptions of society towards private education.
- Improving the facilities offered.
- Linking the association of the university and its students with serving the society surrounding the institution.
- More focus on establishing research centres.

5.4 MARKETERS AND ADMINISTRATORS INTERVIEWS

Coding of data gathered from marketers and administrators was implemented using software package NVivo8. Similar codes were assembled together to explaining four main themes. They were: the importance of marketing, the perception of marketing, marketing strategy and the perceptions of university's image.

5.4.1 THEME ONE: IMPORTANCE OF MARKETING

To understand the importance of marketing in these universities, discussion with marketers investigated: the position of marketing in the university's organizational structure, and how they communicated with top administration; the type of marketing budget; how far they used

external consultants; the extent to which marketers had support from senior management; and how the marketers perceived competition with other universities.

Marketing in organizational structure

With regard to marketing position in the organizational structure, the importance and position of marketing within institutional management varied from university to university. This variation reflected the different perceptions and levels of interest in the practice of marketing in their universities. For instance, Interviewee C-4 mentioned that they had a marketing department which was largely responsible for all the marketing activities of the university. They were proud of being one of the first private universities had a marketing department; she said that:

“Marketing is one of the most important factors when the university was established. Marketing office is one of the first departments established beside admission office. We are the leading private university in using marketing and practicing it; as I mentioned earlier we have a marketing department”.

Similarly, University (F) had a marketing division which was responsible for all marketing activities in the university and keeping reports and records about competitors. This can be shown when F-1 said that: *“The University is one of most developed universities in practising the marketing activities”.*

Universities (D) and (A) had public relations departments responsible of marketing activities. The position of public relations and marketing were not obvious for those working in this department, this can be shown when they were asked about their position in the university organizational structure. They referred to two parties, the chairman (the founder) and the university chancellor; A-3 stated that: *“our department is under direct authority from the head of board of trustees (who is the founder of the university), also under supervision from the university chancellor. There are some issues need direct authority from the head of board of trustees. The other issues, related to academic staff and education affairs, are sent up to the university chancellor for decisions”.*

University (B) had no marketing division and public relations were not involved in marketing activities as well. It depended on the university's board to discuss issues related to advertising for the university, especially before the admission period directly; while university (E) depended on marketing committee composed of the university president, the four deans of schools and some marketing academic members from schools of management and mass communication school. Interviewee E-2 said that they did not have a marketing department as such, but just a committee to put together general outlines for marketing campaigns and

policies. In general, they were still a long way from adopting a broad definition of marketing in higher education institutions.

Marketing support from senior management

When marketers were asked if they found support and understanding of their role among senior management, they agreed that support from top level management was reasonable, according to the capabilities and resources of the university. Interviewee D-2 confirmed this view when she said:

“To some extent it is reasonable especially when we have a limited budget. Sometimes we are faced by rejection in some issues if they exceed the budget cost and it is a fact that financial resources represent an important factor in the marketing campaign”.

Marketing budget

With regard to marketing budget, there was clear agreement about the limitations on marketing budgets, but this was not seen as the main obstacle to developing more marketing activities. F-1 summarised that when she mentioned that:

“There is no doubt that marketing budget determines the size of marketing campaigns and their capability of achieving the required objectives but we cope with this factor, and I believe marketing budget is reasonable and does not make a main problem”.

Few interviewees were satisfactory with marketing budget, such as A-3 who mentioned that “marketing budget is enough; the university has reached to the level of marketing itself without any need for marketing campaign”. However, most of the marketers agreed that funding was not as much they would wish, but they believed that they could cope with the situation.

Use of external consultants

There was also agreement among the interviewees that they were not using external consultants in developing or planning their marketing plans. Some of them mentioned that they did use marketing agencies outside the country, especially in other Arab countries, to attract Egyptian students living in these countries and also other Arab students. They used these agencies on a commission basis, some older institutions, such as Universities (A) and (C), having established their own offices in these countries. A-3 mentioned:

“we do not use marketing consultants from outside the university. Only we use agencies outside Egypt, in some Arabic countries; we use them to attract Arab students in return for commissions paid for these agencies. We cannot consider them as experts in marketing but just offices outside the country to ease our mission”.

Competition

Marketers were asked about their perception towards the existence of competition. There was clear agreement between interviewees that competition existed in the system, as the number of private universities had increased dramatically in the last few years. However, interviewees had different views about competition according to the universities in which they worked. For instance, the interviewees from older establishments, such as Universities (A) and (C) did not see any problem about competing with others, as they were already well known to the public, they already had their established brands, and the number of students applying already exceeded the number of places available. They believed that this situation would continue for a long time, as the number of students wishing to enrol in a private university was significantly higher than the numbers accepted, especially in practical subjects such as medicine, pharmacy and engineering. A-4 mentioned:

“with regard to our university, I believe there is no real competition between us and other private universities. We were established in 1996 as one of the first private universities in terms of year of establishment, thus we have achieved a good image in Egyptian education market and in Arabic market as well. We are not afraid of competition but I think our problem may be in attracting the high qualified academic staff in the future. The competition between private universities to attract the best academic staff leads to pricing competition concerning salaries and extra facilities which may cause a problem for us”.

On the other hand, some universities which recognized that there was real competition from other universities were using some of these as benchmarks when they reviewed their marketing policies. Interviewee F-1 expressed that direction when she stated that:

“off course, competition is increasing day- after-day; especially there is a trend towards establishing more private universities. But in my opinion, we consider one or two universities as our benchmarking. They are our competitors which offer distinct education and have respect from society and students”.

5.4.2 THEME TWO: MARKETING PERCEPTION

The discussion with marketers and administrators in both types of universities (private and foreign) addressed many issues reflecting their perception of marketing in their universities, such as: their definition of the marketing concept, marketing activities they practised, use of marketing mix, the objectives and priorities for marketing, obstacles and constraints they faced and the extent to which they were satisfied with their marketing job in the universities.

Marketing definition

There was no precise definition for marketing forthcoming from the interviewees. Most of them had qualifications in subjects other than marketing. In general, they defined marketing as the practice of advertising and promotional activities, rather than as a philosophy for the university.

E-2 mentioned that: *“Most of private universities do not use marketing as it should be. They have promotional activities by focusing on their competitive advantage (one factor probably)”*. Similarly, D-2 stated that: *“Marketing activities in the university are a responsibility of public relations department. We are practicing many marketing activities but we could say that the main object of practicing these activities is to attract more students to the university rather than looking at it as a philosophy or as a broad definition of marketing”*.

Only interviewees from universities (C) and (F) believe that marketing in their universities is not just advertising, but they were very close from the wide definition of marketing. F-1 defined marketing in university as that: *“Marketing is a continuous activity to introduce the university to others, such as students and parents in a best way and trying to satisfy their needs which building their interest and loyalty to the university”*.

C-5 added that:

“There is no doubt we do a good job. We could say we are very close from the wide perception of marketing as a way of thinking; we have the perception of the importance of marketing in our university and how all of us are responsible for marketing our university. We have the perception that marketing activities have to be practiced by all university’s levels, and are used in all stages from attracting potential students, until our students graduate and work in market”.

It is worth noting that most of the interviewees could not discriminate clearly between advertising and promotional activities and the wide perception to marketing definition, thus most of them perceive marketing as promotional activities.

Marketing activities

Choosing a university for their children was seen as an important responsibility of the parents. After that, students’ friends were next in exerting an influence on the decision to apply. Thus, most interviewees believed that the marketing campaign should focus on influencing parental choice, as well as on the students themselves. C-5 mentioned:

“I believe parents are responsible for making the decisions concerning choosing their sons’ universities in most cases, and even when students choose a specific university parents have to say the final word”.

The interviews showed that a variety of marketing activities was used in the universities considered. These marketing activities were coded and classified under five main categories, as follows:

A - Traditional marketing communication tools

This included focusing on traditional marketing activities, related to public relations, publicity materials, personal selling, promotional activities and advertising. Table 5.1 shows the findings for marketing communication tools used:

Table 5.1: Traditional marketing communication tools

<i>Personal selling</i>	Organizing open days for students in secondary school and their parents. Visits to secondary schools. Participating in exhibitions and conferences inside and outside the country.
<i>Public relations</i>	Organizing exhibitions and graduation ceremonies. Using leaflets, pamphlets and a prospectus in Arabic and English. Participating in magazines and journal issues about higher education in Egypt and about private universities in Egypt in particular. Memberships of Arabic and international universities' associations, such as the Mediterranean Universities Association and the Arab Universities Association (University A).
<i>Advertising activities</i>	Advertising through different types of media (TV, radio, news papers and magazines, billboards and websites). Posters by the side of roads leading to the university, concerned with selecting the colours, the fonts, the type of information (sentences) and their location. Using agencies and offices in other Arab countries in order to attract Egyptian students there and also other Arab students. Using marketing campaigns.
<i>Promotional activities</i>	Programmes and reported stories in the media.

Source: developed by author based on interview findings

B - Price discounts and offers

- Offering high discounts or even full dispensation for students who achieve the highest grades in secondary school examinations all over the country.
- Offering different types of discounts for students according to their grades in secondary school, sporting distinctions, social factors, number of family members already in the university and similar incentives.
- Offering discounts for academics' sons whose parents are working in the university in order to attract academic staff (University B).
- Offering different facilities and flexibility to pay tuition fees; for instance, dividing the fees into several instalments.
- Offering scholarships to distinguished students, both academic and sporting, and offering financial aid to students with special circumstances.

C - Facilities and services offered

- Using tutors and academic advisors to help and support students. Offering high quality facilities, such as a beautiful campus, buildings, central air conditioning, good equipment, attractive landscapes, playing fields, cafeterias and supportive data facilities.

- Partnerships and agreements with international and reputable universities and other institutions.
- Visiting exchanges for both students and academic staff.
- Using effective methods to classify students, advise them and direct them towards careers appropriate for their abilities (University C).
- Offering dual degrees and opportunities to complete their study abroad (foreign universities and University C).
- Offering students communication skills, which are very important in the labour market.
- Offering social activities, such as a students' union, which are also concerned with students' issues and problems, and delivering the students' voice to senior management. Also, committees for different activities, e.g. a charity committee and a leadership committee, which may help the students to become more mature in their personalities.
- Training courses in the summer, such as computer science and language courses.
- Offering free laptops and books for the first semester, to encourage students to enrol in the university (University A).

D - Studying competitors and the market

- Keeping records of competitors' marketing activities.
- Some market research (Universities C and F).

E - Communications with current students and the public

- Using feedback from students.
- Organizing employment days.
- University website.
- Keeping continuous contact with a student's parents to keep them up to date with their son's progress.
- Communicating with students through social media, such as Facebook, to learn their interests, opinions and problems; and working on any problems (University F)
- Improving methods to respond quickly and accurately to parents of students through emails and telephone calls (University F).

It is worth mentioning that alumni did not play an important role as a marketing tool in private universities, or in fund-raising through donations and aids. Some of the universities believed that the reputation of their graduates in society was in itself an effective marketing tool, as word of mouth is a powerful marketing element in Egyptian life.

Marketing mix

The product element was seen to be the most dominant element within the universities' marketing policies. An example of this was given by C-4:

“Basically we focus on the product itself, we are interested in delivering service with international level (high standard) because that is what should be the case, not just because of the marketing prospect”.

Marketers mentioned that other marketing elements could be used to achieve competitive advantage, such as price, physical evidence and promotional activities. For instance, foreign universities alongside university (C) were focusing mainly on the dual degrees they offered and their certificate accredited by Egypt and from their partners abroad as well. The foreign universities were using their names as brands to indicate the quality of education students can get with high international standard, instead of travelling abroad. They also were more concerned with the facilities offered and physical evidence and this can be shown from their campuses.

On the other hand, universities located outside Cairo such as university (B) was trying to use place factor by focusing more on attracting students from surrounded area. Also, they were keen to focus more on the marketing activities and campaigns through advertising in the different types of media (TV, newspapers ...).

University (A) was following the path of which focusing in the quality of education (Product element), alongside the pricing policy. They were concerned with making prices available for students from different classes (price element); A-3 mentioned that:

“According to price (tuition fees), we are the best university in this aspect; we consider our self a university for intermediate people. We are obligated not to increase the tuition fees to keep our competitive advantage in this field”.

Marketing objectives and priorities

Marketers gave top priority to attracting high calibre students and achieving the desired image. These were placed first in their priorities when developing marketing activities. F-1 mentioned that

“The marketing objectives of the university are compatible with the university mission and vision of offering a distinct education and new generation able to cope with society's changes and market requirement; thus, achieving the desired image is coming first in our priorities alongside attracting high calibre students and retaining our current students”.

Some of the marketers mentioned the importance of attracting new students, if they could not achieve their target student numbers, especially in theoretical majors. C-4 referred to that by

saying “if we could not achieve the required number of students, we have to seek for attracting less calibre students to complete the incomplete places”.

Surprisingly, none of the interviewees put fund-raising among their first priorities, although private universities have to create their funds themselves, and to achieve a reasonable profit in order to continue. Moreover, there was no directive to use donations for fund-raising in the universities; there was an agreement among interviewees that it did not happen in their universities, for many reasons. Some of them believed it was not part of their society and culture; others believed it was not acceptable from the perspective of the founders, as most private universities were owned by individuals or families, not by partnerships. Another group thought that it was against the law to take such funds, but they were not sure and would difficult to implement.

With regard to the purpose of using marketing, marketers mentioned that the main purpose of using marketing activities was to attract students. Some interviewees believed that marketing was a tool to deliver their message to others. Others believed that they used marketing activities simply for making announcements and for updating information.

To summarise, the main objectives of marketing were seen to be:

- Attracting new students, especially those of high standard and quality.
- Satisfying students' needs and desires.
- Announcements and news features for public and students' information.
- Delivering the university message to others.
- Focusing more on the competitive advantage of the university.

Marketing constraints

With regard to marketing constraints in general, interviewees did not have specific concerns, either over governmental or environmental issues. Some marketers believed that the main problem was in the availability of qualified academic staff, especially full-time members. Others believed that location represented a dilemma and a major challenge for them. Interviewee C-4 mentioned that government policies were obstacle to allowing the university to adopt a long-term marketing plan, because of instability of decisions and legislation relating to private universities (private and foreign). She stated:

“How can we do marketing strategy or put in a marketing plan, while the governmental decisions and legislations regarding private universities ‘private and foreign’ are changing suddenly and every day? For instance, we cannot make a marketing plan for 5 or 10 years because of that”.

To conclude, there were no clear concerns from marketers interviewees about constraints of using marketing in higher education institutions, on the contrary to senior management interviewees, who raised concerns with regard to marketing application.

Satisfaction with marketing job

Interviewees from Universities (A) and (C) were generally satisfied with the marketing effort, as they achieved their main objectives, while interviewee of University (E) believed they needed new marketing activities, as they were recently established and needed more marketing efforts in order to establish themselves more fully. The other interviewees believed that marketing activities were fairly satisfactory, but that it was necessary to develop them continuously, as they were operating in a changing environment and competition was increasing dramatically. D-2 mentioned that:

“I believe marketing activities has been increased and that will continue in the future if we accept that or not. Marketing has become necessity if we want to preserve our position and to continue. The private universities are depending mainly on students’ tuition fees, if the number of students decreases, this will affect on the services provided by such these universities and may be withdrawal from market”.

In general, there was broad agreement that the future of marketing was promising, as the number of private universities was increasing dramatically and competition was growing rapidly. Interviewee A-3 expressed this as follows:

“Concerning the future of marketing in private universities in general, I expect the competition will increase, thus the need for marketing will increase as well. Marketing will exceed the traditional perspective as a way of promoting universities to become more concerned about having marketing plans and strategies for universities”.

5.4.3 THEME THREE: MARKETING STRATEGY

Marketers in both types of universities (private and foreign) were asked about the existence of marketing strategy at their institutions, and issues related to building a marketing plan, such as segmentation and targeting, market research and using a feedback system were discussed.

Market segmentation

From this discussion with interviewees, it can be concluded that there was no indication that marketers in the universities studied were undertaking segmentation, or had target markets. However, there were indications that some private and foreign universities which used English as their basic language gave more attention to attracting students graduating from language schools, or those with British or American diplomas, through organizing visits to these schools,

mainly because students at these schools studied in English. Moreover, these students normally had the financial ability to afford the high tuition fees for these universities.

E-2 expressed that by saying:

“most of students came to visit our university were from language, American diploma and IGCSA schools. We send announcements to such these schools inviting them to attend our open days. Students of international, IGCSE and American diploma schools showed more concerns and they have an ability to afford tuition fees of private universities”.

Market research

Similarly, in the private and foreign universities studied, there was no indication of undertaking systematic market research, but some attempts were being made to measure students' satisfaction regarding facilities and academic staff, and some informal reports were produced about the market and the nature of competition. A-3 mentioned that:

“we have not a market research, but only reports about the nature of other competitors, the number of students accepted in other universities and facilities they offer. These reports are going directly to the head of board of trustees to make decisions; they are prepared by public relations and admission office departments”.

The dominant trait of these attempts was that they were neither formalized nor regular; thus, it is difficult to properly consider them as market research.

SWOT analysis

With regard to using SWOT analysis to investigate the surrounding environment and market, since there was no evidence of real market research, there could be no indication of the use of SWOT analysis. Some interviewees, especially from University (A), were unaware of SWOT analysis. Interviewees from Universities (C) and (F) mentioned that they did something very close to SWOT analysis. F-1 mentioned that:

“We do not use SOWT analysis by the real meaning of it, but we have some efforts in that way to analysis the market and to expect its direction from demand and supply and the type of competitors and competition”.

Feedback system

In spite of there being no indication that the universities had a formal system to collect, edit, refine and analysis data, some marketers referred to the existence of feedback systems to collect data from students. Interviewees mentioned many ways to obtain feedback, either from students or their parents. As far as students were concerned, if they had comments, suggestions, complaints and problems, they could do the following:

- Use complaints boxes to send their comments and complaints.
- Go directly to the person involved, or the department responsible, to make their complaints; or they could go to the University Chancellor or Chairman if necessary.
- They had tutors and academic advisors if the problem related to academic issues.
- In University (C), they had committees with members from the university administration, academic staff and student representatives to discuss issues related to syllabus and subjects.
- There were evaluation forms at the end of each semester to evaluate the academics' performance, facilities and programmes.
- Some universities were using social and communications websites, such as Twitter and Facebook, to communicate with their students and to understand their impressions about the university.
- Students could use their university email to send their comments, suggestions, or complaints.

With regard to parents, the interviewees' responses were coded in the following points:

- They could visit the university and meet with people or departments responsible for any problem. If the problem was not solved, they could go directly to the University Chancellor or the Chairman.
- They could send an email to the university regarding their enquiry or concerns. They could leave a message on the answer machine about their enquiry and the person responsible would answer their enquiry by calling them back.

The discussion with interviewees raised the question of how far the university is serious in using this feedback from students and parents as well to improve the facilities offered and reduce the level of dissatisfaction of students. The answer can be found on students themselves.

Marketing plan

With regard to the use of a marketing plan, interviews showed that there were no formal marketing plans for these universities, nor were there any five or ten years plans. Some of the interviewees referred to the point that because they achieved their objectives for recruitment, they did not need to have marketing plans, at least in the short term, such as A-3 who mentioned that:

"As I mentioned earlier, we depend on 'marketing on demand', so we have not a strategic plan. We achieve our goals, thus we do not need for strategic plan in the main time. May be in the future with the increasing in the number of universities and competition, we could need for a marketing plan".

Few interviewees referred to using short marketing plans, such as D-2; she said that:

“If you mean marketing plans for long-term (5or10 years), no we have not , but we have marketing plan for every academic year reviewed and updated according to dynamic changes and circumstances, and whether if we expect future problems concerning the number of students enrolled”.

They referred the shortage of using marketing plan to the following reasons:

- There was no marketing orientation in the university.
- The culture had to change in terms of marketing perceptions, especially if marketing was to become part of the general culture in the university.
- The impact of governmental decisions; legislation was often changing suddenly and contentiously.

5.4.4 THEME FOUR: UNIVERSITY IMAGE

Perception of university's image

The marketers maintained a very positive image towards their universities, and towards both types of private universities (private and foreign) in general. They also agreed that not all private universities are the same in terms of the quality of education they offer, but the majority are offering good education and services; they link between university's image and quality of programmes and courses it offers. C-4 mentioned that:

“the image of a university is based on its product. We could say that generalization is wrong with regard to that all private universities are bad or all public universities are good. Every university is responsible for products it offers. You have 17 private universities; they vary in terms of the product they produce. We see our university with high performance and approximately 75% of our graduates were employed a broad. We have succeeded to build a positive image. Thus, it is not appropriated to generalize and say that these universities are mainly found for the objective of gaining money regardless of the quality of its students”.

Moreover, they believed that these universities were playing an important role in developing the education process in Egypt, and in helping to solve the over-crowding found in public universities. Interviewees focused mainly on some aspects which they believed were dominant, and best described their university's image or the message they wanted to deliver. These were:

- The high quality education.
- The quality of their graduates.
- Their academic reputation.
- Using the credit hours system.
- The reasonable tuition fees (University A).

These elements reflect their trends and the marketing message they wanted to deliver.

For instance, A-3 described his university as follows:

“I believe my university has a good academic reputation; the evidence is our graduates in market labour. The message we want to deliver is we are a university for intermediate class established to serve the society with suitable tuition fees and a distinct education level”.

Enhancing or maintaining the university's image

Interviewees believed they are on the right track with regard to their university's image. They suggested different thoughts and perceptions to enhance their universities image or at least preserve and maintain the current image; these thoughts varied depending on the circumstances of every university and its position in the market.

It might be the perception of society and culture to study in a private or foreign university is one of the big challenges faces such these universities, although many marketing interviewees believed that this image had been changed. C-5 mentioned that:

“In fact, private universities are obligated to do more efforts to change the image perceived of private universities; we do need to change perceptions of the society and culture because they are negative in that aspect. We discovered that many students wanted to enrol for a private or foreign university; even those who got higher grades in high school stage. They believed that our services are good, the education is distinct, but they were hesitated to enrol because of the perception of big part from society that private universities were less than public universities in terms of quality of education and recognition. Now, the image has begun to change but it needs more time. We have taken some procedures to participate in changing the society and culture by connecting with the society through offering training courses to our students in famous companies and firms”.

Marketing interviewees suggested ideas to enhance the university image, or at least to maintain the current image; these ideas were coded and reported, as follows:

- The university itself had a big role to play in forming or enhancing its image, by implementing a rigorous and disciplined system which gave positive impressions about private and foreign universities.
- To enhance the university image, it needed to be student-oriented.
- Interviewees from University (A) focused on renewal of buildings and laboratories, and gave more attention to the importance of university facilities; this reflected the fact that the university was considered to be among the oldest, most established private universities.
- To maintain the university's obligations towards students, parents, the general public and surrounding society.
- To make more effort to change the view of society and culture regarding private education

- Continue to offer good education and maintain the quality of graduates. This was seen to be the best guarantee of maintaining and enhancing the university's image.

5.5 FOCUS GROUP STUDENTS

Students in both types of universities were interviewed using focus group techniques, to generate ideas and perceptions regarding their universities, the marketing activities used and the perception of their university's image. Codes of data gathered were used to generate three main themes, they were: the decision making process; satisfaction with marketing activities; and the perception of university's image.

5.5.1 THEME ONE: DECISION MAKING PROCESS

Codes of factors to choose a university, people most influential on decision-making process and preferences of students to study in a private or public university before enrolment were considered to create an understanding of decision making process.

Factors to choose a university

With regard to the factors which influence on students' choice for a university, interviewees were asked to determine the most important factors motivated them when choosing their university. These factors were coded to determine common factors which had been reported by many students, to be examined in the next phase of research. They were coded under three main criteria: common factors determined by big number of interviewees, factors were listed by less number of students and factors were related to special circumstances.

Based on the interviews with students, the factors which were most common in influencing their choice of university were:

- Their grades at the secondary school stage.
- The availability of specializations (subjects) that they wished to study.
- The chances of employability after graduation.
- Perceptions of good education.
- The general atmosphere of the university.
- Location (close to their homes).
- Accreditation and recognition.
- The number of students in classes.
- The university offered dual degrees.
- Partnerships with international universities.

- The chance to travel abroad either to study or work.
- The chance to have work experience, either in Egypt or abroad.
- The academic reputation.
- Low tuition fees compared with other private universities.
- Discounts and scholarships offered by the university.
- The availability of information required to make the right decision.
- The founder of the university, his reputation and/or those of his family, especially in business.
- The opportunity to communicate with academic staff.
- The quality of the university system (including admissions procedures, evaluation system and study system).

In addition, some general factors were mentioned which were considered less important and were not commonly referred to:

- Academic staff have a very good reputation.
- Use of the credit hours system.

Factors relating to the special circumstances of a small number of students, especially from the Arab focus group, were: financial circumstances which prevent some people from studying abroad (especially in Europe or the USA), and that the circumstances of studying in their countries were very hard.

People influence on decision-making process

According to students' responses, twenty nine students of total thirty nine mentioned that parents, especially fathers, had a major role in choosing the university, either by taking the decision themselves or by participating in the decision; at the very least, they would be expected to approve the choices of their children. For instance, B-19 mentioned that: *"for me, my father chose the major, but did not enforce me to enrol for a certain university; he suggested some universities but he let me choose my current university"*.

Some other students depended on past experiences of their family members and relatives, or on their friends in making the final decision. However, few students in the focus groups mentioned that they took their decisions by themselves; three students of thirty nine stated that their parents had nothing to do with their choices. They mentioned that they took their decision by gathering information about the universities, visiting the university they would like to study in and talk to people there. For instance, C-26 mentioned that: *"it is my decision; I searched personally for the best private universities until I found this university. There was no opposition from my family"*.

From this brief review of comments from the people who were most influential on students' choices when choosing the university, it can be concluded that parents play an important role when choosing the university, and that the past experiences of family members, relatives and friends are also important, together with visiting universities and talking with people there.

This leads us to conclude that word of mouth is the most powerful tool when making decisions about which university to choose. A-12 referred to this fact when he said that:

“in the beginning, my father though of (...) University, but a friend of him advised him not to enrol me at this University because the system and education were very bad. Thus, he changed his opinion and chose my current university because of its academic reputation”.

Preferences to study in a private higher education

The students who participated in focus groups were asked if they would have preferred to study in a public or private university before they had made their decisions to study in a private one.

The majority of them (27 of 39) mentioned that they would have preferred to study in a private university from the beginning. Students who preferred to study in a private university took this view for these reasons:

- Evaluation system in private universities is better and fairer than in a public university.
- Better assimilation for students.
- Better in terms of academic facilities.
- Fairness of grading.
- For some non-Egyptian students, the tuition fees for public universities were more expensive.
- Easier in terms of the study system.
- The chance to contact and communicate more effectively with academic staff.
- The number of students was less than that of public universities; there was therefore a better chance of getting a good education.
- The chances of success were higher.
- The curriculum was better than that found in public universities; there was less useless information in the subjects they studied.
- The high quality of education offered, and the support given from academic staff, especially tutors, who helped students in private universities to grasp information without the need for private sessions (extra cost), as commonly happened in the public universities.
- Some interviewees believed that enrolling for private or foreign universities gave them more prestige.

- Private universities offered better facilities than public universities; they were better equipped than public universities.
- Many private universities had partnerships and cooperation agreements with famous international universities, which enhances their reputation and gave them the chance to provide a good quality of education, including opportunities to travel abroad to study in the future.
- More opportunities for practical experience.
- Public universities were currently very poor, without the required facilities and capabilities to offer a good education or to produce high standard graduates.
- Better chances in the labour market.

On the other hand, there were some students (12 of 39) who would have preferred to study in a public university. Students who favoured public universities would have chosen to study in one of them if they had got the required grades to qualify them to study their favourite subjects.

They based this view on the following reasons:

- The students in public universities are more advanced in their understanding of what they learn (more academic).
- The evaluation system is better.
- Low tuition fees.
- Public universities had begun to compete with private ones through establishing language sections and private tutorial sessions, which combined the advantages of a private university with the brand and academic reputation of a public university.
- Society has better perceptions of the certificates offered by public universities.
- The students in public universities are more active; they have more ability in terms of discussion and debating, while students in private universities do not have these abilities and may not have learn to practise the art of discussion and argument.
- The public universities are older and more established, and therefore form a system that can absorb a large number of students.
- Better reputation and brand.
- They have better qualified academic staff.
- The academic personality in the public university is better than that in the private university.
- Their certificates are well recognized.

It should be noted that the factors were gathered and coded in order to be examined in the questionnaire survey of the next phase.

5.5.2 THEME TWO: SATISFACTION WITH MARKETING ACTIVITIES

Students in focus groups from private and foreign universities were asked to give their opinions regarding marketing activities practised by their universities, quality of all-round education, academic staff and assistants, administration and employees, promotion activities, entertainment activities, facilities afforded and location factors.

Academic programme

With regard to academic programmes, students in the focus groups were highly satisfied with the quality of their academic programmes, and believed these met their expectations. Some of them commented that their academic programmes occasionally included extra and, in their view, useless information that they believed would not benefit them in their future job or career. *E-17* referred to programme factor by saying that: “*good, but some courses have extra and useless information need to be reviewed*”.

On the other hand, there was clear agreement between the students that the quality of education was very important for them when choosing which university to attend, and they were well satisfied with the quality of education they found in their universities.

Academic staff

With regard to academic staff, in general the students were satisfied with the quality of their staff and with the way they communicated with and treated them. According to most of the participants, this represented one of the main advantages of private and foreign universities over public universities.

Administration

With regard to their opinion about administration and treatment by university employees, students in the focus groups from all universities, except some students in Universities (B) and (C), agreed that administrators were one of the most important factors leading to a negative attitude towards their universities. They agreed that they received bad treatment, poor service, delays in answering their questions and enquiries, slow responses and indifferent treatment after they had enrolled at the university. *F-3* went further when he mentioned that: “*they are the main factor which makes the system bad*”.

On the other hand, they agreed that this factor would not affect their decision to complete their course, or tempt them to leave the university, as they only needed to deal with administrators a few times each year. The most important point for them was the education, academic reputation and external recognition for their certificates.

Promotion and advertising

Students were also asked about the appropriateness of announcements and advertising about their universities. In general, there was agreement among students about the importance of promotional activities and advertising in their universities, but they also stressed that promotional activities were not satisfactory for them. The reasons for this opinion were financial- that the university no longer needed advertising and promotional activities, as advertising campaigns cost too much money and this could be spent on other things. A-12 described the use of promotion in his university as follows:

“I do not think our university is doing promotion at all, you need to come here first to discover the advantages of the university, or you may hear about the university from some relatives or friends who had some experiences in this university”.

Place

With regard to place factors, responses regarding the university location varied from one university to another, and from one student to another, according to their circumstances. Some of them believed that location was a major advantage for them; others believed that it did not matter. However, the majority agreed that location did not represent a major issue for them, and did not have a significant effect on their decision to choose a specific university. It has to be mentioned that interviewees referred to effort of their universities to save buses in order to collect students from main Cairo squares to the university and *vice versa*.

Price

With regard to price paid for services offered by their universities, most of the students interviewed believed that the tuition fees they paid were reasonable and acceptable. They believed that the universities offered good facilities in terms of the flexibility of paying fees by instalments; they also offered discounts for students, based on their grades before entry and as they progressed, and they offered full or partial scholarships for outstanding students.

It was noteworthy that participants from the non- Egyptian (Arab) students group complained about their exposure to extra fees, especially when re-sitting exams. Interviewee A-6 expressed this view when he said that *“we pay fines and other things, in other words, they know how to get money from us in different ways”*.

Entertainment activities

With regard to entertainment activities, students were satisfied with the entertainment activities that universities offered, but they stressed that this was not a vital factor affecting their perception of the university's image. There were many types of entertainment activities

available, such as university discos and concerts, trips inside and outside the country, organizing galleries and exhibitions inside the campus, sporting activities and invitations to famous people for talks and symposia. Only interviewees of University (A) and some interviewees in University (B) reported their dissatisfaction with entertainment activities found in their universities.

Facilities

Another factor which was of great importance when evaluating the marketing effort was facilities. In general, students in the focus groups seemed satisfied with the facilities offered by their universities. The exception was students from University (A), and some students from University (D), who expressed dissatisfaction with the facilities offered by their universities. This can be seen from the opinion of interviewee D-4, who said “*it is good, sort of, but it is not as we expected, but they are to some extent good*”. Interviewee A-5 mentioned “*I feel the university is slightly gloomy in terms of buildings and the equipment*”; similarly, interviewee A-9 added “*The equipment are poor, and lecture halls are not equipped well*”.

Accommodation

With regard to accommodation, there was not much interaction with this factor, as many students in the focus group did not use the university accommodation. In general, accommodation and its cost were not big issues for students when they decided which university to choose. Most lived with their families and others tried to solve this problem by sharing flats, which were cheaper for them, rather than depending on university accommodation. A high proportion of participants did not experience any issue with university accommodation either, because they lived with their families, or rented private accommodation with their friends. They expressed their opinions based on their knowledge of their fellow students’ experience with university accommodation.

Issues the students liked about their universities

Students from both types of universities were asked to determine the issues they liked most about their universities. The responses were coded to understand the factors could affect on student satisfaction; table 5.2 presents the findings:

Table 5.2: Issues the students liked about their universities

Education is high quality with high standards	Groups (A),(B),(C),(D),(F) and Non-Egyptian
Reasonable tuition fees compared with other universities	Group (A)
Excellent facilities	Groups (B) and (F)
The friendly environment	Groups (E) and Non-Egyptian
Fair evaluation system	Group (E)
Good curriculum	Group (D)
Using an open door policy ¹⁰	Group (B)
Fair treatment from administrators	Group (C)
The academic staff and tutors are high quality in terms of delivering information and in how they treat students	Groups (B), (D), (E) and (F)
The chance to evaluate the performance of academic staff	Group (B)
Show more concern with social and human considerations	Group (B)
The university's reputation and recognition in Arab countries	Non-Egyptian

Source: developed by author from findings in focus groups

Issues the students did not like about their universities

The same procedure was taken, however students from both types of universities were asked to determine the issues they liked least about their universities. Table 5.3 presents the findings:

¹⁰ this means good interaction between students and senior managers, as students had the ability to reach senior managers without restrictions, if there were suggestions or problems needing to be solved.

Table 5.3: Issues the students did not like about their universities

Poor organization and system ¹¹	Groups (A), (B), (C) and (F)
Bad advertising and announcements	Group (A)
Poor facilities	Groups (A), (D) and Non-Egyptian
Bad treatment from administration	Groups (A) and (F)
Some subjects are useless (extra and useless information)	Groups (B), (E) and (F)
Shortage of summer training courses	Groups (B) and (E)
Location is not attractive for students from outside the region	Group (B)
Poor entertainment	Groups (D) and Non-Egyptian
Bad communications with the administration	Groups (D) and (F)
Location is far away from the heart of Cairo	Group (D)
Bad implementation of credit hours system	Group (F)
Poor contacts and cooperation with the wider society and with students from other universities	Group (F)
Accommodation is expensive	Group (D) and Non-Egyptian
The university is gloomy in terms of buildings and equipment	Groups (A) and Non-Egyptian
Difficulties within the system of study	Non Egyptian
Paying extra fees as well as tuition fees	Non Egyptian

Source: developed by author from findings in focus groups

Again, the results of table 5.3 and table 5.2 showed clearly the variation between interviewees with regard to perceptions to factors which represent advantages or disadvantage of their university; hence, they were examined in questionnaire survey of the following phase.

5.5.3 THEME THREE: UNIVERSITY IMAGE

Perception of image

The general attitude of students towards their universities was positive. There were no significant differences between the views of Egyptian and non-Egyptian students, between students in private universities or in foreign universities, and between students in universities inside or outside Cairo. The focus groups for students from foreign universities suggested that these students believed that their universities were considered to be better than other private

¹¹ many students referred to their dissatisfaction with the university system and organization issues, such as continual and sudden changing in rules and procedures, and lack of information provided by the university. There were also problems concerning accreditation of certificated by the SPU and a belief among students that their universities implemented credit hours system as a way of increasing tuition fees paid.

universities, but, nevertheless, they did not meet all their expectations or dreams before enrolment. They believed that the organizational systems and administration were not very good and had an adverse effect on their perceptions of the image of their universities. *F-1* mentioned that:

“in the beginning of enrolment, the University was very good, everything in the beginning was very good; however, such as the case in most institutions, the chairman (founder) is very good but employees are not. Most of times, they prevented us to reach senior management. It was supposed that foreign universities are different though but this is not reality in many cases”.

Students in private universities, both in Cairo, the capital, and outside it, also had good perceptions of their universities, especially in terms of the education provided. However, they believed that their universities needed to work hard at overcoming certain disadvantages, in order to improve in the future. The general attitude of students towards their universities was positive; *A-11* said that:

“unfortunately, there is nothing perfect; my university is very strong in terms of academic programmes but facilities need to be improved”.

Students in the focus groups generally maintained an average, or positive attitude towards their institutions. They agreed that the main reasons for forming a positive image of the university was to receive good quality education and that their qualifications were recognized and accredited by the Supreme Council of Universities. On the other hand, they believed that some factors could impact negatively on their perception of the image of the university if they were left unresolved. The points they were not satisfied with are shown in Table 5.4:

Table 5.4: Factors that could negatively affect university image

For students in the foreign universities	The university system was fragmented due to sudden changes in roles and procedures, without notice or without a sufficient period of warning. Poor administration.
For students in private universities inside Cairo	The poor facilities offered (University A). Poor entertainment activities. Weak promotion and advertising activities (University A).
For students in universities outside Cairo	The location (for those from outside the area). Poor entertainment. The high cost of accommodation.
For Arab students	Complaints about the curriculum. The number of study hours did not allow for entertainment. Poor facilities. Poor entertainment and social activities.

Source: developed by the author from focus group findings

To get better understanding of students' perception to their university's image, they were asked if they would have preferred to enrol for the same university again if they could turn the clock back, or they would have preferred to enrol for another university. The big part of interviewees (24 of 39) chose to enrol for the same university again if they could turn the clock back; this indicated a sort of satisfaction of their choices to the university. With regard to Arab students, all of them chose to enrol for the same university but one who preferred to enrol for another private university. The remaining number of students (15 interviewees) chose to enrol for another university.

Enhancing the university's image

With regard to the ways of enhancing the university image, students in the focus groups offered a number of valuable comments about ways to improve or at least maintain the image of their universities. Through these focus groups, we did some brainstorming to get the best ideas and comments about how to improve the image of private universities in the public perception.

Ideas were presented as follows:

- The negative perception towards students enrolled in a private university has to change.
- There should be restrictions and criteria concerning the admissions procedures.
- More effort should be devoted to promotional and advertising activities, such as using all kinds of media.
- The image has changed already but the problem is that there are some private universities that give a bad impression, and this furthers the notion that all private universities offer poor education.
- Students in private universities have a role in changing the bad perceptions towards private higher education.
- Some interviewees believed that the image had been changed already.
- Some interviewees believed it was necessary for more time to be given to private universities, as the experiment of private higher education was still in its infancy.
- In time, graduates from private universities will be the best advertisement for these universities and they will help to change the bad perceptions towards them in the labour market.
- The universities need to focus more on their message, especially emphasising the importance of private universities and the role they play in enhancing the education services in Egypt.
- Some interviewees believed that society and culture had to change in terms of the perception of private higher education in Egypt.

- “Respect the identity, respect their message” should be stressed
- Increase the connections with society.
- Study the requirements of the market, and the requirements of society, and how the university can serve society in fields such as engineering, health and social issues, and help to solve its problems.
- Increased attention to partnerships and agreements with international universities and institutions.
- More emphasis on contacts with other universities and the surrounding society.
- More concern with research and postgraduate studies.

5.6 CONCLUSION

To conclude, the perception of marketing in private higher education in Egypt is still far from the broad definition of marketing as perceived in developed countries. The results of the qualitative study show that:

- The perception of marketing as the domain of advertising and promotional activities is still the dominant perspective.
- There was no marketing orientation culture in the universities studied
- There was a shortage of qualified marketing staff.
- There was no marketing plan or strategy integrated with the strategic plan of the university.
- Universities are still a long way of implementing market research, SWOT analysis, targeting and segmentation, and positioning.
- Private university education is still at a very early stage, where marketing is seen to be unnecessary, or merely consists of some segmentation. There are occasional attempts to do market research.

Table 5.5 summarizes the findings of this qualitative phase as follows:

Table 5.5: Perceptions of marketing according to universities studied

	University (A)	University (B)	University (C)	University (D)	University (E)	University (F)
Description	Private	Private	Private	Foreign	Private	Foreign
Location	Cairo	Outside Cairo	Cairo	Cairo	Cairo	Cairo
Marketing definition	No precise definition	No precise definition	Marketing is not just practising promotion, marketing is to be selective in terms of academic staff and students as well; reputation is much more concerned with education. Marketing is concerned with building the brand of the university.	Using advertising and promotional activities.	Just advertising and promotional activities.	Marketing is a continuous activity to introduce the university to others, trying to satisfy their needs by building their interest and loyalty to the university.
Marketing department	No	No	Yes	No	No	Yes
Marketing responsibility	Public relations	Board of Trustees	Marketing office	Public relations	Marketing committee	Marketing office
Marketing approach	Product concept	Sales concept	Marketing concept	Sales concept	Sales concept	Marketing concept
Marketing stage	Unnecessary	Promotion	Segmentation and little marketing research	Promotion	Promotion	Segmentation and little marketing research
Marketing mix	Product Price People Place	Product Promotion people	Product Process people Physical evidence Promotion	Product People Price	Product People process	Product People Promotion price
Perceptions toward competition	Not important	Very important	Benchmarking	Important	Very important	Benchmarking
Marketing strategy	No marketing strategy	No marketing strategy	Short and medium-term marketing plans and vision of the future	No marketing strategy	Proposal to implement marketing strategy in the future	Short range marketing plans
Marketing constraints	Governmental constraints. Shortage of qualified marketing staff. No marketing orientation culture.	No existence of marketing in university structure. Location. Region culture.	Governmental constraints represented in continuously changing the roles and legislation. Difficulties in attracting highly qualified academic staff.	Location. Campus. Limitation of target market.	Location. No existence of marketing in university structure.	Limitation of number of courses studied. Governmental constraints.
Image	Quality of education. Academic reputation. Reasonable prices.	Quality of education. The reputation of the founder.	Quality of education. Academic reputation. Dual degrees. The reputation of the founder in the education field. People.	Quality of education. Full partnerships with international universities. Brand.	Quality of education. Reputation of the founder. Cooperation with international universities. Brand.	Quality of education. Full partnerships with international universities. Brand.

Source: developed by the author from interviews findings

6. MARKETERS AND SENIOR MANAGEMENT FINDINGS

This chapter sets out the analysis and findings from the survey of marketers and senior management, showing, first, the results of descriptive statistics and, second, the research hypothesis.

6.1 DESCRIPTIVE STATISTICS

Descriptive analysis was used to show marketing perceptions, the marketing approaches used, the constraints and challenges faced by those implementing marketing in these institutions, the marketing objectives they most commonly focus on, the factors to build the university's image, the extent to which marketers are involved in marketing activities and the marketing elements that they rely on most.

6.1.1 DISTRIBUTION OF GENERAL AND PERSONAL INFORMATION

This section is intended to analyse some general information collected from the sample of marketers regarding the frequency distribution within the sample, their qualifications, their training, a description of the department responsible for marketing and the size of university.

6.1.1.1 *Distribution of sample*

Table 6.1 shows the frequency distribution of the sample under each type of university. 65% of the sample were respondents from private universities and 35% from foreign universities.

Table 6.1 also shows the frequency distribution of the sample in terms of the type (private or foreign) and their university position (senior management and marketers). It shows that 35% of the foreign universities' respondents were from senior management, while 65% of them were marketers. On the other hand, 49% of the private universities' respondents were from senior management, while 51% were marketers.

Table 6.1: Frequency distribution of the sample

		Private or Foreign university		Total
		Foreign university	Private university	
Senior management	Count	7	18	25
	% within Private or Foreign university	35.0%	48.6%	43.9%
Marketers	Count	13	19	32
	% within Private or Foreign university	65.0%	51.4%	56.1%
Total	Count	20	37	57
	% within Private or Foreign university	100.0%	100.0%	100.0%

As it is difficult to estimate the total number of the population from which the sample had been taken, the number of universities within each category has been taken as an indicator of the sample size taken from each category, which is 2:1. Table 6.2 shows Chi-Square test results between the two categories which show no significant difference between the two categories in terms of sample size (Chi-Square=.112, Sig=.737).

Table 6.2: Chi- Square test for each type of university

	Private or Foreign university
Chi-Square	.112 ^a
Df	1
Asymp. Sig.	.737

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.8.

6.1.1.2 Attendance on marketing training courses

Table 6.3 shows the frequency distributions of the respondents regarding attendance on marketing courses before completing the survey. The majority of them (81.3%) indicated that they had not attended any marketing training courses before, while a small percentage (18.8%) confirmed their prior attendance on marketing courses.

Table 6.3: Frequency distribution of attendance on marketing courses for each type of university

			Private or Foreign university		Total
			Foreign	Private	
Attendance on marketing training courses	Yes	Count	2	4	6
		% within Private or Foreign university	15.4%	21.1%	18.8%
	No	Count	11	15	26
		% within Private or Foreign university	84.6%	78.9%	81.3%
Total	Count		13	19	32
	% within Private or Foreign university		100.0%	100.0%	100.0%

The results also showed that 21% of private universities' marketers had attended marketing courses. In contrast, only 15% of foreign universities' marketers had attended such courses, which suggests that there is a shortage of highly qualified and trained staff here.

6.1.1.3 Size of universities' respondents

Table 6.4 shows the frequency distributions of respondents according to the size of the university as measured by the number of students.

Table 6.4: Frequency distributions of university size for each type of university

			Private or Foreign university		Total
			Foreign university	Private university	
Number of students	Less than 1000	Count	9	0	9
		% within Private or Foreign university	69.2%	.0%	28.1%
	From 1001 to 5000	Count	4	5	9
		% within Private or Foreign university	30.8%	26.3%	28.1%
	From 5001 to 10000	Count	0	6	6
		% within Private or Foreign university	.0%	31.6%	18.8%
	More than 10000	Count	0	8	8
		% within Private or Foreign university	.0%	42.1%	25.0%
	Total	Count	13	19	32
		% within Private or Foreign university	100.0%	100.0%	100.0%

The results show that 25% of the respondents were working in large universities if we consider the number of students as a measure ($N > 10000$), while 47% of them came from intermediate universities ($1000 < N < 10000$). The other percentage (28%) came from small universities ($N < 1000$). The results also indicated that respondents from private universities came from medium (58%) and large universities (42%), while respondents from foreign universities came from median (31%) and small universities (69%).

6.1.1.4 Responsibility for marketing

Table 6.5 shows the frequency distribution of respondents regarding the department responsible for marketing activities in their institutions.

Table 6.5: Frequency distribution of department responsible for marketing in each type of university

			Private or Foreign university		Total
			Foreign university	Private university	
Marketing office	Count		2	0	2
	% within Private or Foreign university		15.4%	.0%	6.3%
Admission office	Count		1	0	1
	% within Private or Foreign university		7.7%	.0%	3.1%
Marketing committee	Count		0	2	2
	% within Private or Foreign university		.0%	10.5%	6.3%
Marketing department	Count		3	8	11
	% within Private or Foreign university		23.1%	42.1%	34.4%
Public relations	Count		7	9	16
	% within Private or Foreign university		53.8%	47.4%	50.0%
Total	Count		13	19	32
	% within Private or Foreign university		100.0%	100.0%	100.0%

The results show that 50% of respondents reported that Public Relations was the department responsible for marketing activities in their institutions, while 40% of respondents reported that they had a marketing department, either under the name of Marketing Department, or with

another title. The other 10% reported that the admissions office was responsible for marketing, or that marketing activities were the responsibility of a marketing committee, as there was no department responsible for marketing. The highest proportion of respondents from both types of universities named Public Relations as the department responsible for marketing activities (53% foreign universities, 47% private universities).

6.1.1.5 Years of experience

Table 6.6 shows the frequency distribution of the years of experience that marketers had in the field of higher education.

Table 6.6: Frequency distribution of years of experience in marketing HE for each type of university

			Private or Foreign university		Total
			Foreign university	Private university	
Experience in HE work	Less than a year	Count	1	0	1
		% within Private or Foreign university	7.7%	.0%	3.1%
	From 1-5 years	Count	7	15	22
		% within Private or Foreign university	53.8%	78.9%	68.8%
	From 5-10 years	Count	5	2	7
		% within Private or Foreign university	38.5%	10.5%	21.9%
	More than 10 years	Count	0	2	2
		% within Private or Foreign university	.0%	10.5%	6.3%
	Total	Count	13	19	32
		% within Private or Foreign university	100.0%	100.0%	100.0%

This table shows that 69% of respondents had little experience within the field of marketing in HE. Only 6% had experience of more than ten years, which explains the shortage of qualified and well-trained marketers in this field. It is also noted that a large percentage of respondents from both universities had experience of between one and five years (69% for private universities, 39% for foreign universities); only 10.5% of the respondents in private universities had an experience exceeding ten years.

6.1.1.6 Academic qualifications

Table 6.7 shows the frequency distribution for the academic qualifications of the marketers surveyed.

Table 6.7: Frequency distribution of marketers' academic qualifications for each type of university

Academic qualification			Private or Foreign university		Total
			Foreign university	Private university	
Bachelor degree	Count		8	15	23
	% within Private or Foreign university		61.5%	78.9%	71.9%
Diploma	Count		1	2	3
	% within Private or Foreign university		7.7%	10.5%	9.4%
Masters	Count		4	2	6
	% within Private or Foreign university		30.8%	10.5%	18.7%
PhD	Count		0	0	0
	% within Private or Foreign university		.0%	.0%	.0%
Total	Count		13	19	32
	% within Private or Foreign university		100.0%	100.0%	100.0%

This table shows that the majority of marketers had a bachelor's degree with a percentage of 72%, while 28% of them had higher qualifications, normally either a diploma or master's degree. The large proportion of marketers in both universities had a bachelor's degree (79% for private universities, 62% for foreign universities), while 30% of respondents from foreign universities had a master's degree.

6.1.2 THE PERCEPTION OF MARKETING ACTIVITIES

A scale of 38 elements was used to examine the private and foreign universities' perceptions of marketing activities in their institutions. This scale was developed based on a scale of Naudé and Ivy, (1999) which contained 32 elements. 29 elements were used which were compatible with the findings from the qualitative phase, and three elements were eliminated, as they dealt more with research activities not appropriate for most private and foreign universities in Egypt, which are more concerned with education and teaching rather than research. In addition, nine elements were added according to the views of marketers and senior management expressed during the qualitative phase.

To improve the reliability of the scale, four items were removed, as they were not strongly correlated with other variables in the scale; these variables were items 7, 15, 26 and 29.

Table 6.8: Differences in the means rating between respondents from foreign and private universities

	Foreign	Private	Differences
11- Marketing in this institution means ‘advertising’	3.90	2.95	.95
16- Marketing plans are drafted, but are seldom put into practice	3.50	2.59	.91
2- Marketing plays little, if any, role in attracting students to this university	3.30	2.43	.87
4- Marketing is an abstract theory that works better in profit-making industries than in higher education	3.40	2.54	.86
25-Setting tuition fees is outside the role of marketing at this institution	3.85	3.08	.77
27-New universities offering tuition in our geographical area will pose very little threat to our student numbers	3.55	2.86	.69
21-Researching student ‘drop outs’ is already being conducted by this institution	2.90	2.22	.68
13- Interest in marketing only occurs prior to new student enrolments, just before the start of the academic year	4.10	3.46	.64
6- In Egypt, we have no clear vision or philosophy for employing marketing effectively to serve the university mission and objectives	3.60	3.00	.60
34-Deans and Departmental Chairs do not have the time to write formal plans	2.50	1.92	.58
10- The marketing plan is a part of the university strategic plan	3.90	3.35	.55
28-Students in our geographical area have very little choice as to where they can study	3.15	2.68	.47
33-Academics have little or no involvement in marketing planning at this institution	3.40	3.00	.40
9- Marketing planning in higher education offers few, if any, benefits to society at large	3.45	3.14	.31
36-In the event that there is a conflict between satisfying students' needs and educational objectives, educational objectives should be the overriding consideration	3.25	2.95	.30
1- The marketing concept is still very limited in this university	3.95	3.65	.30
31-Most Deans and Departmental Heads would not know how to write a marketing plan if asked	3.45	3.24	.21
35-Involving prospective employers in course content would provide little additional benefit	2.50	2.35	.15
18- Demand for most of our programmes regularly outstrips the number of places we have available	2.75	2.62	.13
8- Marketing has had little impact on the day to day operations of this institution	3.65	3.54	.11
3- Marketing has been a major factor in raising the quality of education in our university	3.75	3.76	-.01
20-Student needs are secondary to those of prospective employers	2.35	2.41	-.06
22-On the whole, academic staff seem satisfied with the quality of students enrolled in our programmes	3.25	3.35	-.10
17- The number of applications from new students is going to decline year after year	2.50	2.68	-.18
24-Our programmes are reviewed regularly according to market requirements, ideas from academic staff and suggestions from students	3.35	3.54	-.19
19-Research on prospective requirements by universities is unnecessary, as so many young people have few ideas as to what they want to do anyway	2.15	2.35	-.20
5- Marketing is a philosophy that has been enthusiastically adopted by this university	3.10	3.30	-.20
23-Enrolments (by programme) are an effective measurement of programme performance	2.80	3.03	-.23
38-Marketing activities are centred at a specific department or departments	3.35	3.68	-.33
30-Analysis of competitor institutions is an important component of our marketing planning	3.50	3.89	-.39
12- Academic institutions that are currently not developing marketing plans will be doing so in the not too distant future	3.50	3.92	-.42
14- The core of our marketing process is our satisfied students themselves as they are our chief marketing tool	3.30	3.73	-.43
37-The image of private universities has to be improved by using a marketing plan	3.55	4.08	-.53
32-Academic Departmental Heads are there because they are scholars, not managers	3.05	3.86	-.81

Table 6.8 shows the differences in the means ratings among respondents from foreign and private universities. Net differences between the two groups which were more than 0.3 were considered as a big difference and hence unequal, while net differences less than 0.3 were considered almost equal between the two groups (Naude and Ivy, 1999).

From Table 6.8 presented above, it can be concluded that items 11, 16, 2, 4, 25, 27, 21, 13, 6, 34, 10, 28, 33 and 9 demonstrated higher agreements among the foreign universities' respondents than those from the private ones; on the other hand, items 38, 30, 12, 14, 37 and 32 showed higher agreement among the private universities' respondents than those of the foreign ones.

Accordingly, foreign universities showed less interest in the role that marketing can play in their further development. Rather, they were keen to practise traditional marketing through advertising (11-marketing in this institution means 'advertising') and for official announcements (13-interest in marketing only occurs prior to new student enrolments, just before the start of the academic year). The reasons for this attitude derive from their perceptions of marketing as irrelevant for HE generally (items 2, 4 and 16) and for Egyptian culture in particular (item 6). They also perceived marketing to be unnecessary because of weak competition and the low risk of any real threat (item 27). These results are summarized in Figure 6.1 presented below.

Figure 6.1: Comparison between private and foreign universities of perceived importance of marketing perception items

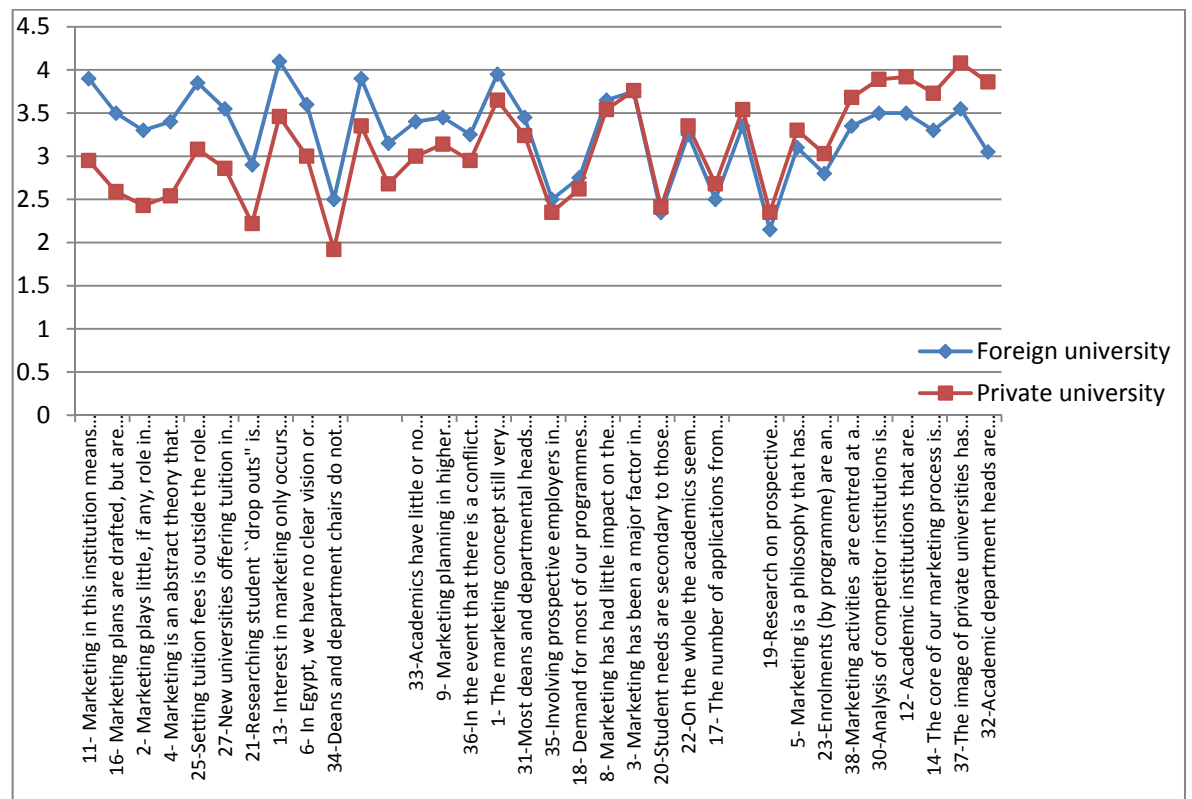


Table 6.9 examines the perceived importance of given items between the two groups. Items given less than 2.5 are considered as low agreement; items given 2.5 to 3.5 indicate medium agreement; and items given more than 3.5 indicate high agreement (Naude and Ivy 1999).

Table 6.9: Distribution of marketing perceptions items according to level of agreement

		Foreign universities		
		Low agreement (< 2.5)	Medium agreement ($2.5-3.5$)	High agreement (>3.5)
Private universities	Low agreement (< 2.5)	19, 20	2,21,34,35	
	Medium agreement ($2.5-3.5$)		4,5,9,16,17,18,22,23, 28,31,33,36	6,10,11,13, 25, 27
	High agreement (>3.5)		14, 24, 30, 32, 38,12	1,3,8,37

From Table 6.9 presented above, it can be seen that there was some compatibility of attitudes regarding marketing perceptions between the two groups.

A direct logistic regression was performed to assess the ability of the variables with higher differences of means between foreign universities and private universities to predict the position of the two groups.

Table 6.10: Omnibus tests of model coefficients

		Chi-square	Df	Sig.
Step 1	Step	40.757	10	.000
	Block	40.757	10	.000
	Model	40.757	10	.000

The model which contains ten predictors of variables (11, 16, 2, 4, 32, 25, 27, 21, 13 and 6), which had higher differences of means between the two groups, was statistically significant, $X^2(10, N=57) = 49.757, P < .001$ as shown in Table 6.10.

Table 6.11: Logistic regression model summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	33.114 ^a	.511	.703

a. Estimation terminated at iteration number 7 because parameter estimates changed by less than .001.

This means that the model is able to distinguish between respondents from private universities and respondents from foreign universities with an ability to explain between 51.1% (Cox & Snell R Square) to 70.3% (Nagelkerke R Square) from the total variance between both groups as shown in Table 6.11.

Table 6.12: Predicted classification of respondents according to regression model

			Predicted		Percentage Correct
			Private or Foreign university		
	Observed		Foreign	Private	
Step 1	Private or Foreign university	Foreign university	15	5	75.0
		Private university	3	34	91.9
	Overall Percentage				86.0

a. The cut value is .500

Table 6.12 also indicates that 86% of cases can be classified correctly according to this model with a percentage of 87.2% for respondents from private universities and 83.4% of respondents from foreign universities classified correctly.

From the ten predictors' variables, two variables 32 and 21 have a statistically significant contribution to the model, as shown in Table 6.13.

Table 6.13: Variables in the equation of logistic regression model

		B	S.E.	Wald	Df	Sig.	Exp(B)
Step 1 ^a	MPR11	-.207	.646	.102	1	.749	.813
	MPR16	-.356	.567	.396	1	.529	.700
	MPR2	-.431	.678	.404	1	.525	.650
	MPR4	.333	.641	.270	1	.603	1.395
	MPR32	1.513	.627	5.821	1	.016	4.541
	MPR25	-.630	.578	1.187	1	.276	.533
	MPR27	-.093	.559	.028	1	.867	.911
	MPR21	-2.301	1.042	4.875	1	.027	.100
	MPR13	-.890	.910	.957	1	.328	.411
	MPR6	-.712	.520	1.873	1	.171	.491
	Constant	11.785	5.632	4.378	1	.036	131237.758

a. Variable(s) entered on step 1: MPR11, MPR16, MPR2, MPR4, MPR32, MPR25, MPR27, MPR21, MPR13, and MPR6.

In order to ease the mission of understanding the marketing perception, and according to the difficulty of using factor analysis because of small sample size compared with the large number of variables, the 34 items which form the marketing perceptions scale were re-coded in two factors concerned with answering two key questions:

What is the perception of the role of marketing in the university?

What is the perception of the extent to which marketing is relevant to the university?

Items with a negative attitude towards a marketing concept were reversed in order to estimate the overall mean of marketing perception. Thus, all variables can be categorized under two main categories as follows:

Category	Items	total
Role of marketing	¹² RMPR1, RMPR2 , MPR3 ,MPR5 ,RMPR8, MPR10 ,RMPR11,RMPR13,MPR14,MPR21, MPR23, MPR24 , RMPR25 ,MPR30, MPR38.	15
Relevance of marketing	RMPR4 ,RMPR6 ,RMPR9, MPR12 ,RMPR16 , MPR17,RMPR18 ,RMPR19 , RMPR20 ,MPR22 ,RMPR27 ,RMPR28 ,RMPR31,RMPR32 , RMPR33 , RMPR34 , RMPR35 , RMPR36 , MPR37.	19

Table 6.14: Mean and standard deviation of overall marketing perception by the two groups

Private or Foreign university		Overall perception of marketing	Role of marketing	Relevance of marketing
Foreign university	Mean	2.8618	2.8500	2.8474
	N	20	20	20
	Std. Deviation	.43948	.54284	.40585
Private university	Mean	3.1081	3.0973	3.1024
	N	37	37	37
	Std. Deviation	.40161	.46999	.41829
Total	Mean	3.0217	3.0105	3.0129
	N	57	57	57
	Std. Deviation	.42812	.50612	.42831

Table 6.14 presents the means and standard deviation for the overall perception of marketing, the role that marketing plays in HE institutions and the relevance of using marketing in HE.

This shows that respondents, in general, had average perceptions of the overall marketing concept, the role of marketing and its relevance in HEIs. Respondents in private universities had a higher agreement of the overall of the role that marketing can play in their institutions

¹² Items beginning with R represent reversed items

($M=3.09$, $n=273$) compared with respondents in foreign universities ($M=2.85$, $n=20$); in addition, they had higher agreement towards the relevance of marketing to apply in their institutions ($M=3.1$, $n=37$) compared with respondents in foreign universities ($M=2.84$, $n=20$). Thus they had higher agreements towards their perception of the overall of marketing concept ($M=3.1$, $n=37$) than those in foreign universities ($M=2.86$, $n=136$).

6.1.3 MARKETING APPROACHES

Table 6.15 shows the results regarding marketing approaches adopted by private and foreign universities from the whole body of respondents.

Table 6.15: Frequency distribution of marketing approaches adopted for each type of university

		Foreign	Private	Total
Our marketing is based on the attitude that good products will sell themselves; products that are affordable and very available are mass produced	Count	3	14	17
	% within Private or Foreign	15.0%	37.8%	29.8%
Our marketing is based on the idea that universities want to sell what they make and, therefore, students must be found to purchase any unsold inventory	Count	9	6	15
	% within Private or Foreign	45.0%	16.2%	26.3%
Marketing is placed at the beginning of the production process, an integrated perspective is emphasized and the whole university focuses on consumer needs.	Count	0	12	12
	% within Private or Foreign	.0%	32.4%	21.1%
Our marketing is based on a focus on consumer needs and on the reality that a university must maintain a sustainable competitive advantage in order to be successful.	Count	7	5	12
	% within Private or Foreign	35.0%	13.5%	21.1%
Our marketing is based on building and maintaining value-added relationships with customers and suppliers	Count	1	0	1
	% within Private or Foreign	5.0%	.0%	1.8%
Total	Count	20	37	57
	% within Private or Foreign	100.0%	100.0%	100.0%

These results show that product approach (our marketing is based on the attitude that good products will sell themselves) (Cann and George, 2004) received the highest percentage of respondents (29, 8%), followed by the selling approach (our marketing is based on the idea that universities want to sell what they make and, therefore, that students must be found to purchase any unsold inventory) (Cann and George, 2004). This approach received 26.3% from the total of respondents. Both of them reflect the traditional selling concept, with a percentage of 56.1%.

On the other hand, marketing and strategic marketing approaches have equal percentages (21.1%), while the relationship approach obtained the smallest percentage (1.8%). The three approaches reflect the marketing concept, with a percentage of 43.9%. These results are compatible with the results shown in Table 6.8 regarding the respondents' perceptions of

marketing in their universities, which shows an average attitude towards marketing in these institutions.

However, we still need to know if these results differ according to each type of university. Table 6.16 answers this question; the table presents the results of marketing approaches which respondents' believed were adopted in their universities, distributed between the two types of university (private and foreign). The table shows that the foreign universities' respondents believed that the selling approach was the dominant one, with a percentage of 45%, compared with 15% for the product approach. This means that they mostly adopted the traditional selling concept, with a percentage of 60%, while they gave the other three approaches which form the marketing concept only 40%. On the other hand, respondents from the private universities gave the highest percentage to the product approach 37.8%, followed by 32.4% for the marketing approach. In addition, they gave the first two approaches, which represent the traditional selling concept, a percentage of 54%, which was lower than that given by the foreign universities' respondents 60%.

These results are consistent with those presented in Table 6.8, as private universities' respondents have a more positive attitude towards marketing and its importance in their universities than those in foreign universities, who depend mainly on their brands and competitive advantage, although both of them still have a limited or median perception towards marketing in general.

It should be noted that a re-coding of the five sentences was used. The first two sentences reflect the traditional selling approach, while Sentences 3, 4 and 5 reflect the marketing approach. The results are presented in Table 6.16.

Table 6.16: Frequency distribution of 'Re-coded' marketing approaches for each type of university

			Private or Foreign university		Total
			Foreign	Private	
Marketing approach	Selling approach	Count	12	20	32
		% within Marketing approach	37.5%	62.5%	100.0%
		% within Private or Foreign university	60.0%	54.1%	56.1%
		% of Total	21.1%	35.1%	56.1%
	Marketing approach	Count	8	17	25
		% within Marketing approach	32.0%	68.0%	100.0%
		% within Private or Foreign university	40.0%	45.9%	43.9%
		% of Total	14.0%	29.8%	43.9%
Total	Count		20	37	57
	% within Marketing approach		35.1%	64.9%	100.0%
	% within Private or Foreign university		100.0%	100.0%	100.0%
	% of Total		35.1%	64.9%	100.0%

6.1.4 CHALLENGES AND CONSTRAINTS THAT IMPEDE EFFECTIVE IMPLEMENTATION

As private HE is considered to be a new sector, many challenges and constraints face the universities in the sector. Based on results from the qualitative phase, nine items were identified as constraints on marketing implementation, although there were differences between respondents regarding these factors.

Table 6-17: Mean and Standard deviation of marketing constraints for each type of university

	Private or Foreign University								
	Foreign university			Private university				Total	
	Mean	Z	Std. Deviation	Mean	Z	Std. Deviation	Mean	Z	Std. Deviation
1-Society and culture are concerned more with government recognition of qualifications rather than the quality of education	4.20	20	.696	4.22	37	.821	4.21	57	.773
2-Society and culture need to be changed concerning their perception of private higher education	3.15	20	.489	3.95	37	.998	3.67	57	.932
3-Constraints from the Supreme Council about modifying, adding to and removing from the curriculum	4.25	20	.851	3.49	37	1.096	3.75	57	1.074
4-Constraints from the Supreme Council on the permitted number of students, not to exceed it	3.65	20	.933	3.24	37	1.090	3.39	57	1.048
5-The shortage of creative and innovative marketers in this field	4.30	20	.923	3.22	37	.821	3.60	57	.997
6-The budgets dedicated to marketing are not large enough	3.65	20	.745	3.51	37	.989	3.56	57	.907
7-There is no orientation culture (customer-oriented or marketing-oriented)	4.00	20	.858	3.46	37	.836	3.65	57	.876
8- Governmental decisions and legislation change suddenly and daily, therefore weakening efforts to construct a marketing plan	2.55	20	.759	2.51	37	.768	2.53	57	.758
9-Higher education institutions ¹³ are offering programmes for cheaper and competitive prices and are also recognised by the SCU	3.70	20	.657	3.38	37	1.277	3.49	57	1.104

Table 6.17 shows the results by means of the respondents' views about the extent to which these factors obstructed the effective implementation of marketing in their institutions. They gave high importance to cultural and governmental reasons, such as the view in society that

¹³ Higher education institutions refer to two and four years private higher institutions- not universities- which offer their educational services in much cheaper tuition fees than private universities.

government recognition of certificates is more important than the quality of education ($M=4.21$, $SD=.733$), constraints from the Supreme Council about modifying, adding to and removing from the curriculum ($M=3.75$, $SD=1.074$), and the view that society and culture need to change concerning their perception of private education ($M=3.67$, $SD=.932$). They gave least importance to the impact of governmental decisions and legislation changing suddenly and daily, therefore weakening the effort to construct a marketing plan ($M=2.53$, $SD=.758$).

The results also show that respondents from foreign universities were more concerned with the factors of: the shortage of creative, innovative marketers in this field ($M=4.30$, $SD=.923$), constraints from the Supreme Council about modifying, adding to and removing from the curriculum ($M=4.25$, $SD=.851$) and the view that society and culture are more concerned with government recognition of a certificate, rather than with the quality of education ($M=4.20$, $SD=.696$). Respondents from private universities, in comparison, were more concerned with the idea that society and culture were concerned more with government recognition of a certificate rather than the quality of education ($M=4.22$, $SD=.821$), constraints from the Supreme Council about modifying, adding to and removing from the curriculum ($M=3.95$, $SD=.998$) and the view that the budgets dedicated for marketing were not large enough ($M=3.51$, $SD=.989$). Foreign and private universities' respondents agreed over giving least importance to the factor regarding governmental decisions and legislation changing suddenly and daily and therefore weakening their efforts to construct a marketing plan with ($M=2.55$, $SD=.759$) and ($M=2.51$, $SD=.768$) respectively.

In general, the nine items which represent the constraints and challenges facing these universities can be labelled under two categories: organisational and society cultural constraints (items 1, 2, 5, 6 and 7), and governmental constraints (3, 4, 8 and 9). A re-coding of variables was implemented according to this classification, and the results are shown in Table 6.18.

Table 6.18: Mean and standard deviation of re-coded constraints factors for each type of university

		Overall constraints		
		impeding marketing implementation	Organisational and Social/Cultural constraints	Governmental constraints
Private or Foreign university				
Foreign university	Mean	3.7167	3.8600	3.5375
	N	20	20	20
	Std. Deviation	.31318	.31855	.49521
Private university				
	Mean	3.4414	3.6703	3.1554
	N	37	37	37
	Std. Deviation	.61891	.58160	.79572
Total				
	Mean	3.5380	3.7368	3.2895
	N	57	57	57
	Std. Deviation	.54506	.51012	.72394

To summarise, respondents have a positive agreement about these constraints, represented in the means of the overall scale of constraints faced by these institutions ($M=3.53$, $SD=.545$), with higher agreement from foreign universities' respondents ($M=3.71$, $SD=.313$) than those of private universities ($M=3.44$, $SD=.618$). The organisational and social/cultural constraints factors are the most dominant in terms of agreement ($M=3.73$, $SD=.510$), while the governmental constraints considered are least in importance ($M=3.29$, $SD=.724$).

There is agreement between both groups (private and foreign universities) that organisational and social/cultural constraints were more important in their influence on marketing than governmental constraints, although foreign universities' respondents have higher agreement in terms of governmental constraints ($M=3.53$, $SD=.495$) than private universities' respondents ($M=3.15$, $SD=.795$).

6.1.5 MARKETING OBJECTIVES

Respondents were asked to order seven objectives that had emerged from the qualitative phase and literature review, according to their perception of the priorities for marketing to focus on. The results are shown in Table 6.19.

Table 6.19: Frequency distribution of ranking marketing objectives for each type of university

		Selected first	Selected second	Selected third	Selected fourth	Selected fifth	Selected sixth	Selected seventh	Not selected	Total
Announcing and advertising	Foreign	5.0%	0.0%	20.0%	10.0%	0.0%	45.0%	20.0%	0.0%	100.0%
	Private	45.9%	0.0%	0.0%	18.9%	8.1%	0.0%	0.0%	27.0%	100.0%
	Total	31.6%	0.0%	7.0%	15.8%	5.3%	15.8%	7.0%	17.5%	100.0%
Attracting high calibre students	Foreign	30.0%	45.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Private	21.6%	40.5%	18.9%	0.0%	0.0%	0.0%	0.0%	18.9%	100.0%
	Total	24.6%	42.1%	21.1%	0.0%	0.0%	0.0%	0.0%	12.3%	100.0%
Attracting new students	Foreign	0.0%	20.0%	0.0%	65.0%	0.0%	0.0%	0.0%	15.0%	100.0%
	Private	2.7%	2.7%	8.1%	24.3%	16.2%	0.0%	0.0%	45.9%	100.0%
	Total	1.8%	8.8%	5.3%	38.6%	10.5%	0.0%	0.0%	35.1%	100.0%
Retaining current students	Foreign	0.0%	0.0%	10.0%	20.0%	25.0%	0.0%	30.0%	15.0%	100.0%
	Private	0.0%	0.0%	0.0%	13.5%	5.4%	2.7%	0.0%	78.4%	100.0%
	Total	0.0%	0.0%	3.5%	15.8%	12.3%	1.8%	10.5%	56.1%	100.0%
Achieving the desired image	Foreign	10.0%	25.0%	45.0%	0.0%	20.0%	0.0%	0.0%	0.0%	100.0%
	Private	16.2%	29.7%	35.1%	2.7%	0.0%	0.0%	0.0%	16.2%	100.0%
	Total	14.0%	28.1%	38.6%	1.8%	7.0%	0.0%	0.0%	10.5%	100.0%
Focus on your competitive advantage	Foreign	55.0%	10.0%	0.0%	0.0%	10.0%	20.0%	0.0%	5.0%	100.0%
	Private	13.5%	13.5%	13.5%	2.7%	0.0%	0.0%	0.0%	56.8%	100.0%
	Total	28.1%	12.3%	8.8%	1.8%	3.5%	7.0%	0.0%	38.6%	100.0%
Fund-raising	Foreign	0.0%	0.0%	0.0%	0.0%	30.0%	20.0%	35.0%	15.0%	100.0%
	Private	0.0%	8.1%	5.4%	16.2%	8.1%	8.1%	2.7%	51.4%	100.0%
	Total	0.0%	5.3%	3.5%	10.5%	15.8%	12.3%	14.0%	38.6%	100.0%

Table 6.19 shows the frequencies and distribution of respondents' answers. It shows that the function of announcing and advertising was seen as the first priority for 31.6% of respondents,

followed by the objective of focusing on competitive advantage (28.1%), and attracting high calibre students (24.6%). The objective of achieving the desired image was fourth in importance (14%). It can also be concluded that the objectives of attracting high calibre students and achieving the desired image were seen as the most important priorities to focus on, by 87.7% and 80.7% respectively, followed by competitive advantage (49.1%). On the other hand, objectives such as fund-raising and retaining current students came as the least in importance for respondents to choose among their first three priorities, with percentages of 8.8% and 3.5% respectively.

According to the survey of private and foreign universities, the results show clear differences between the two groups according to their objectives. Foreign universities were more concerned with focusing on competitive advantage, as their first priority, with a percentage of 55%, followed by attracting high calibre students (30%), while they gave the objective of achieving the desired image only 10% as a first priority.

On the other hand, respondents from private universities gave first priority to announcing and advertising as the primary marketing objective to focus on, with a percentage of 46%, followed by attracting high calibre students (21.6%), and achieving the desired image in third place (only 16.2%). It is worth noting that the objectives of attracting high calibre students and achieving the desired image were mentioned as one of the first three priorities to focus on by 100% and 80% of foreign universities' respondents respectively, and by 81% and 81% of private universities' respondents respectively.

These results reflect confusion among both groups of respondents about the vision of marketing in their universities. The results show that the objectives of marketing were not clear. The researcher could attribute this to the following reasons:

- There was no clear marketing strategy.
- There was insufficient communication between senior management and marketers.
- The staff in marketing offices were not sufficiently qualified.

6.1.6 FACTORS NECESSARY TO BUILD THE UNIVERSITY'S IMAGE

Fifteen factors were identified as most important in building the university's image.

Respondents were asked to order the three most important factors from their point of view that help to build the university's image. The results are shown in Table 6.20.

Table 6-20: Frequency distribution of factors to build university's image for each type of university

		Selected as the most important		Selected as second in importance		Selected as the least important		Not selected		Total	
		Count	% within Private or Foreign	Count	% within Private or Foreign	Count	% within Private or Foreign	Count	% within Private or Foreign	Count	% within Private or Foreign
Quality of education	Foreign university	11	55.0%	7	35.0%	0	.0%	2	10.0%	20	100.0%
	Private university	18	48.6%	10	27.0%	2	5.4%	7	18.9%	37	100.0%
	Total	29	50.9%	17	29.8%	2	3.5%	9	15.8%	57	100.0%
Word of mouth	Foreign university	6	30.0%	9	45.0%	0	.0%	5	25.0%	20	100.0%
	Private university	4	10.8%	7	18.9%	2	5.4%	24	64.9%	37	100.0%
	Total	10	17.5%	16	28.1%	2	3.5%	29	50.9%	57	100.0%
Friendly environment and team work are our secret to success	Foreign university	0	.0%	0	.0%	1	5.0%	19	95.0%	20	100.0%
	Private university	3	8.1%	3	8.1%	4	10.8%	27	73.0%	37	100.0%
	Total	3	5.3%	3	5.3%	5	8.8%	46	80.7%	57	100.0%
We have research centres	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	2	5.4%	2	5.4%	2	5.4%	31	83.8%	37	100.0%
	Total	2	3.5%	2	3.5%	2	3.5%	51	89.5%	57	100.0%
We have an educational role alongside the teaching role	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	2	5.4%	0	.0%	0	.0%	35	94.6%	37	100.0%
	Total	2	3.5%	0	.0%	0	.0%	55	96.5%	57	100.0%
The good reputation of academic staff	Foreign university	0	.0%	0	.0%	9	45.0%	11	55.0%	20	100.0%
	Private university	0	.0%	0	.0%	3	8.1%	34	91.9%	37	100.0%
	Total	0	.0%	0	.0%	12	21.1%	45	78.9%	57	100.0%
Long time since establishment, therefore we are now well known to the public	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	0	.0%	0	.0%	6	16.2%	31	83.8%	37	100.0%
	Total	0	.0%	0	.0%	6	10.5%	51	89.5%	57	100.0%
High quality facilities (campus, buildings...)	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	0	.0%	5	13.5%	0	.0%	32	86.5%	37	100.0%
	Total	0	.0%	5	8.8%	0	.0%	52	91.2%	57	100.0%
Intensive marketing activities	Foreign university	0	.0%	0	.0%	2	10.0%	18	90.0%	20	100.0%
	Private university	0	.0%	0	.0%	0	.0%	37	100.0%	37	100.0%
	Total	0	.0%	0	.0%	2	3.5%	55	96.5%	57	100.0%
Reasonable tuition fees	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	2	5.4%	2	5.4%	0	.0%	33	89.2%	37	100.0%
	Total	2	3.5%	2	3.5%	0	.0%	53	93.0%	57	100.0%
Partnerships with famous international universities	Foreign university	1	5.0%	4	20.0%	1	5.0%	14	70.0%	20	100.0%
	Private university	2	5.4%	6	16.2%	2	5.4%	27	73.0%	37	100.0%
	Total	3	5.3%	10	17.5%	3	5.3%	41	71.9%	57	100.0%
Offering dual degrees for our students	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	4	10.8%	0	.0%	2	5.4%	31	83.8%	37	100.0%
	Total	4	7.0%	0	.0%	2	3.5%	51	89.5%	57	100.0%
Variety of courses and programmes	Foreign university	0	.0%	0	.0%	0	.0%	20	100.0%	20	100.0%
	Private university	0	.0%	2	5.4%	2	5.4%	33	89.2%	37	100.0%
	Total	0	.0%	2	3.5%	2	3.5%	53	93.0%	57	100.0%
Effective communication with students and their problems	Foreign university	2	10.0%	0	.0%	0	.0%	18	90.0%	20	100.0%
	Private university	0	.0%	0	.0%	10	27.0%	27	73.0%	37	100.0%
	Total	2	3.5%	0	.0%	10	17.5%	45	78.9%	57	100.0%
The chances of employability that we offer to our graduates	Foreign university	0	.0%	0	.0%	10	50.0%	10	50.0%	20	100.0%
	Private university	0	.0%	0	.0%	2	5.4%	35	94.6%	37	100.0%
	Total	0	.0%	0	.0%	12	21.1%	45	78.9%	57	100.0%

It can be shown from the table that the quality of education was seen to be the most dominant factor in building the university's image; 50.9% of respondents chose it as the most important factor followed by word of mouth (17.5%). The results also showed that 84.2% of respondents chose quality of education as one of their three most important factors in building the image, while half the respondents chose word of mouth as well.

There were no significant differences between the two different university groups. Foreign universities' respondents chose quality of education, and word of mouth, with percentages of 55% and 30% respectively, while they gave the factor of communicating effectively with students and their problems only 10%. On the other hand, respondents from the private universities chose the same factor (quality of education) as the most important, with a percentage of 49%, while they showed less interest in the other factors.

It also worth noting that quality of education was chosen by 90% of the foreign universities' respondents, as one of the three most important factors, ahead of word of mouth (75%). 81% of respondents from the private universities chose the same factor (quality of education), also ahead of word of mouth (35%).

6.1.7 ENHANCING AND MAINTAINING UNIVERSITY' IMAGE

Sixteen items were used to examine the factors which could be used by universities for enhancing their image, or at least maintaining and preserving a positive image. These factors were identified according to the results of the interviews with senior management and marketers from both types of universities. Table 6.21 shows the descriptive statistics (mean and std deviation) of respondents' answers.

Table 6.21: Mean and Standard deviation of factors to build image

	N	Mean	Std. Deviation
14-Image has to be improved by the graduate performance in the labour market	57	4.32	1.003
3-Increase academic staff qualifications	57	4.05	.610
16-Continuation in monitoring its credibility among students, parents and society by meeting obligations as promised in the marketing message	57	4.00	.964
7-Enhancement of academic programmes	57	3.91	.662
4-Focus more on changing the concepts and ways of thinking in society	57	3.91	.662
2-Establishment of new faculties	57	3.79	.901
9- Communicate with society by offering them more services	57	3.77	.655
15-Focus more on the university message during advertising	57	3.75	.931
10-Positive and intensive promotional and marketing activities	57	3.68	1.038
5-Establishment of research centres and postgraduate studies	57	3.58	.963
1-Use of other universities as benchmarks	57	3.53	1.182
8-Training courses for employees	57	3.42	1.051
11-More restrictions and criteria concerning the admission standards and procedures	57	3.37	.919
13-It needs some time for the university's image to change in the minds of the public	57	3.25	1.199
6-Renew the buildings, campus and facilities	57	3.21	1.191
12-Increase the level of grades (at high school stage) required to accept students in all subjects	57	3.16	1.115
Valid N (listwise)	57		

It can be concluded that factors concerned with quality were perceived as the most important to enhance the university's image. These factors included: that the image had to be improved by

the graduate performance in the labour market ($M=4.32$, $SD= 1.003$), increasing academic staff qualifications ($M=4.05$, $SD=.610$), increasing credibility among students, parents and society by meeting obligations promised in the marketing message ($M=4.00$, $SD=.964$), enhancing academic programmes ($M=3.91$, $SD=.662$) and increasing the focus on changing the concepts and ways of thinking in society ($M=3.91$, $SD=.662$).

These factors were categorized under two main features. The first is concerned with looking to improving image through focusing mainly on marketing activities, such as promotion, people training, physical evidence, products, and processes (admission standards). This category is represented by items 1, 2, 3, 5, 6, 7, 8, 10, 11 and 12. The other category looks at image as a long-term process, and is aimed at changing attitudes in society and culture towards private HEs, and based on the way they can communicate with society and present their messages. This category is represented in items 4, 9, 13, 14, 15 and 16. Table 6.22 shows the results of categorizing these variables.

Table 6.22: Mean and standard deviation of categorized factors to enhance image for each type of university

Private or Foreign university		Marketing activities to enhance image	Long-term process to enhance the university's image
Foreign university	Mean	3.5850	3.7250
	N	20	20
	Std. Deviation	.51634	.68671
Private university	Mean	3.5622	3.8919
	N	37	37
	Std. Deviation	.44369	.45680
Total	Mean	3.5702	3.8333
	N	57	57
	Std. Deviation	.46597	.54827

Table 6.22 shows the means of respondents' answers after re-coding the variables into two categories. It can be concluded that the respondents perceived the variables relating to long-term processes ($M=3.84$, $SD=.54$) as more important than those relating to the use of the traditional marketing activities ($M=3.57$, $SD=.46$), although they had positive perceptions towards both approaches ($M= 3.84$, $3.57>3.00$).

It is also worth noting that respondents from the private universities showed stronger support for long-term process factors ($M=3.89$, $SD=.456$) than those from the foreign universities ($M=3.72$, $SD= .686$). Both groups had approximately the same attitude towards the influence of a traditional marketing approach, with means of 3.58 and 3.56 for foreign and private ones respectively.

6.1.8 INVOLVEMENT WITH MARKETING ACTIVITIES

This part of the survey examined the extent to which marketers were involved with the development of marketing activities and in implementing the marketing plans in their universities. 27 marketing activities were identified according to the literature review and the results from the qualitative phase.

Table 6-23 shows the frequency distributions of marketers' responses to the question. It can be concluded that respondents from both types of universities showed a high percentage regarding their involvement in traditional marketing activities and public relations jobs, such as: internal newsletters (94%), pamphlets and prospectus (84%), organising open days for students and their parents (84%), advertising through the media(81%), receiving feedback from students (81%), providing information through the university website (78%), implementing the marketing plan (75%), student recruitment (72%) and advertising through newspapers (72%).

They also reported intermediate, but reasonable responses in terms of other traditional and promotional activities, such as: organising conferences, seminars and presentations (65%), alumni relations (62%), receiving the VIP visitors coming to the university (60%), university promotions through the internet (56%), participating in organising visits to embassies and cultural bureaux (53%), visiting students in high schools (53%) and involvement in putting together the marketing plan (50%).

They reported limited or weak involvement in the activities which represented the main role of the marketing job, such as: organising employment exhibitions (31%), market research (28%), recruiting academic staff (25%), participating in product development (19%), participating in determining tuition fees (0%) and enhancing course quality (0%).

These results show that the universities were more concerned with the traditional role of marketing as based around promotional activity and announcements. Hence it is clear that the marketers had a high involvement with participation in traditional promotional activities, rather than in a wider marketing role.

Table 6.23: Frequency distribution of involvement with marketing from marketers' sample

		Valid			Total
		Involved	To some extent	Not involved	
1-Involvement in putting the marketing plan	Frequency	16	12	4	32
	Valid Percent	50.0	37.5	12.5	100.0
2-Implementing the marketing plan	Frequency	24	6	2	32
	Valid Percent	75.0	18.8	6.3	100.0
3-Organising conferences, seminars and presentations	Frequency	21	2	9	32
	Valid Percent	65.6	6.3	28.1	100.0
4-Receiving VIP visitors coming to the university	Frequency	19	5	8	32
	Valid Percent	59.4	15.6	25.0	100.0
5-Involvement in product development	Frequency	6	4	22	32
	Valid Percent	18.8	12.5	68.8	100.0
6-Student recruitment	Frequency	23	9	0	32
	Valid Percent	71.9	28.1	0.0	100.0
7- Receiving feedback from students (their enquiries, suggestions and problems)	Frequency	26	0	6	32
	Valid Percent	81.3	0.0	18.8	100.0
8- Involvement in determining the tuition fees	Frequency	0	0	0	32
	Valid Percent	0.0	0.0	0.0	100.0
9-Organising employment exhibitions	Frequency	10	15	7	32
	Percent	17.5	26.3	12.3	56.1
	Valid Percent	31.3	46.9	21.9	100.0
10-Participating in exhibitions	Frequency	15	11	6	32
	Valid Percent	46.9	34.4	18.8	100.0
11-Enhancing course quality	Frequency	0	4	28	32
	Valid Percent	0.0	12.5	87.5	100.0
12- Organising social activities	Frequency	12	9	11	32
	Valid Percent	37.5	28.1	34.4	100.0
13-Market research	Frequency	9	17	6	32
	Valid Percent	28.1	53.1	18.8	100.0
14-Reviewing learning facilities (equipment, classes, lectures rooms, etc.)	Frequency	0	2	30	32
	Valid Percent	0.0	6.3	93.8	100.0
15-Entertainment activities (including scheduling and timing arrangements)	Frequency	12	8	12	32
	Valid Percent	37.5	25.0	37.5	100.0
16-Graduation Day	Frequency	15	15	2	32
	Valid Percent	46.9	46.9	6.3	100.0
17-Organising visits to embassies and cultural bureaux	Frequency	17	9	6	32
	Valid Percent	53.1	28.1	18.8	100.0
18-Recruiting academic staff	Frequency	8	6	18	32
	Valid Percent	25.0	18.8	56.3	100.0
19-Alumni relations	Frequency	20	10	2	32
	Valid Percent	62.5	31.3	6.3	100.0
20-Internal news letters	Frequency	30	2	0	32
	Valid Percent	93.8	6.3	0.0	100.0
21-Advertising through newspapers	Frequency	23	6	3	32
	Valid Percent	71.9	18.8	9.4	100.0
22-Providing information via the university website	Frequency	25	5	2	32
	Valid Percent	78.1	15.6	6.3	100.0
23-Advertising through the media (TV, radio, etc.)	Frequency	26	4	2	32
	Percent	45.6	7.0	3.5	56.1
	Valid Percent	81.3	12.5	6.3	100.0
24-University promotions through the internet	Frequency	18	12	2	32
	Valid Percent	56.3	37.5	6.3	100.0
25-Visiting students in high schools	Frequency	17	10	5	32
	Valid Percent	53.1	31.3	15.6	100.0
26- Prospectus, pamphlets and leaflets	Frequency	27	5	0	32
	Valid Percent	84.4	15.6	0.0	100.0
27-Organising open days for students and their parents	Frequency	27	3	2	32
	Valid Percent	84.4	9.4	6.3	100.0

6.1.9 MARKETING MIX

The seven elements which formed the marketing mix were examined to determine their importance for marketers in the higher education institutions. Table 6.24 shows the results of the frequency distribution for both private and foreign universities concerning this question.

The results presented in Table 6.24 show that the product element is dominant in the marketing mix from all the respondents' points of view (with a 100% response). This result is compatible with the results from other questions, that product, and the quality of products and services which universities provide are the most important factors in their marketing campaigns, and in building the university's image.

Table 6.24: Frequency distributions of marketing elements for each type of university

			Private or Foreign university		Total
			Foreign university	Private university	
1-Product	Selected as first priority	Count	13	19	32
		% within Private or Foreign university	100.0%	100.0%	100.0%
	Total	Count	13	19	32
		% within Private or Foreign university	100.0%	100.0%	100.0%
2-People	Selected as second priority	Count	5	3	8
		% within Private or Foreign university	38.5%	15.8%	25.0%
	Selected as third priority	Count	2	4	6
		% within Private or Foreign university	15.4%	21.1%	18.8%
	Total	Count	7	7	14
		% within Private or Foreign university	53.9%	36.8%1	43.8%
3-Price	Selected as second priority	Count	2	14	16
		% within Private or Foreign university	15.4%	73.7%	50.0%
	Selected as third priority	Count	5	3	8
		% within Private or Foreign university	38.5%	15.8%	25.0%
	Total	Count	7	17	24
		% within Private or Foreign university	53.9%	89.5%	75.0%
4-Promotion	Selected as second priority	Count	6	2	8
		% within Private or Foreign university	46.2%	10.5%	25.0%
	Total	Count	6	2	8
		% within Private or Foreign university	46.2%	10.5%	25.0%
5-Place	Selected as third priority	Count	5	6	11
		% within private or Foreign university	38.5%	31.6%	34.4%
	Total	Count	5	6	11
		% within Private or Foreign university	38.5%	31.6%	34.4%
6-Process	Selected as third priority	Count	0	4	4
		% within Private or Foreign university	.0%	21.1%	12.5%
	Total	Count	0	4	4
		% within Private or Foreign university	.0%	21.1%	12.5%
7-Physical evidence	Selected as third priority	Count	1	2	3
		% within Private or Foreign university	7.7%	10.5%	9.4%
	Total	Count	1	2	3
		% within Private or Foreign university	7.7%	10.5%	9.4%

The results also showed that the price element (represented by tuition fees, different types of scholarship, discounts and arrangements for payments) came second in importance in the mixture of marketing activities. 50% of respondents placed the price element as second in importance.

Promotion and people elements each received 25%, and ranked third in importance in the marketing mix. These results were slightly different when we studied the results of each group separately, as respondents from the foreign universities reported promotional activities as second in importance (46.2%), after the product and people elements (38.5%). On the other hand, marketers in the private universities chose the price element (74%) as the dominant factor after product, while they gave the promotional activities only 10.5%, and 16% for the people element.

It can be concluded that the product element was the dominant element in the marketing mix in these universities, followed by the price element, according to the private universities' marketers, and by promotional activities, according to the foreign universities' marketers. The people element is seen as less important. If we order the seven elements of the marketing mix according to their frequencies in the first three choices, it is possible to see that the product element comes first (100%), followed by price (75%), people (44%), place (34%), promotion (25%), process (12%) and physical evidence (10%).

6.2 TEST OF HYPOTHESES

6.2.1 Private and foreign universities differ in terms of their perceptions of marketing

A Mann-Whitney test was used to examine the differences between the two groups according to their respondents, based on each item from the total scale. The results are presented in Table 6.25.

Table 6.25: Mann-Whitney test for differences in marketing perception among the two groups

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
The marketing concept is still very limited in this university	263.500	966.500	-2.039	.041
Marketing plays little, if any, role in attracting students to this university	189.500	892.500	-3.190	.001
Marketing has been a major factor in raising the quality of education in our university	367.000	577.000	-.052	.958
Marketing is an abstract theory that works better in profit-making industries than in higher education	216.000	919.000	-2.712	.007
Marketing is a philosophy that has been enthusiastically adopted by this university	348.000	558.000	-.381	.703
In Egypt, we have no clear vision or philosophy for employing marketing effectively to serve the university mission and objectives	255.500	958.500	-1.960	.050
Marketing has had little impact on the day-to-day operations of this institution	342.500	1045.500	-.521	.602
Marketing planning in higher education offers few, if any, benefits to society at large	309.500	1012.500	-1.088	.276
The marketing plan is a part of the university strategic plan	289.500	992.500	-1.443	.149
Marketing in this institution means 'advertising'	214.000	917.000	-2.713	.007
Academic institutions that are currently not developing marketing plans will be doing so in the not too distant future	270.000	480.000	-1.771	.077
Interest in marketing only occurs prior to new student enrolments, just before the start of the academic year	247.000	950.000	-2.208	.027
The core of our marketing process is our satisfied students themselves as they are our chief marketing tool	275.500	485.500	-1.806	.071
Marketing plans are drafted, but are seldom put into practice	203.500	906.500	-2.910	.004
The number of applications from new students is going to decline year after year	330.000	540.000	-.705	.481
Demand for most of our programmes regularly outstrips the number of places we have available	352.500	1055.500	-.309	.758
Research on prospective requirements by universities is unnecessary, as so many young people have few ideas as to what they want to do anyway	347.500	557.500	-.436	.663
Student needs are secondary to those of prospective employers	346.500	556.500	-.431	.666
Researching student 'drop out' is already being conducted by this institution	213.500	916.500	-2.871	.004
On the whole, the academic staff seem satisfied with the quality of students enrolled in our programmes	293.000	503.000	-1.390	.165
Enrolments (by programme) are an effective measurement of programme performance	323.500	533.500	-.808	.419
Our programmes are reviewed regularly according to market requirements, ideas from academic staff, and suggestions from students	315.500	525.500	-.965	.335
Setting tuition fees is outside the role of marketing at this institution	260.500	963.500	-1.988	.047
New universities offering tuition in our geographical area will pose very little threat to our student numbers	244.000	947.000	-2.201	.028
Students in our geographical area have very little choice as to where they can study	287.000	990.000	-1.488	.137
Analysis of competitor institutions is an important component of our marketing planning	283.500	493.500	-1.505	.132
Most Deans and Departmental Heads would not know how to write a marketing plan if asked	328.000	1031.000	-.746	.455
Academic Department Heads are there because they are scholars, not managers	193.500	403.500	-3.181	.001
Academics have little or no involvement in marketing planning at this institution	276.000	979.000	-1.649	.099
Deans and Department Chairs do not have the time to write formal plans	260.000	963.000	-1.929	.054
Involving prospective employers in course content would provide little additional benefit	359.500	569.500	-.182	.856
In the event that there is a conflict between satisfying students' needs and educational objectives, educational objectives should be the overriding consideration	332.500	1035.500	-.657	.511
The image of private universities has to be improved by using a marketing plan	221.500	431.500	-2.661	.008
Marketing activities are centred at a specific department or departments	313.000	523.000	-.985	.325

a. Grouping Variable: Private or Foreign university

This table shows that there were no significant differences between respondents from the private and foreign universities in the following items:

- Marketing has been a major factor in raising the quality of education in our university (U= 367, $z=-.052$, $p=.958$).
- Marketing is a philosophy that has been enthusiastically adopted by this university (U= 348.000, $z=-.381$, $p=.703$).
- In Egypt, we have no clear vision or philosophy for employing marketing effectively to serve the university mission and objectives (U=255.5 , $z= -1.960$, $p=.050$)
- Marketing has had little impact on the day-to-day operations of this institution (U= 342.5, $z=-.521$, $p=.602$).
- Marketing planning in higher education offers few, if any, benefits to society at large(U=309.5 , $z=-1.088$, $p=.276$).
- The marketing plan is a part of the university's strategic plan (U=289.5, $z=-1.443$, $p=.149$).
- Academic institutions that are currently not developing marketing plans will be doing so in the not too distant future (U=270, $z=-1.771$, $p=.077$).
- The core of our marketing process is our satisfied students themselves as they are our marketing tool (U= 275.5, $z=-1.806$, $p=.071$).
- The number of applications from new students is going to decline year after year (U=330, $z=-.705$, $p=.481$).
- Demand for most of our programmes regularly outstrips the number of places we have available (U=352.5, $z=-.309$, $p=.758$).
- Marketing activities are centred at a specific department or departments (U=347.5, $z= -.436$, $p=.663$).
- Student needs are secondary to the needs of prospective employers (U= 346.5, $z=-.431$, $p=.666$).
- On the whole, the academic staff seem satisfied with the quality of students enrolled in our programmes (U= 293, $z=-1.390$, $p=.165$).
- Enrolments (by programme) are an effective measurement of programme performance (U= 323.5, $z=-.808$, $p=.419$).
- Our programmes are reviewed regularly according to market requirements, ideas from academic staff and suggestions from students (U=315.5, $z=-.965$, $p=.335$).
- Students in our geographical area have very little choice as to where they can study (U= 287, $z=-1.488$, $p=.137$).
- Analysis of competitor institutions is an important component of our marketing planning (U= 283.5, $z=-1.505$, $p=.132$).

- Most Deans and Heads of Department would not know how to write a marketing plan if asked ($U=328$, $z=-.746$, $p=.455$).
- Deans and Department Chairs do not have the time to write formal plans ($U=276$, $z=-1.649$, $p=.099$).
- Academic staff have little or no involvement in marketing planning at this institution ($U=260$, $z=-1.929$, $p=.054$).
- Involving prospective employers in the development of course content would provide little additional benefit ($U=359.5$, $z=-.182$, $p=.856$).
- In the event that there is a conflict between satisfying students' needs and educational objectives, educational objectives should be the overriding consideration ($U=332.5$, $z=-.657$, $p=.511$).
- Research on prospective requirements by universities is unnecessary, as so many young people have few ideas as to what they want to do anyway ($U=313$, $z=-.985$, $p=.325$).

Table 6.26: Mean rank of marketing perception variables for the two groups

Dependent Variables	Private or Foreign university	Statistics		
		N	Mean Rank	Sum of Ranks
The marketing concept is still very limited in this university	Foreign university	20	34.33	686.50
	Private university	37	26.12	966.50
Marketing plays little, if any, role in attracting students to this university	Foreign university	20	38.03	760.50
	Private university	37	24.12	892.50
Marketing is an abstract theory that works better in profit-making industries than in higher education	Foreign university	20	36.70	734.00
	Private university	37	24.84	919.00
Marketing in this institution means 'advertising'	Foreign university	20	36.80	736.00
	Private university	37	24.78	917.00
Interest in marketing only occurs prior to new student enrolments, just before the start of the academic year	Foreign university	20	35.15	703.00
	Private university	37	25.68	950.00
The quality of our graduates is our best marketing tool	Foreign university	20	25.58	511.50
	Private university	37	30.85	1141.50
Marketing plans are drafted, but are seldom put into practice	Foreign university	20	37.33	746.50
	Private university	37	24.50	906.50
Research on prospective requirements by universities is unnecessary, as so many young people have few ideas as to what they want to do anyway	Foreign university	20	27.88	557.50
	Private university	37	29.61	1095.50
Researching student 'drop outs' is already being conducted by this institution	Foreign university	20	36.83	736.50
	Private university	37	24.77	916.50
Setting tuition fees is outside the role of marketing at this institution	Foreign university	20	34.48	689.50
	Private university	37	26.04	963.50
New universities offering tuition in our geographical area will pose very little threat to our student numbers	Foreign university	20	35.30	706.00
	Private university	37	25.59	947.00
Academic Department Heads are there because they are scholars, not managers	Foreign university	20	20.18	403.50
	Private university	37	33.77	1249.50
The image of private universities has to be improved by using a marketing plan	Foreign university	20	21.58	431.50
	Private university	37	33.01	1221.50

On the other hand, there were significant differences between both groups in the following factors, which can be explained by investigating the mean ranks, as presented in Table 6.26:

- The marketing concept is still very limited in this university ($U=263.5$, $z=-2.039$, $p=.041$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=34.33$) than respondents from private ones ($n=37$, $M \text{ rank}=26.12$).
- Marketing plays little, if any, role in attracting students to this university ($U=189.5$, $z=-3.190$, $p=.001$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=38.03$) than respondents from private ones ($n=37$, $M \text{ rank}=24.12$).
- Marketing is an abstract theory that works better in profit-making industries than in higher education ($U=216$, $z=-2.712$, $p=.007$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=36.70$) than respondents from private ones ($n=37$, $M \text{ rank}=24.84$).
- Marketing in this institution means “advertising” ($U=214$, $z=-2.713$, $p=.007$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=36.80$) than respondents from private ones ($n=37$, $M \text{ rank}=24.78$).
- Interest in marketing only occurs prior to new student enrolments, just before the start of the academic year ($U=247$, $z=-2.208$, $p=.027$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=35.15$) than respondents from private ones ($n=27$, $M \text{ rank}=25.68$).
- Marketing plans are drafted, but are seldom put into practice. ($U=203.5$, $z=-2.910$, $p=.004$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=37.33$) than respondents from private ones ($n=37$, $M \text{ rank}=24.50$).
- Researching student “drop outs” is already being conducted by this institution ($U=213.5$, $z=-2.871$, $p=.004$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=36.83$) than respondents from private ones ($n=37$, $M \text{ rank}=24.77$).
- Setting tuition fees is outside the role of marketing at this institution ($U=260.5$, $z=-1.988$, $p=.047$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=34.48$) than respondents from private ones ($n=37$, $M \text{ rank}=26.04$).
- New universities offering tuition in our geographical area will pose very little threat to our student numbers ($U=244$, $z=-2.201$, $p=.028$), with a higher mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=35.30$) than respondents from private ones ($n=37$, $M \text{ rank}=25.59$).
- Academic Department Heads are there because they are scholars, not managers ($U=193.5$, $z=-3.181$, $p=.001$), with a lower mean rank for respondents from foreign universities ($n=20$, $M \text{ rank}=20.18$) than respondents from private ones ($n=37$, $M \text{ rank}=33.77$).

- The image of private universities has to be improved by using a marketing plan ($U=221.5$, $z=-2.661$, $p=.008$), with a lower mean rank for respondents from foreign universities ($n=20$, M rank= 21.58) than respondents from private ones ($n=37$, M rank=33.01).

In order to present a general perception of marketing in higher education institutions, Tables 6.27 and 6.28 show the results of Mann-Whitney and mean rank tests for both groups respectively regarding the role of marketing, the relevance of marketing and overall perception of marketing.

Table 6.27: Mann-Whitney test for marketing perception

	Overall perceptions of marketing	Role of marketing	Relevance of marketing
Mann-Whitney U	231.000	255.500	210.500
Wilcoxon W	441.000	465.500	420.500
Z	-2.327	-1.921	-2.671
Asymp. Sig. (2-tailed)	.020	.055	.008

a. Grouping Variable: Private or Foreign university

Table 6.28: Mean rank of marketing perception for each type of university

	Private or Foreign university	N	Mean Rank	Sum of Ranks
Total of marketing perceptions	Foreign university	20	22.05	441.00
	Private university	37	32.76	1212.00
	Total	57		
Role of marketing	Foreign university	20	23.28	465.50
	Private university	37	32.09	1187.50
	Total	57		
Relevance of marketing	Foreign university	20	21.03	420.50
	Private university	37	33.31	1232.50
	Total	57		

The results show that there were no significant differences between respondents from the private and foreign universities in terms of their perception of the role that marketing can play in their universities ($U=255.500$, $z=-1.921$, $p=.055$). However, there were significant differences between the two groups in terms of their perceptions of the relevance of marketing in their universities ($U=210.5$, $z=-2.671$, $p=.008$), with a higher agreement regarding this factor from respondents in private universities ($N=37$, Mean Rank=33.31) than respondents from foreign universities ($N=20$, Mean Rank=21.03). In addition, there were significant differences between the two groups in terms of the overall perception of marketing in their universities ($U=231$, $z=-2.327$, $p=.02$), with higher agreement regarding this factor from respondents in private universities ($N=37$, Mean Rank=32.76) than respondents from foreign universities ($N=20$, Mean Rank=22.05), $p<.05$ for both of them.

6.2.2 Private and foreign universities differ in terms of the marketing approach they adopt

A Chi-Square test for independence (with Yates continuity correct) has been used to examine the differences between the private and foreign university groups in the marketing approach they adopted (traditional selling approach or marketing approach) as shown in Table 6.29.

Table 6.29: Chi-Square test for marketing approaches adopted

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.186 ^a	1	.666		
Continuity Correction ^b	.023	1	.879		
Likelihood Ratio	.187	1	.665		
Fisher's Exact Test				.782	.441
Linear-by-Linear Association	.183	1	.669		
No of Valid Cases	57				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.77.

b. Computed only for a 2x2 table.

The results revealed no significant differences between the two groups (private and foreign universities) in the marketing approach they adopted (selling or marketing approach), $X^2(1, n=57) = .023$, $p = .44$, $\phi = .66$. Both groups tended to adopt the selling approach.

6.2.3 Private and foreign universities differ in terms of their perceptions of the challenges faced in the implementation of marketing

A Mann-Whitney test was used to examine the differences between respondents from the private and foreign universities in their perceptions of the constraints which impacted upon the implementation of marketing in their institutions.

Table 6.30: Mann-Whitney test of constraints impacting on the implementation of marketing between the two groups

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2- tailed)
<i>Overall constraints impeding marketing implementation</i>	<i>276.000</i>	<i>979.000</i>	<i>-1.580</i>	<i>.114</i>
<i>Organisational & social-cultural constraints</i>	<i>291.000</i>	<i>994.000</i>	<i>-1.333</i>	<i>.183</i>
1-Society and culture are concerned more with government recognition of the qualifications rather than the quality of education	352.000	562.000	-.329	.742
2-Society and culture need to be changed concerning their perception of private higher education	193.500	403.500	-3.136	.002
5-The shortage of creative and innovative marketers in this field	158.000	861.000	-3.778	.000
6-The budgets dedicated to marketing are not large enough	357.000	1060.000	-.230	.818
7-There is no orientation culture (customer-oriented or marketing-oriented)	233.500	936.500	-2.648	.008
<i>Governmental constraints</i>	<i>282.000</i>	<i>985.000</i>	<i>-1.486</i>	<i>.137</i>
3-Constraints from the Supreme Council about modifying, adding to and removing from the curriculum	223.500	926.500	-2.567	.010
4-Constraints from the Supreme Council on the permitted number of students, not to exceed it	297.500	1000.500	-1.262	.207
8- Governmental decisions and legislations change suddenly and daily, therefore weakening efforts to construct a marketing plan	329.500	1032.500	-.743	.457
9-Higher education institutions are offering programmes for cheaper, competitive prices and are also recognised by the SCU	342.000	1045.000	-.497	.619

a. Grouping Variable: Private or Foreign university

The results presented in Table 6.30 show that there were no significant differences between the groups in their perceptions concerning the following: that society and national culture was more concerned with government recognition of the certificate, rather than with the quality of education ($U=352$, $z=-.329$, $p=.742$); constraints from the Supreme Council about accepting a specific number of students and not exceeding it ($U=297.5$, $z=-1.262$, $p=.207$); that the budgets dedicated for marketing are not enough ($U=357$, $z=-.230$, $p=.818$); that governmental decisions are a problem, with legislation changing suddenly, which weakens attempts to develop a marketing plan ($U=329.5$, $z=-.743$, $p=.457$); and that higher education institutions are offering programmes for cheaper and competitive prices and are also recognised by the SCU ($U=342$, $z=-.497$, $p=.619$). There were significant differences between the groups in their perceptions concerning the following: that society and culture needs to be changed concerning the idea of private higher education ($U=193.5$, $z=-3.136$, $p=.002$), with a higher mean rank for respondents from private universities ($N=37$, $M \text{ rank}=33.77$) than for respondents from foreign universities ($N=20$, $M \text{ rank}=20.18$); that there was no orientation culture (customer-oriented or marketing-oriented) ($U=223.5$, $z=-2.567$, $p=.010$), with a lower mean rank for respondents from private universities ($N=37$, $M \text{ rank}=25.31$) than for respondents from foreign universities ($N=20$, $M \text{ rank}=35.83$); that there was a shortage of creative and innovative marketers in this field ($U=158$, $z=-3.778$, $p=.000$), with a higher mean rank for respondents from foreign universities ($N=20$, $M \text{ rank}=39.6$) than for respondents from private universities ($N=37$, M

rank=23.27); and about constraints from the Supreme Council about modifying, adding to and removing from the curriculum ($U=233.5$, $z=-2.648$, $p=.008$), with a higher mean rank to respondents from foreign universities ($N=20$, $M \text{ rank}=36.33$) than for respondents from private universities ($N=37$, $M \text{ rank}=25.04$), as shown in the Table 6.31.

The nine items which represent constraints impacting on marketing implementation were categorized under two categories: organisational and cultural constraints, and governmental constraints. The results of the differences between the two groups regarding this classification and the overall effect of constraints on marketing implementation are presented in Table 6.30. This table shows that there were no significant differences between the groups in their perceptions towards organisational and cultural constraints ($U=291$, $z=-1.333$, $p=.183$), governmental constraints ($U=282$, $z=-1.486$, $p=.137$), and the overall effect of constraints facing their institutions ($U=276$, $z=-1.580$, $p=.114$).

Table 6.31: Mean ranks of constraints impeding marketing implementation for both groups

	Private or Foreign university	N	Mean Rank	Sum of Ranks
1-Society and culture are concerned more with government recognition of the qualifications rather than the quality of education	Foreign university	20	28.10	562.00
	Private university	37	29.49	1091.00
2-Society and culture need to be changed concerning their perception of private higher education	Foreign university	20	20.18	403.50
	Private university	37	33.77	1249.50
3-Constraints from the Supreme Council about modifying, adding to and removing from curriculum	Foreign university	20	36.33	726.50
	Private university	37	25.04	926.50
4-Constraints from the Supreme Council on the permitted number of students, not to exceed it	Foreign university	20	32.63	652.50
	Private university	37	27.04	1000.50
5-The shortage of creative and innovative marketers in this field	Foreign university	20	39.60	792.00
	Private university	37	23.27	861.00
6-The budgets dedicated for marketing are not large enough	Foreign university	20	29.65	593.00
	Private university	37	28.65	1060.00
7-There is no orientation culture (customer-oriented or marketing-oriented)	Foreign university	20	35.83	716.50
	Private university	37	25.31	936.50
8- Governmental decisions and legislation change suddenly and daily, therefore weakening efforts to construct a marketing plan	Foreign university	20	31.03	620.50
	Private university	37	27.91	1032.50
9-Higher education institutions are offering programmes for cheaper, competitive prices and are also recognised by the SCU	Foreign university	20	30.40	608.00
	Private university	37	28.24	1045.00

6.2.4 Private and foreign universities differ in terms of marketing objectives to focus upon

Table 6.32 shows the results of the Mann-Whitney U test to examine the differences between respondents from the private and foreign universities.

Table 6.32: Mann-Whitney test of marketing objectives to focus upon between both groups

	Announcements and advertising	Attracting high calibre students	Attracting new students	Retaining current students	Achieving the desired image	Focusing on your competitive advantage	Fund raising
Mann-Whitney U	271.500	296.000	215.000	155.500	341.000	165.000	342.000
Wilcoxon W	481.500	999.000	918.000	858.500	551.000	868.000	1045.000
Z	-1.686	-1.305	-2.736	-3.970	-.507	-3.578	-.485
Asymp. Sig. (2-tailed)	.092	.192	.006	.000	.612	.000	.628

a. Grouping Variable: Private or Foreign university

The results show that there were no significant differences between the groups with regard to the function of announcements and advertising, attracting high calibre students, achieving the desired image and fund-raising ($p > .05$), whilst there were significant differences between the groups with regard to the function of attracting new students ($U=215$, $z=-2.736$, $P=.006$), with a lower mean rank for respondents from the private universities ($N=37$, Mean Rank=24.81) than for respondents from the foreign universities ($N=20$, Mean Rank=36.75); retaining current students ($U=155.5$, $z=-3.970$, $P=.000$), with a lower mean rank for respondents from the private universities ($N=37$, Mean Rank=23.2) than for respondents from the foreign universities ($N=20$, Mean Rank=39.73); and in focusing on their competitive advantage ($U=165$, $z=-3.970$, $P=-3.578$), with a lower mean rank for respondents from the private universities ($N=37$, Mean Rank=23.46) than for respondents from the foreign universities ($N=20$, Mean Rank=39.25), as shown in Tables 6.32 and 6.33.

Table 6.33: Mean rank of marketing objectives for both groups

	Private or Foreign university	N	Mean Rank	Sum of Ranks
Announcement and advertising	Foreign	20	24.08	481.50
	Private	37	31.66	1171.50
	Total	57		
Attracting high calibre students	Foreign	20	32.70	654.00
	Private	37	27.00	999.00
	Total	57		
Attracting new students	Foreign	20	36.75	735.00
	Private	37	24.81	918.00
	Total	57		
Retaining current students	Foreign	20	39.73	794.50
	Private	37	23.20	858.50
	Total	57		
Achieving the desired image	Foreign	20	27.55	551.00
	Private	37	29.78	1102.00
	Total	57		
Focus on your competitive advantage	Foreign	20	39.25	785.00
	Private	37	23.46	868.00
	Total	57		
Fund-raising	Foreign	20	30.40	608.00
	Private	37	28.24	1045.00
	Total	57		

6.2.5 Private and foreign universities differ in terms of the factors that enhance the university's image

A Mann-Whitney test was used to examine the differences between the two groups regarding the respondents' perceptions of the factors that could enhance the university image. The results are presented in Table 6.34.

Table 6.34: Mann-Whitney test for differences between the two groups over factors to enhance the university's image

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Use of other universities as benchmarks	344.500	1047.500	-.446	.656
Establishing new faculties	319.000	1022.000	-.912	.362
Increasing academic staff qualifications	323.500	533.500	-.907	.364
Focusing more on changing the concepts and ways of thinking in society	262.500	472.500	-2.068	.039
Establishing research centres and postgraduate studies	265.500	475.500	-1.844	.065
Renewing the buildings, campus and facilities	339.000	1042.000	-.547	.584
Enhancement of academic programmes	261.000	471.000	-2.097	.036
Training courses for employees	337.000	547.000	-.572	.567
Communicate with society by offering them more services	296.500	999.500	-1.366	.172
Positive and intensive promotional and marketing activities	351.500	561.500	-.322	.747
More restrictions and criteria concerning the admission standards and procedures	279.500	982.500	-1.621	.105
Increase the level of grades (at high school stage) required to accept students in all subjects	263.000	966.000	-1.855	.064
It needs some time for the university image to change on the minds of the public	352.500	562.500	-.306	.760
Image has to be improved by the graduate quality in the labour market	234.500	937.500	-2.554	.011
Focus more on the university message during advertising	319.500	529.500	-.888	.374
Continuation in monitoring its credibility among students ,parents, and society by meeting obligations as promised in the marketing message	234.500	444.500	-2.421	.015

a. Grouping variables: Private or Foreign University

Table 6.35: Mean rank of factors to enhance the university's image for the two groups

	Private or Foreign university	N	Mean Rank	Sum of Ranks
Use of other universities as benchmarks	Foreign university	20	30.28	605.50
	Private university	37	28.31	1047.50
Establishing new faculties	Foreign university	20	31.55	631.00
	Private university	37	27.62	1022.00
Increase academic staff qualifications	Foreign university	20	26.68	533.50
	Private university	37	30.26	1119.50
Focus more on changing the concepts and ways of thinking in society	Foreign university	20	23.63	472.50
	Private university	37	31.91	1180.50
Establishing research centres and postgraduate studies	Foreign university	20	23.78	475.50
	Private university	37	31.82	1177.50
Renew the buildings, campus and facilities	Foreign university	20	30.55	611.00
	Private university	37	28.16	1042.00
Enhancement of academic programmes	Foreign university	20	23.55	471.00
	Private university	37	31.95	1182.00
Training courses for employees	Foreign university	20	27.35	547.00
	Private university	37	29.89	1106.00
Communicate with society by offering them more services	Foreign university	20	32.67	653.50
	Private university	37	27.01	999.50
Positive and intensive promotion and marketing activities	Foreign university	20	28.08	561.50
	Private university	37	29.50	1091.50
More restrictions and criteria concerning the admission standards and procedures	Foreign university	20	33.53	670.50
	Private university	37	26.55	982.50
Increase the level of grades (at high school stage) required to accept students in all subjects	Foreign university	20	34.35	687.00
	Private university	37	26.11	966.00
It needs some time for the university image to change in the minds of the public	Foreign university	20	28.13	562.50
	Private university	37	29.47	1090.50
Image has to be improved by the graduate performance in the labour market	Foreign university	20	35.78	715.50
	Private university	37	25.34	937.50
Focus more on the university message during advertising	Foreign university	20	26.48	529.50
	Private university	37	30.36	1123.50
Continuation in monitoring its credibility among student, parents and society by meeting obligations, as promised in its marketing message	Foreign university	20	22.23	444.50
	Private university	37	32.66	1208.50

This table shows that there were no significant differences between respondents from the private and foreign universities in: using other universities as benchmarks ($U=344.5$, $z=-.446$, $p=.656$), establishing new faculties ($U=319$, $z=-.912$, $p=.362$), improving the qualifications of academic staff ($U=323.5$, $z=-.907$, $p=.364$), establishing research centres and postgraduate studies ($U=265.5$, $z=-1.844$, $p=.065$), renewing the buildings, campus and facilities ($U=339$, $z=-.547$, $p=.584$), training courses for employees ($U=337$, $z=-.572$, $p=.567$), focusing more on the university message during advertising ($U=296.5$, $z=-1.366$, $p=.172$), positive and intensive promotion and marketing activities ($U=351.5$, $z=-.322$, $p=.747$), more restrictions and criteria concerning the admission standards and procedures ($U=279.5$, $z=.374$, $p=.105$), increasing the

grades level (at high school stage) required to accept students in all subjects ($U=263$, $z=-1.855$, $p=.064$), recognition that it needs some time for the university's image to change in the minds of public ($U=352.5$, $z=-.306$, $p=.760$) and communicating with society by offering them more services ($U=319.5$, $z=-.888$, $p=.374$), as factors to enhance the university image.

However, there were significant differences between the groups in factors such as: focusing on changing the concepts and ways of thinking in society ($U=262.5$, $z=-2.068$, $p=.039$), with a higher mean rank for respondents from the private universities ($N=37$, $M\text{ rank}=31.9$) than respondents from the foreign universities ($N=20$, $M\text{ rank}=23.63$); enhancing academic programs ($U=261$, $z=-2.097$, $p=.036$) with a higher mean rank to respondents from the private universities ($N=37$, $M\text{ rank}=31.95$) than respondents from the foreign universities ($N=20$, $M\text{ rank}=23.55$); that image has to be improved by the graduate performance in the labour market ($U=234.5$, $z=-2.554$, $p=.011$), with a lower mean rank for respondents from the private universities ($N=37$, $M\text{ rank}=25.34$) than for respondents from the foreign universities ($N=20$, $M\text{ rank}=35.78$) and for continuation in monitoring its credibility toward students, parents and society by meeting its obligation to honour the promises in its marketing message ($U=234.5$, $z=-2.421$, $p=.015$), with a higher mean rank for respondents from the private universities ($N=37$, $M\text{ rank}=32.66$) than for respondents from the foreign universities ($N=20$, $M\text{ rank}=22.23$), as shown in Table 6.35.

6.3 CONCLUSION

The results of marketers and senior management questionnaires revealed that the overall perception of marketing in these institutions was moderate on average ($M=3$) on the 5 point Likert scale, or lower than average ($M=2.86$) for respondents in the foreign universities. This indicated that marketing perception is still limited in these institutions, and needs time to improve. These results are compatible with the findings from the qualitative phase, which showed that the marketing perception is still at the stage of traditional practice. These results were confirmed by investigating the marketing approaches used by the institutions, which revealed that they tended to use selling approaches more than marketing approaches, with more interest shown by respondents in the private universities for adopting the marketing approaches than the respondents in the foreign universities.

With regard to the marketing objectives that they were most concerned with, the results showed a confusion regarding determining the main objectives to focus on, which suggest that there was no marketing strategy, in general, in these universities. The most important objectives to focus upon were those using marketing for announcements and advertising, and attracting high standard students, by respondents in the private universities; while the objectives of focusing on

competitive advantage and attracting high standard students were used by respondents from the foreign universities.

Applying marketing effectively in these institutions was impeded by some certain constraints, as indicated by the respondents. The mean of the overall constraints was 3.53 on the 5 point Likert scale, which revealed that there was general acceptance of these constraints. Constraints relating to organisation, and social and cultural factors were more important for respondents in both the private universities ($M= 3.67$, $n=37$) and the foreign universities ($M=3.86$, $n=20$), than constraints relating to government decisions and legislation ($M=3.15$, $n=37$) for respondents in the private universities and ($M=3.53$, $n=20$) for respondents in the foreign universities.

With regard to the most important factors used to build the university image, quality of education was the dominant factor for respondents in both groups, followed by word of mouth, especially for respondents in the foreign universities. These results are compatible with the findings of the most important factors to enhance and maintain image: respondents were all concerned with quality factors. Moreover, they showed that factors which perceive image as a long-term process were more important than using marketing activities, although both of these were considered to enhance the university image.

Finally, respondents from marketers in the two groups referred to their involvement in traditional marketing activities, such as preparing internal newsletters and pamphlets, organising open days, advertising and providing information about the university through its website. However, they did not show a high percentage of involvement in activities relating to the core of marketing work, such as in developing product, determining tuition fees, enhancing course quality and doing market research. This might return to the fact that role of marketing was not clear in the university organisational structure, that communication between marketers and senior management was not strong and that marketers were not sufficiently qualified to perform such roles. Respondents among the marketers also indicated that product element was dominant in the marketing mix, followed by price element for respondents in the private universities, and promotion element by respondents in the foreign universities.

7. STUDENT QUANTITATIVE FINDINGS

This chapter aims to analyse the results of the student questionnaire and to present the findings. The results have been presented through descriptive analysis of the responses from the sample, and through testing hypotheses regarding the differences between the two groups of respondents and correlations between variables.

7.1 DESCRIPTIVE STATISTICS

7.1.1 PERSONAL AND DEMOGRAPHIC INFORMATION

The frequency distribution of the demographic characteristics for the sample variables (sex, age, nationality, university and subject of study) was considered to reflect the characteristics of the sample taken.

Table 7.1: Frequency distribution of sample according to age

			Type of university		Total
			Private	Foreign	
AGE	16-18	Count	16	16	32
		% within type of university	5.9%	11.8%	7.8%
	19-22	Count	232	114	346
		% within type of university	85.0%	83.8%	84.6%
	23 or more	Count	25	6	31
		% within type of university	9.2%	4.4%	7.6%
Total	Count		273	136	409
	% within type of university		100.0%	100.0%	100.0%

Table 7.1 shows the frequency distribution by age. It shows that the number of valid responses was 409. The majority of them (346 respondents) were in the age from 19 to 22 (84.6%), while the other 15% was divided between students aged from 16 to 18 (32 students, 7.8%) and those aged 23 or more (31 students, 7.6%). The majority of respondents in both types of university were in the age group 19 to 22 (232 students from a total of 273 students studying in private universities with a percentage of 85% and 114 students from a total of 136 students studying in foreign universities with a percentage of 84%).

Table 7.2: Frequency distribution of sample according to gender

SEX			Type of university		Total
			Private	Foreign	
Female	Count		112	71	183
	% within type of university		41.0%	52.2%	44.7%
Male	Count		161	65	226
	% within type of university		59.0%	47.8%	55.3%
Total	Count		273	136	409
	% within type of university		100.0%	100.0%	100.0%

Table 7.2 shows the frequency distribution of respondents according to gender. From 409 valid student questionnaires, 183 respondents were female (44.7%), while 226 respondents were male (55.3%). For the private universities, the valid responses from females was 112, representing 41% of the total number of respondents, while 161 respondents were males, who represented 59% of the total number of 273 respondents studying in private universities.

On the other hand, the number of females in the sample taken from the foreign universities was 71, representing 52% of the total number of respondents, while 65 respondents were males, who represented 48% of the total number of students studying in foreign universities.

Table 7.3: Frequency distribution of sample according to nationality

Nationality			Type of university		Total
			Private	Foreign	
Non Egyptian	Count		53	1	54
	% within type of university		19.4%	.7%	13.2%
	Count		220	135	355
	% within type of university		80.6%	99.3%	86.8%
Total	Count		273	136	409
	% within type of university		100.0%	100.0%	100.0%

Table 7.3 shows the frequency distribution of the respondents according to their nationality (Egyptian or non-Egyptian). Results show that 54 student respondents were non-Egyptian (from other nationalities), a percentage of 13.2% of the total sample, almost all of them studying in the private universities, except for one respondent who was studying in a foreign university.

Table 7.4: Frequency distribution of sample according to type of university

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Private university	273	66.7	66.7	66.7
	Foreign university	136	33.3	33.3	100.0
	Total	409	100.0	100.0	

Table 7.4 shows the frequency distribution of respondents according to the type of university (private or foreign). The results show that 273 respondents, from a total of 409 were studying in

the private universities surveyed, a percentage of 66% of the total sample, while 136 students were studying in foreign universities, a percentage of 33.3%.

Table 7.5: Frequency distribution of sample according to subject of study

			Type of university		Total
			Private	Foreign	
The type of study	Theoretical	Count	111	82	193
		% within type of university	40.7%	60.3%	47.2%
	Practical	Count	162	54	216
		% within type of university	59.3%	39.7%	52.8%
Total	Count		273	136	409
	% within type of university		100.0%	100.0%	100.0%

Regarding the subjects studied, 193 students were studying theoretical subjects (such as social sciences), with a percentage of 47% from the total sample, while 216 students were studying practical subjects (such as engineering), a percentage of 53% from the total sample. It can also be noted that 111 students from the private universities were studying theoretical subjects (40% from the total number of students studying in private universities), and 60% of them were studying practical subjects. On the other hand, 82 students from the foreign universities were studying theoretical subjects (60% of the total number studying in the foreign universities), while the remaining 40% were studying practical subjects.

7.1.2 PREFERENCES FOR STUDY IN A PUBLIC OR PRIVATE HE INSTITUTIONS

This section is intended to study the students' preferences regarding whether to study in a public or a private university, before they enrolled, and the factors which influenced this choice.

Table 7.6: Frequency distribution of preferences for HE type

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Public university	107	26.2	26.2	26.2
	Private university	302	73.8	73.8	100.0
	Total	409	100.0	100.0	

Table 7.6 shows the frequency distribution of respondents according to their preferences for studying in a public or a private HE, before they actually made their choice. The results show that 107 students would have preferred to have enrolled in a public university, a percentage of 26% of the total sample, while 302 students (a percentage of 74% of the total sample) believed that private education was better, and thus preferred from the beginning to study in private universities. These results might not truly reflect reality, as students had been asked this question after had they already made their choice, and were, to some extent, influenced by their decisions. The purpose of this question, however, was to investigate the perceptions towards

public and private HE (their strengths and weaker points), which could help to lend better understanding to the process of forming a university's image.

Do students in private universities have the same preferences as those in foreign universities?

Table 7.7: Frequency distribution of preferences for HE type according to both groups

		Type of university		Total
		Private	Foreign	
Public university	Count	95	12	107
	% within type of university	34.8%	8.8%	26.2%
Private university	Count	178	124	302
	% within type of university	65.2%	91.2%	73.8%
Total	Count	273	136	409
	% within type of university	100.0%	100.0%	100.0%

The answers to this question can be found in Table 7.7, which shows the results, according to each group. The results showed that students from the foreign universities had a higher positive attitude towards private education before they enrolled than those in the private universities. 95 students in the private universities would have preferred to study in a public university (35% from the total number of students in private universities); while only 12 students in the foreign universities would have preferred a public university (9% from the total sample of foreign universities' respondents). A survey was implemented by the Centre of Information and Decision-Making Support (IDSC) in 2007, regarding the general public preference for public or private higher education. This showed that 54% of respondents (978) preferred the idea of public HE, but 37% of these returned the reason as being due to the lower tuition fees of these universities, while 20% returned their preferences for public universities because of the high tuition fees of private institutions, which they could not afford (The Egyptian Cabinet, 2008). This means that more than half the respondents who preferred public universities did so for financial reasons, not because of perceived educational excellence in public universities.

Respondents who believed that public universities were better, and who would have preferred to have enrolled for a public institution if they had the chance, reported different weights of agreement with statements as follows:

Table 7.8: Mean and standard deviation of preferences to study in a public university

	N	Mean	Std. Deviation
Qualifications are better in terms of accreditation and recognition	107	4.27	1.129
They are older and therefore have a better reputation	107	4.13	1.289
Low tuition fees	107	4.11	1.348
They have better qualified academic staff	107	3.86	1.247
Personality of academic staff is strict there	107	3.71	1.303
More prestigious than private universities	107	3.66	1.485
The academic quality of students there is better	107	3.56	1.549
More respect from society for their graduates	107	3.50	1.562
Study system there encourages you to work hard	107	3.45	1.368
The final outcomes are better	107	3.38	1.385
Education quality is better	107	3.37	1.451
Better chances in the labour market	107	3.07	1.544
Evaluation system is better	107	3.03	1.563
Fairness in grading	107	2.97	1.306
Curriculum is better	107	2.50	1.568
Valid N (listwise)	107		

Table 7.8 shows the descriptive statistics (mean and standard deviation) for the factors which respondents believed gave an advantage to public universities over private ones. The results show that factors, such as: their qualifications are better accredited and recognized ($M=4.2$, $SD=1.129$), they are older and therefore have a better reputation ($M=4.13$, $SD=1.289$) and lower tuition fees ($M=4.11$, $SD=1.348$) were most important from their point of view as reasons to prefer public universities. These results are not unexpected, and reflect the social and cultural structure of Egyptian society. The first priority for people in developing countries is to find a suitable job, so the starting point is to get certificates accredited and recognized by government and by employers, in order to ease their task of finding a good job. Also, the financial factor is very important, as many classes in Egyptian society cannot afford to pay high tuition fees for private universities; moreover, they commonly do not want to pay for something if they can obtain an alternative for free.

Factors such as curriculum ($M=2.5$, $SD=1.56$), fairness of grading ($M=2.97$, $SD=1.306$) and evaluation system ($M=3.03$, $SD=1.56$) showed the least in agreement, being factors assumed to give more advantage to public universities over private ones.

On the other hand, a high proportion of the respondents indicated that they preferred private rather than public education. The reasons for this view are presented in Table 7.9.

Table 7.9: Mean and standard deviation of preferences to study in a private university for both groups

	Type of university											
	Private university				Foreign university				Total			
	N	Mean	Std. Deviation	Std.	N	Mean	Std. Deviation	Std.	N	Mean	Std. Deviation	Std.
Easier in terms of study system	178	3.22	1.362		124	2.56	1.703		302	2.95	1.544	
Low number of students in classes	178	4.69	.592		124	4.11	1.177		302	4.45	.924	
Faster and better in terms of delivering information	178	4.25	.930		124	4.43	.808		302	4.32	.885	
Fairness in grading	178	3.54	1.315		124	3.47	1.213		302	3.51	1.273	
Evaluation system is better	178	3.69	1.203		124	3.90	.859		302	3.78	1.079	
The outcomes are better	178	3.45	1.306		124	4.10	1.470		302	3.72	1.411	
The chances to succeed are higher	178	3.74	1.043		124	3.40	1.111		302	3.60	1.082	
Education system encourages assimilation	178	3.80	1.081		124	3.60	1.379		302	3.72	1.214	
Better communications with academic staff	178	4.30	.849		124	3.98	1.246		302	4.17	1.041	
More prestigious than public university	178	3.28	1.389		124	3.88	1.539		302	3.52	1.480	
Better chances in the labour market	178	3.01	1.440		124	4.51	.693		302	3.62	1.401	
Excellent facilities	178	4.35	.981		124	3.53	1.291		302	4.01	1.187	
Curriculum is better	178	3.52	1.375		124	4.15	1.256		302	3.78	1.361	
More chances for practise (for practical subjects)	119	3.95	1.288		38	3.92	1.549		157	3.94	1.350	
Laboratories are better equipped	120	4.44	.868		45	4.49	.757		165	4.45	.837	
Using credit hours system	178	3.79	1.550		124	2.97	1.934		302	3.45	1.762	
You do not need extra private sessions	178	3.52	1.431		124	4.12	1.234		302	3.77	1.383	
Partnerships with international universities	178	3.53	1.519		124	4.52	.850		302	3.94	1.375	

Table 7.9 shows the means and standard deviation for the level of agreement shown by respondents about the factors which make them believe that private education is better. The low number of students in classes ($M=4.45$, $SD=.924$), the method of delivering information ($M=4.32$, $SD=.885$), communications with academic staff ($M=4.17$, $SD=1.041$), and the excellent facilities ($M=4.01$, $SD=1.187$) come first in agreement, as the factors that most distinguish private universities from public ones. It is worth noting that all these factors are related to the fact that public universities are over-crowded in most courses (especially theoretical subjects), and cannot accept the increasing number of students who apply. This forces students who have the financial ability to search for alternatives; as a result, they prefer private education.

It is interesting that the means of the factors concerning laboratories ($M=4.45$, $SD=.837$) and practice ($M=3.94$, $SD=1.35$) were calculated for student respondents in practical subjects as they were only asked to answer this question. The number of students who answered this question from both types of universities was 165 and 157, from a total of 302 respondents; thus the means do not reflect the agreement about these two factors from the whole sample.

To investigate how the factors for preferring private universities varied between both groups (private and foreign), Table 7.9 presents a comparison of means for each group individually and as a total. It can be shown that respondents from the private universities had a higher agreement about the following factors which represent perceived advantages of private universities over

public ones: lower number of students in classes ($M=4.69$, $SD=.592$); laboratories are better equipped ($M=4.44$, $SD=.868$); excellent facilities ($M=4.35$, $SD=.981$); better communications with academic staff ($M=4.30$, $SD=.849$); and faster and better in terms of delivering information ($M=4.25$, $SD=.93$).

For respondents from the foreign universities, the following factors were the most important: partnerships with international universities ($M=4.52$, $SD=.850$); better chances in the labour market ($M=4.51$, $SD=.693$); laboratories are better equipped ($M=4.49$, $SD=.757$); and faster and better in terms of delivering information ($M=4.43$, $SD=.808$).

7.1.3 DECISION-MAKING PROCESS

This part examines the decision-making process. A number of questions have been used to examine the factors which are most important when choosing a university, the people who are most influential on deciding the choice, and the sources most commonly used to gather information about the university.

7.1.3.1 *Factors dominant when students choose a university*

Table 7.10 shows the results of descriptive statistics of respondents' answers to the importance of 29 factors when choosing a university. These factors were determined by the results of the qualitative phase and the literature review.

The results revealed that the factor of accreditation by government and recognition of consequent awards and certificates was the most important factor when choosing a university ($M=4.59$, $SD=.867$), followed by academic reputation ($M=4.07$, $SD=1.117$) and the availability of specific programmes that they preferred to study ($M=4.03$, $SD=1.211$). By contrast, they gave less importance to factors related to: *admission procedures*: "It is the only university that accepted me" ($M=1.69$, $SD=1.089$), and "Lower admissions standards" ($M=2.70$, $SD=1.294$); *Location*: "It has a good Location" ($M=2.78$, $SD=1.47$); *Friends*: "My friends recommended it" ($M=2.75$, $SD=1.431$) and "To be with my friends" ($M=2.22$, $SD=1.329$); and, possibly most surprisingly, *The price factors*: "The flexibility of payment arrangements of tuition fees" ($M=2.93$, $SD=1.331$) and "Low tuition fees compared with other competitors" ($M=2.79$, $SD=1.3$).

Table 7.10: Mean and standard deviation of factors dominant when choosing a university

	N	Mean	Std. Deviation
<i>Marketing factors</i>	409	3.2235	.53373
<i>Programme</i>	409	3.8590	.85810
I found the programme I want to study	409	4.03	1.211
It offers a dual degree	409	2.96	1.637
The qualification is accredited by government	409	4.59	.867
<i>Place</i>	409	2.7848	1.47451
It has a good location	409	2.78	1.475
<i>Price</i>	409	3.0130	.94618
Lower tuition fees compared with other competitors	409	2.79	1.300
It offers a variety of discounts and scholarships	409	3.31	1.293
The flexibility of payment arrangements of tuition fees	409	2.93	1.331
<i>Promotion</i>	409	3.3142	1.14391
The availability of information about the university	409	3.59	1.437
It uses a variety of promotional activities	409	3.04	1.484
<i>Process</i>	409	2.4719	.87996
The deadline for its admission enrolment is longer	409	3.02	1.410
Lower admission standards than others	409	2.70	1.294
It is the only university that accepted me	409	1.69	1.089
<i>Physical evidence</i>	409	3.8423	.98154
It has excellent facilities	409	3.71	1.352
The university atmosphere	409	3.97	1.276
<i>Non marketing factors</i>	409	3.4478	.65948
<i>Image and reputation</i>	409	3.6273	.81046
It has a good academic reputation	409	4.07	1.177
The university has a good brand (name)	409	3.89	1.246
The university is recognised by employers	409	3.86	1.297
It offers better chances of employability in the future	409	3.77	1.423
It offers better chances of travelling abroad to study	409	3.66	1.511
It offers better chances of travelling abroad to work	409	3.62	1.477
Graduates are very successful in the labour market	409	3.48	1.475
The good reputation of the owner	409	3.41	1.342
Most students complete their education here in 4 years	409	3.39	1.384
The good reputation of the members of the Board of Trustees	409	3.39	1.389
Prestigious university	409	3.36	1.316
<i>Personal factors</i>	409	2.9542	.82259
My family recommended it	409	3.67	1.362
I did not get the required grades to qualify me to study my preferred subject in a public university	409	3.18	1.603
My friends recommended it	409	2.75	1.431
To be with my friends	409	2.22	1.329
Valid N (listwise)	409		

7.1.3.2 Ranking for most important factors in choosing a university

Table 7.11 presents the frequency distribution of the most important factors when choosing a university, according to ranking of the most important five factors chosen by the respondents.

Table 7.11: Frequency distribution of factors dominant when choosing a university for both groups

		Selected first		Selected second		Selected third		Selected fourth		Selected fifth		Not selected		Total	
		Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university
Facilities	Private	8	2.9%	25	9.2%	32	11.7%	31	11.4%	24	8.8%	153	56.0%	273	100.0%
	Foreign	10	7.4%	1	.7%	0	.0%	1	.7%	8	5.9%	116	85.3%	136	100.0%
	Total	18	4.4%	26	6.4%	32	7.8%	32	7.8%	32	7.8%	269	65.8%	409	100.0%
Academic staff	Private	27	9.9%	26	9.5%	41	15.0%	23	8.4%	21	7.7%	135	49.5%	273	100.0%
	Foreign	0	.0%	7	5.1%	1	.7%	6	4.4%	15	11.0%	107	78.7%	136	100.0%
	Total	27	6.6%	33	8.1%	42	10.3%	29	7.1%	36	8.8%	242	59.2%	409	100.0%
University prestige (social image)	Private	6	2.2%	9	3.3%	7	2.6%	14	5.1%	21	7.7%	216	79.1%	273	100.0%
	Foreign	0	.0%	10	7.4%	1	.7%	23	16.9%	5	3.7%	97	71.3%	136	100.0%
	Total	6	1.5%	19	4.6%	8	2.0%	37	9.0%	26	6.4%	313	76.5%	409	100.0%
Academic reputation	Private	48	17.6%	15	5.5%	16	5.9%	34	12.5%	5	1.8%	155	56.8%	273	100.0%
	Foreign	13	9.6%	14	10.3%	15	11.0%	13	9.6%	5	3.7%	76	55.9%	136	100.0%
	Total	61	14.9%	29	7.1%	31	7.6%	47	11.5%	10	2.4%	231	56.5%	409	100.0%
The university brand	Private	3	1.1%	10	3.7%	13	4.8%	8	2.9%	9	3.3%	230	84.2%	273	100.0%
	Foreign	20	14.7%	13	9.6%	14	10.3%	20	14.7%	20	14.7%	49	36.0%	136	100.0%
	Total	23	5.6%	23	5.6%	27	6.6%	28	6.8%	29	7.1%	279	68.2%	409	100.0%
Tuition fees	Private	9	3.3%	31	11.4%	19	7.0%	20	7.3%	29	10.6%	165	60.4%	273	100.0%
	Foreign	0	.0%	0	.0%	0	.0%	5	3.7%	8	5.9%	123	90.4%	136	100.0%
	Total	9	2.2%	31	7.6%	19	4.6%	25	6.1%	37	9.0%	288	70.4%	409	100.0%
Use of promotional activities	Private	0	.0%	2	.7%	5	1.8%	4	1.5%	3	1.1%	259	94.9%	273	100.0%
	Foreign	0	.0%	0	.0%	1	.7%	0	.0%	0	.0%	135	99.3%	136	100.0%
	Total	0	.0%	2	.5%	6	1.5%	4	1.0%	3	.7%	394	96.3%	409	100.0%
Location of the university	Private	17	6.2%	10	3.7%	14	5.1%	19	7.0%	22	8.1%	191	70.0%	273	100.0%
	Foreign	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	136	100%	136	100.0%
	Total	17	4.2%	10	2.4%	14	3.4%	19	4.6%	22	5.4%	327	80.0%	409	100.0%
The chances of employability in the future	Private	7	2.6%	30	11.0%	29	10.6%	32	11.7%	20	7.3%	155	56.8%	273	100.0%
	Foreign	15	11.0%	5	3.7%	15	11.0%	18	13.2%	17	12.5%	66	48.5%	136	100.0%
	Total	22	5.4%	35	8.6%	44	10.8%	50	12.2%	37	9.0%	221	54.0%	409	100.0%
The quality of education	Private	41	15.0%	53	19.4%	45	16.5%	24	8.8%	20	7.3%	90	33.0%	273	100.0%
	Foreign	15	11.0%	26	19.1%	33	24.3%	5	3.7%	6	4.4%	51	37.5%	136	100.0%
	Total	56	13.7%	79	19.3%	78	19.1%	29	7.1%	26	6.4%	141	34.5%	409	100.0%
The availability of the course you wish to study	Private	47	17.2%	33	12.1%	19	7.0%	34	12.5%	35	12.8%	105	38.5%	273	100.0%
	Foreign	16	11.8%	15	11.0%	15	11.0%	22	16.2%	5	3.7%	63	46.3%	136	100.0%
	Total	63	15.4%	48	11.7%	34	8.3%	56	13.7%	40	9.8%	168	41.1%	409	100.0%
Recognised by government	Private	54	19.8%	17	6.2%	7	2.6%	15	5.5%	32	11.7%	148	54.2%	273	100.0%
	Foreign	15	11.0%	22	16.2%	14	10.3%	0	.0%	16	11.8%	69	50.7%	136	100.0%
	Total	69	16.9%	39	9.5%	21	5.1%	15	3.7%	48	11.7%	217	53.1%	409	100.0%
Recognised by employers	Private	2	.7%	7	2.6%	1	.4%	8	2.9%	7	2.6%	248	90.8%	273	100.0%
	Foreign	16	11.8%	2	1.5%	5	3.7%	16	11.8%	14	10.3%	83	61.0%	136	100.0%
	Total	18	4.4%	9	2.2%	6	1.5%	24	5.9%	21	5.1%	331	80.9%	409	100.0%
Partnership with international universities	Private	0	.0%	0	.0%	2	.7%	2	.7%	8	2.9%	261	95.6%	273	100.0%
	Foreign	16	11.8%	21	15.4%	12	8.8%	7	5.1%	0	.0%	80	58.8%	136	100.0%
	Total	16	3.9%	21	5.1%	14	3.4%	9	2.2%	8	2.0%	341	83.4%	409	100.0%
The ease of admission procedures	Private	3	1.1%	6	2.2%	23	8.4%	4	1.5%	9	3.3%	228	83.5%	273	100.0%
	Foreign	0	.0%	0	.0%	10	7.4%	0	.0%	0	.0%	126	92.6%	136	100.0%
	Total	3	.7%	6	1.5%	33	8.1%	4	1.0%	9	2.2%	354	86.6%	409	100.0%

The results showed that factors such as recognition by government, the availability of courses, academic reputation and quality of education were chosen as the most important and dominant factors when selecting a university, by 16.9%, 15.4%, 14.9% and 13.7% respectively, from the total of respondents, while factors such as the university's use of promotional activities, ease of admissions procedures, university prestige and tuition fees were seen as least significant by respondents, with percentages of 0.0%, 0.7%, 1.5% and 2.2% respectively.

The table also presents the results according to the frequency distribution of selecting a particular factor as one of the five most important when selecting a university. This gives a better idea about the most important factors which have been selected by students to consider when choosing a university. These factors were ordered by the percentage for which they were selected by respondents as follows: the quality of education (65.5%); the availability of the course they wished to study (58.9%); recognition by government (46.9%); the chances of employability in future (46.0%); academic reputation (43.5%); academic staff (40.8%); facilities (34.2%); the university brand (31.8%); tuition fees (29.6%); university prestige (23.5%); location of the university (proximity from home) (20.0%); recognition by employers (19.1%); partnership with international universities (16.6%); the ease of admission procedures (13.4%); and use of promotional activities (3.7%).

It can be seen that factors relating to the quality of education, availability of courses they wished to study, academic reputation, employability chances and recognition by government are the most important factors when choosing a university, while factors such as using the university's promotional activities, admission procedures and partnerships with international universities were regarded as least in importance.

Regarding the most important factors when selecting between both groups of universities, Table 7.11 shows the frequency distribution of most important factors when choosing the universities among both groups (respondents from private and foreign universities). The results show that factors such as recognition by government, academic reputation, availability of courses they wish to study, and quality of education came as first in order as dominant factors chosen by the private universities' respondents, with percentages of 19.8%, 17.6%, 17.2%, and 15% respectively. By contrast, factors such as using promotional activities, partnerships with international universities, recognition by employers, ease of admissions procedures and university brand come as least in importance, with percentages of 0.0%, 0.0%, 0.7%, 1.1% and 1.1% respectively.

On the other hand, factors such as university brand, partnerships with international universities, recognition by employers and the availability of courses were selected first when ordered by the

factors chosen by respondents from the foreign universities, with percentages of 14.7%, 11.8%, 11.8%, and 11.8% respectively. Less important were the factors of chances of employability, recognition by government and quality of education, with 11% for each, while factors such as using promotional activities, tuition fees, academic staff, university prestige, location of the university and ease of admissions procedures were least in importance as a first choice factor, with percentages of 0.0% in each case.

According to the ranking of factors which were chosen at least once from the five most important factors, quality of education, the availability of courses they wished to study and academic staff were mostly commonly chosen most by respondents from the private universities, with percentages of 67%, 61.5% and 50.5% respectively, while factors such as the university brand, the quality of education, the availability of courses they wished to study and chances of employability in the future were chosen by respondents from the foreign universities, with percentages of 64%, 62.5%, 53.7% and 51.5% respectively.

7.1.3.3 The most important influence when making the university decision

Table 7.12 shows the frequency distribution of respondents' answers regarding the people who were most influential for prospective students in making their decisions about which university to choose.

Table 7.12: Frequency distribution of people who were most influential in decision-making

		Selected		Not selected		Total	
		Count	% within type of university	Count	% within type of university	Count	% within type of university
Parents	Private university	214	78.4%	59	21.6%	273	100.0%
	Foreign university	107	78.7%	29	21.3%	136	100.0%
	Total	321	78.5%	88	21.5%	409	100.0%
Peers	Private university	72	26.4%	201	73.6%	273	100.0%
	Foreign university	49	36.0%	87	64.0%	136	100.0%
	Total	121	29.6%	288	70.4%	409	100.0%
High school teachers	Private university	7	2.6%	266	97.4%	273	100.0%
	Foreign university	6	4.4%	130	95.6%	136	100.0%
	Total	13	3.2%	396	96.8%	409	100.0%
Relatives	Private university	20	7.3%	253	92.7%	273	100.0%
	Foreign university	12	8.8%	124	91.2%	136	100.0%
	Total	32	7.8%	377	92.2%	409	100.0%
Friends of parents	Private university	36	13.2%	237	86.8%	273	100.0%
	Foreign university	22	16.2%	114	83.8%	136	100.0%
	Total	58	14.2%	351	85.8%	409	100.0%
Neighbours	Private university	12	4.4%	261	95.6%	273	100.0%
	Foreign university	0	.0%	136	100.0%	136	100.0%
	Total	12	2.9%	397	97.1%	409	100.0%
Visiting the campus and meeting people there	Private university	56	20.5%	217	79.5%	273	100.0%
	Foreign university	100	73.5%	36	26.5%	136	100.0%
	Total	156	38.1%	253	61.9%	409	100.0%

The results show that parents came first in importance. 321 respondents from the total sample of 409 chose their parents as having the most influence on their decisions to choose a university, with a percentage of 78.5%. This percentage was the same for respondents from both types of university as 214 respondents from the private universities chose their parents as having the most influence, from total of 273 respondents (78.4%), while 107 respondents from the foreign universities also chose parents, from total of 136 respondents (78.7%). This indicates very strongly the importance of parents in the decision-making process.

According to the respondents, visiting the campus and meeting people there came second in importance when choosing a university, as 156 respondents from a total of 409 chose this factor as influential in their choice (a percentage of 38.1%). However, there was a big difference between respondents from the private and foreign universities regarding this factor, as 100 respondents from a total of 136 (73.5%) studying in the foreign universities chose this factor, while only 56 respondents from a total of 273 (20.5%) in the private universities chose this factor.

Taking advice from peers was also reported as influential on respondents' decisions, as 121 respondents from a total of 409 reported that their peers had an effect on their decision to choose a particular university (a percentage of 29.6%), with a higher response rate from respondents in the foreign universities of 36% of their total number, compared with 26.4% for those in private universities.

Factors such as asking for advice from high school teachers, relatives and neighbours were given less importance when choosing a university, with percentages of 3.9%, 9.7% and 1.9% respectively. To summarize, parents were the most influential factor when choosing a university, followed by visiting the campus and talking to people there and peers.

7.1.3.4 Sources of information when making the university decision

Table 7.13 shows the means and standard deviation for the results taken from respondents about the methods adopted to collect information about the universities they were considering.

Table 7.13: Mean and standard deviation for sources used when collecting data

	N	Mean	Std. Deviation
4- Chatting with students who had previous experience	409	4.14	1.056
1- The university website	409	3.99	1.095
10-Friends	409	3.90	1.012
5-Chatting with other people who knew about the university	409	3.86	.934
9-Embassies and cultural bureaux(for international students)	54	3.85	1.035
3- Prospectus, pamphlets and leaflets	409	3.56	1.136
8-Agencies (for international students)	54	3.54	1.193
11-Open Days	409	3.48	1.167
2- Information via other websites	409	3.39	1.244
7- University promotions in newspapers	409	2.98	1.271
6- University promotions through the media	409	2.82	1.277
Valid N (listwise)	54		

The results show that chatting with students who had previous experience about the university was the most important source of information when making a university decision ($M=4.14$, $SD=1.056$), followed by the sources of the university website ($M=3.99$, $SD=1.095$), friends ($M=3.90$, $SD=1.012$), chatting with people who knew about the university ($M=3.86$, $SD=.934$) and embassies and cultural bureaux (for international students) ($M=3.85$, $SD=1.035$).

On the other hand, factors such as university promotions through newspapers ($M=2.98$, $SD=1.271$), and university promotions through the media ($M=2.82$, $SD=1.277$) were shown to be least important as sources of information.

To investigate the differences between the two groups regarding their reliance on these factors as sources of information, a comparison of the means between responses from the two groups was used. Table 7.14 shows the results of means and standard deviation for the different factors used as sources of information, according to the type of university, either private or foreign.

Table 7.14: Mean and standard deviation for sources of information used by each group

	Type of university	N	Mean	Std. Deviation	Std. Error Mean
The university website	Private university	273	3.77	1.206	.073
	Foreign university	136	4.43	.629	.054
Information via other websites	Private university	273	3.32	1.322	.080
	Foreign university	136	3.53	1.061	.091
Prospectus, pamphlets and leaflets	Private university	273	3.43	1.168	.071
	Foreign university	136	3.84	1.020	.087
Chatting with students who had previous experience	Private university	273	3.90	1.159	.070
	Foreign university	136	4.61	.573	.049
Chatting with other people who knew about the university	Private university	273	3.77	1.037	.063
	Foreign university	136	4.04	.649	.056
University promotions through the media	Private university	273	2.75	1.302	.079
	Foreign university	136	2.97	1.217	.104
University promotions in newspapers	Private university	273	2.76	1.263	.076
	Foreign university	136	3.42	1.171	.100
Agencies (for international students)	Private university	53	3.53	1.203	.165
	Foreign university	1	4.00	.	.
Embassies and cultural bureaux	Private university	53	3.85	1.045	.144
	Foreign university	1	4.00	.	.
Friends	Private university	273	3.68	1.077	.065
	Foreign university	136	4.35	.673	.058
Open Days	Private university	273	3.34	1.172	.071
	Foreign university	136	3.75	1.114	.096

This table shows that the factor of chatting with students who had previous experience of the institution ($M=3.90$, $SD=1.159$) was the most important source of information for respondents from the private universities, followed by chatting with other people who know about the university ($M=3.77$, $SD=1.037$) and the university website ($M=3.77$, $SD=1.206$).

On the other hand, respondents from the foreign universities selected the factors of chatting with students who had previous experience ($M=4.61$, $SD=.573$), university website ($M=4.43$, $SD=.629$), friends ($M=4.35$, $SD=.673$) and chatting with other people who knew about the university ($M=4.04$, $SD=.649$) as the most important sources of information.

It is also notable that both groups gave the factor of promotion through the media the least importance ($M=2.75$, $M=2.97$) among private and foreign universities' respondents respectively. However, respondents from the foreign universities rated this factor more highly than those from the private universities, in terms of the mean of overall scale of sources. This indicates more dependence on using different sources of information to help inform choice on the part of the foreign university students, compared with their counterparts in the private universities.

7.1.4 STUDENTS' SATISFACTION WITH UNIVERSITY MARKETING TOOLS

Table 7.15 shows the means and standard deviation of respondents' answers regarding their evaluation of the marketing mix and services they receive in their universities.

Table 7.15: Mean and standard deviation of satisfaction with marketing for each group

	Type of university									
	Private			Foreign			Total			
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Std.
1- Academic staff	3.97	273	1.012	4.01	136	.494	3.98	409	.874	
2- Interaction with academic staff	3.90	273	1.001	3.93	136	1.266	3.91	409	1.095	
3-Tutors and academic advisors	3.15	273	1.544	3.63	136	1.424	3.31	409	1.520	
4-Treatment from administration/other employees	3.16	273	1.340	3.22	136	1.263	3.18	409	1.314	
5- Administration's response to your enquiries and problems	2.77	273	1.414	2.79	136	1.388	2.78	409	1.404	
6- Ease and speed of admission procedures	3.14	273	1.283	3.33	136	1.174	3.21	409	1.249	
7- Curriculum	3.89	273	1.097	4.01	136	.989	3.93	409	1.063	
8- Summer training courses (extra supportive courses)	2.84	273	1.541	3.46	136	1.186	3.05	409	1.460	
9- Evaluation and examination system	3.67	273	1.198	3.65	136	1.006	3.67	409	1.137	
10-Learning facilities (equipment, classes, lectures rooms, etc.)	3.92	273	1.193	4.13	136	.577	3.99	409	1.034	
11- Internet facilities	3.37	273	1.322	3.65	136	.907	3.46	409	1.206	
12-Other facilities (cafeterias, playing fields, etc.)	3.71	273	1.258	3.37	136	1.094	3.59	409	1.215	
13-The number of students in classes	4.13	273	1.165	4.65	136	.603	4.30	409	1.041	
14-Laboratories (for practical subjects)	4.02	162	1.185	3.96	54	1.479	4.01	216	1.261	
15-Entertainment activities (trips, parties, etc.)	2.89	273	1.481	3.35	136	.955	3.04	409	1.346	
16-Schedule and timing arrangements for these entertainments	2.71	273	1.445	3.23	136	1.011	2.88	409	1.338	
17-A friendly campus environment	3.08	273	1.271	3.66	136	1.219	3.27	409	1.282	
18-Accommodation	3.22	198	1.221	3.24	78	1.425	3.22	276	1.279	
19-Location	3.63	273	1.366	3.07	136	.845	3.44	409	1.246	
20-Availability of transport	3.67	273	1.334	3.48	136	1.241	3.61	409	1.306	
21-Advertising in newspapers	2.86	273	1.606	2.31	136	1.106	2.68	409	1.481	
22-Recruiters visits' to schools	2.26	273	1.670	2.84	136	1.531	2.45	409	1.646	
23-University website	3.58	273	1.384	3.67	136	.903	3.61	409	1.244	
24-Advertising through the media	2.58	273	1.632	1.91	136	1.092	2.35	409	1.506	
25-University promotions through the internet	2.78	273	1.567	2.27	136	1.170	2.61	409	1.466	
26-Availability of information about the university	3.21	273	1.487	3.26	136	.996	3.23	409	1.343	
27- Prospectus, pamphlets and leaflets	3.28	273	1.341	2.82	136	1.360	3.13	409	1.363	
28-Open Days	2.90	273	1.542	2.56	136	1.686	2.78	409	1.597	
29-Tuition fees compared with other competitors	3.31	273	1.446	3.68	136	1.293	3.43	409	1.406	

The results show that students were mostly satisfied by the following factors: the number of students in classes (M=4.30, SD=1.041); laboratories (for practical subjects) (M=4.01,SD=1.261); learning facilities (M=3.99,SD=1.034); academic staff (M=3.98, SD=.874); curriculum (M=3.93,SD=1.063); interaction with academics (M=3.91, SD=1.095); evaluation and examination system (M=3.67, SD=1.137); availability of transport (M=3.61, SD=1.244) and university website (M=3.61, SD=1.306). However, they were less satisfied with

the following factors: entertainment activities ($M=3.04$, $SD=1.346$); schedule and arrangements for these entertainments ($M=2.88$, $SD=1.338$); Open Days (Mean= 2.78, $SD=1.597$); response of administration to their enquiries and problems ($M= 2.78$, $SD=1.404$); advertising through newspapers ($M=2.68$, $SD=1.481$); university promotions through the internet ($M=2.61$, $SD=1.466$); recruiters visiting the schools ($M=2.45$, $SD=1.646$) and advertising through the media ($M=2.35$, $SD=1.506$).

To investigate the differences between the groups regarding the extent to which they were satisfied with marketing activities practised in their universities, a comparison of means has been used. Table 7.15 shows the results of comparing the means between both groups of respondents. This table shows that respondents from the private universities were highly satisfied (according to the means) with the following factors: the number of students in classes ($M=4.13$, $SD=1.165$); laboratories ($M=4.02$, $SD=1.185$); academic staff ($M=3.97$, $SD=1.012$); learning facilities ($M=3.92$, $SD=1.193$); interaction with academics ($M=3.90$, $SD=1.001$) and curriculum ($M=3.89$, $SD=1.097$). However, they were less satisfied with the following factors: recruiters visiting schools ($M=2.26$, $SD=1.670$); accommodation ($M= 2.33$, $SD=1.670$); advertising through the media (Mean=2.58, $SD=1.630$); university promotions through the internet ($M=2.78$, $SD=1.567$) and Open Days ($M=2.9$, $SD=1.542$).

Respondents from the foreign universities were highly satisfied with the same factors as those found in private universities, especially in the number of students in classes ($M=4.65$, $SD=.603$); learning facilities ($M=4.13$, $SD=.577$); curriculum ($M=4.01$, $SD=.989$); academic staff ($M=4.01$, $SD=.494$); laboratories ($M=3.96$, $SD=1.479$) and interaction with academic staff ($M=3.93$, $SD=1.266$). They were less satisfied with these factors: accommodation ($M=1.86$, $SD=1.937$); advertising through the media ($M=1.91$, $SD=1.092$); university promotions through the internet ($M= 2.27$, $SD=1.170$); advertising through newspapers ($M= 2.31$, $SD=1.106$) and availability of information about the university ($M= 2.56$, $SD=.996$).

It can be concluded that respondents felt happy with factors related to the learning process (academic staff, interaction with academics, curriculum, learning facilities and the number of students in classes), while they were less satisfied with promotional activities (advertising through newspapers, availability of information about the university, university promotions through the internet and advertising through the media).

Table 7.16: Mean comparison for the 7Ps between private and foreign groups

	Type of university								
	Private university			Foreign university			Total		
	Mean	N	Std. Deviation	Mean	N	Std. Deviation	Mean	N	Std. Deviation
<i>Overall marketing satisfaction</i>	3.2724	273	.72062	3.3309	136	.41253	3.2919	409	.63503
Programme	3.3645	273	1.07612	3.7353	136	.92284	3.4878	409	1.04135
Place	3.6520	273	1.09215	3.2721	136	.81620	3.5257	409	1.02359
Price	3.3114	273	1.44575	3.6765	136	1.29319	3.4328	409	1.40587
People	3.5430	273	.88789	3.6985	136	.63837	3.5947	409	.81596
Promotion	2.9318	273	1.00395	2.7050	136	.59311	2.8564	409	.89431
Process	3.1954	273	1.00656	3.2598	136	.80808	3.2168	409	.94469
Physical evidence	3.3998	273	.83909	3.7185	136	.48185	3.5058	409	.75419

According to categorising the different marketing activities under the 7Ps, as discussed in Chapter 4, Table 7.16 shows that students in the private universities were highly satisfied with place ($M=3.65$), people ($M=3.54$), physical evidence ($M=3.40$) and programme ($M=3.36$); while students in the foreign universities were highly satisfied with programme ($M=3.74$), physical evidence ($M=3.72$), people ($M=3.7$) and price ($M=3.67$). Both groups were less satisfied with promotional activities practised by the universities ($M=2.93$ and $M=2.85$ respectively).

7.1.5 UNIVERSITY IMAGE

Table 7.17 shows the means of respondents' ratings regarding their perception of the image of their universities.

Table 7.17: Mean and standard deviation for university image

	Std.		
	N	Mean	Deviation
	Statistic	Statistic	Statistic
Image of university	409	3.55	.954
Valid N (listwise)	409		

The results show a positive attitude towards the university image ($M=3.55$, $SD=.954$), with a better perception of image among respondents in the foreign universities ($M=3.83$, $SD=.694$) towards their universities' image compared with respondents from the private universities ($M=3.41$, $SD=1.033$), as shown in Table 7.18.

Table 7.18: Mean and standard deviation for university image for each group

	Mean	N	Std. deviation
Private university	3.41	273	1.033
Foreign university	3.83	136	.694
Total	3.55	409	.954

It is notable that the variance of responses for respondents from the private universities regarding their universities' image ($SD=1.033$) was bigger than that found among the foreign universities' respondents ($SD=.694$). This indicates that respondents from the private universities had more varying perceptions towards their universities than those from the foreign universities.

7.1.6 UNIVERSITY PERCEPTION (DESCRIPTION OF THEIR UNIVERSITY BY RESPONDENTS)

Each respondent was asked to choose one of six sentences which best described their perceptions of their university. Table 7.19 presents the frequency distribution of answers regarding this question.

Table 7.19: Frequency distribution of answers regarding respondents' perception of their universities

		Type of university		Total
		Private	Foreign	
It tends to focus more on investment objectives than educational objectives	Count	46	13	59
	% within type of university	16.8%	9.6%	14.4%
I would choose another one if I could turn the clock back	Count	45	23	68
	% within type of university	16.5%	16.9%	16.6%
I would choose another one if my financial circumstances allowed	Count	18	0	18
	% within type of university	6.6%	.0%	4.4%
There are other universities better than mine	Count	34	5	39
	% within type of university	12.5%	3.7%	9.5%
It is the best that fits my personal circumstances	Count	104	34	138
	% within type of university	38.1%	25.0%	33.7%
This the university of my dreams	Count	26	61	87
	% within type of university	9.5%	44.9%	21.3%
Total	Count	273	136	409
	% within type of university	100.0%	100.0%	100.0%

This table shows that 138 respondents from the total sample of 409 described their universities as the best fits for their personal circumstances, with a percentage of 33.7%, while 87 respondents described them as the university that they dreamed of, with a percentage of 21.3%. Both formed about 55% from the total sample of those with a positive perception and description about their university, while only 18 respondents, a percentage of 4.4%, reported that they would choose another university if their financial circumstances allowed.

Further analysis of both groups from the private and foreign universities showed that respondents in the foreign universities held more positive perceptions towards their universities than those from the private universities. This finding is shown in Table 7.19, which presents the frequency distribution of both groups regarding their responses to the university description.

This table shows that 61 respondents from a total of 136 in the foreign universities reported that their university was the one of their dreams, while 34 respondents, representing a percentage of 25%, reported that their universities were the best fit for their personal circumstances. Not one of them suggested that they would choose another university if their financial circumstances allowed. Only 3% of the foreign universities' respondents reported that there were other universities better than their universities, while 17 respondents (23%) mentioned that they would choose another university if they could turn the clock back.

In comparison, only 26 respondents from the private universities, a percentage of 9.5% from the total of 273 respondents, reported that their university was the of their dreams, while a significant number of respondents, 104 from a total of 273, reported that their university was the best fit for their personal circumstances, a percentage of 38%. An almost equal percentage of respondents from the private universities (16.5%) described their university as tending to focus more on investment objectives than educational objectives, or considered they would choose another university if they could turn the clock back, while only 18 respondents would choose another university if their financial circumstances allowed, a percentage of 6.6%.

To put this information into a more meaningful frame, a re-coding was undertaken for the six sentences to reflect three attitudes when describing the university: a positive attitude, as described by Items (1) and (2), a moderate attitude, as described by Items (3) and (6) and a negative attitude, represented by Items (4) and (5). The results of these three categories are presented in Table 7.23 below.

Table 7.20: Frequency distribution of recoded attitudes towards university perception by each group

			Type of university		Total
			Private	Foreign	
Re-coding of attitudes towards university perceptions	Positive	Count	130	95	225
		% within type of university	47.6%	69.9%	55.0%
	Moderate	Count	80	18	98
		% within type of university	29.3%	13.2%	24.0%
	Negative	Count	63	23	86
		% within type of university	23.1%	16.9%	21.0%
Total	Count		273	136	409
	% within type of university		100.0%	100.0%	100.0%

This shows that 55% from the total sample had a positive attitude towards their universities, as demonstrated by their descriptions of their universities. 24% had a moderate attitude, while 21% had a negative attitude. With regards to respondents from the private universities, 47% of them had a positive attitude towards their universities, compared with 70% of respondents from the foreign universities, as shown in Table 7.20. This suggests that respondents from the foreign

universities had more positive attitudes towards their universities than respondents from the private universities.

7.1.7 ADVICE TO FRIENDS

Respondents were asked to choose one of four sentences which reflected the advice that they would give to friend if they were asked about their university. Table 7.21 shows the frequency distribution of responses regarding the advice that respondents would offer to their friends when selecting a university.

Table 7.21: Frequency distribution of advice to a friend for each group

		Type of university		Total
		Private	Foreign	
I will advise him to enrol for a public university	Count	59	20	79
	% within type of university	21.6%	14.7%	19.3%
I will advise him to search for another foreign university	Count	67	28	95
	% within type of university	24.5%	20.6%	23.2%
I will advise him to search for another private university	Count	54	1	55
	% within type of university	19.8%	0.7%	13.4%
I will advise him to enrol for this university	Count	93	87	180
	% within type of university	34.1%	64.0%	44.0%
Total	Count	273	136	409
	% within type of university	100.0%	100.0%	100.0%

This shows that 180 respondents from a total of 409 respondents, a percentage of 44%, had positive perceptions towards their universities, by giving their peers advice to enrol in them. On the other hand, 56% reported that they would advise their friends to enrol at another university, either private, foreign or public university. 42% of respondents advising their friends to enrol at another university supported the idea of enrolling at a foreign university, while 35% of them supported the idea of enrolling at a public university. The remaining 27% supported the idea of enrolling at a private university.

This table also shows that respondents from the foreign universities had a more positive attitude towards their universities than those in the private ones, as 64% of respondents studying in foreign universities reported that they would advise their friends to enrol at their universities, reflecting their loyalty and satisfaction with the services they received, while 21% of them would advise their friends to study in other foreign universities. This reflects a positive perception generally among this group towards foreign universities. On the other hand, 34% of respondents from the private universities reported that they would advise their friends to enrol at

their university, while 21% of them would prefer their friends to select a public one. 20% suggested enrolling at another private university, while 25% prefer a foreign university.

Overall, it can be shown that approximately 85% of respondents studying in the foreign universities were supportive of private HE, against 78% of private university respondents.

7.1.8 ISSUES THAT STUDENTS DID NOT LIKE IN THEIR UNIVERSITY

Table 7.22 shows the frequency distribution of factors which have been selected as the most disliked by respondents in their universities.

This table shows that respondents identified the factor that there was no good communication with the university administration as the issue they most disliked (21%). This was followed by the factor relating to continuous and sudden changing in rules and procedures (11.2%). Both these factors reflect examples of dissatisfaction with the administrative processes, and together represent about 33% of the total respondents. The factor indicating that the university was not well-known or recognized by the general public came third, with 11%. Factors such as: that accommodation was very expensive and that cooperation with other universities was weak received very low responses with percentages of 0.5% and 0.7% respectively.

With regard to issues that were most disliked by respondents from both groups (private and foreign), it is apparent they agreed on that the factor that there was no good communication with the university administration as being the issue they most disliked in their university, with percentages of 19% for private university respondents, and 24% for foreign university respondents.

Factors such as sudden changes in rules and procedures, expensive tuition fees compared with other universities, and that the university was not well-known or recognized by the general public were the most disliked by respondents from the private universities, with percentages of 12%, 10%, and 9% respectively from their total number. In comparison, factors such as: that the university was not well-known or recognized by the general public; was far away from home; tuition fees were expensive compared with other universities; and the continuous changes in rules and procedures were considered to be the most disliked by respondents from the foreign universities with percentages of 15%, 11%, 10% and 9% of the total. In general, factors such as that the campus was gloomy, accommodation very expensive, and cooperation with other universities poor, received the lowest percentages.

Table 7.22: Frequency distribution of issues most disliked in a university for the two groups

		Selected									
		Selected most disliked		Selected second most disliked		Selected third most disliked		Not selected		Total	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1-There is no good communication with administration	Private university	52	19.0%	23	8.4%	17	6.2%	181	66.3%	273	100.0%
	Foreign university	33	24.3%	16	11.8%	5	3.7%	82	60.3%	136	100.0%
	Total	85	20.8%	39	9.5%	22	5.4%	263	64.3%	409	100.0%
2-Bad treatment from employees	Private university	12	4.4%	27	9.9%	19	7.0%	215	78.8%	273	100.0%
	Foreign university	6	4.4%	22	16.2%	17	12.5%	91	66.9%	136	100.0%
	Total	18	4.4%	49	12.0%	36	8.8%	306	74.8%	409	100.0%
3- Sudden and contentious changes in rules and procedures	Private university	33	12.1%	28	10.3%	37	13.6%	175	64.1%	273	100.0%
	Foreign university	13	9.6%	14	10.3%	15	11.0%	94	69.1%	136	100.0%
	Total	46	11.2%	42	10.3%	52	12.7%	269	65.8%	409	100.0%
4-Lack of information about the university	private university	7	2.6%	4	1.5%	6	2.2%	256	93.8%	273	100.0%
	foreign university	1	.7%	1	.7%	11	8.1%	123	90.4%	136	100.0%
	Total	8	2.0%	5	1.2%	17	4.2%	379	92.7%	409	100.0%
5-Problems concerning accreditation of qualifications from the SPU	Private university	9	3.3%	28	10.3%	4	1.5%	232	85.0%	273	100.0%
	Foreign university	7	5.1%	1	.7%	0	.0%	128	94.1%	136	100.0%
	Total	16	3.9%	29	7.1%	4	1.0%	360	88.0%	409	100.0%
6-Tuition fees are expensive compared with other competitors	Private university	27	9.9%	23	8.4%	20	7.3%	203	74.4%	273	100.0%
	Foreign university	14	10.3%	9	6.6%	0	.0%	113	83.1%	136	100.0%
	Total	41	10.0%	32	7.8%	20	4.9%	316	77.3%	409	100.0%
7-Extra indirect fees	Private university	14	5.1%	24	8.8%	18	6.6%	217	79.5%	273	100.0%
	Foreign university	0	.0%	1	.7%	4	2.9%	131	96.3%	136	100.0%
	Total	14	3.4%	25	6.1%	22	5.4%	348	85.1%	409	100.0%
8-The way they implement the credit hours system	Private university	13	4.8%	13	4.8%	8	2.9%	239	87.5%	273	100.0%
	Foreign university	10	7.4%	10	7.4%	5	3.7%	111	81.6%	136	100.0%
	Total	23	5.6%	23	5.6%	13	3.2%	350	85.6%	409	100.0%
9-Location (far away from home)	Private university	17	6.2%	24	8.8%	7	2.6%	225	82.4%	273	100.0%
	Foreign university	15	11.0%	0	.0%	10	7.4%	111	81.6%	136	100.0%
	Total	32	7.8%	24	5.9%	17	4.2%	336	82.2%	409	100.0%
10-Poor promotional activities	Private university	6	2.2%	13	4.8%	18	6.6%	236	86.4%	273	100.0%
	Foreign university	1	.7%	11	8.1%	0	.0%	124	91.2%	136	100.0%
	Total	7	1.7%	24	5.9%	18	4.4%	360	88.0%	409	100.0%
11-Poor conditions of buildings and laboratories	Private university	7	2.6%	4	1.5%	7	2.6%	255	93.4%	273	100.0%
	Foreign university	0	.0%	5	3.7%	5	3.7%	126	92.6%	136	100.0%
	Total	7	1.7%	9	2.2%	12	2.9%	381	93.2%	409	100.0%
12-Poor social activities	Private university	12	4.4%	6	2.2%	9	3.3%	246	90.1%	273	100.0%
	Foreign university	0	.0%	1	.7%	27	19.9%	108	79.4%	136	100.0%
	Total	12	2.9%	7	1.7%	36	8.8%	354	86.6%	409	100.0%
13-The campus is gloomy	Private university	0	.0%	3	1.1%	10	3.7%	260	95.2%	273	100.0%
	Foreign university	5	3.7%	23	16.9%	5	3.7%	103	75.7%	136	100.0%
	Total	5	1.2%	26	6.4%	15	3.7%	363	88.8%	409	100.0%
14-Poor facilities and services (cafeteria, restaurants, etc.)	Private university	5	1.8%	7	2.6%	9	3.3%	252	92.3%	273	100.0%
	Foreign university	0	.0%	5	3.7%	4	2.9%	127	93.4%	136	100.0%
	Total	5	1.2%	12	2.9%	13	3.2%	379	92.7%	409	100.0%
15-There is not enough freedom to debate with academic staff	Private university	10	3.7%	6	2.2%	5	1.8%	252	92.3%	273	100.0%
	Foreign university	5	3.7%	0	.0%	0	.0%	131	96.3%	136	100.0%
	Total	15	3.7%	6	1.5%	5	1.2%	383	93.6%	409	100.0%
16- Extra added and useless information in the curriculum	Private university	19	7.0%	9	3.3%	16	5.9%	229	83.9%	273	100.0%
	Foreign university	7	5.1%	6	4.4%	4	2.9%	119	87.5%	136	100.0%
	Total	26	6.4%	15	3.7%	20	4.9%	348	85.1%	409	100.0%
17- Accommodation is very expensive	Private university	2	.7%	13	4.8%	13	4.8%	245	89.7%	273	100.0%
	Foreign university	0	.0%	5	3.7%	0	.0%	131	96.3%	136	100.0%
	Total	2	.5%	18	4.4%	13	3.2%	376	91.9%	409	100.0%
18-Communications with other universities and society are weak	Private university	3	1.1%	11	4.0%	13	4.8%	246	90.1%	273	100.0%
	Foreign university	0	.0%	1	.7%	5	3.7%	130	95.6%	136	100.0%
	Total	3	0.7%	12	2.9%	18	4.4%	376	91.9%	409	100.0%
19-The university is not well-known or recognized by the general public	Private university	24	8.8%	6	2.2%	14	5.1%	229	83.9%	273	100.0%
	Foreign university	20	14.7%	4	2.9%	5	3.7%	107	78.7%	136	100.0%
	Total	44	10.8%	10	2.4%	19	4.6%	336	82.2%	409	100.0%

If the results shown in Table 7.22 are analysed from another perspective, it is possible to see the results of the frequency distribution for the number of respondents who selected each factor at least as one of the three issues they most disliked in their universities. It can be found that the factors that there was no good communication with the university administration, and the continuous changes in rules and procedures, were selected as two of the three most common issues that respondents disliked in their universities (views of 36% and 34% of the respondents respectively). It is also worth noting that there was an agreement between respondents from the private and foreign universities regarding this point. The factors that there was no good communication with the university administration and the continuous changes in rules and procedures, were selected by 34% and 36% of respondents from the private universities, and by 40% and 31% of respondents from the foreign universities. Additionally, bad treatment from employees was selected by 33% of respondents from the foreign universities.

7.1.9 ISSUES STUDENTS LIKED IN THEIR UNIVERSITY

Table 7.23 shows the frequency distribution of results regarding the three issues respondents like most in their universities.

Table 7.23: Frequency distribution of issues most liked in a university for each group

		Selected first most liked		Selected second most liked		Selected third most liked		Not selected		Total	
		Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university	Count	% within type of university
1-Curriculum	Private university	21	7.7%	22	8.1%	21	7.7%	209	76.6%	273	100.0%
	Foreign university	28	20.6%	18	13.2%	18	13.2%	72	52.9%	136	100.0%
	Total	49	12.0%	40	9.8%	39	9.5%	281	68.7%	409	100.0%
2-Laboratories	Private university	27	9.9%	25	9.2%	21	7.7%	200	73.3%	273	100.0%
	Foreign university	23	16.9%	0	.0%	1	.7%	112	82.4%	136	100.0%
	Total	50	12.2%	25	6.1%	22	5.4%	312	76.3%	409	100.0%
3-Good credit hours system	Private university	37	13.6%	22	8.1%	18	6.6%	196	71.8%	273	100.0%
	Foreign university	1	.7%	0	.0%	0	.0%	135	99.3%	136	100.0%
	Total	38	9.3%	22	5.4%	18	4.4%	331	80.9%	409	100.0%
4-People are friendly and obliging (administration)	Private university	13	4.8%	8	2.9%	8	2.9%	244	89.4%	273	100.0%
	Foreign university	8	5.9%	6	4.4%	3	2.2%	119	87.5%	136	100.0%
	Total	21	5.1%	14	3.4%	11	2.7%	363	88.8%	409	100.0%
5- Good social activities	Private university	7	2.6%	2	.7%	5	1.8%	259	94.9%	273	100.0%
	Foreign university	1	.7%	2	1.5%	9	6.6%	124	91.2%	136	100.0%
	Total	8	2.0%	4	1.0%	14	3.4%	383	93.6%	409	100.0%
6-Good quality of education	Private university	41	15.0%	27	9.9%	36	13.2%	169	61.9%	273	100.0%
	Foreign university	33	24.3%	28	20.6%	9	6.6%	66	48.5%	136	100.0%
	Total	74	18.1%	55	13.4%	45	11.0%	235	57.5%	409	100.0%
7-Good promotional activities	Private university	1	.4%	2	.7%	12	4.4%	258	94.5%	273	100.0%
	Foreign university	0	.0%	0	.0%	5	3.7%	131	96.3%	136	100.0%
	Total	1	.2%	2	.5%	17	4.2%	389	95.1%	409	100.0%
8-Good facilities	Private university	4	1.5%	15	5.5%	8	2.9%	246	90.1%	273	100.0%
	Foreign university	4	2.9%	14	10.3%	16	11.8%	102	75.0%	136	100.0%
	Total	8	2.0%	29	7.1%	24	5.9%	348	85.1%	409	100.0%
9-Good campus atmosphere	Private university	22	8.1%	24	8.8%	23	8.4%	204	74.7%	273	100.0%
	Foreign university	16	11.8%	17	12.5%	11	8.1%	92	67.6%	136	100.0%
	Total	38	9.3%	41	10.0%	34	8.3%	296	72.4%	409	100.0%
10-Good academic staff (teaching and communication)	Private university	43	15.8%	63	23.1%	24	8.8%	143	52.4%	273	100.0%
	Foreign university	11	8.1%	30	22.1%	11	8.1%	84	61.8%	136	100.0%
	Total	54	13.2%	93	22.7%	35	8.6%	227	55.5%	409	100.0%
11-Good tutors	Private university	2	.7%	6	2.2%	13	4.8%	252	92.3%	273	100.0%
	Foreign university	0	.0%	5	3.7%	32	23.5%	99	72.8%	136	100.0%
	Total	2	.5%	11	2.7%	45	11.0%	351	85.8%	409	100.0%
12-Tuition fees are cheap compared with other competitors	Private university	36	13.2%	22	8.1%	18	6.6%	197	72.2%	273	100.0%
	Foreign university	10	7.4%	0	.0%	0	.0%	126	92.6%	136	100.0%
	Total	46	11.2%	22	5.4%	18	4.4%	323	79.0%	409	100.0%
13-Good and fair evaluation system	Private university	21	7.7%	19	7.0%	17	6.2%	216	79.1%	273	100.0%
	Foreign university	0	.0%	16	11.8%	14	10.3%	106	77.9%	136	100.0%
	Total	21	5.1%	35	8.6%	31	7.6%	322	78.7%	409	100.0%

This shows that factors such as good education, good academic staff, good laboratories and curriculum were commonly selected as the issues they liked most in their universities with, percentages of 18.1%, 13.2%, 12.2% and 12.0% respectively. Factors such as good promotional activities and good tutors were rarely selected as the issues they most liked in their universities, with percentages of 0.2% and 0.5% respectively.

With regard to respondents from the private universities, they selected the factors relating to good academic staff, good education and a good credit hours system as the issues they liked most in their universities, with percentages of 15.8%, 15.0% and 13.6% respectively, while respondents from the foreign universities selected the factors concerned with good education, the curriculum and good laboratories as the issues they liked most in their universities, with percentages of 24.3%, 20.6% and 16.9% respectively.

On the other hand, factors such as good promotional activities, good tutors and good facilities were rarely selected by respondents from the private universities, with percentages of 0.4%, 0.7% and 1.5% respectively. Factors such as a good and fair evaluation system, good tutors and good promotional activities were not selected at all by respondents from the private universities as the issues they liked most.

The table also presents the frequency distribution of responses to the factors selected at least as being among the three issues respondents liked most in their universities. It shows that factors such as good academic staff, good education and the curriculum were selected as the three most liked factors by 45%, 43% and 31% of respondents respectively; while factors such as good promotional activities, good social activities, and people being friendly and obliging were the least selected by respondents, with percentages of 5%, 6% and 11% respectively.

For respondents from the private universities, the factors of good academic staff and good education were selected by 48% and 38% of respondents, while factors of good education, the curriculum, good academic staff and good campus atmosphere were selected by respondents from the foreign universities with percentages of 52%, 47%, 38% and 32% respectively.

It can be concluded that respondents from both groups were interested in factors relating to learning processes, such as education, the curriculum and academic staff, and this represented the big advantage of their universities from their point of view. They were less interested in factors relating to promotions and entertainment, such as promotional activities undertaken by universities, facilities and social and entertainment activities.

7.1.10 FACTORS THAT IMPACT NEGATIVELY ON THE UNIVERSITY'S IMAGE

Table 7.24 shows the means and standard deviations for the analysis of the factors that impact negatively on a university's image, as indicated by the respondents' perceptions.

Table 7.24: Mean and standard deviation of factors impacting negatively on university image by both groups

	Type of university								
	Private university			Foreign university			Total		
	N	Mean	Deviation Std.	N	Mean	Deviation Std.	N	Mean	Deviation Std.
Public perception that students in a private university are Leisured	273	4.02	1.372	136	3.28	1.233	409	3.78	1.371
Public perception that students in a private university are Poor in terms of academic quality	273	4.08	1.271	136	2.73	1.325	409	3.63	1.436
Little information is available	273	3.60	1.311	136	3.29	1.102	409	3.50	1.253
Private universities tend to focus more on investment objectives than educational objectives	273	4.16	1.087	136	3.51	1.205	409	3.95	1.167
There is no good communication between private universities and society	273	3.56	1.333	136	3.57	1.100	409	3.57	1.259
Success is too easy	273	3.59	1.401	136	3.08	1.521	409	3.42	1.460
There are no specific standards in rules concerning accepting students (admission standards)	273	3.33	1.370	136	3.24	1.214	409	3.30	1.320

This table shows that factors such as: the private university tends to focus more on investment objectives than educational objectives ($M=3.95, SD=1.167$); the perception of the public that private university students are leisured ($M=3.78, SD=1.371$); and the perceptions of the public that private students are poor in terms of their academic quality ($M=3.63, SD=1.436$) got the highest means and thus impact negatively on the university's image, while factors such as: little information is available ($M=3.5, SD=1.253$); success is too easy ($M=3.42, SD=1.46$); and that there are no specific standards for rules concerning accepting students (admission standards) ($M=3.3, SD=1.32$) got lower means, which reflect the respondents' perceptions of these factors as less influential on university image. It is noted that all these factors had means of more than 3, reflecting strong or moderate agreement with these factors as impacting negatively on the university's image.

In order to investigate the differences between the two groups regarding their agreement about the factors which could impact negatively on the university image, a comparison of means was used. Table 7.24 shows the results of a comparison of means between the two groups.

The respondents from the private universities strongly agreed that factors such as: a private university tends to focus more on investment objectives than educational objectives ($M=4.16, SD=1.087$), the perceptions of the general public that students are poor in terms of academic quality ($M=4.08, SD=1.271$) and the perception of the public that students in private HE are leisured ($M=4.02, SD=1.372$) could have a significant impact on the university's image. By comparison, respondents from the foreign universities reported that factors such as: there is no good communication between private universities and society ($M=3.57, SD=1.100$) and private

institutions tend to focus more on investment objectives than educational objectives ($M=3.51$, $SD=1.205$) are more influential in forming negative attitudes towards their university's image.

Table 7.25: Mean and standard deviation of overall factors impacting negatively on university's image

Type of university	Mean	N	Std. Deviation
Private university	3.7650	273	.88913
Foreign university	3.2437	136	.56668
Total	3.5917	409	.83293

It is worth mentioning that respondents from the private universities had a higher level of agreement on average than those from the foreign universities about these factors that, in total, impact negatively on a university's image. This can be seen in Table 7.25 from the means recorded by the private universities ($M=3.76$) and the foreign universities ($M=3.24$).

7.1.11 FACTORS THAT IMPACT POSITIVELY ON A UNIVERSITY'S IMAGE

Table 7.26 shows the mean and standard deviation of the respondents regarding the factors which could impact positively on a university image.

Table 7.26: Mean and standard deviation of factors impacting positively on university's image by both groups

	Type of university											
	Private university				Foreign university				Total			
	N	Mean	Deviation	Std.	N	Mean	Deviation	Std.	N	Mean	Deviation	Std.
Inviting famous people to seminars and conferences in the university	273	3.62	1.480		136	4.25	.979		409	3.83	1.366	
Workshops with other public and private universities	273	3.73	1.438		136	3.63	1.275		409	3.69	1.385	
Establishing research centres and postgraduate studies	273	3.77	1.450		136	4.25	.949		409	3.93	1.323	
Partnerships with famous international universities and institutions	273	3.84	1.391		136	4.39	.967		409	4.02	1.291	
Communication with surrounding society by offering it more services	273	3.82	1.309		136	4.18	.862		409	3.94	1.191	
Positive and intensive promotional and marketing activities	273	3.65	1.337		136	4.14	.879		409	3.81	1.225	
Restrictions and criteria concerning the admission standards and procedures	273	3.67	1.201		136	4.03	.860		409	3.79	1.111	
Increasing the level of acceptance grades for students in all subjects	273	3.66	1.358		136	3.37	1.510		409	3.56	1.415	
It needs time for a private university's image to change on the minds of public	273	3.91	1.105		136	3.95	1.084		409	3.92	1.097	
Image has to be improved by the graduate performance in labour market	273	3.99	1.165		136	4.53	.583		409	4.17	1.040	
Focus more on the university message during advertising	273	3.70	1.270		136	4.18	1.299		409	3.86	1.298	
A Private university should respect its identity and its message	273	3.93	1.233		136	4.12	1.277		409	3.99	1.249	
Addressing the requirements of society and market	273	3.94	1.120		136	3.95	1.462		409	3.94	1.242	
Continuity to improve the quality of education	273	4.42	.888		136	4.12	1.511		409	4.32	1.141	

This table shows: that the continuous improvement of quality in education ($M=4.32$, $SD=1.141$), that the image has to be improved by graduate performance in the labour market ($M=4.17$, $SD=1.040$) and partnerships with famous international universities and institutions ($M=4.02$, $SD=1.291$) were the most important factors influencing the university's image, while factors such as: the need for an increase in the level of acceptance grades across all subjects ($M=3.56$, $SD=1.415$) and workshops with other public and private universities ($M=3.69$, $SD=1.385$) were regarded as less important according to the respondents' agreement with these factors. All the factors received agreement from respondents, as the mean for each item is more than 3 on a 5 point Likert scale.

Moreover, respondents from the private universities were more in agreement regarding the following factors that can impact positively on their university's image: continuous improvements to the quality of education ($M=4.42$, $SD=.888$), image has to be improved by graduate performance in the labour market ($M=3.99$, $SD=1.165$), courses address the requirements of society and the market ($M=3.94$, $SD=1.120$) and private and foreign universities should respect their identity and their message ($M=3.93$, $SD=1.233$). Meanwhile, respondents from the foreign universities believed that image has to be improved by graduate performance in the labour market ($M=4.53$, $SD=.583$), partnerships with famous international universities and institutions ($M=4.39$, $SD=.967$), inviting famous people to seminars and conferences in the university ($M=4.25$, $SD=.979$) and establishing research centres and postgraduate studies ($M=4.25$, $SD=.949$). These were the factors seen to have most influence on their university's image.

Table 7.27: Mean and standard deviation of overall factors impacting negatively on university's image

Type of university	Mean	N	Std. Deviation
Private university	3.8328	273	.71737
Foreign university	4.0772	136	.43851
Total	3.9141	409	.64807

It can be seen that respondents from the foreign universities ($M=4.07$) had greater agreement about the total factors included in this scale than their counterparts from private universities ($M= 3.83$), although both ($M=3.91$) had clear agreement about the factors that had a positive influence on enhancing their universities' image, as shown in Table 7.27.

7.2 TEST OF RESEARCH HYPOTHESES

Descriptive statistics have introduced some explanations and meaningful information regarding respondents' attitudes and perceptions towards private institutions. In this section, the differences between the groups and the relationship between variables were examined in order to answer research questions, and hence to accept or reject various research hypotheses.

7.2.1 Students in private and foreign universities differ in terms of their preferences to study in private HE before they enrol

Table 7.28 shows the results of a Chi-Square test for independence (with Yates continuity correction). This shows that there were significant differences between students from the private universities and those from the foreign universities in terms of their preferences to study in a private university, $X^2(1, n=409)=30.376, p=.00$.

Table 7.28: Chi-Square test of differences among groups for preferences of study

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	31.706 ^a	1	.000		
Continuity Correction ^b	30.376	1	.000		
Likelihood Ratio	36.141	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	31.629	1	.000		
N of Valid Cases	409				

Table 7.29 shows the phi coefficient to measure the correlation coefficient between the two variables. In this case, $\phi=.278$ which may be considered as small in effect according to Cohen's (1998).

Table 7.29: Correlation coefficient between the two groups regarding preferences to study at

		Value	Approx. Sig.
Nominal by Nominal	Phi	.278	.000
	Cramer's V	.278	.000
N of Valid Cases		409	

7.2.2 Students in the private and foreign universities differ in terms of the factors that are dominant when choosing a university

To understand the differences between the two groups regarding the factors which were dominant when choosing a university, a Mann-Whitney U test was used. The results of this technique are shown in Table 7.30.

Table 7.30: Mann-Whitney test of differences in factors dominant for decision-making

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Overall importance of factors for choosing a university</i>	<i>13879.500</i>	<i>51280.500</i>	<i>-4.160</i>	<i>.000</i>
<i>Marketing factors</i>	<i>18495.000</i>	<i>55896.000</i>	<i>-.061</i>	<i>.951</i>
<i>Programme</i>	<i>2480.000</i>	<i>39881.000</i>	<i>-14.408</i>	<i>.000</i>
11- I found the programme I want to study	11260.000	48661.000	-6.952	.000
21- The qualification is accredited by government	15186.000	52587.000	-3.961	.000
19- It offers a dual degree	3005.000	40406.000	-14.289	.000
<i>Price</i>	<i>14705.000</i>	<i>24021.000</i>	<i>-3.447</i>	<i>.001</i>
2- Lower tuition fees compared with other competitors	9294.000	18610.000	-8.441	.000
7- The flexibility of payment arrangements for tuition fees	17462.500	26778.500	-1.000	.318
8- It offers a variety of discounts and scholarships	17497.000	54898.000	-.973	.330
<i>Place</i>	<i>10186.000</i>	<i>19502.000</i>	<i>-7.628</i>	<i>.000</i>
1- It has a good location	10186.000	19502.000	-7.628	.000
<i>Promotion</i>	<i>17211.500</i>	<i>54612.500</i>	<i>-1.213</i>	<i>.225</i>
27- The availability of information about the university	14367.000	51768.000	-3.870	.000
28- It uses a variety of promotional activities	16871.000	26187.000	-1.538	.124
<i>Process (admission procedures)</i>	<i>10196.500</i>	<i>19512.500</i>	<i>-7.478</i>	<i>.000</i>
12- The deadline for its admission enrolment is longer	13238.000	22554.000	-4.836	.000
9- Lower admission standards than others	11779.500	21095.500	-6.173	.000
10- It is the only university that accepted me	13366.000	22682.000	-5.289	.000
<i>Physical evidence</i>	<i>18108.500</i>	<i>55509.500</i>	<i>-.412</i>	<i>.681</i>
14- It has excellent facilities	17492.500	26808.500	-.994	.320
22- The university atmosphere	15106.000	52507.000	-3.300	.001
<i>Non marketing factors</i>	<i>11433.500</i>	<i>48834.500</i>	<i>-6.334</i>	<i>.000</i>
<i>Image and reputation</i>	<i>9275.500</i>	<i>46676.500</i>	<i>-8.253</i>	<i>.000</i>
4- Prestigious university	16383.500	53784.500	-1.985	.047
5- The good reputation of the owner	17703.000	55104.000	-.786	.432
6- The good reputation of the members of the Board of Trustees	17916.500	27232.500	-.590	.555
13- It has a good academic reputation	14941.000	52342.000	-3.463	.001
15- It offers better chances of employability in the future	8165.500	45566.500	-9.782	.000
16- It offers better chances of travelling abroad to study	8046.500	45447.500	-9.885	.000
17- It offers better chances of travelling abroad to work	8559.000	45960.000	-9.296	.000
18- The university has a good brand (name)	14890.000	52291.000	-3.442	.001
20- The university is recognised by employers	10534.000	47935.000	-7.511	.000
29- Graduates are very successful in the labour market	11711.500	49112.500	-6.299	.000
23- Most students complete their education here in 4 years	17538.500	54939.500	-.935	.350
<i>Personal factors</i>	<i>14562.000</i>	<i>23878.000</i>	<i>-3.570</i>	<i>.000</i>
3- I did not get the required grades to qualify me to study my preferred subject in a public university	8325.500	17641.500	-9.376	.000
24- To be with my friends	16754.500	54155.500	-1.695	.090
25- My friends recommended it	16301.000	53702.000	-2.056	.040
26- My family recommended it	17679.500	26995.500	-.816	.414

a. Grouping Variable: type of university

This revealed that there were no significant differences between respondents from the private (Md= 93.000, n=273) and foreign universities (Md=100.000, n=136) in the following items: the good reputation of the owner (U=17703, z = -.786, p = .432, r = .039), the good reputation of the members of the Board of Trustees (U=17916.5, z = -.590, p = .555, r = .029), the flexibility of payment arrangements for tuition fees (U=17462.5, z = -1.000, p = .318, r = .049), the variety of

discounts and scholarships ($U=17497$, $z=-.973$, $p=.330$, $r=.048$), excellent facilities ($U=17492.5$, $z=-.994$, $p=.320$, $r=.049$), most students complete their education in 4 years ($U=17538.5$, $z=-.935$, $p=.350$, $r=.046$), being with friends ($U=16754.5$, $z=-1.695$, $p=.090$, $r=.083$), family recommended it ($U=17679.5$, $z=-.816$, $p=.414$, $r=.04$) and use of a variety of promotional activities ($U=16871$, $z=-1.538$, $p=.124$, $r=.076$).

On the other hand, there were significant differences between the groups in all other factors, as $p<.05$. In general, therefore, there were significant differences between the groups in the overall choice of factors dominant when they choose their universities ($U=13879.5$, $z=-4.160$, $p=.000$, $r=.2$).

Table 7.31 shows the results of mean ranks for both groups and as a total. It offers an explanation for the differences between the two groups regarding the factors which were dominant when choosing a university. The respondents from the foreign universities, showed more agreement ($n=136$, $M\text{ rank}=239.44$) with the overall factors in the scale than those of the private universities ($n=273$, $M\text{ rank}=187.84$).

In order to obtain a better and clearer understanding of the factors that are important when choosing a university, the 29 items were categorized under 2 main categories:

First, factors influenced directly by the marketing mix and activities practised by the universities; and second, non-marketing factors that were influenced directly by image, perceived reputation and personal reasons.

The first category includes a place factor (Item 1), price factors (Items 2, 7 and 8), product factors (Items 11, 19 and 21), physical evidence factors (Items 14, 22), promotional factors (items 27 and 28) and process (enrolment) factors (Items 9, 10 and 12); while the second category includes image and reputation factors (Items 4, 5, 6, 13, 15, 16, 17, 18, 20, 23 and 29) and personal factors (Items 3, 24, 25 and 26). A recoding of the 29 factors was undertaken according to this classification. The results are discussed in the following section. Tables 7.31 shows the mean ranks for these factors divided by the two groups (private and foreign universities).

Table 7.31: Mean rank of dominant factors when choosing a university

	Type of university	N	Mean Rank	Sum of Ranks
<i>Overall importance of factors for choosing this university</i>	<i>Private</i>	273	187.84	51280.50
	<i>Foreign</i>	136	239.44	32564.50
<i>Marketing factors</i>	<i>Private</i>	273	204.75	55896.00
	<i>Foreign</i>	136	205.51	27949.00
Product factors	Private	273	146.08	39881.00
	Foreign	136	323.26	43964.00
Place factors	Private	273	235.69	64343.00
	Foreign	136	143.40	19502.00
Price factor	Private	273	219.14	59824.00
	Foreign	136	176.63	24021.00
Promotion factors	Private	273	200.05	54612.50
	Foreign	136	214.94	29232.50
Physical evidence	Private	273	203.33	55509.50
	Foreign	136	208.35	28335.50
Process (admission procedures)	Private	273	235.65	64332.50
	Foreign	136	143.47	19512.50
<i>Non marketing factors</i>	<i>Private</i>	273	178.88	48834.50
	<i>Foreign</i>	136	257.43	35010.50
Image and reputation	Private	273	170.98	46676.50
	Foreign	136	273.30	37168.50
Personal factors	Private	273	219.66	59967.00
	Foreign	136	175.57	23878.00

This table shows that respondents from the foreign universities focused on factors relating to image and reputation ($n=136$, $M \text{ rank}=273.3$) more than those in the private universities ($n=273$, $M \text{ rank}=170.98$), while both groups had similar interests concerning marketing factors: ($n=273$, $M \text{ rank}=204.75$) for the private university group, compared with ($n=136$, $M \text{ rank}=205.51$) for respondents from the foreign universities.

With regard to those factors relating to marketing, respondents from the private universities showed more interest in place ($n=273$, $M \text{ rank}=235.69$), price ($n=273$, $M \text{ rank}=219.14$) and process factors ($n=273$, $M \text{ rank}=235.65$), while respondents from the foreign universities showed more interest in product ($n=136$, $M \text{ rank}=323.26$) and promotion factors ($n=136$, $M \text{ rank}=214.94$). For non-marketing factors, respondents from the foreign universities showed more interest in image and reputation ($n=136$, $M \text{ rank}=273.30$), while respondents from the private universities showed more interest in personal factors ($n=273$, $M \text{ rank}=219.66$).

The results show significant differences between the two groups in the overall factors that impact upon students when choosing a university ($U=13879.500$, $z=-4.160$, $p=.000$), and the overall non marketing factors ($U=11433.500$, $z=-6.334$, $p=.000$), with greater agreement from respondents in the foreign universities ($n=136$, Mean rank=257.43) than respondents from the private universities ($n=273$, Mean rank=178.88). Respondents from the foreign universities

gave more importance to image and reputation factors ($n=136$, $M\text{ rank}=273.30$), compared with ($n=273$, $\text{Mean rank}=170.98$) for the private universities. By contrast, the private university group gave more importance to personal factors ($n=273$, $M\text{ rank}=219.66$) than respondents in the foreign institutions ($n=136$, $M\text{ rank}=175.57$).

There were no significant differences between the groups in the overall factors relating to: marketing practised by the university ($U=18495$, $z=.061$, $p=.951$), promotion factors ($U=17211.500$, $z=-1.213$, $p=.225>.05$) and physical evidence (facilities) factors ($U=18108.5$, $z=-.412$, $p=.681>.05$). However, there were significant differences between the groups regarding other marketing factors, with greater agreement from respondents in the private universities on the importance of location ($n=273$, $M\text{ rank}=235.69$), price ($n=273$, $M\text{ rank}=219.14$) and admissions factors ($n=273$, $M\text{ rank}=235.65$) than for respondents from the foreign universities. Respondents from the foreign universities showed more interest in product factors ($n=136$, $M\text{ rank}=323.26$) than those of the private universities.

7.2.3 Students in the private and foreign universities differ in terms of the sources of information they use when choosing a university

Table 7.32 shows the results of a Mann-Whitney test to examine the differences between the private and foreign university students regarding their use of different sources of information when choosing a university.

Table 7.32: Mann-Whitney test of sources of information to be used by each group

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
<i>Overall use of different sources of information</i>	10659.000	48060.000	-7.029	.000	
<i>Overall use of sources relating to promotional activities</i>	12405.000	49806.000	-5.478	.000	
1- The university website	13137.000	50538.000	-5.100	.000	
2- Information via other websites	17331.500	54732.500	-1.124	.261	
3- Prospectus, pamphlets and leaflets	14915.000	52316.000	-3.346	.001	
6- University promotions through the media	16679.000	54080.000	-1.715	.086	
7- University promotions in newspapers	13059.500	50460.500	-5.010	.000	
11-Open Days	14366.000	51767.000	-3.876	.000	
<i>Overall use of sources relating to word of mouth</i>	11403.000	48804.000	-6.438	.000	
4- Chatting with students who had previous experience	11970.000	49371.000	-6.319	.000	
5- Chatting with other people who knew about the university	16638.500	54039.500	-1.837	.066	
10-Friends	11942.500	49343.500	-6.269	.000	

a. Not corrected for ties.

b. Grouping Variable: type of university

The results show that there were no significant differences between the groups in their use of information from other websites ($U=17331.5$, $z=-1.124$, $p=.261$), university promotions through the media ($U=16638.500$, $z=-1.837$, $p=.066$) and chatting with people who knew about the

university ($U=16679.000$, $z=-1.715$, $p=.086$) as sources of information, while there were significant differences between them when using other sources of information ($p>.05$).

To help in understanding this point, the different sources of information can be categorized into two categories: the promotional activities as a source of information (includes Items 1, 2, 3, 6, 7 and 11) and word of mouth as a source of information (includes Items 4, 5 and 10). The results of the Mann-Whitney test and mean ranks for re-coded variables are shown in Tables 7.33 and 7.34 respectively.

Table 7.33: Mann-Whitney test of re-coded variables and sources of information to be used

	Overall using of different sources of information	Sources related to promotional activities	Sources related to word of mouth
Mann-Whitney U	10659.000	12165.500	11403.000
Wilcoxon W	48060.000	49566.500	48804.000
Z	-7.029	-5.694	-6.438
Asymp. Sig. (2-tailed)	.000	.000	.000

a. Grouping Variable: type of university

Table 7.34: Mean rank of re-coded variables and sources of information to be used

	Type of university	N	Mean Rank	Sum of Ranks
Overall use of different sources of information	Private university	273	176.04	48060.00
	Foreign university	136	263.13	35785.00
	Total	409		
Sources of information related to promotional activities	Private university	273	181.56	49566.50
	Foreign university	136	252.05	34278.50
	Total	409		
Sources of information related to word of mouth	Private university	273	178.77	48804.00
	Foreign university	136	257.65	35041.00
	Total	409		

The results revealed that there were significant differences between the groups when using the different sources of information ($U=10659$, $z=-7.029$, $p=.000$), with greater reliance on using different sources of information for decision-making showed by respondents in the foreign universities ($N=136$, Mean Rank= 263.13) compared with respondents from the private universities ($N=273$, Mean Rank= 176.04); sources relating to promotional activities ($U= 12165$, $z=-5.694$, $p=.000$), with a greater reliance on using sources of information relating to promotional activities for decision-making showed by respondents in the foreign universities ($N=139$, Mean Rank= 252.05) compared with respondents from the private universities ($N=273$, Mean Rank= 181.56); and sources relating to word of mouth ($U=11403$, $z=-6.438$, $p=.000$), with a greater reliance on using sources of information relating to word of mouth for decision-making from respondents in the foreign universities ($N=136$, Mean Rank= 257.65) compared with respondents in the private universities ($N=273$, Mean Rank= 178.77).

7.2.4 Students in private and foreign universities differ in terms of their perceptions of the university's image

A Mann-Whitney test was used to examine the differences between the groups regarding their perceptions of their university's image.

Table 7.35: Mann-Whitney test of differences in perceptions regarding university's image

	Image of university
Mann-Whitney U	13956.500
Wilcoxon W	51357.500
Z	-4.405
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: type of university

The results show that there was a significant difference between the groups in their perceptions of their university's image ($U = 13956.5$, $z = -4.405$, $p = .000$, $r = .22$), with a small size effect ($r = .22$) as shown in Table 7.45. This significant difference can be explained by the results shown in Table 7.36, which shows that respondents from the foreign universities ($n = 136$, $M \text{ rank} = 238.88$) had better image perceptions of their universities than those of students from the private universities ($n = 273$, $M \text{ rank} = 188.12$).

Table 7.36: Mean rank of image perceived by each group

	Type of university	N	Mean Rank	Sum of Ranks
Image of university	Private university	273	188.12	51357.50
	Foreign university	136	238.88	32487.50
	Total	409		

7.2.5 Students who would have preferred to study in a public university have negative perceptions towards their university's image

A Mann-Whitney test was used to explore the relationship between students' preferences about whether to study in a public or private university and their perception of the image of their university.

Table 7.37: Mann-Whitney test of differences in image perceived by each group

	Image of university
Mann-Whitney U	12495.500
Wilcoxon W	18273.500
Z	-3.752
Asymp. Sig. (2-tailed)	.000

Table 7.37 shows a significant difference between students who would have preferred to study in a public university and those who preferred to study in a private university ($U = 12495.5$, $z = -3.752$, $p = .000$). This significant difference can be explained by results shown in Table 7.38, which shows that students who preferred to study in a private university from the beginning ($n = 302$, $M \text{ rank} = 217.12$) had a more positive perceived image than those who would have preferred to study in a public university ($n = 107$, $M \text{ rank} = 170.78$).

Table 7.38: Mean rank of image perceived by each group

	Where would you prefer to study in	N	Mean Rank	Sum of Ranks
Image of your university	Public university	107	170.78	18273.50
	Private university	302	217.12	65571.50
	Total	409		

7.2.6 Students in private and foreign universities differ in terms of their description of their universities

A Chi-Square test was used to examine the differences between the two groups in their descriptions of their universities.

Table 7.39: Chi-Square test of description of university image by each group

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.537 ^a	5	.000
Likelihood Ratio	80.871	5	.000
Linear-by-Linear Association	20.571	1	.000
N of Valid Cases	409		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.99.

The results revealed that there are significant differences between respondents from the private and foreign universities in their descriptions of their universities, $X^2(5, n=409) = 77.537$, $p = .000$, Cramer's $V = .435$.

It can be noted that the six sentences which describe the respondents' perceptions towards their universities can be categorized under three headings: positive, moderate and negative. A Chi-Square test was used to examine the differences between the groups regarding these three categories.

Table 7.40: Chi-Square test of re-coded variables to university description from each group

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.581 ^a	2	.000
Likelihood Ratio	20.400	2	.000
Linear-by-Linear Association	11.325	1	.001
N of Valid Cases	409		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.60.

Table 7.40 shows that there are significant differences between the two groups in their descriptions of their universities $X^2(2, n=409) = 19.581, p=.000$, Cramer's $V=.219$ with small size effect. These differences can be explained by the results shown in Table 7.19. This shows that respondents from the foreign universities had a more positive attitude towards their universities, as 70% of them described them in a positive way, while only 48% of respondents in the private universities did the same. These results are compatible with the results shown in their perception of their university image, which confirm that respondents from the foreign universities had better and more positive perceptions towards their universities than respondents from the private universities.

7.2.7 Students in private and foreign universities differ in terms of factors that could impact negatively on their university's image

A Mann-Whitney test was used to examine the difference between the two groups regarding their perceptions of the factors that could impact negatively on university image. Table 7.41 shows the results of this test.

Table 7.41: Mann-Whitney test of differences between the two groups towards factors that affect negatively on their university's image

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Overall factors impacting negatively on university image</i>	<i>10251.000</i>	<i>19567.00</i>	<i>-7.393</i>	<i>.000</i>
Public perception that students in a private university are leisured	11867.500	21183.500	-6.264	.000
Public perception that students in a private university are poor in terms of academic quality	7938.000	17254.000	-9.816	.000
Little information is available	15242.000	24558.000	-3.043	.002
Private universities tend to focus more on investment objectives than educational objectives	12535.000	21851.000	-5.655	.000
There is no good communication between private universities and society	18039.000	27355.000	-.485	.628
Success is too easy	14948.000	24264.000	-3.305	.001
There are no specific standards in rules concerning accepting students (admission standards)	17383.500	26699.500	-1.076	.282

a. Grouping Variable: type of university

This revealed that there were no significant differences between the respondents from the private and foreign universities in factors such as: there is no good communication between private universities and society ($U=18039$, $z=-.845$, $p=.628$, $r=.041$), and there are no specific standards in rules concerning accepting students (admission standards) ($U=17383$, $z=-1.076$, $p=.282$, $r=.053$). However, there were significant differences between the groups in all other factors ($p>.05$). The differences between the two groups can be explained by the results shown in Table 7.42.

Table 7.42: Mean rank of factors that impact negatively on university's image for the two groups

	Type of university	N	Mean Rank	Sum of Ranks
Total scale of factors that affect negatively on university image	Private university	273	235.45	64278.00
	Foreign university	136	143.88	19567.00
	Total	409		
Public perception that students in a private university are leisured	Private university	273	229.53	62661.50
	Foreign university	136	155.76	21183.50
	Total	409		
Public perception that students in a private university are poor in terms of academic quality	Private university	273	243.92	66591.00
	Foreign university	136	126.87	17254.00
	Total	409		
Little information is available	Private university	273	217.17	59287.00
	Foreign university	136	180.57	24558.00
	Total	409		
Private universities tend to focus more on investment objectives than educational objectives	Private university	273	227.08	61994.00
	Foreign university	136	160.67	21851.00
	Total	409		
There is no good communication between private universities and society	Private university	273	206.92	56490.00
	Foreign university	136	201.14	27355.00
	Total	409		
Success is too easy	Private university	273	218.25	59581.00
	Foreign university	136	178.41	24264.00
	Total	409		
There are no specific standards in rules concerning accepting students (admission standards)	Private university	273	209.32	57145.50
	Foreign university	136	196.32	26699.50
	Total	409		

This table shows that respondents from the private universities reported more agreement about the following factors than respondents from the foreign universities: public perception that in private universities students are 'leisured' ($n=273$, M rank= 229.53), the public perceptions that students are poor in terms of academic quality ($n=273$, M rank= 243.92), success is too easy ($n=273$, M rank= 217.17), private universities tend to focus more on investment objectives than educational objectives ($n=273$, M rank= 227.08), and little information is available ($n=273$, M rank= 218.25).

7.2.8 Students in private and foreign universities differ in terms of the factors that impact positively on their university's image

A Mann-Whitney test was used to examine the differences between the respondents of the two groups, regarding their perceptions of the factors that could impact positively on their university's image as shown in Table 7.43.

Table 7.43: Mann-Whitney test of differences between the two groups on factors that affect positively on their university's image

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Inviting famous people to seminars and conferences in the university	14167.000	51568.000	-4.110	.000
Workshops with other public and private universities	17152.500	26468.500	-1.305	.192
Establishing research centres and postgraduate studies	15528.000	52929.000	-2.867	.004
Partnerships with famous international universities and institutions	13925.500	51326.500	-4.427	.000
Communication with surrounding society by offering it more services	16287.000	53688.000	-2.143	.032
Positive and intensive promotional and marketing activities	15026.000	52427.000	-3.291	.001
Restrictions and criteria concerning the admission standards and procedures	16034.000	53435.000	-2.345	.019
Increase the level of grades required to accept students in all subjects	16641.000	25957.000	-1.767	.077
It needs time for a private university's image to change in the minds of the public	18208.000	55609.000	-.332	.740
Image has to be improved by graduate performance in the labour market	14237.000	51638.000	-4.159	.000
Focus more on the university message during advertising	13389.000	50790.000	-4.834	.000
A Private university should respect its identity and its message	16324.500	53725.500	-2.119	.034
Addressing the requirements of society and markets	16728.500	54129.500	-1.728	.084
Continuity to improve the quality of education	18158.000	27474.000	-.412	.681
Total scale of factors that could affect positively on university image	14915.000	52316.000	-3.243	.001

a. Grouping Variable: type of university

The results revealed that there were no significant differences between the groups regarding the following factors: workshops with other public and private universities ($U=17152.5$, $z=-1.305$, $p=.192$), increase the level of grades required for accepting students in all subjects ($U=16641$, $z=-1.767$, $p=.077$), it needs time for private universities' image to change in the minds of the public ($U=18208$, $z=-.332$, $p=.740$), the continuous improvement in the quality of education ($U=16728.5$, $z=-1.728$, $p=.084$) and addressing the requirements of society and markets ($U=18158$, $z=-.412$, $p=.681$). These factors could impact positively on the university's image. On the other hand, there were significant differences between the two groups regarding the remaining factors, as to whether they could impact positively on the university image.

To investigate the differences between the two groups, it is appropriate to show the results of the mean rank of the factors which have reported differences between the two groups as shown in Table 7.44.

Table 7.44: Mean rank of factors that affect positively on university image for the two groups

	Type of university	N	Mean Rank	Sum of Ranks
Overall factors that affect positively on university image	Private university	273	191.63	52316.00
	Foreign university	136	231.83	31529.00
	Total	409		
Inviting famous people to seminars and conferences in the university	Private university	273	188.89	51568.00
	Foreign university	136	237.33	32277.00
	Total	409		
Workshops with other public and private universities	Private university	273	210.17	57376.50
	Foreign university	136	194.62	26468.50
	Total	409		
Establishing research centres and postgraduate studies	Private university	273	193.88	52929.00
	Foreign university	136	227.32	30916.00
	Total	409		
Partnerships with famous international universities and institutions	Private university	273	188.01	51326.50
	Foreign university	136	239.11	32518.50
	Total	409		
Communication with surrounding society by offering it more services	Private university	273	196.66	53688.00
	Foreign university	136	221.74	30157.00
	Total	409		
Positive and intensive promotional and marketing activities	Private university	273	192.04	52427.00
	Foreign university	136	231.01	31418.00
	Total	409		
Restrictions and criteria concerning the admission standards and procedures	Private university	273	195.73	53435.00
	Foreign university	136	223.60	30410.00
	Total	409		
Increase the level of grades required to accept students in all subjects	Private university	273	212.04	57888.00
	Foreign university	136	190.86	25957.00
	Total	409		
It needs time for a private university's image to change in the minds of public	Private university	273	203.70	55609.00
	Foreign university	136	207.62	28236.00
	Total	409		
Image has to be improved by the graduate performance in the labour market	Private university	273	189.15	51638.00
	Foreign university	136	236.82	32207.00
	Total	409		
Focus more on the university message during advertising	Private university	273	186.04	50790.00
	Foreign university	136	243.05	33055.00
	Total	409		
A Private university should respect its identity and its message	Private university	273	196.80	53725.50
	Foreign university	136	221.47	30119.50
	Total	409		
Addressing the requirements of society and markets	Private university	273	198.28	54129.50
	Foreign university	136	218.50	29715.50
	Total	409		
Continuity to improve the quality of education	Private university	273	206.49	56371.00
	Foreign university	136	202.01	27474.00
	Total	409		

The results show that respondents from the foreign universities had higher mean ranks than respondents from the private universities in factors such as inviting famous people to seminars and conferences in the university (n=136, M rank=237.33), establishing research centres and

postgraduate studies (n=136, M rank=227.32), partnerships with famous international universities and institutions (n=136, M rank=239.11), communication with surrounding society by offering more services (n=136, M rank=221.74), positive and intensive promotion and marketing activities (n=136, M rank=231.01), restrictions and criteria concerning the admission standards and procedures (n= 136, M rank=223.60), image has to be improved of the graduate performance in labour market (n=136, M rank=236.82), focus more on the university message during advertising (n= 136, M rank=243.05) and the private university should respect its identity and its message (n=136, M rank=221.47), all of which reflect higher support and agreement about these factors as affecting positively on university image.

It also shows that respondents from the foreign universities (n=136, M rank=231.83) had greater agreement than respondents from the private universities (n=273, M rank=191.63) in the total scale of factors affecting positively on the university image, as there is a significant difference between the groups in the total scale of factors affecting positively on university image (U=14915, $z=-3.243$, $p=.001$, $r=.16$).

7.2.9 Students in private and foreign universities differ in terms of their satisfaction with marketing activities practised by their universities

Table 7.45 shows the results of a Mann-Whitney test to examine the differences between the groups in terms of their satisfaction with the marketing factors and services offered by the universities.

The Mann-Whitney test revealed that there were no significant differences between the groups in the following factors: academic staff (U=17367, $z=-1.167$, $p=.243$, $r=.058$), interaction with academic staff (U=17025.5, $z=-1.437$, $p=.151$, $r=.07$), treatment from the administration (employees) (U=18230.5, $z=-.306$, $p=.759$, $r=.015$), the administration's response to enquiries and problems (U=18438.500, $z=-.114$, $p=.909$, $r=.005$), ease and speed of admission procedures (U=17398.000, $z=-1.067$, $p=.286$, $r=.045$), curriculum (U=,17488.000 $z=-1.030$, $p=.303$, $r=.05$), the evaluation and examination system (U=17847.000, $z=-.669$, $p=.504$, $r=.033$), learning facilities (U=18535.500, $z=-.027$, $p=.978$, $r=.048$), internet facilities (U=16989.000, $z=-1.446$, $p=.148$, $r=.071$), university website (U=17635, $z=-.862$, $p=.389$, $r=.019$), availability of information about the university (U=17541.500, $z=-.939$, $p=.348$, $r=.046$) and Open Days (U=16447, $z=-1.913$, $p=.056$, $r=.09$). On the other hand, there were significant differences between the two groups in other factors ($p>.05$).

Table 7.45: Mann-Whitney test of differences in satisfaction of marketing activities

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Overall satisfaction with marketing</i>	<i>17793.000</i>	<i>55194.000</i>	<i>-.685</i>	<i>.493</i>
<i>Programme</i>	<i>14812.000</i>	<i>52213.000</i>	<i>-3.372</i>	<i>.001</i>
7- Curriculum	17488.000	54889.000	-1.030	.303
8- Summer training courses (extra supportive courses)	14404.500	51805.500	-3.777	.000
<i>Process</i>	<i>18423.500</i>	<i>55824.500</i>	<i>-.125</i>	<i>.900</i>
5- Administration's response to your enquiries and problems	18438.500	55839.500	-.114	.909
6- Ease and speed of admission procedures	17398.000	54799.000	-1.067	.286
9- Evaluation and examination system	17847.000	27163.000	-.669	.504
<i>Promotional activities</i>	<i>15665.000</i>	<i>24981.000</i>	<i>-2.577</i>	<i>.010</i>
21-Advertising in newspapers	14021.500	23337.500	-4.116	.000
22-Recruiters' visits to schools	14926.500	52327.500	-3.286	.001
23-University website	17635.000	26951.000	-.862	.389
24-Advertising through the media	13988.000	23304.000	-4.136	.000
25-University promotions through the internet	14460.500	23776.500	-3.716	.000
26-Availability of information about the university	17541.500	26857.500	-.939	.348
27- Prospectus, pamphlets and leaflets	15118.500	24434.500	-3.155	.002
28-Open Days	16447.000	25763.000	-1.913	.056
<i>People</i>	<i>17180.500</i>	<i>17180.500</i>	<i>-1.234</i>	<i>.217</i>
1- Academic staff	17367.000	26683.000	-1.167	.243
2- Interaction with academic staff	17025.500	54426.500	-1.437	.151
3-Tutors and academic advisors	14992.500	52393.500	-3.263	.001
4- Treatment from administration (employees)	18230.500	55631.500	-.306	.759
<i>Physical evidence</i>	<i>14500.500</i>	<i>14500.500</i>	<i>-3.616</i>	<i>.000</i>
10-Learning facilities (equipment, classes, etc.)	18535.500	55936.500	-.027	.978
11- Internet facilities	16989.000	54390.000	-1.446	.148
12-Other facilities (cafeterias, playing fields, etc.)	14632.000	23948.000	-3.621	.000
13-The number of students in classes	13635.500	51036.500	-4.885	.000
15-Entertainment activities (trips, parties, etc.)	15590.000	52991.000	-2.710	.007
16-Schedule and timing arrangements for the entertainments	14742.500	52143.500	-3.483	.000
17-A friendly campus environment	13711.500	51112.500	-4.444	.000
<i>place</i>	<i>13590.500</i>	<i>22906.500</i>	<i>-4.473</i>	<i>.000</i>
19-Location	11964.000	21280.000	-6.078	.000
20-Availability of transport	16390.500	25706.500	-2.011	.044
<i>price</i>	<i>15833.000</i>	<i>53234.000</i>	<i>-2.508</i>	<i>.012</i>
29-Tuition fees compared with other competitors	15833.000	53234.000	-2.508	.012

a. Grouping Variable: type of university

To obtain a better understanding of the results, 27 elements which were used to measure student satisfaction towards the marketing activities undertaken by their universities were categorized under the seven key marketing elements, namely: people, promotion, process (admission), physical evidence, product, place and price. Table 7.46 shows the mean rank for marketing activities according to each group in order to understand the direction of differences between the groups.

Table 7.46: Mean rank of re-coded marketing activities for the two groups

	Type of university	N	Mean Rank	Sum of Ranks
Overall satisfaction with marketing activities	Private university	273	202.18	55194.00
	Foreign university	136	210.67	28651.00
	Total	409		
1-Physical evidence factors	Private university	273	190.12	51901.50
	Foreign university	136	234.88	31943.50
	Total	409		
2-Promotional activities	Private university	273	215.62	58864.00
	Foreign university	136	183.68	24981.00
	Total	409		
3-People factors	Private university	273	199.93	54581.50
	Foreign university	136	215.17	29263.50
	Total	409		
4-Process factors	Private university	273	204.49	55824.50
	Foreign university	136	206.03	28020.50
	Total	409		
5-Price factors	Private university	273	195.00	53234.00
	Foreign university	136	225.08	30611.00
	Total	409		
6-Product factors	Private university	273	191.26	52213.00
	Foreign university	136	232.59	31632.00
	Total	409		
7-Place factors	Private university	273	223.22	60938.50
	Foreign university	136	168.43	22906.50
	Total	409		

The results show that respondents from the foreign universities ($n=136$, $M \text{ rank}=210.67$) had a higher mean rank for the total scale of satisfaction with marketing activities than respondents from the private universities ($n=273$, $M \text{ rank}=202.18$). The results also revealed that respondents from the private universities were more satisfied with the services offered by their universities regarding promotion ($n=273$, $M \text{ rank}=215.62$) and place ($n=273$, $M \text{ rank}=223.22$) elements than respondents from the foreign universities. On the other hand, respondents from the foreign universities were more satisfied with the services offered by their universities relating to physical evidence ($n=136$, $M \text{ rank}=234.88$), product ($n=136$, $M \text{ rank}=232.59$) and price ($n=136$, $M \text{ rank}=225.08$) elements than respondents from the private universities.

The results shown in Table 7.45 revealed that there were no significant differences between the groups in the overall satisfaction with marketing activities provided ($U=17700.5$, $z=-.767$, $p=.493$, $r=.038$). It also revealed that there were no significant differences between the groups in the people element ($U=17180.5$, $z=-1.234$, $p=.217$, $r=.06$) and in process ($U=18423.500$, $z=-.125$, $p=.900$, $r=.02$), while there were significant differences between the groups in all other elements, namely promotion, physical evidence, product, place and price ($p>.05$).

7.2.10 Student satisfaction with marketing activities offered has an influence on the image perceived

Table 7.47 shows the results of Spearman's rho test to examine the relationship between total students satisfaction with marketing and the image perceived.

Table 7.47: Spearman's rho test of relationship between marketing tools and image

			marketing satisfaction	Programme	Place	Price	People	Promotion	Process	Physical evidence
Spearman's rho	image of university	Correlation Coefficient	.683**	.536**	.304**	.202**	.478**	.485**	.482**	.541**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
		N	409	409	409	409	409	409	409	409
	Overall marketing satisfaction	Correlation Coefficient		.614**	.451**	.334**	.641**	.782**	.689**	.743**
		Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
		N		409	409	409	409	409	409	409
	Programme	Correlation Coefficient			.170**	.194**	.350**	.327**	.497**	.468**
		Sig. (2-tailed)			.001	.000	.000	.000	.000	.000
		N			409	409	409	409	409	409
	Place	Correlation Coefficient				.094	.179**	.336**	.226**	.363**
		Sig. (2-tailed)				.058	.000	.000	.000	.000
		N				409	409	409	409	409
	Price	Correlation Coefficient					.245**	.196**	.210**	.200**
		Sig. (2-tailed)					.000	.000	.000	.000
		N					409	409	409	409
	People	Correlation Coefficient						.344**	.586**	.364**
		Sig. (2-tailed)						.000	.000	.000
		N						409	409	409
	Promotion	Correlation Coefficient							.387**	.482**
		Sig. (2-tailed)							.000	.000
		N							409	409
	Process	Correlation Coefficient								.411**
		Sig. (2-tailed)								.000
		N								409

Spearman's rho test had been used as a result of preliminary analyses that were performed which showed violation of the assumptions of normality. The results show that there was a strong positive correlation between overall satisfaction and perceptions of marketing and image ($r=.683>.5$, $n=409$, $p=.000$). The results also show that the coefficient of determination ($r^2=.683^2$) was 46.65%, which indicates that the overall student satisfaction with marketing can help to explain the 46.65% of the variance in respondents' scores on the university image.

To conclude, the more students were satisfied with marketing activities, the better the image perceived. It is also important to consider the differences between the groups regarding the relationship between overall satisfaction and perceptions of marketing and image.

Table 7.48: Spearman's rho test of relationship between marketing tools and image for private and foreign universities groups

			Image of university	
			Private	Foreign
Spearman's rho	Overall marketing satisfaction	Correlation Coefficient	.753**	.520**
		Sig. (2-tailed)	.000	.000
		N	273	136
	Programme	Correlation Coefficient	.558**	.422**
		Sig. (2-tailed)	.000	.000
		N	273	136
	Place	Correlation Coefficient	.404**	.251**
		Sig. (2-tailed)	.000	.003
		N	273	136
	Price	Correlation Coefficient	.192**	.168
		Sig. (2-tailed)	.001	.051
		N	273	136
	People	Correlation Coefficient	.549**	.263**
		Sig. (2-tailed)	.000	.002
		N	273	136
	Promotion	Correlation Coefficient	.579**	.393**
		Sig. (2-tailed)	.000	.000
		N	273	136
	Process	Correlation Coefficient	.531**	.387**
		Sig. (2-tailed)	.000	.000
		N	273	136
	Physical evidence	Correlation Coefficient	.625**	.241**
		Sig. (2-tailed)	.000	.005
		N	273	136

Table 7.48 shows that there was strong and positive correlation between total satisfaction with perceptions of marketing and image for respondents from both groups (private and foreign universities) with slightly higher correlation for the group from the private universities ($\rho=.753$, $n=273$, $p=.000$) than for those from the foreign universities group ($\rho=.520$, $n=136$, $p=.000$).

With regard to the private universities, there is a significant strong association between achieving a high satisfaction with factors relating to physical evidence ($\rho=.625$, $n=273$), good marketing communications ($\rho=.579$, $n=273$), programme ($\rho=.558$, $n=273$), people ($\rho=.549$, $n=273$) and process ($\rho=.531$, $n=273$) and image perceived. On the other hand, there is a significant association between achieving a high satisfaction with factors relating to programme ($\rho=.422$, $n=136$), promotion ($\rho=.393$, $n=136$) and process ($\rho=.387$, $n=136$) for students in the foreign universities, and image perceived. Price and place factors had less significant association with image perceived for the two groups.

7.3 CONCLUSION

Respondents from both types of university (private and foreign) referred to their preference to study in a private higher education institutions, before they had actually enrolled (73.8%). The most important reasons for this were: the number of students in classes is lower compared with a public university, laboratories are better equipped (for practical subjects only), there are excellent facilities and methods of delivering information (interaction in study system) were better. There was no difference between respondents in both groups regarding these factors. On the other hand, 26.2% of respondents would have preferred to have had the chance to study in a public university. The reasons for this were: the accreditation and recognition of qualifications given by public universities are better, the high reputation of a public university in society and lower tuition fees.

With regard to the factors that were most important when making the decisions to choose a university, it can be concluded that non-marketing factors were dominant. Respondents referred to the importance of image and reputation when choosing a university ($M=3.63$, $n=409$). They also referred to the importance of programme ($M=3.86$, $n=409$) and physical evidence ($M=3.84$, $n=409$) as the dominant marketing factors. Similarly, students gave the highest ranks to factors such as the recognition of qualifications by government, the availability of courses they wished to study, academic reputation and quality of education when choosing a university. Respondents showed high interest in using different sources of information, particularly talking to students who had previous experience with the university, using the university website and talking with other people who knew about the university. Non-Egyptian referred to the role of their embassies in getting information about the university. These findings suggested that word of mouth was more important than other marketing activities when choosing a university.

With regard to the extent to which respondents were satisfied with the marketing activities used, it can be shown that they were satisfied in general ($M=3.29 > 3.0$ on 5 point Likert scale). However, they were more satisfied with marketing factors relating to the learning process, such as the number of students in classes, learning facilities and academic staff than with entertainment activities and promotional activities used. With regard to categorising the different marketing activities into the 7Ps, it can be concluded that respondents were more satisfied with factors relating to people, place and physical evidence, while, they showed less satisfaction with promotional and advertising efforts. These factors did not obstruct them in expressing their positive attitudes towards their university's image, with higher agreement among respondents in the foreign universities ($M=3.83$, $n=136$) than in the private universities ($M=3.41$, $n=273$). It is worth noting that strong and positive relationships were found between the overall satisfaction with marketing activities and the university's image ($\rho=.683$), with

stronger and significant correlations between physical evidence ($\rho=.541$) with image perceived and programme ($\rho=.536$) with image perceived.

8. CONCEPTUAL MARKETING MODEL

8.1 INTRODUCTION

The aim of this study was to understand the perception of marketing in Egyptian private higher education institutions. From the discussion of the findings and results found from the two phase study, the researcher in this chapter suggests the following model which summarizes the marketing practices and activities in private universities in Egypt. It can be used as a guide to understand the marketing process in this area, and its relationship with building the image of these institutions.

This model presents the marketing perceptions and image from two viewpoints; students, and senior managers and marketers. It introduces the senior management and marketers' view of the link between their perception of marketing and its impact on marketing definition, objectives, activities, marketing plan and strategy and forming a marketing mix; and how to link all these with their perceptions, to build the university's image. On the other hand, the model introduces two main aspects from the student viewpoint: the decision-making process regarding choosing a private HE institution in Egypt, and the perception of the marketing practised by these universities and forming the university's image.

Before investigating the relationships of variables in this model, it was better to give a brief idea of research design and how that was used to develop this model which expresses the marketing practises in private higher education institutions in Egypt.

8.2 DEVELOPING THE CONCEPTUAL MARKETING MODEL

As mentioned earlier, this study used mixed methods approach to investigating the marketing perceptions in private higher education in Egypt. The first step was to collect data through reviewing the literature of marketing in higher education. This data helped to form the research questions and the methodology appropriated for this study. Due to the limitations of previous data about marketing in higher education institutions of developing countries; more specifically in Middle East area, collecting qualitative data was the starting point as literature review helped the researcher to form questions used in semi-structured interviews. The data gathered were useful in explaining the situation in these institutions regarding the use of marketing. Moreover, it was considered to use this data for the purpose of developing some models already existed in literature review or to develop new models which were examined by using questionnaires in the quantitative phase. The main objective of using both quantitative and qualitative tools was to get

better understanding of marketing activities practised by these institutions. Figure 8.1 shows the research design and how it was used to develop the marketing model.

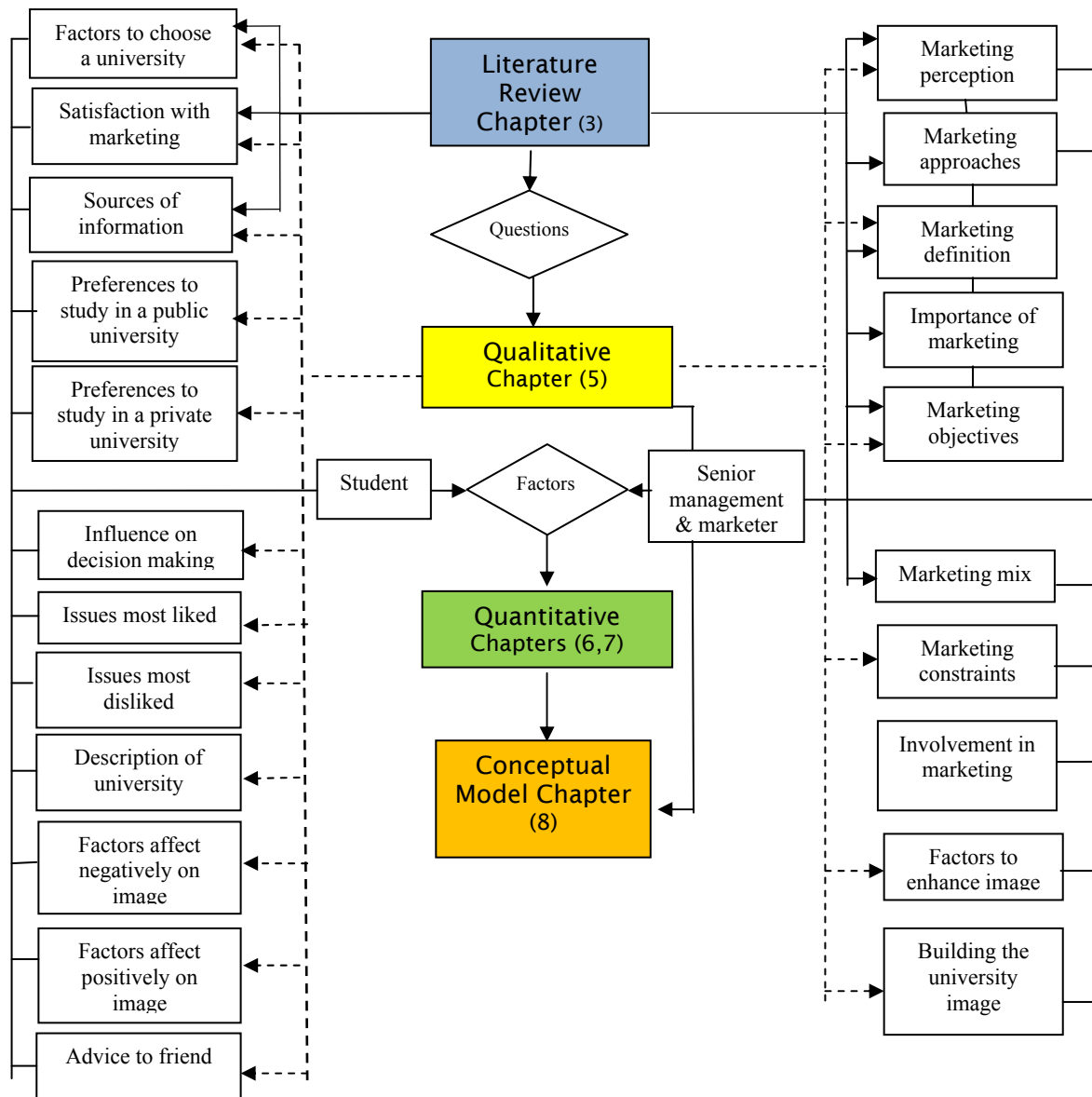


Figure 8.1: Study design and relationships

It can be shown that literature review was used to develop the frame used in the qualitative phase alongside showing models used in other studies that could be examined in the quantitative phase. With regard to student perspective, the literature was used to show previous studies perspectives in terms of factors dominant when students choose their university, the different sources of information they rely on more and the effect of satisfaction with marketing and services they offered. On the other hand, literature review was used with senior management and marketers to build a solid base regarding their perception to marketing, the approaches

used; the objectives; the involvement of marketers in marketing activities; and putting precise definition of marketing mix in higher education represented by the 7Ps.

The qualitative findings and results generated from the first phase had given deep insight of marketing practises in private higher education institutions in Egypt. These results were either used in building the marketing model, such as showing the importance of marketing or had been examined in the quantitative phase to generalise the information gathered, such as pre-preferences of students to study in a private or foreign university before enrolling. In other words, qualitative findings were used to contribute directly on the marketing models, develop models used in quantitative phase and to complete the whole picture of marketing in private higher education in Egypt.

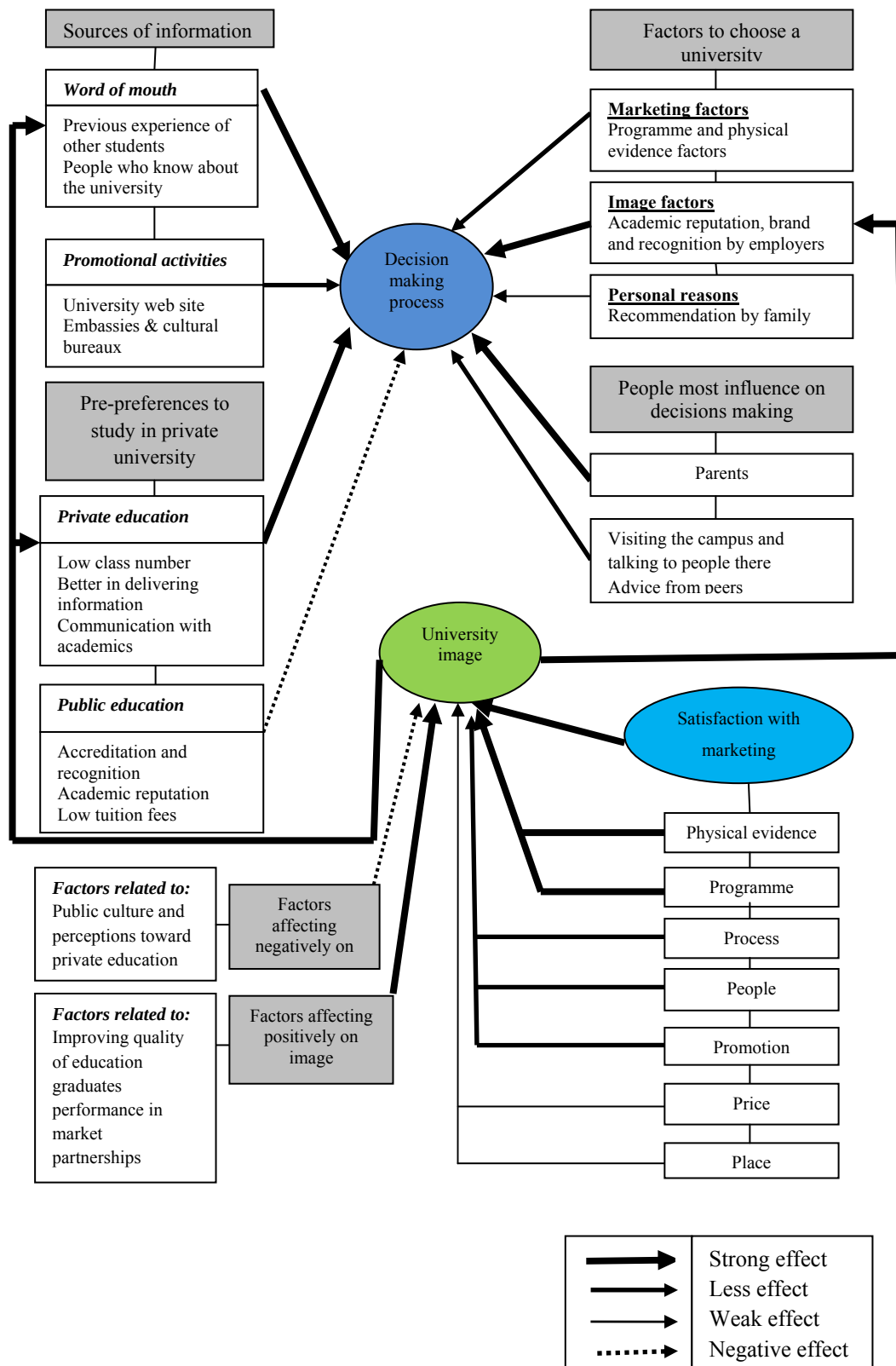
At last, comes the quantitative findings and results. It can be mentioned that the conceptual marketing model was built based on the results and findings of the quantitative phase. The findings generated from qualitative phase through semi-structured interviews and focus groups interviews were employed to build two questionnaires alongside using data from literature review. The reliability and validity of new models used in both questionnaires were examined to assure the applicability of these new tools in private higher education in Egypt.

Before giving a view of the proposed conceptual marketing model, it was better to show in detailed the two perspectives of students and senior management and marketers separately in the following sections. This process gives a better understanding of the model and the relationships accompanied.

8.3 MARKETING MODEL FROM STUDENTS' PERSPECTIVE

By reviewing the literature and findings generated from the qualitative and quantitative phase, it can be concluded that there were three main axes controlled the student perspective of marketing in higher education. The first axis was in the stage of pre-enrolment of a university and concerned with decision making process. The second was related to the students' perceptions and satisfaction with marketing and services offered by their university; while, the third was giving more attention to their perceptions to their university' image and the relationship between satisfaction with marketing and perceived image. Figure 8.2 shows the relationships between variables in this model.

Figure 8.2 Conceptual model of student



Decision making process is not an easy mission when choosing a university as the consequences of wrong decision affect on the whole career life of student, so it needs careful consideration from both students and universities to offer accurate and enough information for potential students which help them choosing the right place and the right subject.

With regard to making decisions related to choosing to enrol for a private or foreign university in Egypt, four segments have been considered; they were: the student pre-preference to study in a private or foreign university before enrolling, factors dominant when choosing a university, people most influence on the process of decision making and sources of information available for students.

With regard to the student pre-preference to study in a private university before enrolment, findings from qualitative and quantitative phase showed that the majority of students enrolled for this type of universities (73.8%) had a positive attitude toward private education; that means they had high expectations about this type of education, while other students in the sample would have preferred if they study in a public university. That could be a starting point for private and foreign universities if they have the ambition to increase their market share and compete with public universities.

The findings from quantitative phase suggested factors which represented as strengths points for private and foreign universities from students' point of view, such as the low number of students in class, the way of delivering information, communication with academic staff and facilities offered. On the other hand, students who supported public education suggested several points that represented the strengths points of public universities, such as the accreditation and recognition of their awards by society and government, very low tuition fees and their academic reputation. It can be mentioned that private and foreign universities have to emphasis these points in their marketing message to form a prior positive image as many students make their decisions based on image perceive not reality.

At the same direction, students made their decisions based on specific factors which were dominant for them when choosing a university. According to findings from quantitative phase, factors were classified into three major groups when choosing a university; they were factors related to marketing practiced by a university, factors related to image perceived and other personal factors.

Factors related to image perceived were the most important when choosing the university ($M=3.62$) with higher importance to factors, such as academic reputation, brand and recognition by employers, followed by factors related to marketing practised by universities ($M=3.22$) with more emphasising to programme and physical evidence factors. Personal factors were

considered less important when choosing a university with more emphasising to the factor of recommendation of university by student family.

Another important dimension when choosing the university was the people who involved directly or indirectly on the decision making process. Findings showed that parents were dominant when choosing the university either by making the decision individually or by participation on the decision as high percentage of students (78.5%) confirmed that. Another important factor was visiting the campus and talking to people their (38.1%), which was perceived as another effective way to making a decision about a university, but this process comes after refining the number of universities to choose from. There was another considerable group who could have lesser affect on making the decision such as taking advice from peers (29.6%).

The last factor which influence on decision making process was collecting data about university from different sources. Findings of qualitative phase showed 11 different sources to collect data about a university; these sources were categorized under two main groups; word of mouth factors and promotion activities factors. According to findings of quantitative phase, students relied more on sources related to word of mouth represented by taking advice from other students who have previous experience about university and people who know about the university. On the other hand, students relied more on university web site and collecting information from embassies and cultural bureaux for non-Egyptian students as sources related to promotional activities.

The second axis of students' perspective to marketing of higher education was the extent to which they were satisfied with marketing and the influence of that on image perceived of their university. The findings of quantitative phase showed that students in private and foreign universities were more satisfied with factors related to learning facilities and learning process, while they were less satisfied with factors related to promotional activities. These findings were confirmed when classifying the marketing factors according the 7Ps. Students showed more satisfaction with people, place, physical evidence and programme, while they showed less satisfaction with other factors. The findings also showed a strong and positive relationship between student satisfaction and the image perceived ($r=.683$), with stronger association between physical evidence and image perceived ($r=.541$) and programme and image perceived ($r=.536$). These findings give an indication for private and foreign universities to give more attention for programme and physical evidence factors to improve the image perceived.

The last axis was concerning with image perceived. Suggestions of students in private and foreign universities were taken in consideration regarding the factors could affect positively and

those could affect negatively on university image. The results showed that factors related to public culture and their perceptions toward private higher education affect negatively more than other factors with more emphasis to the factor of perceiving private higher education as financial investment or project rather than as an educational institution concerns more with education objectives. On the other hand, students suggested that improving the quality of education, graduates performance in labour market and partnerships with famous international universities were more importance than other factors to improve image perceived of a university.

8.4 MARKETING MODEL FROM SENIOR MANAGEMENT AND MARKETERS' PERSPECTIVE

The marketing model from senior management and marketers' perspective investigates their marketing perception in their universities and the relationships between marketing components to reach a clear picture of the existence of marketing strategy and its relationship with university's image.

The findings of quantitative and qualitative phase, alongside the literature in marketing higher education showed that building and maintaining a desired university image need for a marketing vision and strategy to be implemented by the university and with a participation of all parties involved in marketing. However, building a marketing strategy requires a clear understanding from people who putting and implementing the plan which can be concluded that this situation was up to their perception of marketing in their institutions and their perception to how to building a university's image. The marketing model from senior management and marketers' perspective concerned with the factors dominate the perception of marketing in these institutions; that included the importance of marketing, marketing definition, marketing objectives, challenges and constraints facing marketing implementation and their perception to appropriate mixture of marketing elements that achieves their objectives. Moreover, giving an idea of using segmentation and targeting and the extent to which SWOT and market research were existence.

With regard to defining marketing in private higher education institutions in Egypt, findings of qualitative phase showed that marketing was perceived mainly as a way of doing announcements and advertising to introduce university to public and potential students. In less degree, came other definitions such as directing marketing activities and campaigns to focus on the competitive advantages of university. Moreover, marketing also has been defined in more widen perspective as a way to make sure that students are satisfied with university and a way to building the university image.

The perception of marketing definitions reflected to big extent their perceptions of the importance of marketing in private and foreign universities. Attitudes toward marketing ranged between perceiving marketing as unnecessary, using traditional marketing through doing promotional activities or using marketing to build the university image through doing some segmentation and targeting with a little market research.

The findings of quantitative phase confirmed these conclusions by showing an average perception of the overall marketing concept. The findings also showed that marketing objectives were mainly concerned with announcements and advertising, focusing on competitive advantages, attracting high calibre students and building the university image sequentially and that is compatible with their definitions of marketing in university.

With regard to the approach they follow regarding marketing, there were two main approaches describing their perception to marketing in their university; there were the traditional selling and marketing approach. Accordingly, there were no one trend to follow but findings showed that they were more likely to adopt the traditional selling approach; again, this conclusion agreed with previous findings regarding the marketing definition and objectives in private higher education in Egypt.

The model also investigated the constraints and obstacles facing private higher education institutions as a new sector regarding implementing marketing strategies effectively. The findings of qualitative phase showed nine different constraints perceived by interviewees to have an effect on marketing application in higher education. These constraints were categorized into two groups; they were organizational and social/cultural constraints and governmental constraints, but findings of quantitative phase raised the importance of organizational and cultural aspects and more specifically the perceptions that there is no need for marketing; there is no marketing orientation and the shortage of qualified marketing staff. Again, these factors showed less interest of implementing marketing plan and strategy in this new sector. The researcher suggests that the perceptions of marketing implementation in higher education reflected the arguments about the applicability of using marketing in education institutions. Moreover, the new establishment of such these universities and its consequent of factors, such as organizational structures, competition degree and market share might create less interest to develop marketing in these universities.

With regard to the best mixture of marketing elements used in these universities, findings of qualitative phase showed an agreement of the programme and people elements as most dominant, while there were differences regarding other marketing elements. The interviewees had different aspects to other marketing element, but they gave considerable attention to price,

process and promotion elements. Findings of quantitative phase went on the same direction when they showed the dominance of programme element (100%) of other marketing elements. This conclusion was clear, but they gave some attention to other marketing element, such as price (75%), people (43.8%) and place (34.4%) as the most important in the marketing mix. To conclude, it was hard to say that this was the best mixture of marketing elements because marketing mix is used to fit university marketing strategy and to implement the university vision to what marketing should be.

From this brief review to marketing perceptions, it can be concluded that marketing perception about private higher education in Egypt lack the efforts of building marketing strategy in such these institutions. The strategy which is based on taking steps forward by doing segmentation in order to determine target markets, and based on doing SWOT analysis and market research to determine university situation in market share and how to maximize the potential benefits in terms of limited recourses which achieve the university marketing objectives.

The findings of qualitative phase showed less interest with using market research and SWOT analysis to build a marketing plan; they showed some attempts to collect data from current students regarding their evaluation to education system and facilities offered by using standard forms prepared for that purpose but there was no evidence of using a clear system helping to generate data can be used to build a university's image.

With regard to the relationships between marketing strategy and university's image, the findings showed less concern from private and foreign universities to implement marketing strategy mainly focus on building university's image. The findings showed some attempts to give more concerns with building the university's image but the general attitude was to employ marketing for attracting new students through announcements and advertising or to focus on competitive advantages.

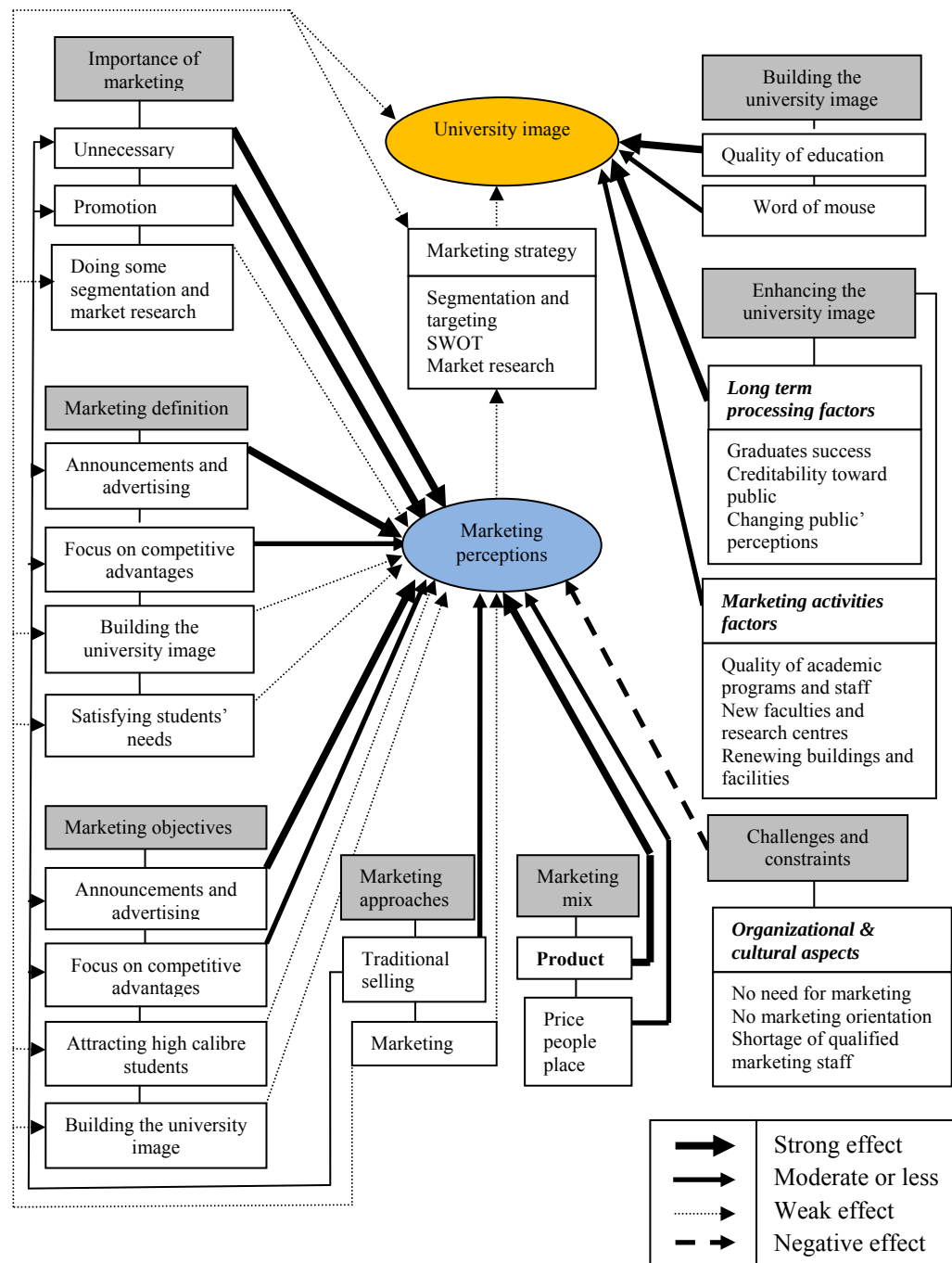
This model concerned with investigating the senior management and marketers regarding university's image; basically, by investigating their perceptions toward building the university's image and methodology adopted to maintain or enhance this image. The findings of qualitative phase suggested many factors which considered being crucial in building the university's image. Factors such as quality of education, word of mouth, team work and friendly environment, facilities, intensive marketing activities, partnerships and dual degrees, employability chances and effective communications channels with current and potential students were suggested as important to build the university image. By examining these factors in quantitative phase, findings showed that quality of education and word-of-mouth were given more concerns as the best mechanisms to build the university's image. These findings were in line with their

perceptions that product element is the base of their marketing efforts; moreover, the importance of personal selling and word-of-mouth in higher education institutions in general and particularly in Egypt considered as an effective way to rely on when delivering information and building the university's image. These findings were compatible with previous studies, such as Ivy (2001) and Al-Alak (2006) who believed of the importance of word-of-mouth as an effective tool in education institutions.

With regard to ways of maintain and enhancing image, findings of qualitative phase showed sixteen factors could be used to enhance the university's image such as qualifying academic staff and employees, monitoring creditability among students, enhancing academic programmes, offering more services to society, establishing research centres and postgraduate studies, renewing buildings and facilities and reviewing admission standards.

These factors were grouped into two main factors; factors related to direct marketing efforts and long-term process factors to enhance image. The findings of quantitative phase showed that respondents of private and foreign universities in Egypt showed interests of the two main groups, although they showed more concerns to long-term process factors and more specifically the influence of their graduates' success in labour markets to change negative perceptions, preserve creditability toward public and working on changing public' perceptions toward private higher education. On the other hand, they gave more concern with factors of enhancing the quality of academic programmes, academic staff, employees and facilities alongside establishing new faculties and research centres as marketing factors to enhance image. It can be concluded that enhancing or maintaining university image requires direct and contentious developments regarding marketing efforts alongside long-term strategy and procedures to guarantee preserving the gained positive image.

Figure 8.3 Conceptual model of senior management and marketers perspective



8.5 AN OVERVIEW OF CONCEPTUAL MARKETING MODEL

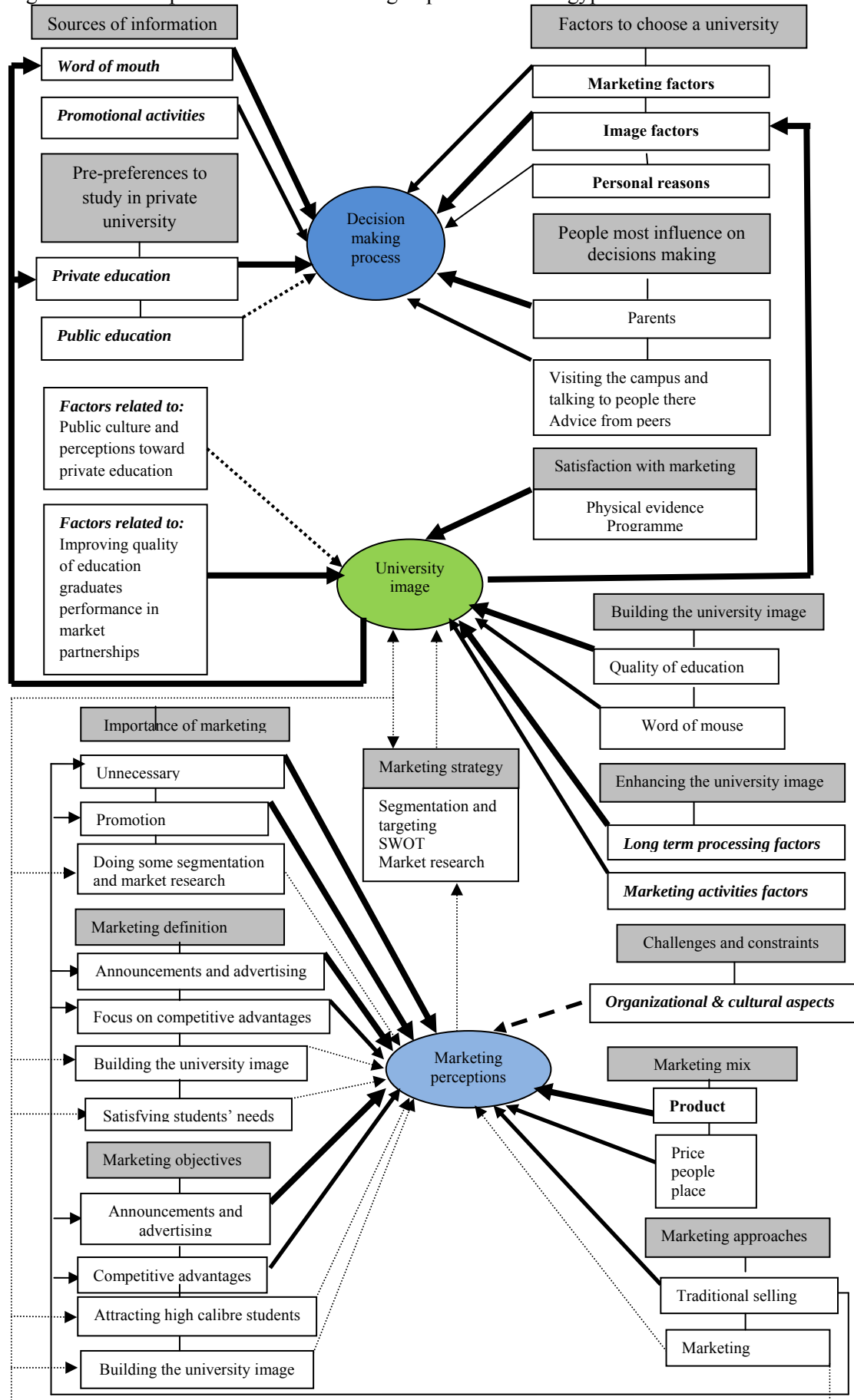
Researcher in this study suggested a conceptual marketing model reflects marketing practices and policies used by private and foreign universities in Egypt. The model connected with two different perspectives of students and senior management and marketers of their perceptions to marketing and university's image. The core of this mode is to link findings of qualitative and quantitative phases with literature review of marketing theory. It showed that image perceived by students was influenced by their pre-preferences to study in a private higher education institution before enrolment. In addition, it was influenced by their satisfaction with marketing activities offered; particularly, factors concern with learning process and environment such as programme, people, physical evidence and place. The model also showed students perception to enhancing university's image. They showed concerns regarding public' perception to private education as it affected negatively on university's image but they believed that the contentious to improve the quality of education and future outcomes of private and foreign universities were capable of changing negative perceptions of private and foreign universities.

It is also worth mentioning that although factors related to image and reputation were more influence on students when making their decisions, less concern were given by university to build positive image through clear procedures and strategy. There is no evidence that building university's image came first in their marketing priorities and objectives.

Moreover, the model showed a shortage of marketing perceptions by senior management and marketers; hence, lack of using long-term marketing strategies to building the university's image. There was an agreement between both parties; students and marketers and senior management; on the ways of building and improving university's image; both of them had fears regarding negative perceptions about private education but they agreed that improving the quality of education and time are capable of changing university's image on the minds of public.

Figure 8.4 shows a conceptual marketing model of actual marketing practise in private higher education in Egypt, with linking the findings of students with the perceptions of senior management and marketers.

Figure 8.4: Conceptual model of marketing in private HE in Egypt



8.6 CONCLUSION

Private higher education institutions in Egypt are still in early stage of developing themselves including their marketing activities. The marketing model suggested was build upon findings from quantitative and qualitative phase. The model was build based on the association between marketing and university's image. Two perspectives had been considered in this model; student's perspective and senior management and marketer's perspective, while other parties were not considered because of time and limited resources restrictions. The model showed the process of decision making when choosing a private university for students and factors to be considered as more influence on the image perceived by students. On the other hand, it showed shortage of marketing perception by marketers and senior management which influenced on using marketing strategy and building university's image.

The marketing perception had been considered in both quantitative and qualitative phase and showed similar findings that marketing in private higher education institutions in Egypt was still in rudimentary stage which needs more efforts to cope the developments happening in universities of developed countries. The marketing perception was investigated through performing the respondents' perception toward marketing definition, the importance of marketing, marketing approaches, marketing objectives, constraints facing marketing implementation and marketing mix.

The model also explained the relationships between marketing and university's image. It investigated the factors which were dominant when building and enhancing the university's image; showing that building and maintaining university image were upon a contentious and long-term process that requires from university to direct its efforts to change public perceptions regarding private education. That could be happened if university keen to make contentious improvement to the quality of education and to build bridges of creditability and communications with its parties.

9. CONCLUSION AND DISCUSSION

9.1 INTRODUCTION

Marketing in higher education institutions still faces deep arguments about its relevance and applicability. Many authors believe that there are a number of challenges still facing the implementation of marketing in higher education. One of the most important challenges is the perception of the need for marketing activities in the HE sector, and there is still some evidence of negative impressions about using marketing in HE (Hemsley-Brown and Oplatka, 2006). This situation may bring some resistance to the use of marketing in HE, or the recognition of marketing as important and suitable for application in HE.

Research in HE marketing has begun to develop more contribution since the 1980s, but more work is still needed in this field. The dilemma in marketing of higher education theory is that it is mainly conceptualized and based on theories and concepts from other areas, such as product marketing, services marketing and consumer behaviour. Some authors argue that marketing in HE has been simply used as imported wisdom from the business sector where it has its roots (Gray, 1991; Maringe, 2006). Others believe that marketing in HE is developing its conceptualization from service marketing theory, although there are differences between HE and other services in terms of context. This fact leads HE leaders and managers to adopt models which are not compatible with their organisational nature (Hemsley-Brown and Oplatka, 2006). McGrath (2002, p.2) points out the shortage of theory for marketing in HE when he states “*This interest in marketing, however, is part of a long evolutionary process that is still far from complete*”. He believes there is growing interest in using more aggressive marketing techniques in HE, but there is still a need for more discussion about identifying the marketing policies which are optimal for applying in higher education.

9.2 CONCLUSION

Private and foreign universities in Egypt are considered to be new in terms of their years of establishment (excluding the AUC University). Accordingly, they face the challenge of attracting new students in the face of competition from public universities, who have long traditions of higher education in Egypt. Thus, the need for marketing is especially important to achieve the objectives of these universities. The perception of marketing in private higher education in Egypt is still far from the wider definition of marketing that present in developed countries as shown from the results of this study. The aim of this study was to answer the main

five research questions; thus results and analysis were employed for that purpose as shown in the following section.

Question1: How do senior management and marketers in private and foreign universities perceive marketing in their universities?

To understand how senior managers and marketers perceive marketing in their institutions, many aspects had been introduced, such as the total perception of marketing, marketing approaches adopted, marketing objectives, marketing constraints and challenges, marketing mix and the involvement of marketers in marketing activities. The purpose was to draw a picture of marketing practices and perception in these universities. Each aspect had been answered through the results of this study as follow:

Q1a: How do members of senior management and marketers perceive marketing in their universities?

The findings of qualitative phase showed that although senior management interviewees agreed that marketing is important, they varied with regard to their perception to competition among universities. Moreover, they showed no interest to use external consultants in their university which gave the impression that their perception to the importance of marketing is less than that expressed in their opinions. Thus, there was a limited perception to marketing in general; that can be shown through their perception to marketing definition in higher education. Marketing was perceived as promotion and advertising; this approach appeared clearly through giving factors of promotion and facilities more importance as marketing tools to focus on.

Similarly, marketing interviewees showed limited perception of marketing in their university. Most marketing interviewees could not offer a precise definition to marketing in their universities; they perceived marketing as practising promotion and some advertising prior to admission period, with the exception of few marketing interviewees who introduced broader definition to marketing in their universities. The marketing interviewees showed moderate if no weak perception to the importance of marketing. The interviewees showed less interest in competition with other universities, but few interviewees referred to using benchmarking with one or two universities; consequently, there were no indication of using external consultants. The position of marketing in organization structure seemed to be not clear for many interviewees, but they showed reasonable acceptance with regard to support given by senior management and marketing budget, although they believed that budget still needed to be reviewed with regard of marketing objectives.

Accordingly, with regard to using a marketing strategic plan, senior managers' interviewees showed no indication of using marketing strategy in universities investigated. There was no existence of using formal procedures for segmentation and targeting, market research, SWOT analysis, but some attempts to do short-term plans (one year plan), to face changes in market environment. The same situation had been reported by marketing interviewees who showed less evidence of using marketing plans in universities being investigated. There were no indication of using segmentation and targeting, market research, SWOT analysis and long-term marketing plans. Moreover, the feedback system seemed to be used as formal procedure without evidence of being used in formalized the marketing process.

The findings of qualitative phase were confirmed by findings of quantitative phase; the perception towards marketing in both private and foreign universities was moderated according to the mean ($M=3.02$) on five point likert scale of the model derived from Naude and Ivy (1999) model. The results also showed an average perception to the role and relevance of marketing in HEIs with a slightly higher agreement of respondents in private universities than those in foreign universities.

With regard to the hypothesis that senior management and marketers in private and foreign universities differ in terms of their perceptions of marketing. The results of Mann-Whitney test revealed that there were no significant differences between respondents in private universities and those in foreign universities in most of items used (23 of 34). However when further analysis had been taken, it showed different path. There were no significant differences in terms of the role that marketing play in their universities, while there were significant differences between both groups with regard to their perception of the relevance of using marketing in their universities. Respondents in private universities were more positively with regard to their perception to the relevance of using marketing in their universities. Hence, there were significant differences between both groups with regard to the total perception of marketing with more advanced perception from private universities' respondents than those in foreign universities.

Naude and Ivy (1999) in their study compared between old and new UK universities in terms of using marketing. They concluded that new universities were likely to be more aggressive in their marketing strategy than old universities that seem to be conservative with regard to their perception of marketing. The new universities relied more on antecedent selling activities, such as advertising, visiting schools and direct mails; while old universities relied more on their perceived image to attract applicants. The old UK universities were more likely to adopt the trend that marketing is irrelevant or nor required as marketing was very close to business field. In this study, the comparison between private universities and foreign universities; both types of

universities were considered new universities, although many private universities were older in terms of years of establishment, therefore, they were more likely to adopt a more conservative strategy than foreign universities such as the case in old UK universities, but results showed that private universities, in general, were slightly more responsive to marketing than foreign universities. The reason for that might return to that foreign universities rely more on their brand names and their partnerships with international universities, thus they follow the behaviour of old UK universities with regard to perceive marketing based on image perceived. If we coupled the results of qualitative and quantitative phase together, it can be concluded that old private universities and foreign universities were more likely to rely on their names and image perceived which weaken their perception to the relevance of using marketing in their universities, while new private universities were more aggressive in terms of using marketing and their perception to the relevance of marketing in their universities. The overall image of marketing perception is still moderate if not limited. The results of qualitative phase showed that private and foreign universities included in the study are still at the stage where marketing is seen to be unnecessary, and merely for the sake of promotion.

A small number of institutions are beginning to perceive marketing as involving some segmentation and market research. They stated that the reasons for this limited perception of marketing were associated with society and culture, as there was no strong marketing orientation tradition; a shortage of qualified marketing staff and it was seen to be unnecessary for some universities, where demand exceeded the places available. With regard to the results of this study and results of pervious study of Naude and Ivy (1999), it can be suggested that it is suitable for private and foreign universities in Egypt as new universities to follow more aggressive marketing strategy to reach potential students and delivering suitable information which help them make the right decision, side to side, adopting a marketing strategy based on building the university's image on the long-term.

Q1b: What approaches to marketing are most commonly adopted by private and foreign universities?

Five approaches had been used to examine the respondents perception to the approach they most likely to adopt. The product and selling approaches reflected the traditional marketing based on selling concept, while the other three approaches reflected the marketing approach based on the broader definition of marketing. The results showed that both types of universities were likely to adopt the traditional marketing approaches based on selling concept with a percentage of 56.1% rather than approaches based on marketing concept with a percentage of 43.9%. Moreover, private universities were more likely to adopt approaches based on the marketing concept (46%) more than foreign universities (40%). These results were compatible with the results showed

that private universities were more positively regarding their perception to marketing in their universities.

With regard to the related hypothesis that senior management and marketers in private and foreign universities differ in terms of the marketing approach they adopt. The results of Chi-Square test revealed that there were no significant differences between both groups in terms of the approach they follow (traditional approach or marketing approach).

Q1c: What are the main challenges and constraints facing these universities in implementing effective marketing?

The results of qualitative phase showed that senior managers referred to many constraints that could affect negatively on their strategies including marketing, such as governmental constraints (students' quotas and curricula restrictions) and shortage of well qualified academic staff and marketers as well, although there was no agreement about such these factors, while marketers showed no big concerns with regard to the existence of specific constraints faced them to achieve their marketing objectives. Some interviewees referred to some concerns with regard to recruiting academic staff, location and unexpected changes of government decisions and legislations.

Accordingly, nine challenges determined in qualitative phase as to affect on implementing marketing in HEIs were examined. They were categorised into two groups, organisational and cultural constraints and governmental constraints. The results showed a positive agreement about the total importance of these constraints to effect on implementing marketing ($M=4.53$), with more agreement from foreign universities ($M=3.71$) than private universities ($M=3.44$). Moreover, the results showed that respondents from both types of universities were more concerned with organizational and cultural constraints ($M=3.73$) than governmental constraints ($M=3.28$). These results raised concerns with regard to the ability of such these universities to adopt marketing oriented-based-approach in the near future.

With regard to the related hypothesis that senior management and marketers in private and foreign universities differ in terms of their perceptions of the challenges faced in the implementation of marketing. The results of Mann-Whitney test revealed that there were no significant differences between respondents in private and in foreign universities in terms of the overall effect of constraints, organizational and cultural constraints and governmental constraints.

Q1d: What are the objectives for marketing to focus on in private and foreign universities?

Seven objectives were used to understand the priorities of respondents with regard to the marketing objectives to focus on, hence putting the appropriate marketing strategy and campaign. The results showed confusion of the results with regard to this question. In general, respondents gave the first priority to announcing and advertising with a percentage of 31.6%; followed by focusing on competitive advantage (28.1%) and attracting high calibre students (24.6%). The objective of achieving the desired image came fourth in importance (14%), which indicates low interest with using marketing in building the university's image. Off course, these results reflected their moderate perception to marketing, the reliance on selling approaches more than marketing approaches, and compatible with results showed in qualitative phase that marketing is still perceived as announcing and advertising more than a philosophy for HEIs to adopt.

The results of quantitative phase came to some extent different from that found in qualitative phase because interviewees emphasised the importance of attracting high calibre students and building the university' image, while marketing interviewees added the objective of attracting new students as a challenge. It might be return to that the big part of respondents were adopting the general attitude that marketing is perceived as promotion and advertising.

With regard to the related hypothesis that senior management and marketers in private and foreign universities differ in terms of which marketing objectives to focus on, Mann-Whitney U test was used to examine the differences between both groups regarding the seven marketing objectives. The results showed no significant differences between both groups in four of these objectives; they were: announcement and advertising; attracting high calibre students; achieving the desired image; and fund-raising. On the other hand, there were significant differences between both groups in terms of attracting new students, retaining current students and focusing on competitive advantage with higher means ranks from respondents in foreign universities than those in private ones.

Q1e: To what extent are marketers involved in the direction of marketing activities?

Twenty-seven marketing activities were identified to understand the extent to which marketers in such these universities were involved in marketing. The results showed high agreement rate with regard to traditional and public relations job, such as newsletters (94%), pamphlets and prospectus (84%), open days (84%) and advertising through media (81%). They also reported reasonable agreement rate with regard to promotional activities such as organising conferences and seminars (65%), alumni relations (62%) and receiving VIP visitors (60%). They showed low response rate with regard to their involvement in activities represent the essence of the

marketing job, such as market research (28%), recruiting academic staff (25%), product development (19%) and participating in determining tuition fees (0%). These results referred to the limited role of marketers in creating the university strategy in such these universities.

Q1f: What are the marketing elements that most contribute to the marketing mix of these universities?

The results showed unanimity that the product element was the most dominant in the marketing mix; followed by price element (50%), promotion (25%) and people (25%). Respondents in private universities gave the price element (74%) more interest after product, while respondents in foreign universities gave promotional activities (46.2%) a priority after product. It can be concluded that there is no one perfect mixture and that the mixture of the 7Ps varies from university to another according to the marketing objectives it follows.

To conclude, marketing in private HEIs in Egypt is still perceived as way of announcement and attracting new students more than a philosophy or a way of thinking. There was a lack in terms of connecting marketing activities with a clear marketing strategy aims at building the university's image; although results of this study showed that factors of image and reputation were the most dominant when choosing a university.

Question 2: How do senior management and marketers in private and foreign universities perceive image in their universities?

Senior management interviewees hold a positive perception of their university's image. They believed their university was distinctive in terms of quality of education; thus, they were keen to deliver that perception to potential students during university's message. The policy adopted was to attract well qualified academic staff, side-by-side, to benefit from partnerships in conveying a positive image of the university, and that its education standard was equal to international standards. They believed that attracting high qualified academic staff was a starting point to enhance or at least maintain the university's image, alongside other factors, such as influencing on society perception toward private higher education and developing services, facilities and research centres.

Similarly, marketing interviewees hold a positive perception to their university's image; they believed that image perception toward private and foreign universities had been changed. They referred to quality of education and graduates in labour market as main reasons to change society perception toward private education. Moreover, they suggested factors of more importance to enhance or at least maintain the university's image, such as concerning more with quality issues, communicating with society and preserve its obligations towards its parties.

It is worth mentioned that the qualitative phase showed that respondents held positive perceptions of their university's image, and that this was well understood, but the quantitative phase showed that achieving the desired image was not the first priority when practising marketing. This may be explained by a conflict found in respondents' perceptions of how they regarded the word "marketing" as meaning the practice of advertising and promotional activities, rather than having a wider definition.

Two perspectives were adopted to understand the perception of senior managers and marketers to university's image; they were: factors most contributed to build the university image; and factors which guarantee to maintain or enhance the university's image.

Q2a: What are the factors that most contribute to building the university image?

With regard to the factors most important to build the university image, there was a consensus that quality of education is the most dominant factor which contributed to build the university's image, as it was chosen by 50.9% of respondents, followed by word of mouth factor (17.5%). There were no big differences between respondents in private and in foreign universities regarding that, although 10% of respondents in private universities referred to the factor of communicating effectively with students and their problems as most important to build the university's image. Again, this reflects the previous results that private universities were likely to perceive marketing more positively than those in foreign universities.

Q2b: What are the factors that enhance and maintain the university image?

In a complementary step, respondents were asked to determine the factors more influential to enhance and maintain the university's image; sixteen factors were used. The results showed more interest in the factors related to improving the quality, such as graduate performance in labour market ($M=4.32$), quality of academic staff ($M= 4.05$), meeting obligations promised in the marketing message ($M=4.00$) and enhancing academic programmes ($M=3.91$). The factors were classified into two groups; marketing group and long-term process group. The results showed more concerns with factors related to long-term process ($M=3.83$) than marketing factors ($M=3.57$), with more interest from respondents in private universities with long-term factors ($M=3.89$) than those in foreign universities ($M=3.72$). These results reflected the respondents' perception to the process of enhancing the university image as a long-term process focusing on building highly skilled graduates and creditability in labour market, alongside, working on changing the concepts of society related to private HEIs.

With regard to the related hypothesis that senior management and marketers in private and foreign universities differ in terms of the factors seen to enhance the university image, the results of Mann-Whitney test showed no significant differences between both groups in all

factors except four factors; they were: changing the concepts and way of thinking in society; enhancing academic programmes; continuation in monitoring its creditability towards students, parents and society by meeting its obligation, as promised in its marketing message, with higher mean rank for respondents of private universities than those of foreign universities; and image has to be improved by graduate in labour market, with higher mean rank of respondents from foreign universities than those of private ones.

Question 3: What factors influence the process of decision-making in choosing their university among undergraduate students in private and foreign universities?

To answer this question, many aspects were taken in consideration, such as the pre-preferences of students to study in private education before enrolment, factors most important in decision-making process, people most influence on decision-making process and sources of information available.

With regard to the pre-preferences to study in a private education before enrolment, the results showed that 74% of students participated in survey would have preferred to have enrolled in a private university, while only 26% of them would have preferred public universities; the results were compatible with that found in qualitative phase. Respondents from foreign universities had a better positive attitude toward private education (91.2%) than those in private universities (65.2%). Students who expressed their preferences to public universities returned that back to factors, such as better accreditation and recognition to certificates (M=4.2), better reputation (M=4.13) and low tuition fees (M=4.11). On the other hand, student who preferred the private education referred to factors, such as the number of students in classes (M=4.45), the ease of delivering information (M=4.32), communication with academic staff (M=4.17) and the excellent facilities (M= 4.01). Understanding the factors that motivated students' preferences toward the public or private education can help private and foreign universities when forming their image.

With regard to the hypothesis that students in private and in foreign universities differ in terms of their preferences to study in private HE before they enrol, a Chi-Square test was used to examine the differences between the two groups. Results showed that there were significant differences between the both groups regarding this aspect. Students in foreign universities were more motivated toward private education before they enrolled than students in private universities.

The results also showed that parents were the most influential on decision making process as 78.5% of respondents referred to their parents as playing an important role when choosing a university. This result was concluded in the qualitative phase; in addition, it was confirmed by

previous results, such as Pampaloni (2010, p.22) who referred in his study to the importance of parents in decision-making process; he mentioned “*Of the individuals from whom high school students sought guidance and information, parents are overwhelmingly identified as the single strongest influence during the school selection process*”. The results also referred to other people, such as visiting the campus and talking to people there (38.1%) and taking advice from their peers (29.6%).

Factors of choosing a university were another important aspect. Twenty nine factors were examined to determine the factors most influential on student decision when choosing a university. The results showed that accreditation and recognition of certificate offered was the most important when choosing a university (M=4.59); followed by academic reputation (M=4.07) and availability of programmes that of most preferences to study by a student (M=4.03). This conclusion agreed with the results of study by Mazzarol (1994) which raised the importance of recognition of qualification (Mazzarol *et al.*, 2001). The results of this study was compatible with the results of many studies which found factors related to programme or course of study were of more important when choosing a university (Quigley *et al.*, 2000; Maringe, 2006; Price *et al.*, Pampaloni, 2010; Min *et al.*, 2012; Moogan, 2011). There were other factors had been reported as important; for instance, Maringe (2006) and Pampaloni (2010) added price, place alongside programme as factors of more important to potential students; whereas price *et al.*, (2003) raised the importance of academic reputation and facilities.

These factors were classified into two groups; marketing factors which compromise of programme, place, price, promotion, process and physical evidence factors; and non marketing factors which include image and reputation factors and personal reasons. The results showed that non-marketing factors (M=3.44) played more important role than marketing factors (M=3.22) when choosing a university, and more specifically image and reputation factors (M=3.62), such as academic reputation, recognition by employers and future chances after graduation. On the other hand, factors related to programme (M=3.85) and physical evidence (M=3.84) were the most influential as marketing factors. Students gave the least importance to factors such as personal reasons (M=2.95), place (M=2.78) and admission procedures (M=2.47). In the same vein, students were asked to rank the most important five factors when choosing a university, the results showed that factors, such as recognition by government, the availability of courses, academic reputation and quality of education were the most important when choosing a university. With regard to respondents from private universities, the factors of recognition by government, academic reputation, availability of courses and quality of education were the dominants, while the factors of university brand, partnerships with international universities, recognition by employers and the availability of courses were the most important for foreign universities respondents.

With regard to the related hypothesis that students in private and in foreign universities differ in terms of the factors that were dominant when choosing a university, a Mann-Whitney test was used to examine the differences between the both groups. The results showed that there were no significant differences between respondents from private universities and those from foreign universities in terms of the promotion and physical evidence factors. However, there were significant differences between both groups in other marketing factors such as place, prices, admission factors, with more reliance on these factors by students from private universities than those from foreign universities, and programme factor, with more interest in this factor by respondents from foreign universities than those from private ones. Moreover, there were significant differences between the both groups with regard to image and reputation, as respondents from foreign universities showed more concern with these factors than those in private universities and personal reasons, with more concern from respondents in private universities than those in foreign universities.

In general, respondents from foreign universities were more concerned with the university image and reputation alongside the programme itself, while students in private university gave more considerations to factors such as place, price, admission and personal reasons.

The sources of information were another important factor when choosing a university. The results revealed that chatting with students who had a previous experience about the university ($M=4.14$) was the most important source to collect information about a university; followed by university web site ($M=3.99$), friends ($M=3.90$), people who know about the university ($M=3.86$) and embassies and cultural bureaux for non-Egyptian students ($M=3.85$). It is worth noting that respondents from both types of universities gave promotion through media the least importance as a source to collect information about the university. Many studies showed that internet has taken more concern nowadays as source of information (Obermeit, 2012; Moogan, 2011; Pampaloni, 2010). Obermeit (2012) in his study referred also to the importance of publications and students' social networks, while Moogan (2011) concluded in his study that university prospectus, UCAS and university websites were the most important for gathering information. The results of this study were consistent with the results of other studies that using internet, such as universities web sites (Obermeit, 2012; Moogan, 2011; Pampaloni, 2010), and sources related to word-of-mouth were more influential on a student to make a decision and to collect data about a university (Obermeit, 2012; Pampaloni, 2010).

With regard to the related hypothesis that students in private and in foreign universities differ in terms of the sources of information they use when choosing a university, the results of Mann-Whitney test revealed clearly that there were significant differences between students in foreign universities and students in private universities in terms of their reliance of using different

sources of information when making a decision. Respondents from foreign universities seemed to rely more on using the different sources of information; they showed more response rate in terms of the overall mean of sources of information, sources related to promotion and sources related to word-of-mouth.

Question 4: To what extent are students in private and foreign universities satisfied with marketing activities offered to them in their universities?

To measure the extent of which respondents were satisfied with marketing tools and practices offered by their university, twenty-nine factors were used. The results showed that students were satisfied more with factors related to learning process such as the number of students in classes (M=4.3), laboratories for practical subjects (M=4.01), learning facilities (M=3.99), academic staff (M=3.98), curriculum (M=3.93) and interaction with academics (M=3.91). According to classification of these factors under the 7Ps, the results showed that respondents were satisfied more with factors related to people (M=3.59), place (M=3.52), physical evidence (M=3.5) and programme (M=3.48). While they were less satisfied with promotion activities (M=2.85). Students in private universities showed more satisfaction with place (M=3.65) and people (M=3.54), while students in foreign universities were more satisfied with programme (M=3.73), physical evidence (M=3.71), people (M=3.69) and price (M=3.67). The findings came to big extent compatible with the findings of qualitative phase as interviewees showed general satisfaction with factors, such as academic programmes, academic staff, price, entertainment activities and facilities. On the other hand they tended to be less satisfied with factors, such as administration, promotion and advertising. They also showed variation and disagreement with factors, such as place and accommodation.

There was an agreement between this study and other previous studies that factors related to programme and learning process, such as infrastructure and learning facilities, quality of social life, interaction and quality of academic staff, quality of learning, programmes and its variety were of most influential to increase student satisfaction, hence the university's image (Zineldin *et al.*, 2011; Wilkins, 2012; De Lourdes Machado *et al.*, 2011; Garcia-Aracil, 2009).

With regard to the related hypothesis that students in private and foreign universities differ in terms of their satisfaction with marketing activities practised by their universities, the results showed no significant differences between the both groups with regard to the overall scale of satisfaction with marketing practiced by their university; however, there were significant differences between the both groups with regard to programme, physical evidence and price, as respondents from foreign universities showed more satisfaction with these factors than private

universities students , while students in private universities showed more agreement about the factors of promotion and place.

With regard to the hypothesis that students' satisfaction with marketing activities offered, has an influence on the image perceived, the results of Spearman's rho test revealed that there was a strong positive correlation between the overall satisfaction of marketing elements practiced and image perceived ($r=.683$), with more emphasis to elements such as physical evidence ($r=.541$) and programme ($r=.536$). This strong correlation between marketing satisfaction and image perceived were clearer with respondents in private universities ($r=.753$) than respondents in foreign universities ($r=.520$).

Question 5: How do undergraduate students in private and foreign universities perceive the image of their universities?

The findings of qualitative phase showed positive attitudes from students' interviewees toward their university's image, with stronger agreement from foreign universities groups than other groups. They referred to quality of education and accreditation and recognition by government and society as most influence on keeping a positive image. That conclude was confirmed as the big part of interviewees agreed to choose their university again if they could turn the clock back.

The findings were confirmed by the findings of quantitative phase that the overall perception of image was positive ($M=3.55$) with more positive attitude from foreign universities' respondents ($M=3.83$) toward their university than that perceived by respondents in private universities ($M=3.41$). The perception towards the university's image had been clarified also by asking students to describe their university through choosing one of six sentences which best describe their perception toward their university. The results showed 55% of students had a positive attitude toward their university through describing it as the one of their dreams (21.3%) or it is the best fits their circumstances (33.7%). The results also revealed that students in foreign universities had a better perception to their universities than those in private universities as 69.9% described their university in a positive way, while only 47.6% of respondents in private universities did the same. These results confirmed the previous results with regard to their perception of university's image.

With regard to the related hypothesis that students in private and in foreign universities differ in terms of their perception of university image, there were significant differences between both groups in terms of image perceived as respondents in foreign universities had a better image perceived to their university than those in private university.

With regard to giving an advice to a friend to study in their university, 44% of respondents referred to their university as the best place to study on if they were asked for an advice, while 56% of them believed that they would advice their friends for other destinations to study on, such as public universities 19.3%, another private university 13.4% and another foreign university 23.2%. Students in foreign universities had a better attitude toward advising their peers to study in their university with a percentage of 64%, while only 34% of students in private universities supported this trend. In general, students in foreign universities were more convinced with private education than those in private universities. 85.3% of foreign universities' students were supported to private education while 78.4% of students in private universities supported the same trend.

With regard to the hypothesis that students in private and in foreign universities differ in terms of their description of their universities, a Chi-Square test showed that there were significant differences between the both groups with regard to their description to their university. Respondents from foreign universities had more positive attitudes than those in private universities with regard to the description of their university. The both results confirmed that image perceived by respondents in foreign universities were better than that perceived by respondents in private universities.

With regard to the factors could affect negatively on university's image, respondents had identified these factors as they most influence negatively on university's image; they were: the university tends to focus more on investment objectives more than educational objectives ($M=3.95$); the perception of public that students in such these universities are leisured ($M=3.78$); and poor in terms of academic quality ($M=3.63$). Students in private universities gave more attention to factors, such as that the university tends to focus more on investment objectives more than educational objectives, the perception of public that students in such these universities are poor in terms of academic quality and students are leisured. On the other hand students in foreign universities were more concerned with factors, such as bad communication between the university and society and focus on investment objectives more than educational ones. In general, respondents in private universities ($M=3.76$) showed more agreement with the overall factors than respondents in foreign universities ($M=3.24$).

With regard to the hypothesis that students in private and in foreign universities differ in terms of the factors that have a negative effect on their universities' image, the results showed significant differences between the both groups with regard to all factors except the factors of bad communication between the university and society and admission standards. The results also showed more interest from respondents in private universities with these factors: the public perception that in private universities students is 'leisured'; success is too easy; private

universities tend to focus more on investment objectives than educational objectives; and little information is available.

On the other hand, respondents had identified the factors that could affect positively on university's image. Results showed that factors, such as contentious improvement of quality in education ($M=4.32$), graduate performance in labour market ($M=4.17$) and partnerships with international universities ($M=4.02$) were the most influential on university's image. In general, respondents in foreign universities ($M=4.07$) agreed with the overall factors more than respondents in private universities ($M=3.83$).

With regard to the hypothesis that students in private and in foreign universities differ in terms of the factors that have a positive effect on their universities' image, the results showed significant differences between the both groups in most of these factors. Respondents from foreign universities showed more agreement with factors, such as inviting famous people to seminars and conferences in the university, establishing research centres and postgraduate studies, partnerships with famous international universities and institutions, communication with surrounding society by offering more services, positive and intensive promotion and marketing activities, restrictions and criteria concerning the admission standards and procedures, image has to be improved of the graduate performance in labour market, focus more on the university message during advertising and the private university should respect its identity and its message. In general, respondents from foreign universities showed more interaction with these factors as they could influence positively on their university's image.

One final conclusion was related to the hypothesis that students who would have preferred to study in a public university have negative perceptions towards their university's image. The results showed significant differences between students who would have preferred to study in a public university and those who would have preferred to study in private university before enrolment in terms of their perception to university's image. Students who would have preferred the private education from the beginning had a better image perceived than those who would have preferred the public universities. It can be concluded that previous expectations and image perceived had an effect on forming the university's image. To conclude, respondents of foreign universities showed higher perception to their university's image and to private education in general than respondents of private universities. They were motivated by their pre-preferences to private education based on previous expectations before enrolment, alongside their satisfaction with marketing activities offered.

9.3 CONTRIBUTION OF THE STUDY

This study is expected to put a base for future research of this field in Egypt. Moreover, it can contribute to the field in the two aspects; practically and in theory building as follow:

Practically:

- Increase knowledge of actual marketing practiced in private higher education in Egypt.
- To help in improving the services provided by this sector.
- To help in developing the management process of these institutions.
- Bridging the gap between students' perception and university administrators' perception with regard to marketing.
- Understanding the decision making process can help universities to formulate their marketing to deliver information correctly, hence building the university's image.

Theory:

- To enrich the literature review by presenting a different perspective to marketing higher education theory on this area from the world.
- Proposing a conceptual model based on real marketing activities practiced in this area of the world.
- It helps to narrow the gap between marketing theory and the actual marketing practises.
- Developing scales and measures appropriate to the nature and culture of this area.

9.4 DISCUSSION

This project is aimed mainly at understanding the marketing process in private higher education in Egypt. The idea of doing such research in this area (HEIs) began in 2006, when the researcher discovered that there was a shortage of research here, especially in the Middle East. The first decision was to make a comparative study between UK and Egyptian universities regarding the role of marketing in these institutions, but later it was found that it was better to begin with investigating Egyptian private HEIs only, as there was no ready information about the marketing implementation in such universities. The decision of which paradigm and methodology were most appropriate to investigate the marketing perceptions in private HEIs in Egypt was taken according to the limited amount of Arabic research in this field. Thus it was better to begin with the qualitative phase, to get a deeper understanding of the whole picture of how marketing is perceived and practised in these universities. It was not easy to implement this stage, because it was necessary to arrange interviews with many groups in different universities in a limited amount of time (the period of visiting Egypt). In fact, arranging interviews with

senior management was not an easy job per se, because of having to convince them of the purpose of this study, especially as this process would take an hour or so of their time. Some interviewees had concerns regarding the privacy and sensitivity of information provided, especially as this information related to their marketing policies, but most of them were convinced that the information would only be used for research, without referring to the university name. The findings generated from this stage were satisfactory enough to build a clear idea about marketing concept in private HEIs; the data generated was too large to be included in a single chapter, with all the accompanying explanations, but the main ideas and points were covered. In general, it was interesting to meet people there and discover new aspects, which would have been hard to understand if using only quantitative techniques.

9.5 LIMITATIONS

This study addresses the perceptions of marketing from the perspectives of specific groups who have links with marketing in higher education (marketers, senior management and undergraduates). It is recognized that there are other segments/parties who have a connection with marketing, such as parents, academic staff, high school students (pre-university stage), who have not been investigated, due to the limitations of the study field and focus.

The field study included all private universities, both those Egyptian private universities and foreign private ones, established according to Law 101 for the year 1992. It did not include private higher education institutions or universities established before the year 1992, such as the AUC University, together with any other universities established after the date of distributing the questionnaires. The study also had its limitations regarding the measurement of study variables, as information used to measure most study variables was gathered from participants, using self-reported methods, which made the information used prone to bias and inaccuracy.

According to the small size of the sample taken from marketers and senior management, there were limitations regarding the potential to generalize results taken from the sample.

9.6 RECOMMENDATIONS FOR FUTURE RESEARCH

This field is still at the early stage of research and investigation, especially in the Middle-East. It is therefore a promising field within which to direct more research aimed at investigating marketing in higher education, in order to build and enhance the theory of marketing in HE, and to try to introduce more models to fit the particular nature of higher education.

The researcher suggests the following topics and areas for future research:

- Positioning and branding in higher education institutions in developing countries.
- Comparative studies regarding marketing models used in developing countries and those used in developed countries.
- Investigation of the marketing perceptions of other parties, such as parents and academic staff.
- Measuring the image of private and foreign universities in the eyes of pre-university level students.
- A comparative study between private and foreign universities recently established, and the older AUC University (as a brand name university) in Egypt regarding the marketing models used and image perceived.

Appendices

Appendix A

السيد الأستاذ الدكتور/ رئيس جامعة.....

تحية طيبة وبعد

أرجو من سيادتكم التكرم بالموافقة علي السماح لي بإتمام الدراسة الميدانية الخاصة برسالة الدكتوراة التي أعدها في إنجلترا بعنوان/ إدراك مفهوم التسويق في الجامعات الخاصة المصرية وتأثير ذلك علي الصورة الذهنية المكونة عن هذه الجامعات. **'perceptions of marketing activities in private higher education, and the extent to which these marketing activities have an impact on the image of these universities'**.

حيث أن جامعتكم هي جزء من هذه الدراسة الميدانية، أؤكد لسيادتكم أن كافة البيانات التي سوف تؤخذ من جامعتكم ستستخدم لأغراض الدراسة فقط كما أن اسم جامعتكم أو أي جامعة أخرى لن يذكر في الدراسة. البحث الميداني عبارة عن قائمتي استقصاء أحدها موجه إلي الإدارة العليا (ممثلة في رئيس مجلس الأمناء , رئيس الجامعة , عمداء الكليات) والأشخاص المسؤولين عن الأنشطة التسويقية بالجامعة ممثلا في (PUBLIC RELATIONS, ADMISSION OFFICE OR MARKETING OFFICE) أو أي كان المسمي الوظيفي.

والاخرى موجهه إلي طلاب الجامعة (عينة ممثلة لمختلف التخصصات) لمعرفة انطباعاتهم عن الجامعة والصورة الذهنية المكونة عن الجامعات الخاصة وتأثير الأنشطة التسويقية علي رسم صورة ايجابية في أذهانهم. أتمني من سيادتكم مساعدتي في إتمام الدراسة الميدانية وأنا كلي ثقة في أنني في صرح علمي يشجع البحث العلمي ويسعى إلي الأفضل دائما.

ولسيادتكم جزيل الشكر

مقدمه لسيادتكم

هشام حسان

Hesham Hassan

University of Southampton

School of Management

UK

Email: hesha-2000@hotmail.com

TEL: 01521221478

Appendix B: Student questionnaire in English

***Introduction***

I would like to introduce myself. My name is *Hesham Hassaan*. I am a PhD student at the School of Management and working under the supervision of ***Professor John Taylor*** (Director of Centre for Higher Education Management and Policy (CHEMPaS) at the University of Southampton, UK). My study investigates ***perceptions of marketing activities in private higher education, and the extent to which these marketing activities have an impact on the image of these universities***. I chose your university to be a part of my empirical study, and your assistance with the research is very much appreciated. Be sure that the information you provided will be used for study purposes only. The questionnaire should take only few minutes to complete. Please note that you do not have to give your name. Any personal data provided will be used only for statistical analysis. This work is undertaken in accordance with the University of Southampton's guidelines for ethics and conduct of research

Regards,

Hesham Hassaan

School of Management

University of Southampton

Part 1: Personal data**1- How old are you?**

- ☐ 16-18..... ☐ 19-22.....
- ☐ 23 or more.....

2- What is your gender?

- ☐ Male..... ☐ Female.....

3- Identify your nationality?

- ☐ Egyptian ☐ Non Egyptian

4- Where do you study?**5- What is your subject?****Part2: preferences****6- In general, what would have you preferred to study at, private university or public university?**

- ☐ Public University ☐ Private University

7- If you believe public university is better, why:

	Strongly agree	agree	Neutral	Disagree	Strongly disagree	I do not know
They have better qualified academic staff						
Personality of Academic staff is strict there						
Education quality is better						
The academic quality of students there is better						
Qualifications are better in terms of accreditation and recognition						
Study system there encourages you to work hard						
Fairness in grading						
Evaluation system is better						
The final outcomes are better						
More prestigious than private universities						
They are older and therefore have a better reputation						
More respect from society for their graduates						
Better chances in the labour market						
Curriculum is better						
Low tuition fees						
Any other, mention.....						

8- If you believe private university is better, why:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>I do not know</i>
Easier in terms of study system						
Low number of students in classes						
Faster and better in terms of delivering information						
Fairness in grading						
Evaluation system is better						
The outcomes are better						
The chances to succeed are higher						
Education system encourages assimilation						
Better communication with academic staff						
More prestigious than public university						
Better chances in the labour market						
Excellent facilities						
Curriculum is better						
More chances for practise (for practical subjects students)						
Laboratories are better equipped						
Use of credit hours system						
You do not need extra private sessions						
Partnerships with international universities						
Any others, mention.....						

9- To what extent these factors were important when you chose your current university specifically?

	<i>Very important</i>	<i>Important</i>	<i>Neutral</i>	<i>Not important</i>	<i>Not at all important</i>
It has a good location					
Lower tuition fees compared with other competitors					
I did not get the required grades to qualify me to study my preferred subject in a public university					
Prestigious university					
The good reputation of the owner					
The good reputation of the members of the Board of Trustees					
The flexibility of payment arrangements of tuition fees					
It offers a variety of discounts and scholarships					
Lower admission standards than others					
It is the only university that accepted me					
I found the programme I want to study					

The deadline for its admission enrolment is longer					
It has a good academic reputation					
It has excellent facilities					
It offers better chances of employability in the future					
It offers better chances of travelling abroad to study					
It offers better chances of travelling abroad to work					
The university has a good brand (name)					
It offers a dual degree					
The university is recognised by employers					
The qualification is accredited by government					
The university atmosphere					
Most students complete their education here in 4 years					
To be with my friends					
My friends recommended it					
My family recommended it					
The availability of information about the university					
It uses a variety of promotional activities					
Graduates are very successful in the labour market					
Any other, mention.....					

10- Order the most 5 important factors for you when choosing your university?

Give the most important reason no: 1, the less important no: 2, and so on:

Facilities	
Academic staff	
University prestige (social image)	
Academic reputation	
The university brand	
Tuition fees	
Use of promotional activities	
Location of the university (proximity from home)	
The chances of employability in future	
The quality of education	
The availability of the course you wish to study	
Recognised by government	
Recognised by employers	
Partnerships with international universities	
The ease of admission procedures	
Any other, mention.....	

Part3: effectiveness of marketing tools:***11- How do you see these issues in your university?***

	<i>Excellent</i>	<i>Good</i>	<i>Neutral</i>	<i>Poor</i>	<i>Very poor</i>	<i>I do not know</i>
Academic staff						
Interaction with academic staff						
Tutors and academic advisors						
Treatment from administration/other employees						
Administration's response to your enquiries and problems						
Ease and speed of admission procedures						
Curriculum						
Summer training courses (extra supportive courses)						
Evaluation and examination system						
Learning facilities (equipment, classes, lectures rooms, data show projectors, libraries, etc.)						
Internet facilities						
Other facilities (cafeterias, playing fields, sports facilities, restaurants, etc.)						
The number of students in classes						
Laboratories (for practical subjects)						
Entertainment activities (trips, parties, etc.)						
Schedule and timing arrangements for these entertainments						
A friendly campus environment						
Accommodation						
Location						
Availability of transport						
Advertising in newspapers						
Recruiters' visits to schools						
University website						
Advertising through the media						
University promotions through the internet						
Availability of information about the university						
Prospectus, pamphlets and leaflets						
Open Days						
Tuition fees compared with other competitors						

Part4: decision making process:**12- Who is the most influence on your decision to choose this university?***(You can choose more than one)*

Parents	
Peers	
High school teachers	
Relatives	
Friends of parents	
Neighbors	
Visiting the campus and meeting people there	
Others (specify).....	

13- How important these issues as a source of information when you chose your university?

	<i>Extremely Important</i>	<i>Important</i>	<i>Neutral</i>	<i>Not important</i>	<i>Extremely un- important</i>
The university website					
Information via other websites					
Prospectus, pamphlets and leaflets					
Chatting with students who had previous experience					
Chatting with other people who knew about the university					
University promotions through the media					
University promotions in newspapers					
Agencies offices (for international students)					
Embassies and cultural bureaux (for international students)					
Friends					
Open Days					
Any others, mention.....					

Part 5 image and how to enhance it:**14- How do you see the image of your university?**

- ☐ Strongly positive
☐ Positive
☐ Neutral
☐ Negative
☐ Strongly negative

15- Mention the most 3 issues you do not like in your university?

(Rank them by giving the most issue you do not like no: 1, the less important no: 2, and the least no: 3)

There is no good communication with administration	
Bad treatment from employees	
Sudden and continuous changes in rules and procedures	
Lack of information about the university	
Problems concerning recognition and accreditation of qualifications from the Supreme Council of Universities	
Tuition fees are expensive compared with other competitors	
Extra indirect fees	
The way they implement the credit hours system	
Location (far away from home)	
Poor promotional activities	
Poor conditions of buildings and laboratories	
Poor social activities	
The campus is gloomy	
Poor supportive facilities and services (cafeterias, restaurants, green spaces, enough umbrellas for protection from the sun during rest time, etc.)	
There is not enough freedom to debate with academic staff	
Extra added and useless information in curriculum	
Accommodation is very expensive	
Communications (cooperation) with other universities and society are weak	
The university is not well-known or recognized by the public	
Other, mention.....	

16- Mention the most 3 issues you like in your university?

(Rank them by giving the most issue you do like no: 1, the less important no: 2, and the least no: 3)

Curriculum	
Laboratories	
Good credit hours system	
People are friendly and obliging (administration)	
Good social activities	
Good quality of education	
Good promotional activities	
Good Facilities	
Good Campus atmosphere	
Good academic staff (teaching and communication)	
Good Tutors	
Tuition fees are cheap compared with other competitors	
Good and fair evaluation system	
Others, mention.....	

17- I see my university as?

(Please choose one sentence which describe your believe by tick on the box front of it)

This is the university of my dreams	
It is the best that fits my personal circumstances	
There are other universities better than mine	
I would choose another one if my financial circumstances allowed	
I would choose another one if I could turn the clock back	
It tends to focus more on investment objectives than educational objectives	

18- To what extent do you agree that these issues can affect negatively on the image of private universities?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagreed</i>	<i>Strongly disagree</i>	<i>No opinion</i>
Public perception that students in a private university are leisured						
Public perception that students in a private university are poor in terms of academic quality						
Little information is available						
Private universities tend to focus more on investment objectives than educational objectives						
There is no good communication between private universities and society						
Success is too easy						
There are no specific standards in rules concerning accepting students (admission standards)						
Any others, mention.....						

19 - To what extent do you agree that these issues can enhance the image of private universities?

	<i>Strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>Strongly disagree</i>	<i>No opinion</i>
Inviting famous people (writers, academics, ministers, etc.) to seminars and conferences in the university.						
Workshops with other public and private universities						
Establishing research centres and postgraduate studies						
Partnerships with famous international universities and institutions						
Communication with surrounding society by offering it more services						
Positive and intensive promotional and marketing activities						
Restrictions and criteria concerning the admission standards and procedures						
Increasing the level of acceptance grades for students in all subjects						
It needs time for a private university's image to change in the minds of the public						
Image has to be improved by graduate performance in the labour market						
Focus more on the university message during advertising						
A Private university should respect its identity and its message						
Addressing the requirements of society and markets						
Continuity to improve the quality of education						
Any other, mention.....						

20- If a friend of you asked you for an advice, what will you advice him?

(Please choose one sentence which describe your opinion by tick on the box front of it)

I will advise him to enrol for this university	
I will advise him to search for another private university*	
I will advise him to search for another foreign university**	
I will advise him to enrol for a public university	

*Private university is a university of Egyptian name and trend such as October the 6th university.

**Foreign university is a university with foreign name and trend such as German, British, French universities.

Thank you for your co operation

Appendix C: Marketers and senior management questionnaire in English

***Introduction***

I would like to introduce myself. My name is *Hesham Hassaan*. I am a PhD student at the School of Management and working under the supervision of ***Professor John Taylor*** (Director of Centre for Higher Education Management and Policy (CHEMPaS) at the University of Southampton, UK). My study investigates ***perceptions of marketing activities in private higher education, and the extent to which these marketing activities have an impact on the image of these universities***. I chose your university to be a part of my empirical study, and your assistance with the research is very much appreciated. Be sure that the information you provided will be used for study purposes only. The questionnaire should take only few minutes to complete. Please note that you do not have to give your name. Any personal data provided will be used only for statistical analysis. This work is undertaken in accordance with the University of Southampton's guidelines for ethics and conduct of research

Regards,

Hesham Hassaan,

School of Management

University of Southampton

PART1: Marketing perception**1- How can you describe marketing in your university?**

(Indicate the extent to which you agree or disagree with each of the following sentences which describe your marketing perception in your university.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No opinion
The marketing concept is still very limited in this university						
Marketing plays little, if any, role in attracting students to this university						
Marketing has been a major factor in raising the quality of education in our university						
Marketing is an abstract theory that works better in profit-making industries than in higher education						
Marketing is a philosophy that has been enthusiastically adopted by this university						
In Egypt, there is no clear vision or philosophy for employing marketing effectively to serve the university mission and objectives						
Marketing is a responsibility for the whole university						
Marketing has had little impact on the day-to-day operations of this institution						
Marketing planning in higher education offers few, if any, benefits to society at large						
The marketing plan is a part of the university strategic plan						
Marketing in this institution means 'advertising'						
Academic institutions that are currently not developing marketing plans will be doing so in the not too distant future						
Interest in marketing only occurs prior to new student enrolments, just before the start of the academic year						
The core of our marketing process is our satisfied students themselves, as they are our chief marketing tool						
The quality of our graduates is our best marketing tool						
Marketing plans are drafted, but are seldom put into practice.						
The number of applications from new students is going to decline year after year						
Demand for most of our programmes regularly outstrips the number of places we have available.						
Research on prospective requirements by universities is unnecessary, as so many young people have few ideas as to what they want to do anyway						
Student needs are secondary to those of prospective employers						
Researching student 'drop outs' is already being conducted by this institution						
On the whole, the academic staff seem satisfied with the quality of students enrolled in our programs						
Enrolments (by programme) are an effective measurement of programme performance						

Our programmes are reviewed regularly according to market requirements, ideas from academic staff and suggestions from students						
Setting tuition fees is outside the role of marketing at this institution						
A department's financial contribution to the university is the most effective measure of that department's performance						
New universities offering tuition in our geographical area will pose very little threat to our student numbers						
Students in our geographical area have very little choice as to where they can study						
Distance learning institutions (like Open University) pose very little threat to our student numbers						
Analysis of competitor institutions is an important component of our marketing planning						
Most Deans and Departmental Heads would not know how to write a marketing plan if asked						
Academic Departmental Heads are there because they are scholars, not managers						
Academics have little or no involvement in marketing planning at this institution						
Deans and Departmental Chairs do not have the time to write formal plans						
Involving prospective employers in course content would provide little additional benefit						
In the event that there is a conflict between satisfying students' needs and educational objectives, educational objectives should be the overriding consideration						
The image of private universities has to be improved by using a marketing plan						
Marketing activities are centred at a specific department or departments						

2- Which of the following sentences best describes your marketing approach to adopt?

(Choose one sentence only)

<i>Our marketing is based on the attitude that good products will sell themselves; products that are affordable and very available are mass produced.</i>	
<i>Our marketing is based on the idea that universities want to sell what they make and, therefore, students must be found to purchase any unsold inventory.</i>	
Marketing is placed at the beginning of the production process, an integrated perspective is emphasized and the whole university focuses on consumer needs.	
<i>Our marketing is based on a focus on consumer needs and on the reality that a university must maintain a sustainable competitive advantage in order to be successful.</i>	
<i>Our marketing is based on building and maintaining value-added relationships with customers and suppliers</i>	

3- To what extent do you agree that these issues are representing constraints or challenges for marketing implementation in your university?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No opinion
Society and culture are concerned more with government recognition of qualifications rather than the quality of education						
Society and culture need to be changed concerning their perception of private higher education						
Constraints from the Supreme Council about modifying, adding to and removing from the curriculum						
Constraints from the Supreme Council on the permitted number of students, not to exceed it						
The shortage of creative and innovative marketers in this field						
The budgets dedicated to marketing are not large enough						
There is no orientation culture (customer-oriented or marketing-oriented)						
Governmental decisions and legislation change suddenly and daily, therefore weakening efforts to construct a marketing plan						
Higher education institutions are offering programmes for cheaper, competitive prices and are also recognized by the Supreme Council of Universities						
Any others mention.....						

4- How do you prioritize these issues as your main marketing objectives to focus on?

(Rank what you choose according to its priority, you can choose more than one)

Announcement and advertising	
Attracting high calibre students	
Attracting new students	
Retaining current students	
Achieving the desired image	
Focus on your Competitive advantage	
Fund-raising	

Part2: university image**5- Choose and rank the most important three factors you believe they build your university image?**

Quality of education	
Word of mouth	
Friendly environment and team work are our secret to success	
We have research centres	
We have an educational role alongside the teaching role	
The good reputation of academic staff	
Long time since establishment, therefore we are now well-known to the public	
High quality facilities (campus, buildings, equipment, laboratories, etc.)	
Intensive marketing activities	
Reasonable tuition fees	
Partnerships with famous international universities and academic institutions	
Offering dual degrees for our students	
Variety of courses and programmes	
Effective communication with students and their problems	
The chances of employability that we offer to our graduates	
Any others mention.....	

6- From your point of view, how can your university enhance or at least maintain its image?

	No opinion	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Use of other universities as benchmarks						
Establishing new faculties						
Increase academic staff qualifications						
Focus more on changing the concepts and ways of thinking in society						
Establishing research centres and postgraduate studies						
Renew the buildings, campus and facilities						
Enhancement of academic programmes						
Training courses for employees						
Communicate with society by offering them more services						
Positive and intensive promotional and marketing activities						
More restrictions and criteria concerning the admission standards and procedures						
Increase the level of grades (at high school stage) required to accept students in all subjects						
It needs some time for the university image to change in the minds of the public						
Image has to be improved by graduate performance in the labour market						
Focus more on the university message during advertising						
Continuation in monitoring its credibility among students, parents and society by meeting obligations as promised in its marketing message						
Any other, mention.....						

Part3: marketing activities, responsibilities :(for marketers only)**7- To what extent do you involved in these activities?**

	<i>involved</i>	<i>To some extent</i>	<i>Not involved</i>
Involvement in putting the marketing plan			
Implementing the marketing plan			
Organizing conferences, seminars and presentations			
Receiving VIP visitors coming to the university			
Involvement in product development			
Student recruitment			
Receiving feedback from students (enquiries, suggestions and problems)			
Involvement in determining the tuition fees			
Organizing employment exhibitions			
Participating in exhibitions			
Enhancing course quality			
Organising Social activities			
Market research			
Reviewing learning facilities (equipment, classes, lectures rooms, etc.)			
Entertainment activities (including scheduling and timing arrangements)			
Graduation Day			
Organising visits to embassies and cultural bureaux			
Recruiting academic staff			
Alumni relations			
Internal news letters			
Advertising through newspapers			
Providing information via the university website			
Advertising through the media (TV, radio, etc.)			
University Promotions through the internet			
Visiting students in high schools			
Prospectus, pamphlets and leaflets			
Organising Open Days for students and their parents			

8- How do you prioritize the importance of these elements in your marketing mix?

(Rank the factors which are highly important in your marketing mix by giving no: 1 to the most important, no: 2 to the less and so on).

Product: the goods or services being offered to the market (courses, programs.....)	
People: those involved in selling and performing the service and the interaction of customers receiving the service (university staff, academic staff...)	
Price: the recourses needed by customers to obtain the goods/services (tuition fees, discounts, scholarships.....)	
Promotion: the activities communicating the benefits of the good/services to potential customers (advertising, procures, publicity, personal selling....)	
Place: the location and accessibility of the good/services (location)	
Process: the organizational system by which delivery is organized (admission standards, rules, procedures, evaluation system.....)	
Physical evidence: the environment in which the service is delivered and the goods which enable the service to be provided (facilities, equipment, entertainments.....)	

Part 4: personal information (for marketers only):**9- The name (optional):****10- Job description:****11- Department:****12- Specialization:****13- Academic qualification:**

- | | | |
|--|----------------------------------|------------------------------|
| ☐ Bachelor degree | ☐ Masters | ☐ PhD |
| ☐ Postgraduate | ☐ Diploma | |

14- Years of experience in higher education work:

- | | |
|---|---|
| ☐ Less than a year | ☐ from 1to5 |
| ☐ From 5-10 years | ☐ more than 10 years |

15- Did you attend Training courses or programs in marketing during the last 3 years?

- | | |
|------------------------------|-----------------------------|
| ☐ Yes | ☐ No |
|------------------------------|-----------------------------|

Mention:

16- What department is responsible for marketing activities in your institution?

(you can choose more than one)

- | | |
|--|--|
| ☐ Marketing office | ☐ Admission office |
| ☐ Marketing committee | ☐ Marketing department |
| ☐ Public relations | ☐ others (specify)..... |

17- The year of university establishment?**18- How many students in your university?**

- | | |
|---|--|
| ☐ Less than 1000 | ☐ From 1001 to 5000 |
| ☐ From 5001 to 10000 | ☐ More than 10000 |

Thank you for your co operation

Appendix D: Student questionnaire in Arabic Language

**مقدمة:**

في البداية اود ان اقدم نفسي. اسمي هشام حسان , طالب دكتوراة في كلية ادارة الاعمال بجامعة ساوثهمبتون واعمل تحت اشراف البروفيسور جون تايلور (مدير مركز ادارة مؤسسات التعليم العالي بالجامعة) . دراستي تتناول ادراك مفهوم التسويق في الجامعات

الخاصة المصرية والي اي مدي لها تأثير علي الصورة الذهنية المكونة عن هذه الجامعات. اخترت جامعتكم لتكون جزء من دراستي التطبيقية وانا اقدر لكم مساعدتي. اود ان اؤكد لكم ان المعلومات التي تزودونني بها لن تستخدم الا لاجراض البحث فقط. قائمة الاستقصاء سوف تأخذ بضع دقائق فقط. انت لست مطالب بذكر اسمك وان اي بيانات سوف تزودونني بها سوف تستخدم للاغراض الاحصائية فقط. هذا البحث سوف يجري وفقا لاشتراطات واخلاقيات البحث بجامعة ساوثهمبتون.

تحياتي

هشام حسان

**School of Management
University of Southampton**

الجزء الأول: بيانات شخصية

1- العمر:

□ 18-22

□ 16-18

□ 23 فأكثر

2- النوع:

□ ذكر

□ أنثى

3- الجنسية:

□ مصري

□ غير مصري

4- الي أي جامعة تنتمي؟

5- ما هو تخصصك الدراسي؟

الجزء الثاني: المفاضلة بين التعليم الجامعي الخاص والحكومي:

6- بشكل عام , ايهما تفضل الدراسة في جامعة حكومية أم جامعة خاصة؟

□ الدراسة في الجامعات الحكومية

□ الدراسة في الجامعات الخاصة

7- إذا كنت ممن يفضلون الدراسة في جامعة حكومية , ما السبب؟

لا أعلم	غير موافق على الإطلاق	غير موافق	موافق إلى حد ما	موافق	موافق جدا	
						لأنها تمتلك أعضاء هيئة تدريس مؤهلين بشكل أفضل
						شخصية وطريقة تعامل أعضاء هيئة التدريس أكثر حزما
						مستوي التعليم أفضل
						المستوي الأكاديمي للطلاب الملتحقين بها أفضل
						شهاداتها الجامعية معترف بها أكثر
						نظام الدراسة بها يشجع الطالب علي الاجتهاد أكثر
						العدالة في منح التقديرات الجامعية (الدرجات)
						نظام التقييم بها أفضل
						المخرجات النهائية من العملية التعليمية بها أفضل
						أكثر وجاهة اجتماعيا من الجامعات الخاصة
						هي الأقدم من حيث التأسيس وبالتالي لديها سمعة أكاديمية جيدة
						خريجها يحظون باحترام أكثر من قبل المجتمع
						فرص أفضل في سوق العمل
						المقررات الدراسية أفضل
						المصروفات الدراسية أقل
						أي أسباب أخرى , اذكر

8- إذا كنت ممن يفضلون الدراسة في جامعة خاصة , ما السبب؟

لا أعلم	غير موافق علي الإطلاق	غير موافق	موافق إلي حد ما	موافق	موافق جدا	
						أسهل من حيث نظام الدراسة بها
						عدد أقل من الطلاب في الفصول
						طريقة توصيل المعلومات الدراسية أفضل وأسرع
						العدالة في منح التقديرات الدراسية (توزيع الدرجات)
						نظام التقييم بها أفضل
						المخرجات النهائية من العملية التعليمية بها أفضل
						الفرص للنجاح في الدراسة أفضل
						نمط التعليم يشجع علي الاستيعاب والفهم أكثر من الحفظ والتلقين
						أفضل من حيث فرص التواصل و التفاعل مع أعضاء هيئة التدريس
						أكثر وجاهة اجتماعية من الجامعات الحكومية
						فرص أفضل في سوق العمل
						تسهيلات ممتازة (مباني, قاعات, وسائل ترفيه,....)
						المحتوي الدراسي أفضل
						فرص أفضل للتدريب العملي (بالنسبة لطلاب الكليات العملية)
						المعامل مجهزة بشكل أفضل
						استخدام نظام الساعات المعتمدة (Credit hours system)
						لا تحتاج إلي دروس خصوصية كما في الجامعات الحكومية
						الشراكة مع جامعات عالمية
						أسباب أخرى, أذكر.....

9- إلي أي مدى كانت هذه العوامل هامة عند اختيارك لجامعتك الحالية بالتحديد؟

غير مهم علي الإطلاق	غير مهم	مهم إلي حد ما	مهم	مهم جدا	
					تتميز بموقع ممتاز (قريب من المسكن)
					المصروفات الدراسية أقل مقارنة بالجامعات الخاصة الأخرى
					لم أحصل علي المجموع المناسب في الثانوية العامة للالتحاق بالكلية التي أرغب بها في جامعة حكومية
					الوجاهة الاجتماعية
					السمعة الجيدة للمالك
					السمعة الجيدة لأعضاء مجلس الأمناء
					المرونة فيما يتعلق بترتيبات دفع (أقساط) المصروفات الدراسية
					الجامعة تمنح العديد من الخصومات والمنح الدراسية
					معايير القبول بها أقل من نظيراتها
					هي الجامعة الوحيدة التي قبلتني
					يوجد بها التخصص الذي أرغب في دراسته
					استمرار فتح باب القبول للطلاب لمدي زمني أكبر
					لديها سمعة أكاديمية طيبة
					لديها تسهيلات ممتازة (منشآت, تجهيزات, ملاعب,.....)
					تمنح خريجها حظوظ أفضل للتوظيف بعد التخرج
					تمنحني فرص أفضل للسفر للخارج لاستكمال الدراسة
					تمنحني فرص أفضل للسفر للخارج للعمل

					الجامعة لديها اسم معروف (Brand) في المجتمع
					الجامعة تمنح شهادة مزدوجة (واحدة مصرية وأخرى أجنبية)
					الجامعة معروفة بالنسبة إلى الشركات وأصحاب العمل
					الشهادة معتمدة رسمياً من وزارة التعليم العالي
					مناخ الحياة الجامعية (بيئة الجامعة) بها متميز
					معظم الطلاب بها يكملون الدراسة في 4 سنوات (الفترة الرسمية لاستكمال الدراسة)
					التحقت بها لأكون مع أصدقائي
					أصدقاء لي نصحوني بالالتحاق بها
					الأسرة كان لها دور في اختياري لهذه الجامعة
					المعلومات المطلوب معرفتها عن الجامعة للحكم عليها متوافرة
					الجامعة تروج لنفسها بشكل جيد (من خلال وسائل الإعلام المختلفة)
					خريجوا الجامعة ناجحون في سوق العمل
					أسباب أخرى, أذكر.....

10- اختر من العناصر التالية الـ 5 عناصر الأكثر أهمية بالنسبة لك عند اختيارك للجامعة؟

(أعط العنصر الأكثر أهمية الرقم 1, ثم الرقم 2 للأقل أهمية وهكذا حتى تصل إلى العنصر رقم 5)

	التسهيلات (مباني, قاعات, معامل, وسائل ترفيه,)
	أعضاء هيئة التدريس
	الوجاهة الاجتماعية (university prestige)
	السمعة الأكاديمية للجامعة
	اسم الجامعة
	المصروفات الدراسية
	استخدام الأنشطة الترويحية
	موقع الجامعة (قربها من المسكن)
	فرص التوظيف بعد التخرج
	جودة التعليم
	وجود التخصص الذي ترغب في دراسته
	الاعتراف بشهادة الجامعة من وزارة التعليم العالي
	الاعتراف بالجامعة من قبل أصحاب العمل والشركات
	شراكة الجامعة مع مؤسسات وجامعات عالمية
	سهولة إجراءات الالتحاق بالجامعة
	أسباب أخرى,

الجزء الثالث: فعالية عناصر التسويق

11- كيف ترى (تقيم) هذه العناصر في جامعتك؟

لا أعلم	ضعيف جداً	ضعيف	إلى حد ما	جيد	ممتاز	
						أعضاء هيئة التدريس
						التواصل والتفاعل مع أعضاء هيئة التدريس
						المرشدين الأكاديميين ومعاوني أعضاء هيئة التدريس
						طريقة التعامل من الموظفين والإداريين بالجامعة
						مدي وسرعة استجابة الإدارة لاستفساراتك وشكاك
						سهولة وسرعة إتمام المعاملات الإدارية
						المناهج الدراسية
						الدورات التدريبية في الصيف لإثقال مهارات إضافية (دورات اللغة)

						الحاسب, ...)
						نظام التقييم والامتحانات
						التسهيلات الخاصة بوسائل التعلم (التجهيزات, الفصول, قاعات المحاضرات, وسائل العرض, المكتبات,)
						توافر تسهيلات الانترنت
						تسهيلات أخرى (المطاعم, الكافيتريات, الملاعب, التجهيزات الرياضية, ...)
						عدد الطلاب في الفصل
						المعامل (لطلاب التخصصات العلمية)
						الأنشطة الترفيهية (الرحلات, الحفلات,
						توقيتات ومواعيد هذه الأنشطة الترفيهية
						الجو الأسري والودود داخل الجامعة
						السكن الجامعي
						موقع الجامعة
						توافر وسائل الانتقال (مثل أتوبيسات الجامعة وخلافه)
						الإعلانات في الصحف والمجلات
						الزيارات التي يقوم بها أفراد من الجامعة إلى المدارس
						موقع الجامعة على الانترنت (University website)
						الإعلانات من خلال الإذاعة والتلفزيون
						إعلانات الجامعة على مواقع الانترنت
						مدي توافر المعلومات عن الجامعة
						المنشورات, الكتيبات التعريفية بالجامعة
						الأيام المفتوحة لزيارة الجامعة (Open Days)
						المصروفات الدراسية مقارنة بالجامعات الأخرى المنافسة

الجزء الرابع: عملية اتخاذ القرار

12- من الأكثر تأثيراً في عملية اتخاذ قرارك لاختيار الجامعة؟

(يمكنك اختيار أكثر من إجابة واحدة)

	الآباء
	الأصدقاء
	المعلمين في المرحلة الثانوية
	الأقارب
	أصدقاء الوالدين
	الجيران
	زيارة الجامعة والحصول على المعلومات من الأشخاص هناك
	أخري, أذكر.....

13- كيف تقيم هذه العناصر كمصادر للحصول على معلومات عن الجامعة؟

غير هام على الإطلاق	غير هام	هام إلى حد ما	هام	هام جداً	
					صفحة (موقع) الجامعة على الانترنت
					معلومات عن الجامعة من مواقع الكترونية أخرى
					كتيبات الجامعة والمنشورات
					المحادثة مع الطلاب الذين لهم خبرات سابقة مع الجامعة
					المحادثة مع أشخاص لديهم معلومات عن الجامعة
					إعلانات الجامعة في الراديو والتلفزيون

					إعلانات الجامعة في الصحف والمجلات
					مكاتب الوكلاء في الخارج (بالنسبة للطلاب من خارج مصر)
					السفارات والمكاتب الثقافية (بالنسبة للطلاب من خارج مصر)
					الأصدقاء
					الزيارات المفتوحة (Open Days)
					مصادر أخرى , أذكر.....

الجزء الخامس: الصورة الذهنية المأخوذة عن الجامعة وكيفية تحسينها

14- ما هي انطباعاتك الشخصية عن جامعتك؟

- ☐ ايجابية جدا
☐ ايجابية
☐ إلي حد ما
☐ سلبية
☐ سلبية جدا

15- اذكر أكثر 3 أشياء لا تعجبك في جامعتك؟

(رتب اختيارك لهذه العناصر بحيث تعطي الرقم 1 للعنصر الأكثر أهمية, 2 للأقل, 3 للعنصر الثالث من حيث الأهمية)

	لا يوجد تواصل جيد مع إدارة الجامعة
	المعاملة السيئة من قبل الموظفين والإداريين
	التغيير المستمر والمفاجئ في القواعد والإجراءات المتعلقة بنظام وسير الدراسة
	ضعف المعلومات المتعلقة بالجامعة
	مشكلات متعلقة باعتماد شهادات الجامعة من المجلس الأعلى للجامعات
	ارتفاع المصروفات الدراسية مقارنة بالجامعات الأخرى
	فرض مصروفات أخرى غير مباشرة
	سوء تطبيق نظام الساعات المعتمدة (Credit hours system)
	موقع الجامعة غير ملائم (بعيد عن المسكن)
	الدعاية للجامعة ضعيف جدا
	الحالة السيئة للمباني والتجهيزات
	قلة وضعف الأنشطة الاجتماعية
	حرم الجامعة كئيب من حيث تصميم المباني والتجهيزات ووسائل الترفيه
	قلة الخدمات والتسهيلات المقدمة (المطاعم, الكافيتريات, غلاء أسعارها, قلة المساحات الخضراء, مظلات للحماية من حرارة الشمس.....)
	لا توجد مساحة للحرية للنقاش والحوار مع أعضاء هيئة التدريس
	وجود حشو ومعلومات غير مفيدة في المناهج الدراسية
	السكن الجامعي غال
	التعاون والاتصال بالجامعات الأخرى والمجتمع ضعيف أو منعدم
	الجامعة ما زالت غير معروفة جيدا أو معترف بها لدى المجتمع
	أشياء أخرى , أذكر.....

(رتب اختيارك لهذه العناصر بحيث تعطي الرقم 1 للأكثر أهمية، 2 للأقل، 3 للعنصر الثالث من حيث الأهمية)

17- كيف تري جامعتك؟

18- إلي أي مدى توافق علي أن هذه العوامل يمكن أن تؤثر سلبيا علي الصورة الذهنية (Image) المأخوذة عن الجامعات الخاصة؟

299

19- إلى أي مدى توافق على أن هذه العوامل يمكن أن تؤثر بالإيجاب على الصورة الذهنية المأخوذة عن الجامعات الخاصة؟

لا رأي لدي	غير موافق علي الإطلاق	لا أوافق	إلى حد ما	أوافق	أوافق بشدة	
						دعوة شخصيات عامة (كتاب، صحفيين، أكاديميين، وزراء، رياضيين، ..) لندوات ونقاشات ومؤتمرات داخل الجامعة
						ورش عمل وتبادل الزيارات مع الجامعات الحكومية والخاصة الأخرى
						إنشاء مراكز بحثية وأقسام الدراسات العليا
						عمل شراكات مع المؤسسات والجامعات العلمية والبحثية
						التواصل أكثر مع المجتمع من خلال تقديم المزيد من الخدمات
						المزيد من الأنشطة التسويقية والترويجية عن الجامعة
						معايير واضحة ومحددة فيما يتعلق بقواعد القبول تراعي العدالة والتفوق الأكاديمي كمعيار للقبول
						زيادة مجموع الحد الأدنى للقبول في جميع الكليات
						الصورة الذهنية المأخوذة عن الجامعات الخاصة في نظر المجتمع تحتاج إلى مزيد من الوقت لتحسن
						كفاءة وجودة خريجي الجامعات الخاصة كفيلة بتحسين صورة الجامعات الخاصة
						التركيز أكثر على رسالة الجامعة خلال الحملة الترويجية للجامعة
						على الجامعات الخاصة احترام هويتها ورسالتها للحفاظ على مصداقيتها
						الدراسة الدقيقة لاحتياجات المجتمع والسوق
						الاهتمام بجودة التعليم وتحسينه بصفة مستمرة
						عوامل أخرى، أذكر.....

20- لو سألك صديق لك عن جامعتك، بماذا تنصحه؟

(من فضلك أختار جملة واحدة تعبر عن رأيك بوضع علامة على الخانة المقابلة لها)

	سوف أنصحه بالالتحاق بهذه الجامعة
	سوف أنصحه بالبحث عن جامعة خاصة* أخرى
	سوف أنصحه بالبحث عن جامعة أجنبية* أخرى
	سوف أنصحه بالالتحاق بجامعة حكومية

*الجامعات الخاصة المقصود بها الجامعات الخاصة المصرية من حيث الاسم والتوجه مثل جامعة 6 أكتوبر ومصر للعلوم والتكنولوجيا

*الجامعات الأجنبية المقصود بها الجامعات الخاصة والتي تحمل اسم وتوجه أجنبي مثل الجامعة الألمانية والبريطانية على سبيل المثال

شكرا لحسن تعاونكم

Appendix E: Marketers and senior management questionnaire in Arabic

مقدمة

في البداية أود أن أقدم نفسي. اسمي هشام حسان , طالب دكتوراة في كلية إدارة الأعمال بجامعة ساوثهمبتون وأعمل تحت إشراف البروفيسور جون تايلور (مدير مركز إدارة مؤسسات التعليم العالي بالجامعة) . دراستي تتناول إدراك مفهوم التسويق في الجامعات الخاصة المصرية والتي إي مدي لها تأثير علي الصورة الذهنية المكونة عن هذه الجامعات. اخترت جامعتكم لتكون جزء من دراستي التطبيقية وأنا أقدر لكم مساعدتي. أود أن أؤكد لكم إن المعلومات التي تزودونني بها لن تستخدم إلا لأغراض البحث فقط. قائمة الاستقصاء سوف تأخذ بضع دقائق فقط . أنت لست مطالب بذكر اسمك وان إي بيانات سوف تزودونني بها سوف تستخدم للأغراض الإحصائية فقط. هذا البحث سوف يجري وفقا لاشتراطات وأخلاقيات البحث بجامعة ساوثهمبتون.

تحياتي

هشام حسان

School of Management
University of Southampton

(وضح إلى أي مدى توافق أو لا توافق على كل من الجمل التالية والتي تعكس إدراكك مفهوم التسويق في جامعتك.

	موافق جدا	موافق	إلى حد ما	غير موافق	غير موافق علي الإطلاق	لا رأي لدي
مفهوم التسويق ما زال محدودا في هذه الجامعة						
التسويق يلعب دورا محدودا إن لم يكن معدوما في اجتذاب الطلاب الي هذه الجامعة						
يعد التسويق عاملا أساسيا في رفع جودة التعليم في جامعتنا						
التسويق إطار نظري يصلح للتطبيق في المشروعات الهادفة للربح أكثر منه في التعليم العالي						
التسويق هو فلسفة للجامعة تتبناها وتشجعها						
في مصر، ليس لدينا فلسفة واضحة لتوظيف التسويق بفعالية لتحقيق أهداف الجامعة ورسالتها						
التسويق هو مسؤولية الجميع في الجامعة وليس قسم بذاته						
التسويق له تأثير ضعيف علي العمليات اليومية للجامعة						
التخطيط التسويقي في مجال التعليم العالي يقدم منافع قليلة إن لم تكن منعدمة للمجتمع بشكل عام						
التخطيط التسويقي يمثل جزء من التخطيط الاستراتيجي العام للجامعة						
التسويق في هذه الجامعة يعني الإعلانات						
الجامعات التي لا تتبنى تطوير خطة تسويقية سوف تفعل ذلك في القريب العاجل						
الاهتمام بالتسويق يحدث فقط قبيل مرحلة قبول الطلبة الجدد، ومع بداية العام الدراسي الجديد						
الأساس في عمليتنا التسويقية هو طلابنا أنفسهم فإرضائهم يمثل أفضل أداة تسويقية لنا من خلال نقل انطباعاتهم إلي الآخرين						
جودة خريجينا في سوق العمل هو أفضل تسويق لجامعتنا						
الخطط التسويقية مجرد مستندات في الأدراج ولكن قلما أمكن وضعها مجال التطبيق						
عدد طلبات الالتحاق من الطلاب الجدد يقل عام بعد عام						
الطلب علي معظم تخصصاتنا العلمية يفوق العدد المسموح به						
إجراء بحوث علي المتطلبات المستقبلية للطلاب المتوقعين غير ضروري حيث ان معظم الطلاب لديهم فكر ضعيف فيما يتعلق بما يرغبون القيام به في المستقبل						
احتياجات الطلبة تأتي بعد احتياجات أصحاب الأعمال من حيث الأهمية						
يتم إجراء بحوث حول أسباب تسرب بعض الطلاب من الجامعة بعد الانضمام إليها						
بشكل عام يبدو أن الاساتذه راضيين عن المستوي الأكاديمي للطلاب الذين يلتحقون بالجامعة						
عدد الطلاب الملتحقين ببرنامج دراسي معين هو وسيلة فعالة لقياس مستوى أداء هذا البرنامج الدراسي						
برامجنا الدراسية يتم مراجعتها بشكل منتظم وفقا لمعايير ومتطلبات سوق العمل والأفكار من الاساتذ والمقرحات من الطلاب						

						تحديد المصروفات الدراسية خارج اختصاصات دور التسويق في هذه الجامعة
						الإسهام المالي للأقسام العلمية يمثل المقياس الأكثر فعالية في تقييم أداء هذه الأقسام
						الجامعات الجديدة المنشأة في محيطنا الجغرافي سوف تمثل تهديد بسيط لأعداد الطلاب الملتحقين لدينا من خلال البرامج الدراسية التي يعرضوها
						الطلاب الموجودين في محيط الجامعة الجغرافي لديهم اختيارات قليلة لاماكن الدراسة التي يرغبون بها
						جامعات التعلم عن بعد مثل الجامعة المفتوحة تمثل تهديد بسيط لأعداد الطلاب الوافدين إلينا
						تحليل الجامعات المنافسة يمثل مكون هام في الخطة التسويقية للجامعة
						معظم العمداء ورؤساء الأقسام العلمية ليس لديهم الخبرة الكافية أو الدراية بكيفية كتابة خطة تسويقية إذا طلب منهم ذلك
						رؤساء الأقسام العلمية يشغلون مناصبهم لأنهم باحثين وليسوا مديريين
						الاساتذة الأكاديميين ليسوا شركاء في عملية وضع الخطط التسويقية للجامعة
						السادة العمداء ورؤساء الأقسام ليس لديهم الوقت الكافي لكتابة خطة رسمية
						إشراك أصحاب الشركات والأعمال المستقبليين في تحديد محتوى البرنامج الدراسي قد يولد منفعة بسيطة إضافية
						في حالة ما إذا كان هناك تضارب بين إشباع احتياجات الطلبة والأهداف التعليمية فإن الأهداف التعليمية يكون لها الأولوية في هذه الحالة
						الصورة الذهنية المأخوذة عن الجامعات الخاصة يمكن أن تتحسن أكثر لو تم استخدام خطة تسويقية
						الأنشطة التسويقية مركزة في قسم واحد أو مجموعة محدودة من الأقسام

2- أي من العبارات التالية تعبر عن المدخل التسويقي الذي تتبناه الجامعة؟ (أختر عبارة واحدة فقط)

	التسويق مبني علي الاتجاه بأن البرامج الدراسية الجيدة تبيع نفسها (تسوق لنفسها). فالبرامج الدراسية المقبولة من حيث السعر وسهولة الحصول عليها يمكن إنتاجها بشكل كبير (التوسع في إنتاجها).
	التسويق مبني علي فكرة أن الجامعات تريد ان تبيع ما تنتجه من برامج دراسية, لذلك يجب الوصول الي الطلاب من أجل خلق الطلب علي هذه البرامج
	التسويق يأتي في بداية العملية الإنتاجية, وذلك من خلال تبني الجامعة لمنظور شامل للتسويق قائم علي التركيز علي احتياجات العملاء (الطلبة في هذه الحالة)
	التسويق قائم علي التركيز علي احتياجات العملاء (الطلبة في هذه الحالة). وعلي حقيقة أن الجامعة يجب أن تحافظ علي تحقيق ميزة تنافسية مستدامة لها لكي تنجح
	التسويق مبني علي بناء قيمة مضافة من خلال استمرارية واستدامة العلاقات بين الجامعة وعملائها (طلاب وخريجين)

	موافق جدا	موافق	إلي حد ما	غير موافق	غير موافق على الإطلاق	لا رأي لدي
ثقافة المجتمع معنية أكثر بالتركيز علي الشهادات واعتمادها من المجلس الاعلي للجامعات أكثر من جودة التعليم ذاته						
ثقافة المجتمع في حاجة إلي تغيير النظرة السلبية إلى التعليم الخاص						
قيود من المجلس الاعلي للجامعات بشأن المناهج وتعديلها سواء بالإضافة أو الحذف منها						
القيود المفروضة من المجلس الاعلي للجامعات بشأن الأعداد المقبولة من الطلاب والمحددة مسبقا ولا يمكن تجاوزها						
ندرة الكفاءات التسويقية المبتكرة والمبدعة في هذا المجال						
ضعف الميزات انيات المعتمدة للتسويق						
ما زال لا توجد لدينا ثقافة التوجه بالسوق أو التوجه بالعمل						
التغيير المستمر والمفاجئ من المجلس الاعلي للجامعات بشأن القواعد والإجراءات والتشريعات التي تنظم سير العمل بالجامعات الخاصة						
المنافسة الغير عادلة من المعاهد العليا الخاصة والتي تعرض برامج مماثلة بجودة منخفضة ولكن بسعر اقل كثيرا وشهاداتهم تعتمد من وزارة التعليم العالي						
أشياء أخرى ذكر.....						

(ترتب العناصر التي تختارونها سيادتكم وفقا لاولويتها بالنسبة لكم اذا اخترتم أكثر من واحدة بحيث يتم اعطاء الرقم 1 للاكثر أهمية و الرقم 2 للتي تليها في الاهمية وهكذا)

	التنويه والإعلان عن الجامعة
	جذب طلاب ذوي مستوي أكاديمي متميز
	جذب طلاب جدد
	الإبقاء علي الطلاب الحاليين
	تحقيق الصورة الذهنية (IMAGE) المرغوب فيها عن الجامعة
	التركيز أكثر علي الميزة التنافسية للجامعة
	جذب التمويل اللازم

5- اختار ورتب الثلاث عناصر الأكثر أهمية والتي تعتقد أنها تبني صورة الجامعة في أعين الآخرين؟

	جودة التعليم
	تتناقل الانطباع الجيد عن الجامعة من أشخاص لديهم سابق خبرة في التعامل معها (Word of mouth)
	بيئة الجامعة تأخذ الطابع الأسري وروح فريق العمل الواحد وهذا هو السر في نجاحنا
	لدينا مراكز بحثية
	لدينا دور تربوي بجانب الدور التعليمي

6- من وجهة نظر سيادتكم , كيف يمكن للجامعة أن تحسن من صورتها في أعين الآخرين أو علي الأقل الحفاظ علي صورتها الحالية؟

305

7- إلى أي مدى تشاركون في الأنشطة التسويقية التالية داخل الجامعة؟

306

8- ما مدى أولوية هذه العناصر التسويقية من حيث الأهمية داخل المزيج التسويقي للجامعة؟

(رتب هذه العوامل من حيث الأهمية داخل المزيج التسويقي بحيث تعطي الرقم 1 للعنصر الأثر أهمية 2, للذي يليه وهكذا)

	المنتج: البرامج الدراسية التي تعرضها الجامعة في السوق
	الأشخاص: الذين هم في تفاعل دائم مع الطلاب مثل أعضاء هيئة التدريس والإداريين بالجامعة
	السعر: وهي المصروفات الدراسية التي يدفعها الطالب وأي مصروفات أخرى في سبيل الالتحاق بالجامعة (كذلك المنح الدراسية, الخصومات....)
	الأنشطة الترويجية: تتمثل في كل أنشطة التواصل مع الطلاب المتوقعين (الإعلانات, الكتيبات, البيع الشخصي.....)
	المكان: موقع الجامعة وكيفية الوصول إليها من خلال توفير وسائل المواصلات
	العملية (النظام): وهي النظام والاجراءات الذي تنظم سير العمل داخل الجامعة (معايير وإجراءات الالتحاق و تنظيم عملية سير الدراسة.....)
	الأنشطة الحسية الأخرى: وهي العوامل المساعدة الأخرى التي توفر بيئة مناسبة لتوصيل الخدمة التعليمية للطلاب بالشكل المرغوب (التسهيلات والتجهيزات ووسائل الترفيه والأنشطة الاجتماعية الأخرى)

الجزء الرابع: معلومات شخصية وعامة

9- الاسم (اختياري):

10- الوظيفة:

11- القسم:

12- التخصص الدراسي:

13- درجة المؤهل العلمي:

- ☐ بكالوريوس
☐ دبلوما متخصصة
☐ دكتوراة
☐ دراسات عليا
☐ ماجستير

14- عدد سنوات الخبرة للعمل في الحقل الجامعي:

- ☐ أقل من سنة
☐ من سنة الي 5 سنوات
☐ من 5 سنوات الي 10 سنوات
☐ أكثر من 10 سنوات

15- هل حصلت علي دورات تدريبية في التسويق خلال السنوات الثلاثة الماضية؟

- ☐ نعم
☐ لا

لو الاجابة بنعم ,أذكر.....

16- ما هو القسم المسئول عن الأنشطة التسويقية داخل الجامعة؟ (يمكنك اختيار أكثر من واحدة)

- ☐ مكتب (وحدة) التسويق (Marketing Unit)
☐ العلاقات العامة (Public Relations)
☐ قسم التسويق (Marketing Department)
☐ لجنة التسويق (Marketing Committee)
☐ مكتب القبول والتسجيل (Admissions Office)
☐ أخرى, اذكر.....

17- تاريخ إنشاء الجامعة.....

18- كم عدد الطلاب في الجامعة؟

- ☐ أقل من 1000
☐ من 1001 الي 5000
☐ من 5001 إلي 10000
☐ أكثر من 10000

شكرا لحسن تعاونكم معنا

Elements	Upper management	Marketers and administrators	Students
Perception of marketing importance	An approach to follow if they want to succeed. A way of announcement and introducing the university to others.	A way of announcement and introducing the university to others.	
Competition	Recognized more by universities recently established. Few cases of using benchmarking. To attract high qualified academic staff by focusing on financial benefits and friendly environment. Focus on pricing competition and focus on their competitive advantages of good education, facilities, good academics, or partnerships and brands to attract students.	Gradually increasing as a result of increasing the number of universities. Recognized more by universities recently established. Few cases of using benchmarking.	
External consultants	Not used except some agencies outside the country.	Not used except some agencies outside the country.	
The future of private universities	promising	Promising	Promising
Marketing definition	No precise definition to marketing. Marketing concept is still limited. Marketing is: - Practising advertising and promotional activities. - Relying on their owners names (brands). - A responsibility for the whole university. - Building the university brand. - Based on attracting famous names either in politics or sciences fields to be in bard trustees.	No precise definition for marketing. They define marketing as practicing advertising and promotional activities rather than a philosophy for the university.	
Reasons for Limitation of marketing concept	The university was established recently and in the stage of developing itself including marketing. The limitation of society and culture and their perception to the importance of marketing in all activities.	Most interviewees have qualifications in other majors rather than marketing.	
Marketing constraints	Difficulties of attracting high qualified academic staff because of high salaries. Constraints regarding the academics/ students ratio. Constraints regarding society concepts and way of	Location represents a dilemma and a challenge for them. The continuous changes of roles and legislation from SCU. Limitation of budgets.	

	thinking. The absence of well qualified and well trained marketing staff. The negative government' trend towards private education. Restrictions about number of students accepted. Increasing taxes of private universities. Problems with the validation of some courses and programs from SCU. Small target number of some foreign universities The university location.		
Marketing priorities	Achieving the desired image and attracting high standard students came as their first priorities.	Attracting high standard students and achieving the desired image.	
Marketing objectives		Attracting students. Marketing is their tool to deliver their message to others. Use marketing activities just for announcement of the information. Attracting new students especially those in high standard quality. Satisfying students' needs and desires. Announcement and refreshment of the public and students' information. Delivering the university message to others. Focus more on the competitive advantages of the university.	
Targeting and segmentation	No evidence of targeting and segmentation except some attempts from foreign universities.	There is no indication that marketers in universities interviewed are doing segmentation or have target markets.	
SOWT analysis	Not used.	Not used, as some of them did not know about it and others did not concern its importance.	
Marketing strategy	No clear marketing strategy based on clear objectives and quantitative targets for short or long ranges.	No formal marketing plan for their universities except short range plans in universities (C) and (F).	
Reasons for not implementing marketing strategy	Most private universities interviewed were not marketing oriented They returned a part of the responsibility to external	There was no marketing orientation in the university. There was no need to implement marketing strategy as objectives targeted were achieved.	

	factors such as: -The absence of awareness of the importance of marketing roles in some universities. -The shortage of qualified marketers and marketing experts.	The culture has to change in terms of marketing perception and its role to become general culture in the university. The governmental decisions, legislations were changing suddenly and contentiously.	
Alumni	Not used as a marketing tool except inviting some successful cases in graduation ceremonies to make presentations.	Not playing an important role as a marketing tool in private universities or to fund rising through donations and aids. The reputation of their graduates in market represented an effective marketing tool.	
Feedback system	Using complaint boxes and evaluation forms which enable students to complain or suggest any issues which can improve the facilities or services provided. Some of them confirmed that they used open door policy.	Important and happens through many ways such as : - Complaints boxes. - Emails and websites, evaluation forms. - Surveys. - Direct contact. - Committee from university administration, academics and representatives from students. - Using social and communication websites, such as twitter and facebook.	
Partnerships	Important to exchange experiences and used as a marketing tool and building the brands in foreign universities.		
Recruitment academics	Personal relationships and word of mouth were the most common ways used; followed by advertising and announcing.	Marketing department had no role in this issue except announcement in newspapers of the university' needs for academics through public relations office.	
University image	Positive attitudes toward the university image. They were offering : - High quality of education. - Have high qualified academic staff. - Offering good services. - Have excellent facilities.	Positive image toward their universities and toward private universities in general. Focus mainly on some aspects which they believed were dominant and best describe their university's image; they were: - The good education. - The quality of their graduates. - The academic reputation - Using credit hours system. - The reasonable tuition fees (university A).	Keep an average or a positive attitude towards their institutions. Reasons for getting a positive image were good quality of education and their certificates were recognizes and accredited by the higher council of universities. Facilities were good.

Factors to affect negatively on university image			The university system changes the rules and procedures suddenly and without enough period of announcement. Administration. Complaints regarding curriculum. The number of studying hours did not allow for entertainment. Entertainment and social activities. The location (for those from outside the area). The cost of accommodation was high. The facilities offered (university A) were poor. Entertainment activities were poor. Promotion and advertising activities were poor.
Enhancing the university image	More concerns with academic staff and assistants. Focusing on building the university own academic staff. Using marketing to change the society perception towards private education. Improving facilities offered. Linking the university and its students with serving surrounded society. Focusing on research alongside education.	Implementing a rigorous and disciplined system which gives positive impressions about private universities. The need to be student-oriented. Renewal of the buildings, laboratories and give more attention to the university facilities. Changing the society and culture regarding private education. Continue to offer good education. Obligation towards students, parents, public and surrounded society.	The negative perceptions towards students enrol for a private university has to change. There should be restrictions and criteria concerning the admissions procedures. More concerns with promotional and advertising activities, such as using all kinds of media. The image has changed already but the problem was that there were some private universities gave bad impressions about all private universities as they offer poor education. Students in private universities have a role in changing bad perceptions towards private higher education. Some interviewees believed that the image has been changed already.

			Some interviewees believed it needs more time for private universities' image to change as the experiment still in the beginning. Private universities' graduates will be the best advertising for these universities. The university needs to focus more on the university message, the importance of private universities. Respect the identity, respect their message Connected more with the society. Study the requirements of the market society and how the university can serve the society in fields, such as engineering, health, and socially and solve its problems. More concerns to partnerships and agreements with international universities and institutions. Contact more with other universities and the surrounded society. More concern with research and postgraduate studies.
Marketing in organization structure		Confusions of opinions regarding the position of marketing in university structure. Marketing was responsibility of marketing office, public relations or marketing committee and supervised by the founder and the chancellor.	
Marketing budget		Limited but not the main obstacle of using more marketing activities.	
Support from upper management		Reasonable according to the capabilities and recourses of the university.	
Marketing mix		product element is the most dominant in these universities' marketing policies.	

Decision making process		Parents came first, after that students' friends came second on the influence of making decision.	Word of mouth was the most powerful tool when making the university decisions. Parents played an important role when choosing the university, the past experiences of family members, relatives, family friends, friends and visiting universities and talking with people there.
Satisfaction with marketing		Interviews from (A) and (C) universities believed it is satisfactory in the main time as they achieve their objectives. Interviews from other universities, such as (E) university believed they need for marketing activities as they recently established and need for more marketing efforts. The other groups believe that marketing activities are satisfactory sort off but they needed to develop it continuously as they are in changing environment and competition is increasing dramatically.	
Market research		No indication of doing market researches but some attempts to measure students' satisfaction regarding facilities, academics, and non-formal reports about the market and the nature of competitions. The dominant trait of these attempts was that they were neither formalized nor regular to consider them as market research.	

List of References

- Abdellah, G.A. and Taher, S.M.F., 2007. A novel prospective of competitive mechanisms for enhancing higher education in Egypt. Available at : <<http://www.heep.edu.eg>>.
- Al-Alak, B.A.M., 2006. The impact of marketing actions on relationship quality in the higher education sector in Jordan. *Journal of Marketing for Higher Education*, **16** (2), pp.1-23.
- Al Tawella, S.E. ed., 2007. *University students' survey about problems of higher education*. Cairo: The Egypt Cabinet- Information and Decision Support Centre.
- Altbach, P.G. and Engberg, D., eds., 2000. *Higher education: A worldwide inventory of centres and programmes*: Chestnut hill, MA, Boston College, School of Education, Centre for International Higher Education.
- Alves, H. and Raposo, M., 2010. The influence of university image on student behaviour. *International Journal of Educational Management*, **24** (1), pp.73-85.
- Arpan, L.M., Raney, A.A. and Zivnuska, S., 2003. A cognitive approach to understanding university image. *Corporate Communications: An International Journal*, **8** (2), pp. 97-113.
- Bakewell, C.J. and Gibson-Sweet, M.F., 1998. Strategic marketing in a changing environment - are the new UK universities in danger of being “stuck in the middle”? *International Journal of Educational Management*, **12** (3), pp.108-113.
- Baldwin, G. and James, R., 2000. The Market in Australian Higher Education and the Concept of Student as Informed Consumer. *Journal of Higher Education Policy and Management*, **22** (2), pp.139-148.
- Belal, A. and Springuel, I., 2006. Research in Egyptian universities: The role of research in higher education. Available at:

<<http://portal.unesco.org/education/es/files/51625/11634283495Springuel-EN.pdf/Springuel-EN.pdf>>.

- Belohlav, J., 1984. Academic planning — back to the basics. *Higher Education*, **13** (4), pp.405-412.
- Bennett, R. and Ali-Choudhury, R., 2009. Prospective Students' Perceptions of University Brands: An Empirical Study. *Journal of Marketing for Higher Education*, **19** (1), pp. 85-107.
- Binsardi, A. and Ekwulugo, F., 2003. International marketing of British education: Research on the students' perception and the UK market penetration. *Marketing Intelligence & Planning*, **21** (5), pp.318-327.
- Blumberg, B., Cooper, D.R. and Schindler, P.S., 2005. *Business research methods*, London: McGraw-Hill Education.
- Briggs, S. and Wilson, A., 2007. Which university? A study of the influence of cost and information factors on Scottish undergraduate choice. *Journal of Higher Education Policy and Management*, **29** (1), pp. 57-72.
- Brooks, L.R. and Hammons, J.O., 1993. Has higher education been using the wrong marketing approach? *Journal of Marketing for Higher Education*, **4** (1-2), pp. 27-48.
- Brown, R. and Mazzarol, T., 2009. The importance of institutional image to student satisfaction and loyalty within higher education. *Higher Education*, **58** (1), pp. 81-95.
- Bruner, G.C., 1988. The Marketing Mix: A Retrospection and Evaluation. *Journal of marketing education*, **March**, pp.29-33.
- Bryman, A., 2006. Paradigm peace and the implications for quality. *International Journal of Social Research Methodology*, **9** (2), pp.111-126.
- Bryman, A., Becker, S. and Sempik, J., 2008. Quality criteria for quantitative, qualitative and mixed methods research: A view from social policy. *International Journal of Social Research Methodology*, **11** (4), pp.261-276.

- Cann, C.W. and George, M.A., 2004. Key elements of a successful drive toward marketing strategy making. *Journal of Marketing for Higher Education*, **13** (1-2), pp.1-15.
- Canning, G. Jr., 1988. Is Your Company Marketing Oriented? *Journal of Business Strategy*, **9** (3), pp.34 – 36.
- Canterbury, R.M., 2000. Higher education marketing: A challenge. *Journal of Marketing for Higher Education*, **9** (3), pp.15-24.
- Cheung, A.C.K., Yuen, T.W.W., Yuen, C.Y.M. and Cheng, Y.C., 2010. Promoting Hong Kong's higher education to Asian markets: Market segmentations and strategies. *International Journal of Educational Management*, **24** (5), pp.427-447.
- Coakes, S.J., Steed, L. and Ong, C., 2010. *SPSS version17 for windows: Analysis without anguish*, Milton, Qld: John Wiley & Sons Australia, Ltd.
- Conway, T., Mackay, S.A. and Yorke, D.G., 1994. Strategic planning in higher education: Who are the customers? *International Journal of Educational Management*, **8** (6), pp.29-36.
- Cowell, D.W., 1982. Do we need to revise the marketing mix for services marketing? In Thomas, M.J. (Ed.), *Marketing: Bridging the Gap between Theory and Practice*, 15th Annual Conference, Marketing Education Group. Lancaster, pp. 78-89.
- Cravens, W. and Piercy, N., 2006. *Strategic marketing*. International edition. Boston, Mass; London: McGraw Hill.
- Creswell, J.W., 1998. *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, California: Sage Publications.
- Creswell, J.W., 2003. *Research design: Qualitative, quantitative and mixed methods approaches*. 2nd ed. Thousand Oaks, California: Sage Publications.
- Creswell, J.W., 2008. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 3rd ed. Prentice Hall: Pearson international edition.

- Creswell, J.W., 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. 3rd ed. California: Sage Publications, Inc.
- Creswell, J.W. and Clark, V.L.P., 2007. *Designing and conducting mixed methods research*. California: Sage Publications.
- Decker, D.R. and Sokurienko, Y.A., 2000. When marketing really matters: The survival of a Russian post-graduate institute. *Journal of Marketing for Higher Education*, **9** (4), pp.53-67.
- De Lourdes Machado, M., Brites, R., Magalhães, A. and Sa, M.J., 2011. Satisfaction with Higher Education: critical data for student development. *European Journal of Education*, **46** (3), pp.415-432.
- Denzin, N.K. and Lincoln, Y.S. eds., 2005. *The sage handbook of qualitative research*, 3rd ed. California: Sage Publications.
- Di Gregorio, S. and Davidson, J., 2008. *Qualitative research design for software users*. Maidenhead: McGraw-Hill/Open University Press.
- Douglas, J., McClelland, R. and Davies, J., 2008. The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, **16** (1) , pp.19-35.
- Durkin, M., McKenna, S. and Cummins, D., 2012. Emotional connections in higher education marketing. *International Journal of Educational Management*, **26** (2), pp.153-161.
- Durvasula, S., Lysonski, S. and Madhavi, A.D., 2011. Beyond service attributes: do personal values matter? *Journal of Services Marketing*, **25** (1), pp.33-46.
- Edgett, S. and Parkinson, S., 1993. Marketing for Service Industries-A Review. *The Service Industries Journal*, **13** (3), pp.19-39.
- El-Kaffass, I.S., 1999. *A case study of a new private university in Egypt*. Ph.D. thesis. Bowling Green State University.

- El-Sebai, N.M., 2006. The Egyptian higher education system: Towards better quality in the future. Cairo: The Egyptian Cabinet – Information and Decision Support Centre.
- ESIS, 2008. *Cairo University centennial*. Cairo: Egypt State Information Service.
- Evert, G., 1994. Making relationship marketing operational. *International Journal of Service Industry Management*, **5** (5), pp.5-20.
- Field, A., 2009. *Discovering statistics using SPSS*, 3rd ed. London: Sage Publications.
- Finley, D.S., Rogers, G. and Galloway, J.R., 2001. Beyond the mission statement: Alternative futures for today's universities. *Journal of Marketing for Higher Education*, **10** (4), pp.63-82.
- García-Aracil, A., 2009. European graduates' level of satisfaction with higher education. *Higher Education*, **57** (1), pp.1-21.
- Gatfield, T., Barker, M. and Graham, P., 1999. Measuring communication impact for university advertising materials. *Corporate Communications: An International Journal*, **4** (2), pp.73-79.
- Gibbs, P., 2011. An Aristotelian model for ethical higher education marketing: The role of practical wisdom. *Journal of Marketing for Higher Education*, **21** (2), pp. 203-214.
- Gibbs, P. and Knapp, M., 2002. *Marketing higher and further education*. London: Taylor & Francis.
- Ginsburg, M. and Megahed, N., 2011. Globalization and the reform of faculties of education in Egypt: The roles of individual and organizational, national and international actors. *Education policy analysis archives*, **19** (15).
- Goi, C.L., 2009. A review of marketing mix: 4ps or more? *International journal of marketing studies*, **1** (1), pp.2-15.

- Gomes, L. and Murphy, P.E., 2003. An exploratory study of marketing international education online. *International Journal of Educational Management*, **17** (3), pp. 116-125.
- Goncalves, K.P., 1998. *Services Marketing: A Strategic Approach*, Upper Saddle River, New Jersey: Prentice Hall.
- Gray, B.J., Fam, K.S. and Llanes, V.A., 2003. Branding universities in Asian markets. *Journal of Product & Brand Management*, **12** (2), pp.108-120.
- Gray, L., 1991. *Marketing education*. Milton Keynes, Philadelphia: Open University Press.
- Greasley, P., 2008. *Quantitative data analysis using SPSS: An introduction for health and social science*. New York: Open University Press.
- Greene, J.C., 2007. *Mixed methods in social inquiry*. San Francisco: Jossey- Bass, An Imprint of Wiley.
- Greene, J.C., Caracelli, V.J. and Graham, W.F., 1989. Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, **11** (3), pp.255-274.
- Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E. and Tourangeau, R., 2004. *Survey methodology*. New York: Wiley-InterScience.
- Guba, E.G. and Lincoln, Y.S., 1994. Competing paradigms in qualitative research. In: N.K. Denzin Y.S. Lincoln, eds. *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publication, pp.105-117.
- Gyure, J.F. and Arnold, S.G., 2004. Marketing maps: Illustrating how marketing works. *Journal of Marketing for Higher Education*, **13** (1-2), pp.77-86.
- Hamdy, A., 2007. ICT in education in Egypt. In, Infodev, ed. *Survey of ICT and education in Africa: Egypt country report*, World Bank group.
- Harkness, J. and Schoua-Glusberg, A., 1998. Questionnaires in translation. *Zuma-Nachrichten Spezial*, pp.87-125.

- Harrell, G.D. and Fors, M.F., 1995. Marketing services to satisfy internal customers. *Logistics Information Management*, **8** (4), pp.22-27.
- Hartmann, S., 2008. *The informal market of education in Egypt: Private tutoring and its implications*. Mainz: Institut für Ethnologie und Afrikastudien, Johannes Gutenberg-Universität, Department of Anthropology and African Studies.
- Hatch, M.J. and Schultz, M., 1997. Relations between organizational culture, identity and image. *European Journal of Marketing*, **31** (5), pp.356-365.
- Hemsley-Brown, J., 2011. Market heal thyself: the challenges of a free market in higher education. *Journal of Marketing for Higher Education*, **21** (2), pp.115-132.
- Hemsley-Brown, J. and Oplatka, I., 2010. Market orientation in universities: A comparative study of two national higher education systems. *International Journal of Educational Management*, **24** (3), pp.204-220.
- Hemsley-Brown, J. and Oplatka, I., 2006. Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, **19** (4), pp.316-338.
- Hesse-Biber, S.N., 2010. *Mixed methods research: Merging theory with practice*. New York: The Guildford Press.
- Hsuan-Fu, H. and Chia-Chi, H., 2008. Marketing mix formulation for higher education: An integrated analysis employing analytic hierarchy process, cluster analysis and correspondence analysis. *International Journal of Educational Management*, **22** (4), pp.328-340.
- IDSC, 2012. *Number of public and private universities in Egypt* [Online]. Available at: <http://www.eip.gov.eg/nds/nds_view.aspx?id=1833> [Accessed 15/07/2012].
- IDSC, Aug 2004. *International experiments in education*. Cairo: The Egyptian Cabinet Information and Decision Support Centre.
- Ivy, J., 2001. Higher education institution image: A correspondence analysis approach. *International Journal of Educational Management*, **15** (6), pp.276-282.

- Ivy, J., 2008. A new higher education marketing mix: The 7ps for MBA marketing. *International journal of educational management*, **22** (4), pp.288-299.
- James, R., Baldwin, G. and McInnis, C., 1999. Which University? The factors influencing the choices of prospective undergraduates. *Evaluations and Investigations Programme*, Canberra: Department of Education, Training and Youth Affairs .
- Johnson, R.B. and Onwuegbuzie, A.J., 2004. Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, Oct, **33** (7), pp.14-26.
- Jongbloed, B., 2003. Marketisation in higher education, Clark's triangle and the essential ingredients of markets. *Higher Education Quarterly*, **57** (2), pp.110-135.
- José María, C., Joaquín, S. and Julio, C., 2006. International students' decision-making process. *International Journal of Educational Management*, **20** (2), pp.101-115.
- Joseph, M., 1998. Determinants of Service Quality in Education: A New Zealand Perspective. *Journal of Professional Services Marketing*, **16** (1), pp.43-71.
- Joseph, M. and Joseph, B., 2000. Indonesian students' perceptions of choice criteria in the selection of a tertiary institution: strategic implications. *International Journal of Educational Management*, **14** (1), pp.40-44.
- Kazoleas, D., Kim, Y. and Moffitt, M.A., 2001 Institutional image: A case study. *Corporate Communications: an International Journal*, 6 (4), pp.205-216.
- Kerr, A.W., Hall, H.K. and Kozub, S.A., 2002. *Doing statistics with SPSS*, London: Sage Publications.
- Kinnear, P.R. and Gray, C.D., 2009. *Spss16 made simple*. Hove; New York: Psychology Press.
- Kinnell, M., 1989. International marketing in UK higher education: Some issues in relation to marketing educational programmes to overseas students. *European Journal of Marketing*, **23** (5), pp.7-21.

- Kittle, B., 2000. Institutional advertising in higher education. *Journal of Marketing for Higher Education*, **9** (4), pp.37-52.
- Koc, E., 2006. Extended review of Shakespeare, Einstein and the bottom line: The marketing of higher education by D.L. Kirp. *On the Horizon*, **14** (1), pp.19-21.
- Kotler, P. and Andreasen, A.R. (1987), *Strategic marketing for non-profit organizations*, Third ed., New Jersey: Prentice -Hall, INC.
- Kotler, P., 1991. *Marketing Management: analysis, planning, implementing, and control*. London: Prentice-Hall International.
- Kotler, P. and Fox, K.F.A., 1995. *Strategic marketing for educational institutions*. New Jersey: Pearson Education.
- Kotler, P. and Murphy, P.E., 1981. Strategic planning for higher education. *The Journal of Higher Education*, **52** (5), pp.470-489.
- Krampf, R.F. and Heinlein, A.C., 1981. Developing marketing strategies and tactics in higher education through target market research. *Decision Sciences*, **12** (2), pp. 175-192.
- Küster, I. and Avilés-Valenzuela, M.E., 2010. Market orientation in university: a case study. *International Journal of Educational Management*, **24** (7), pp.597-614.
- Kwong, J., 2000. Introduction: Marketization and privatization in education. *International journal of educational development*, **20** (2), pp.87-92.
- Levy, D.C., 2006. Private-public interacts in higher education development: Two sectors in sync? In: The 2007 World Bank Regional Seminar on Development Economics, *Conference on Higher Education and Development*. Beijing 16-17 January.
- Litten, L.H., 1980. Marketing higher education: Benefits and risks for the American academic system. *The Journal of Higher Education*, **51** (1), pp.40-59.
- Liu, S.S., 1998. Integrating strategic marketing on an institutional level. *Journal of Marketing for Higher Education*, **8** (4), pp.17-28.

- Mahrous, A.A. and Kortam, W., 2012. Students' evaluations and perceptions of learning within business schools in Egypt. *Journal of Marketing for Higher Education*, **22** (1), pp.55-70.
- Maringe, F., 2006. University marketing: Perceptions, practices and prospects in the less developed world. *Journal of Marketing for Higher Education*, **15** (2), pp.129-153.
- Maringe, F. and Gibbs, P., 2009. *Marketing higher education*. UK: McGraw Hill / Open University Press.
- Maringe, F. and Mourad, M., 2012. Marketing for Higher Education in Developing Countries: emphases and omissions. *Journal of Marketing for Higher Education*, **22** (1), pp.1-9.
- Mark, E., 2013. Student satisfaction and the customer focus in higher education. *Journal of Higher Education Policy and Management*, **35** (1), pp. 2-10.
- Mason, J., 2006. Mixing methods in a qualitatively driven way. *Qualitative Research*, **6** (1), pp.9-25.
- Matherly, L.L., 2012. A causal model predicting student intention to enrol moderated by university image: using strategic management to create competitive advantage in higher education. *International Journal of Management in Education*, **6** (1), pp.38-55.
- Mazzarol, T., Soutar, G.N. and Thein, V., 2001. Critical success factors in the marketing of an educational institution: A comparison of institutional and student perspectives. *Journal of Marketing for Higher Education*, **10** (2), pp.39-57.
- McGrath, J.M., 2002. Attitudes about marketing in higher education: An exploratory study. *Journal of marketing for higher education*, **12** (1).
- McKenzie, G. and Usher, R. eds., 1997. *Understanding social research: Perspectives on methodology and practice*. London: the Falmer Press.

- Menon, A., Bharadwaj, S.G., Adidam, P.T. and Edison, S.W., 1999. Antecedents and consequences of marketing strategy making: A model and a test. *Journal of Marketing*, **63** (2), pp.18-40.
- Michael, S.O., Holdaway, E.A. and Young, H.C., 1993. Administrators' Perceptions of Institutional Marketing. *Journal of Marketing for Higher Education*, **4** (1-2), pp. 3-25.
- Min, S., Khoon, C.C. and Tan, B.L., 2012. Motives, Expectations, Perceptions and Satisfaction of International Students Pursuing Private Higher Education in Singapore. *International Journal of Marketing Studies*, **4** (6), PP.122-138.
- Moogan, Y.J., 2011. Can a higher education institution's marketing strategy improve the student-institution match? *International Journal of Educational Management*, **25** (6), pp.570-589.
- Mostafa, M.M., 2006. A Comparison of SERVQUAL and I-P Analysis: Measuring and Improving Service Quality in Egyptian Private Universities. *Journal of Marketing for Higher Education*, **16** (2), pp.83-104.
- Mourad, M., Ennew, C. and Kortam, W., 2011. Brand equity in higher education. *Marketing Intelligence & Planning*, **29** (4), pp.403-420.
- Nagy, G. and Berács, J., 2012. Antecedents to the export market orientation of Hungarian higher education institutions, and their export performance consequences. *Journal of Marketing for Higher Education*, **22** (2), pp.231-256.
- Naudé, P. and Ivy, J., 1999. The marketing strategies of universities in the United Kingdom. *International Journal of Educational Management*, **13** (3), pp.126-136.
- NCERD, 2004. *Development of education in Arab republic of Egypt 2000 – 2004*. Cairo: National Centre of Educational Research and Development.
- Neave, G. and Vught, F.A.V., 1994. *Government and higher education relationships across three continents: the winds of change*. Oxford: Pergamon Press.

- Neuman, W.L., 1997. *Social research methods: Qualitative and quantitative approaches*. 3rd ed. Boston: Allyn and Bacon.
- Newman, C.M., 2002. The current state of marketing activity among higher education institutions. *Journal of Marketing for Higher Education*, **12** (1), pp.15-29.
- Nguyen, N. and Leblanc, G., 2001. Image and reputation of higher education institutions in students' retention decisions. *International Journal of Educational Management*, **15** (6), pp.303-311.
- Nicholls, J., Harris, J., Morgan, E., Clarke, K. and Sims, D., 1995. Marketing higher education: The MBA experience. *International Journal of Educational Management*, **9** (2), pp.31-38.
- Obermeit, K., 2012. Students' choice of universities in Germany: structure, factors and information sources used. *Journal of Marketing for Higher Education*, **22**(2), pp.206-230.
- Onwuegbuzie, A.J. and Leech, N.L., 2005. On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*, **8** (5), pp.375-387.
- Padlee, S.F., Kamaruddin, A.R. and Baharun, R., 2010. International Students' Choice Behavior for Higher Education at Malaysian Private Universities. *International Journal of Marketing Studies*, **2** (2), pp. 202-211.
- Palacio, A.B., Meneses, G.D. and Perez, P.J.P., 2002. The configuration of the image and its relationship with the satisfaction of students. *Journal of Educational Administration*, **40** (5), pp.486-505.
- Pallant, J., 2007. *SPSS survival manual: A step- by- step guide to data analysis using SPSS version 15*. 3rd ed. Sydney, Australia: Open University Press.
- Pampaloni, A.M., 2010. The influence of organizational image on college selection: what students seek in institutions of higher education. *Journal of Marketing for Higher Education*, **20** (1), pp.19-48.

- Price, I., Matzdorf, F., Smith, L. and Agahi, H., 2003. The impact of facilities on student choice of university. *Facilities*, **21** (10), pp.212-222.
- Patton, M.Q., 2002. *Qualitative research & evaluation methods*, 3ed. Thousand Oaks: Sage Publications.
- Peyronel, A.C., 2000. The role of senior public relations administrators in institutional decision making: Are they at the table? *Journal of Marketing for Higher Education*, **9** (4), pp.25-35.
- Pike, S., 2005. The use of repertory grid analysis and importance-performance analysis to identify determinant attributes of universities. *Journal of Marketing for Higher Education*, **14** (2), pp.1-18.
- Plowright, D., 2011. *Using mixed methods: Frameworks for an integrated methodology*. 1st ed. London: Sage Publication.
- Porter, S., S., Claycomb, C., 1997. The influence of brand recognition on retail store image. *Journal of Product & Brand Management*, **6** (6), pp.373-387.
- Punch, K.F., 2005. *Introduction to social research: Quantitative and qualitative approaches*, 2nd ed. London; Thousand Oaks, California: Sage Publication.
- Quigley, C.J., Bingham, F.G., Notarantonio, E.M. and Murray, K., 2000. The impact discounts and the price-quality effect have on the choice of an institution of higher education. *Journal of Marketing for Higher Education*, **9** (2), pp.1-17.
- Rafiq, M. and Ahmed, P.K., 1995. Using the 7ps as a generic marketing mix: An exploratory survey of UK and European marketing academics. *Marketing Intelligence & Planning*, **13** (9), pp.4-15.
- Ramachandran, N.T., 2010. Marketing framework in higher education: Addressing aspirations of students beyond conventional tenets of selling products. *International Journal of Educational Management*, **24** (6), pp.544-556.
- Richards, A., 1992. *Higher education in Egypt: Research Policy*: The World Bank.

- Robertson, S.L., 2008. *Market multilateralism, the World Bank group and the asymmetries of globalising higher education: Toward a critical political economy analysis*. [Online] Centre for Globalization, Education and Societies, University of Bristol. Available at: <<http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/27slr/>>.
- Rocco, T.S., Bliss, L.A., Gallagher, S. and Perez, P.J.P., 2003. Taking the next step: Mixed methods research in organizational systems. *Information Technology, Learning, and Performance Journal*, **21** (1), pp.19-29.
- Rossum, C. and Baum, G., 2001. Improve your marketing results by asking peter f. Drucker's "five most important questions". *Journal of Marketing for Higher Education*, **10** (3), pp.61-76.
- Said, M.E., 2001. *Higher education in Egypt*. Cairo: Ministry of Higher Education Project Implementation Unit.
- Sands, G.C. and Smith, R.J., 2000. Organizing for effective marketing communications in higher education: Restructuring for your competitive edge in marketing. *Journal of Marketing for Higher Education*, **9** (2), pp.41-58.
- Saunders, M., Lewis, P. and Thornhill, A., 2007. *Research methods for business students*. 4th ed. Harlow, England: FT/ Prentice Hall.
- Selim, R.E. and El Halawany, M. eds., 2007. *Guide to higher education in Egypt*. Cairo: Ministry of Higher Education.
- Shanklin, W.L. and Burdenski, H., 1989. State of the art of advertising practice in U.S. Higher education. *Journal of Marketing for Higher Education*, **2** (1), pp.13-18.
- Silverman, D., 2011. *Qualitative research: Issues of theory, method and practice*. 3rd ed. London: Sage Publications.
- Sojkin, B., Bartkowiak, P. and Skuza, A., 2012. Determinants of higher education choices and student satisfaction: the case of Poland. *Higher Education*, **63** (5), pp.565-581.

- Soutar, G.N. and Turner, J.P., 2002. Students' preferences for university: a conjoint analysis. *International Journal of Educational Management*, **16** (1), pp.40-45.
- Sperber, A.D., 2004. Translation and validation of study instruments for cross-cultural research. *Gastroenterology*, **126** (1), pp.S124-S128.
- SPU, 2010. *Higher education in Egypt: Country review report*. Cairo: Ministry of Higher Education Strategic Planning Unit.
- Stachowski, C.A., 2011. Educational Marketing: A Review and Implications for Supporting Practice in Tertiary Education. *Educational Management Administration & Leadership*, **39** (2), pp.186-204.
- Susanti, D., 2011. Privatisation and marketisation of higher education in Indonesia: the challenge for equal access and academic values. *Higher Education*, **61** (2), pp.209-218.
- Tabachnick, B.G. and Fidell, L.S., 1996. *Using multivariate statistics*. New York: Harper Collins College Publishers.
- Tabachnick, B.G. and Fidell, L.S., 2007. *Using multivariate statistics*, 5th ed. Boston: Pearson International Edition.
- Tashakkori, A. and Teddlie, C., 1998. *Mixed methodology: Combining qualitative and quantitative approaches*. London: Sage Publications.
- Tashakkori, A. and Teddlie, C. eds., 2003. *Handbook of mixed methods in social & behavioural research*. California, U.S.A: Sage Publications.
- Teddlie, C. and Tashakkori, A., 2009. *Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks; London: Sage publications.
- Teo, R. and Soutar, G.N., 2012. Word of mouth antecedents in an educational context: a Singaporean study. *International Journal of Educational Management*, **26** (7), pp.678-695.

- The Egyptian Cabinet, Nov 2007. *A Public' Survey about Education in Private Universities and Institutions in Egypt*. Cairo: Information and Decision Support Centre.
- The Egyptian Cabinet, Apr 2008. *The features of higher education*, 2nd ed. Cairo.
- The Egyptian Cabinet, Sept 2005. *Encouraging private sector to introduce educational services in higher education level*. Cairo: External follow up sector.
- The World Bank, 1994. *Higher education: The lessons of experience*. Washington: The World Bank.
- The World Bank, 2002. *Project appraisal document on a proposed loan in the amount of SDR 38.5 million (US\$50 million equivalent) to the Arab Republic of Egypt for a Higher Education Enhancement Project*. Washington, DC, 7 March, 2002: World Bank Human Development Group, Middle East and North Africa Region.
- Tonks, D., G. and Farr, M., 1995. Market segments for higher education: Using geodemographics. *Marketing Intelligence & Planning*, **13** (4), pp.24-33.
- UNDP, 2003. *The Arab human development report: Building a knowledge society*. New York: United Nations development programme, Regional Bureau for Arab States (RBAS).
- Wasmer, D.J. and Bruner, G.C., 2000. The antecedents of the market orientation in higher education. *Journal of Marketing for Higher Education*, **9** (2), pp.93-105.
- Wilkins, S. and Balakrishnan, M.S., 2013, Assessing student satisfaction in transnational higher education. *International Journal of Educational Management*, **27** (2), pp.143-156.
- Wilkins, S. and Epps, A., 2011. Student evaluation web sites as potential sources of consumer information in the United Arab Emirates. *International Journal of Educational Management*, **25** (5), pp.410-422.
- Wilkins, S., Balakrishnan, M.S. and Huisman, J., 2012. Student satisfaction and student perceptions of quality at international branch campuses in the United Arab

Emirates. *Journal of Higher Education Policy and Management*, **34** (5), pp.543-556.

Young, S., 2002. The use of market mechanisms in higher education finance and state control: Ontario considered. *Canadian journal of Higher Education*, **32** (2), pp.79-102.

Zineldin, M., Akdag, H.C. and Vasicheva, V., 2011. Assessing quality in higher education: new criteria for evaluating students' satisfaction. *Quality in Higher Education*, **17** (2), pp.231-243.

