UNIVERSITY OF SOUTHAMPTON

MARKETING UNIVERSITY EDUCATION: AN INVESTIGATION INTO THE PERCEPTIONS, PRACTICE AND PROSPECTS OF UNIVERSITY MARKETING IN ZIMBABWE

By

Felix Maringe

Thesis submitted for the requirements of the degree of

Doctor of Philosophy

Faculty of Social Sciences

Research and Graduate School of Education

July 2003

DEDICATION

To my family

A good education is an eternal investment

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FAULTY OF SOCIAL SCIENCE

RESEARCH AND GRADUATE SCHOOL OF EDUCATION

Doctor of Philosophy

MARKETING UNIVERSITY EDUCATION: AN INVESTIGATION INTO THE PERCEPTIONS, PRACTICE, AND PROSPECTS OF UNIVERSITY MARKETING IN ZIMBABWE

By

Felix Maringe

The growth of a marketing orientation in HE in industrialised countries has been fuelled by factors such as rapid expansion, increasing competition, diversification of institutional programmes accompanied by legislative imperatives, which have resulted in quasi-markets in the education environments. The result has been the growth of the element of choice for the customers of education. Similar forces are replicating themselves in less developed countries. However, due to a limited research and publication base, little is known and understood about the emergence and growth of marketing in these institutions.

Current models for developing a marketing orientation in education have lacked a contextual immersion and have largely underplayed the importance of marketing support systems to stimulate institutional marketisation. The research was thus based on three aspects of marketing in universities in Zimbabwe. First, how marketing was understood, defined and perceived by VCs and institutional marketers; second, how the marketing function was organised and practiced across the university sector; third, how sixth form pupils and head teachers perceived the effectiveness of current marketing strategies in the universities.

Based on a combination of qualitative and quantitative methodologies, steeped in a belief of the value of triangulation as a strategy for conducting valid and reliable research, nine VCs, 18 marketers, 480 sixth form pupils and 10 head teachers took part in the research involving use of interviews, questionnaires and document analysis.

Findings confirm the need for considering both context and marketing support systems in developing universities' marketing orientation. The thesis proposes a model, (CORD-contextual analysis, organisation and co-ordination, researching the customer interface and developing the curriculum) as a strategy that could help universities place the customer at the centre of decision making in matters of curriculum development.

Table of contents

DEDICATION	**i**
ABSTRACT	**ii**
TABLE OF CONTENTS	**iii**
LIST OF TABLES	**viii**
LIST OF FIGURES	**x**
LIST OF GRAPHS	**xi**
LIST OF APPENDICES	**xii**
ACKNOWLEDGEMENTS	**xiii**

Chapter 1 Marketing Higher Education

Introduction	1
Overview of the university sector in Zimbabwe: growth and challenges	3
An overview of the marketing concept	8
Customer, consumer or client	14
Needs, wants and motivations	16
Products and services	18
Customer satisfaction	19
Marketing philosophies	20
The product philosophy	20
The production philosophy	22
The selling philosophy	23
The marketing philosophy/ a customer focused concept	24
The societal marketing concept	25
Operational definition of marketing	27
The purpose of the research	27
The aim of the research	28
The objectives of the research	28
Mapping the research process	30
Summary and key issues	31
A plan for the rest of the thesis	32

Chapter 2 Marketing orientation of universities: Growth of marketing in the HE sector

Introduction	34
Current state of marketing in the business sector	34
A broad overview of marketing and the education sector	36
Marketing orientation for the university sector	45
Marketing and related management concepts	51
Summary and key issues	53

Chapter 3 A consideration of methodological issues and research methods

Introduction	55
The nature of this research: Paradigmatic considerations	55
Triangulation	59
Methods used in the research	60
The research design	63
Selecting the study design	64
The population and study samples	65
Instrument design, development and administration	66
Justifying the choice of interview	67
Relating interview objectives to research questions	68
Presentation format of the VC interview schedule	70
The questionnaire for marketing staff: justifying its use	70
Matching questionnaire objectives to research questions	71
Presentation format of the marketers' questionnaire	71
Developing sixth for pupils and head teachers' instruments	73
Peer review of instruments	74
Piloting the instruments	74
Pre-administration of instruments: gaining access	75
The data collection stage	76
Using secondary sources to obtain data	76
Data analysis plans	77
Summary and key issues	77

Chapter 4 How marketing is perceived and defined in the university sector in Zimbabwe

Introduction	79
Structural framework for analysis	79
Analysing the missions of universities	86
Missions of neo-liberal universities	86
Missions of church led universities	87
Missions of segmented universities	88
Mission of industry-linked university	89
Mission of adult centred university	90
Marketing perceptions of VCs and marketers	92
Marketing perceptions in neo-liberal universities	93
Marketing perceptions in church led universities	95
Marketing perceptions in segmented universities	97
Marketing perceptions in industry-linked university	99
Marketing perceptions in adult-centred university	102
Challenges faced by universities: Relationship with marketing perceptions	104
The funding challenge	106
The Image challenge	109
The competition challenge	112
The recruitment, independence and infrastructure challenges	113
The curriculum relevance challenge	115
The instructional technologies challenge	116
Marketers' perceptions of institutional challenges	117
A sector-wide perception of university challenges	122
Toward a model of the marketing context of universities	125
Summary and key issues	129

Chapter 5 Marketing practice and organisation in the university sector in Zimbabwe

Introduction	130
Patterns of marketing approaches and organisation	130
The nature of marketing responsibility and involvement	138
Towards a model of marketing organisation	140
Evaluating the marketing role perception of marketers	141
Perception of significance of marketing	142
Role in student and staff attraction	146
Response and readiness of staff for marketisation	154
Role of marketing in the competitive environment	159
Marketing information systems of universities	165
Analysing the nature of marketing responsibility and involvement	171
Assessing adequacy of funding	179
The composition and size of marketing budgets	182
Developing profiles of marketers	187
Summary and key issues	191

Chapter 6 Marketing effectiveness: perceptions of sixth form pupils and head teachers

Introduction	192
Analysis of sixth form pupils' data	192
Sixth form pupils' demographic qualities	193
Sixth form pupils' intended first destinations	195
Sixth form pupils' university preferences	198
How sixth form pupils perceive UZ	200
How sixth form pupils perceive NUST	204
How sixth form pupils perceive AU `	207
How sixth form pupils perceive MSU	209
How sixth form pupils perceive BUSE	212
How sixth form pupils perceive ZOU	218
How sixth form pupils perceive CUZ	223
Sixth form pupils' knowledge of and about universities	227
Sources of marketing information	229
Influence of sources of marketing information on choice	231
The importance of universities' marketing mix	232
Universities' marketing effectiveness and access to information	236
Sixth form pupils' suggestions for facilitating choice and decision-making	239
Analysis of head teachers' data	240
Head teachers' perceptions of knowledge and preference of universities	241
Head teachers' reasons for UZ popularity	243
Head teacher's reasons for NUST popularity	245
Head teachers' perceptions of adequacy of marketing information	246
The school's role in aiding choice and decision-making	251
Head teachers' suggestions for improving quality and availability of information	254
Summary and key issues	255

Chapter 7 Towards a curriculum centred marketing model for university institutions in Zimbabwe

Introduction	257
Reflecting the theoretical issues of the research	257
Reflecting the methodological issues of the research	263
Limitations, findings and conclusions of the research	266
Conclusions about marketing perceptions and understanding	268
Conclusions about the organisation and practice of marketing	271
Conclusions about perceptions of marketing effectiveness	277
Implications	279
The curriculum centred marketing mode CORD	281
Reflecting the Context	285
Organisation and co-ordination framework	288
Researching the customer interface	291
Developing the curriculum	296
Potential drawbacks of the model	297
The key contribution of this thesis	298
Proposals for future research	300
Some final reflections	302

List of tables

Table	Page
1 Intended and achieved samples for the research	66
2 Matching objectives and VCs questions	69
3 Matching objectives and marketers questions	72
4 Key institutional features of universities	80
5 University challenges as perceived by VCs	104
6 University challenges as perceived by marketers	118
7 Perceived marketing approaches in universities	130
8 Key marketing units within universities	132
9 Extent of external involvement in university marketing	134
10 Perceived patterns of marketing organisation	136
11 Extent of marketing planning in universities	138
12 A model of university marketing organisation	141
13 Marketing significance in neo-liberal universities	142
14 Marketing significance in church related universities	143
15 Marketing significance in segmented universities	144
16 Marketing significance in industry-linked university	144
17 Marketing significance in adult centred university	145
18 Role in student and staff attraction- neo-liberal universities	147
19 Role in student and staff attraction-church related universities	148
20 Role in student and staff attraction- segmented universities	149
21 Role in student and staff attraction- industry-linked university	150
22 Role in student and staff attraction- adult centred university	151
23 Neo-liberal marketers' perception of readiness for marketisation	334
24 Church related perceptions of readiness for marketisation	335
25 Segmented perceptions of readiness for marketisation	336
26 Industry-linked perceptions of readiness for marketisation	337
27 Adult centred perceptions of readiness for marketisation	338
28 Modelling institutional response and readiness for marketing	155
29 Marketing and competition-neo-liberal perceptions	159
30 Marketing and competition-church related perceptions	160
31 Marketing and competition- segmented perceptions	161
32 Marketing and competition- industry-linked perceptions	162
33 Marketing and competition- adult centred perceptions	163
34 Marketing information systems neo-liberal perceptions	165
35 Marketing information systems church related perceptions	166
36 Marketing information systems- segmented perceptions	167
37 Marketing information systems industry-linked perceptions	168
38 Marketing information systems- adult centred perceptions	169
39 Modelling perceptions of effectiveness of support systems	170
40 Involvement in marketing activities-neo-liberal experience	172

Table	Page
41 Involvement in marketing activities-church related experience	173
42 Involvement in marketing activities-segmented experience	174
43 Involvement in marketing activities-industry-linked experience	176
44 Involvement in marketing activities-adult centred experience	177
45 Perceptions of overall budgeting mechanisms for marketing	180
46 Marketing budget composition-neo-liberal perceptions	183
47 Marketing budget composition- church related perceptions	183
48 marketing budget composition-segmented perceptions	184
49 Marketing budget composition-industry-linked perceptions	185
50 Marketing budget composition- adult centred perceptions	185
51 Profiling university marketers	188
52 Sixth form pupils distribution by age	193
53 Sixth form pupils distribution by gender	194
54 Sixth form pupils distribution by area of study	194
55 Post A-level intended destinations	195
56 Sixth form pupils university preferences	198
57 University preferences based on first choice indications	199
58 Reasons for preferring UZ	200
59 Reasons for preferring NUST	205
60 Reasons for ranking BUSE last	214
61 Reasons for preferring ZOU	218
62 Reasons for ranking ZOU last	221
63 Reasons for non preference of 'low' profile universities	225
64 Extent of knowledge about universities	227
65 Marketing material seen by sixth form pupils	229
66 Significant influences of sixth form pupils' university choice	231
67 Importance attached to marketing mix elements	233
68 Marketing effectiveness and access to information	237
69 Sixth form pupils suggestions to improve information access	240
70 Basic school data for head teachers' interviews	241
71 Head teachers perceptions of universities well known and preferred	242
72 Types and sources of university information needed by schools	249

List of Figures

Figure	Page
1 Mapping the research process	30
2 Tentative model for developing and evaluating marketing orientation	50
3 A model of university organisation in Zimbabwe	85
4 A model for relating university missions and organisation	92
5 A descriptive/analytical model for university marketing context	126
6 A context sensitive framework for university marketing orientation	128
7 A curriculum centred marketing model	284

List of graphs

Graph	Page
1Prevalence and strength of institutional challenges: VCs perceptions	106
2 prevalence and strength of university challenges: marketers' perceptions	120
3 Mapping university challenges across the sector	123

List of Appendices

Appendix	Page
1 Interview schedule for VCs	317
2 Questionnaire for university marketers	320
3 Interview schedule for head teachers	331
4 Questionnaire for sixth form pupils	333
5 Tables 23 to 27	339
6 Pre-administration letter; gaining access	344

Acknowledgements

I am greatly indebted to Professor Nick Foskett for his expert supervision, critical comments and moral support, which have enabled me to complete what occasionally seemed an impossible task. I have always felt so much at home under his guidance as he took me through the paces during the last three years. The experience gained through working on projects and co-authoring some publications with Nick has helped tremendously in transforming me into what I have become at the end of this tortuous PhD journey.

My grateful acknowledgements are also due to Dr. M. C. Kamanda, for peer reviewing my research instruments as part of the validation exercise and for helping me settle during my early years at this university.

Prabhu Satya a colleague in Medicine read through my entire thesis and made several editorial suggestions. For the painstaking work he undertook, I forever remain thankful.

Very special thanks are due to the 9 VCs, 18 university marketers, 480 sixth form pupils in the class of 2001 and 10 head teachers for availing their time and ideas upon which this humble thesis was developed.

My father, Stanslaus has been my greatest influence in the decision to study at this level. Stanslaus is the epitome of lifelong learning in our village in Marange and I owe him a debt of gratitude for his encouragement and inspiration, which have helped me to remain focused. To my late Mum, Angela, beloved Mara and son Mervyn, I know you have been with me throughout this journey.

My wife, Miniase has been a pillar of strength as she worked hard to sustain the family during a time when I could not take full time employment. I cannot repay her adequately for the sacrifices, patience and tolerance together with our children, Tinashe, Tinotenda, and Ashley including our niece Laurie Ann, who had to do with numerous inadequate provisions during this time.

Finally, for the personal relationship I have with Christ, his unending guidance and intervention during many impossible stages of this experience, I can never repay his great benevolence to me and my family.

Felix

CHAPTER 1

MARKETING HIGHER EDUCATION

Introduction

Marketing in the education sectors of the developed world has become fairly well established. It has developed from its primitive roots of serving a tactical function to its current status as a strategic tool for organisational development in educational institutions (Foskett 1995, Smith, Scott and Lynch 1995, Naude and Ivy 1999, and Ivy 2002). The developments have been driven by a variety of forces including financial pressures, expansion of the education sectors, growing diversity of programmes, increasing competition amongst providers and a new unprotected educational environment offering increased choice to its customers. Given that these forces are replicating themselves in the developing world; it became imperative to determine how universities there are responding.

But little is known about marketing in the education sectors of the less developed countries. Maringe and Foskett (2002) have suggested that the status and operation of marketing in these countries is unclear due to inadequate research and publication in the area. Researching into this aspect thus helps to fill a void as education markets increasingly become subject to the influences of globalisation and internationalisation Giddens (2000).

At a broader level, it has been argued that the development of marketing theory has not been significant since its emergence as a discipline. Rossitter (2001) for example has noted that developments in the pragmatic aspects of marketing have out-paced a theoretical understanding of the concept. He argues that there is little that can be referred to as marketing theory, let alone education marketing theory. Partly this is due to a lack of consensus about the meanings surrounding the marketing idea. It may also be due to the fact that marketing has long been misunderstood to mean advertising or promotion, aspects that have been well developed in the business world. In part, the research on

which this thesis was based was designed to find how the marketing concept is understood in Zimbabwe's university sector.

In addition, many of the models that have been developed in the first world, despite their usefulness, cannot be assumed to have universal currency. There is need therefore to generate models that are more context sensitive to increase their chances of usability and applicability. For example, current models used for determining and developing a marketing orientation in the education sectors of the developed countries (Gray 1991, Hardie 1991, Curran 2001) have tended to provide strategies institutions could follow in this quest. What they all seem to lack is a focus on the context within which the marketing orientation has to develop.

The research upon which this thesis was developed grew out of a need to examine the marketing orientations of universities in a developing country, how contextual factors were influencing this growth and how the VCs and marketers understood the marketing concept. It also sought to determine how the marketing functions of universities were organised and practiced and how customers felt about current marketing strategies of these institutions. In doing this, it was hoped that the research would lead to the development of both theoretical and practical models of marketing in this country's universities, which in turn would contribute to an increased theoretical and practical understanding of the status and operation of marketing in less developed countries.

The central concepts of this thesis are the marketing concept and developing a marketing orientation. Before these concepts are explored, a broad overview of the growth and challenges of the university sector in Zimbabwe is provided. The chapter then reviews the marketing concept and its application in the HE sector. It relates the current understanding of the marketing concept to the five philosophical perspectives (see pages 19-25) and finally furnishes an operational definition of the marketing concept. The chapter concludes by defining the research problem, providing the aims and objectives, which guided its execution and an outline of the rest of the thesis.

An overview of the university sector in Zimbabwe: growth and challenges

The development of university education in Zimbabwe cannot be extricated from parallel developments in the primary and secondary school sectors of the country. The secondary school sector constitutes the major recruitment base for university education, the other being the mature student market. This section focuses on critical developments assumed to have a direct or even indirect influence on the growth of institutional marketisation within the university sector in Zimbabwe.

Having been a British colony since 1890, Zimbabwe gained independence in 1980. Administered by a succession of Rhodesian governments, the colonial period was characterised by numerous injustices against the black majority. Such injustices included the disenfranchisement of blacks through laws requiring voters to be literate, the displacement of locals from productive to unproductive rural areas, severely limited access to educational opportunity for the blacks, limited employment opportunities for the majority, and a prevailing belief in social Darwinism among the settlers, which legitimated the concept of white supremacy over their black counterparts (Mutumbuka 1982, Maravanyika 1990, Atkinson 1994, and Zvobgo 1996).

At independence, the new ZANU (PF)-led government sought to reverse these injustices. Education was democratised and access was opened to everyone resulting in what has been described as the most unprecedented growth ever witnessed on the African continent (Zvobgo 1996). In the first five years following independence, the number of primary schools grew from 500 in 1980 to 1800 in 1985. Secondary schools rose form 167 to 850 during the same period. As a result of this expansion, enrolments in the secondary sector grew by over 400% in the same period. Today there are 4500 primary schools and 1570 secondary schools in Zimbabwe. The secondary school sector had a total enrolment of 866171 pupils in 2001 compared to just over 50000 in 1980 (Ministry of Education Sports and Culture (MOESC) Statistics 2001).

By 1986, the first cohort of post independence pupils had completed its six-year pre-university cycle. With just one university since 1957, pressure was brought to bear upon the University of Zimbabwe (UZ) to accommodate the vastly increased numbers of potential entrants. Accompanied by little infra-structural development and dwindling government funding during the intervening period, student enrolment at this university had risen from 68 in 1957, to 2400 in 1980, to 4048 in 1985, and 9300 in 1990 (University of Zimbabwe 1992 Calendar). Today this university has a total student population of about 13000 in its ten faculties. By 1987, the then VC of the University of Zimbabwe, Professor Walter Kamba, called for the setting up of a feasibility study to look in to the possibility of establishing a second university to ease the pressure from the UZ. While the UZ could accommodate about 3500 first year students at that time, there were over 6000 sixth-form pupils qualified for entry. Thus it could be said that demand was far in excess of supply and in that situation, there was no pressing need for the institution to embrace marketing as a strategy for recruitment. Nevertheless, a second university, the National University of Science and Technology (NUST) was established in 1991 in Bulawayo, the second largest city in the country. NUST began with 270 students and 28 academic staff, but today it has 2307 students and 130 staff (NUST Year Book 2001/2002). Still it remains clear that these two universities were unable to cater for the demand from the sixth-form recruitment segment, particularly also that NUST was only going to relieve pressure from the science and business studies sixth-form recruitment market.

The government then gave permission to the United Methodist Church in Zimbabwe (UMCZ) to establish a third university in Mutare, the third largest city of the country, and the traditional headquarters of this church. In 1992, Africa University (AU) was established just outside the city. It derived its name from its stated mission of becoming a truly international institution with enrolment quotas given to member countries on the African continent. The university started with a student enrolment of 40 and 13 academic staff. By 2001, there were 737 students and 50 academic staff at AU (AU Prospectus 2001). While AU recruits largely from Zimbabwe, its recruitment base is much broader,

and is thus expected to have significantly different marketing strategies from institutions whose recruitment bases are solely located internally.

In 1996, government established a fourth University at Bindura. Operating initially as a college of the UZ, with a mandate to train science and mathematics teachers for the secondary school system, Bindura University of Science Education (BUSE) began with a student population of 90 and 18 academic staff. In 2001, BUSE had 570 students and 45 academic staff (BUSE Calendar 2001). Two issues about this university call for unique marketing strategies. First is the nature of its curriculum, focused on teacher training, a career that does not attract the attention of many sixth form pupils (Dorsey 1995). Second, is its historical origin, being the successor of the controversial Cuban teacher education programme which came to an end after the demise of the Soviet Union. BUSE is often linked with the continuation of the socialist experiment that the rest of society has generally denounced. The institution is thus likely to require unique marketing strategies to deal with these challenges.

Three other church-related institutions have since been established at Solusi University (SU) sponsored by the Seventh Day Adventist Church, at the Catholic University in Zimbabwe (CUZ) in Harare, and at the Great Zimbabwe University (GZU) sponsored by the Dutch Reformed Church in Zimbabwe. The state has also sponsored the establishment of the Zimbabwe Open University (ZOU) catering for the education needs of mature students through open distance learning, the Midlands State University (MSU), a new university developing along strong neo-liberal traditions of the old universities, the Masvingo University College (MUC) specialising in primary school degree programmes, and the Chinhoyi Technical Teachers' University College (CTTUC) specialising in technical education degree programmes. Thus the education sector in Zimbabwe has 11 universities, seven of which are state sponsored with the four remaining being sponsored privately by different church organisations. One of the state-sponsored universities (UZ) can be described as old, having operated the longest since 1957. The others can be described as relatively new, having been established between 1991 and 2000. All state-sponsored universities, except the NUST and MSU have had previous links, via special

affiliation arrangements with the UZ, which itself began as a college of the University of London. Thus it can safely be assumed that university development in Zimbabwe has been directly and indirectly influenced and modelled around the traditional British University system. The tradition of old British universities continues to influence the general organisation and administration of many universities in Zimbabwe particularly that of the state sponsored ones.

Amongst the new universities, there has been a tendency to move away from a traditional generalist curriculum pattern and organisation. NUST for example specialises in science and technology, while BUSE has found its niche in the provision of science education. The ZOU has moved away from the traditional sixth form student recruitment market and has established itself in the mature students' recruitment market. Other newer universities, such as MSU and AU have maintained the traditions of the old university by providing a general curriculum covering most of the subject disciplines. Unless these institutions have something uniquely strong to offer, they face strong competition from the more established UZ. MU has its area of specialisation in the field of primary teacher education, while CTTUC is primarily concerned with technical teacher education. The CUZ appears to be progressing rapidly in the area of Business studies, but faces strong competition from the more established institutions such as the UZ. Other church sponsored universities have tended to provide a general curriculum even though the christianising philosophy features very strongly in their curricula.

With the exception of the ZOU, MU, and CTTUC the remaining universities all compete in the sixth form student recruitment market. Figures from the Ministry of Education Sports and Culture (MOESC) indicate that about 16000 students took A level examinations in 2001 (MOESC Statistics 2001) Of these, close to 12000 obtained the 2 A level passes required for acceptance by universities (Zimbabwe Schools Examinations Council (ZIMSEC) Annual Report 2002). However, the total capacity from all the universities for first year students is about 8000 (Figure approximated from the first year intakes of all universities). Thus demand for university places is higher than what universities are able to supply. Even though the demand for university places still

outstrips supply, a situation that may be misconstrued to imply a reduced need for marketisation, the Zimbabwean university marketplace is beginning to show strong signs of competition and choice, conditions that have been key drivers of marketisation in other education sectors.

This picture of demand exceeding supply masks very strong indicators for marketisation in the university sector in Zimbabwe. First, since all universities can be assumed to have the intention of recruiting the best students (in terms of A-level passes); they are in that sense competing to admit students from the top end of sixth form performances. They therefore need to have something special they can offer in order to be able to attract these students.

Second, because the university sector in Zimbabwe has expanded, the element of choice has been ushered into its marketplace. Students can now choose between UZ and NUST for example to pursue degrees in the sciences. They can also choose between UZ, NUST, SU, MSU, CUZ and SU to pursue degrees in Business Studies. In the last three years, reports have indicated that the Faculty of Science at the UZ has been struggling to enrol to capacity in a number of its departments and some subject areas have been forced to lower their entry standards in order to meet enrolment requirements. This has largely been attributed to the fact that some of the best sixth form students, who previously went to the UZ, now show preferences for studying at NUST.

Third, because of the growing diversity of curricula offerings in different institutions, students are likely to become more discerning in their choice of degrees. For example, for some students it may no longer be just a question of obtaining a degree in chemistry from any university. Other considerations come into play such as the content of the degree, its mode of delivery and the reputation of the awarding institution in the eyes of society, particularly employers.

For other universities such as the ZOU, the main player in the mature student recruitment market, the challenges are likely to be the extent to which curriculum offerings meet

expectations of customers. In addition, issues of pricing and discounts and consideration given to other work commitments in structuring the curriculum as well as the delivery processes will be important issues to consider in attracting students to their institution.

Thus the marketplace of Zimbabwean Universities has all the indications of expansion, programme diversification, growing competition and choice, conditions known to have driven the marketisation of universities in the developed world. This research was thus based upon the assumption that the landscape of this marketplace in Zimbabwe is beginning to show the symptoms that have driven marketisation elsewhere. But since little is known about how these universities are responding to these forces, this research was aimed at discovering first and foremost, the root from which marketisation grows. That root is how the VCs of the universities perceive, understand and define the marketing concept, followed logically by investigating the current practice and organisation of the marketing function. Some evaluation of that current practice using the point of view of the university customers was considered useful for this research. However, before this can be done the concept marketing needs to be examined.

An overview of the marketing concept

Like other concepts in the social and management sciences, marketing does not have a universally accepted definition. Earliest writings about marketing date back to 1776 when Adam Smith wrote in The Wealth of Nations:

> Consumption is the sole end purpose of all production; and the interest of the producer ought to be attended to only in so far as it may be necessary for promoting that of the consumer (quoted in Baker 2002: 5)

Essentially, this suggested that industrial production had to be dictated by the needs of the consumer. The focus on the customer (consumer, in Smith's terms) has been the most enduring feature of developments in the marketing field, as the following definitions will show.

Kelley (1965) for example defines marketing as:

> A basic management response to the central problem facing managers, the creative adaptation to environmental and business change (by providing) substantial and insightful attempts to learn the material wants and needs, motivations, habits, and actions of the consumer (Kelley 1965:33)

Even though this definition reflects the tactical status of marketing (a basic management response), its emphasis on basing management decisions on a thorough knowledge of the consumer is unquestionable. This reflected business practice at the time. Drucker (1954) had previously argued that the customer is the whole business.

One of the most frequently quoted definitions of marketing is the one by the Institute of Marketing UK, which equates marketing to supplying customer needs. It says:

> Marketing is the management process, which identifies, anticipates and supplies customers' requirements efficiently and profitably (quoted in Cannon 1988:2).

Marketing is thus a process involving activities of forecasting future customer requirements and delivering them in ways, which will benefit both the customer and the organisation. McCarthy and Perreault (1993) provide a similar view suggesting that marketing is:

> The performance of activities that seek to accomplish an organisation's objectives by anticipating customer needs and directing the flow of need-satisfying goods and services from producer to the consumer (McCarthy and Perreault 1993:8)

These marketing definitions focus on the customer while being less specific on the nature of the marketing activity itself. Kotler and Fox (1995) provided an indication of the nature of marketing activity in education. They said:

> Marketing is the analysis, planning, implementation and control of carefully formulated programmes designed to bring about voluntary exchanges of value with target markets to achieve institutional objectives. (Kotler and Fox 1995: 6-7)

Marketing is therefore equated with management processes designed specifically to achieve the objectives of meeting the needs of targeted customers and those of the institution. It involves analysis of customer needs and institutional capabilities to deliver those needs. It requires proper planning of the strategies for delivering on those needs, implementation of the plans and strategies based on a set of controllable marketing tools that an institution could use to produce desired responses from target markets. Kotler and

Fox (1995) identify some of these marketing tools as effective pricing, communication, and distribution. These are widely discussed in marketing literature as the 'marketing mix elements' (Cannon 1988, Gray 1991, Armstrong and Kotler 2000, Ivy 2002 and Kotler 2003), the blend of tactical tools employed by the institution to influence demand for its products. Originally developed by McCarthy (1960) as a four-element (4P) framework (product, price, place and promotion) the marketing mix framework has been expanded to a seven-element (7P) framework to reflect the specific needs of the services sector. McColl, Callaghan and Palmer (1998) have added physical evidence and process while Zeithaml and Bitner (2000) drawing on Drucker (1990) have added the people element. The expanded framework has been criticised for fragmenting the original 4P model (see Ivy 2002). Nevertheless, Ivy himself has generated a new 7P marketing mix framework for the Business School sector in South Africa (premiums, prominence, promotion, price, programme, prospectus and people). Despite the rigorous statistical modelling used to generate this new model, it could be argued that many of the variables included under the new labels could still be effectively incorporated in the older marketing mix frameworks.

In addition, the new model is context specific and aligned to the Business School environment. Even within the Business School environment, it is also aligned to the MBA programmes, which may not have extensive relevance to the general marketing environment of undergraduate degree programmes with which this research was concerned. For those reasons, the traditional marketing mix framework was used as a tool for analysing how universities in Zimbabwe are blending these elements to influence demand for their products.

But marketing is much more than the mere application of elements of the marketing mix. It is embedded into the culture of organisations and assumes a strategic role that ensures survival in the marketplace. Needham and Dransfield (2001) for example define marketing as:

> an essentially strategic function concerned with ensuring that a business satisfies consumer needs profitably and at the same time outperforms rival organisations (Needham and Dransfield 2001:6).

More definitions of marketing could be cited, but as Parasuraman (1991) has argued, a definitional approach to the understanding of a concept can be exasperating because of the multiple views expressed by the different writers. Nevertheless, these multiple views can help us develop a more comprehensive understanding of the concept, as it becomes possible to identify key themes common to them. The following is a synthesis of these key ideas preceding an operational definition of marketing that will be used in this thesis.

Firstly, there appears to be two broad levels at which marketing could be understood. The first is an understanding of marketing as a unique business philosophy within the institution. Captured in phrases such as 'the generalship of business' Drucker (1990:38) and 'marketing means business' (Chartered Institute of Marketing), marketing is projected as a whole business philosophy driving operations of any organisation (Needham and Dransfield 2001: 6-7). Understanding marketing from this perspective demonstrates its significance in the running of any organisation. A second level at which marketing can be understood is an operational level. Here marketing is projected as a tool kit of operations or strategies designed to serve the twin goals of meeting the needs of customers and those of the organisation. This research was partly designed to identify these two levels of understanding marketing in universities in Zimbabwe, the broad philosophical level and the process or operational levels.

Secondly, the single most enduring theme within the reviewed definitions is the centrality of the customer as the major focus of marketing. Research has shown that today's successful companies are strongly customer-focused and heavily committed to marketing (Armstrong and Kotler 2000 and Kotler 2003). Bernie Marcus, managing director of Home Depot put it succinctly: 'marketing is an almost blind, passionate commitment to taking care of customers' (in Armstrong and Kotler 2000:3). There are detractors who argue that this customer thrust is inappropriate to the education sectors for a variety of reasons (Wragg 1993, Harvey 1996 and Scott 1999). Despite the criticisms, there are many compelling reasons for embracing the customer focus in the education sector. These include the universal acceptance of the importance of the learner in the teaching and learning situation, a constantly recurring theme in many education texts. They also

include a growing conviction that HE in particular is increasingly becoming business oriented. This business orientation has been driven by a variety of factors in different parts of the world. In the UK for example, a marketing orientation in the FHE sectors has been driven by growth and expansion, reduced funding from government, diversification of institutional programmes and increased choice for the customer (Foskett 1995, Gray 1991, Smith Scott and Lynch 1995). The legislative imperatives that have accompanied these forces have thus resulted in the growth of what could best be described as quasi-educational markets in FHE in many countries of the developed world. HE in the developing world is undergoing similar changes. This study hypothesises that universities in Zimbabwe will need to adopt the marketing orientation and aims to find out their current status in this process.

Thirdly, marketing is about serving the twin goals of satisfying the customer and achieving the goals of the organisation (Kotler 2003). This implies striking a balance between customer satisfaction and meeting organisational objectives. Because it is never easy to strike this balance, organisations have to turn to the concept of 'market segmentation, a process of subdividing the market into increasingly homogeneous subgroups of customers' (Zeithaml and Bitner 2000:147). The needs of such target markets can then be met through a distinct marketing mix. In an expanding university sector such as the one in Zimbabwe, there is always a danger that newer universities would want to achieve everything that older universities do, placing themselves in serious competition with established institutions. By so doing, they diminish any prospects of having competitive advantage and will always be second best in the competition for students, staff, and resources. Therefore there is a need to properly segment the market and apply the most effective blend of marketing mix elements in order to maximise chances for satisfying targeted customers and achieving organisational goals.

Fourthly, marketing is about nurturing an exchange relationship between customers and the university. Both parties bring value to this relationship. It is because of students that staff are employed, earn salaries and enjoy their prestigious positions in society. Conversely, it is because of the staff that students eventually acquire their qualifications,

enhance their prospects for becoming employed, and become better educated than they were before enrolling on their programmes. Marketing is about understanding fully the needs of each partner in the exchange relationship. The starting point is to acknowledge that each side of the relationship brings some value, to exchange with the other. Traditionally, universities have often been associated with the 'ivory tower symbol', depicting institutions with absolute knowledge about the needs of society, to which society only gains limited admission. These rested on three fundamental freedoms to teach what they want, to whom they want, in the way they want. These freedoms do not say anything about the society, which legitimises the universities. It is difficult in such situations to begin placing the customer at the centre of decision-making.

Despite these ideals, the university landscape is increasingly becoming turbulent. Lawton (1985) has written about the end of the secret garden in the education sector and has argued that institutions no longer have sacred rights, privileges and access to knowledge. Society today makes equal if not higher claims. This means that society now needs to be viewed as a significant partner at various levels of making decisions within the university. In any case, society is the paymaster for our universities. Thus nurturing relationships becomes an important aspect of marketing as Armstrong and Kotler (2000) suggest. Their definition of marketing essentially captures this idea. They say:

> We define marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others (Armstrong and Kotler 2000:5).

Perhaps if we viewed customers from the perspective of exchanging value with them rather than delivering services to them, then the concept of the customer in the education sector, in particular in HE will cast off its connotations of exploitation and deception.

Finally, marketing is about surviving competition in the marketplace, both in terms of finding out needs of target markets and in seeking ways to challenge the competition. Successful marketing organisations have vital information systems, which feed data, both of current and potential customers and also of the competitors. Lynch (1994) sums up this

issue clearly: 'In order to be competitive, we need to know both what our customers seek and what our competitors deliver' (Lynch 1994:25).

The above discussion has incorporated a host of terms associated with the marketing concept. These require clarification in their own right as disagreement about marketing is often related to their misunderstanding. Concept groups we have come across so far in the ensuing discussion are customer, client and consumer; needs, wants, and motivations; products and services; customer satisfaction and marketing oriented institutions. We begin with the customer/consumer/client concept group.

Customer, consumer or client

The terms, customer, consumer and client are often used in marketing literature interchangeably to signify individuals or groups in a special relationship with an organisation. The relationship is one where there is a provider of a good or service and another who receives and utilises the provisions. According to Gray (1991), the terms 'customer and consumer' originate in the profit making sector while the term 'client' seems to have originated in relationships dependent on the giving and receiving of advice and help in fields such as in medicine and law (Stott and Parr1991). Though these concepts are not mutually exclusive in meaning, they can be distinguished on the basis of the quality and nature of relationship they define. A customer, according to Hatton (2000) is one who pays for the service or good for direct or indirect benefit. On this basis, in the university sector, many individuals and groups qualify as customers. The government pays the students' grants and loans, pays staff salaries and funds infra-structural development in the universities. By this definition, government therefore qualifies as a customer of HE. Similarly, parents who pay for their children, self-supporting students, organisations which offer scholarships and other forms of sponsorship, are all customers. These individuals and groups have varying interests in the university and also need to be viewed as having varying expectations. It should be clear that these individuals and groups would be interested in the universities' pricing policies for programmes and the anticipated value for money as a return to investment.

The consumer, on the other hand, is viewed 'as the end user of the good or service, the person, group or entity utilising the service or good' (Needham and Dransfield 2001:6). Depending on how the product and service of the university is defined, the end-user can be the original customer or could be a different entity altogether. Thus government can be both 'customer' through sponsoring students and 'consumer' through employing the graduates. On the other hand, employers who may not have contributed directly towards the education of a university student but end up employing graduates can be considered as end users and hence fit the definition of consumer. Broadly, society, which ultimately benefits from the education in universities in many ways, is the prime consumer of products of universities.

A theme that unites the two concepts of customer and consumer is the aspect of choice. Both consumers and customers make choices, though possibly at different points of the relationship with the organisation. Customers make choices relating to the intended purchases based on a variety of considerations. For example, in a university system operating differential fee structures, customers may be influenced to choose the university whose fees they can afford. This does not have to be the university charging the lowest fee. There is evidence to show that low fee paying institutions tend to be associated with negative image and low status. Research by Little et al. (1997) indicates that price is often used to reinforce, or even help create a quality image. Whichever way, price is an important consideration in the decision and choice of institution of prospective students. On the other hand, the consumer tends to make choices at the end of the production line. For example, a school seeking to recruit graduate science teachers from a university may stipulate that, graduates with 2.1 degrees or better only need apply.

The concept of the client is often used when referring to 'exchanges between someone who buys a personal service of a professional person such as a lawyer, counsellor or consultant' (Gray 1991:3). Students receiving guidance and counselling or special tutorial services could therefore be referred to as clients. The distinctions are however not always clear-cut as different relationships between universities and various

stakeholders may require the use of different terms. In the end we may have to adopt Davis and Ellison's caution:

> It does not matter which terminology is used by the university or school, as long as there is an understanding that it is the beneficiary of the product and service who should be at the top of the organisational chart rather than those who offer the product and service (Davis and Ellison 1997:209).

However, to reduce the confusion that may be brought by the overtones related to each of the concepts, the term customer will be used most widely here. In this thesis, customer will be defined as individuals or groups in targeted mutually beneficial relationships with the university.

Students, both prospective and those already enrolled constitute a significant customer base for universities, as do schools, including teachers and head teachers. Parents, employers, donors, government, civic bodies and non- governmental organisations also constitute an equally important customer base for universities. A useful way of understanding this concept would be to categorise the customers in to two broad groups, internal customers (such as enrolled students and staff) and external customers (such as employers, donors and prospective students and head teachers).

Needs, wants, and motivations

These constitute the basis for making marketing decisions. Organisations however need to distinguish between these concepts as they determine different marketing responses and decisions. Basically, needs are biologically determined, wants are culturally modified and motivations are very often rationally based.

Needs are 'a state of felt deprivation of some basic satisfaction' (Kotler 1993:5). They constitute a person's internal state and have been classified variously by psychologists. Maslow (1970), for example, developed a model of a hierarchy of needs beginning with basic physiological needs, safety, belonging, and esteem to the need for self-actualisation. Thus, needs exist in the texture of the human condition and are not man made. Though their identification is complex, failure to do so often leads to poorly articulated marketing programmes and plans. Also, needs of mature students are not

always the same as those of new high school graduates even when they seek enrolment in similar programmes. Mature students may be seeking to improve their skills for self-directed work so as to enhance their promotion chances at work. Thus, for example, a closely supervised lecturer directed course programme might not be what the mature students need to improve skills for self-directed work. Such students may require a university curriculum based on self-directed research to meet their needs. Conversely, a fresh high school graduate may come to university with the need to prove their capacity to achieve at this high level. The route to this goal may indeed be achievable through a closely monitored and lecturer supervised programme provided by many universities at undergraduate levels. Thus, overall the university must carefully determine the underlying needs of its students and then direct its available resources towards meeting those needs. This does not mean that universities have to abandon their worthwhile objectives and just pander to those of their students. Rather, it implies that universities have to realise that the same goals of students may be best achieved in multiple ways based on the different needs of the students.

On the other hand, wants 'are desires for specific satisfiers of these deeper needs' (Kotler and Fox 1995:20). As such, wants are culturally based. While thirst is a basic physiological need in all humans, for some, water may be a good satisfier. For others, the same need is best satisfied with a glass of wine, a cup of tea, coffee or pint of beer. Equally, employers may express the same need for universities to produce well-educated chemistry graduates. For some employers however, a well-educated chemistry graduate would be one who has had extensive work-related experience as a significant component of the degree programme. For others, three years of laboratory-based practical learning at the university would be considered best for moulding a sound chemistry graduate. It thus becomes important for universities to understand the specific satisfiers of deeper needs of customers so as to develop programmes that will more appropriately address their needs.

Motivations underlie elements of choice affecting customers of university education. These depict rationalised choice based on needs and wants of the customer. For example,

in a study to find the motivations behind students' choice of business schools in South Africa, Ivy (2002) found that financial reward, status, business skill enhancement, personal skill enhancement, networking, facilitating job promotion and career planning constituted the major basis for students' choice. This implies that universities have to determine reasons behind the choices and preferences their customers make as these provide the underlying drivers behind choices and decisions of customers.

Thus, universities need to understand the reasons for students choosing to study with them and why others prefer different institutions. However, quite often, these reasons reflect an internal understanding of what the institutions are good at and not what the customers believe the universities to be good about. Chafee (1998:17), arguing for a fresh approach to defining university missions observes that, 'despite the recent efforts by universities to define their mission and role, they still miss the point in that such missions tend to depict the point of view of the university rather than that of the customer'. Marketing though should start with the view of the customer.

Products and services

Essentially, customers need, want and expect products and services from the universities. The product of a university is a very difficult concept to pin down as most of the products in education are intangible, heterogeneous, and perishable (Ziethmahl and Bitner (2000). However, using Kotler's definition, which views products 'as anything that can be offered to someone to satisfy a need or want', it is possible to identify a number of forms the product of a university can take as indicated earlier. All these aspects as will be shown in this thesis are designed to serve the purposes of the curriculum. It will thus be argued in this thesis that the core product of universities, around which all their activities tend to revolve, is the curriculum.

On the other hand, services are performances or actions of the institution, which cannot be separated from the product of the university. They define not only what the institutions do but also how they do it. Essentially, the products of universities provide services. Thus, products in the university sector can only be as good as the service they provide.

For example, as a tool for marketing, the prospectus has to meet the information needs of prospective students at the right time. If however, distribution is not time sensitive, the product might fail to provide the service for which it was intended. Similarly a magnificent university hall, which is never open to the public for civic functions except at graduation and examination times, is likely to be viewed as an ivory tower. Equally, a university course, which fails to meet the students' and employers' critical needs such as work experience, may only be good in the eyes of the designers. For the intended users, the same course may be described as useless. Products thus provide services and it is the marketer's job to ensure that the intended services and benefits accruing from products are identified and delivered efficiently. The level and quality of delivering the products and services determines customer satisfaction, which is considered in the next section.

Customer satisfaction

> The thing that counts is customer satisfaction. If your customer is not satisfied, he or she will stop doing business with you. All the things you do to achieve quality and provide excellent service are unimportant if you do not work to satisfy the customer. Gerson (1993:11)

The aim of marketing is to achieve customer satisfaction, because satisfied customers come back to make further purchases and more importantly, they recommend the products of the institution to others. This is particularly important for universities where student retention is paramount. A measure of success for any department in established universities could be the extent to which undergraduate students apply to pursue higher degrees within the same department (Jantzen1991). Equally, if a department can provide evidence of attracting students from comparable institutions offering similar programmes, the department can be reasonably confident about the quality of its programmes. In addition, if students are confident about their university and can recommend its programmes to other prospective students, then, again the university is achieving customer satisfaction.

It is a state of mind reached in an individual whose expectations have either been met or exceeded. 'It is the customer's perception that his or her expectations have been met or

surpassed' (Gerson 1993:11). When expectations are met, the customer is satisfied. When they are exceeded, the customer is delighted (Ziethamhl and Bitner (2000) expectations-performance theory).

Earlier, Fetsinger and Bramel (1962) had proposed the cognitive dissonance theory to explain post choice discomfort experienced by people when they start to see the disadvantages of the choice. They noted that this discomfort could be used to explain why people become dissatisfied with choices they make. The implication of these two theories of customer satisfaction is that institutions need to determine students' needs and expectations both prior to enrolling and continuously during the course of their relationship with the organisation.

Attaining customer satisfaction is perhaps the single most important goal of marketing. Universities that deliver customer-satisfaction are said to be typically marketing oriented. Marketing orientation is however a complex issue rooted in philosophical beliefs underlying marketing thought and practice within any institution. What follows is a discussion of the five marketing philosophies as currently reported in the literature.

Marketing philosophies

Five philosophical perspectives have been suggested in the literature to define the underlying thinking about the practice of marketing in organisations (Kotler 1994, Kotler and Fox 1995, Ivy 2002 and Kotler 2003). These will be reviewed here with an aim to demonstrate the extent to which they could be used to explain marketing thought and action in the HE sector.

The product philosophy

The product philosophy of marketing is based on the premise that customers will prefer those products (such as courses, programmes, institutions, in short the curriculum) which offer the most quality, performance and innovative features (Kotler 1994:16). This philosophy is based on a self-belief of the university to design, develop and deliver these attributes to its customers without the need for external help and input. Underlying the

development of universities has been a deep-rooted conviction that they are society's cultural and knowledge repositories. This has led universities to be associated with the ivory tower symbol or the 'expert model of organisational development' (Maringe and Foskett 2002:37). Within such a framework and cultural construct, the customer of the university sector has, therefore historically assumed a subsidiary position. The university's product is the primary concern and its quality is internally, not externally determined.

Based upon this orientation, marketing is likely to be defined, as an institutional capacity to develop quality programmes and to offer superior services to those deemed sufficiently deserving. However, as many management experts and writers have indicated (Peters and Waterman 1982, Murgatroyd and Morgan 1993, Sallis 1993, Stonner and Wankel 1996, and Kotler 2003), the only view of quality that matters is that of the customer. Product driven universities are likely therefore to exhibit some or all of the following qualities:

- Stringent entry requirements to control participation and give legitimacy to their self-determined standards
- Little or no room for multiple entry routes, which take into account the significance and importance of knowledge gained through experience
- A deep sense of pride about the product of the institution held by the internal community of the university
- Little or no surveys of customer needs and wants
- Little or no customer satisfaction surveys. Where these exist, they often do not feed into future decisions for improving the institutional status quo
- An absence of marketing language and structures in the institution

There is nothing inherently wrong with holding high standards of quality and excellence. Yet, for as long as institutions do not consider the views of quality and excellence that society has, there is always the danger of pushing university products against an unwilling public. In addition, products are always susceptible to the ravages of ongoing environmental changes. Lynch (1994:20) has warned, 'if we focus our energies on products rather than needs, we will always be at the mercy of changing circumstances'. What used to be excellent yesterday may not necessarily remain so tomorrow. For example, universities in the United States have generally reported low enrolments in subject areas such as religion. After September 11 2001, a number of universities have been reported to be over subscribed in religious courses, which are being replaced by

new courses in Arabic studies, religious fundamentalism and terrorism studies (The Guardian Education Supplement September 10 2002). These are timely innovative programmes designed to meet real needs of society struggling to understand the September 11 tragedy. Levitt (1960) coined the term *marketing myopia* to describe organisations, which depend on the product philosophy for their marketing programmes. When marketing is defined and understood from a product perspective, the emphasis is usually laid on the image and reputation of the institution acquired on the basis of products that have served the institution over time. However, in a situation of growing competition, customers become more discerning and begin to examine institutional products more carefully in order to decide which of those products would help them best to solve their problems. Consequently, organisations turn to other mechanisms for promoting their products, as the next philosophy will illustrate.

The production philosophy

Production is a concept originating from the business and manufacturing world and is based on principles of efficiency and effectiveness. It assumes that customers will prefer products that are widely available and so low in cost (Kotler 2003). The production philosophy thus places emphasis on production efficiency and wide distribution even if, as Kotler and Fox (1995:11) have argued, 'human needs must be bent to meet the requirements of the production process'. This philosophy appears to work well under conditions of high demand and low supply, a situation that seems to characterise the university market sectors of most developing countries (Maringe and Foskett 2002). This challenges universities to increase supply and reduce costs. Open universities seem to have developed along these lines and newer universities, in attempting to capture participants to their programmes often make use of strategies related to this philosophy (Naude and Ivy 1999). While the concept of wide distribution such as mass education is a useful marketing strategy, the assumption that customers will favour products with low costs is not always true. In a study by Birch (1996), cost was not seen as a major determinant of student choice of universities. Foskett and Hemsley-Brown (2001) have also found that some students may believe that the cheaper the degree, the poorer the quality of the education offered by the institution. In South Africa, Ivy (2002) found that

universities with a higher reputation tended to charge higher fees. Lowering costs is thus not always a useful strategy in education markets. For example in Zimbabwe, a low cost science programme (Zim-Science) (Dock 1984), designed after independence to meet the needs of an expanded education sector was rejected by its intended users and has now been phased out in most schools (Maringe 1989). In any case, even when products are distributed widely, particularly in situations where there is competition, there is no guarantee that customers will utilise or prefer them. This gave rise to a need for more deliberate selling and promotion activities to reach the intended users.

The selling philosophy

The selling or sales philosophy is based on the assumption that, if customers are left on their own, they will not purchase enough of the organisation's product (Kotler 2003). Consequently, there is a need for an organisation to undertake aggressive selling or promotion in order to lure and coax more customers to make purchases. The philosophy often underpins the activities of institutions experiencing declining enrolments and staff shortage. It also prevails in highly competitive environments, where customers are faced with a variety of choices from which they can make decisions. Such markets require a greater diversification of programmes in order, not just to meet new needs, but also to create new ones. Under such circumstances, marketing is likely to be viewed as that whole repertoire of strategies designed to attract, retain and create new customers so as to maintain the profitability of the organisation. Major characteristics of institutions with a sales philosophy are:

- Prominent and well resourced students' admissions and students affairs departments
- Strong publicity, public relations and promotion activity
- Significant expenditure on advertising and promotion activity
- Vibrant external relations departments and strong liaison activities with outside organisations

Selling is about stimulating demand for programmes that already exist and is often resorted to in times of crisis. When demand rises, usually the selling effort diminishes. Thus the benefits of the selling orientation to marketing are at best short lived, as Drucker (1973:39) points out: 'the purpose is to sell what the organisation can make and not to make what the organisation can sell'. Selling what the 'organisation can make', is

rooted in the product and production philosophies of marketing where the product is predetermined and internally authorised. On the other hand, 'making what the organisation can sell' implies practice that is rooted in programmes developed on the basis of needs of customers. In the later situation, selling becomes redundant, a point so poignantly made by Drucker (1973:39) in that the 'the real aim of marketing is to make selling superfluous'. A customer-focus therefore negates the hard selling strategies through focusing on the needs of the customer.

The marketing philosophy/ a customer focused concept

The fourth philosophy is what Kotler (1994, 2001, and 2003) and many others have persistently and uncritically referred to as the marketing philosophy. Here it is argued that this is an inappropriate term for this philosophy because, besides being tautological, it gives the impression that it is the correct philosophy. It is suggested that this concept be renamed the customer focused philosophy, after its most distinguishing feature, which in this case is the focus on the centrality of the customer in the decisions of the organisation. The assumption behind the customer-focused philosophy is that the key to achieving the organisation's goals depends on determining the needs and wants of target markets and delivering the desired satisfaction more efficiently and effectively than the competitors (Kotler 2003). This philosophy recognises that where educational markets have become competitive, survival and progress of individual institutions becomes based on delivering the needs of target customers better than competitors. The twin goals underlying this philosophy are the development of a thorough knowledge of the customer in terms of current and future needs and the decisions about how best to win the competition.

Academia does not seem to want competition, preferring collaboration in the market place. Such stances are typically philosophical. In essence, every institution wants to recruit the best students, the best staff, and acquire the best resources. Given that universities generally recruit and acquire resources from the same marketplace, there is a sense in which competition occurs without formal announcement. Thus collaboration could be a philosophical mask, which effectively shields tense competition in the

education marketplace. For institutions adopting a customer-focused philosophy, marketing is likely to be viewed as an organisation's attempt to direct all its resources towards sensing and serving the needs of its customers. Institutions that market on this basis are likely to have:

- Mission statements, which are clearly customer focused
- Statements of customer charters
- Wide use of surveys of customer needs and wants
- Significant funding of basic research into customer trends and forecasts of future market share
- Development and utilisation of the results of customer satisfaction surveys
- Staffing policies that are market driven and reflected in the structures of the organisation
- Prevalence of the use of marketing language across the structures and functions of the institution
- High profile and well co-ordinated marketing departments
- Customer service training and the presence of market research and decision support mechanisms

The customer-focused philosophy has led universities, especially in the developed world, to develop intricate mechanisms for managing student enrolment. In the US, the concept of 'enrolment management' expanded across the HE sector in a quest to create satisfied customers who will return for post graduate studies in the same universities (Jantzen 1991). In the UK, admissions departments of many universities particularly the newer ones, have grown immensely to accommodate basic customer research, customer satisfaction surveys, enrolment forecasting units, competitor analysis units and student trends studies, in order to maintain the right enrolment targets, which determine funding levels of the university (Stamp 2002).

Universities however exist within larger societies from whom they ultimately derive their legitimacy and to whom they are finally answerable. Current and even future needs of customers are not always in harmony with the long-term interests of society. This realisation is the basis of the fifth philosophy of marketing.

The societal marketing philosophy

This is based on the assumption that meeting the needs of customers and surviving the competition should be done in ways that preserve and enhance the customer's and

society's well being and long range interests. It is a philosophy underlying the need to be ethical and responsible in the conduct of the business of the university (Maringe and Foskett 2002). Meeting current and perceived needs may sometimes conflict with the long-term interests of society. For example, the Zim-Science project in Zimbabwe was designed to meet the immediate needs of new schools for teaching science in the absence of formal facilities such as laboratories and traditional science equipment. However, parents, schools and teachers perceived this new programme as undermining the long-term needs of their children for a sound preparation for citizenship and participation in science education (Chivore and Masango 1990). The project therefore did not take into account the long-range interests of society, and as has been indicated earlier, it suffered 'tissue rejection' Maringe (1989) with most of the schools reverting to traditional science syllabuses.

At independence in Zimbabwe, the country chose a socialist philosophy to guide its development in all sectors. Universities responded by introducing courses in Marxism and Politics and Administration. However, anecdotal evidence suggests that graduates from these programmes have been known to experience the longest periods of unemployment and underemployment. Thus the immediate needs as identified by government and implemented in the universities were at variance with the long-term interests of employers, a key representative of society.

In the UK, the University of Nottingham was in the news recently when people took to the streets and forced the institution to decline an offer of donor funding from BAT, a cigarette manufacturer (Batty2000). It is not in the long-term interest of society to promote cigarette smoking and universities are increasingly becoming sensitive to such issues. New dimensions of thought within today's societies appear to place a premium on lifelong learning and on increasing access into universities particularly for previously disadvantaged groups. These are some of the issues that will guide future marketing thought within the university sector. Maringe and Foskett (2002) stated:

> Overriding all institutional priorities should be concerns for long-term societal welfare and public accountability, because of the need to be answerable to a wide range of audiences, and an increasing awareness for the need to be responsive in

> the sense of developing a capacity to be open to outside impulses and new ideas (Maringe and Foskett 2002:38).

Universities clearly moving towards this marketing orientation tend to exhibit the following features:

- They embrace lifelong education as a significant component of their strategic mission statements
- Broadening access and widening participation become key strategic issues of the institutions
- There are ethics committees within the institutions, which ensure that research and development operate within stipulated guidelines

In conclusion, marketing is thus a concept and a process. As a concept, marketing is a customer- focused mindset pervading the entire organisation and guiding its decision-making. As a process, it is a whole series of strategic decisions and actions focused on how to satisfy the customer and survive the competition. To reconcile these distinct, but interrelated aspects of marketing, an operational definition of marketing will be proposed.

Operational definition of marketing

Marketing in this thesis will be taken to mean an organisational perception about the centrality of the customer, which drives institutional programmes and strategies designed to meet the needs of its customers and to survive in the competitive marketplace. To place this in the context of universities, whose major focus is the development of their curriculum in the broadest sense, marketing will thus be understood to mean an organisational belief in the centrality of the customer as the focal point for decisions made in developing and delivering the curriculum.

The purpose of this research

The purpose of this research was to investigate three aspects of marketing in university institutions in Zimbabwe. First, how senior management and marketing staff perceive the concept of marketing? Second, how marketing is organised and practiced at institutional levels? Third, how specific market segments of the university marketplace in Zimbabwe perceive the effectiveness of current institutional marketing strategies?

The aim of the research

This research aims to develop broad models of marketing perceptions and practice in universities in Zimbabwe to assist in the generation of broad principles, which could optimise marketing effectiveness in the sector. It is therefore aimed at contributing both to a theoretical and pragmatic understanding of marketing thought and practice in the less developed world.

Objectives of the research

The objectives were developed under the three aspects of marketing in universities in Zimbabwe, which this research was concerned with.

How university marketers and senior management perceive marketing:

1. To investigate how senior management and marketing staff in universities in Zimbabwe define and understand marketing and to determine whether there may be any differences in perceptions of VCs and marketers in different universities.
2. To identify the range of marketing challenges faced by the different universities as perceived by the senior management and marketing staff and to assess how the way these challenges are perceived influence the marketing orientation of universities.

How marketing is organised and practised at institutional levels:

3. To investigate the organisational patterns and approaches to marketing currently in use in different university institutions in Zimbabwe.
4. To investigate the marketing roles and responsibilities of marketing staff in the university institutions in Zimbabwe.
5. To investigate the funding mechanisms related to the marketing function across the universities in Zimbabwe.
6. To investigate the marketing profiles of marketing staff across the universities in Zimbabwe.

Perception of marketing effectiveness:

7. To determine the extent to which sixth form school head teachers (external customers) are satisfied with both the quality and availability of information from universities to assist their pupils in the choice and decisions about enrolling in the universities.
8. To determine the extent to which sixth form pupils (external customers) are satisfied with both the quality and availability of information from universities to assist their choice and decision-making in selecting institutions for further study.
9. To provide a broad framework of principles for the university sector in Zimbabwe to consider in developing their marketing orientation.

Mapping the research process

A comprehensive overview of the entire research is shown in the figure below:

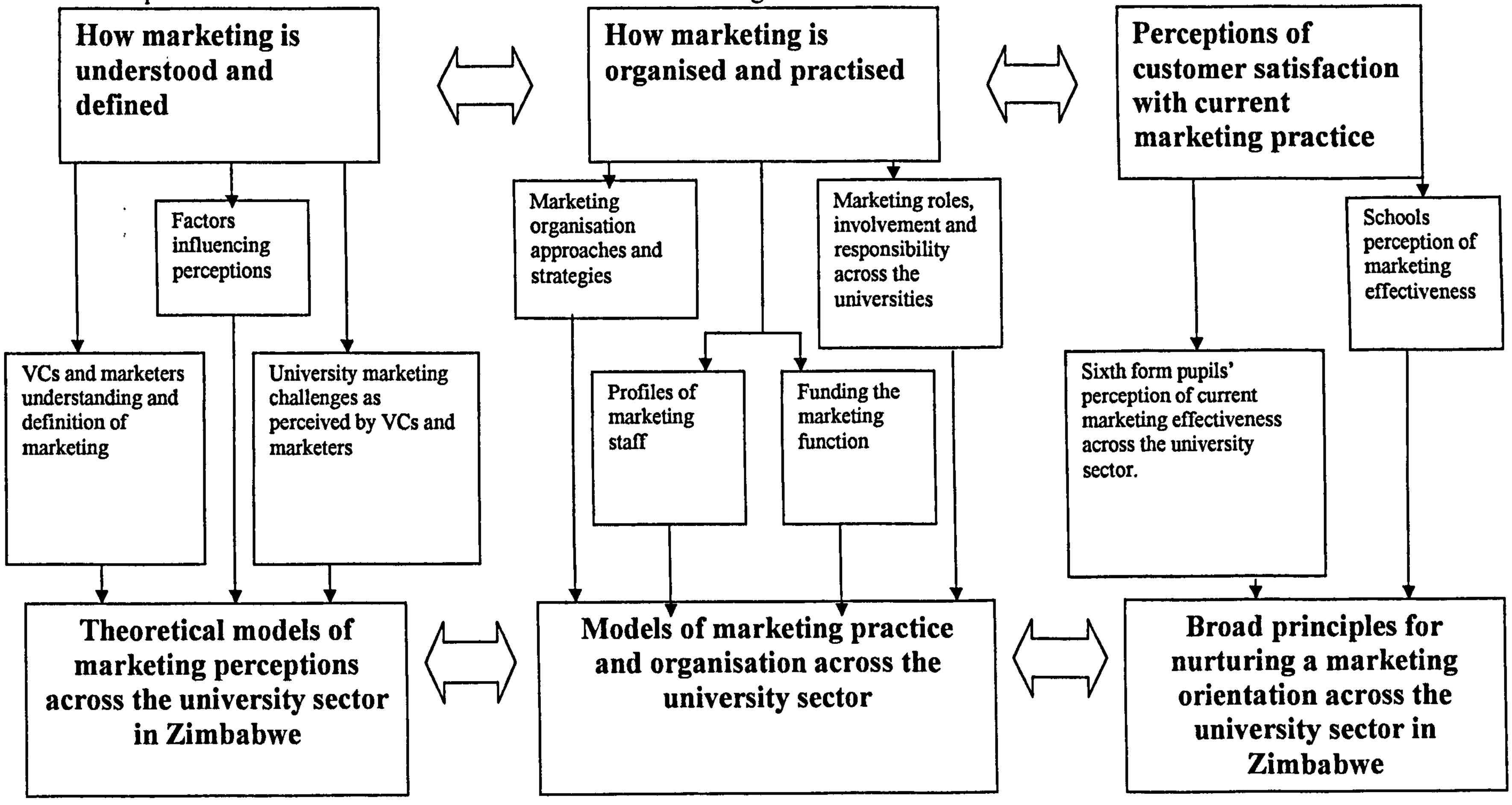


Fig 1: Mapping the research

In the figure, the top three boxes provide the overall purpose of this research. The top right box deals with the theoretical issues underpinning marketing thought and practice within the universities. The middle box addresses the pragmatic issues of marketing practice and organisation across the universities. The top left box deals with issues of customer satisfaction with current marketing practice of the universities.

The centre of the research map identifies 9 key objectives of this research as outlined above.

The bottom three boxes provide an indication of the intended outcomes of this research. These outcomes were theoretical models of marketing perception across the university sector in Zimbabwe, marketing practice and organisational models, and broad principles emanating from perceptions of customer satisfaction with current marketing practice across the university sector in Zimbabwe.

Summary and key issues

The chapter has highlighted the problem, which this research was concerned with and provided a theoretical context for understanding the marketing concept. This was achieved through a review of definitions and an illustrative account of the philosophies of marketing. Concepts related to the marketing idea were also examined. An operational definition of marketing was proposed, which highlights the centrality of the customer in the decisions of organisations, which in the case of universities revolve around the development and delivery of their curricula. The chapter concluded by outlining the purposes of the research, which are aligned to three aspects of institutional marketing perceptions, the organisation and practice of marketing and the extent to which current university marketing in Zimbabwe is perceived as effective and delivering customer satisfaction. A road map for the entire thesis as highlighted in figure 1 was also provided.

A plan of the rest of the thesis

The rest of this thesis will be presented in six chapters.

Chapter 2 Marketing orientation of universities: Growth of marketing in the HE sector

This chapter provides a broad review of the current state of marketing in the business sector from the point of view of attitudes, practices and organisation. Current status of marketing in HE will be evaluated against this background. The chapter tries to show that current understanding of the marketing orientation concept is based on generic ideas based on research conducted in the developed world. It tries to show that developing a marketing orientation is not just a matter of adopting these strategies but that it requires an understanding of the context in which such development is poised to take place. Based on the work of Hardie (1991), Gray (1991) and Curran (2001), the chapter proposes a tentative model for understanding and developing a marketing orientation within the university sector.

Chapter 3 A consideration of methodological issues

The chapter argues that post-positivism, which allows mixed methodological approaches to research is the most appropriate for handling questions, which lend themselves both to objective and subjective interpretation and analysis. Methodologically, the research is based on survey strategies utilising the questionnaire, interview and analysis of secondary data sources to obtain the data. Simple descriptive statistics are employed for analysis.

Chapter 4 Findings of the study: How marketing is understood and defined in the university sector in Zimbabwe

This chapter will present findings related to the perceptions of senior management about the marketing concept. It tries to establish relationships between key institutional characteristics and the way these key university personnel define and understand marketing. The data are used to develop a model of marketing perception within the university sector in Zimbabwe.

Chapter 5 Findings of the study: Marketing practice and organisation in the university sector in Zimbabwe

This chapter presents the findings related to the organisation and practice of marketing within the university sector in Zimbabwe. It examines the perceptions of the marketers' roles and responsibilities. It also reviews current marketing strategies used in the context of their theoretical and pragmatic significance given the prevailing circumstances of the institutions.

Chapter 6 Findings of the study: Perceptions of sixth form pupils and head teachers of the current marketing effectiveness of universities

The perceptions of selected external customers of the universities of the effectiveness of current marketing practices are presented in this chapter. This chapter provides data that can be used to assess the critical issues influencing customer satisfaction, both internally and externally. The data has potential value for extension research into effective marketing mix elements for universities in the developing world.

Chapter 7: Towards a curriculum centred marketing model for university institutions

The chapter provides a reflective summary of the entire research. It highlights the findings in relation to the objectives of the research and makes conclusions about the state of marketing, both as a concept and as currently practised and organised in the Zimbabwean HE context. The chapter concludes by providing broad guidelines in the form of a model that may assist the growth of a marketing orientation in the universities in Zimbabwe.

CHAPTER 2

MARKETING ORIENTATION OF UNIVERSITIES: GROWTH OF MARKETING IN THE HE SECTOR

Introduction

The chapter begins with a brief review of the current state of marketing in the business sector. This provides a backdrop for a broad analysis of the status of marketing in education and more specifically in the HE sector. It will be argued that, despite the open hostility often associated with marketisation initiatives in the education sector, the generic management practices within the education sector converge on the customer as the single most important element. It will be shown that current understanding of the marketing orientation concept tends to ignore two issues of developing marketing support systems and placing the development of a marketing orientation within an overall context of the ideological and organisational framework of the institutions. The chapter thus reconsiders the ideas of Gray (1991), Hardie (1991) and Curran (2001) and provides a tentative model of the concept.

Current state of marketing in the business sector

It is not possible, given the scale of the topic to provide a global picture of the state of marketing in the entire business sector. The point that will be made here is that the business world has had a head start over the education sector in the development and utilisation of modern management ideas and theories.

The business sector, encompassing the product and service sectors is characterised by a belief in the value and significance of marketing to business enterprise. Even though different companies are at different stages in the marketisation process, studies generally show that the there is wide spread convergence of thinking when it comes to the importance of marketing in the business sector (Hooley, West and Lynch 1984). In the foreword to the study of Marketing in the UK, Peter Blood, director general of the Institute of Marketing wrote:

> It can hardly any longer be a matter for debate that marketing is vital to the future of British industry. The need has been underlined by every leading authority in the country from Prime Minister downward (in Hooley, West and Lynch 1984:1).

In the same study, the authors concluded that:

> Despite the difficult conditions, some organisations fared considerably better than others did, and it is possible to isolate certain key features, which characterise the high performers. The best companies and the most successful managers combine an unwavering commitment to classic marketing principles with a significantly heightened sensitivity and responsiveness to environmental signals (Holley, West and Lynch 1984:4).

Key elements characteristic of most successful business organisations in British industry were:

- A genuine marketing orientation
- Increased organisational flexibility
- Improved marketing professionalism
- A heightened environmental sensitivity

Companies that exhibited a genuine marketing orientation had isolated a specific market segment or segments where the organisation was able to meet customer needs. In pursuit of this 'the best performing companies demonstrate an unwavering focus upon the marketplace and relate all their major operating decisions to the dictates of customer needs' (Holley, West and Lynch 1984:4).

In Britain, highly successful companies were characterised by a high degree of sensitivity to environmental changes. Effective marketing organisations in the business sector invest a lot of funds for futuristic research and surveys in the form of environmental scanning and forecasting studies. An ability to adjust to current changes and environmental influences is fundamental to the success of any business.

Thus, business decisions are entirely about the future. Whilst it is not known with absolute certainty what the future holds for an organisation, formal analysis and forecasting may support better-informed opinions and hence decisions. In the business

sector the performers "clearly recognise that sound information is the basis for effective decision making and that the provision of good data in a shifting environment is a process that must be carefully managed" (Hooley, West and Lynch 1984:5).

Finally, a characteristic of the business sector today is increased marketing professionalism. Numerous studies indicate a growing commitment to professionalism in marketing through training, retraining and staff development in the majority of the more successful business enterprises (Jobber 2001). Recognition that good marketing performance can only come from trained professionals is the hallmark of the successful operation.

Debate is thus is no longer about whether to adopt a marketing perspective but how to market the business better into the future. Marketing is thus an accepted organisational philosophy and this is reflected by the central role it has assumed in the management structures of many companies. Kotler (2003) has traced the emergence of the marketing concept and its rise to prominence in the business world. He has shown that, beginning from its early roots as an adjunct to the business mainly serving a fire-fighting role; it now serves a key strategic role in the business world. Marketing has become the hub and centre of all business activity and everything else in business is determined and influenced by it.

The following section explores whether marketing has or needs to develop to the same levels and the reasons for slow progress towards a marketing orientation in the education sectors.

A broad overview of marketing and the education sector

The education sector has generally been slow, possibly apprehensive in embracing developments from the business sector. Despite this reluctance to adopt ideas from the business world, management in education has become a key aspect of development, both as an area of HE study and research, and as a pragmatic issue of the administration and organisation of institutions. Scott (1999) observed this issue:

> Higher education is now a business; Universities, at least the more established of them, might not be making wise decisions were they to devote more money to improved teaching standards. Educational managers are forced, within a marketised higher education system, to view the teaching and learning process in business terms (Scott 1999:197).

In HE, the main business of universities is their curriculum, around which all activities revolve. But why has there been ideological dissonance about marketing in the education sector?

Firstly, there is a deep-rooted belief that education is more than satisfying customers. Gray (1991) has argued that:

> The purposes for which public sector institutions such as schools and colleges were established go beyond mere customer satisfaction. Otherwise the mission becomes perverted—. Public sector service organisations have public service duties and responsibilities, which are likely to expect them to reach out to the potential customers which existing provision fails to reach. They also need to provide services which go beyond satisfying customer wants and tackle real needs which might not be appreciated by those customers (Gray 1991:25).

In an extreme, this is often understood to mean that education is too serious a business to be concerned with customer satisfaction. Pupils come to school because they are 'ignorant' and 'need to be educated'. We should therefore not expect the same 'ignorant' people to determine what we should teach them and even worse, decide for us on how to assess them. There are also those who argue that marketing has not necessarily resulted in greater customer satisfaction in many organisations. For example, Russell (1998) in Scott (1999) cites several examples of big corporations in Australia such as Telstra, which was criticised by the Telecommunications Ombudsman in April 1998 for a continued deterioration in customer service even after the passage of laws requiring it to meet customer service standards. Boreham (1998) also quoted in Scott (1999) has cited examples of banks, which have come under fire for their treatment of customers. Such examples however, only suggest that those organisations are not meeting standards of customer service. In no way do they suggest that marketing has failed to achieve its targets on broader levels. These sectors may be operating in environments of reduced competition.

Many education sectors have developed over the years as highly protected markets with full funding from governments. Today however, this protection is under threat as HE institutions have become exposed to market forces characterised by increased competition and choice for customers accompanied by reduced funding. In countries such as the UK, successive legislation has empowered parents to have greater choice about schools their children could attend (Foskett 1995). Thus institutional competition for pupils has become a reality in the education marketplace of the developed world, which requires greater sensitivity to the needs of customers and delivering greater customer satisfaction. The argument that education is much more than customer satisfaction cannot be further from the truth since there is nothing more important in education than the learners themselves. This brings us to the second level of dissonance in the education sector about the marketisation concept.

It is about a widespread concern among educators that marketing is about deception and deals for profit. Wragg (1993), Harvey (1996) and Scott (1999) have indicated strong hostility to the marketisation of education on account of its perceived role as a tool for deceiving customers. While this may apply to the high profile stories in sections of the press, radio and television, it is not a valid characterisation of this profession. The codes of conduct governing practice in this profession clearly discourage deception, as Foskett (2000) has noted:

> Education markets are ethical battlegrounds--- the site and stake of conflict, with strong debate about ethical issues in the establishment of market systems. Those researchers into markets and marketing who fail to address the ethical issues--- may find themselves excluded from substantial future research (in Simons and Usher 2001:146).

A minority of unethical practices, highlighted and sensationalised into the public domain, should not be allowed to become the yardstick upon which the rest of the profession is measured and evaluated. Marketing is about upholding the values and needs of the customer and mobilising the organisational resources to serve these needs. Equally education is about meeting the learning needs of pupils. Thus education and marketing merge in their ultimate goal, that of serving the needs of the customer. About this there can be no deception.

A third criticism is the concern with the notion that the customer is always right. This is highly misunderstood, even in the business sector. The real aim of marketing is to guarantee benefits to both the customer and organisation. Zikmund and Amico (2002) have argued it this way:

> Even though the marketing concept stresses consumer orientation, this does not mean that every fleeting whim of every customer must be met. Implicit in this marketing concept is the assumption of the organisation's continuity (Zikmund and Amico (2002:18)

Service providers should deal with customers as if they were always right, but not to the extent that the goals of the business fail to be achieved. LeBoeuf (1987) makes the point that marketing should be aimed at achieving both the goals of the organisation and those of its customers. Thus, educators who refute the validity of the idea that the customer is always right base this on simplistic arguments resting on the erroneous assumption that pupils have nothing to contribute to the educational process.

There is also an apparent fear that, by adopting a customer focus, power gets shifted from the educators to learners (Aaker, Kumar and Day 1995). The product, production and sales philosophies of marketing maintain a power locus around the organisation, its people and its products. Decisions based on these philosophies tend to reflect the needs of the organisation more than they do those of the customers. On the other hand, the customer and societal marketing conceptions tend to argue for basing decision-making on the needs of the customers. This would imply a shift of power from the educator to the learner, and as has been suggested by Aaker, Kumar and Day (1995), most educators are fearful of its implications. Yet it must be emphasised that customers do not seek to wrestle power from product and service suppliers. All they seek is to become fully empowered to solve their own problems. Organisations that begin from the premise that they have pre-packaged solutions for societal problems and that they have nothing to benefit from fully understanding the needs of their customers, exhibit a serious case *marketing myopia*. The issue is not really about power transfer in exchange relationships; it is about empowering people fully to have a sufficient capacity to pursue their lives. It is not possible to empower people whose background, needs, aspirations and expectations are ignored and underplayed. Marketing is about understanding the customer's needs and

directing resources of the organisation to meet most of these needs. Scott (1999) allays fears about this envisaged power shift:

> The application of a marketing perspective to HE does not, then, involve a dramatic shift of power from educator to student but does suggest that in order to achieve service quality, the expectations of the students need to be taken into account and ideally, their views and those of the educator be brought into harmony (Scott 1999: 199).

If customers' expectations in an exchange relationship are unknown, then a gap is created between what they expect and what they may experience. Such gaps lead to customer dissatisfaction with the organisation's programmes.

There are a number of educational practices across different sectors, which reflect a belief and conviction about the importance of the customer. For example, the strong involvement of parents in the affairs of schools is itself acknowledging the centrality of the customer. The introduction of student evaluation of lecturers and courses in FHE in many countries is a step towards monitoring customer satisfaction through understanding student expectations. Although practice in student evaluation of courses varies between institutions, research suggests that good practice in this area:

> Should be aimed at a collaborative attempt by both the students and university teachers to merge the expectations from the beginning, rather than finding out at the end what the students' expectations were (Williams1997: 288).

This is in line with Laurillard's (1993) view of teaching and learning as a joint ownership of a series of interactions or conversations between the teacher and learner. Current ideas of learning and teaching as reflective practice, it can be argued, are closely aligned to the view of the customer as a significant partner in the exchange relationship, such as those obtaining in education, teaching and learning. So, whilst the customer may not always be right, it does not do the business any good to begin from the premise that the customer is wrong. Starting from the assumption that the customer is right, allows those who manage exchange relationships to determine customer expectations as an essential first step. Progress can only be made if we view and treat customers as if they were always right, thus bringing their expectations into sharp focus and always endeavouring to merge these expectations with those of the organisation.

The fourth and final aspect resulting in dissonance among educators with regard to the marketing idea rests on disagreement whether education should be equated to service provision. Services are generally characterised by being intangible, perishable and heterogeneous, based on a heightened interaction between customers and the service providers (Zeithmahl and Bitner 2000). However, it can be argued that the product of education can both be tangible and intangible. Research has shown that higher levels of education are positively associated with higher lifetime earnings (Soutar and Turner 2002). Earnings are tangible and are in this case a product of education. On the other hand, the knowledge obtained from the education can be viewed as intangible. Services are known for their perishability, but education is increasingly being portrayed as a life-long concept. The interaction potential of education is very high considering the role the pupils play in the learning process. However, adherents of teacher centred approaches will see very little scope for learner interaction in the teaching-learning process. Education is thus both a product and a service. As such, the strategies that have been developed for the two business sectors do not, in their different ways, adequately address the peculiar needs of this sector. Canterbury (1999) makes this point succinctly:

> Similarities between higher education and other services may not be sufficient to conclude that services marketing methods transfer easily to all markets in higher education (Canterbury 1999:23)

He argues further that the HE market is unique in that the student can be both customer and product. As customer, students of HE are in the process of making choices about purchasing opportunities. As products, graduates from HE serve the needs of society in various capacities as organisational employees. The implication is that HE markets should be overly concerned with understanding the matrix of student choice and mould their programmes to deliver the opportunities being sought. What is best for students does not necessarily reside in the minds of the educators and education managers alone. A substantial amount will be found in the minds of the students as well.

HE marketing will benefit from knowledge and practice in other service sectors. The HE market place is however unique in several ways and requires a different understanding of some of the key concepts of marketing and their applications.

Despite these contentions from the education sector, there is evidence at least from the developed world, that marketing has become part of the organisational culture of schools, colleges and universities. Krampf and Heinlein (1981) undertook one of the earliest studies into the marketing of universities in the United States. They concluded that the education sector, particularly FHE, had increasingly become a free market in the US. It was characterised by diminished public funding and increased private funding by the students and other organisations, increased competition for resources and students by the institutions and increased choice by the students in the market place. Universities were seen as engaging in more customer-focused research, based on the need to understand the market and attract more students and thus, more funding, to the campuses in the competitive environment. By 1990, describing the USA HE, Cicarelli was able to declare that:

> From a business point of view, the marketing of higher education has to be regarded as one of the most successful marketing campaigns ever launched in this country (Cicarelli 1990:6).

Whilst acknowledging the existence of anti-marketing attitudes among the education fraternity in the UK, Gray (1991) found that such attitudes were in decline and that educational institutions were increasingly utilising marketing strategies to survive and flourish in the competitive environment. He noted:

> Attitudes, which consider marketing to be an unacceptable intrusion of the business world into the purer environment of education are diminishing, but can still be readily uncovered. However, the recognition that schools and colleges need to employ marketing strategies if they are to survive and flourish is now found in all education sectors and in most institutions.... the awareness of marketing as a force for good is there. What is not yet well developed is a clear view of the most effective ways in which educational marketing might be undertaken (Gray 1991:11).

In an UK based study of marketing in FHE, Smith Scott and Lynch (1995) concluded that marketing in that sector was on the march, despite the different levels and extent of marketisation in the old and new universities. By the mid 90s, it was thus safe to conclude that the British education sector had generally accepted the important role of marketing and that a new business culture placing emphasis on improving services and external relations with the publics was definitely taking root (Foskett 1995).

In Australia, marketisation of the university sector has not only been a response to external pressures of expansion, diversity and competition. It has become a legal requirement, since the John Dawkins' Discussion Paper in December 1987 (Marginson 1997) within the university sector. The final report of the Review of Higher Education Financing and Policy of 1998, titled 'Learning for Life' for Australian universities recommended that:

> In essence, we consider that the allocation of public funds needs to be far more responsive to the needs and preferences of those who use the services that universities provide, and far less dependent on centralised planning and university politics (Learning for Life: 98).

The marketisation of HE in Australia has been promoted as an essential tool for 'encouraging diversity, quality, and an improved experience for the student as customer/consumer' (Scott 1999: 194). Despite an acknowledgement that marketisation of the Australian University system is far from complete, Scott (ibid.) concludes that both educators and educational managers demonstrate a heightened understanding and appreciation of the marketing perspective and how it can assist them to operate effectively within a market environment.

In Canada, LeBlanc and Nguyen (1999), in a study to examine the perceived service value among business students, concluded that:

> In order to survive in the present environment, business schools need to add value to their services if they are to meet the challenges posed by funding cuts, rising tuition fees, and students' expectations with regard to service (LeBlanc and Nguyen 1999: 193).

Business schools generally operate within the broader context of the HE sector. This implies that Canadian HE has entered a competitive phase, demanding marketing responses aimed at addressing the value expectations of its customers.

The situation in developing countries, as has been mentioned already, is far from clear. In the Southern African region for example the only published research providing an overview of the entire region was conducted by Maringe and Foskett (2002). The study found that there was varying awareness in the institutions of the region about the significance of the marketing concept to the HE context. The more mature universities,

unlike their counterparts in the developed world, tended to exhibit more mature marketing orientations. The majority of the universities in the region tended to exhibit marketing orientations based on sales and promotion strategies underpinned by a pervasive product/production and some times selling philosophies of marketing. The South African universities tended to exhibit more mature marketing orientations characterised by more sophisticated strategies based on clear market segmentation principles. This was hypothesised to be a result of the higher level of economic development in that country which has necessitated the development of quasi-markets in the education sector. Countries in the region whose economies were largely dictated by command policies have not provided the necessary context for meaningful marketisation to begin, despite the prevailing conditions of expansion and increased competition.
Ivy (2002) conducted research in the business schools sector of HE in South Africa, aimed at finding factors these schools could utilise in stimulating recruitment and enhancing their corporate image. His study clearly indicated that South African HE context has become marketised and that there are country-level policies requiring institutions in HE to embrace the marketing concept. The Commission on Higher Education's white paper number 3 requires HE institutions "to increase and broaden participation, to be responsive to societal interests and needs and forge co-operation and partnership mechanisms for university governance" (Ivy 2002:33). There are obvious marketing implications stemming from these requirements, which universities in South Africa are addressing in different ways. Thus while there is some evidence of a developing marketing orientation in South Africa, the research and publication base for educational marketing in the rest of the region is too fragile to provide any meaningful picture about the state of marketing in this part of the world.

The general picture of marketing in the education sectors of the world portrays a unique development pattern. In the developed world, the beginning has been characterised by strong negative sentiments, suspicion and hostility towards the marketing concept. The development of open market systems, which have been a global economic trend, have provided a strong impetus that has driven the marketisation of education despite this initial resistance. Within educational environments, expansion, reduced government

funding, growing competition, increasing diversity, a heightened need for responsiveness and accountability, and increasing choice for the customers appear to have been the main driving forces of marketisation in the sector.

It appears that the developing world is undergoing similar changes and it is therefore reasonable to assume that similar marketing developments are likely to take place. A logical starting point to unravel these hypothesised developments, in an educational environment where marketing is under researched, would be to find out how marketing is perceived, practised and organised. But the question of what happens when universities become marketing oriented and what current literature says about the process of becoming marketing oriented are crucial. They not only help our understanding of what it takes for universities to become marketing oriented universities, they also provide an indication of key issues to examine in a study purposed at discovering how the universities in Zimbabwe fare with regard to this concept.

Marketing orientation for the university sector

Faced with the challenges of expansion, reduced government funding, growing competition, diversification, increasing choices for customers and the need for greater responsiveness and accountability, universities have responded in a variety of ways. Research however has indicated that more successful institutions share certain key characteristics. Hardie (1991) has suggested that:

> The three areas, which are essential to help organisations give themselves the marketing edge, are Culture, Creativity and Commitment (Hardie 1991:14)

By culture this meant, developing an environment in the institution, which is fully oriented to sensing and serving the needs of customers. An organisation with a customer-focused culture is one where everyone shares and demonstrates commitment to placing the customer at the centre of its core activity and purpose. It becomes vital, in attempting to understand the marketing culture of the university to begin with the identification of the perceptions of marketing the key people in the organisation have. This includes how VCs, the marketers, and staff at large, perceive, define and understand the marketing concept? It also implies finding if these people share the same understanding of the

concept or whether the organisation has mechanisms in place to develop this shared customer-focused vision? Hardie (ibid.) explains the concept of culture this way:

> Culture in a school means promoting a responsive culture that is market rather than product oriented, user oriented rather than seller oriented, and customer driven rather than operations driven. All of these mean looking outwards into the environment towards the parents' and the children's needs rather than being concerned with making life simpler for those inside the school such as the teachers or the office staff (Hardie 1991:15)

Marketing culture is thus a deep-rooted and organisation wide belief in the importance of the customer as the starting point for all institutional decisions. It manifests itself in the perceptions of those who run the organisation and beyond that, it should be clearly revealed in practices and organisation of the institution.

This determines the second concept of commitment, which Hardie (1991) explains as the organisation wide strategy for motivating staff and students to sign up to the key idea of the 'customer as king'. The strategies imply the use of, among others, training and re-training programmes to maintain a correct orientation and sharpen peoples' skills to remain focused on sensing and serving the needs of their customers.

Creativity is fuelled primarily by insight, which Hickman and Silva (1988) consider as the core of successful management practices and as the 'mother of discovery and invention', as without it, organisations tend to maintain the status quo and fail to cope with changes taking place in their environments (Hickman and Silva 1988:104). It allows managers always to seek new ways of achieving goals and solving problems. When an organisation is committed to investing in alternate ways of thinking and problem solving, it creates the basis for new ideas and discoveries. The marketers who work under such environments tend to show a greater commitment to serving the customer in new ways, finding new advantages over competitors, and exploring new organisational strengths.

Gray (1991) has also made a significant contribution to our understanding of education marketing. He considers the concept of marketing orientation within a framework of what he describes as 'Home grown educational marketing' (p.175). To develop this, Gray suggests that the organisation of educational marketing should include the following:

- The establishment of marketing objectives and an organisational framework for marketing
- The systematic collection of marketing information through marketing audit and research
- The development of a costed marketing plan, based upon the 5Ps, which form part of the educational organisational corporate plan
- The implementation and evaluation of strategies and tactics agreed in the plan

Thus for Gray, to become marketing oriented requires identification of objectives within a framework of marketing structures, and their pursuance through systematic data gathering, based on a careful blending of traditional elements of the marketing mix and always followed by an evaluation of the effort. There is a noticeable silence about the significance of the context in developing this marketing orientation.

More recently, Curran (2001) has revisited the concept of marketing orientation in universities. He suggests that university departments should utilise five key strategies in seeking to achieve a marketing orientation. These strategies are:

Securing the support of senior management: There is an assumption that senior management needs convincing about the significance of developing a marketing orientation. It has however been argued that a marketing orientation cannot take place if senior management do not subscribe to it. Attitudinal change needs to begin from the top rather than from the bottom. The significance of Curran's contribution is that, even if there are good intentions at department level, the marketing initiative cannot make progress if the senior management do not subscribe to it. There is therefore agreement between Curran and Hardie that a marketing culture needs to prevail in the institution as a starting point for developing a marketing orientation.

Creating structures to serve a marketing function: Curran believes that a proper marketing orientation cannot flourish outside the appropriate structures, purposefully designed to serve a marketing function. Conversely, if the marketing takes place under the shelter of traditional university structures, its development remains constrained and stunted and may never take the real shape demanded by a customer-focused perspective

of running an organisation. This issue reinforces Hardie's cultural dimension and also tallies with the issue of institutional commitment to creating a marketing orientation.

Developing an in-house marketing training programme: This dovetails with the three elements identified by Hardie. Training ensures the development, not only of competencies among the staff, but it also demonstrates a commitment by the organisation towards building a new organisational culture that places the customer at the centre of its decision-making.

Hiring marketing-oriented staff for the appropriate positions: Despite the deep resentment against the rise in managerialism (Murgatroyd and Morgan 1993), Curran is underlining the point that for marketing to grow and flourish in the education sector there will be need to employ market trained staff with the appropriate background and experience. Thus, marketing orientation can be determined in part by the presence or absence in the institution of marketing trained personnel working in the various marketing structures of the university.

Developing a system of rewards for good marketing practice: This suggestion was based on the assumption of institutional resistance likely to prevail when the university is introducing the concept. Rewards provide incentives for departments to implement an idea, which is believed to bring benefits to the entire organisation.

But targeting culture, people and the practice without making provision for marketing support systems for gathering, storing, analysing and evaluating market information would not lead to complete market orientation. Similarly, prescribing a wish list for the development of a marketing orientation without a thorough appreciation of the contextual factors in which that orientation needs to develop may not yield the desired result. It is thus suggested that a contextual analysis of the institution should precede the issues raised by Hardie, Gray and Curran and that the issues of marketing support systems need to be incorporated in any framework designed to measure or evaluate a marketing orientation of universities.

Below is a proposed typology for measuring and evaluating the marketing orientation of universities. This model basically forms the framework in which the research was undertaken in attempting to discover the marketing orientation of the universities in Zimbabwe. It extends the conceptualisation of marketing orientation from being viewed as a recipe of strategies for embracing a customer focused approach, which can be universally applied to all educational situations. The model summarised below recognises the importance of measuring or evaluating a marketing orientation within an overall context. It suggests that institutions need to examine their ideological framework and reflect on their mission. This has to be followed by an examination of the understanding of the key university personnel of key marketing concepts. Only when this is established can the full cycle of strategies for developing a marketing orientation be brought in place as shown in the cycle.

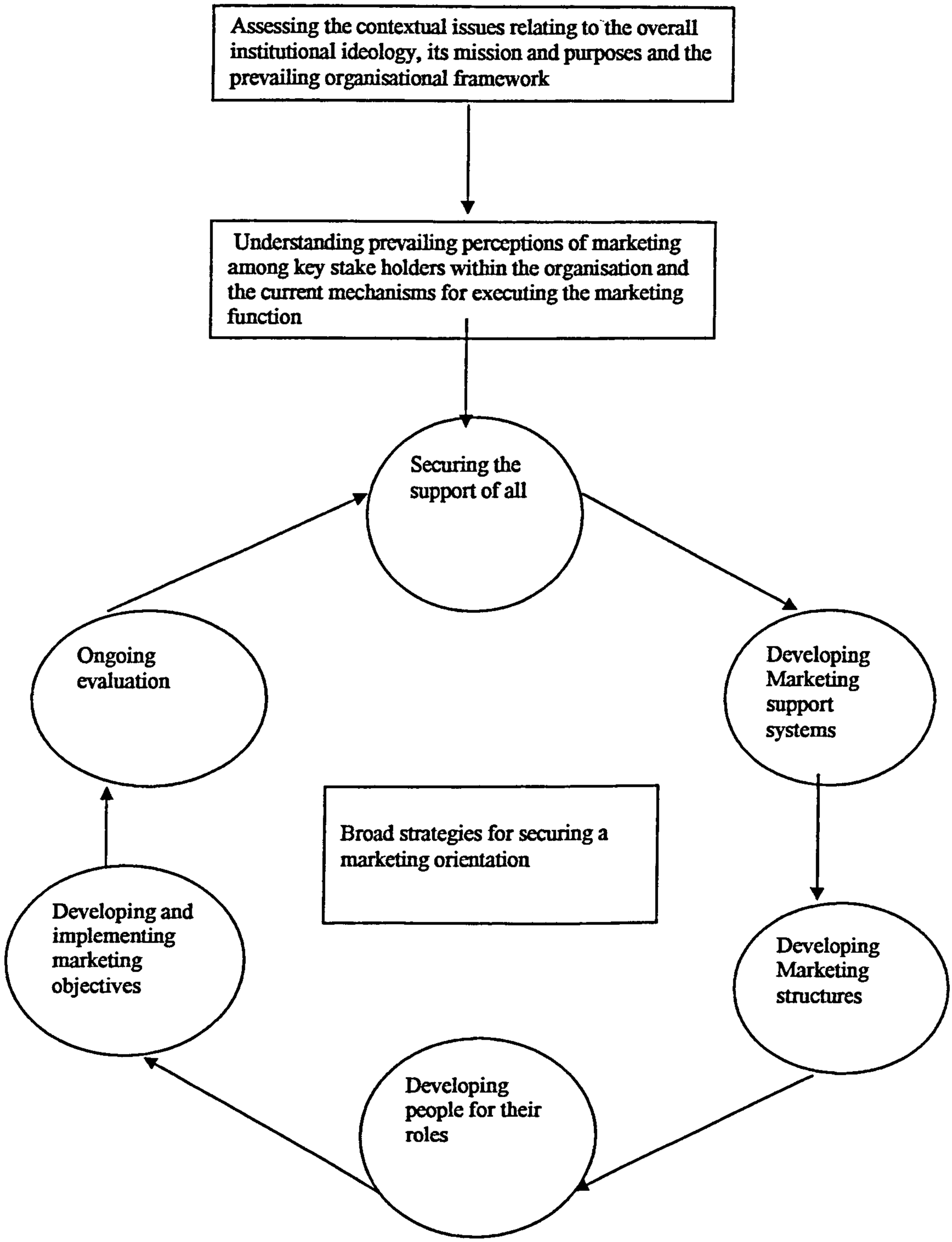


Fig 2 A model for developing and evaluating marketing orientation in universities

Although the above model requires further development, it can be useful as a tool for investigating under-researched marketing environments. In addition it can be used for self-evaluation by institutions embarking on a new marketing path. For this research, the model has also provided a broad framework for targeting issues of marketing perceptions (an aspect of marketing culture), organisation and practice (structures for marketing, people and funding) and perceptions of current effectiveness (the aspect of ongoing evaluation) within the purview of the contextual factors of university institutions.

But, as was noted earlier, marketing in education is developing alongside other management initiatives described as bringing a sea of changes to the sector (Gray 1991 and Murgatroyd and Morgan 1993). It will be shown that these parallel management concepts converge on the central issue of the customer, hence making marketing a subject of increasing importance in both the production and service sectors.

Marketing and related management concepts

A unifying theme in the management initiatives of the 80s and 90s was their focus on the customer. The debate on quality as a management concept for example, has revolved around its absolute nature, its relative character and more recently its customer orientation. Sallis (1993) indicated that, despite the practices emanating from the different quality perspectives, such as quality control (based on the absolute view) and quality assurance (based on the relative concept) the current idea of total quality management (TQM) is deeply rooted in the desire to incorporate the views and needs of the customer. Sallis (1993:26) puts it this way:

> TQM is about creating a quality culture where the aim of each member of staff is to delight their customers and where the structure of their organisation allows them to do so. In the total quality definition of quality, the customer is sovereign.

Thus TQM and marketing share similar ideals based on the supremacy of the customer in all decision making. The diverse and heterogeneous nature of the customer base, coupled with the intangibility of the service provided, emphasise the importance for educational institutions to focus on customer needs and to develop mechanisms for meeting them.

It is thus important to understand what educational institutions mean when they associate marketing with quality. Often, the activities and perceptions of institutional marketers will provide some indication whether marketing in the institution is based on notions of product quality as determined by the providers, or whether it is service oriented and dependent on customer perceptions and expectations.

Another idea that grew during the same period was reputation management. In ordinary parlance, reputation is what is generally said or believed about an institution. According to Hardie (1991:32) reputation management is "the way in which Heads control the school's destiny, through acting positively, rather than reactively, in their relations with the wider society". It is about developing, projecting and maintaining an institutional image, which, as Reeves and Capel (1989) argue, should represent the reality of the institution. Institutions should manage their images rather than allow their images to manage them. Keever (1998:43) sums up this issue by saying: "Create an image for your company or your competitors will do it for you." The focus of reputation management is to create a favourable opinion from those that have a relationship with the institution. This implies that the institution needs to understand on a continual basis how its customers evaluate its performance and what the institution needs to do in order to project a good image in the future.

Strategy development is another management concept that was part of the sea of initiatives of the 80s and 90s. Encompassing concepts of strategic planning and strategic management, strategy development is centrally concerned with defining an organisation's mission and implementing its objectives. Armstrong and Kotler (2000:36) for example define strategic planning as:

> The process of developing and maintaining a strategic fit between the organisation's goals and capabilities and its changing marketing opportunities. It involves defining a clear company mission, setting supporting objectives, designing a sound business portfolio, and co-ordinating functional aspects that promote the goals of the organisation.

This highlights the relationship between strategy issues and marketing. The key to this relationship lies in maintaining a fit between the purposes and capacities of the

organisation and the needs of customer groups. Similarly, just as strategy allows a long-term visualisation of the organisation, marketing is a process that calls upon people within the organisation to have a clear view of both current and long term business opportunities.

Lastly, the concept of public relations also grew simultaneously as the other concepts reviewed above. Defined by the Institute of Public Relations as 'the deliberate, planned and sustained effort to establish and maintain mutual understanding between an organisation and its publics' (in Keen and Greenall 1987:23), the public relations function has been the most enduring in many colleges and universities world wide despite its negative connotations of deception and falsifying information. Foskett (1992:5) has argued that for those reasons and also because the concept is more inward than outward looking, it has now been replaced by a 'less jaundiced concept of external relations.' Despite their different focus on aspects of the organisation, all the management ideas briefly reviewed above share a fundamentally similar concern, which is that of the customer.

Thus, universities, like other service organisations are embracing the managerial outlook, despite earlier resistance. In a competitive environment, survival and progress can only be guaranteed by matching organisational competencies to customer requirements. Striving for quality that is not customer defined, developing institutional strategic policies that do not recognise the needs of customers and designing programmes solely on the need to promote the image of the organisation to a public, whose views have not been taken on board, cannot guarantee survival and organisational progress. Marketing has thus become a unifying concept that provides the axis and focus for all other management activities, rooted on one belief, that the business is the customer, and the customer is the business (Peters and Waterman 1982, Baker 2002 and Kotler 2003).

Summary and key issues

The chapter was centrally concerned with developing the concept of marketing orientation in the context of universities. This concept was traced from its roots in

industrial and business applications. It was demonstrated that many management ideas such as TQM, reputation management and public relations have a central focus on the customer and tend to provide the basis for what is currently termed marketing in many HE institutions. The chapter also demonstrated the extent to which marketing has become a central idea in universities in many developed countries.

Current conceptualisations of the marketing orientation idea were criticised for lacking a focus in two main respects. They lack a contextual immersion and do not sufficiently highlight a need for marketing support systems in developing a marketing orientation. Consequently, a theoretical model for developing marketing orientation was proposed, which was also used as a framework for executing this research.

CHAPTER 3

A CONSIDERATION OF METHODOLOGICAL ISSUES AND RESEARCH METHODS

Introduction

The purpose of this chapter is to explain and justify the methods and approaches used, thus creating a basis for evaluating the findings of the research. The chapter begins with a broad exploration of paradigmatic considerations, based on an assumption that selection of methods and approaches to any study is guided first and foremost by a clear understanding of the nature of the research being undertaken. It outlines the specific methods and approaches used, highlighting limitations and the strategies used to try and overcome them. The discussion pursues the notion that social science research benefits more from the application of multiple methodological approaches (Cohen and Manion 1997, Kelle 2001 and Cohen, Manion and Morrison 2002). It also suggests that the concept of triangulation (Denzin 1978, Fielding and Fielding 1986, Flick 1992 and Kelle 2001) provides both a viable theoretical and practical basis for utilising quantitative and qualitative methods within the same study. We begin with the nature of this research.

The nature of this research: Paradigmatic considerations

Leedy (1993) suggests that research can be basic or applied. Basic research is concerned with the discovery of new knowledge whereas applied research deals with the testing of this knowledge in different circumstances. This research was aimed at investigating the perception that VCs and university marketers in Zimbabwe have of the marketing concept. It also examined the practice and organisation of marketing in universities and the extent to which university customers perceived current marketing as being effective in choice and decision-making. The framework for this analysis relates to current theory about marketing perception and practice in universities in the developed world. The current study is therefore more applied than basic research. This however does not suggest that the study will not come up with new knowledge. Knowledge about marketing in universities in Zimbabwe is currently unavailable in the public domain of publications. To that extent this research comes up with new knowledge. But because the

frameworks for obtaining this knowledge already exist, the research is basically applied. It is also applied research to the extent that it seeks to examine existing perceptions and practice with a view to making broad recommendations for evaluating the status quo. The way a concept is understood and defined, particularly by those concerned with management is crucial in understanding organisational practices. This research sought to obtain both quantitative and qualitative data about marketing perception and practice within the university sector in Zimbabwe. It also developed from a conviction that methodological integration (Kelle 2001) was the best way forward.

From a quantitative perspective, a perspective immersed in positivistic thought, there are aspects of this study whose reality can be assumed to exist "out there" and where standard instruments can be developed and used to obtain it. Examples relate to the mission statements of universities, which exist in written form and can be analysed to determine their emphasis and orientation in valid and reliable ways. This also relates to the existence of marketing units within the universities including the numbers of people working within them. In addition the number of market research projects each institution has been involved with in the last five years or so can be quantitatively determined. Numbers of marketing trained staff within different organisations can also be determined quantitatively including the number of times they claim to have attended or participated in staff development programmes of a marketing nature. Similarly, the spread and prevalence of marketing support systems within the universities can also be measured. However the understanding of marketing we can obtain from these quantitative measurements can only be partial for example, while the mission statements stated in the official documents could depict a marketing orientation of an organisation, it is the people who implement missions who in turn give them their real meaning. Thus if strategies were not designed to find out how people understood their own missions and what they were doing about them, then there is a sense in which we can miss out vital information about a university's marketing orientation. In addition, if we did not find out from people working with marketing support systems about the effectiveness of their systems we would have no idea whether the systems were efficient in meeting the marketing needs of the organisation.

Perceptions of effectiveness and how things are working generally are best found through qualitative approaches, which borrow heavily from post-positivism, which include sub paradigms such as phenomenology, interpretivism, critical theory and constructivism. There are extended, but nevertheless inconclusive discussions elsewhere (Denzin 1978, Miles and Huberman 1994, Guba and Lincoln 1994, Creswell 1994 and Kelle 2001) about these seemingly different philosophical standpoints in research. Often the positions are presented as discrete research paradigms catering for specific points of view and competing for recognition. It is the contention here that research has generally been distinguished by its emphasis on the use of numbers and by its emphasis on the search for meanings. Thus, within the social sciences, two paradigms of research, the positivistic and the post positivistic are generally realised.

Despite the wide ranging nature of the debate in the area of paradigms of research, which has been made even more complex by the various orientations proposed, it is clear that the main distinction in philosophical orientation of research in the social sciences has to do with the epistemological issue. Thus the key distinction has to be related to how knowledge is viewed. Positivists see knowledge as objective and detached from human experience. Accessing this knowledge can only be through logical theory building or empirical research based on hypothesis testing and statistical modelling. Post-positivists however reject the notion that knowledge is objective and detached from human experience, arguing that, it can very much be a product of human experience (the basis of phenomenology), or a reconstruction of various forms of knowledge into new forms of knowledge (the basis of constructivism). Post-positivism as an umbrella term is clearly demonstrated by Brown (1995):

> The post-positivist challenge has been accorded a variety of appellations, naturalistic, interpretive, humanistic, phenomenological, post- modernism and others, but it is premised on the presupposition that the world is not objective and external to the observer, but socially constructed and given meaning by people Brown (1995:32).

Accessing this knowledge therefore requires close interaction with the people who work with ideas in any given system, who themselves give meaning to it based on their understanding of the world at that particular point in time. Thus for post-positivists,

knowledge cannot be absolute, rather it is relative and subjective. While positivism may be useful in the natural and earth sciences, its value in fields where ideas and knowledge depend very much on the people working within those fields is rather diminished. Thus in the social sciences and humanities, we have to accept that knowledge could be both absolute and relative and that seeking it will necessarily involve utilising multiple methodologies, which bring, not necessarily different, but complementary meanings of the knowledge being sought.

The value of locating the paradigmatic orientation of one's research lie not so much in deriving legitimacy for chosen methods, but in clarifying the assumptions and choices we make in the research process and in determining the nature of knowledge that is likely to come out of the process. Pieper (1995) agrees with this view when he argues that:

> In sum, our paradigms shape how we understand ourselves, our clients, and our interventions... it makes possible reflective awareness of our assumptions and choices' (Pieper 1995:xx1).

This study was inclined more towards the post-positivistic paradigm. It was designed however on the understanding that whether research is positivistic or post-positivistic, the methodologies selected should be scientific, in the sense of providing a logical and defensible rationale guiding their choice, development, administration, presentation and analysis of data and findings. For as Peiper (1995) argues:

> There is no scientific justification for excluding or devaluing any research methodology or research study that meets basic criteria for good science. Good science is all about conducting a systematic inquiry into some aspect of reality that is communicated in a way that will allow an interested person to make informed evaluation of the process of inquiry and its conclusions (Peiper 1995:xx2)

The belief that has permeated this study is that although knowledge may exist out there it does not come in single packages and is never value free. Multiple sources are more likely than single sources to provide a more informed version of reality. This belief is equally tempered by knowledge that multiple sources and approaches do not necessarily provide guarantees for validity and reliability of the observed phenomenon. Critics such as Hammersley and Atkinson (1983) have rejected the assumption that a mere

convergence of research results has to be interpreted as a sign of validity, arguing that using different methods may actually increase the chances of error.

Research can also never be completely free from bias. Thus it is important to be aware of the bias introduced into the research encounter and to interpret the findings of the research with this bias in mind. Wildemuth (1993) has stated that:

> We are all biased and all our observations are affected by those biases (theory laden). Our best hope for achieving objectivity is to triangulate across multiple fallible perspectives (Wildemuth 1993:455).

This belief in multiple perspectives is grounded in the concept of triangulation.

Triangulation

> Because all measurement is fallible, the post-positivist emphasises the importance of multiple measures and observations, each of which may possess different types of error, hence the need to use triangulation (Kelle 2001:6)

The concept of triangulation has evolved in its meaning. Essentially, it was a trigonometric concept, implying the use of three sources of evidence in order to prove beyond any doubt the location of an object in fields such as navigation, surveying and military strategy (Coleman 1991). Today it is used in such fields as psychological testing (Campbell and Fiske 1995) where different instruments are used to ascertain the degree of convergence as an indicator of the validity of the research results. In Social research, Denzin (1989) has developed his theory of 'the research act' on the basis that a hypothesis, which had survived a series of tests with different methods, could be regarded as more valid than a hypothesis tested with a single method.

The concept is basically rooted in a concern for validation of findings and the approaches to it are varied. In the social sciences,

> Triangulation attempts to map out, or explain more fully, the richness and complexity of human behaviour and of situations in which human beings interact from more than one standpoint and in so doing by making use of both quantitative and qualitative data (Cohen and Manion 1997:333).

Denzin (1997) has developed a typology of types of triangulation and their characteristics. These include:

- Time triangulation, which forms the basis for cross-sectional and longitudinal studies
- Space triangulation forming the basis of cross-cultural studies to overcome the parochialism of in-country studies
- the combined levels of triangulation, based on analysis at the individual, interactive and organisational levels
- Theoretical triangulation, based on the use of alternative or competing theories as basis for analysis
- Investigator triangulation, which engages more than one observer
- Methodological triangulation, which uses either the same method on different occasions, or different methods in the same study

In this study, methodological and combined level triangulation, were used as a way to provide scope for a more holistic description and explanation of the observed phenomena. The following is a discussion of the methods used in this research.

Methods used in the research

In discussing the methods used, issues of research design, the population and study samples, instrument design, development, administration and strategies for data analysis will be examined. This section presents justification for the choices made and highlights the limitations these choices had on the data obtained. Three key issues of validity, reliability and ethical considerations permeate the discussion, as these constitute the essential milestones for judging the worthiness of research (Kumar 1996).

Essentially, the concept of validity addresses two main issues. The first is the extent to which the study has been designed to address the questions of the research. The second is whether the appropriate methods have been selected to arrive at the conclusions. Thus appropriate design and use of the correct methods contribute to the validity of research. Smith (1991:106) has defined validity as 'the degree to which the researcher has measured what he set out to measure'. Similarly, Kerlinger (1986: 475) has suggested that the commonest definition of validity be 'epitomised by the question: Are we measuring what we think we are measuring?' Put in another way, there has to be a close match between the research questions and the objectives of the study. Barbie (1990:133) has also written, 'validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration'.

Overall it could be said that, for research to be considered valid, there has to be logical coherence between what was intended to be discovered, how the discovery was designed and whether the findings provide answers to the original questions of the research. By addressing these essential issues, research necessarily deals with various forms of validity as current literature suggests. By ensuring coherence between objectives and methods, researchers address issues of face or content validity and to some extent, construct validity as well. Parasuraman (1991:442) defines content validity as 'the extent to which measuring instruments appear to tap all facets of a construct that is being measured'. In practice, this meant ensuring that the objectives of research were adequately represented by the questions asked through the research instruments used. This matching of research objectives and questions on research instruments is illustrated in a later section of this chapter under instrument design and development. The matching also strengthens the construct validity of the research; a term defined as the extent to which research adequately addresses the various components understood to have a bearing on the main questions of the research (Kumar 1996). The major constructs of this research fall broadly within the aspects of a theoretical understanding of the marketing concept, the pragmatic issues of its practice and some evaluation of its effectiveness. The measuring instruments need to address these three key issues if this research is to have construct validity.

Even though other forms of validity exist, such as convergent, discriminant and predictive validity (Kumar 1996), this research was not designed to take account of them and will thus not be given space in this discussion.

Reliability on the other hand, is a concept that is subsumed within the validity concept. As such, adequate attention to validity requirements renders measuring instruments reliable as well. A valid measurement instrument is by definition also reliable. However, reliability on its own is not a sufficient requirement for validity. Reliability is defined in terms of dependability, consistency and stability of a measurement instrument. It is the extent to which a measurement instrument can be depended upon to yield the required information. If for example, respondents interpret a question on a measurement

instrument differently, it is considered to lack reliability, as it is likely to yield different responses. But in the social sciences, (see Straus and Corbin 1990, Ely 1991, Silverman 1993, and Kumar 1996), measuring instruments can never be completely reliable. Words, regardless of their standard definition, always conjure different images in different people. Much as we may attempt to make sure that questions are asked in ways, which render them to be interpreted in the same way, we can never be absolutely sure that this will happen. Besides, there may be much, which can be derived from responses reflecting different interpretation of the same question. Such responses may be the key to understanding more about the context within which the respondent is operating. Despite these problems, a variety of factors have been identified, which can enhance the reliability of measurement instruments (see Kumar 1996). Such factors include, paying attention to the wording of questions, testing instruments to determine how questions are interpreted by a group of respondents from the study population, controlling the physical setting of instrument administration and minimising the chances of eliciting acceptable responses. Attention to such issues constituted the effort made in this research to enhance its reliability as will be shown in a later section of this chapter.

Ethics of educational research is a growing field of inquiry, fuelled mainly by the need to observe and uphold the rights of research subjects. There is a sense in which researchers sometimes operate as if they had an unquestionable right to obtaining information from respondents. Yet, as Tuckman (1999:38) observes, 'research often embarrasses, hurts, frightens and even negatively affects the lives of participants'. Where this happens, researchers carry a heavy responsibility upon themselves to reduce and ideally eliminate any potential harm research can bring upon participants. To this end, a number of codes of ethics of educational research have been developed such as 'The Code of Federal Regulations for the protection of Human Subjects' (US department of Health and Human Services1991) and 'The Marketing Code of Ethics' (American Marketing Association). These codes provide guidelines for conducting research with human subjects. For those particularly concerned with marketing research, Foskett (2000) has offered a very chilling reminder:

> Researching markets and marketing research is not an ethically neutral activity, and those seeking to contribute to debate and development must consider their stance on key issues before setting foot into the marketplace--- (in Simons and Usher (eds.) 2000:146).

The significant marketing related ethical issues Foskett raises include: gaining access for research, assessing the potential impact the researcher may have on the system under investigation, issues of data ownership, and issues of researching life decisions. These issues were considered in this research and will be reported in a later section of this chapter, particularly in the description of the instrument administration phase of the research.

The following is a discussion of the aspects of research methodology and the extent to which validity, reliability and ethical considerations influenced decisions taken at various stages of the research process.

The research design

According to Kerlinger (1986):

> A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (Kerlinger 1986:279).

Thyer (1993) has a similar view of research design:

> A traditional research design is a blueprint or detailed plan for how a research study is to be completed- operationalizing variables so they can be measured, selecting a sample of interest to the study, collecting data to be used as a basis for testing hypotheses, and analysing the results (Thyer 1993:94).

The above definitions suggest that research designs have two purposes. The first is the identification and development of procedures and logistics to undertake the study. The second is the need to put into place procedures that ensure validity and reliability and are at the same time sensitive to critical ethical considerations. In order to appreciate the relevance of these issues and to place the discussion into perspective, this is a useful place to reiterate the purpose of this study.

Overall, the purpose of this research was to determine the marketing perceptions of senior administrators and marketing staff of universities in Zimbabwe, how marketing is organised and practised in the universities, and how some selected university market segments perceive the effectiveness of current marketing approaches and strategies. How then would such a research problem be best tackled? We examine first and foremost the range of research designs that may be suited to this study and argue for the selection made.

Selecting the study design

A range of study designs exists, which have been widely reported in the literature. According to Kumar (1996), three different perspectives can be considered in deciding on which design to use. These perspectives are the numbers of contacts with the study population, the reference period of the study and the nature of the study. On the basis of the first perspective, three study designs can be identified; the cross sectional study, before and after studies, and the longitudinal study.

Cross sectional study designs, which are also known as one-shot studies or status studies, are based on the need to have an overall picture of the prevalence of a phenomenon, situation, problem, attitude or issue. Barbie (1990) argues that they typically involve a cross section of the population, which is brought under scrutiny over a specific one-off period. Their greatest weakness is that they are unable to provide or predict data that may come with changing times and circumstances.

This study was also not longitudinal. It thus did not determine patterns of change in relation to time. In addition, it was not a before and after study design for measuring the impact of an intervention. Its focus was the prevailing perceptions and practices of marketing in university institutions in Zimbabwe at the time the study was conducted. A decision was therefore taken to use a cross-sectional study design, whose major components included deciding what needs to be found out; identifying the study population and samples and contacting the chosen respondents to obtain the required data. Having decided the objectives as outlined in the first chapter, the next problem was deciding on the population and study samples.

The population and study samples

Four distinct populations were identified for the purposes of this research. These comprised all VCs and marketing staff in the eleven universities in Zimbabwe as well as all the sixth form pupils and head teachers of sixth form schools in Zimbabwe. Marketing staff were identified as those with a specific marketing brief within the institutions as indicated by the VCs and/or by their job description.

There were 191 sixth form schools in Zimbabwe at the time this research was conducted. Sixth form pupils were taken to be all those doing full time upper sixth form studies available in these school during the time of the study. There were 16105 such pupils (MOESC Annual Statistics 2001).

A combination of stratified and convenience sampling were employed in selecting the schools that took part in this research. Stratification was based on the need to sample the full range of school types in Zimbabwe. According to Nyagura and Reece (1989), five broad categories of high school types exist in Zimbabwe. These are mission boarding; private; government aided urban; government aided rural and community schools. Basing on percentage representation of schools by type (MOESC Annual Statistics 2001), three mission boarding schools (30%), one private school (10%), and two from each for the other types, which as a group constitute 60% of the high school population in Zimbabwe, were selected for this research. The actual 10 schools were then identified within these parameters by convenience sampling based on how accessible they were given time and financial constraints of researching at this level. These schools were in the nine administrative regions of the country, an important variable, considering that the choice of institution can be very much linked to issues of access (Foskett and Hesketh 1997).

Only those pupils willing to participate in the research in each of the ten schools were included in the sample. A total of 480 pupils thus participated in the research as shown in table 1 below.

From a strictly quantitative perspective, the sample could be considered small to make generalisations, as it does not approach the 10% usually quoted for survey research

(Kumar 1996 and Krathworhl 1998). Cohen, Manion and Morrison (2002:94) however suggest that 'for populations between 75000 and 1000000, a sample of about 400 is large enough to be able to make valid generalisations'. The sample is adequately representative of the critical factors which previous research has identified as important in pupils' choice studies. Given that convenience sampling was employed, generalisations have to be made cautiously. The findings in this part of the research need to be considered as indicative rather than definitive. Table 1 summarises the expected and achieved samples of this research.

POPULATION	EXPECTED TOTAL	EXPECTED SAMPLE	ACHIEVED SAMPLE
Vice Chancellors	11	11	9
Marketing staff	Not known	All available	18
Sixth form head teachers	191	10	10
Upper six Pupils	16105	All available and willing in 10 schools	480

Table 1: Intended and achieved samples for the research

Instrument design, development and administration

Two types of instruments, the interview and questionnaire, were used in the study. In all, four separate instruments were used, an interview schedule for university VCs, a questionnaire for university marketing staff, an interview schedule for school head teachers, and a questionnaire for upper six students. The following is a description of the design process for each of these instruments and a discussion of the instrument development process. The final part of this section discusses the procedures followed in administering the instruments. Some of the questions used in these instruments were

modified from those framed by Hooley West and Lynch (1984), Smith, Scott and Lynch (1995) and Naude and Ivy (1999) in their studies based on similar ideas. The modifications were done to reflect the specific needs requirements of the new marketing environment in Zimbabwe.

The design was guided by the following stages: justification of the choice of instrument; relating questions to the objectives of the study; and consideration of presentation format as strategies for attaining instrument validity. The first was the interview schedule for university VCs.

Justifying the choice of interview

Interviews are interactions, often of a verbal nature, between one or more individuals conducted with a specific purpose in mind. Depending on the amount of flexibility they offer, interviews can either be structured or unstructured. A structured interview is based on a series of predetermined questions, which are normally asked to all the interviewees. An unstructured interview does not use predetermined questions but proceeds on a spontaneous basis. Kumar (1996) argues that the spontaneous version is very useful in situations where in-depth information is needed and where very little about the subject is known. It however has the problem of lack of comparability in cases where multiple interviews are conducted. This problem is overcome by the structured interview, which provides uniform information about the respondents. It was decided to use both strategies on the basis that little is known about the area being researched, and that it would give opportunities for the provision of other information, thus justifying use of the unstructured interview. On the other hand, the research also aimed at making comparisons between marketing perceptions and practice across the institutions. This necessitated some structure. Some authors call such an approach the semi-structured interview (Cohen and Manion 1997). This implies, however, that half of the interview will be structured while another half is unstructured. In reality this rarely happens, as more often than not, one form tends to dominate the other. Where a combination of strategies is used, the idea as was the case in this study, is to utilise the combined strengths of the strategies in an attempt to eliminate the known weaknesses of the

individual strategies. For that reason the term hybrid interview in place of semi-structured interviews is being suggested.

So the hybrid interview provided the researcher opportunities for the generation of in-depth and unforeseen data whilst at the same time, providing a scope for the comparability of data.

The use of questionnaires to VCs was considered inappropriate. They are busy people and are more likely to pass questionnaires to other people to respond on their behalf. Experience in a preliminary study involving the regional universities (Maringe and Foskett 2002) clearly showed that VCs targeted in that study delegated the responsibility to other people in the university. That way there was likely to be some data loss. It was therefore assumed that chances of obtaining data direct from VCs would be higher with interviews than it would be with questionnaires notwithstanding the potential problem of securing appointments for these interviews.

Relating interview objectives to the questions

The purpose of relating objectives to questions is to secure both the face or content validity and the construct validity of the data-gathering instrument (Kumar 1996).

Table 2 shows the major objectives of the interview with the VCs and the related questions asked in the interviews.

OBJECTIVES	QUESTIONS
To determine how senior management in universities define and understand marketing	What is your understanding of marketing? Which marketing philosophy best describes your perception of marketing as currently operating in this institution?
To identify the range of marketing challenges faced by the university institutions as perceived by senior management	What do you see as the major challenges facing this university? Given the challenges, which three pose the greatest threat at this particular time?
To determine the extent to which senior management see marketing as having a role in meeting the challenges the university is facing	Do you think marketing has a role in meeting some of the challenges your institution is facing? Say how and why.
To determine the range of marketing approaches currently in use in the universities	What would you say is the mission of this university? Describe the organisation of marketing in this institution, which handles it and how big is the department/s that handle it? In your current strategic plan, is there a specific section on marketing the university? If there is, what specific issues does it address? Apart from the strategic plan, does your institution have a separate documented marketing strategy? What have been the key marketing activities for your institution over the last two years and how successful have they been? What role does marketing research play towards decision making at both strategic and operational levels?
To assess the extent to which the marketing functions in the universities are adequately funded	Approximately how much did your institution budget for marketing last year and this year as well? What percentage of the total institutional budget is this? Would you say this was/is adequate for what you want to achieve?
To determine senior management perceptions of the future role of marketing in their institutions, its current effectiveness and what they suggest needs to be done to overcome obstacles.	Can you speculate on the future role of the marketing function of your institution in the next five years? Comment, among others, on your vision for staffing, resource mobilisation and revitalising the marketing department functions. What new challenges exist given that there are more players on the university marketplace today than there have been before? What would you like to see improved in your institution's marketing strategy?

Table 2: Matching objectives and VCs questions for the hybrid interview

Presentation format for the VCs interview schedule

Presentation was considered vital as the interview schedule was given to the intended respondents prior to the interview to allow them time to reflect and possibly research some of the issues. Specifically, issues of presentation and ordering of questions were considered. With regard to the order of questions, two presentations were considered. These were the random and the systematic order of question presentation (Gill and Johnson 1997).

The random presentation, useful in situations where the researcher needed to determine respondents' agreement or disagreement with issues and thus avoid conditioning which may occur as a result of the sequencing, was considered unsuited to the purposes of this part of the research. An attempt was therefore made at presenting the questions in some order reflecting the individual objectives and also starting with the simpler to the more complex issues. This approach is thought to stimulate the interest of the respondents and gradually sustain their participation with the interview (Kumar 1996).

The questionnaire for marketing staff: Justifying its use

Two reasons led to the use of the questionnaire for this particular study sample. The first was the geographical distribution of the respondents whose numbers were not known prior to the study in the eleven universities spread across the country. Even though personal visits to all the institutions were conducted for the VCs interviews, it remained unclear how many marketers were in each university. Certainly, if it turned out the numbers were high, a lot of time would have been needed to conduct individual interviews with each one of them.

Secondly, the volume of information envisaged for this group was fairly high, given that they were the operatives in marketing in the different institutions. In addition, there were questions, which required statistical information, salaries and personal qualifications, which respondents generally feel reluctant to discuss openly (Cohen, Mainion and Morrison 2002). Such data are more suitably collected through the questionnaire, which

normally ensure anonymity and reduce embarrassment that may be brought through face to face questioning.

Relating questionnaire objectives to the research questions

The procedures used for the first instrument were employed for this questionnaire as well. The exact questions will therefore not be repeated since they can be found in appendix 2. Table 3 below provides a summary of the main objectives pursued through this instrument and some of the key aspects covered by the questions. Most of the research objectives were addressed through this instrument. Some of them overlapped with objectives from other study samples. This was a deliberate effort at triangulation, and was meant to corroborate results, hence forming some basis for validating findings.

Presentation format of the marketers' questions

As with the interview schedule of the VCs, the logical ordering of questions was preferred over the random structure for the same reasons. Further, the questionnaire was divided into seven parts reflecting key objectives of this research. The majority of questions were close-ended, while some were open-ended allowing respondents to expand on some of their ideas. This enabled triangulation of data.

OBJECTIVES	KEY QUESTIONS AND AREAS
To develop profiles of marketing staff in universities in Zimbabwe	Current job title, who they report to, nature of employment, length of service, highest academic qualifications, professional marketing qualifications, marketing courses attended, age, gender, current university salary, comparison with colleagues in business and industry.
To develop profiles of the universities	Student population statistics, when established, size in terms of number of faculties, and staff, any specific marketing department/s, the size of such departments, how institutions are funded.
To determine how marketing staff in universities define and understand marketing	How they define marketing, which marketing philosophy best describes their perception of marketing, approaches to marketing
To identify the range of marketing challenges faced by universities as perceived by the marketers	Prioritising the marketing challenges, explain how and why they are challenges, question 12 was meant to test the reliability of responses from question 7 and 8. Question 11 was also to verify information from question 9.
To determine the range of marketing approaches currently in use in university institutions in Zimbabwe.	The organisation of marketing departments, question 14 on marketing information systems
To evaluate the marketing role perception of marketing staff in university institutions	40 Likert type questions on a five point scale covering their perception of what marketing is meant to achieve, its role on managing the demand and supply sides of marketing, and perception of its future in the institution.
To analyse the nature of marketing involvement and responsibility of marketing staff in the universities	On a scale of 1 to 3, to indicate the extent of their involvement in issues of strategy, market research, product development, pricing of products, recruitment of staff and students, product design, media and public relations, alumni relations, attachments and industrial liaison.
To assess the extent to which the marketing functions in the universities are adequately funded	Question 15 on budget determination, and expenditure for various marketing activities, total institutional budget and what fraction is allocated to marketing, whether they consider this adequate.
To determine the perception of marketing staff about the effectiveness of current institutional approaches	Question 21, a Likert type on a 1 to 5 scale is meant to cover this objective, it explores perception of product quality, quality of customer service, institutional reputation, strength of partnerships, motivation and enthusiasm of marketers.

Table 3: Matching objectives and marketers' questions

Developing sixth form pupils' and head teachers' instruments

Instrument 3, the interview schedule for school heads, and instrument 4, the questionnaire for upper six pupils will be considered together. This is because both instruments were designed to pursue information and data for similar objectives using different sources. The sixth form pupils and their head teachers were engaged in this research to provide some indication of the extent to which, as significant customer groups they were satisfied with current university marketing strategies in Zimbabwe. This also constituted a significant opportunity for triangulating the findings of this part of the research. In addition, most of what needs to be said about justifying their use and considerations for presentation formats applies to the similar instruments already discussed above.

The head teachers' interview and pupils' questionnaires were thus primarily concerned with obtaining information relating to the following:

- The pupils' anticipated first destinations beyond their sixth form studies
- The university considered most well known by students
- The university considered most preferred by students
- Whether the school had sufficient access to information about universities
- The type of information schools required to facilitate student choice and decision-making
- The role schools played in student choice of university; and how universities should improve their marketing to enable more effective choice by students
- How the pupils prioritised elements of universities' marketing mix

The processes described below were meant to strengthen the validity, increase the reliability and ensure that critical ethical considerations were taken into account before the final instruments were administered to the various study samples. Three crucial activities constituted this phase of the research. These were peer review of the instruments, piloting the instruments, and the pre-administration process.

Peer review of instruments

When the first drafts of the instruments had been completed, they were given to a recently graduated PhD candidate for scrutiny. Very useful comments came back, some of which were to do with question wording and structuring, omissions and typographical errors, and suggestions for improving the layout of the instruments. After agreeing with the reviewer on the comments and suggested alterations, relevant changes were made. Questions considered ambiguous were improved and the numbering was also addressed.

Piloting the instruments

Originally, it had been considered that the instruments would be piloted here in the UK at appropriate institutions. Two considerations were made in changing from this view. The first emerged from the definition of pilot testing, a concept requiring the use of respondents who closely resemble those to be used in the actual study (Krathwhorl 1997, Bell 1999). It was considered that Zimbabwean based samples would more closely resemble the intended study samples than similar UK samples.

Secondly, pilot testing is meant to determine among others, whether questions are clear, how much time it takes to complete the questionnaire and whether there are any presentation issues needing attention. Given that the school based questionnaires required specific information about Zimbabwean universities, much of which comparable British samples would not be expected to know, piloting in the UK would limit the value of the exercise to only a few of the intended objectives of the process.

Thus, the instruments were pilot-tested in Zimbabwe in one of the universities and in one of the secondary schools. Bell (1999:128) suggests seven questions that must be asked at the end of the administration of the pilot instruments:

1 how long did it take you to complete?

2 were the instructions clear?

3 were any questions unclear or ambiguous? If so will you say which and why?

4 did you object to answering any of the questions?

5 in your opinion, has any major topic been omitted?

6 was the layout of the questionnaire clear/ attractive?

7 any comments?

The responses made to these questions enabled some minor revisions to be made to the instruments before the major distribution. It is clear that these questions were all aimed in their various ways towards improving the quality of the data instruments. Question 4, for example, captures an issue of ethics. If respondents feel uncomfortable answering some of the questions, then such questions need restructuring, rephrasing or replacing altogether. In the pilot stage, the procedures to be followed in the actual study were carefully simulated and evaluated. For example, only those willing to participate in the study were asked to respond to the questionnaires. At the end of the questionnaire administration at the pilot school, 10 students were randomly selected to discuss the questions and to determine whether there were any difficulties understanding any of the questions and whether there were any that they were too embarrassed or felt uncomfortable to respond to. This resulted in some modification of questions including the question where one of the universities had been listed twice.

The pre-administration contact: gaining access

Before travelling to Zimbabwe in July 2001 for data collection, my supervisor, wrote to all the VCs informing them of my impending visit to their institutions, the expected dates of the visit, the purpose of the study and data collection and requested their co-operation. (See Appendix 5 for a copy of the letter.) This helped in two main ways. First, it helped in gaining access into the institutions for the research and contributed immensely towards securing interviews with VCs. The advance letter possibly also smothered potential animosity often germane to educational institutions when faced with market and marketing researchers. In addition, it allowed institutions to make advance planning for the visit. Indeed, on arrival at some of the institutions, the contacts to be made had already been identified and informed. This speeded up the process of data collection.

The data collection stage

All of the instruments used for this research were self-administered. This helped reduce possibilities for researcher bias, which is often compounded by having multiple interviewers. It also gave first hand experience of the education marketplace in question. All visits were preceded by telephone contacts. Care was also taken, before each administration, to emphasise issues of confidentiality, preservation of anonymity, and the importance of voluntary participation in the study. These reflect concerns at the heart of ethical considerations. However VCs who took part in interviews indicated their willingness for the identities of their universities to be revealed in the report. Head teachers, on the other hand preferred anonymity. This could be related to the fact that, having had time to study the interview schedule beforehand, VCs did not see any information that would potentially be damaging to the reputation and image of their institutions. Head teachers were not given time to study the interview-schedule beforehand.

With the marketing staff, opportunities to relate with most of them occurred both before they answered the questionnaires and afterwards upon returning to collect the completed questionnaires. With regard to the pupils, this took place only with those who were willing to participate. For each group in the different schools, time was taken to explain the purposes of the study and to obtain their informed consent before the questionnaires were answered. Thus mechanisms were also in place at this stage for ensuring sensitivity to ethical issues which have a bearing on the quality and hence the validity and reliability of the findings.

Using secondary sources to obtain data

Apart from the primary sources indicated above, data was also obtained from secondary sources. These included university documents such as prospectuses, strategic plans marketing research reports, newsletters and departmental fliers. Secondary sources were used to triangulate data from the primary research and to provide any other information that interviews were unable to obtain.

Data analysis plans

Interview

Interview data were tape-recorded. Transcripts were developed and checked for accuracy. In addition, key information for each question was manually extracted from the transcripts and responses to key questions were used as quotations to support the analysis. Finally, data of a statistical nature were entered into frequency tables to facilitate comparisons where this was required.

Questionnaire

Data for the 480 pupils who responded to the questionnaire were entered into an SPSS programme from which various frequency tables were generated where required. Open responses were manually transcribed and used as quotations to support the analysis where this was needed.

Documentary evidence

Secondary sources were used to corroborate interview and questionnaire data. The use of marketing language in these documents was estimated subjectively by judging the tone and use of marketing terminology. It was also measured objectively by counting the number of times key marketing terms were used and making comparisons between institutions.

Overall, descriptive statistics were used in the analysis of the data supported by quotations from the interview and documents.

Summary and key issues

The chapter has argued that social science research recognises two broad research paradigms, positivistic and post positivistic paradigms. It has also argued for the utilisation of multiple methodologies since the nature of knowledge in most social science research can be both objective and subjective. This combination of methods was considered as a basis for triangulation, which contributes towards making research more valid and reliable. The chapter also provided justification for the chosen methods of

interviews, questionnaires and document analysis, applied to an equally diverse research sample of university VCs, internal marketers, sixth-form pupils and head teachers. A key contribution arising from the ideas explored in this chapter has been the need to move away from the concept of semi-structured interviews to hybrid interviews, which have a meaning closer to the purposes of triangulation within the same instrument.

The next three chapters present the findings of this research. Chapter four focuses specifically on the findings from the VCs and the university internal marketers.

CHAPTER 4

HOW MARKETING IS PERCEIVED AND DEFINED IN THE UNIVERSITY SECTOR IN ZIMBABWE

Introduction

This chapter focuses on the marketing perceptions of VCs and marketers within universities in Zimbabwe. It presents, analyses and discusses findings related to the first three objectives of this research. Evidence is provided on how the VCs and marketers understood and defined the marketing concept and how the challenges perceived to be facing the universities influenced the marketing perceptions and orientations of the universities concerned.

Three models are suggested in this chapter. The first is a model of university organisation in Zimbabwe, which provides the overall framework for the analysis in the rest of the thesis. The second is a descriptive-analytical model of marketing perceptions and the third is a descriptive/analytical/evaluative tool of the marketing orientation of universities.

Structural framework for the analysis

To create a structural and analytical framework for discussing the findings, an overview of key institutional features of universities in Zimbabwe are provided as summarised in the table 4 below.

This table depicts a range of variables. The first is the issue of institutional age. The majority of universities are relatively new (established after 1991). Only the UZ can be described as old (1957). Thus comparing the universities' marketing orientations on the basis of this variable may not yield meaningful data. This contrasts with university sectors in most developed countries. Smith, Scott and Lynch (1995) for example found that older universities in the UK tended to have less developed marketing orientations than the newer ones.

UNIVERSITY	YEAR ESTABLISHED	MAIN SPONSOR	STUDENT TYPE	NO. OF STUDENTS	FACULTIES	NATURE OF CURRICULUM	PATTERN OF ORGANISATION
UZ	1957	STATE	POST A LEVEL	12800	10	GENERAL-Neo-liberal	RESIDENTIAL/ TRADITIONAL
NUST	1991	STATE	POST A LEVEL	2307	7	Industry led SCIENCE AND TECHNOLOGY	RESIDENTIAL/ INDUSTRY LED
AU	1992	UMC	POST A LEVEL	737	4	GENERAL/ THEOLOGICAL	RESIDENTIAL/ CHURCH LED
BUSE	1996	STATE	POST A LEVEL	570	1	Segmented SCIENCE EDUCATION	RESIDENTIAL/ SEGMENTED
SU	1995	SDA	POST A LEVEL	700	3	GENERAL/ THEOLOGICAL	RESIDENTIAL/ CHUECH LED
MSU	1999	STATE	POST A LEVEL	1772	5	GENERAL Neo-liberal	RESIDENTIAL/ TRADITIONAL
CTTU	2001	STATE	VARIES	197	2	Segmented TECHNICAL EDUCATION	RESIDENTIAL/ SEGMENTED
MU	2001	STATE	VARIES	105	0	Segmented TEACHER EDUCATION	RESIDENTIAL/ SEGMENTED
CUZ	1998	CATHOLIC CHURCH	POST A LEVEL	207	2	General/ Theological and BUSINESS EDUCATION	NON RESIDENTIAL/ CHURCH LED
GZU	2001	RCZ	POST A LEVEL	105	2	GENERAL/Theo logical	RESIDENTIAL/ CHURCH LED
ZOU	1999	STATE	VARIES	18000	2	Adult centred/vocation specific	NON RESIDENTIAL/ ADULT CENTRED

Table 4: Key institutional features of universities

The second variable is the sponsorship base of universities. The government sponsors seven of the 11 universities in Zimbabwe. The remainder is sponsored by different church organisations. It is thus assumed that, as university funding is tied to student enrolment, universities relying on the same source for funding are likely to be in more direct competition against each other for resources and more specifically in the student recruitment market.

Thirdly, for the majority of universities in Zimbabwe sixth form students constitute a common recruitment market. Eight universities recruit from this market. The others recruit largely from the mature student market especially teachers who do not have degree qualifications. As long as the universities do not have sufficient differentiation on elements of the marketing mix, it is likely that some universities will begin to feel the strain of competing in the same market.

Two columns, student population and number of faculties in Table 4 provide some indication of the sizes of universities in Zimbabwe. The number of faculties is no longer a useful guide to the size of a university given the move of many universities towards leaner management structures. This has resulted in the merging of faculties in many universities particularly in the developed world, a trend being replicated in the developing world. ZOU for example is the biggest university in Zimbabwe but only has two faculties. In addition, due to different staff-student ratios adopted in different universities, the number of staff is not always a good measure of the size of universities. The number of students is probably the only single measure that relates directly to university size. However on an international scale, the majority of universities in Zimbabwe are very small, with the exception of two, which could be described as medium sized institutions. Comparisons based on this variable are thus unlikely to yield meaningful data.

The variable nature of curriculum indicates sufficient differentiation in the sector to allow for meaningful comparisons to be made. Five key curricula orientations are distinguishable in the university sector in Zimbabwe. Two state-sponsored universities have what has been described as a general/neo-liberal curriculum. This is a curriculum thrust that offers a general education with little vocational preparation of graduates. Conway and Yorke (1991) describe the neo-liberal curriculum as one which is broad based and steeped in a belief of the value of education for its own sake rather than as a specific preparation for the world of work.

A second distinguishable group are the universities with what has been described as a segmented curriculum. These universities have sought to move away from providing a broad-based curriculum to one that focuses on specific segments of society. Two main segments in science education and technical education within a broader framework of teacher education are recognisable within the university sector in Zimbabwe.

The Church related universities have tended to offer a broad-based general curriculum. They are however united by a theological and internationalisation character aimed at developing a new type of graduate for the service of the church and society.

The fourth type of university in Zimbabwe is industry-led. This university has developed very close links with industry and commerce and as a consequence its curriculum is less general and more focused on the applications of knowledge to the needs of commerce and industry.

The last type is the adult centred university. Its curriculum tends to be more vocationally oriented towards further development of academic and professional needs of mature students in a variety of sectors, especially in teacher education.

Thus of all the characteristics of universities in Zimbabwe, the curricula thrust of the institutions offers the greatest scope for identifying, analysing and evaluating institutional marketing orientations.

The curricula orientations of universities are better understood in the overall framework of general university organisation. Conceptually, this analysis views university education as an open system with advanced learning as its core purpose. In Zimbabwe, this system is evolving into a complex set of institutions organised in different ways to achieve this purpose. However, two broad models of university organisation exist. These are traditional and adult centred universities.

The traditional university is characterised by:

- A residential student body
- Full-time faculty members who organise curricula and degrees, teach in face to face settings, engage in scholarship, conduct public service, and share in institutional governance
- A central library and physical plant
- Non –profit financial status
- Evaluation strategies of organisational effectiveness based upon measurement of inputs to instruction, such as funding, library holdings, facilities, student-staff ratios, faculty qualifications and student qualifications

Ten of the eleven universities in the country fall into this broad category. The underlying assumption behind this organisation is that universities should be 'communities of scholars brought together by a need for the discovery of scientific and applied knowledge to stimulate economic development and the acculturation of a diverse community of learners' (The Ministry of HE and Technology strategic plan 2001). Within these ten universities however, there exist varieties of the traditional model.

The first is a variety based on strong university/industry strategic alliances as a key underlying concept for curriculum organisation and development. While the university demonstrating this variety is still in a state of transition, its key distinguishing features are:

- Prominent industrial experience as a key component of the degree programme
- Market driven curricular programmes
- Involvement of industry in curriculum development
- Greater focus on entrepreneurship but not necessarily profit motivated

The second variety within the traditional university model of organisation is the specially segmented universities. These universities share traditional qualities but differ from others in that they have been created to serve the needs of specific groups of people. One of the universities pursues science education while another follows a vocational track in technical teacher education. Such universities are clearly distinguishable from the others because:

- They have very strong university/ school links to promote work-based training for the students
- They operate within an environment that has traditionally been dominated by the less prestigious non-university college sector

A third variety is the universities with a christianising mission. Such universities are distinct from others in that:

- Their mission specifically addresses the need to develop and cultivate values of the church, centred round issues of character, discipline and worship
- They tend to emphasise regional and international student recruitment markets apart from the national ones

A fourth variety is the universities whose underlying philosophy is embedded in the neo-liberal tradition and tends to be characterised by:

- A broad based curriculum in almost all disciplines
- Not specifically linked to a vocational focus
- Greater tendency to emphasise very high A level entry qualifications

The second broad category of universities in Zimbabwe, represented by just one institution is the 'for-profit adult- centred university'. Even though this university describes itself as a distance education/technology based university, its current utilisation of technology as the primary method of curriculum delivery is minimal. In fact, the extended classroom tradition in multiple centres based on face-to-face instruction still dominates the curriculum delivery of this university. However the university is clearly distinguished from the traditional universities in that:

- The campus goes to the students, campus still exists but less reliance on physical plant
- It is profit oriented
- Relies mainly on part time staff and adjuncts with professional experience for curriculum delivery
- Has a smaller core of full time staff based in multiple centres
- Libraries tend to emphasise specific documents and resources to appropriate programmes
- Productivity is measured on the basis of student credit hours and degrees but more importantly on ability of units to generate profit
- It is non- residential

Figure 3 below provides a model of university organisation in Zimbabwe.

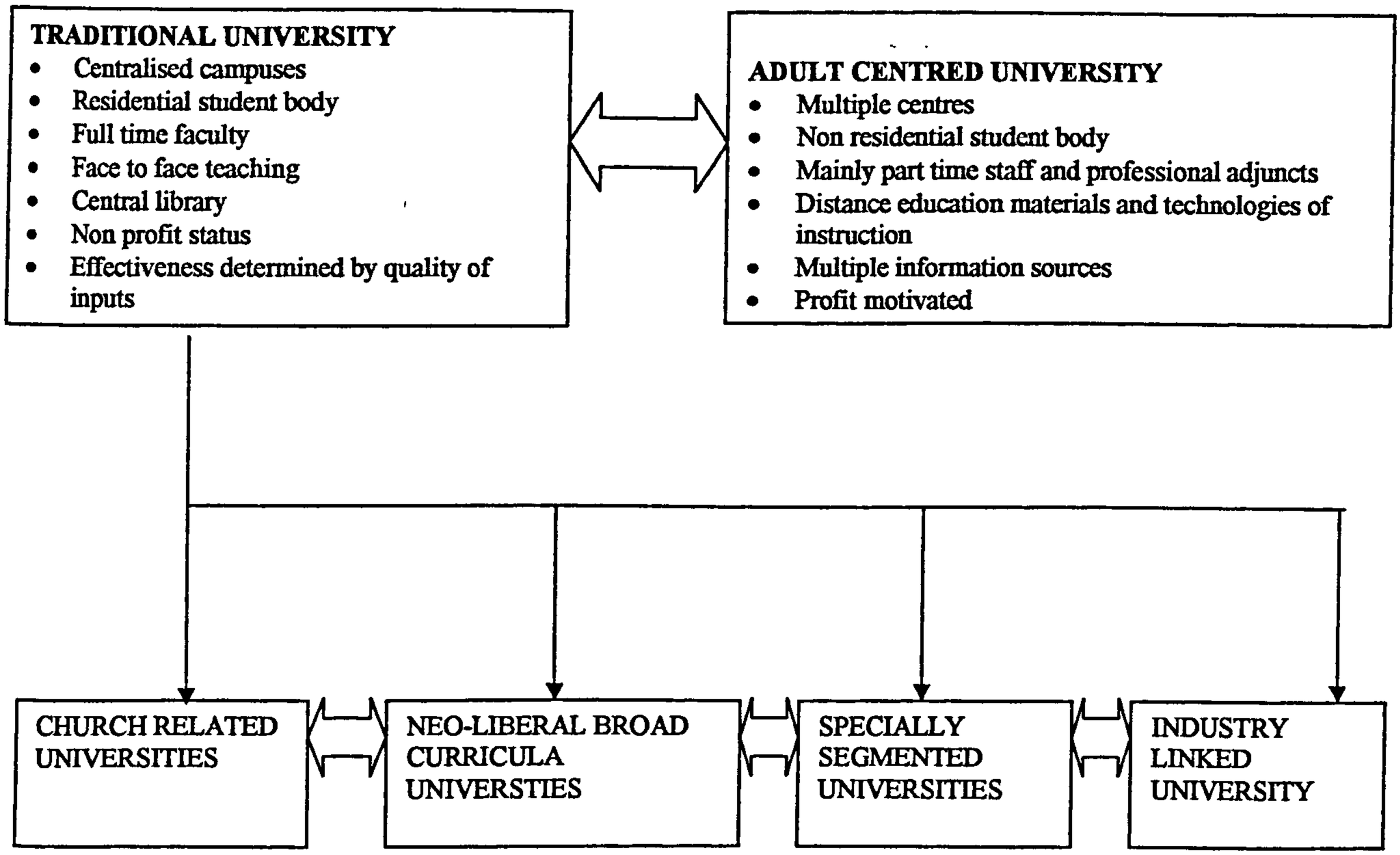


Fig 3: A model of university organisation in Zimbabwe

Figure 3 above shows two broad models of university organisation in Zimbabwe. The traditional model has four varieties. The Adult centred university shares some of the key qualities of other university types as the double arrows demonstrate. For example, key target markets for ZOU are the qualified teachers who intend to improve their qualifications through the flagship programme, the Bachelor of Education Policy and Planning Degree. To that extent the Adult centred university shares the quality of the segmented universities. Similarly, there are efforts by the institution to forge strong industry alliances as a basis for developing the university's technological capacity to drive institutional curriculum development, teaching and learning. In that regard the Adult centred university shares the quality of industrial linkages with Industry linked universities. It is therefore important to stress that both the broad categories and the four varieties of universities in Zimbabwe are not discrete entities. Rather, they should be seen

as loosely differentiated organisational models with some universities sharing the characteristics of others in different categories. This is highlighted by the left-right arrows between the different varieties and categories of university organisation in this model. Despite this mutuality and coexistence among the universities, for the purposes of this research, the analysis of perceptions and understanding of marketing among the chief executives and internal marketers of the universities took in to account these organisational distinctions among the university institutions in Zimbabwe.

Analysing the missions of the universities

VCs were asked to state the mission of their respective universities and to indicate the issues within those missions that were central to the roles of their institutions. While this information could easily have been gathered from the strategic plan documents of the institutions, it was considered important to listen to the chief executives in order to identify issues they personally believed to be important. It is not always possible, nor straightforward to pick out such information from written documents. Nevertheless, the written documents were used to cross check data against that which was provided by the VCs.

Missions of neo-liberal universities

Two institutions, UZ and MSU belong to this variety of traditional universities. The VC of the UZ explained the mission of his university stating:

> *This university exists to serve the development needs of Zimbabwe through the efficient and effective management based on a decentralised quality management system, excellence in teaching, learning, research and service. We also try to forge innovative and mutually beneficial relationships with partners. We provide high quality education, training and advisory services on a needs oriented basis.*

There was some substantial emphasis placed on issues of efficiency and effectiveness, excellence in teaching, research and public service. These appeared to be the primary objectives of the institution at least as implied by the VC. The issue of developing mutually beneficial relationships with partners was clearly prefaced by the term 'we also' implying that this is a secondary issue for this VC and his university.

The VC of MSU, who was a pro-VC of the UZ before moving to MSU, stated the mission of his university in almost the same terms:

> *This university is devoted to quality research and training as the means to becoming a unique, development-oriented and pace-setting institution and a primary concern for producing innovative and enterprising graduates.*

Issues of excellence and quality based around the key concept of the university as a centre for teaching and research are clearly at the heart of the mission of this university. The primary concern for producing innovative and enterprising graduates, despite being highlighted, was nevertheless related to overall societal needs and not the needs of the graduates themselves. This suggests an overall institutional focus on societal development as perceived by the university authorities, which may not be in tandem with the development needs of the university customers. However it is clear in both these mission statements that the neo-liberal focus on issues of excellence and quality which are defined and measured internally from the point of view of the institutions themselves, take precedence over other considerations.

Missions of church related universities

The church led universities tended to emphasise the christianising issue alongside the idea of an African integrative concept. At SU, the VC stated:

> *This university exists to provide quality and holistic Christian education at both undergraduate and post graduate levels with a specific focus on the Seventh Day Adventists Church principles for our constituency both in Zimbabwe and those in the Eastern and Southern African region. The university has a primary concern for educating students for service in the church and community. Further we value equality and the dignity of the human person. A life dedicated to God and to fellow human beings constitutes the essence of Solusi's existence.*

At AU, the VC laid emphasis on similar issues when he explained the mission of his university:

> *We are basically a Christian university based on the United Methodist philosophy and our mission is to portray Jesus Christ in everything we do. We believe in a truly African identity of which Zimbabwe is only but a part. As such, we seek to develop a cadre of African leaders and professionals who are sensitive to the challenges and opportunities that influence development in Africa.*

Clearly these mission statements are unique in their focus on an evangelical concept, but more importantly on the emphasis placed on issues of developing an African identity. This emphasis has resulted in church led universities having a greater presence of international students on their enrolments. The church led universities are thus expected to have unique marketing strategies that help them to further this idea of the African identity.

Missions of segmented universities

Three universities in Zimbabwe have been described as specially segmented in the sense of following specific vocational tracks. All of them are concerned with teacher education. Two of them emphasise in-service training of teachers to upgrade their academic and professional qualification while the other has a pre-service focus and recruits from the 'A' level student market.

At BUSE, a pre-service teacher education focused university the mission of the institution was stated as follows:

> *This university was established to meet the need for science and mathematics teachers in the secondary school sector, a programme that grew out of the Cuba/ Zimbabwe teacher education programme. As a university we exist to provide a service to the nation and the international community by producing highly acclaimed graduates in science and mathematics education This we hope to achieve through excellent teaching, research and consulting work for the local community and the nation at large.*

The VC of MU was rather hesitant to spell out the mission given the fact that the institution was not yet independent but was currently developing under the wings of the UZ. He also highlighted the fact that under the present circumstances where MU was operating as an affiliate of the UZ, it was difficult to outline a mission that was not in line with that of the mother institution. He noted:

> *MU is being established as part of the devolution project of the Bachelor of Education degree at the UZ. The idea is to have this degree run by the teachers colleges, which are intended to become degree- awarding institutions in their own right. Our remit is to champion this development in the Primary Teacher Education sector and thus become the first institution in the country to be a*

degree awarding university in B.Ed Primary Education. Our mission will thus be to become a centre of excellence and expertise in primary teacher education.

Apart from obvious reference to areas of curriculum for which the universities were established, there is not much in the mission statements that clearly set these institutions apart from other traditional universities. Besides, the focus of the universities is on a broader societal issue of producing what the institutions define as quality and highly acclaimed graduates for society's needs. The needs of the students are not given much prominence in the missions of these specially segmented universities.

Mission of the industry-linked university

One university in Zimbabwe (the NUST) demonstrated very strong industrial linkages. All its students were required to spend the penultimate year of their studies working and learning in the real industrial/commercial world. The VC of this university described the mission thus:

NUST strives to be a first rate university nationally, regionally and internationally. It has been created to advance knowledge with a specific bias towards the diffusion and extension of science and technology through teaching, pure and applied research and the fostering of close ties with commerce and industry. We strive for the highest possible standards in teaching, pure and applied research and industrial practice. Industry is our key partner in this development. NUST is clearly distinguishable from other institutions in that our programmes are driven by industrial and commercial demands. We seek to be a dynamic institution whose excellence, reputation, physical infrastructure, social environment, leadership and terms and conditions of service will attract the best teaching, research and administrative staff and the highest quality of students

Even though there is a discernible reference to issues of excellence in teaching, research and public service, there is something that sets apart this VC's mission statement apart from others. He clearly identified key areas where his university was intending to be excellent and went on to supply the rationale for these strategic options. The key areas were 'reputation, physical infrastructure, social environment, leadership, terms and conditions of service.' The idea behind this is to attract and retain the best staff, researchers and students into the university. The mission also clearly defines the primary customer of the university and how the institution's programmes are geared towards

finding solutions for this identified customer. The NUST VC's mission statement provides the closest reference to a customer orientation when compared to the other mission statements of traditional universities in Zimbabwe.

Mission of the adult centred university

The VC of the ZOU commented about the mission of his institution:

> *We are an institution that works strictly on the basis of what our students want and need. Because our clients are mature students who decide to embark on programmes that best meet their needs, while paying their hard-earned money for it, all our programmes are market-driven. We believe that programmes that address the real needs of the students are the hall- mark for providing a satisfied customer base, which translates into tangible benefits both for the students and for us as well. We are however aware that students are not the only customers. Employers, government and even the students' families are important customers of this institution. This often creates challenges as needs sometimes conflict. The ZOU is positioned to become the leading provider of distance teaching and learning locally and internationally through strategic alliances with many of our customers to ensure relevance and appropriateness of curricula.*

This statement provides the most customer-focused mission for all universities in Zimbabwe. The statement makes frequent reference to the term customer and other allied marketing concepts. It also demonstrates a clear conviction by the VC of the need to have the university customer, as the centre of decision-making through needs analysis and strategic alliances to ensure curricula relevance and appropriateness.

However, the mission statement in the official strategic document of this institution did not use the same language and is much less explicit about the centrality of the customer. This highlighted the importance of multiple methods of data collection, a principle that informed the execution of this research. If documentary evidence alone had been used, it would have been difficult to portray an accurate picture of the orientation of this institution. The strategic plan document is much less emphatic about the centrality of the customer when compared to the statement of the VC. The document showed the mission of this university as follows:

> The Zimbabwe Open University is a distance teaching and open learning institution. It uses print, electronic, multimedia delivery and partnership strategies to provide access to flexible, high quality, individualised and cost-effective education and training services that respond to the needs and interests of learners, wherever they are (ZOU Strategic 2001-2004:3).

The mission statements of the universities were subjected to content analysis to determine for example the frequency of use of terms such as customer, customer focus, needs of customers, focus on quality and excellence. The following summary provides a picture about the marketing orientation of the universities in Zimbabwe as portrayed through the VCs perceptions of the missions of their own institutions.

- Generally, both the documents and the VCs were somewhat restrained when it came to using marketing terms such as customers and customer focus
- The customer focus as depicted in the mission statements was hardly discernible in the neo-liberal universities, slightly more pronounced in the church-led and specially segmented universities, much more equivocal in the industry linked university and was most specific and abundantly clear in the Adult centred distance education university
- There was not much evidence in the mission statements to suggest that the universities in Zimbabwe were strategically differentiated. Supposedly different institutions appeared to have the same agenda usually couched in the language of excellence in teaching, research and public service. What was unclear was how institutions elected to be different from each other. Mission statements should really be about difference, yet what we observed in this sector was more of conformity
- In the majority of the universities, the mission statements appeared to be driven by the product philosophy. Kotler and Fox (1995) have indicated that product led mission statements tend to lay greater emphasis on the core activity of the university, than they relate to the customers whose needs they have decided to serve. For example, more emphasis was directed at issues such as the production of graduates of the highest calibre or the need to become and to be seen as centres of excellence in research, teaching and public service. However, the customer focus became progressively more evident in the mission statements of the VCs of the industry - linked and adult centred universities
- Variables such as university size and age do not appear to have anything to do with the different perceptions and mission focus of the VCs. What appears to provide robust differentiation of the university mission statements in Zimbabwe is the curricula focus, university organisational and curriculum pattern and the professional background of the chief executives of the universities. Figure 4 below provides a hypothetical model of this relationship between mission of the institution and the overall curricula orientation of the universities in Zimbabwe.

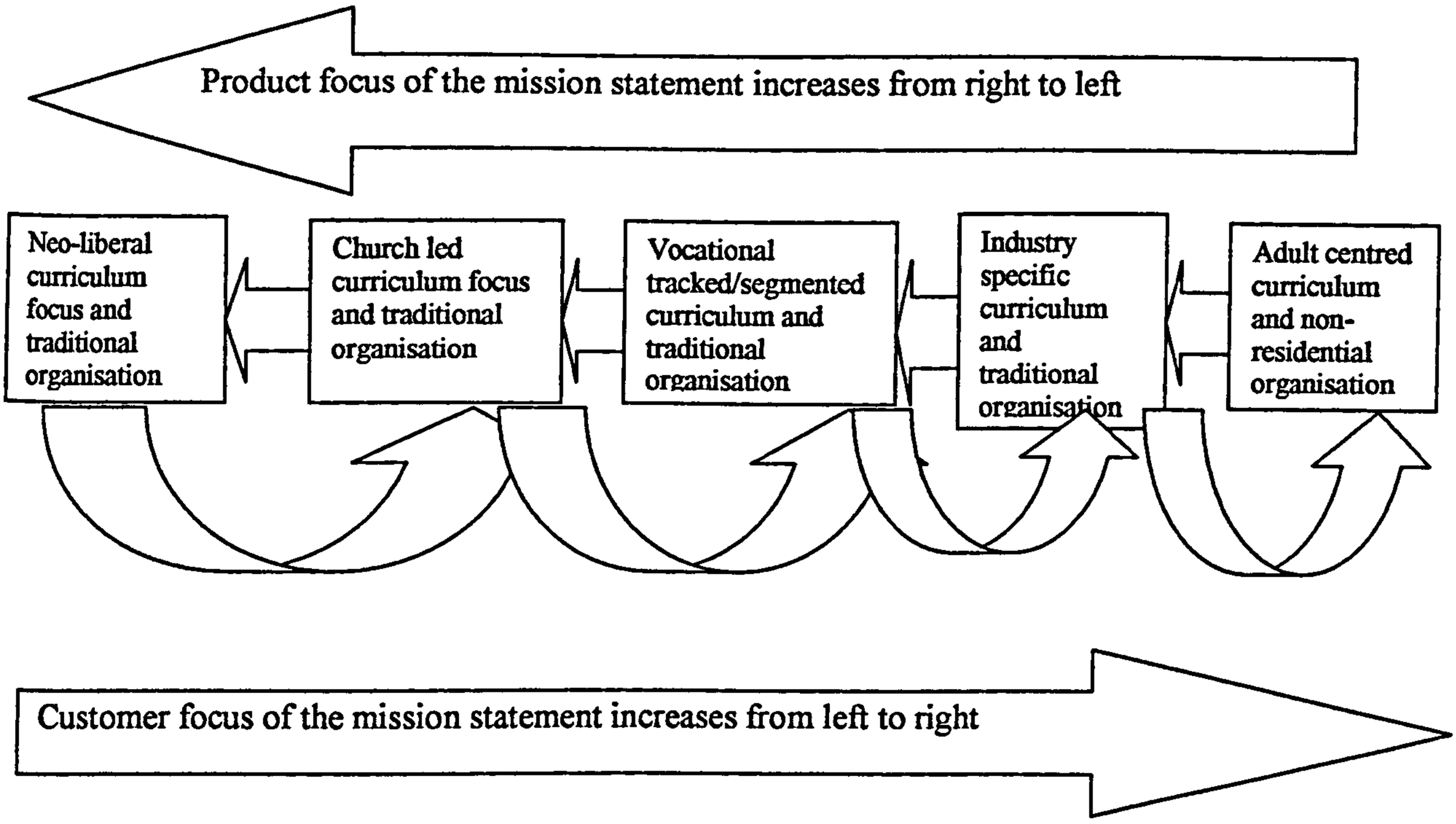


Fig 4: A model relating university missions and organisation in Zimbabwe

The arrows between the boxes highlight the point that the varieties of organisational patterns are not discrete entities but that they share many similar characteristics and tend to have a reciprocal influence over each other.

Marketing perceptions of VCs and university marketers

The preceding findings about the VCs perceptions of the missions of their institutions clearly suggest that universities in Zimbabwe can be differentiated sufficiently on the basis of their organisation, curricular focus and the professional orientation of those at the helm of the institutions. Using a similar framework for analysis, the marketing perceptions of these VCs and their marketing staff were examined.

Marketing perceptions of VCs and marketers in the neo-liberal universities

The question asked was, 'what is your understanding of the concept marketing? You may provide a definition of the concept if you wish to do so.'

The VC of the UZ stated:

> *Being the premier university in the country, we are in a position of relative advantage compared to the emerging players on the university market in this country. We see our role as the torchbearers in this business. Marketing for us will remain, for some time to come, an activity based mainly on informing the public about the developments and excellent research and teaching that this university is known for. But we also recognise that among the new players, there will be serious competition in some areas particularly in terms of student recruitment. I am talking about the science area where NUST has penetrated that market very effectively. New strategies will have to be developed to cope with that competition—— perhaps re-examine the nature of the science curriculum to make it more appealing to the students.*

This VC is clearly aware of the competitive advantage his university enjoys over the other institutions. The advantage derives mainly from the fact that this university is perceived as the brand carrier of HE in the country. Being the oldest institution, it is the most developed in terms of physical plant, curriculum, human resources, teaching tradition, research capacity and market penetration. References made to the fact that the institution will remain the torchbearer of HE in the country suggest an inclination towards the product understanding of the marketing concept. This became clearer when the VC indicated that for the foreseeable future, marketing for this institution would be based on informing the public what the university stood for. The tendency to relate marketing to information dissemination is closely tied to the product philosophy of marketing (Kotler and Fox 1995, Naude and Ivy 1999 and Baldwin and James 2000). Nevertheless, the VC was also aware of the imminent competition posed by the emerging universities and the need for a new marketing strategy.

The VC of MSU suggested the following about the marketing concept:

> *No institution can survive without a marketing strategy. You ca not develop programmes and just hope students to enrol onto the courses. You need a careful information dissemination programme about the products of the university so those applicants have an idea about what is on offer. If you do not advertise, you will not have students. Marketing is thus that process through which the potential applicants of the university's programmes are made aware of the institution's offerings and encouraged to be part of the student body of this university.*

Two issues are significant about this quote. These are the awareness the VC has of the significance of marketing and the product orientation in his idea of the marketing concept. For this VC, marketing is almost synonymous to advertising aimed at attracting students to enrol onto the programmes of the university. In a study of US administrators of HE, Murphy and McGarrity (1978:258) found that:

> Sixty-one percent viewed marketing as a combination of selling, advertising and public relations. Another 21 percent said it was only one of these activities. Only a few percent knew that marketing had something to do with need assessment, market research, product development, pricing and distribution.

Similarly, Ivy (2002:11) contends that 'this is not an uncommon perception of what marketing means as many people think that is just a little more than advertising and selling'.

Internal marketers within these universities tended to define marketing from perspectives, which were clearly influenced by their professional training and the nature of the work they were currently involved in. An internal marketer from the Public Relations office of the UZ defined marketing as:

> *The key strategy for information sourcing and dissemination with a view to maintaining mutually beneficial relationships within the university and its many publics*

The public relations slant, in terms of 'maintaining mutually beneficial relations' is very clear in this definition of marketing. Equally, the concept of information dissemination remains a priority even at the operational level of the marketing function.
An administrative assistant in the Admissions and Academic Affairs at MSU defined marketing from a clear perspective of recruitment:

> *Marketing is all the institution's effort towards recruiting the right candidates for the programmes of the university. It is a process that enables the university to get the right students for its programmes. It requires the concerted effort of everyone within the university.*

For the neo-liberal traditional based universities, available data suggested that:

- Marketing is perceived from the product philosophy perspective
- Its main role is information dissemination to enable the university customers to make informed purchasing decisions
- The marketers do not work in marketing designated departments but in more traditional offices such as Public Relations and Student Admissions. Their perceptions of marketing are thus narrower than those of the VCs and tend to reflect their professional and occupational status

Marketing perceptions of VCs and marketers in church related universities

The VC of AU talked at length of the concept of developing an African identity and related his understanding of the marketing concept in the following way:

> *Africa University continues to be open and creative in the search for new friends. We are a truly international university in the sense of embracing an African identity and our student statistics provide ample evidence of this international character. The challenges facing this country can only be clearly understood if we develop a bigger picture of the region and beyond. Our country chapters/conferences are our key strategy to ensuring that what AU teaches is a reflection of the global challenges. Marketing in our view, involves tapping into the cultures of the different nations of this continent and beyond and provide programmes that address issues affecting our common identity. The development of this clear message of an African Managerial Culture is one with which we seek to be identified and associated with.*

For the VC of AU, marketing is about image building and identity. It is not just about student recruitment and information dissemination, even though these are indispensable activities of the university. The idea of tapping into the cultures of the African continent suggests a customer focus growing out of the need for understanding the 'Africanness of the African person and his environment'. This philosophy permeates the activities of the university up to programme development level. For example, one of the aims of the AU MBA full time programme is:

> To integrate theory and practice related to the African environment with the current context of globalisation and sensitise African managers and professionals to the key challenges and opportunities that influence economic development in Africa (AU MBA for Africa's managers Prospectus).

'Tapping into the African culture' is a concept suggesting market research done by the university as a prelude to their curriculum development. This is achieved through the Country Chapters that the VC referred to, which not only assist with student recruitment and fundraising, but also provide AU decision makers with information about specific cultural issues of the respective countries on the African continent.

The VC of SU related marketing to the issues of information dissemination and the need to respond to the church doctrine of service to Christ and to mankind. He noted:

> *...We place great emphasis on selfless service to God and man through the formation of character marked by integrity, self-discipline and tolerance. The student we produce should ideally be an embodiment of these central values. Ultimately, this is the image we want society to associate us with and we make it very clear even to new students that this university is not like the others where you have the freedom to do what you want. Here you have the freedom to do what God wants. Marketing thus involves the development of that important message through our various programmes and even through life out of the classroom. Our role does not begin and end within the borders of Zimbabwe. We have a responsibility for the Eastern and Southern African region, and our recruitment spreads to those areas. This brings its own challenges in terms of the costs involved, but ultimately we become the beneficiaries from the cultural flux that has become the hallmark of this university.*

At CUZ, the VC (known as Proctor) also laid emphasis on the Christianising purpose of this institution and the fact that university education was to have a focus on character building and integrity. His reflections were:

> *Because the Catholic Church has its primary mission the salvation and liberation of humanity, the search for truth and the witnessing to it is one of its most important functions... This is the message we send out in our marketing strategy. The focus of this strategy is to spread the message to all those who intend joining this university including those who are already part of it... We focus on developing the whole person in the tradition of the Catholic Church.*

The issue of information dissemination remains a central concern for the church related universities. However, it appears that these church led institutions are more concerned with image building both from the point of view of the core beliefs of the individual churches and from an 'Africanising' perspective. The concern appears to be immersed in

a desire to create and become part of the 'African renaissance' as the VC of AU explained. This appears to have been a source of a new marketing thinking and strategy within these universities, as will be shown in chapter 5.

Marketing perceptions of VCs and marketers in segmented universities

The perception of marketing within this variety of university in Zimbabwe does not appear to be so different from other traditional universities. There however appears to be a shift in emphasis from the product orientation to a more selling orientation. The VC of BUSE referred to marketing as:

> *My understanding of marketing is, one has to publicise themselves to the public so that the people get to know and understand who we are and what we do. You see what ... the office for information and publicity does. That office has a special remit as the central communications office... In some ways it also acts as a sounding board to sense the mood of the outside world, regarding their perceptions of us. In a similar way... Students' affairs has a programme of school visits to explain to prospective students about the university... If we did not do that, we would experience recruitment problems largely due to the negative attitudes sixth form pupils have about teaching.*

The VC of MU began by claiming ignorance about the concept as he admitted he was not a specialist in the area. However, he went on to explain marketing from the point of view of advertising and selling, maintaining that to achieve sustainable enrolments, they saw themselves as having to embark on a serious recruitment drive. He said:

> *When I looked at your questions, I asked myself whether I knew what marketing is. I am not a specialist in the area and so what I give here is a layman's understanding of the marketing concept... marketing is aimed at getting to be known. This happens through advertising and promotion. If we did not advertise ourselves, we would not have got any applicants for our programme. At the moment, our potential applicants would rather go the UZ for their B Ed degrees and so we will have to fight hard to convince these prospective students that they could get the same product here. But our students come from all over the country, not just from Masvingo. The need to generate interest in what we are doing will remain our marketing priority for the next few years.*

There is a discernible shift towards the selling philosophy of marketing. This is because of the unique position these universities find themselves in. The three universities in this category have a focus on teacher education at both the pre and the in-service levels.

BUSE recruits from the sixth form student market, alongside other more established and prestigious universities. For this institution to establish a competitive advantage in this market, it cannot rely solely on its reputation or image. In any case, because it is still a new university, the institution may not have established a sufficiently robust image and reputation to give it an edge in this market. Thus it would not be expected that image and reputation alone would constitute sufficient 'pull' for this university in the student recruitment market. In any case, as the VC indicated in the interview, teaching as a career, for A-level pupils in Zimbabwe, is among the least preferred professional occupations, an observation that is corroborated by research (Dorsey 1995, and Gordon 1997). If the institution does not make a concerted effort to promote its product, enrolments may stagnate and even diminish. As such the organisation needs to 'undertake an aggressive selling and promotion effort' (Kotler 1994). The Dean of Students Affairs at this university who has the responsibility for the school liaison activities, which constitute a key marketing strategy for this institution, explained his understanding of the marketing concept:

> *We have to shake off the image that BUSE is a dumping ground for students who have under performed at A- level. As long as we continue enrolling our students from the lower end of performance at A level, society will know us for being a second rate university. The challenge is to make teaching an appealing profession to some of our best brains in the schools. This implies that we will need to develop a new understanding of the profession and actively promote that new image to the pupils. This we try to do through our school liaison programme. But, I must admit, its focus has largely been on disseminating information about the university, rather than building this new image of the teaching profession.*

Altering peoples' attitudes requires a marketing strategy that goes beyond mere dissemination of information about institutional programmes. It begins from a thorough understanding of prevailing attitudes, motivations and preferences within the market as a basis for developing products, which attempt to address these issues.

Both the Assistants to the VCs at MU and BUSE provided definitions of marketing reflecting their direct roles as the nucleus of the dissemination of institutional information. One of them said:

Marketing is about developing a positive image of the university through appropriate information dissemination. It also involves listening to the various publics for any messages about the institution and making appropriate responses, which help to keep the image of the university intact.

For the segmented universities, available data indicates the following about marketing perceptions:

- There is a discernible shift from the product driven philosophy of marketing towards a more selling oriented perspective. This shift appears to be related to the nature of curriculum these universities are developing. A-level pupils do not perceive teaching as a prestigious occupation
- Despite this discernible shift towards the selling philosophy, the emphasis given to issues of information dissemination suggests that the product perspective remains a powerful underlying marketing perception within this group of universities
- Marketing functions within these universities continue to be undertaken by people working in traditional university departments. As such, the perceptions of marketing of the marketing staff are closely aligned to the nature of activity the marketers are involved in. These perceptions tend to reflect more narrowly on those activities
- Marketing perceptions are thus more closely tied to issues of student enrolment than they are to image and reputation, which these universities are still trying to build and develop
- There appears to be some realisation within these universities of the need to develop a new image of the profession of teaching. However, this continues to receive low priority when compared to issues of straightforward information dissemination. This suggests that the institutions still have to develop this idea of a new image of the teaching profession

Marketing perceptions of VC and marketers in the industry linked university

Differences exist in the level and extent of influence of the product philosophy in the university sector in Zimbabwe. In the industry-linked university at NUST, there was a clear shift in emphasis towards a more customer-focused perception of marketing. The VC explained his understanding of the marketing concept:

Our guiding philosophy in this university is captured in the university MOTO, which says, 'Think in other ways'. From the inception, we have learnt from other universities in a very effective way. But we have always said to ourselves, how different are we. Is there another way of doing what others are doing? How do we make a difference? That way we have been able to develop programmes that are, I guess, more relevant to the needs, particularly of industry. For us marketing is strengthening the relationships between the university and industry so that the university product is seen as providing solutions to the industrial problem. If we can achieve that, that will be will be the real test of our clarion calls for excellence in teaching and research.

'Thinking in other ways' is the essence of change and the foundation for institutional differentiation for this university. At a recent conference on Effective Marketing in UK HE, Margaret Hodge, Minister of Higher Education and Lifelong Learning, emphasised the need for institutional differentiation as the basis for effective marketing. Addressing the need for institutions to have differentiated missions, she said:

> *Sadly, most UK universities have the same mission and yet they claim to be different. The new universities will find the competition very keen if they move along the well-trodden paths of the old universities. If the new universities need to survive this competition, they have to be different and highlight their individual distinctiveness'* (speech delivered at the Effective HE Marketing Conference 23-10-2002).

The VC of NUST appears to have captured this idea of becoming different using the concept of institutional distinctiveness as a rallying point for the marketing strategy. Clearly, the VC identifies industry as the main customer of this university and the purpose of the university as producing knowledge that can be directly used by this customer. Marketing is thus about creating relevance. This is achieved through the strategic alliances the university has with local industry in the city of Bulawayo and the country as a whole.

The Registrar and the university's Industrial Liaison Officer equally reflected on this closeness to the customer in their definitions of marketing: The registrar defined it as 'staying close to the customer always' while the Industrial Liaison Officer was more philosophical in his explanation of the concept noting that:

> *Employing a marketing perspective is not a matter of choice for this university. It is an imperative. It would be suicidal for any university today not to have a marketing strategy. How would you justify your programmes if they were not market-driven? Knowledge for its own sake is a luxury particularly for us in the developing world.*

The implications of this are very clear. Staying close to the customer implies a perception of marketing that places the customer at the centre of the decision making process of the institution. The issue of knowledge for its sake being a luxury for the developing world suggests a university that places emphasis on the practical applications of knowledge

rather than on its theoretical foundations. The university has identified industry as the key beneficiary of its product. Linking the university to industry thus becomes a key strategy for growth and development.

Available data thus suggests the following about marketing perceptions in the industry-linked university in Zimbabwe:

- Marketing is clearly understood to be about 'staying close to the customer'. The customer is viewed as the significant driver of institutional programmes and decisions. In this institution, the perceptions of marketing are not just related to a need for information dissemination. They are more closely aligned to the need to serve the needs of identified customers
- Marketing in this university is perceived also from the perspective of becoming and being seen as relevant. The only justification for a university programme is its relevance to the needs of an identified customer, in this case industry and commerce
- There is a strong emphasis made about the need for institutional distinctiveness as captured in the university philosophy 'Thinking in other ways'. This provides the university with a clear rationale for understanding and evaluating why students elect to or not to apply to the institution. Ivy (2002) found that:

> It is after all the image and distinctiveness of the institution that will impact on a student's willingness to apply to that institution for enrolment, or a donor to considering an endowment, or a company selecting an institution to do contracted research and development (Ivy 2002:50).

Interestingly, this university does not place students highly on their customer priority list. Rather, industry is viewed as the major customer. This may imply that the issue of student recruitment is not a major concern for this university. It may also imply that students are seen, not so much as seeking services from the university, but as partners in the overall mission of the institution, that of serving industry and commerce. It could reflect an orientation in this university that does not view students as customers, an issue that has been raised extensively in the literature. Lovelock and Rothschild (1980) see the students going through a "life cycle" which transforms them from being consumers to being partners in the development of the product of the institution:

> There is a further twist in higher education. Students are not only consumers of educational services. They are also changed by that experience and themselves become a product of the institution in the eyes of third parties such as employers Lovelock and Rothschild (1980:16).

Similarly, Litten (1991) has reiterated the complexity of the changing students' roles during this life cycle, viewing the student as a client, as part of the process itself and as a quasi-product at the end of the process. Whether the marketing philosophy can be applied to the strategic planning process of HE will inevitably depend on how the relationships between students, the institutions and employers are considered and whether there is any possible conflict of interest between the perceived needs of students and employers. For this university, it is clear that the needs of industry and commerce are considered ahead of those of its students.

Marketing perceptions of the VC and marketers in the adult centred university

The Adult-centred, for-profit distance Education University, recruiting in the non-traditional student markets of adult learners, reflected a marketing philosophy that was typically customer oriented. Based primarily on the need to become self-sustaining in financial terms (strategic objective 10.7) and with the vision to develop programmes that addressed the needs of its customers, marketing in this university was described by the VC in the following terms:

> *The Zimbabwe Open University will use the discipline of education as its flagship programme while introducing a variety of other market-driven study-programmes, which will penetrate the market through a deliberate and aggressive marketing strategy. We believe that our customers can only buy our products if they consider them to be of value, both to themselves and to the organisations they work for. As such our marketing strategy will involve a strong needs-based analysis through the formation of strategic alliances with commerce, industry, education and other partners. In the long term, we want to achieve self-sustenance in all areas of the ZOU programme. Those who pay for these programmes need to be completely satisfied and that is what this university aims to achieve.*

The use of marketing language (market driven, market penetration, aggressive strategy, customers etc) together with a very strong focus on satisfying the needs of customers to guarantee continued purchase of the university's products, strongly suggest that this VC has a marketing view influenced primarily by the customer driven philosophy. It has to be pointed out that this particular interviewee had a marketing background and was employed in the university as Pro VC responsible for marketing.

In this university, the registrar and marketing research manager, provided views of marketing, which were in close agreement with that of the VC. The registrar for example explained his understanding of marketing:

> *First and foremost, marketing begins from having a full understanding of the needs of those for who the university has been created. I have come from the UZ where the approach is based primarily on what the university can offer not what it should offer. There is a difference between the two. What an institution can offer is based entirely on the capacity and capability of the institution including of course its vision. In that situation, programmes are developed around the expertise of the staff. On the contrary, marketing which is based on what the institution should offer relies not so much on staff expertise, but on what significant customers consider as priority areas of knowledge, skills and understanding. Marketing for us at ZOU revolves round developing needs based programmes and the rest will follow.*

This perception of marketing is one that not only acknowledges shortcomings of the product approach endemic to most of the traditional universities in Zimbabwe, it evidences a clear belief and conviction in the customer focused approach to organising university business. As a result, the ZOU claims not to have student recruitment problems. This could be the result of the fact that they are the only players in this vast recruitment market. It could also reflect an appeal the developed programmes have had on the market. A study carried out by Chakaza (2001), found that the majority of non-degree qualified teachers in Zimbabwe considered the ZOU programme as potentially meeting their needs more than degree programmes in other universities in Zimbabwe.

Thus, available data from this research indicate the following about the marketing perceptions in the Adult centred university in Zimbabwe:

- Marketing is clearly perceived from a customer perspective and there is evidence to suggest that key marketing staff have utilised experiences from the more traditional universities in developing a different strategy for their own institution
- Key strategies for marketing appear to be growing around the concept of customer needs involving the development of strategic alliances with employers, industry, commerce and donors
- The perception of marketing also appear to be influenced by the fact that this university has deliberately created a marketing department, appointed a marketing manager and has a very senior appointment at Pro VC level with a direct marketing responsibility. A key strategy for developing a marketing orientation in an institution

is hiring marketing trained staff (Hardie 1991 and Curran 2001). This university appears to be well on its way in this respect

Overall, the picture emerging is that of a university sector whose marketing perceptions lie on a continuum. On one extreme are the traditional universities with product-focused perceptions of marketing. On the other are those universities seeking to be different and developing their marketing along customer focused perspectives. In the middle are those universities maintaining a traditional focus but differentiating themselves either along missionary lines or along the idea of a curriculum for segmented populations.
The picture however remains incomplete at this stage, as we still need to review the issue of challenges the universities face, an issue to which we now turn to in the following section.

Challenges faced by the universities: Relation with marketing perceptions

VCs and marketers were asked to identify the challenges their institutions faced and to rank the three they saw as most significant. The identified challenges are summarised in the tables and graphs below. Table 5 shows the challenges as perceived by the VCs across the varieties of university organisation in Zimbabwe.

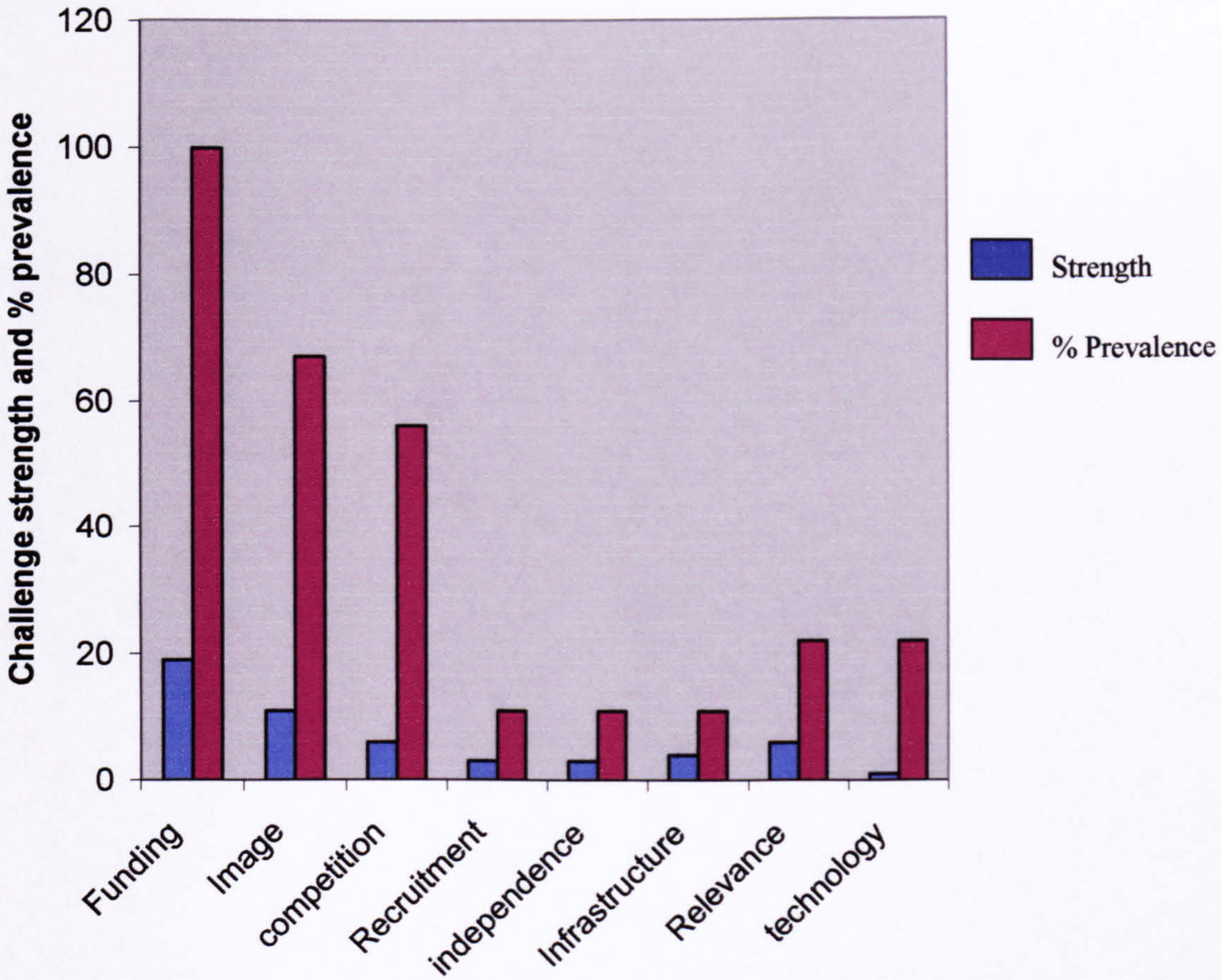
NEO- LIBERAL		SEGMENTED		CHURCH			INDUSTRY LINKED	ADULT CENTRED
UZ	MSU	BUSE	MU	CUZ	AU	SU	NUST	ZOU
Funding	Funding	Recruitment	Independence	Funding	Image	Image	Curricular relevance	Curricular relevance
Image	Competition	Funding	Infrastructure	Infrastructure	Funding	Funding	Funding	Technologies of instruction
Competition	Image	Image	Funding	Competition	Competition	Competition	Image	Funding

Table 5: University challenges as perceived by VCs

Across the university sector in Zimbabwe, VCs spoke of eight key challenges. Each of these will be briefly explored to gain insights into the issues that individual VCs identified. However before this is done, it is important to comment on the spread of the

challenges as perceived by the VCs across the university sector. To facilitate this, bar graphs were drawn. Graph 1shows the prevalence of the challenges within the sector. Prevalence was quantified as the number of times the challenge was identified across the sector and expressed as a percentage of the total number of respondents. For example, all VCs identified funding as a challenge their institutions faced. Its prevalence is therefore 100% across the university sector. In the graph the purple bars depict this.

The blue bars represent the strength of the perception for each of the identified challenges. Challenge strength was obtained by using the weighted aggregate score, found by assigning the value three to the top challenge, two to the second and one to the third. For example, funding had a total aggregate score of 19, while image had a total of 11. The aggregate score thus provides an indication of the strength of perception of the identified institutional challenges across the whole sector.



Graph 1: Prevalence and Strength of Institutional Challenges as perceived by VCs

The funding challenge

Two key issues concerning the funding challenge were evident from the interviews conducted with the VCs. These issues relate to financial inadequacy and independence. All the VCs interviewed referred to inadequacy of finances while issues of financial independence were more prevalent within the state sponsored university sector. The VC of the UZ commented on the issue of financial inadequacy and independence:

The funds that used to flow into the two major University budgets were reduced to intermittent and unprecedented trickles, disbursed, not quarterly anymore, but monthly, making investment of such funds impossible. We have had to respond by freezing growth in all areas, and basically resorting to crisis management, a clearly unsatisfactory situation. Given this scenario, the university's financial independence has been seriously eroded, as decisions we make are now, more than ever before being overturned by Government.

The VC of BUSE, another state-run institution then still operating from rented accommodation reiterated similar sentiments:

> *We are 100% government funded. Government does not have adequate resources to meet our requirements. Construction of the main campus is now behind schedule. Teaching space is limited. Staff and students are always agitating for better and improved resources resulting in an atmosphere of instability. Besides there is excessive government interference in the affairs of the universities and this does not give us the financial independence to channel funds into priority areas of institutional development. The economic environment out there is so depressed and national priorities today seem to have displaced HE as an issue of development.*

The key issue is that declining government funding has been a driver of the marketisation of the university sector in many countries. Universities have responded in various ways including diversifying the funding base, and through revitalisation of alliances with industry and commerce. They have also forged greater co-operation with donor communities and funding agencies including revitalisation of alumni organisations, downsizing and streamlining the management structures of the university. In addition, they have also spread the financial responsibility for payment of fees to the students and parents, a strategy that has been very unpopular with students. However, such measures are more closely associated with the product philosophy of marketing than they are with the customer perspective. As shown earlier, quality in the traditional product oriented universities is demonstrable through inputs rather than outputs. The assumption is that, the more funding a university can obtain the easier it becomes to make qualitative provisions for the customers. While that may be true, it is equally important to place significant focus on the customer needs as a starting point and then proceed to mobilising the resources needed to serve these needs. For, as some researchers have found,

increasing budgets to universities has not always led to student satisfaction largely due to misplaced needs and priorities. Baldwin and James (2000) for example have argued that marketing is not just about responding to financial exigencies. More importantly it is about providing customers with sufficient information to make informed choices and above all create a fit between aspirations and provision. There is also a sense in which an over emphasis on the issue of funding tends to detract organisations from determining the real problems of the institutions. On the other hand, Moodie (2001) has argued that there is no justification to increase funding for HE given that there are other areas of human development with greater needs. In addition, out of all the levels of education, HE is the least effective in influencing development both in terms of knowledge dissemination and contributing to national skills (World Bank 2001a). Focusing therefore on funding as the most serious impediment to the development plans of universities may be misplaced, as it is unlikely that this area of education will receive a sympathetic hearing from those who fund education particularly in the developing world.

The results in table 5 also indicate a pattern of priorities within the funding aspect across universities. Traditional universities, particularly those that are state-sponsored have tended to indicate funding as a top challenge as demonstrated by UZ and MSU. Of the remaining institutions, only the CUZ saw this as a top challenge.

The VC of ZOU who placed funding as third priority provided a telling rationale for his low prioritisation of this challenge:

> *I am sure you would have expected me to say that funding is our greatest challenge. I have to admit that without money, it is difficult to do anything. But we take a different view from the others. We believe that those who pay for our programmes do so voluntarily, and that their decision to pay is largely based on the expectations of the outcomes of their studies at the ZOU. This is why we think that our greatest challenge in this university is developing curriculum programmes that address the real needs of the customers. This is why we place great emphasis on need analysis as an indispensable aspect of our curriculum development.*

Thus whilst funding is considered to be a serious challenge for this university, the view in this institution is that it is through developing an appropriate and relevant curriculum that the flow of applicants and hence finances will be maintained and assured. This view is

consistent with the mission, and marketing perception of ZOU, which places the customer at the centre of decision-making.

The Image challenge

The issue of image constitutes the second most prevalent challenge in the university sector in Zimbabwe with 65% of VCs alluding to it. The issue also has an aggregate strength of 15 compared to 19 for the funding challenge. This finding is consistent with the argument Ivy (2002:51) has made about the significance of image to the institution:

> The quality of an institution is often less important than its image. Image is perhaps among the most critical determinant of an applicant's tendency to seek a place in any given institution.

Similarly, a number of studies have found that HE institutions need to maintain or develop a distinct image that will impact on a student's willingness to apply to that institution for enrolment (Paramerawan and Glawocka 1995, Yavas and Shemwell 1996, Landrum, Turisi and Harless 1998).

A number of issues were however raised by the VCs in their reflections about the image challenge for their respective institutions. Issues raised regarding institutional image included a growing culture of student violence and unrest, being associated with declining standards, new universities being seen as glorified teachers' colleges and being associated with the failed socialist project. The issue of a growing culture of student violence was more prevalent in the state-sponsored universities with the exception of the adult centred university. Even within these, its prevalence is most pronounced in the neo-liberal universities and becomes progressively less as we move across to the segmented, the church-led through to the industry-linked university. Although this research was not designed to determine these relationships, it remains an interesting coincidence that the culture of student violence appears to be more closely linked with traditional neo-liberal universities than it is with any other university type. This is an issue that may require investigating further in future.

The question of a growing culture of student violence is not restricted to Zimbabwean universities. Pholosi (1995) reported about a similar trend in the rest of Southern Africa but more pointedly Lesotho, Swaziland and Botswana. This is hypothesised to be related to declining economies and political instability. In command type economies, universities are very often the only places in society with a semblance of freedom. As such universities tend to assume the role of society's conscience and voice. Thus they are often the epicentres of any potential eruptions that may occur within the rest of society. The VC of the UZ explained this issue of student unrest and how it relates to institutional image:

> *Student unrest has contributed negatively to the image of this university. This phenomenon, particularly the growing tendency towards hooliganism and destruction of university property, which began after the nineties (1990s), has been a big talking point in society about the nature of our graduates. We have to address this, but we are limited in what we can do, as very often, the source of problems is external to the university. In some cases, students are just reflecting the turmoil that grips the Zimbabwean society today.*

At BUSE, where image was ranked third, the issues of student disturbances and agitation were cited. However greater emphasis was placed on the aspect of society's perception that the BUSE programme was a continuation of the Cuba teacher-training programme. The VC of BUSE remarked:

> *Because of its well known historical link with the Cuban teacher-training programme, and the perceptions people have about the effectiveness of the Cuban graduates, BUSE has found itself in the unenviable position of having to reposition itself as an institution with fundamentally different ethos and approaches to the training of teachers. Not only are we faced with the challenge of erasing an unfavourable reputation, we have to create a new image for ourselves if we must survive.*

The Church related universities tended to see image as their most serious challenge. This is perhaps related to the fact of having a well-stated purpose to develop and train people in character more so than other universities. They also tend to be more conscious about the global influence and the international character of the education market. Thus Church related universities not only want to be seen as nuclei for evangelisation and training, they also want to exhibit an international outlook which is reflected in the nature of their student populations, staff composition and funding mechanisms.

> *Our greatest challenge is to become and to be known as the best place for a Christian focused education across the whole continent of Africa. To that end we have set up country chapters in different countries to help us recruit the best students from the continent, help us raise funding for these students and in the process spread the word around the universe about what AU stands for. Today we can proudly say that we are the most international institution in the country. The dream of an African identity is lived at AU.*

There are thus three major dimensions to the issue of image in the university sector in Zimbabwe. The first is what may be termed attained image, an image developed over the years and currently associated with the university. It is often summed up in the institutional logos, symbols and letterheads.

The second dimension of image is what could be termed a desired image. This is usually associated with new universities still building an image for themselves. Even older institutions, particularly those which constantly evaluate themselves against the standards that their mission dictates, find themselves short on various aspects and so keep a desired image as a signpost and indicator for evaluating future performance. Desired images are evident in mission statements that say 'we want to be known as'.

The third is what may be referred to as an undesired image. Universities have things they do not want to be associated with. For example, some universities were struggling to reposition themselves from the effects of bad publicity due to a culture of student violence and hooliganism. Others were trying to find ways to overcome the negative perceptions associated with their institutions as a result of historical precedence. Marketing strategies required to manage these image dimensions are essentially different as shown in the next chapter. However, it appears that the neo-liberal universities were more concerned with the dimension of undesired image. The segmented universities seemed to give lower priority to issues of image but when they did, the concern was also with undesired image. Similarly, at the industry-linked university, the issue of image received low priority but tended to be focused on the dimension of undesired image.

UNIVERSITY OF SOUTHAMPTON
LIBRARY

Although at the ZOU, image was not prioritised among the top three challenges, it is highlighted in the Strategic Plan Document as a desire to 'become the leading and first choice distance teaching and open learning institution at local and international levels' (ZOU Strategic Plan Document: 3).

The competition challenge

The competition challenge is the third most prevalent in the university sector in Zimbabwe. At 55% prevalence and an aggregate strength of 11, the traditional universities, particularly those with similar programmes on their curricula, highlighted the competition challenge. The segmented universities, perhaps because they already had an inherent strategy for dealing with this competition, did not highlight competition among the three top challenges for their institutions. Similarly, the industry-linked and adult centred universities did not see competition as a serious challenge.

Growing competition in any sector is viewed as a significant driver for marketisation (Smith, Scott and Lynch 1995). It is also one of the most frequently cited drivers of marketisation in the literature of education marketing.

Interviews with the VCs however revealed several aspects to this issue of competition in the university sector. In the neo- liberal universities competition was viewed as a threat arising from the proliferation of players in the same market. The VC of the UZ commented:

> *We really do not consider ourselves as being in direct competition with the emerging universities in this country. UZ continues to recruit from the best of the A-level student performances. In any case as a sector, we are failing to meet the demand... Having said all this, there are areas of the curriculum where competition is beginning to creep in. NUST is taking a fair share of the A-level science students and we will need, as I said before to reassess our competitiveness in this area.*

A statement in the situation analysis, which forms part of the institutional strategic plan document, supports the VC's view (UZ Strategic Plan 1998-2002:3)

At MSU, competition was seen as driving this university towards developing an identity, which would differentiate it from other players in the sector. The VC of this university noted:

> *The MSU has come at a time when several other universities have been and are being established in the country. Most of the local competitors have already carved out their niches. We have to strive to carve out our own and this, we have decided, will reflect a thrust towards Human Resources Management, Rural Development, Gender Studies, Sports and Music. Entrepreneurship will underpin and pervade all training and teaching in this university.*

The VC of the CUZ saw competition from the point of view of the diversification of the Business curriculum in different universities. The lack of student accommodation in this university was seen as adversely influencing the capacity of the CUZ from competing on an equal footing with the more established institutions such as the UZ.

Similarly at AU and SU, stiffest competition was in the area of Business studies where the more established universities had already made an impact. The VC of SU underscored the issue:

> *Business Studies has been our flagship programme ever since we started this university. Some of the top executives in management in the business sector in Zimbabwe are products of this university. Over the years, we have witnessed a decline in our market share as similar programmes mushroomed at UZ, NUST, AU, and CUZ.*

The key issue here is that while demand for university places in Zimbabwe far outstrips supply, it masks the micro-level competition that is taking place at the subject discipline level across the sector. Areas of university curricula where this competition appears to be greatest are the Science and Business Studies disciplines.

The recruitment, independence and infrastructure challenges:

These three challenges will be discussed simultaneously as they were the least widespread and were largely peculiar to the specific circumstances of individual institutions. This does not imply that the challenges are less significant in terms of influencing marketing responses within specific institutions in the sector. On the contrary, for some universities, these challenges were the primary drivers of institutional marketing strategy.

The recruitment challenge was identified by the VC of a segmented university who saw this as a serious threat to the viability of his institution. The university recruits mainly from the sixth form market.

> *Students who come to this university tend to do so as a last resort. When they have failed to gain access into the more established universities, they then seek admission into this university. This could be related to the fact that teaching is not among the favourite occupations for this group of people. It could also be related to the fact that the institution is closely associated with the Cuban teacher education programme, which does not seem to have struck the right chord with many in the profession and society in general.*

The registrar of this institution shed more light on the issue:

> *At one time the students did not even like to see the name of the institution on any of their documents. They preferred to be associated with the UZ to which this university was linked at the time it was established. They also did not like the idea of a general degree in science education as it gave the impression that they were destined for the teaching profession.*

So students coming to this university are disgruntled over a number of issues. These include not wanting to become teachers originally and not wanting to be associated with the Cuban programmes that preceded developments in this university. They are also unhappy about the name of the university, which reflects a regional rather than a national character. These issues pose serious challenges to the university.

The infrastructure challenge was given a fairly high profile by a church related university (CUZ) operating in the capital city and facing direct competition from the UZ. This is an aspect that highlights the significance of the 'place' element of the marketing mix in student choices of universities. For example, the CUZ does not provide residential accommodation to its students. This limits its share of the market in terms of student recruitment. The CUZ can only meaningfully expect applications from those students with available accommodation in the city of Harare. The VC of this university shed light on this matter:

We do not have the type of accommodation here that you would see at places like UZ. Some of our more practically oriented courses actually take place there and we have established a very good working relationship with staff of the UZ who teach on many of our courses on a part time basis. Because the CUZ is a non-residential university, we restrict our recruitment to those who can demonstrate that they have accommodation in Harare and the surrounding towns. Lack of accommodation and infrastructure hence do not allow us to become a truly national and international university that we would like to be.

The VC of MU highlighted the issue of institutional dependence in light of the current affiliation to UZ.

You will notice that everyone here is in an acting capacity. I am acting VC, we have an acting dean of studies, an acting dean of students, acting bursar, acting registrar acting everything. We do not have full university status. We cannot make decisions. The UZ senate does that for us. This poses a significant challenge for us in that we cannot control our destiny. What we have as the mission of this university is still very much related to the devolution programme of the Ministry of Higher Education and Technology. We currently just see ourselves as part of that larger scheme of things. But we need to evolve a mission of our own and begin to move forward in the direction we will determine for ourselves. Until an act of parliament is passed to establish this university, we will play our game in the shadow of the UZ from which we have been born.

The curriculum relevance challenge

The VCs of industry-linked and adult centred universities highlighted curriculum relevance as the most critical challenge facing their institutions. The fact that the VC of the adult centred university prefaced his remarks about this issue by saying 'I am sure you expect me to say funding or resources is our top challenge' indicates that these VCs have carefully thought through what constitutes the core of their problem within their individual universities. For these VCs 'everything else follows' after the right curriculum has been developed. Chitsika (2001), a key employee of this organisation, also highlighted the significance of curriculum relevance from the perspective of understanding the customer needs:

Despite this success story, the Zimbabwe Open University, like other trans national education institutions faces challenges. The greatest challenge is the need to meet the expectations of its clients, the students. In trans national education this problem is greater than in traditional higher education because the student and the instructor are physically separated and because the enrolled students have largely diverse backgrounds Chitsika (2001:93)

It is perhaps more than coincidence that these two institutions do not experience student recruitment problems. Both also see funding as a lesser challenge when compared to other similarly funded universities and have experienced the least campus riots and student disturbances. There appears to be greater customer satisfaction in these institutions than there is in other similarly funded institutions. Writing about the NUST, Mtisi (1998) concluded that:

> Student 'demos' and hooliganism, despite not being negatively viewed by the majority of respondents, have somewhat dented the good image of the university in the Bulawayo community. This is however even worse for the UZ whose demos have mostly been very violent. The demos at NUST have generally been peaceful and have not been as frequent as those at the UZ (Mtisi 1998:31).

The focus on the issue of curriculum relevance appears to have obtained a correct balance for these two institutions. The acting minister of HE and technology has recently highlighted its significance. Speaking at a graduation ceremony for Morgan Zintec in Harare, he said:

> The challenge that faced colleges today included engaging in relevant curricula... as well as being sensitive to the changing requirements of the community (Sunday Mail 5 May 2003).

Instructional technologies challenge

This is an issue raised and profiled very strongly by the adult centred university. It is linked to the fact that distance education in the developed world is powered more through technologies of instruction than it is through the print media. Discussing technological choices made at the University of Maryland University College, Markulis (2001:27) noted that: 'It was soon determined that an internet-based training solution would provide the broadest access and the greatest flexibility to meet instructional design requirements'. Pease (2001:81) agrees:

> On a global basis, the demand for on-line higher education is growing more rapidly than the supply. In China for example, the higher education system faces a potential demand from 32 million applicants even though classroom capacity is only about five million. One way of bridging the gap between supply and demand is to use distance education, online education or technology enhanced education.

The VC of ZOU was equally emphatic about this issue:

The emergence of virtual universities using satellite technology systems to reach out to students is posing a very serious threat to our viability. The old model of distance education based on print media and to some extent, limited amounts of face- to- face instruction has been virtually replaced by the developments such as internet based online learning and satellite communications. We need to invest in that area and become an ICT driven university by the end of our strategic plan period.

Before making key observations about the challenges faced by the universities, it is necessary to examine what the marketers saw as challenges for the sector.

Marketers' perceptions of institutional challenges

Overall the18 marketers who participated in this research had very similar perceptions to those of the VCs about the challenges their universities were facing. However, while the VCs identified a total of eight key challenges, the marketers saw six challenges as being the most significant to the university sector in the country. The marketers also raised the issue of staff recruitment, which had not been prioritised by the VCs. Despite this, a number of VCs made reference to this issue either in relation to declining staff morale due to poor salaries and conditions of service or in the context of seeking greener pastures in neighbouring countries particularly South Africa and Botswana. Other VCs made reference to this issue in the context of competition within the country arising from the proliferation of universities.

The six challenges the marketers saw as most important for their sector were funding, student recruitment, staff recruitment, inadequate resources and infrastructure, issues of image and reputation, and curricular relevance. These are summarised in table 6 below.

INSTITUTION	RESPONDENT	TOP 3 CHALLENGES		
		1	2	3
UZ	Dean of commerce	Funding	Image	Resources
	Dean of engineering	Image	Resources	Funding
	Admin officer PR	Funding	Image	Resources
MSU	Dean of Studies	Funding	Image	Staff recruitment
	Registrar	Image	Funding	Student recruit
CUZ	Liaison Officer	Resources	Student recruit	Funding
AU	Administrative Assistant	Funding	Student recruit	Resources
	Information officer	Funding	Student recruit	Image
SU	Registrar	Student Recruit	Funding	Staff recruit
	Dean of Students	Funding	Resources	Staff recruit
BUSE	Assistant to the VC	Funding	Image	Student recruit
	Dean of Students	Resources	Student recruit	Funding
	Registrar	Funding	Student recruit	Image
MU	Acting Dean of Students	Funding	Resources	Image
NUST	Registrar	Funding	Staff recruit	Image
	Industrial Liaison Officer	Funding	Curricular Relevance	Staff recruit
ZOU	Pro VC Marketing	Curricula relevance	Funding	Image
	Marketing Manager	Image	Curricula relevance	Funding

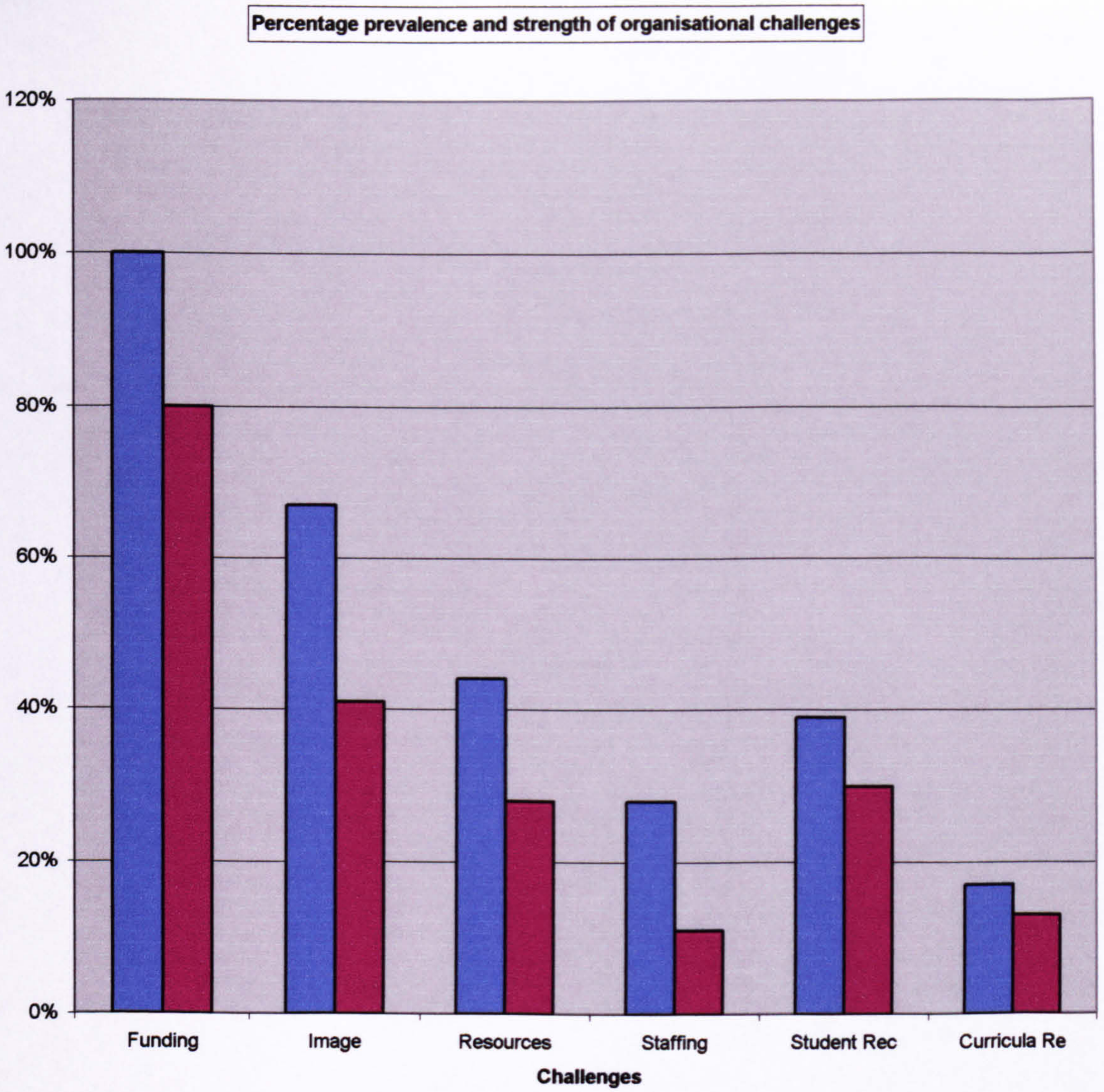
Table 6: University challenges as perceived by the marketers

Like the VCs, the marketers suggested that funding was the most prevalent challenge within the sector being one of the top three most important challenges. The image and reputation challenge was second with a prevalence of 67% among the marketers. It is however possible that funding and resources could have been considered as being the same by some of the marketers. But the fact that some of the marketers short-listed the two factors together indicated that the factors could have been thought as having different implications.

Although curricular relevance was least prevalent among marketers, it was interesting to note that it was raised by respondents from ZOU and NUST, universities whose VCs also saw this as a significant challenge for their institutions. The graphs below show the distribution of perceptions about challenges facing the universities in terms of prevalence and strength of perception as in the previous analysis.

These results of the top three challenges prioritised by marketers were put into bar graphs to enable us to see the spread or prevalence of the challenges in the university sector and

also the strength of perceptions across the sector. Prevalence was determined as the number of times the challenge was cited reduced to a percentage of the total number of respondents. A process of factor loading involving assigning numerical values to the challenges depending on the rating given by the respondents was used to determine strength of the perception. The aggregate score was then expressed as a percentage of the maximum possible aggregate any challenge could have got (18 x 3 = 54). The following graph was obtained from these results.



Graph 2: Prevalence and strength of university challenges as perceived by marketers

Across the sector, there did not seem to be any significant difference in the perception of funding as a top priority. However it is significant to note that the funding challenge was not the main priority in the adult centred university. This result is consistent with the perception of this university's VC. The common focus on the problems of this university may be due to the frequent meetings this university had during drafting of the strategic plan document. In 2000, between April and September, this university had one workshop and four task force meetings to decide the overall strategy of the institution (ZOU Strategic Plan Document 2001-2004: 22). It is also clear that the marketers of this

university who responded to the questionnaire converged with the view of the VC in their perception of the curricula challenge as the most important.

Image and reputation issues constituted the second most prevalent challenge for the university marketers. Again this was consistent with the perceptions of VCs. Likewise, the issues marketers raised about the challenge of image and reputation were closely related to those raised by the VCs. These included issues of student hooliganism on campus and the growing culture of student violence and demonstrations particularly in the state sponsored universities.

However, two respondents from the UZ and MU raised two additional issues. One was related to a perception by members of broader society of declining standards within the university sector. The Dean of Commerce at the UZ commented:

> *In less than ten years, we have witnessed no less than eight universities mushrooming throughout the country. Most of these are state sponsored. You know as well as I do that government has no money these days. Some of the universities do not have the physical plant. They exist on borrowed or rented premises and ca not even teach their entire programmes without the help of the more established ones. Some of them do not even have the facilities you would get at high schools such as Mt Pleasant next to us. I am afraid the image of some of these universities is just about the same as glorified high schools. No wonder people are talking about declining standards within the universities these days.*

The Dean of Students at MU echoed similar sentiments but focussed more closely on the question of the politics of educational expansion:

> *The expansion of the university sector has been a welcome development as it addresses the socio-political goals of government and the people of Zimbabwe. It is disturbing. This expansion seems designed to further political goals. The regionalisation of the universities here provides testimony to what I am saying... Universities without facilities all over the country. I do not think this will serve us well, not in the short term. Quality will suffer and so will image of the universities.*

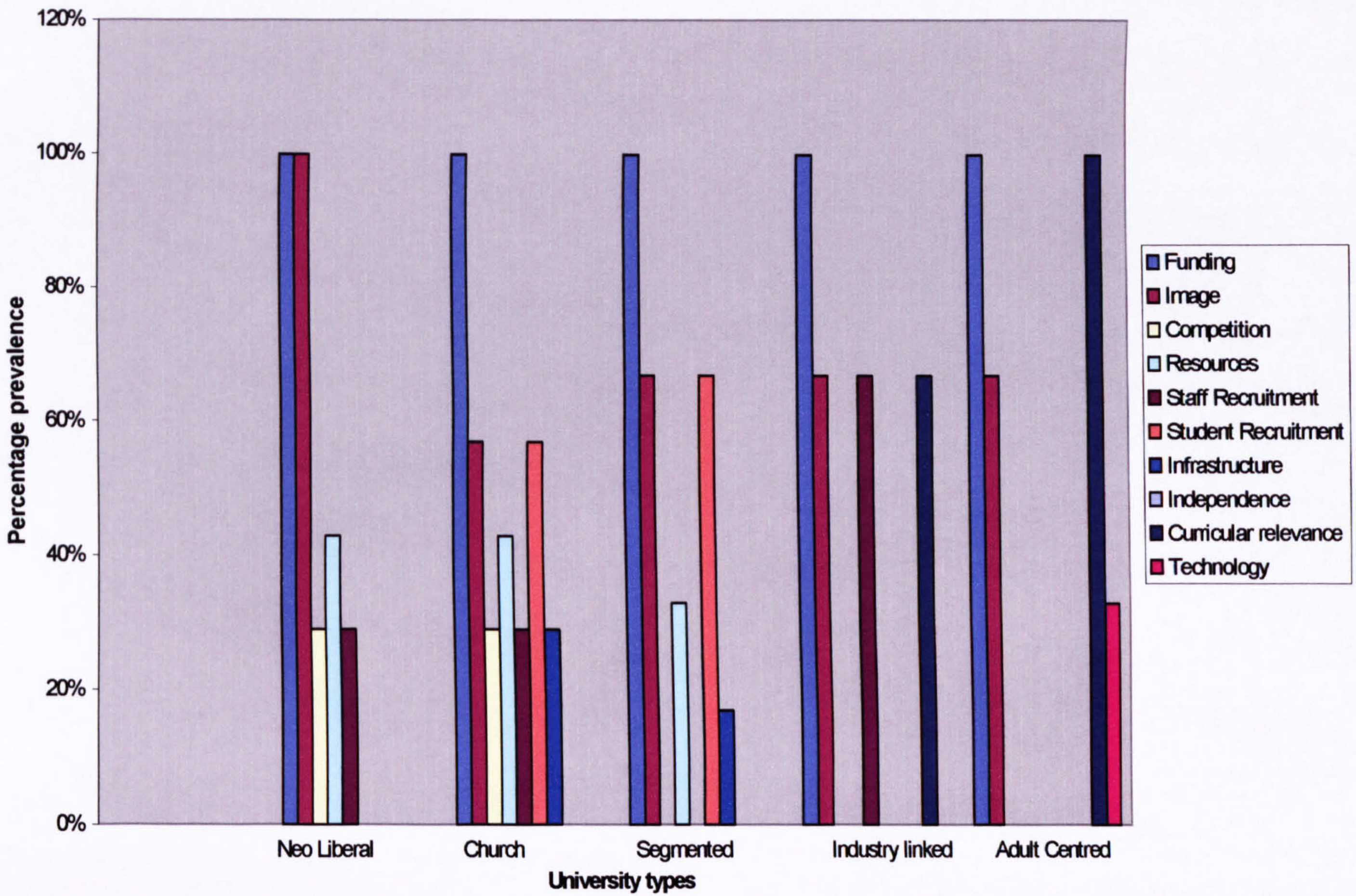
Within the neo-liberal universities, the issue of image was mentioned in all possible five times. It was mentioned once out of a possible four times within the church related universities, twice out of a possible three times in the segmented universities, once out of a possible two times in the industry linked university and twice out of a possible two

times in the adult centred university. This suggests that the marketers do not perceive the issue of image and reputation as a strong challenge within church related universities. However this contradicts the views of the VCs who were very concerned about issues of image in these universities.

The staff recruitment challenge was prioritised highly by the marketers more than by the VCs. A number of issues about this challenge are worth noting. First is that staff recruitment was not viewed as the top priority by any of the respondents. One respondent at NUST viewed it as a second priority challenge. In the majority of cases, this challenge was considered a third priority for the universities. This could be used to support the observation that as a challenge across the sector, it does not occupy the thinking of the majority of VCs and marketers. However, those who mentioned this challenge, did so in the context of a decaying economic environment and the 'embarrassing conditions of service and salaries of university staff' as pointed out by the Industrial Liaison officer of NUST.

A sector wide perception of university challenges

Thus combining the data from VCs and marketers, an overall picture of the perception of challenges across the university sector can be formulated. The percentages for each of the challenges were obtained from the number of times a challenge was cited expressed as a fraction of the total respondents from that institution. For example, in the neo-liberal universities 7 out of 7 respondents cited funding as a challenge. This gives that factor 100% prevalence. In the segmented universities, four out of six respondents cited image as an issue. This amounts to 67% prevalence for this challenge within this group of universities. Graph 3 enables a number of comparisons to be more clearly determined.



Graph 3: Mapping university challenges across the university sector.

Graph 3 above shows a number of interesting things about the challenges facing universities as perceived by VCs and institutional marketers. The first is that funding is perceived as the most prevalent challenge across the entire sector. This should however not be taken at face value as it hides the fact that there are institutions in the university sector where this challenge is given low prioritisation. The extent to which this challenge is the view of VCs and internal marketers clearly suggests that the funding challenge be considered as a limiting factor against the developmental aspirations of institutions. Despite this widespread prevalence, institutions such as the Adult Centred University are beginning to develop a new vision and thrust. This vision is premised on the assumption that 'develop the right curriculum and the funds will flow into the institution' as the Registrar of the ZOU indicated in the interview. In marketing terms, it is not the product but the customer that sustains the business.

The second most prevalent challenge across the sector is the issue of image and reputation. The results indicated in particular, that image and reputation issues are as important as the funding issue in neo liberal universities. The result contradicts the assumption made that Church universities would be expected to show a greater concern for image and reputation since they had mission statements steeped in the language of character building for service to the church and society. This suggests firstly, that internal marketers do not wholly share the views of VCs about the missions of their universities. Secondly, it suggests that VCs, in spelling the missions of their universities, tend to focus more on what they wish their institutions to be while marketers may be influenced more by what is actually taking place.

Third, the issues of resources and infrastructure are more prevalent in the neo liberal, the church and segmented universities. This is consistent with the fact that these universities belong to the traditional model of organisation, which places great emphasis on physical plant and issues of place as an element of the marketing mix. It is also consistent with the assumption that traditional universities tend to use input factor as a measure of the quality of their programmes.

Fourth, is the concentration of the competition challenge as perceived by the VCs and marketers in the neo-liberal and church universities. Being traditional universities, these institutions are generally more established in this market. They therefore have a vantage view of the market and are better placed to see the growing competition than emerging institutions. Emerging institutions may not necessarily see themselves as being in competition as, theoretically, they should have been established on the basis of differentiation rather than competition. However, evidence from students suggests that the prospective applicants to universities in Zimbabwe do not have sufficient information to differentiate between parallel programmes offered in different institutions.

Fifth, the industry linked and adult centred universities in Zimbabwe also demonstrate an interesting peculiarity, focussing on a narrower range of challenges. This may suggest a higher level of agreement between VCs and the internal marketers on what constitutes the challenges for their institutions. Equally, these universities are peculiar in that they view the curricular challenge as being very crucial for their institutions. The adult centred university also sees the issue of technologies of instruction as a key challenge. This is related to the learning needs of their students and a desire to provide the service to a wider spectrum of customers.

Towards a model of the marketing context of universities

Thus while the challenges universities face can be generalised across the sector, sufficient differentiation can be attained on the basis of challenges of competition, which is more prevalent in the traditional universities and the curricula challenge, which is highly prioritised in the industry linked and adult centred universities respectively.

The data obtained and analysed in this chapter is summarised in Figure 5, which shows the variety of issues related to the marketing perceptions of the VCs and marketers in the university sector. Figure 5 provides a descriptive-analytical model of marketing perception within the sector. This model can be used as a tool for determining and understanding the marketing orientation of universities.

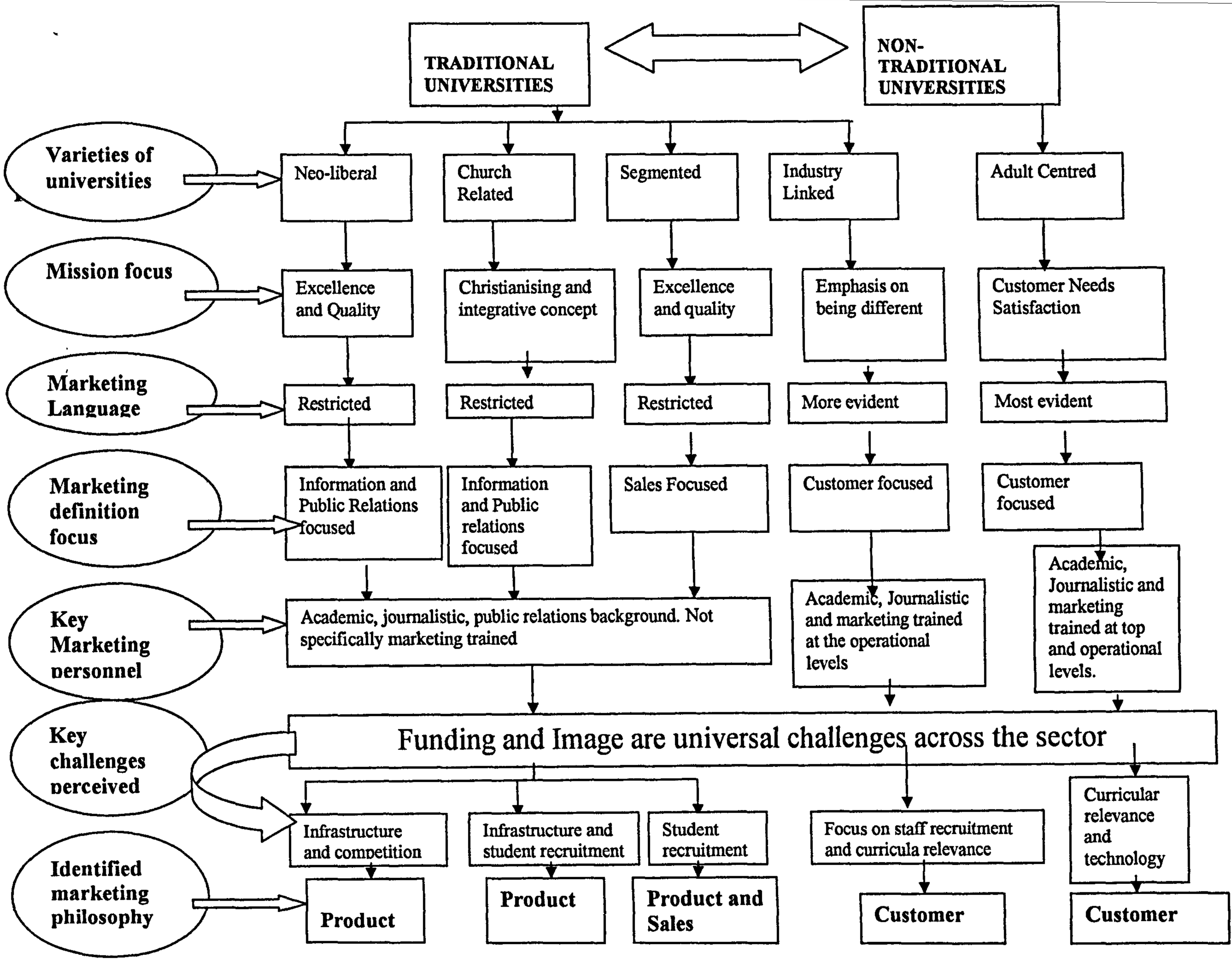


Figure 5 A descriptive /analytical model of university marketing context

As a descriptive tool, this model helps us to understand key influences of marketing perceptions in this sector and key indicators used to arrive at decisions about the marketing orientations of individual institutions within the sector. The following are key influences of marketing perceptions:

- The organisational structural influence
- The ideological influence as captured in the missions of the institutions
- The knowledge base and experiential influence
- The organisational challenges facing the institutions

The key indicators of marketing perceptions determining the marketing orientation of universities were:

- The perceived definition of marketing
- The use of marketing language in conversation language and in the official documentation
- The identified marketing philosophy
- The organisation of the marketing function across the sector

As an analytical tool, the model provides an indication of the questions required for each of the key influences. These questions enable us to obtain data for determining the marketing orientation of universities. The model also has the potential to be used as a framework for evaluation by universities wishing to examine and review their marketing orientation and effectiveness.

Drawing from Figures 2 and 5, Figure 6 provides a framework for a context specific model for describing and analysing the marketing orientation of universities. The framework identifies key questions used in this research relating to issues of the universities' context. It also provides key sources of evidence from which a marketing orientation could be investigated. It is thus a tentative theoretical model providing a broad framework within which this research and other similar ones could conduct investigations relating to educational institutions' marketing orientations.

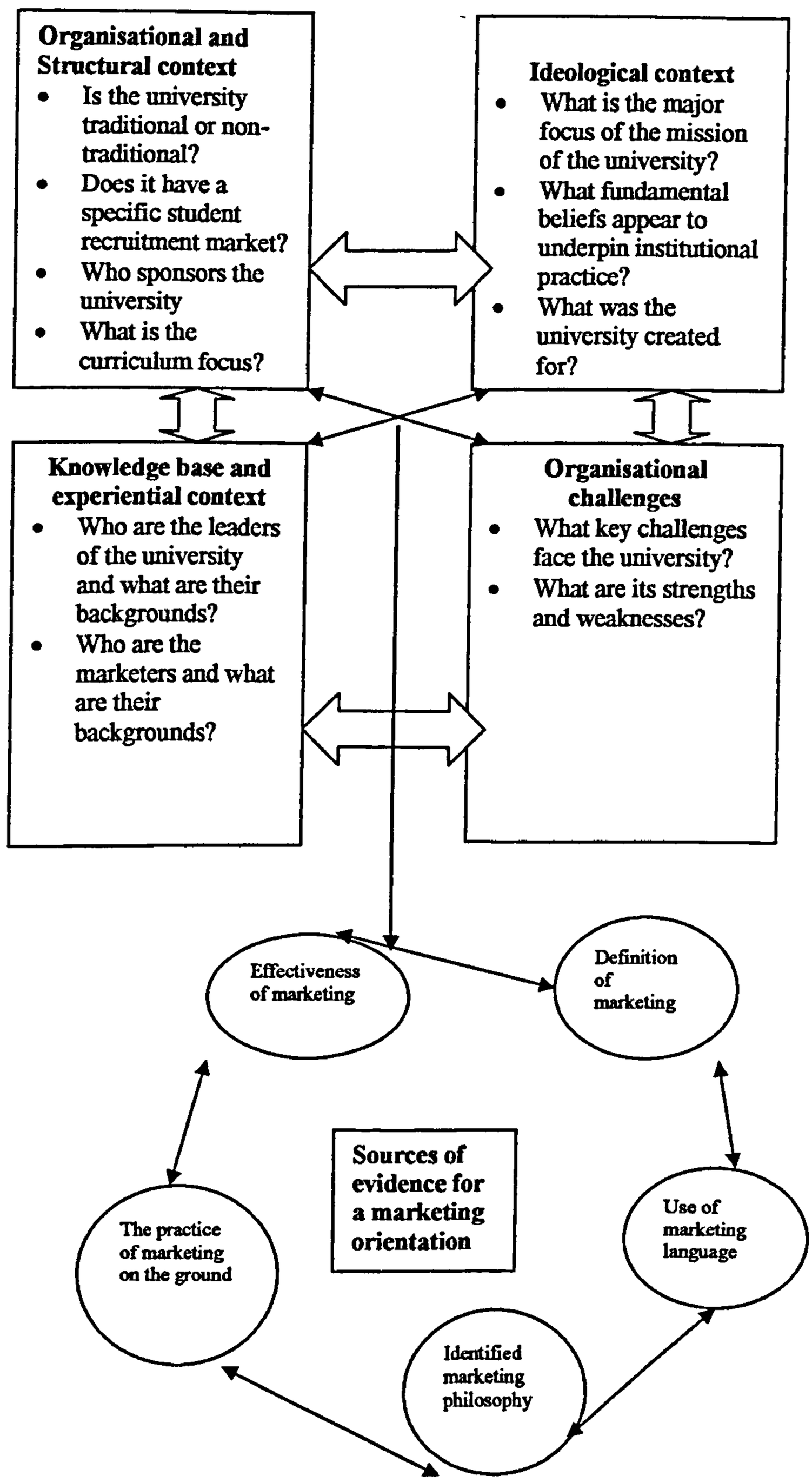


Figure 6: A context sensitive framework for investigating marketing orientation

Summary and key issues

Based on three key variables that loosely distinguish institutions within the sector, i.e. the university organisational patterns, institutional missions and the nature of university curriculum, the marketing perceptions of VCs and internal marketers were examined. Despite the lack of a clear differentiation in university missions, evidence was found indicating that the more traditional universities tended to be more product centred while the less traditional institutions were more customer focused. There was also evidence in some universities suggesting a lack of correspondence between VCs and marketers views of their missions and those stated in the official documents.

There appears also to be a relationship between challenges faced and types of universities on the one hand and the perceptions of marketing on the other. While the more traditional universities tend to prioritise funding and issues of image as their greatest challenges, the less traditional industry-linked and adult-centred institutions view curricula relevance as key to progress within their universities. The language of marketing, both in ordinary conversation and the official documentation was progressively more sophisticated and increased quantitatively as we moved from the more traditional across to the less traditional universities.

The chapter concluded with a descriptive/ analytic/ evaluative model of marketing perceptions, which highlight critical contextual aspects that influence marketing thinking in the universities. A theoretical framework for investigating issues of universities' marketing orientation was also proposed and was used as a broad basis for conducting this research.

CHAPTER 5

MARKETING PRACTICE AND ORGANISATION IN THE UNIVERSITY SECTOR IN ZIMBABWE

Introduction

This chapter addresses the second major aim of the research, which was concerned with understanding how marketing was organised and practised in the university sector in Zimbabwe. The aim was broken down into four key objectives around which the findings of the research will be presented. The key objectives related to:

- Analysing patterns of marketing approach and organisation used across the university sector
- Evaluating marketing role, involvement and responsibilities across the universities
- Assessing adequacy of funding for the marketing function across the sector
- Developing the profiles of marketing personnel across the sector

Patterns of marketing approaches and organisation

Respondents were asked to indicate the approaches which best described the dominant marketing strategies of their institutions. They were asked to identify the overall approach to marketing of their respective institutions based on three descriptors developed by Hooley, West and Lynch (1984). The data are presented in the table 7 below.

MARKETING APPROACH OF UNIVERSITY	ALL UNIVERSITIES	NEO LIBERAL	CHURCH	SEGMENTED	INDUSTRY LINKED	ADULT CENTRED
Product orientation: Develop what we can and provide to those most deserving	39%	* * *	* *	*	*	
Selling orientation: Place major emphasis on selling and advertising	22%	*	*	* *		
Place emphasis on needs analysis and adapting our product to meet those needs	39%	*	* *	*	*	* *
Totals	**100%**	**5**	**5**	**4**	**2**	**2**

Table 7: Perceived marketing approaches in universities [stars indicate number of respondents checking the item]

Overall, equal proportions of the sample (about 40%) said that their institutions are either product or customer driven. About 20% considered marketing in their institutions to be sales driven. Hooley West and Lynch (1984) found that 60% of British industrialists considered the marketing approaches of their organisations as being customer focused. However, they were sceptical about this and suggested that this figure was somewhat exaggerated. This could similarly apply to this case especially given the absence of supporting evidence in the form of customer needs surveys as will be demonstrated in subsequent sections. The high figure could also reflect a desire by some respondents to be professionally correct. It could also reflect the fact that perceptions could be based on a desired image rather than on an actual image in a given situation.

Despite this, it is important to note that a greater proportion of respondents sharing the product orientation were found in neo-liberal universities while the respondents in the industry linked and adult centred universities tended to relate more towards customer focused approaches. In addition, respondents in segmented universities tended to relate to the selling philosophy. To a very large extent, these results agree with the findings in chapter 4, which showed that product orientation diminished moving across the university sector from neo-liberal through to the adult centred university.

In the next part of the questionnaire, respondents were asked to list the departments within their universities, which were involved in marketing activities starting with the department they considered to be the most involved. The data are presented in the table 8 below.

UNIVERSITY		MARKETING UNITS IDENTIFIED
Neo liberal	UZ MSU	**Public Relations office,** Information office, Assistant to the VC, Individual faculties and departments, Registry (Admissions and staff recruitment)
Church Related	AU SU CUZ	**Public relations,** Information office, General conference, national chapters, Work training and student attachment office and publications office.
Segmented	BUSE MU	**Dean of students affairs,** Information office, Assistant to the VCs office, Admissions
Industry linked	NUST	**Industrial attachment liaison office,** Public relations office, Personal Assistant to the VC, Publications office, Student admissions office.
Adult Centred	ZOU	**Marketing Department,** Office of the VC, Information and publicity office, Regional centres

Table 8: Key marketing units within the universities **[units in bold were considered the most involved in marketing]**

A number of issues arise from the above data. First, traditional university departments administer the marketing function of these institutions. This confirms findings by Smith, Scott and Lynch (1995) and Naude and Ivy (1999) who observed that marketing in the British universities was buried under traditional university structures. In the UK FHE sectors however, current indications are that marketing has increased its visibility due to requirements by quality assurance and award certification standards adopted by the institutions. Most FHE institutions in the UK currently have marketing departments, which work collaboratively with other departments to develop curricula and market the universities' products. In the Zimbabwean context, the only institution to have adopted the term marketing is the Adult centred university.

The second issue concerns the wide variety of structures or departments considered as playing a marketing role within the university sector. Some of these departments or units are small ranging from one to five person entities. This suggests a limited importance of

the marketing function across the sector. The variety of structures also suggests a need for greater co-ordination of the marketing function within the sector as will be demonstrated in a later section of this chapter.

Third, the public relations and information dissemination approaches to marketing appear to be the most dominant as these were the departments or units identified as most involved in marketing across the sector. This supports the finding that marketing in this sector is product driven.

However, it is important to note that different types of universities tend to emphasise the use of different structures and units for their marketing functions. The church related universities tend to utilise the general conference and country chapters for their marketing activities. As shown earlier, these departments play a role in student and staff recruitment, fund raising, and the development of university policy.

The segmented universities tend to locate their marketing function within the office of the Dean of Student Affairs. The key responsibility for marketing in this office lies in organising school liaison activities, based on the need to stimulate demand within a generally unwilling sixth form student recruitment market. The student affairs department could thus be seen as the sales office of these universities.

On the other hand, the industry-linked university places the bulk of the marketing function on the Industrial Liaison office. This is in agreement with the university's core focus on the need to develop a curriculum that not only addresses the requirements of its primary customer, but is also a strategy to 'stay close to the customer'. The Industrial Liaison office has the role of co-ordinating activities of sub committees found in the institution's departments.

Fourth, the data suggests that marketing is largely seen as a tool for communicating information to a variety of customers. Evidence for this is shown by the prevalence of information offices as marketing units across the sector. While communication is an

essential ingredient for any marketing strategy, its effectiveness is largely determined by the extent to which it results in shared meanings. The achievement of shared meanings, as Brassington and Pettit (2000) argue, is the *sine-qua-non* of marketing:

> Shared meaning has everything to do with marketing, since an organisation must understand what its market wants and a market must understand what an organisation offers and how it will fulfil their needs and wants (Brassington and Pettit (2000:563).

Often however, most university institutions work on the assumption of fully understanding the needs of their customers. The need to provide formal evidence of this understanding is thus considered irrelevant and hence very little or no customer surveys are undertaken prior to curriculum development. This often leads to what Levitt (1960) referred to as *a marketing myopia*. Evidence in later parts of this research suggests that the marketing model in the majority of universities is based on the need to tell the university's story rather than listen to the customers' view.

The respondents were then asked to indicate the extent to which their universities employed the services of outside agencies to help with the marketing function. This question was intended to estimate the level of maturity of the marketing function within the university sector. Responses are shown in table 9 below.

AGENCY	NO	SOMETIMES	FREQUENTLY
Marketing research	100%		
Advertising	100%		
Marketing consultant		UZ, ZOU, NUST	
Training consultant		ZOU	
Public relations consultant	100%		
Sales promotion consultant	100%		

Table 9: Extent of external involvement in university marketing

The above indicates that the majority of universities in Zimbabwe do not utilise outside expertise to help them with the marketing function. The tendency is instead to utilise

inside expertise. But as shown in a subsequent section in this chapter, the majority of marketers in the universities do not seem to possess the required marketing expertise. This may suggest a need for more frequent use of external consultants to supplement the in-house staff development which some of the universities tend to rely on.

In developing their strategic planning documents, some universities, as also indicated in the table above, have sought the services of external consultants. It is however intriguing that universities, which base their marketing strategy on the selling/promotion concept, have not sought the assistance of outside sales/promotions consultants. This is despite the fact that people with academic backgrounds that are very remotely or unconnected with selling and promotion head marketing departments within these universities. The data thus suggests a university sector with a relatively immature marketing thrust. In contrast, data from research on the marketing orientation of universities in the Southern African region (Maringe and Foskett 2002) indicated that universities in South Africa had more mature marketing departments which tended to make greater use of external agencies to assist with the marketing function.

Respondents were asked to describe their perception of the organisation of marketing in their universities. The perceptions were categorised on the basis of four organisational descriptors, three of which were suggested by Smith Scott and Lynch (1995) in their study of marketing in UK FHE. These were:

- Diffuse organisation, where responsibility for marketing is devolved to various departments and people without a formal co-ordinating structure.
- Decentralised organisation, where responsibility for marketing is devolved to various departments and people working within the framework of a co-ordinating structure.
- Centralised organisation, where responsibility for marketing is found within a centralised marketing department.

The fourth category referred to as **amorphous organisation,** which is characterised by a lack of structure and definition of the marketing function within the organisation. Table 10 shows the responses obtained:

UNIVERSITY	DIFFUSE	DECENTRALISED	CENTRALISED	AMORPHOUS
Neo-liberal UZ and MSU	* * * * *			
Church related AU, SU and CUZ	* * *	* *		
Segmented BUSE and MU		* *		* *
Industry linked NUST		*	*	
Adult centred ZOU			* *	

Table 10: Perceived patterns of marketing organisation [stars indicate number of respondents checking the items]

The above data suggest firstly that there is total agreement among marketers in neo-liberal universities that the marketing organisation in their institutions follows the diffuse pattern. Thus responsibility for marketing is devolved to various departments and individuals but there is no formal co-ordinating structure. It was also found that there is an assumption that departments were mature enough to look after their marketing needs. In addition, there is evidence within these institutions that various marketing materials such as course programme leaflets were developed at department levels. However, some of the materials indicated that basic principles of promotional material development were not being closely followed within these universities. Some of the materials did not have the corporate logo; others were printed off on very cheap recycled paper, while some contained typographical errors. Although the issue of inadequate funding is often cited as the root cause for poor quality marketing materials, it is important to note that 'quality in the marketplace is a matter of perception rather than technical specification' (Brassington and Petitt 2000:294). The absence of corporate logo in some materials deprives the opportunity to carry institutional messages across to customers while poor quality in terms of paper and typing errors may send the wrong messages about the quality of institutional products. This is where co-ordination of the marketing effort has a role to play.

The table also shows church related institutions to straddle across the diffuse and decentralised marketing organisation patterns. The decentralised model of marketing

organisation is in fact a development of the diffuse model in that it tends to have some formalised co-ordinating structure. In church related institutions, this co-ordinating function is vested in the structures of general councils and country chapters, as is the case with AU and SU. For CUZ, the office of the Liaison Officer, whose key responsibilities are to arrange for attachments and work experience of students and to act as the university's public relations office, carries out the co-ordinating functions. In the case of AU and SU, there is the problem of physical distance between the institutions and General Councils and country chapters, which are often located in different countries around the world. Thus meetings cannot be as frequent as may be desirable and decisions may take a long time to have an effect.

The MU utilises the decentralised model based on the co-ordinating influence of the office of Dean of Students. MU respondents acknowledged that the marketing organisation of their institution could be best described as amorphous at this stage. The acting dean of studies at that institution said:

> *Apart from advertising, which is done by the UZ on our behalf, we cannot claim to have a marketing organisational framework for this university. We have no structures for it outside the temporary UZ structures we have now.*

One respondent in NUST considered their marketing organisation to be based on the decentralised model while another considered it to be a centralised model. Both models appeared to be operating in the institution. Each department at NUST has an industrial liaison committee. But at institutional level, there is an umbrella committee to which these report. Using descriptors by Smith, Scott and Lynch (1995), the marketing organisation of this university is best described as decentralised although it is moving towards centralisation.

The ZOU is the only university in the country with a centralised marketing organisational model. There is no suggestion being made that this is the best model for marketing organisation within the university sector. In fact this model has its inherent weaknesses, not least, of which could be its tendency to become an impenetrable bureaucracy with a potential to stifle creativity at the grassroots. However in a growing university sector,

where marketing imperatives are placing demands for institutional marketing responses, it appears that traditional university structures are not always well suited to lead marketing growth. Marketing growth cannot be expected to be spontaneous and uncontrolled. It will require structure and organisation apart from vision and strategy.

The nature of marketing responsibility and involvement

Marketing planning provides useful evidence of the nature and practice of marketing within the organisation. Respondents were asked three questions surrounding the issue of marketing planning. The first required them to indicate whether their universities had specific marketing plans. If yes, they were asked to provide some details about the major issues the plans covered and to indicate whether their institutions had separate marketing documents. They were also asked to indicate whether their institutions had developed specific marketing documents apart from traditional strategy documents. The results are presented in the table 11 below.

UNIVERSITY	MARKETING PLANNING YES	MARKETING PLANNING NO	SEPARATE MARKETING DOCUMENTS YES	SEPARATE MARKETING DOCUMENTS NO	DETAILS
Neo-liberal UZ	* *	*		***	Student projections, competitor analysis and SWOT analysis
MSU	*	*		**	
Church AU	**			**	Student projections, SWOT analysis
SU	**			**	
CUZ	*			*	
Segmented MU		*		*	
BUSE		***		***	
Industry Linked NUST	* *		**		Product differentiation, SWOT Analysis, Industry business trends analysis Customer perceptions analysis
Adult Centred ZOU	**		**		Customer needs surveys, students projections

Table 11: Extent of marketing planning in universities [stars indicate number of responses checked for each item]

In neo-liberal universities, respondents were not unanimous on whether their institutions had any specific marketing plans. Those who indicated that such plans existed were referring to marketing considerations given as part of a generic strategic planning of the

institution. The strategic plans of the two institutions in this category of universities, like in all strategy documents in other institutions in this sector provided evidence of marketing considerations. Marketing issues raised in such documents and also identified by the respondents included student projections over varying periods of time, competitor analysis and environmental analysis usually through the SWOT strategy. However, a closer look at the documents provided evidence that student projections were largely based on anticipated future capacities of the institutions rather than on trend analysis from customer profiles and buying behaviour. For example MSU projected 10 000 students on its rolls in the next five years. The document does not provide justification for this projection. This trend is common to all universities whose strategy documents were availed for this research.

In other universities, there was a greater unanimity amongst respondents concerning the presence or absence of marketing planning. In segmented universities, the respondents indicated that their institutions did not conduct any marketing planning. This was however not entirely accurate as strategic plan documents showed some evidence of student projections and environmental analysis through SWOT techniques.

An interesting finding was the fact that competitor analysis as a marketing planning strategy was only identified by more established neo-liberal universities. This result supports an earlier finding, which suggested that competition was mainly perceived as an institutional challenge by the more established universities than it was by the newer institutions.

When the figures are combined, twelve respondents (67%) profess that marketing planning is currently part of the overall strategy of universities in Zimbabwe. On the other hand, fourteen (78%) believe that there are no separate marketing documents in their institutions.

Only two institutions, NUST and ZOU indicated the availability of separate marketing documents. Copies of some of these were made available for this research. However

upon scrutinising the documents, it became obvious that the documents were reports of marketing research conducted by the institutions. Such reports were supposed to be the basis for developing marketing strategies for these institutions; they were not marketing strategy documents.

Overall, it could be said that the extent of marketing planning in Zimbabwean universities is limited. In most institutions, marketing planning is carried out as an integral part of the generic strategic planning process. Here the focus is usually on issues relating to institutional competencies and capacity. Evidence of customer driven marketing strategies was found only in industry- led and adult centred universities. This finding further strengthens the claim made earlier that the product focus is endemic in the university sector and that the marketing thrust across the sector is still very immature.

Towards a model of university marketing organisation

To conclude this section, a model of the general organisation for marketing across the university sector in Zimbabwe is provided in table 12 below. This model brings together various elements of organisation relating to issues of marketing approaches, key marketing units, involvement of external expertise in the marketing functions, patterns of organisation, extent of marketing planning, availability of separate marketing documents and focus of marketing planning research across the sector.

ELEMENTS OF MARKETING ORGANISATION	NEO-LIBERAL	CHURCH	SEGMENTED	INDUSTRY LINKED	ADULT CENTRED
Marketing approach	Product focus	Product/sales	Selling	Customer focus	Customer focus
Key marketing units	PR	PR	Student affairs	Industrial attachment liaison office	Marketing department
Patterns of Marketing organisation	Diffuse model	Diffuse model	Decentralised and amorphous	Decentralised model	Centralised model
Involvement of external expertise	Limited to marketing consultants	None	None	Limited to marketing consultants	Marketing and training consultants
Extent of marketing planning	Aligned to strategic planning	Aligned to strategic planning	Aligned to strategic planning	Strategic and customer focus	Strategic and customer focus
Availability of separate marketing documents	None	None	None	None	None
Focus of marketing research	Student projections competitor analysis and SWOT	Student projections environment analysis and SWOT	Student projections environment analysis and SWOT	Product differentiation, industry trends, customer analysis and SWOT	Customer needs surveys, student projections and SWOT

Table 12: A model of university marketing organisation [PR= Public relations; SWOT= Strengths, weaknesses, opportunities and threats]

Evaluating the marketing role perception of marketers

Given the above pattern of marketing organisation in Zimbabwe, this leads to the question how the marketers perceive the role of marketing and their own roles as marketers. This question was addressed through a range of randomly presented items, which covered four broad areas of marketing role perception based on Naude and Ivy (1999). These broad areas were the marketers' perception of the:

- Significance of marketing in the university
- Role in customer attraction
- Response and readiness of staff for marketisation
- Role of marketing in the competitive environment

Respondents were asked to indicate on a five-point scale, the extent to which they agreed or disagreed with each of the range of items. Identification of perception of marketing roles is important as it provides further understanding not only of how marketing is

perceived and understood, but also of the way the marketers see themselves in the whole matrix of marketisation in the universities. The results were presented in tables, each covering a separate area of marketing role perception. The results also underwent several stages of analysis. First was a determination of the numbers of respondents checking each of the response categories.

Second was the determination of the aggregate score based on the weighted scores for each item. For example, if three respondents checked 'agree' for a positive item, the aggregate score for that item would be 12 (3 by 4). In a negative item, 'agree' would be weighted two points. In that case the aggregate score for that item would be 6 (3 by 2). Third was the collation of data for respondents falling under different types of universities. For example, the aggregate scores of all respondents falling under neo-liberal universities would then be compared and an overall perception would be determined for each of the four broad areas of marketing role perceptions.

Perceptions of the significance of university marketing

Items 1, 37, 38, and 39 were designed to provide evidence of marketers' perceptions of the current and future roles of marketing in the sector. This is shown in tables 13- 17, which cover all university types.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
01 Marketing as theoretical and suited to profit organisations only (-)				*	****	24	Largely strong agreement that marketing is not an abstract theory and is suited to university sector
37 Marketing is a high profile activity in this institution (+)			***	**		13	Largely undecided and disagreeing whether marketing is a high profile activity currently.
38 Marketing will be more important in future in this institution (+)	*****					25	Unanimous strong agreement that marketing will be important in future.
39 Marketing is an integral aspect of university corporate planning (+)			***	**		13	Largely undecided and disagreeing that marketing is an integral part of corporate strategy.

Table 13: Marketing significance in neo-liberal universities (N=5)
[Key: Aggregate score 21 to 25 = strong agreement; 16 to 20 = Agreement; 11 to 15 =undecided;
6 to 10= Disagree and 1 to 5= Strong disagreement.]

Table 13 above shows that marketers in neo-liberal universities strongly agree that marketing is not just a theoretical construct suited only to the business sector but that it has an important role to play in the future of their universities. They are however rather unsure whether marketing in their universities is a high profile activity and whether it is an integral part of corporate planning.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
01 Marketing as theoretical and suited to profit organisations only (-)				*	****	24	Largely strong agreement that marketing is not an abstract theory and is suited to university sector
37 Marketing is a high profile activity in this institution (+)		**	*	**		15	Evenly spread between agreement and disagreement, overall undecided for this type of university
38 Marketing will be more important in future in this institution (+)	*****					25	Unanimous strong agreement that marketing will be important in future.
39 Marketing is an integral aspect of university corporate planning (+)			***	**		13	Largely undecided and disagreeing that marketing is an integral part of corporate strategy.

Table 14: Marketing significance in church related universities (N=5)
[Key: Aggregate score 21 to 25 = strong agreement; 16 to 20 = Agreement; 11 to 15 =undecided;
6 to 10 = Disagree and 1 to 5= Strong disagreement.]

Table 14 shows that perceptions of the current and future status of marketing in church related universities match very closely those in neo-liberal universities. There is a strong agreement among marketers that marketing is not an abstract concept suited only to the business sector and that its future role will become more important. There is an overall indecision about whether marketing is a sufficiently high profile activity and whether it is an integral aspect of institutional planning.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
01 Marketing as theoretical and suited to profit organisations only (-)				*	***	19	Largely strong agreement that marketing is not an abstract theory and is suited to university sector
37 Marketing is a high profile activity in this institution (+)			**	**		10	Evenly spread between agreement and disagreement, overall agreement for this type of university
38 Marketing will be more important in future in this institution (+)	****					20	Unanimous strong agreement that marketing will be important in future.
39 Marketing is an integral aspect of university corporate planning (+)			***	*		11	Largely undecided and disagreeing that marketing is an integral part of corporate strategy.

Table 15: Marketing significance in segmented universities (N=4)
[Key: Aggregate score 17 to 20 = strong agreement; 13 to 16 = Agreement; 9 to 12 = Undecided; 5 to 8 = Disagreement; 1 to 4 = Strong disagreement]

Data in tables 13- 15 shows that marketers in segmented as well as church-related and neo-liberal universities perceive these issues similarly. There is strong agreement as table 15 shows that marketing is a concept suited also to the education sector and that it will become increasingly important in the future. They are however unsure whether marketing has become a high profile activity and whether it is currently an integral aspect of university planning.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
01 Marketing as theoretical and suited to profit organisations only (-)				*	*	9	Largely strong agreement that marketing is not an abstract theory and is suited to university sector
37 Marketing is a high profile activity in this institution (+)		**				8	Overall agreement that marketing is a high profile activity for this type of university
38 Marketing will be more important in future in this institution (+)	**					10	Unanimous strong agreement that marketing will be important in future.
39 Marketing is an integral aspect of university corporate planning (+)		*	*			7	Evenly spread between agreement and undecided that marketing is an integral part of corporate strategy

Table 16: Marketing significance in industry-linked universities (N=2)
[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Table 16 shows that while there is strong agreement in the industry-led university about the relevance of marketing to HE and its growing importance in the future, unlike the

other universities discussed so far, there is some agreement that marketing in this university is a high profile activity. There is also agreement that marketing is an integral part of university corporate planning in this institution.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
01 Marketing as theoretical and suited to profit organisations only (-)					**	10	Unanimous strong agreement that marketing is not an abstract theory and is suited to university sector
37 Marketing is a high profile activity in this institution (+)	*	*				9	Overall, strong agreement that marketing is a high profile activity for this type of university
38 Marketing will be more important in future in this institution (+)	**					10	Unanimous strong agreement that marketing will be important in future.
39 Marketing is an integral aspect of university corporate planning (+)		*	*			7	Evenly spread between agreement and undecided that marketing is an integral part of corporate strategy

Table 17: Marketing significance in the adult centred university (N=2)
[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided;
3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Table 17 shows that marketers in the adult centred university consider marketing not as an abstract theory and that it is equally suited to the education sector. Like in the industry-linked university, marketing is seen as a high profile activity and that its importance in the future will be enhanced. There is some mild agreement that marketing is an integral aspect of corporate strategy in this university.

A number of issues arise from the above data. First, there is a strong perception among marketers across the sector that marketing is not an abstract theory suited only for the profit organisations. This perhaps should be expected from these respondents given their professional closeness to the marketing idea and also their specific roles of marketing within institutions. Naude and Ivy (1999) reported a similar finding from the UK sample. It would be interesting in future to find out how academics within these universities view the marketing concept.

Second is the almost unanimous strong agreement that marketing will be of greater importance in the future. This is a significant perception given the forces that are driving the marketisation Zimbabwean universities.

Third, is the fact that marketing is not seen as a high profile university activity in the majority of universities except in industry linked and adult centred institutions. This is consistent both with the level and quality of organisation for marketing demonstrated earlier and also with the low prevalence of marketing trained staff found in these universities. This suggests an overall low status of the marketing function across the university sector in Zimbabwe.

Lastly, the perceptions of the current and future role of marketing are more positively inclined in industry linked and adult centred universities than they are in the other types of universities in Zimbabwe.

Role in student and staff attraction

A range of eight items was grouped together to obtain information relating to marketers' perceptions of the role of marketing in student and staff attraction to their institutions. The analysis strategies employed above were also utilised for this group of items. Consequently tables 18 to 22 were generated showing the distribution of perceptions on this issue.

Key issues arising from table 18 are, firstly that marketers in neo-liberal universities tend not to view marketing as an important strategy for both staff and student recruitment. This is consistent with the view marketers and VCs of these institutions have both of marketing as a concept and the fact that in these universities student and staff recruitment are not viewed as significant institutional challenges. As shown earlier, marketing as a concept in the neo-liberal universities is viewed from the product perspective that tends to utilise one way communication to the customers about the competencies and capacity of the university and its products.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
02 Marketing plays little role in student attraction		***	**			18	Marketing is not a significant factor for student attraction
03 marketing plays little role in staff attraction		****	*			19	Marketing is not a significant factor for staff attraction
10 Marketing interest high prior to student recruitment			****	*		15	Largely undecided about the fact that marketing interest is highest prior to recruitment
13 Number of applicants declining in this institution			*	***	*	10	Student applicants are not perceived as declining in these institutions
14 Demand regularly outstrips supply	****	*				24	Strong agreement that demand for university places is higher than the supply of places
15 Market research redundant because young people do not know what they want	**	**	*			21	Overall strong agreement that market research is redundant because students do not know their needs
16 Student needs secondary to those of employers		*	***	*		15	Overall undecided whether student needs are less important than those of employers
17 Student attrition research is ongoing			*	**	**	9	Overall disagreement that student attrition research is on-going in these institutions.

Table 18: Role in student and staff attraction- Neo-liberal universities (N=5)
[Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided;
6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

Second is the firm belief in these institutions that demand for university places are in excess of supply. While this may be true from a sector-wide perspective, it conceals the micro-level competition that is beginning to surface in some subject areas such as the sciences and business studies. Smith, Scot and Lynch (1995:65) came to a similar conclusion:

> The importance of the shelter provided by student demand for places at the university is clear here, although ... the shelter over some departments is increasingly weak.

Third, the overall indecision or disagreement with issues of student attrition research and whether students' needs were more important than those of employers suggests a marketing environment in these universities, which generally marginalises customer research.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
02 Marketing plays little role in student attraction				***	**	8	General disagreement. Marketing plays some role in student recruitment
03 marketing plays little role in staff attraction				***	**	8	General disagreement. Marketing plays some role in staff recruitment
10 Marketing interest high prior to student recruitment		**	**	*		16	General agreement. Marketing interest is higher prior to student recruitment
13 Number of applicants declining in this institution			*	**	**	9	General strong disagreement. Student applications are not declining
14 Demand regularly outstrips supply	***	**				23	Strong agreement. Demand exceeds supply.
15 Market research redundant because young people do not know what they want			*	***	*	10	General disagreement. Market research is not redundant.
16 Student needs secondary to those of employers			**	**	*	11	Generally undecided but more towards disagreement.
17 Student attrition research is ongoing			***	*	*	12	Generally undecided but more towards disagreement.

Table 19: Role in student and staff attraction-Church related universities
[Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided; 6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

Table 19 shows that unlike marketers in neo-liberal universities, church related marketers seem to consider marketing as a significant aspect for both student and staff recruitment in their institutions. This is in accordance with the prevailing conception and organisation for marketing within these institutions where great emphasis is placed on country chapters with a specific brief to act as windows for recruitment of both staff and students from the international arena. However, like neo-liberal universities, the church related institutional marketers have not begun to experience a decline in student applications. Demand for university places in these institutions continues to exceed availability of student places. There is general indecisiveness whether students' needs were more important than employer needs and whether student attrition research was an integral part of customer research in these universities.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
02 Marketing plays little role in student attraction				*	***	5	Largely strong disagreement. Marketing perceived as playing significant role in student attraction
03 marketing plays little role in staff attraction			**	*	*	8	Largely disagreement. Marketing perceived as playing a role in staff recruitment
10 Marketing interest high prior to student recruitment	***		*			18	Largely strong agreement. Marketing interest is higher prior to student recruitment.
13 Number of applicants declining in this institution		*	*	**		11	Moderate agreement. No decline of applicants
14 Demand regularly outstrips supply	**	**				18	Generally strong agreement. Demand exceeds supply.
15 Market research redundant because young people do not know what they want		**	**			14	Moderate agreement. Market research redundant
16 Student needs secondary to those of employers			****			12	Unanimous indecision.
17 Student attrition research is ongoing				**	**	6	General disagreement. No student attrition research in place.

Table 20: Role in student and staff attraction- Segmented universities (N=4)
[Key: Aggregate score 17 to 20 = strong agreement; 13 to 16 = Agreement; 9 to 12 = Undecided;
5 to 8 = Disagreement; 1 to 4 = Strong disagreement]

Table 20 shows that marketers in segmented universities like their church related counterparts but unlike those in neo-liberal institutions tended to consider marketing as a significant aspect in both staff and student recruitment. This reflects the significance they place on school/university liaison activities that are essentially aimed at selling the university programmes to prospective applicants. For these universities, the thrust of the marketing activities is based on attempts to attract unwilling students to enrol onto institutional programmes. Even though demand for places was still perceived to outpace supply, the perceptions were not as strongly expressed as in the church and neo-liberal universities. The issue of student enrolment in these universities was not so much a question of attracting sufficient numbers but of enrolling willing customers looking for a desired product. For one of these universities, it was the product type (teaching based degrees) that does not provide sufficient pulling power to attract the best of sixth form students to the institution. The focus on student needs as reflected in perceptions about the relative importance they are accorded as compared to those of the employers and about the prevalence of student attrition research does not appear to be sharp. Marketers

in these universities are generally undecided as to the significance of these issues as aspects of customer research.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
02 Marketing plays little role in student attraction					**	2	Strong disagreement. Marketing perceived as having a role in student attraction
03 marketing plays little role in staff attraction			**			6	Mild agreement. Little role in staff attraction
10 Marketing interest high prior to student recruitment				**		4	Disagreement that marketing interest is highest prior to student recruitment
13 Number of applicants declining in this institution					**	2	Strong disagreement. Applicants not in decline.
14 Demand regularly outstrips supply	**					10	Strong agreement. Demand outstrips supply.
15 Market research redundant because young people do not know what they want			**			6	Undecided about the issue of marketing research being redundant due to student ignorance of needs
16 Student needs secondary to those of employers	*		*			8	General agreement. Employer needs are more important for this institution
17 Student attrition research is ongoing				*	*	3	Disagreement. Student research does not appear to be a significant component of marketing research.

Table 21: Role in student and staff attraction in industry-linked university (N=2)
[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Despite the fact that student recruitment is not a key challenge for the NUST, table 21 shows that the marketers still consider marketing as a significant ingredient for student attraction. The explanation could lie in the broader and more customer- focused marketing conceptualisation found in this university. For these marketers, marketing goes beyond mere student recruitment. It targets the development of an appropriate curriculum that has both a liberal and vocational appeal, in particular one that employers have signed up to. As the registrar of this institution said, 'develop the right curriculum and everything else will follow'. Coccari and Javalgi (1995) in their study of students' expectations in selecting a university or college indicated that:

> Clearly, the college offering a variety of programmes blending the theoretical aspects of classroom learning with application of field experiences stands out as a new kind of college or university. In these competitive days, it is becoming increasingly important to prepare students to earn their living by learning the skills imperative to succeed in various professions (Coccari and Javalgi 1995:37).

Marketers seem also to agree that the employer is a more significant customer than students are. At the level of curriculum development, which is a critical tool for the marketisation of the university, the needs of employers could be considered as more paramount. That being the case and also considering that students are sometimes seen, not as customers, but as partners of the university in the process of developing the product of the university (Pitmann 2000), there is a sense in which this view has special appeal in the context of universities. Similarly, Sharrock (2000:150) has argued that 'students do not just passively consume their education; they actively co-produce it'. This is also shown in Lovelock and Rothschild (1980) and Litten (1980).

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
02 Marketing plays little role in student attraction				*	*	3	General disagreement. Marketing plays role in student attraction.
03 marketing plays little role in staff attraction			*	*		5	Overall indecision. Perceptions not clear about this issue.
10 Marketing interest high prior to student recruitment				*	*	3	General disagreement. Marketing interest not necessarily higher prior to student recruitment
13 Number of applicants declining in this institution					**	2	Strong disagreement. Applicants not in decline.
14 Demand regularly outstrips supply	**					10	Strong agreement. Demand for places perceived to be still high.
15 Market research redundant because young people do not know what they want				*	*	3	General disagreement. Market research not redundant.
16 Student needs secondary to those of employers			**			6	General indecision. Perceptions not clear about the relative importance of employer and student needs.
17 Student attrition research is ongoing				**		4	Disagreement. Student attrition research is not perceived as significant part of customer research.

Table 22: Role in student and staff attraction-Adult centred university (N=2)
[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Table 22 shows that, like the industry-linked university, marketers in this university tend to perceive marketing as a significant aspect for student attraction. However, they were somewhat uncertain as to whether marketing constituted a significant strategy for staff recruitment. The fact that marketing interest was viewed, not as being highest prior to

student recruitment, suggests a more strategic commitment and broader focus for the marketing thrust in this university. Thus marketing in this university tends to be focused at a broader level of the curriculum rather than narrowly on student-recruitment as is the case in some of the universities.

Despite the perception in this university of a recruitment market characterised by high demand, there is a discernible commitment by the institution to develop a curriculum that addresses the real needs of the students. The VC of this university earlier indicated that 'those who pay for these programmes need to be completely satisfied and that is what this university aims to achieve'. The marketers were undecided about the issue of the relative importance of employer and student needs. However, both from the VC's and registrar's interviews and also from the focus of marketing research in this university, there is evidence to suggest that student needs are more paramount in this institution.

To conclude, certain key issues need to be highlighted from the above data and discussion. The first issue relates to the fact that the student recruitment market of the university sector is perceived as being characterised by a high demand and inadequate supply. This provides a false shelter for the universities to minimise the significance of marketing. Despite this, some universities, particularly the industry-linked and adult-centred have begun to see beyond the ordinarily narrow view of marketing, that of utilising it as a tactical tool to overcome emerging problems. There is evidence from these institutions to suggest that marketing is viewed more broadly as a corporate strategy to provide products and services based on the needs of identified customers.

Second, the centrality of customer needs in corporate strategy appears to be more an issue for some universities than for others. The neo-liberal, segmented and to some extent church-related universities tend to consider students as not having a sufficient capacity to identify, let alone understand their own needs. As such, there is a tendency in these universities to view customer research as redundant. This may be related to the traditional 'expert' view of the university, based on pronouncement of what the institution knows,

what they will find out and what they can do, as opposed to, as the registrar of the ZOU admirably captured, 'what the institution is supposed to do'.

Third, the data suggests that across the sector, except in the industry-linked university, marketers are rather hesitant to commit themselves to a decision on the relative importance of student and employer needs. Perhaps the question itself could have been modified to allow respondents to indicate whether they gave equal importance to these two groups of customers. Nevertheless, the situation begs the question whether serious consideration in the institutions is given to the fundamental issue of curriculum development, that of deciding for whom the curriculum is designed. Often this issue is skirted over without serious reflection and often results in failure to identify and hence in inadequate understanding of the customer needs.

Lastly, student attrition research does not appear to be a significant component of marketing research in the sector. This is the case even in universities that experience student dropouts as the VC of one of these universities indicated when he said:

> *We lose a good number of students from this university to other more established universities every year. As soon as vacancies arise, some students already registered with us here move away to join other institutions. In a sense, we are used as a 'waiting place or shelter' to run away from when opportunities present themselves (VC BUSE).*

Student attrition research is probably one of the best strategies available to institutions to identify and understand, not only the needs of the customers, but also the relative standing of institutional products when compared with those offered by the competition. This is an important opportunity being missed by university institutions for developing their marketing strategies.

Marketing is not just about how marketers and VCs perceive the concept and how it is organised and practised within institutions. It is also about how the entire organisation has been mobilised to develop a consistent vision and understanding of the marketing concept. Without the co-operative assistance of academics, arising from a readiness through both theoretical and technical competence, institutions cannot have much drive

towards marketisation. While it was beyond the scope of this research to include the views of academics, their readiness for institutional marketing was determined from the perceptions of marketers.

Response and readiness of staff for marketisation

Here, marketers were asked to respond to a range of 16 items, which were aimed at providing evidence of institutional readiness for marketisation. Similar analysis strategies as those used in the two previous sections were employed. Tables 23 to 27, in appendix 5 contain data for this section of the report. Information from these tables was collated in table 28, which provides a summary of the sectors perceptions about academics' response to and readiness for marketing.

Data in tables 23 to 27 provides compelling, albeit partial evidence about features that can be used to evaluate the readiness for institutional marketing across the entire sector. It allows comparisons to be made amongst the different types of universities investigated. In addition, the data enables judgements to be made about the readiness for institutional marketisation across the entire sector.

To facilitate judgement related to this larger volume of data, the information was collated into table 28, which provides a summary for the whole university sector. The table provides qualitative descriptive statements about each of the items of the questionnaire falling into this category. It also provides judgmental statements summarising the overall orientation of the universities in respect of their perceived readiness for institutional marketisation. Thus table 28 models the marketers' perceptions about how academics are considered as responding to and their readiness for institutional marketing.

ASPECT OF MARKETING READINESS	NEO-LIBERAL	CHURCH RELATED	SEGMENTED	INDUSTRY LINKED	ADULT CENTRED	OVERALL JUDGEMENT (SUBJECTIVE)
Enthusiasm for marketing	Non existent	Prevalent	Non existent	Mildly existent	Mildly existent	Overall mild enthusiasm for marketing
Marketing perceived as advertising	Largely seen as advertising	Some uncertainty about this	Largely seen as advertising	Some uncertainty about this	Not perceived as advertising	Mixed perceptions with majority seeing it as advertising
Marketing perceived as maintaining good public relations	Largely perceived as public relations	Strong perception of marketing as public relations	Strong perception of marketing as public relations	Strong perception of marketing as public relations	Strong perception of marketing as public relations	Perception of marketing as public relations is strong
Development of marketing plans	Perception of no experience in this	Uncertain about the experience	Perception of no experience in this	Perception of some experience in this	Perception of experience in this	Mixed perceptions with majority having no experience in developing marketing plans
Implementing marketing plans	Uncertainty whether plans are implemented	Uncertainty whether plans are implemented	Uncertainty whether plans are implemented	Plans are perceived as being put into practice	Strongly perceived as being put into practice	Mixed perceptions about implementing marketing plans with majority being uncertain
Deans and heads' capacity for marketing planning	Perception of lack of capacity in deans and heads.	Uncertainty whether this capacity exists	Uncertainty whether this capacity exists	Uncertainty whether this capacity exists	Uncertainty whether this capacity exists	Marketers seem uncertain about the capacity of deans and heads to develop marketing plans
Marketing perceived as responding to customer needs	Strong perception that marketing means responding to needs	Strong perception that marketing means responding to needs	Strong perception that marketing means responding to needs	Strong perception that marketing means responding to needs	Strong perception that marketing means responding to needs	Sector wide belief that marketing is responding to the needs of customers
Scholarship or managerial orientation of heads	Scholarship orientation perceived as stronger	Scholarship orientation perceived as stronger	Scholarship orientation perceived as stronger	Scholarship orientation perceived as stronger	Scholarship orientation perceived as stronger	Sector wide belief that academic heads are more of scholars than managers
Keenness for marketing only for post graduate and research student recruitment	Strong perception of a positive relation between marketing interest and postgraduate and research student recruitment	Relationship between postgraduate and research student recruitment perceived as positive	Uncertain about the relationship between marketing interest and postgraduate and research student recruitment	Relationship between postgraduate and research student recruitment perceived as positive	Uncertain about the relationship between marketing interest and postgraduate and research student recruitment	Mixed perceptions about this relationship. Overall perception across the sector can be considered to positively relate marketing interest and postgraduate and research students' recruitment.

Table 28 cont.

Marketing involvement of academics	Academics are perceived to have minimal involvement in institutional marketing	Academics are perceived to have minimal involvement in institutional marketing	Academics are perceived to have minimal involvement in institutional marketing	There is some uncertainty about the extent of involvement in marketing of academics	Academics are perceived to have minimal involvement in institutional marketing	Marketers generally feel that academics are minimally or not even involved in institutional marketing
Attitude of academics towards institutional marketing	Academics perceived as moderately negatively inclined towards marketing	Academics perceived as moderately negatively inclined towards marketing	Strong perception that academics are negatively inclined towards marketing	Uncertainty whether academics are negatively inclined towards marketing	Academics perceived as moderately negatively inclined towards marketing	The general feeling among marketers in this sector is that academics have a negative attitude towards institutional marketing
Time availability to deans to write marketing plans	Uncertainty whether Deans do not have sufficient time to write marketing plans	Deans are perceived as not having sufficient time to write formal marketing plans	Deans are perceived as not having sufficient time to write formal marketing plans	Uncertainty whether Deans do not have sufficient time to write marketing plans	Uncertainty whether Deans do not have sufficient time to write marketing plans	The weight of opinion across the sector is that deans do not have time to write formal marketing plans
Excitement for marketing and research funding	Strong perception that the excitement for marketing is greatest when it is related to generating research funding	Strong perception that the excitement for marketing is greatest when it is related to generating research funding	Strong perception that the excitement for marketing is greatest when it is related to generating research funding	Strong perception that the excitement for marketing is greatest when it is related to generating research funding	Strong perception that the excitement for marketing is greatest when it is related to generating research funding	There is a sector wide strong perception that academics are mostly interested in marketing when it is tied to the generation of more funding for research
Recognition of importance of marketing by senior Management	Strong perception by marketers that senior management recognise the importance of marketing	Strong perception by marketers that senior management recognise the importance of marketing	Strong perception by marketers that senior management recognise the importance of marketing	Strong perception by marketers that senior management recognise the importance of marketing	Strong perception by marketers that senior management recognise the importance of marketing	There is a sector wide belief among the marketers that senior university management strongly recognise the importance of marketing

Table 28 cont.

Marketing awareness programmes	Marketers do not think that marketing awareness programmes are underway	Some uncertainty whether marketing awareness programmes are underway	Marketers do not think that marketing awareness programmes are underway	Some uncertainty whether marketing awareness programmes are underway	Some uncertainty whether marketing awareness programmes are underway	Marketers in the sector are either uncertain or clearly do not think that marketing awareness programmes are underway across the sector
Marketing roles and responsibilities	Uncertainty about whether marketing responsibilities and roles are well defined	Strong perception that marketing roles and responsibilities are well defined	Marketing roles and responsibilities seen as not well defined	Uncertainty about whether marketing responsibilities and roles are well defined	Uncertainty about whether marketing responsibilities and roles are well defined	There exists a broad uncertainty among marketers whether marketing roles and responsibilities are well defined
Marketing personnel working in isolation	Uncertainty whether personnel work in isolation	Marketing personnel are perceived to be working in isolation	Marketing personnel are perceived to be working in isolation	Marketing personnel are perceived to be working in isolation	Marketing personnel are perceived to be working in isolation	There is a sector wide belief among marketers that they work in isolation

Table 28: Modelling institutional response and readiness for marketing in universities

Marketers are at the chalk-face of the marketing endeavours of their institutions. Thus they constitute a reliable source for information related to perceived readiness for institutional marketisation. While tables 23 to 28 are self-explanatory a number of important issues need highlighting in concluding this section.

The university sector in Zimbabwe is perceived by the marketers to have mild enthusiasm for the adoption of a marketing orientation. While this may be hardly surprising, given the scepticism organisations tend to have at the onset of change, it suggests that the sector has massive challenges ahead. These challenges include the need to mobilise internal customers to embrace, not just an understanding of the marketing concept, but also to accept its significance as a working strategy for resolving new challenges faced in the increasingly competitive marketplace.

The seriousness of these challenges is exacerbated by further inadequacies within the sector. First, despite wide acknowledgement by marketers that marketing implies responding to needs of customers, there remain a significant proportion of marketers who

perceive marketing to be centred on the concepts of advertising and public relations in their institutions. This suggests that institutional marketing practice in Zimbabwe is largely based on narrowly defined marketing conceptualisations. It may also suggest that the sector is insufficiently capacitated, at least conceptually to contend with a meaningful marketisation agenda.

Second, current marketers acknowledge lack of experience in basic marketing planning and implementation activities. This provides further evidence to the claim made about the inadequate marketisation capacity in the sector.

Third, academic heads, who ordinarily constitute a nuclear core of devolved marketing organisation that generally operates in Zimbabwe, are perceived either as having an inadequate capacity for contributing to institutional marketisation, or as being negatively inclined towards the marketing idea. They are also seen as not having sufficient time to contribute meaningfully to marketing planning. Academics, deans and heads are also perceived as developing an interest in marketing only when it is related to issues of postgraduate and research student recruitment including the generation of funding for research. While the academics should not be blamed for this, there is a suggestion that their interest in marketing is self-seeking and cannot be considered as serving the broader strategic goals of their institutions.

Fourth, the marketers do not think that their roles and responsibilities are clearly outlined. In addition there is a sector wide belief that marketers tend to work in isolation. These perceptions suggest that marketers are not content about how they work.

Taken together, this data and evidence paint a gloomy picture about the capacity and readiness of the sector to embark on a marketisation agenda. However, despite these potential drawbacks, a very strong perception of senior management recognition of the significance of marketing prevails across the sector. This is of fundamental significance for the marketisation process. Without the support of senior management, it would not be expected that marketing would have a future in the universities in Zimbabwe.

Nevertheless, the ideas of marketing these senior managers currently have may require broadening and strengthening.

Role of marketing in the competitive environment

Respondents were asked to indicate the extent to which they agreed or disagreed with a range of ten items which contributed to an understanding of how marketers perceived marketing as assisting the development of institutional competitiveness. Tables 29 to 33 are presented below, each followed by a brief comment. The section ends with some concluding observations from the data about the role marketing is seen to play in the competitive environment

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
04 Marketing played significant role in raising product quality		*	**	**		14	Largely undecided, inclined towards disagreement that marketing has raised product quality.
05 Marketing has created a distinctive image about us			**	***		12	Largely undecided, inclined towards disagreement that marketing has created a distinctive image
09 Marketing has not altered the way we are perceived		**	***			14	Largely undecided inclined towards agreement that marketing has not altered perceptions
20 New universities offer little threat to our student numbers	***	**				23	Strong agreement that recruitment is unaffected by the competition
21 The ZOU offers little threat to our student numbers	***	**				23	Strong agreement that the adult centred university offers little threat in student recruitment terms
22 Marketing has ushered a new business approach in departments			*	*	***	8	Largely disagreement with the fact that marketing has ushered a new business environment
23 Competitor analysis is becoming increasingly central to our planning	**	**	*			21	Strong agreement that competitor analysis is increasing in importance
31 There is a strong involvement of prospective employers in curriculum development			*	**	**	9	Disagreement with the fact that employer involvement is strong in curriculum development
32 Meeting educational objectives is more important than satisfying student needs in this institution	**	***				22	Strong agreement that educational objectives take precedence over satisfying student needs
40 Marketing audits are carried out regularly to measure marketing effectiveness				**	***	7	Disagreement with the fact that marketing audits are used to measure marketing effectiveness

Table 29: Marketing and competition- neo liberal perceptions (N=5)

[Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided; 6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

Table 29 shows that in neo-liberal universities, marketing was not perceived by marketers as having impacted significantly in delivering institutional competitiveness. There are perceptions in these universities that the product quality, how they are viewed by the outside world and their institutional distinctiveness have not been impacted upon significantly by marketing efforts.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
04 Marketing played significant role in raising product quality	*	***	*			20	Agreement that marketing has played a significant role in raising product quality
05 Marketing has created a distinctive image about us	*	***	*			20	Agreement that marketing has helped create a distinctive institutional image
09 Marketing has not altered the way we are perceived				***	**	8	Marketing is perceived as having altered the way the institution is perceived
20 New universities offer little threat to our student numbers	**	***				22	Strong agreement that recruitment is unaffected by the competition
21 The ZOU offers little threat to our student numbers	***	**				23	Strong agreement that the adult centred university offers little threat in student recruitment terms
22 Marketing has ushered a new business approach in departments	*	***	*			20	Agreement that marketing has ushered a new business culture
23 Competitor analysis is becoming increasingly central to our planning	****	*				24	Strong agreement that competitor analysis is increasing in importance
31 There is a strong involvement of prospective employers in curriculum development			**	***		12	Undecided, inclined towards disagreement that there is strong employer involvement in curriculum development
32 Meeting educational objectives is more important than satisfying student needs in this institution		**	**	*		14	Undecided whether educational objectives are more important than satisfying student needs
40 Marketing audits are carried out regularly to measure marketing effectiveness			*	**	**	9	Disagreement with the fact that marketing audits are used to measure marketing effectiveness

Table 30: Marketing and competition-church related perceptions (N=5)
[Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided; 6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

Table 30 shows that the church related marketers considered marketing as contributing significantly on most of the measures of institutional effectiveness. While the growing competition is acknowledged, it is however not considered as posing a threat to student recruitment within these institutions. The growth of a new business culture in university departments was also acknowledged.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
04 Marketing played significant role in raising product quality		*	*	**		11	Undecided, inclined towards disagreeing that marketing has played a significant role in raising product quality
05 Marketing has created a distinctive image about us			**	**		10	Undecided, inclined towards disagreeing that marketing has helped create a distinctive institutional image
09 Marketing has not altered the way we are perceived		**	*	*		13	Agreement that marketing has not helped alter outside perceptions of the institution
20 New universities offer little threat to our student numbers			*	*	**	7	Disagreement, new universities are perceived as offering a threat to student recruitment
21 The ZOU offers little threat to our student numbers		**	**			14	Agreement, the Adult centred university is seen as offering significant threat to student recruitment
22 Marketing has ushered a new business approach in departments				**	**	6	Disagreement, marketing is not seen as having ushered a new business culture
23 Competitor analysis is becoming increasingly central to our planning				**	**	6	Disagreement, competitor analysis is not seen as gaining increasing importance
31 There is a strong involvement of prospective employers in curriculum development				**	**	6	Disagreement, involvement of employers is not perceived as strong
32 Meeting educational objectives is more important than satisfying student needs in this institution	***	*				19	Strong agreement, educational objectives are seen as more important than satisfying students' needs
40 Marketing audits are carried out regularly to measure marketing effectiveness				***	*	7	Disagreement, Marketing audits are not seen as being used regularly to measure marketing effectiveness

Table 31: marketing and competition- Segmented universities' perceptions (N=4)
[Key: Aggregate score 17 to 20 = strong agreement; 13 to 16 = Agreement; 9 to 12 = Undecided; 5 to 8 = Disagreement; 1 to 4 = Strong disagreement]

The overall perception in this type of universities as table 31 shows is that marketing has not had a significant impact on delivering institutional competitiveness. There is significant disagreement or indecision on most of the measures of marketing competitiveness used.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
04 Marketing played significant role in raising product quality	**					10	Strong agreement that marketing has played a role in raising product quality
05 Marketing has created a distinctive image about us	**					10	Strong agreement that marketing has helped create a distinctive institutional image
09 Marketing has not altered the way we are perceived				*	*	3	Disagreement, there is a perception that marketing has altered the way outsiders see the institution
20 New universities offer little threat to our student numbers		*	*			7	Agreement that new universities offer little threat to student numbers
21 The ZOU offers little threat to our student numbers	*	*				9	Strong agreement that the ZOU has had little threat to student recruitment
22 Marketing has ushered a new business approach in departments	*	*				9	Strong agreement that marketing has ushered a new business culture
23 Competitor analysis is becoming increasingly central to our planning	**					10	Strong agreement
31 There is a strong involvement of prospective employers in curriculum development	**					10	Strong agreement that there is significant employer involvement in curriculum development
32 Meeting educational objectives is more important than satisfying student needs in this institution			*	*		5	Undecided whether educational objectives are more important than satisfying students' needs
40 Marketing audits are carried out regularly to measure marketing effectiveness			**			6	Undecided whether marketing audits are being carried out to measure marketing effectiveness

Table 32: Marketing and competition- Industry- linked perceptions

[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Table 32 shows that the overall perception in the industry-linked university is that marketing has helped to deliver institutional competitiveness. Growing competition was acknowledged although it was not viewed as posing a serious threat to student recruitment. The marketers also acknowledged the involvement of employers in issues of curriculum development.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
04 Marketing played significant role in raising product quality	**					10	Strong agreement that marketing has played a role in raising product quality
05 marketing has created a distinctive image about us	**					10	Strong agreement that marketing has helped create a distinctive institutional image
09 Marketing has not altered the way we are perceived				**		6	Undecided whether marketing has not altered the way the institution is perceived by the outside world
20 New universities offer little threat to our student numbers	**					10	Strong agreement that new universities offer little or no threat to their student numbers
21 The ZOU offers little threat to our student numbers	NA	NA	NA	NA	NA	NA	NA
22 Marketing has ushered a new business approach in departments		*	*			7	Agreement that marketing has ushered a new business environment
23 Competitor analysis is becoming increasingly central to our planning		*	*			7	Agreement that competitor analysis is increasingly becoming central to marketing planning
31 There is a strong involvement of prospective employers in curriculum development		**				8	Agreement that there is strong employer involvement in curriculum development
32 Meeting educational objectives is more important than satisfying student needs in this institution			**			6	Undecided whether educational objectives are more important than satisfying students' needs
40 Marketing audits are carried out regularly to measure marketing effectiveness			*	*		5	Undecided whether marketing audits are regularly carried out to measure marketing effectiveness

Table 33: Marketing and competition- adult centred perceptions

[Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Table 33 shows that there was a perception within the adult centred university that marketing has helped in the development of institutional competitiveness. Like the industry-linked university, employer involvement in curriculum development is part of the philosophy of this institution.

In concluding this section, some key issues will be highlighted. In a sector where there is growing competition, survival in the marketplace is not guaranteed to all. To survive competition, institutions must become competitive. Marketers in neo-liberal and segmented universities do not perceive marketing as having contributed to this competitiveness. Perhaps they see their institutions as having an inherent competitiveness, which is independent of formal marketisation programmes within their

universities. The VC of BUSE summed this quite neatly when he explained the issue of students' needs in relation to the educational objectives:

> *We have had running battles with students about the curriculum. They want it changed. We have told them in no uncertain terms that the curriculum is our business. They have no control over that nor should they ever be made to believe they could change it. We tell them in no uncertain terms that if you want chicken, you go to Nandos. If you want burgers and chips, then you go to McDonalds. Similarly if the students do not want we offer them, then they are free to look elsewhere.*

In the neo-liberal and segmented universities, marketers indicated that meeting educational objectives was far more important than satisfying students' needs. In the other universities, there tended to be some uncertainty about this.

Another key distinction between universities was the issue of employer involvement in issues of curriculum development. In most universities, there is little or no employer involvement. It is however perceived to be prevalent in industry-linked and adult centred universities.

While there is a growing awareness of increasing competition within the sector, most marketers do not think that the competition has begun to threaten their student numbers. However, the segmented universities perceive this matter differently, perhaps because of their unique situation of having to recruit from a 'hostile' market. As indicated earlier, the assessment may have been made at a broad level influenced largely by the fact that demand is seen as being in excess of supply. At the micro-level of subjects for example the sciences and business studies, the recruitment picture is showing signs of the influence of competition.

Across the sector, marketing audits are generally not viewed as being part of the general regime of marketing effectiveness measurements. Marketing audits are probably the most basic strategy for assessing the marketing effectiveness of an organisation. The fact that they are not being carried out could suggest that the issue of institutional competitiveness is not considered seriously across the sector. It may also imply that the sector lacks

capacity to undertake marketing audits as part of marketing effectiveness measurements. Further evidence about these assumptions is dealt with in a subsequent section.
The readiness of the university sector in Zimbabwe to embark on marketisation has already been dealt with. However, there is need to focus on the marketing information systems currently used across the sector. Question 14 was used to obtain this data.

Marketing information systems of universities

Respondents were asked to indicate how well a range of six statements described the marketing information systems in their institutions. Marketing information systems are considered as indicating, not only the level of sophistication of the marketing function within the organisation, they also suggest the extent to which marketers can be proactive in executing their roles and responsibilities. Respondents were asked to indicate whether each of the statements described their marketing information systems exactly, to some extent or not at all. Data was captured for each type of university. Percentage responses for each category were then compared giving some indication of the nature and quality of information systems across the different types of universities. The data is presented in tables 34 to 38. Each table is followed by a brief commentary. The sector wide situation regarding the issue of marketing information systems is highlighted in the summary at the end of this section and the perceptions of marketers about the nature and adequacy of marketing systems in their universities are modelled in table 39.

QUESTIONNAIRE STATEMENT	EXACTLY	TO SOME EXTENT	NOT AT ALL
Use formal surveys to gather marketing information		*****	
Customer research is undertaken annually in this university		**	***
Informal data gathering of marketing information tends to dominate	****	*	
Availability of a central marketing information data capturing mechanism		**	***
Marketing planning always based on formally captured data	*	**	**
Marketing information systems are adequate in this institution		*	****
Percentage responses under each category	**13%**	**47%**	**40%**

Table 34: Marketing information systems: neo-liberal perceptions [stars indicate number of respondents checking each item]

Table 34 shows that nearly half the responses in neo-liberal universities fell under the 'to some extent' category (47%). This suggests that marketers were either not sure or considered the information systems for marketing in their institutions as being inadequate. All the respondents indicated that formal surveys were used only to some extent for gathering marketing information. This agreed with the perception that marketing data gathering is based on informal mechanisms (four of five responses). The same number of responses was obtained for those who thought that marketing information systems in their institutions were inadequate. Overall, the data obtained suggests that marketing information systems in Neo-liberal universities are considered both inadequate and based largely on the use of informal data gathering mechanisms.

QUESTIONNAIRE STATEMENT	EXACTLY	TO SOME EXTENT	NOT AT ALL
Use formal surveys to gather marketing information	*	****	
Customer research is undertaken annually in this university	*	****	
Informal data gathering of marketing information tends to dominate	****	*	
Availability of a central marketing information data capturing mechanism	**	***	
Marketing planning always based on formally captured data	*	***	*
Marketing information systems are adequate in this institution		***	**
Percentage responses under each category	**27%**	**73%**	**10%**

Table 35: Marketing information systems: church related perceptions [stars indicate number of respondents checking each item]

Table 35 shows a greater level of uncertainty about the adequacy and nature of marketing information systems in church-related universities. Almost three-quarters (73%) of the responses fell under the 'to some extent' category. The fact that the majority of respondents (four of five) indicated that marketing data gathering was largely based on informal mechanisms suggests that informal mechanisms are also more prevalent in these institutions than formal marketing data strategies. The greater concentration of responses in this category suggests that marketers were either not sure or they considered the systems as inadequate. Even though the responses were far less equivocal, there was

some indication from these data that marketing information systems in the church-related universities were considered by marketers as being both inadequate and based on informal mechanisms for data gathering.

QUESTIONNAIRE STATEMENT	EXACTLY	TO SOME EXTENT	NOT AT ALL
Use formal surveys to gather marketing information		**	**
Customer research is undertaken annually in this university		*	***
Informal data gathering of marketing information tends to dominate	***	*	
Availability of a central marketing information data capturing mechanism		*	***
Marketing planning always based on formally captured data		*	***
Marketing information systems are adequate in this institution			****
Percentage responses under each category	**13%**	**25%**	**62%**

Table 36: Marketing information systems: Segmented universities' perceptions [stars indicate number of respondents checking each item]

Table 36 shows that the highest percentage of responses (62%) fell under the 'not at all' category across all the marketing information systems items. This suggests that marketers in these universities perceived the marketing information systems in their institutions as both inadequate and based on informal mechanisms for data gathering. Customer research is generally not perceived as being part of annual reviews from which future planning could benefit. There is inadequate support for marketers to base their marketing planning both from the point of view of data capture mechanisms and co-ordinated systems for processing data.

QUESTIONNAIRE STATEMENT	EXACTLY	TO SOME EXTENT	NOT AT ALL
Use formal surveys to gather marketing information	**		
Customer research is undertaken annually in this university	*	*	
Informal data gathering of marketing information tends to dominate		*	*
Availability of a central marketing information data capturing mechanism	**		
Marketing planning always based on formally captured data	**		
Marketing information systems are adequate in this institution		**	
Percentage responses under each category	**58%**	**33%**	**9%**

Table 37: Marketing information systems: Industry- linked perceptions [stars indicate number of respondents checking each item]

Table 37 shows that more than half the responses across all the items covered were grouped under the 'exactly' category. This suggests that marketers in the industry-linked university are more positive about the nature and adequacy of the marketing information systems in their university. There was unanimous agreement that marketing data was obtained through formal surveys including that there was a centralised data capturing mechanism as well as that marketing planning was based on formally captured data. The data also suggests that there was a limited use of informal mechanisms for data collection. This informal data was possibly used to generate hypotheses for the formal surveys that the institution undertakes annually. Overall the data suggests that there were reasonably sufficient marketing information support mechanisms for marketers in this institution to use both for data gathering and for marketing planning purposes.

QUESTIONNAIRE STATEMENT	EXACTLY	TO SOME EXTENT	NOT AT ALL
Use formal surveys to gather marketing information	**		
Customer research is undertaken annually in this university	**		
Informal data gathering of marketing information tends to dominate		**	
Availability of a central marketing information data capturing mechanism	**		
Marketing planning always based on formally captured data	**		
Marketing information systems are adequate in this institution		*	*
Percentage responses under each category	**67%**	**25%**	**8%**

Table 38: Marketing information systems: Adult centred perceptions [stars indicate number of respondents checking each item]

Table 38 shows that more than two-thirds (67%) of the responses fell under the 'exactly' category suggesting more widespread satisfaction with the nature and adequacy of marketing information systems of this institution. There was unanimous agreement that formal surveys were used as a tool for gathering marketing information, that customer research was conducted annually, that there exists in the institution a central marketing information data capture mechanism and that marketing planning was always based on formally obtained information. A certain amount of informal data gathering was acknowledged but this could also be used to generate hypotheses for formal surveys. The VC of ZOU gave support to this view when he described the organisation of marketing in this university.

> *We seek marketing intelligence from a variety of sources including newspapers, the electronic media and even through informal conversations. This information is considered vital by the marketing department, which use it, not as a basis for formal decisions, but to help them structure their formal surveys and research.*

Key issues were teased out from this data, which helped develop an overall picture about the marketing information systems across the sector. Major differences and similarities between types of university institutions with respect to the issue of marketing information systems will also be highlighted. To facilitate comparison and provide an overall picture of the whole sector, the data from the five tables were collated. This resulted in a single table (table 39), which provided qualitative statements about each of the type of

university with respect to marketers' perceptions of the nature and adequacy of marketing information systems in their respective institutions.

QUESTIONNAIRE ITEM	NEO-LIBERAL	CHURCH-RELATED	SEGMENTED	INDUSTRY-LINKED	ADULT-CENTRED
Use of formal surveys	Unanimously perceived as only being used to some extent	Largely perceived as only being used to some extent	Largely perceived as either to some extent or not at all	Unanimously perceived as the formal way of gathering marketing data	Unanimously perceived as the formal way of gathering marketing data
Annual customer research	Perceived as either being undertaken only to some extent or not at all	Largely perceived as only being undertaken to some extent	Largely perceived as not being undertaken at all	Perceived as either being undertaken only to some extent or exactly	Unanimously perceived as being undertaken annually
Informal data gathering mechanisms	Largely considered as a prevalent mode of data collection	Largely considered as a prevalent mode of data collection	Largely considered as the prevalent mode of data collection	Perceived as either to some extent or not at all	Unanimously perceived as dominating only to some extent
Centralised data capture and analysis	Largely considered as existing only to some extent	Largely perceived as only existing to some extent	Largely perceived as non existent	Unanimously perceived as exactly existing	Unanimously perceived as exactly existing
Marketing planning based on formally captured data	Perceptions spread across the three response categories but biased towards to some extent and not at all	Perceptions spread across the three response categories but biased towards to some extent	Largely perceived as not being based on formally collected data	Unanimously perceived as exactly the mode for data capture	Unanimously perceived exactly the mode for data capture
Adequacy of marketing information systems	Largely considered as adequate only to some extent	Largely considered as adequate only to some extent	Unanimously perceived as completely inadequate	Unanimously perceived as adequate only to some extent	Perceived as either adequate only to some extent or not at all

Table 39: Modelling perceptions of effectiveness of marketing support systems

The data above clearly indicates that, overall, the information systems necessary to allow university marketers a more proactive role in obtaining evidence for marketing planning are largely informal and are considered by marketers to be inadequate. With the exception of industry-linked and adult-centred universities, the use of formal surveys to support decision-making at various levels is either not being used or only to some extent.

Similarly annual customer research is generally considered as not being undertaken in most of the other institutions.

The use of informal data collection to support marketing planning decisions is generally perceived as prevalent across the sector. However in industry-linked and adult centred universities, this informal data tends to be used to support the formulation of more formal marketing research. Centralised data capture and analysis strategies are not prevalent in most of the universities. Their existence appears to be related to the presence in universities of a form of centralised marketing organisation, which, as shown earlier, is evident in industry-linked and adult centred institutions.

To provide a more comprehensive picture of the marketers' perceptions of their roles, as dealt with in a previous section of this chapter, it was considered important to examine the extent of marketers' involvement in what could be considered generic marketing responsibilities.

Analysing nature of marketing responsibility and involvement

The respondents were asked to indicate the extent of their personal involvement in a range of 18 generic marketing activities measured as either extensive, to some extent or not at all. This data was used to develop a feel for the nature of marketing activities taking place in institutions. It also provided some indication of the extent of sophistication of the marketing function across the sector. The numbers of responses made under each of the three categories were converted to percentages to facilitate comparisons both within each type of university and also across the whole sector. The results are summarised in tables 40 to 44 each of which is followed by a brief commentary. At the end, the findings are pulled together to provide a sector-wide perspective of the extent of involvement of marketers in generic marketing activities.

MARKETING ACTIVITY	EXTENSIVE INVOLVEMENT	SOME INVOLVEMENT	NO INVOLVEMENT
Planning marketing strategy	***	**	
Implementing marketing strategy	**	***	
Marketing research		**	***
Product development	***	**	
Course quality	****	*	
Pricing of courses		**	***
Pricing of conferences and leisure facilities		*	****
Pricing for foreign students			*****
Location of courses e.g. on or off campus			*****
Marketing staff recruitment	**	***	
Other staff recruitment	*	**	**
Student recruitment	**	***	
Course prospectus design		*	****
Media and public relations		**	***
Alumni relations		**	***
Internal news letters	**	*	**
School liaison		***	**
Business/ Commercial liaison (work experience)	*	***	*
Totals	20	33	37
Percentages	22%	37%	41%

Table 40: Involvement in marketing activities-neo-liberal experience [stars indicate number of respondents checking each item]

The responses given by marketers in neo-liberal universities were almost evenly distributed between some involvement and no involvement (37% and 41% respectively) in generic marketing activities. The marketers indicated that they had extensive involvement in only nine of the 18 generic marketing activities. The response distribution indicating extensive involvement was however only 22% across these nine items. The activities where there was the most extensive involvement by these marketers were planning marketing strategy, product development and course quality. Extensive involvement was also claimed in activities such as implementing marketing strategy, recruitment of marketing and other staff, and in developing internal newsletters. Reflecting on these areas where marketers indicated extensive involvement, it is clear that the greatest marketing involvement is with the Product aspects of the marketing mix

(strategy planning, product development and course quality). Marketers in neo-liberal universities are also extensively involved in the People element of the marketing mix (staff recruitment, and student recruitment). They are least involved in issues of Pricing and aspects of the Place elements of the marketing mix. The extensive involvement in product aspects is consistent with the overall product philosophy of marketing that these institutions appear to uphold.

MARKETING ACTIVITY	EXTENSIVE INVOLVEMENT	SOME INVOLVEMENT	NO INVOLVEMENT
Planning marketing strategy	**	***	
Implementing marketing strategy	*	****	
Marketing research		**	***
Product development	***	**	
Course quality	*	**	**
Pricing of courses		***	**
Pricing of conferences and leisure facilities		***	**
Pricing for foreign students	*	***	*
Location of courses e.g. on or of campus		****	*
Marketing staff recruitment	***	**	
Other staff recruitment	*	***	*
Student recruitment	****	*	
Course prospectus design	***	**	
Media and public relations	*	***	*
Alumni relations	**	***	
Internal news letters	***	**	
School liaison		**	***
Business/ Commercial liaison (work experience)	***	**	
Totals	28	46	16
Percentages	31%	51%	18%

Table 41: Involvement in marketing activities- church related experience [stars indicate number of respondents checking each item]

Table 41 shows that the distribution of responses falling under extensive involvement was much higher in church related universities (31%) as compared to those in the neo-liberal universities (22%). The marketers in church related universities also claimed to be extensively involved in 12 as compared to nine of the 18 activities in neo-liberal universities. When responses under 'extensive' and 'some involvement' were put

together, marketers in church related universities claim 82% involvement as opposed to 59% in neo-liberal universities across all the generic marketing activities. The activities where there was the most extensive involvement were also related to the People elements of the marketing mix. This is perhaps related to the fact that student recruitment is seen as one the most significant challenges these universities face. It may also be related to a greater involvement of these universities in foreign student recruitment. Marketers in these universities also report extensive involvement in the Product elements of the marketing mix, including also the Promotion aspects (internal newsletters, Alumni and business and commercial liaison.) Aspects where there is least involvement include marketing research and school liaison. There is also no extensive involvement in issues of pricing except in one case where a respondent indicated they were extensively involved in pricing for foreign students.

MARKETING ACTIVITY	EXTENSIVE INVOLVEMENT	SOME INVOLVEMENT	NO INVOLVEMENT
Planning marketing strategy	**	**	
Implementing marketing strategy	***	*	
Marketing research		*	***
Product development	**	**	
Course quality	*	*	**
Pricing of courses	*	*	**
Pricing of conferences and leisure facilities	**	*	**
Pricing for foreign students			****
Location of courses e.g. on or of campus		*	***
Marketing staff recruitment	*		***
Other staff recruitment	*		***
Student recruitment	****		
Course prospectus design	*	*	**
Media and public relations	**	*	*
Alumni relations			****
Internal news letters	*		***
School liaison	**	**	
Business/ Commercial liaison (work experience)	*		***
Totals	23	14	35
Percentages	32%	19%	49%

Table 42: Involvement in marketing activities- segmented universities' experience [stars indicate number of respondents checking each item]

Table 42 shows that, although the percentage of responses under extensive involvement is comparable to that of church related universities it is however more than that in neo-liberal universities. Nevertheless, marketers in segmented universities show the least involvement (51% compared to 59% and 82% in neo-liberal and church related universities respectively) when percentages under 'extensive' and 'some involvement' were put together. The most extensive personal involvement was indicated for student recruitment and marketing strategy implementation activities, suggesting a greater involvement of marketers in the People element of the marketing mix. In addition, extensive involvement was reported in elements of the institutional Product and Pricing for conferences and school liaison activities.

The marketers in these universities reported no involvement in foreign student recruitment issues, and alumni activities. This may be because the universities are still relatively new, focused specifically on local student markets and did not yet have a big pool of former graduates, with which they could organise a meaningful alumni programmes.

MARKETING ACTIVITY	EXTENSIVE INVOLVEMENT	SOME INVOLVEMENT	NO INVOLVEMENT
Planning marketing strategy	**		
Implementing marketing strategy		*	*
Marketing research	**		
Product development	**		
Course quality	**		
Pricing of courses	**		
Pricing of conferences and leisure facilities	**		
Pricing for foreign students		*	*
Location of courses e.g. on or of campus		*	*
Marketing staff recruitment	**		
Other staff recruitment	**		
Student recruitment	*	*	
Course prospectus design		**	
Media and public relations		*	*
Alumni relations		*	*
Internal news letters		*	*
School liaison			**
Business/ Commercial liaison (work experience)	**		
Totals	19	9	8
Percentages	53%	25%	22%

Table 43: Involvement in marketing activities- industry-linked experience [stars indicate number of respondents checking each item]

Table 43 shows that responses of marketers in the industry-linked university were more concentrated under the 'extensive involvement' category. With 53% of the responses falling under this category, marketers here could be considered to be the most extensively involved in the generic marketing activities of the institutions. The breadth of involvement also covers a wide spectrum of activities, second only to marketers in the church related universities. Also striking is that there is a greater unanimity of responses within this type of university. However while involvement is strong in most of the elements of the marketing mix, it is relatively weak in aspects of promotion and school liaison. As expected, the marketers indicated extensive involvement in the business/commercial liaison aspect, an activity the university relies heavily upon for its marketing philosophy and strategy.

MARKETING ACTIVITY	EXTENSIVE INVOLVEMENT	SOME INVOLVEMENT	NO INVOLVEMENT
Planning marketing strategy	**		
Implementing marketing strategy		*	*
Marketing research	**		
Product development	**		
Course quality	**		
Pricing of courses	**		
Pricing of conferences and leisure facilities	**		
Pricing for foreign students			**
Location of courses e.g. on or of campus	*	*	
Marketing staff recruitment	*	*	
Other staff recruitment	*	*	
Student recruitment	*	*	
Course prospectus design	*	*	
Media and public relations	*	*	
Alumni relations			**
Internal news letters	*	*	
School liaison			**
Business/ Commercial liaison (work experience)	*	*	
Totals	20	9	7
Percentages	56%	25%	19%

Table 44: Involvement in marketing activities- adult centred experience [stars indicate number of respondents checking each item]

Table 44 shows that like the industry-linked university, the highest percentage of responses was obtained under the extensive involvement category. The marketers in the adult-centred university also claim to be extensively involved in the greatest number of generic marketing activities. Of the 18 activities, the marketers indicated extensive involvement in 14. The marketers however, do not have any involvement in school liaison activities, a surprising revelation given the fact that the significant target market for these universities are teachers in schools. This may suggest a lapse in marketing strategy for this university, given the need to relate very closely with the school system for purposes of discovering its needs as the basis of product development and continuous refinement. The marketers of this university are also not involved in foreign students and alumni issues. While the university is currently focussing on local students' needs, it probably has to prepare itself for the international market to compete effectively with

other more established institutions such as the University of South Africa (UNISA). In any case, ZOU's vision 'to be the leading and first choice distance and open learning institution at local and international levels' (ZOU strategic plan document 2001-2004) cannot be fully attainable if it does not begin involving itself with international student recruitment issues. The lack of involvement in alumni activities also suggests that the institution may be missing significant marketing opportunities considering that it already has thousands of graduates from its programmes.

In summary, some pertinent points can be raised emanating from data obtained on marketers' perceptions of their personal involvement in generic marketing activities. First point concerns the universal claim made by all marketers that they were either extensively or somewhat involved in planning marketing strategy. Caution is required in interpreting this issue. While the majority of marketers indicated that marketing was part of the overall strategy of their institutions, an equally large number of the same marketers testified to the fact their institutions did not have a specific or separate marketing strategy. Without this, it will be assumed that the concept of planning marketing strategy has an inherent attractiveness to it particularly when it is raised in the context of the activities of marketers. Anyone who does not plan cannot be considered to be fully knowledgeable of the activities being undertaken. This may be the reason why involvement in this aspect was perceived to be the most extensive. However, there are institutions where separate marketing strategies have been developed. Responses indicating extensive involvement in this regard could thus be considered to be more reflective of the truth.

Only four of the 18 respondents indicated extensive involvement in marketing research and these were in industry-linked and adult centred universities. It appears that the majority of institutions do not consider marketing research as an important aspect of the marketing brief. This finding is consistent with the fact that in most institutions customer research was not a high priority activity and that marketing planning was considered as an activity, which was largely based on *ad-hoc* and informal intelligence.

In addition, while in some institutions marketing was premised on an assumption of curricula relevance, the lack of involvement of marketers in activities that are largely designed to create relevance resulted in a marketing void defying logic. It was thus difficult to understand how marketers would claim having no involvement in school liaison activities when programmes of their institutions were largely based on meeting the needs of schools and their teachers. It may therefore be prudent for this university to invest resources for undertaking this activity.

On the whole, the responses to these questions suggest that marketing, as a function is prominent in some activities and weak in others in the university sector. It appears strongest in the Product and People elements of the marketing mix. It is not as strong in the Place and Pricing elements. It is reasonably strong in the Promotional aspects, particularly those relating to internal communication and public relations. The results support claims made earlier about the endemic nature of a product orientation and a widespread use of public relations approaches across the university sector.

While an open-ended question was provided in the questionnaire (Q 20) to capture any roles respondents felt had not been included in the list, it received zero returns. This could suggest that the list provided was seen by respondents as reasonably representative of the key roles of marketers. It may also be that respondents did not want to provide more information to a long questionnaire. The lack of involvement in some of the generic marketing activities may be attributable to a lack of funding. In any case, funding was identified as one of the most significant challenges faced by the majority of universities in Zimbabwe. The next section investigates further into this aspect.

Assessing adequacy of funding for marketing

This section was designed to determine whether universities had fixed budgets for marketing, whether the budgets were considered adequate and approximately how much was spent on various aspects of marketing. Respondents were thus asked to indicate how well each of a range of statements described marketing budgeting in their own institutions based on 'exactly, to some extent and not at all' response categories. The

results were summarised in table 45. They were then asked to estimate the budget breakdown by percentage for each of a range of marketing aspects. In addition, respondents were asked to indicate the total marketing budgets for their institutions estimated also as a percentage of the total institutional budget. The results are presented in the tables 46 to 51 below.

QUESTIONNAIRE ITEM	NEO-LIBERAL	CHURCH RELATED	SEGMENTED	INDUSTRY-LINKED	ADULT-CENTRED
Fixed sum allocated to marketing annually	Overall perception is that a fixed sum is allocated to marketing only to some extent	Overall perception is that a fixed sum is allocated to marketing only to some extent	Overall perception is that a fixed sum is allocated to marketing only to some extent	Overall perception is that a fixed sum is allocated to marketing only to some extent	Overall perception is that a fixed sum is allocated to marketing only to some extent
Departments have marketing budgets	Overall perception is that individual department do not have marketing budgets	Overall perception is that individual department do not have marketing budgets	Overall perception is that individual department do not have marketing budgets	All departments are thought to have marketing budgets	Overall perception is that individual department do not have marketing budgets
Budgets based on task identification	Overall perception is that budgets are based on task identification only to some extent	Overall perception is that budgets are based on task identification only to some extent	Overall perception is that budgets are based on task identification only to some extent	Overall perception is that budgets are based on task identification only to some extent	Overall perception is that budgets are based on task identification only to some extent
Budgets arbitrarily determined	Overall perception is that budgets are arbitrarily determined only to some extent	Overall perception is that budgets are arbitrarily determined only to some extent	Overall perception is that budgets are arbitrarily determined only to some extent	Overall perception is that marketing budgets are not at all arbitrarily determined	Overall perception is that marketing budgets are not at all arbitrarily determined
Money allocated for marketing generally inadequate	Overall perception is that marketing budgets are generally inadequate	Overall perception is that marketing budgets are generally inadequate	Overall perception is that marketing budgets are generally inadequate	Overall perception is that marketing budgets are generally inadequate	Overall perception is that marketing budgets are generally inadequate

Table 45: Perceptions of overall budgeting mechanisms for marketing

Table 45 summarises qualitative judgements made from the information respondents provided about each of the items. For example, the majority of respondents in neo-liberal universities indicated that to some extent, fixed sums of money were allocated each year

to marketing in their universities. The overall perception about this issue was therefore judged accordingly.

Caution has to be applied in interpreting the above findings. Smith, Scott and Lynch (1995:34) have warned that, 'exploring institutional budgetary practice in the sphere of marketing is an extremely difficult task' largely because of the dissonance associated with peoples understanding of the marketing concept. Viewed broadly, every aspect of the organisation's life can be considered to have a marketing component. In this sense marketing is considered to be incorporated in other budgetary areas. However, when a narrow conceptualisation of marketing is used, marketing budgets may be considered as being related to the activities of single units such as publicity and advertising. Given these possible ambiguities in the understanding of the marketing concept, the findings here have to be treated with caution. This ambiguity was mentioned by the Registrar of BUSE who appended comments to his responses on the issue of marketing budgets:

> *Questions 16 to 18 are problematic in that marketing is threaded through various departments. There is no central budget for marketing and so what I have provided should not be taken as absolute.*

Despite these ambiguities, the data summarised in table 45 masks some inconsistencies in marketing budgetary practices across the university sector.

Within the same institutions, respondents often presented conflicting perceptions of how marketing budgets were determined and allocated. For example, to the statement whether a fixed sum was allocated each year to marketing, the registrar and dean of students in the same university checked their responses under 'to some extent' while the assistant to the VC placed his response under 'exactly'. To the question whether all departments had a marketing budget, the registrar and dean of students checked under 'not at all' while the assistant to the VC checked under 'to some extent'. While this created problems of categorisation of institutional responses, it also suggests that the issue of marketing budgeting and allocation within institutions is highly unclear and problematic.

Overall marketing budgets were not allocated to individual departments except in the industry-linked university. While this would suggest a centralised budget allocation mechanism, there is no evidence to suggest that this is the case. Most universities in Zimbabwe operate either as decentralised or diffuse marketing structures. The structures for decentralised budgeting thus exist in most universities but are not used for this purpose.

Across the university sector there is an overwhelming perception that only to some extent, budgets are based on task identification. If this is correct, there is a suggestion that to the same extent, marketing could be viewed as a piecemeal activity, for which budget allocations are only made as and when it is deemed essential. This supports findings made earlier that the marketing function is generally not operating at the level of long-term strategy but as short-term mechanisms for ameliorating organisational problems and challenges.

In most universities except the industry-linked and adult-centred institutions, marketing budgets are to some extent considered as being arbitrarily determined. This lends further support to the claim made that marketing largely has a 'fire fighting' role in the Zimbabwean context of universities.

There was a unanimous response across the whole sector that however much money was allocated was insufficient to adequately support the marketing functions of different universities.

The composition and size of marketing budgets

The data obtained were summarised in tables 46 to 50. The percentage indicated for each activity was an average taken from the individual percentages given by each respondent for the different types of university. For example, five respondents may have given different percentages for the publicity budget allocation in neo-liberal universities. An average was found from these five and was then presented as an approximate percentage.

AREA OF MARKETING ACTIVITY	PERCENTAGE OF MARKETING BUDGET
Publicity materials	20%
Information/public relations	15%
Advertising	10%
Research	5%
Marketing staff salaries and expenses	35%
Exhibitions	10%
Training	5%
Other	0%
Total marketing budget for this year	**100% Z$ 13 million**

Table 46: Marketing budget composition- neo-liberal perceptions

Table 46 shows that marketing staff salaries and expenses (35%) consume more than one third of the total marketing budget in the neo-liberal universities. Taken together, more than half the marketing budgets (55%) of these universities are set aside for activities of a publicity nature (publicity, information and exhibitions). Training and research (5% each) receive the lowest budget allocations.

AREA OF MARKETING ACTIVITY	PERCENTAGE OF MARKETING BUDGET
Publicity materials	17%
Information/public relations	15%
Advertising	10%
Research	3%
Marketing staff salaries and expenses	30%
Exhibitions	10%
Training	5%
Other (Travel and conferences to annual general assemblies)	10%
Total marketing budget for this year	**100% Z$18.5million**

Table 47: Marketing budget composition- church related perceptions

Table 47 shows that, although the percentage is lower than in neo-liberal universities, marketing staff salaries and expenses consume just under a third of the total marketing budgets for church- related universities, becoming the single most expensive item. Taken together, publicity, information, advertising and exhibitions account for slightly more

than half the total marketing budget. Research and training account for an even lower figure of 8% together. However, in recognition of the prominent external linkages these universities tend to have, about 10% of the church universities' marketing budgets are reserved for travelling, accommodation and attending general and country chapter conferences.

AREA OF MARKETING ACTIVITY	PERCENTAGE OF MARKETING BUDGET
Publicity materials	26%
Information/public relations	20%
Advertising	7%
Research	5%
Marketing staff salaries and expenses	27%
Exhibitions	13%
Training	2%
Other	0%
Total marketing budget for this year	**100% Z$5.5million**

Table 48: Marketing budget composition- segmented university perceptions

Table 48 shows that marketing staff salaries and expenses (27%) take the greatest share of the marketing budget of segmented universities. This is closely followed by publicity (26%) as a single item. Being relatively new institutions, this is hardly surprising. The budgets for research and training (5% and 3% respectively) remain relatively lower when compared to other allocations.

AREA OF MARKETING ACTIVITY	PERCENTAGE OF MARKETING BUDGET
Publicity materials	10%
Information/public relations	15%
Advertising	10%
Research	17%
Marketing staff salaries and expenses	27%
Exhibitions	3%
Training	5%
Other (specify) **Industrial liaison activities**	13%
Total marketing budget for this year	**100% Z$ 19million**

Table 49: Marketing budget composition- Industry-linked perceptions [Industrial liaison activities were an additional budget item for this university]

Table 49 shows that marketing staff salaries and expenses (27%) still take up the largest portion of the marketing budget in the industry-linked university. A significantly bigger percentage (17%) is reserved for marketing research. As indicated earlier, evidence in the form of customer-based research reports to substantiate the claims of a customer focused approach was provided. An additional marketing budget item for this university was the 13% allocated to the Industrial liaison office which co-ordinates the bulk of the marketing activity.

AREA OF MARKETING ACTIVITY	PERCENTAGE OF MARKETING BUDGET
Publicity materials	20%
Information/public relations	10%
Advertising	6%
Research	12%
Marketing staff salaries and expenses	32%
Exhibitions	10%
Training	5%
Other (External consulting services)	5%
Total marketing budget for this year	**100% Z$ 25million**

Table 50: Marketing budget composition- Adult-centred perceptions

Table 50 shows that a major difference in the adult- centred university is in the budget set-aside for external consulting services. The ZOU conducted a series of workshops

facilitated by strategic planning consultants who helped in developing the institution's current strategic plan document. The other difference lies in the higher levels of funds set aside for marketing research (12%). Evidence for this was provided in the form of questionnaires developed by the marketing department for customer-needs' surveys that were underway during the time this research was conducted.

In conclusion, key issues in funding patterns and practice across the universities will be highlighted. As mentioned earlier, the need for exercising caution in interpreting data on funding and marketing budgets remains crucial. Figures given by marketers as representing percentage budget allocations for different areas of marketing activities within the same institution were in some cases different. For example, in one university, three different respondents quoted the budget allocated for information activities as 45%, 0% and 15%. On reflection, while the decision taken to use the averages from the figures provided was the most rational in dealing with these discrepancies, it remains clear that the figures used for making comparisons were highly contaminated at every stage of the process. In another institution, the total marketing budgets were given as Z$30 000, Z$ 16.6 million, and Z$ 575 000 by three different respondents. The discrepancies were so widespread across the whole sector that it is reasonable to conclude that marketers in universities in Zimbabwe were not clear both about the budget allocations to different marketing activities and more broadly about the budgetary practices of their own institutions.

Despite this general observation, marketing salaries and staff expenses as a single item, account for the largest part of the marketing budgets of all institutions. This pattern mirrors the situation for the universities at the macro-level as the registrar of one of the universities explained:

> *Government funding is declining. Almost 80% of the grants from government are for salaries, thus leaving only 20% for running the university. These grants are no longer being disbursed quarterly as in the past, which allowed us to invest the money and use the profit for institutional and human resources development. We now get the grants every month. Universities have now been reduced to salary administering institutions.*

Secondly, most universities tend to allocate more than half of their marketing budgets to activities of a publicity and public relations nature. This supports the claim made that the underpinning marketing strategy of the universities is based on public relations and information dissemination approaches.

Budget allocations for research and training are generally the lowest except in the industry and adult centred universities. This corroborates findings earlier that marketing research is not a prominent activity supporting the marketisation of universities in Zimbabwe.

Comparing the total marketing budgets for different types of universities did not yield meaningful data. The total budgets were themselves products of sometimes wildly differing estimates. Nevertheless, marketing budgets should be considered in light of sizes of institutions and also from the point of view of total institutional budgets. Respondents were thus asked to indicate marketing budgets as a percentage of the total institutional budgets. As expected, the figures given within each institution were different such that it was considered to be of little value using this information. For example, in one institution, the marketing budget as a percentage of the total was given as 0,000001% and qualified as 'very little' by one respondent whilst another stated 0.35% and another 15%. Perhaps the respondents should have just been asked to provide a qualitative statement regarding the relative size of the marketing budget when measured against the total institutional budget. The impression was that marketing budgets were perceived as relatively small and this is corroborated by the fact that across all universities, as shown earlier, the money allocated for marketing was considered as inadequate.

Developing profiles of marketers

But who are these marketers in the university sector in Zimbabwe? The section that follows aims to develop the profiles of marketers in the university sector and to make an assessment whether the marketing function in the country is handled by personnel with the right experience and qualifications. Information gathered from the respondents was compiled in table 51.

UNIVERSITY	JOB TITLE	AGE	SEX	REPORTS	FULL/PART TIME	EXPERIENCE	ACAD QUAL	PROF QUAL	COURSES ATTENDED	SALARY BAND
UZ	Dean of Eng.	46 to 55	M	To VC	F/T part time marketing	Above 10 years	PhD	Prof.	Management Consulting	Above 100K pa
UZ	Dean of Comm.	36 to 45	F	To VC	F/T part time marketing	Above 10 years	PhD	Nil	Management Consulting	Above 100K pa
UZ	Admin Assistant PR	36 to 45	M	Deputy Registrar Admin	F/T part time marketing	Above 10 years	MA	Nil	Nil	40 to 60 K pa
MSU	Dean of Studies	36 to 45	M	To VC	F/T part time marketing	1 to 4 years	MEd.	Nil	Nil	60 to 100 K pa
MSU	Registrar	36 to 45	M	To VC	F/T part time marketing	1 to 4 years	MBA	Nil	Nil	Above 100K pa
AU	Admin. Assistant	26 to 35	M	Director of information	F/T	1 to 4 years	BA	Nil	Nil	40 to 60 K pa
AU	Program Info. Officer	26 to 35	M	Director of information	F/T	1 to 4 years	BBS	Nil	Nil	40 to 60 K pa
SU	Registrar	36 to 45		To VC	F/T part time marketing	Above 10 years	MBA	Nil	NIL	Above 100K pa
SU	Dean of Students	56 +	M	To VC	F/T part time marketing	5 to 10 years	PhD	Nil	Nil	20 to 40K pa
CUZ	Liaison Officer	36 to 45	F	To Proctor	P/T full time marketing	1 to 4 years	BA	Nil	Nil	20 to 40 K pa
BUSE	Ass to VC	36 to45	M	VC	F/T part time marketing	1 to 4 years	MA	ZIM	MBA current	40 to 60 K pa
BUSE	Dean of students	46 to 55	M	VC	F/T part time marketing	1 to 4 years	MEd.	NIL	MBA current	Above 100K pa
BUSE	Registrar	46 to 55	M	VC	F/T part time marketing	5 to 10 years	MBA	Dip B Adm.	NIL	Above 100K pa
MU	Dep. Dean of Students	46 to 55	M	Acting VC	P/T part time marketing	Less than 1 year	MEd.	Nil	Nil	40 to 60 K pa
NUST	Registrar	46 to 55	M	To VC	F/T part time marketing	More than 10 years	MA	Nil	Nil	60 to 100 K pa
NUST	Industrial Liaison officer	46 to 55	M	Registrar	F/T	More than 10 years	MA	Nil	Nil	40 to 60 K pa
ZOU	Pro VC	36 to 45	F	To VC	F/T	Less than 1 year	PhD	MBA marketing major	Nil	60 to 100K pa
ZOU	Marketing manager	36 to 45	M	To VC	F/T	Less than 1 year	MEd.	Nil	Nil	60 to 100K pa

Table 51: Profiling university marketers in Zimbabwe

Table 51 shows that in terms of occupational roles as reflected in the job titles of the marketers, two things are clear in this sector. First is the general absence of marketing

terms and language in the job titles of the marketers. Only one of the marketers in the entire sector is referred to as 'marketing manager'. It is also in the same university where the Pro VC is designated as Pro VC (marketing). Overall this suggests that formal marketing roles have not been fully recognised yet in the university sector. This suggestion gains further support from the fact that the majority of marketers except for six (mainly in the Industry-linked, adult centred and church related universities) are employed in marketing only on a part time basis. For the majority, marketers normally combine their marketing role with other traditional university roles as managers, administrators, teachers and researchers. The marketing function is thus not always considered worthy of full time status, as part time provision appears to be more prevalent. Secondly, the marketing function appears to be delegated to fairly senior personnel right across the sector. The majority of marketers hold very senior positions as academic or administrative leaders. Equally they also tend to report directly to the most senior office of the VC. This suggests that, although marketing is not always accorded full time status, its role is considered very highly. This supports the finding made earlier that VCs are perceived by marketers as being very supportive and positively inclined towards the marketing concept and the ongoing marketisation of universities.

The data indicates that the majority of marketers are male. Only three females were part of the research sample, one in a neo-liberal university, another in a church related and the third holding the position of Pro VC marketing in the adult centred university. There is insufficient evidence to suggest that the distribution of female marketers follow any discernible pattern. Nevertheless, it is evident that male employees predominantly execute the marketing function.

In addition, six of the marketers (33%) in this sample were between the ages of 46 and 55. All of them were male and were found in the traditional type of universities. Nine (50%) were between ages 36 and 45 and all the three female marketers belonged to this group. The distribution of these nine marketers across universities is more widespread covering the entire spectrum of institutional types.

Also, more than half the marketers in the universities in Zimbabwe (10 of 18) have been employed for less than five years in their current jobs. This may be reflective of the fact that the majority of the universities have only been in existence in about the last five years. A third (6 of 18) have been employed in their current positions for more than ten years albeit in conjunction with other more prominently defined roles as administrators and academic leaders.

With regard to academic and professional qualifications and salaries, which provide proxies for the status accorded by institutions to the marketing function, the data obtained suggests firstly that, formal marketing qualifications are not considered as a pre-requisite for marketing leadership. Although more than three quarters (14 of 18) of the marketers were educated to master's level, the majority did not hold qualifications relevant to marketing. It was only in the adult centred university and to a lesser extent in the church related universities where marketers were employed on the basis of their relevant qualifications in marketing. Qualifications marketers held tended to be more related to the requirements of their other key responsibilities and roles. In addition, the majority of the marketers had not attended marketing related courses in the last five years except for four that had attended management consulting courses or were currently enrolled on MBA programmes in which marketing was a component. This may suggest low levels of commitment and interest by the current marketers in their role as marketers or limited opportunities for ongoing staff development for people in marketing roles. With the exception of three of these marketers, one holding a diploma in Business Administration with a marketing component, another who is a member of the Zimbabwe Institute of Management (ZIM), and a third with an MBA in marketing, the rest of the marketers in Zimbabwe do not hold professional marketing qualifications. On the other hand, the salaries of the current marketers are mostly in the top scales for university employees in Zimbabwe. This however does not suggest that marketers are well paid as these salaries are determined more on the basis of their other full time responsibilities and roles within the universities. Rather surprising cases were those of the Dean of students and the liaison officer at SU and CUZ respectively whose salaries ranged from 20 to 40K Z$ per annum. For the one at CUZ, the explanation may lie in the fact that she was only

employed on a part time basis despite the fact that she considered herself as full time employed in marketing.

Summary and key issues

The findings presented in this chapter relate to four key objectives of marketing organisation and approaches, marketing role perception of marketers, funding strategies for the marketing function and the profiles of university marketers.

The PR office is the dominant base for most of the marketing activity in this university sector. However, segmented universities tend to use the office of the dean of student affairs, where university-school liaison constituted the core marketing activity. Generally, diffuse and decentralised marketing organisation dominate across the sector with progressive centralisation found in the industry-linked and adult centred universities. Most of the marketing activities occur under the auspices of traditional university organisation and structures. Marketers tend to see themselves as having greater involvement in the Product and People elements of the universities' marketing mix. Their involvement in Place, Price and Promotional aspects was progressively weaker. However, involvement in Promotional elements was considered high in segmented universities.

There also appeared to be a lack of clarity across the sector about budgetary aspects for the marketing function. Evidence suggests that many of the marketing budgets were arbitrarily determined, implying further a piecemeal approach to the marketing function of many of these universities. Activities of a publicity and information dissemination nature tended to receive the highest budgetary allocations while the more strategic aspects of marketing planning and research were allocated insignificant amounts of money.

On the whole marketers' profiles suggest that universities in Zimbabwe are insufficiently capacitated both conceptually and in terms of skills and experience to lead a proper marketisation agenda in most of the sectors' institutions.

CHAPTER 6

MARKETING EFFECTIVENESS: PERCEPTIONS OF SIXTH FORM PUPILS AND HEAD TEACHERS

Introduction

This chapter presents data from questionnaires administered to 480 sixth form pupils and from interviews conducted with head teachers from ten schools in Zimbabwe. The purpose of this part of the research was to obtain evidence from external sources relating to how they perceived the effectiveness of current universities' marketing strategies. Data from the market is useful in determining marketing performance of organisations as perceived by significant external customers. We begin with results from the sixth form pupils.

Analysis of sixth form pupils' data

For the majority of universities, sixth form pupils constitute the traditional recruitment market for most programmes and were therefore considered the most reliable source of data for this part of the research.

A few universities, notably the ZOU and AU have developed their programmes around the needs of different market segments. In the case of the ZOU, the programmes are designed to attract mature students seeking to access HE without the traditional A-level requirement that most universities insist upon. The flagship programme at ZOU is the Bachelor of Education degree designed for practising teachers without university degree qualifications. At AU, the student recruitment policy goes beyond the borders of Zimbabwe and stipulates quotas for each of the countries on the African continent. The student demographics for the 2000/2001 academic year indicate that 17 African countries were represented on the student body, 27% of who were non-Zimbabweans (AU Information Office 03/01).

While these two institutions have unique recruitment markets of their own, they nevertheless compete for A-level students with the other universities in the country. Thus

a decision was taken to limit this part of the study to a market where all universities tended to recruit from though some of them do so more than others. The results from this part of the study have to be interpreted with that in mind.

Sixth form pupils' demographics

A total of 480 sixth form pupils from 10 high schools in the country's 10 administrative regions participated in the study. The schools from which the pupils were selected were representative of the different high school types found in the country as reported by Nyagura and Reece (1990). Below are summaries of the demographic features of the sample used for this part of the research beginning with age distribution.

AGE RANGE	FREQUENCY	PERCENT
16 to 18	374	78%
19 to 22	101	21%
22 and above	2	0.5%
Missing	3	0.5%
Total	480	100%

Table 52: Sixth form pupils' distribution by age

Table 52 shows that the sixth form pupil distribution by age obtained from this sample closely resembles the national distribution for all sixth form students in the country. The national statistics indicate that 75% of these pupils are age 16 to 18 and 21% are age 19 to 22 (Ministry of Education Sports and Culture (MOESC) ED46 2001). This provides some evidence for considering this sample to be a representative one, at least in terms of the age of those who participated in the study.

Gender distribution of the sample also provides similar evidence as depicted in table 53.

GENDER	FREQUENCY	PERCENTAGE
Female	183	38%
Male	297	62%
Total	480	100%

Table 53: Sixth form pupils' distribution by gender

National statistics from the same source indicate that, at sixth form, female pupils constitute 37.6% while males are 62.4%. In terms of gender, the sample used in this study closely resembles the distribution in the actual population. Interestingly, in an attitudinal survey of the image of NUST in the Bulawayo community (Mtisi 1998), the high school sample of sixth form pupils used for that research had a female to male ratio of 39% to 61% (Mtisi 1998:10).

Pupils' area of study was also an important variable in this study. Given that the newer universities show a pattern of growth in specialised fields, some students would naturally not be attracted to such institutions if they were not studying the requisite subjects at A-level. It was therefore important to determine the spread of the sample across the generic A-level subject area of study. This is summarised in table 54 below.

AREA OF STUDY	FREQUENCY	PERCENTAGE
Pure sciences	97	20.3%
Arts	143	30%
Mixed science/Art	57	12%
Business studies	159	33%
Technical studies	2	0.5%
Other	11	2.1%
Missing	11	2.1%
Total	480	100%

Table 54: Sixth form pupils' distribution by areas of study

Table 54 shows that the Business Studies area has the largest proportion of students (33%) at A-level in this research sample. The Arts (30%) and then the Sciences (20%) closely follow this. The sample composition closely mirrors that obtained by Mtisi (1998) who found that Arts had 32%, Commercials 30% and Sciences 28%. The differences could be attributed to the fact that Mtisi's study was conducted in one urban centre whereas this study took samples from across the whole country. National figures obtained from the 2001 ED46 of the MOESC in Zimbabwe reflect a similar distribution to that obtained in this study (Commercials: 31%, Arts 30%, and Sciences 23%). The important thing to consider though is that choice and the subjects pupils do at A-level directly influence preference of university. Conversely it could be said that the curriculum offered in the university has a bearing on pupils' choice and preference of HE destinations.

Sixth form pupils' intended post A-level first destination

Pupils were asked to indicate from a given range of choices their anticipated first destinations after A-level. The choices included going to university, to a technical or polytechnic college, doing an apprenticeship, going to a teachers' college, joining nursing, looking for a job and any other (for which they had to specify). They were asked to indicate only one of the destination choices. Table 55 below summarises the findings from this question.

FIRST DESINATION	FREQUENCY	PERCENTAGE
University	444	92.5%
Nursing	11	2.2%
Teachers' college	2	0.5%
Apprenticeship	5	1.1%
Job	5	1.1%
Other	6	1.2%
Missing	7	1.4%
Total	480	100%

Table 55: Post A-level intended destinations

The majority (93%) of sixth form pupils in this sample indicated going to university as their first choice destination. This shows that sixth form pupils perceive study at this level as being a direct preparation for university rather than for other destinations suggesting a clear readiness and motivation for university education by these sixth form pupils. This readiness and motivation of the customer for university education in Zimbabwe may be a contributing factor to the general laxity about marketing observed in the various universities.

All the 11 pupils (2.2%) who indicated nursing as a first choice destination were female. This confirms the highly gender biased nature of this profession (Dorsey 1995 and Gordon 1997). Of significance also, is the result of those who aspired to go to teachers' colleges after sixth form. Only two pupils (0.5%) indicated teachers' colleges as their intended first destinations. This result suggests that sixth form pupils are generally negatively inclined towards the teaching profession. The implication for universities with teaching degrees as their flagship programmes is profound. Indeed, what is implied here is that sixth form students do not provide a ready market for such degree programmes. In order to remain viable, such universities would need either, in the short term, to diversify their programmes, thus targeting different student markets. In the longer term, they may need to lead a revitalisation of the teaching profession with a view to enhancing its image among students in high schools and the public at large.

Other routes that were indicated included joining the police force (2), being part of the family business (1), and going overseas for further studies (3). It is clear that there is a ready, albeit small market for overseas student recruitment in Zimbabwe at undergraduate degree levels. The tendency among the sixth form pupils in private schools has been to show a greater preference to study abroad than those from other schools. As a general rule, private education is mainly for Whites and those from upper socio-economic groups who can afford the high fees demanded by these institutions. In addition, the political and economic situation in Zimbabwe in the last few years has not been stable and has been a major reason for sending children abroad for further studies. Asked why they preferred to

study abroad after sixth form, one of the pupils interviewed at a private school had this to say:

> *My parents do not see a future in this country. We stay on a farm in the Lomagundi area and with the very uncertain land question including the government sponsored farm invasions it will be better for me to do my university studies outside the country. I hope you are not a C10 because this information can send me to the gallows.*

C10 is the publics' acronym for the infamous secret service in the country and the pupil wanted assurance that he would not be made to pay for the information he had provided. After giving some assurance and having shown them my university ID and passport, another pupil said:

> *Beside the politics of this country and the uncertain future particularly for us whites, there are only two universities worth talking about in this country, UZ and NUST. We cannot all go there. In any case these two universities peg their entrance demands so high, imagine 12 points and above for most of the programmes. We cannot all be geniuses and yet these universities are demanding that of us. It is not fair really. I will be lucky to get more than 10 points. So from the word go, I have no place in the good universities in Zimbabwe.*

Another pupil talked about the culture of student unrest and hooliganism that has become part of the university fabric in Zimbabwe:

> *Half the learning time in our universities is now taken up by long periods of Toi Toi on the university campuses due to political and economic problems faced by the students. It has been said that the Zimbabwean degree is now half what it is supposed to be worth and soon may have problems of international recognition. For me, study abroad is not just an option, but a must.*

Toi Toi is the Zimbabwean University students' word for the running battles they frequently have with the state police during times when they are demonstrating for various reasons. These sentiments agree with the perceptions of university marketers and senior administrators about the challenges their universities are facing. The national polity, economy and governance have contributed immensely to campus unrest over the last few years and student demonstrations have become a part of university culture in Zimbabwe. For these reasons, some sixth form pupils prefer to study at overseas universities. Others also see the extraordinarily high entrance qualifications demanded by the two most popular universities as a deterrent for applying to these institutions.

Sixth form pupils' preferences of university

Sixth form students were presented with a list of all the universities in the country at the time this study was conducted. They were asked to indicate their order of preference for the institutions. In the pilot it had been noted that a large number of respondents only ranked the top three universities and did not bother about the remainder. It was therefore not possible to obtain their reasons for lack of preference for other universities. For the main study pupils were specifically asked to rank all the universities and this resulted in a full data complement for this question. Where similar stress was not made, there were a number of missing cases of data. For this question in particular it was important to have all the responses, as it was the basis for a range of others subsequent to it. Table 56 below summarises the sixth form pupils' responses to this question.

PREFS	UZ	NUST	AU	BUSE	GZU	CUZ	SU	MSU	MU	CTTC	ZOU
First	219 (45.6%)	161 (33.5%)	25 (5.2%)	15 (3.1%)	7 (1.5%)	10 (2.1%)	6 (1.3%)	20 (4.2%)	0 (0%)	3 (0.6%)	14 (2.9%)
Second	113 (23.5%)	160 (33.3%)	50 (10.4%)	13 (2.7%)	12 (2,5%)	10 (2.1%)	41 (8.5%)	37 (7.7%)	2 (0.4%)	18 (3.8%)	22 (4.6%)
Third	39 (8.1%)	31 (6.5%)	79 (16.5%)	48 (10%)	21 (8.3%)	38 (7.9%)	40 (8.3%)	115 (23.9%)	7 (1.5%)	6 (1.3%)	56 (11.7%)
Fourth	30 (6.3%)	31 (6.5%)	80 (16.6%)	39 (8.1%)	31 (6.5%)	42 (8.8%)	75 (15.6%)	84 (17.5%)	3 (0.6%)	21 (4.4%)	44 (9.2%)
Fifth	30 (6.3%)	50 (10.4%)	66 (13.8%)	45 (9.4%)	27 (5.6%)	38 (7.9%)	85 (177%)	56 (11.7%)	0 (0%)	17 (3.5%)	66 (13.8%)
Sixth	27 (5.6%)	29 (6%)	63 (13.1%)	55 (11.5%)	50 (10.4%)	69 14.4%)	42 (8.8%)	42 (8.8%)	24 (5%)	29 (6%)	50 (10.4%)
Seventh	4 (0.8%)	5 (1.1%)	44 (9.2%)	57 (11.8%)	72 (15%)	49 (10.2%)	56 (11.8%)	41 (8.5%)	31 (6.5%)	46 (9.6%)	62 (12.9%)
Eighth	5 (1.1%)	8 (1.6%)	47 (9.8%)	58 (12.1%)	70 (14.5%)	54 (11.3%)	59 (12.3%)	31 (6.4%)	69 (14.4%)	38 (7.9%)	41 (8.5%)
Ninth	7 (1.6%)	6 (1.3%)	18 (3.8%)	57 (11.9%)	49 (10.2%)	62 (12.9%)	31 (6.5%)	26 (5.4%)	90 (18.8%)	85 (17.7%)	49 (10.2%)
Tenth	2 (0.4%)	1 (0.2%)	3 (0.5%)	24 (5%)	69 (14.3%)	39 (8.1%)	8 (1.6%)	5 (1.1%)	166 (34.6%)	136 (28.3%)	27 (5.6%)
Last (11)	4 (0.8%)	6 (1.3%)	5 (1.1%)	69 (14.4%)	72 (15%)	69 (14.3%)	37 (7.7%)	23 (4.8%)	88 (18.3%)	81 (16.8%)	49 (10.2%)

Table 56: Sixth form pupils' preferences of universities in Zimbabwe

Table 56 shows that the University of Zimbabwe is the first choice institution for nearly half the sixth form pupils (about 46%). (NUST) comes second with a first choice preference by over a third of the sixth form pupils (about 34%). As a first choice university, (AU) was a distant third with just over 5% showing their preference for it. With no respondent indicating it as a first preference university, MU which houses the Bachelor of Education degree programme was the least preferred university in Zimbabwe. Using first preferences, sixth form students who participated in this study thus ranked the universities as illustrated in table 57 below.

PREFERENCE/ MOST TO LEAST PREFERRED	UNIVERSITY	NUMBER WHO RANKED IT FIRST	PERCENTAGE
First	UZ	219	46%
Second	NUST	161	34%
Third	AU	25	5%
Fourth	MSU	20	4%
Fifth	BUSE	15	3%
Sixth	ZOU	14	2.8%
Seventh	CUZ	10	2%
Eighth	GZU	7	1.4%
Ninth	SU	6	1.2%
Tenth	CTTU	3	0.6%
Eleventh	MU	0	0%
Totals	**11 Universities**	**480**	**100%**

Table 57: University preferences based on first choice indications

Table 57 shows two lowest ranked universities have a specific focus on teaching degree programmes. These results confirm, albeit partially, that sixth form pupils in Zimbabwe are generally not inclined towards teaching as a career. The results also agree with those found by Mtisi (1998) who found that the difference in pupils' preference of the UZ and NUST was very narrow.

When the first choice preferences were combined according to type of university, the results indicate that about 50% of sixth form pupils prefer the neo-liberal universities. The industry-linked university (34%) attracts the second largest percentage of pupils

Third are the church related universities with about 10% indicating them as their first choice institutions. The segmented (4%) and adult centred (3%) universities come fourth and fifth respectively.

How sixth form pupils perceived UZ

Pupils were asked to indicate reasons for selecting some universities as their first choice destinations. Those who selected the UZ gave the following reasons summarised in the table 58 below.

REASONS	NUMBER	PERCENTAGE (N= 219)
Most well established	96	43%
Widest range of courses	54	25%
Good facilities	87	40%
Accommodation	57	26%
Good teaching	21	10%
The UZ is popular/ good reputation	72	33%
Teachers advice	69	32%
Parents advice	53	24%
Prestigious university	18	8%
Its location in the capital	44	20%
Biggest university	60	27%
Most of my friends are there	23	11%
Most well known	46	21%
Total	Do not add up to 219 as pupils gave more than one reason	Do not add to 100% as pupils gave more than one reason

Table 58: Reasons for preferring UZ

The above table indicates a wide variety of reasons why sixth form pupils choose the UZ as their first destination for HE studies. By far the most important reason given by 43% of the pupils who made UZ their first choice was that it was the most well established university in the country. From the pupils' perspective, this university gains its competitive advantage from its long history, and that its programmes have been tried and tested. One of the pupils wrote:

I want to go to the UZ because everyone knows what you can get from there. Other universities still have to prove themselves.

The university itself was aware of this strength as the five-year strategic plan document reveals:

> As strengths, the UZ has well qualified staff with impressive accumulated experiences, well-established physical infrastructure, and the resolve to take the University's destiny into its own hands (UZ five year strategic plan 1998-2002:3).

Most other universities in Zimbabwe were still being constructed and were at different stages, some having been barely started and others using rented facilities in different locations of the cities and towns of the country. Thus many of the newer universities did not have matching infrastructure and could not therefore have the same attraction that the UZ offers.

Among reasons given by sixth form pupils for their preference to the UZ was that their teachers constituted a powerful influence on pupils' choice of HE routes. The reason could be that the majority of teachers teaching at A-level in schools in Zimbabwe are themselves products of the UZ. Other universities are only beginning to have their products filtering into society. It will be some time until they have sufficient numbers for these products to begin to have the same impact that the UZ seems to be having from its former students. What is clear is that teachers in the schools are acting as a powerful, though informal mechanism for marketing the UZ through influencing sixth form pupils' choice of HE. Thus the UZ has a competitive advantage over other universities through teachers who exert significant influence over their pupils' choice.

Examining the reasons given by sixth form pupils for making UZ a first choice university reveals that three broad categories of the marketing mix elements seem to be operational in the context of pupils' choice of this university. Reasons such as: the widest range of courses (25%), good facilities (40%), good teaching (10%), and popular product (33%) could be loosely grouped under the Product element of the marketing mix. Those related to the university being a prestigious institution (8%), its location in the country's capital (20%), being the biggest university (27%) and having the best accommodation

opportunities (26%) were considered to describe the Place element of the marketing mix. It is clear that most of the reasons given by pupils fell into these two broad elements of the marketing mix.

A third grouping could be classified as the promotion element, including teachers' influence (32%), the influence of parents (25%), friends (11%) and that UZ is the most well known university in the country (21%). What is however clear is the fact that among these factors of university promotion, none reflects a deliberate institutional strategy to influence pupils' choices. We could therefore say that the UZ, for its promotion depends more on informal and passive mechanisms and that these mechanisms seem to be working well for the institution. There is no guarantee that this will remain so as the case of the NUST has indicated.

Mtisi (1998) indicates that industry, representing the main employer of the NUST graduates, speaks more favourably about that institution's products than it does about graduates from other universities.

Price issues of the marketing mix did not feature prominently among the reasons given by sixth form pupils. This could be because most of the universities in Zimbabwe, being government funded, operate within the same funding policy and student financing mechanisms. This however hides other issues related to the Price element of the marketing mix such as entry requirements, which form a basis for many sixth form pupils' decisions.

The data also provides insights about the universities least preferred by sixth form pupils in Zimbabwe. Although only four pupils ranked the UZ last, the reasons they gave were informative and worth of consideration. Also peculiar about respondents who ranked the UZ last was that they were all female. Because they were few, their verbatim responses are presented below.

A 17 years old girl studying Arts subjects at a rural boarding school in the Midlands wrote about rampant female harassment and bad behaviour at the UZ particularly during times of disturbances:

> *The UZ is now well known for bad behaviour among its students. When there are demonstrations on campus, a lot of silly things happen like boys urinating in the refrigerators in the dining halls and girls being sexually harassed.*

Another 17 year old studying Commercials and Arts at the same school complained of the frequent disruption of classes due to student unrest and the erosion of the value of the UZ qualification in the eyes of employers and the society at large:

> *The UZ degree is probably half its actual worth today as the university is often closed due to students and police disturbances at the campus. When people hear you are from UZ these days, they just associate you with hooliganism and employers have lost faith in the UZ graduates.*

The third was an 18 years old doing Sciences at a mission boarding school who wrote about her dislike for the UZ:

> *If I do not get a place at NUST, I would rather go to BUSE and become a teacher of science. UZ has lost its glamour because of the frequent demonstrations and the bad press it has received over the last few years.*

Again the negative image of teaching as a career is clearly demonstrated in this quote. It also demonstrates the challenge the UZ is now facing from competing institutions such as NUST. Some pupils clearly do not want to be associated with institutions carrying negative images in society.

The last respondent among this group was 17 years old attending an urban high school in one of the suburbs in Harare. She clearly demonstrated rational choice in her decision to rank UZ last by making reference to the exceedingly high entry requirements of the institution. She wrote:

> *The UZ demands very high qualifications. You have to have between 12 and 15 points at A-level to be considered for a place. I do not see myself attaining that standard. I am likely to get between 8 and 10 points. There is no point really putting UZ as first choice when I know I will not meet its requirements.*

Because of high demand, a direct result of the democratisation of education following the country's independence in 1980, the UZ has the enviable advantage of getting its students from the upper ranks of performance from the A level student recruitment market. Sixth form pupils who have a realistic view of their capabilities such as the one quoted above, tend to exclude the UZ from their framework of HE choice.

The UZ therefore is ranked last for reasons related to issues of campus violence and insecurity, a public (especially employer) perception of the eroded value of the institutional qualification, and for its exclusiveness in terms of targeting only the top end of performers in the A level student recruitment market.

Sadly the UZ strategic plan document makes no mention of these serious impediments. Perhaps it can be argued that a small minority of customers raises the issues and thus were considered insignificant. What comes out clearly in the strategy document in terms of weaknesses and threats are issues of poor departmental management, poor funding, increased competition from new universities, and government interference with the university's decisions. Hauptman (2002) describes universities and institutions operating under a high degree of micromanagement from government or its agents as lacking the autonomy required for institutional marketisation. The issue was also raised by some of the VCs who indicated that government excessive controls stand in the way of institutional creativity. Without creativity, as Hardie (1991) has argued, institutional marketisation is seriously compromised.

How sixth form pupils perceived NUST

Those who ranked NUST first gave the following reasons for their choice as summarised in the table 59 below.

REASONS	NUMBER	PERCENTAGE (N= 161)
Practical emphasis	22	14%
The industrial attachment	39	24%
Good reputation	109	68%
Less violent environment	44	27%
Good employment prospects	77	48%
Nearer home	25	16%
Modern facilities	56	35%
Total	Do not add to 161 as pupils gave more than one reason	Do not add to 100% as pupils gave more than one reason

Table 59: Reasons for preferring NUST

The single most important reason students chose to go to NUST is its perceived good reputation. More than two thirds (68%) of those who made it their first preference indicated this reason. If we compare this to the 72 (32%) including the 18 (8%) who chose the UZ because of its prestige, more pupils in the sample still associate NUST with good reputation than they do with UZ. Its reputation has largely been associated with the response of employers who have generally showed preference for NUST graduates ahead of those from other universities.

This favourable reputation has been the direct result of the nature and philosophy behind the curriculum at NUST, its relatively stable and less disruptive student body, strong links with industry and commerce and the high standard of the physical infrastructure, which enhances learning and research activities. The university's strategy document also highlights these issues as its strengths (2001- 2005: 7-8).

The issues of a curriculum with a practical orientation and an industrial attachment, which characterise all programmes at NUST, and to which sixth form pupils appear to be positively inclined, need more elaboration. Industrial attachment means 'a prescribed period of hands on attachment experience in an industrial setting' (NUST Year book 2001/2002:138). It is a requirement for all programmes at NUST that all students admitted for undergraduate degree programmes undergo a period of twelve months full time industrial attachment in their penultimate year as part of the academic programme of

study. Besides strengthening students' academic knowledge and understanding of the practical applications of science and technology, the industrial attachment creates the appropriate links for students to explore future employment prospects in the real world of work. Thus various prominent industrialists, representatives of civic organisations and the media have often described graduates from this university as industry friendly and as appropriate graduates for employment. In a country with an unemployment rate of 60% (Financial Gazette at www.fingaz.co.zw 28 March 2002), degree programmes that enhance graduates' chances for employment are likely to be preferred over those which offer a general or liberal type of education.

There are students who preferred the NUST because it was nearer home than the UZ. While this issue was raised for the NUST, it was rarely mentioned at all for the UZ. This could be related to the fact that the growth of other universities in the country has been on a regional basis. All ten administrative regions of the country each have at least one university. This pattern of growth, influenced largely by political considerations, in a country where issues of ethnicity are intricately related to the national polity, has engendered the feeling in people of the university being brought closer to home. One respondent, a science pupil at one of the urban day secondary schools highlighted this reason:

> *Now that we have our own university here in Bulawayo, I see no reason to be travelling to Harare for a degree. In any case I will not have to look for accommodation since I already have it here.*

Some pupils from this region saw the issue of NUST from a tribal/regionalist viewpoint. A male pupil from the same school as the previous respondent said:

> *My first preference is NUST, a university for us the Ndebeles. The Shonas have more to choose from than us. I do not see why the Shonas have to come to Bulawayo to take our places here.*

This is a misconception some of these pupils have about the universities, an issue that could be addressed through appropriate marketing and information strategies. However it is clear that the issue of Place is an important consideration in the choice making process of these sixth form pupils. Like the UZ, the Price element was not mentioned for NUST

as these universities operate under the same funding mechanisms. Where issues of Price were mentioned, it was often related to the question of accommodation.

A minority of six respondents indicated NUST as their least preferred university. Those who put this university last did so mainly because it did not offer the kind of programmes they were preparing to do (3), the slow pace of construction (2) and the fragmented nature of the university with multiple sites all over the city of Bulawayo (1). A pupil at a secondary school in the Midlands ranked NUST last because:

> *I want to do law after my A levels and NUST only offers science programmes. Although I am told it is a very good university, there is no point really.*

Another who highlighted the issue of the slow construction progress at the university put it this way:

> *I have been to NUST at least 3 times this year and the buildings are going up at a painfully slow pace. I will be forced to choose Harare (UZ) where I will have first priority for accommodation as I come from Filabusi.*

Obviously this pupil has been keeping pace with the developments at the institution for some time and is clearly frustrated that the building programme is progressing rather slowly and that this will jeopardise his chances of getting accommodation.

How sixth form pupils perceived AU

The third most preferred university in Zimbabwe is Africa University (AU) ranked first by 25, (5%) of the respondents. The main reasons given by those who rated it first included: its truly international character, the modern facilities, its religious ethos, and the relative peace and stability of campus life. AU is the only university in Zimbabwe with a deliberate policy of student recruitment that goes beyond the borders of the country. This is clearly demonstrated in its mission based on the Pan-African concept and focused on a commitment to increasing participation of students from as many African countries as possible. Student demographics based on the 2000/2001 academic year figures, indicate that of the 737 enrolled students, almost 27% were international students from 15 other African countries. Local students constituted the remaining 73% (AU Information Office 03/01). Some sixth form pupils value the opportunity to experience HE in such an

internationalised institution. One of these pupils, doing sciences at a mission boarding school near this university, expressed his desire to do his HE studies at AU thus:

> *I cherish the idea of learning along side students from other African countries, to learn something about their languages and culture. To become truly African, you need to interact with other people from African countries. AU University provides that novel experience.*

Issues of internationalisation and globalisation have become topical in the HE discourse. As Scott (1999) has argued, the imperatives of the market are now driving Universities world wide to become truly international and global institutions. Strategies related to these trends include the widespread flows of students across borders, the development of branch and offshore campuses, cross cultural international programmes, and collaboration with academic institutions or systems in other countries. AU in Zimbabwe provides the best model of this internationalisation through its policy of recruiting from the rest of Africa. As a result of this policy, the university offers a somewhat unique student recruitment and institutional marketing model. At the time the research was conducted, discussion concerning the establishment of a satellite West African campus of Africa University in Liberia was at an advanced stage, even though the issue of funding was identified as one that would slow down progress (VC, AU).

The modern facilities alluded to by some of the sixth form students, particularly those interviewed from schools in the locality of the university, provide testimony to the importance attached to issues of Place in the decision making process of sixth form pupils.

The religious ethos of the institution derive from the fact that this university is a United Methodist Church related institution and as the VC emphasised, the religious component, among other aspects, constitutes a significant aspect of the life of this university. He said:

> *The spiritual, physical, emotional and intellectual well being of our students is extremely important, so we must ensure that the campus environment and community life assist them in achieving their full potential. Indeed we recognise our people- students, faculty and staff- as our most valuable resource and we are committed to attracting and retaining outstanding people to our community.*

Related to the above is the fourth reason given by those who placed AU as their first choice HE institution in Zimbabwe, the issue of a relatively safe and non-violent campus environment. Although there have been student disturbances related largely to issues of fees and living expenses at this university over the years, they have always been peaceful and free from violent behaviour.

A relatively small number (5) of sixth form pupils indicated that AU was their least preferred university. The reasons given, like those for the NUST, were: a relatively narrower curriculum which excludes many fields of study, thereby limiting subject choice (2), high fees charged by the institution (2) and not subscribing to the institution's religious affiliation (1). Having only been established in 1992, the university currently has programmes in 5 faculties of agriculture and natural resources, education, humanities and social sciences, management and administration, and theology. There are therefore no opportunities for students wishing to study pure sciences, arts, law, engineering, medicine and other related disciplines. In addition, the university is privately funded and tends to charge higher students fees. This is likely to deter many prospective sixth form pupils from applying to AU.

How sixth form pupils perceived MSU

The fourth most preferred university by sixth form pupils who participated in this study was the State University in the Midlands (MSU). Twenty pupils (4%) indicated this university as their first preference. The university, which was established by an act of parliament in April 1999, is situated in the Midlands capital of Gweru, the fourth largest city in Zimbabwe. Initially, the university was established as part of the Ministry of Higher Education policy of devolution designed to expand access to HE by converting teachers colleges into degree awarding institutions. Thus the MSU is still housed at the Gweru Teachers College. However the MSU rapidly transformed itself, with the backing of the then Minister of Higher Education Ignatius Chombo from the original idea of devolution to a full-fledged state university. MSU is thus the third state maintained university to be established in Zimbabwe. In less than two years, MSU had already established 5 faculties with a total of 21 academic departments (MSU Year Book

2000/2001). The university, at the beginning of the first semester in March 2000, had 598 students enrolled into its various programmes and a teaching staff complement of 70. When the research was undertaken, the university had a student enrolment of 1772 and staff compliment of 170 (MSU Strategic Plan 2001-2015: 7).

Reasons for choosing this university first included: being the fastest growing university in Zimbabwe (4); providing the most realistic chances for a university education (6); having a relatively broad curriculum compared to most of the newer universities (7) and being closer to home and issues of accommodation (3).

Those who talked of the MSU as providing them the most realistic chances for accessing HE, represent a group of realistic decision-makers. The top two state funded universities tend to recruit from the upper end of pupils' performance. Pupils, who realise the limitations of their academic abilities at this stage of the choice process, tend to give first preference to those institutions they know to accept students with comparatively lower academic qualifications. One pupil who gave this as a reason, and was at a school in Masvingo said:

> *Competition for places at UZ and NUST is too high. My best bet considering my own performance and advice from my teachers is to do the same degree at MSU.*

The speed with which the university has transformed itself into a large institution with a fairly wide subject curriculum base appears to have met with some sixth form pupils' approval. It is unclear whether this rapid expansion could be matched with quality provision. In a situation such as that seen in Zimbabwe, where the demand for university places outpaces supply, issues of quality, in the minds of sixth form pupils, sometimes play second fiddle to access. This was clearly demonstrated by a female student at a school in Manicaland who said:

> *For me just going to university is OK. The issue of which one is the best is not important to me. I have the greatest chance of getting a place at MSU than at any other university in Zimbabwe. That's my first choice.*

The other pupils who made reference to issues of the university being closer to their homes and to accommodation matters happened to be residents of the city of Gweru, the city that hosts this institution.

Almost an equal number 23 (4.8%) ranked this university last. The reasons given by these pupils could be grouped as follows: It has grown too rapidly for my liking (5), quality of staff is not as good (4), it has a teaching focus (6), and I do not know much about what it offers (5) poorly equipped (3). It is clear from the above reasons that this relates to sceptical decision makers, who consider the speed with which the university has turned itself over a very short period of time in a negative sense. The implication is possibly that of pupils who are concerned with the quality offered by an institution. Interestingly those who preferred MSU also gave the same reason.

In addition, some reasons indicated the influence of sixth form teachers who obviously tell their pupils about issues of quality of teaching in universities. To some extent also, there is a case of a lack of correct information available to students for their decision-making. The fact that MSU is operating at Gweru Teachers College is understood by some sixth form pupils to imply that the university is concerned with teaching programmes. This has implications for the university's marketing and dissemination of information about itself. This is acknowledged by those who indicated lack of knowledge of the curriculum of this institution. The influence by sixth form teachers was clear from this pupil's reason for ranking MSU last:

> *My teachers tell me that the quality of teachers at MSU is very poor compared to the UZ and NUST. The equipment provided there also does not give enough practice for real jobs after university.*

A pupil at a private school indicated succinctly the issue of lack of information including also that of sixth form teacher influence:

> *Our library has prospectuses of only UZ and NUST. I have no basis from which to decide about this university. Most of my teachers came from UZ and they only talk about this university. I don't know anything about MSU.*

Sixth form teachers in Zimbabwe constitute a very powerful influence on their pupils' choice and decision of university institutions. Unless these teachers are given access to accurate and correct information about various universities, there is a sense in which they will only be able to talk confidently and positively about the one institution best known to them. That university is their alma- mater, the UZ.

How sixth form pupils perceived BUSE

The majority of sixth form pupils who indicated BUSE as their first choice institution were studying in schools in the Mashonaland Central region, the province that hosts this university. This suggests regional influence as a factor influencing the choice of sixth form pupils, a phenomenon shown in the reasons given for the other institutions. In addition, the pupils who made this university their first choice were doing pure science subjects with the exception of three pupils who were studying arts and business studies subjects at A-level. This clearly demonstrates the need for information dissemination to assist pupils in their choice of universities. For these three respondents, BUSE is a misplaced choice, as the institution does not offer programmes in the business and arts disciplines.

The reasons given by those who made this university their first preference could be grouped into the following categories: realistic choice based on self assessment of capability (4); being assured of a job at the end of studies (2); being close to home and so no accommodation problems (4), policy of positive discrimination for females (2) and its close links with the UZ (3).

Pupils, whose reasons reflect realistic choice based on self-assessment of capability, referred to their projected A-level performance and based their choice on the advice given by their teachers. A male pupil doing pure sciences at a rural boarding school a few kilometres away from this university gave his reason:

> *My school's pass rate in the sciences, which I am doing, is not that good. I have been advised by my physics teacher and even the biology one to choose BUSE because I will have good opportunities to be enrolled there.*

This university has previously set its lower limit for male student enrolment at seven points while the UZ requires 10 points as its minimum. As a result, those students who understand the limits of their capabilities, which are sometimes influenced by school based factors, tend to show greater preference for the less glamorous and newer universities. In addition, the entry levels for female students in this science education university have deliberately been lowered in order to be able to attract more of this disadvantaged market segment into HE. This policy of positive discrimination for females, or affirmative action as it is sometimes called, is a contentious one. As Mtisi (1998) found out from his study of the image of NUST, the general consensus, even among the students themselves, is that it is not a good policy. However, female students tend to be more sympathetic towards the policy and see it as one that provides them equal opportunities with their male counterparts to access the science curriculum at HE. A female pupil who was doing sciences in a rural boarding school not too far away from this university captured this view rather well:

> *As a girl doing Physics, Chemistry and Mathematics, no one expects me to do as well as the boys. The school records also show that the girls do not do as well as the boys in these subjects. I will go to BUSE because they are sympathetic to this view and my chances there are greater than anywhere else.*

Besides demonstrating realistic choice, this statement also suggests prevalence in schools of expectations of lowered female performance in science disciplines. Such expectations tend to lower female esteem and ultimately motivation and performance in these subjects (Dorsey 1995 and Gordon 1997). Thus female pupils doing sciences at A-level tend to perform less well than their male counterparts, not because they are less intelligent, but because of factors related to societal expectations. It may be useful to point out that as a result of employing this policy, the university now has its first and only female participant in the physics curriculum since the university began in 1996.

The issue of the university being closely linked to the UZ demonstrates another interesting marketing phenomenon, that of brand association (Parasuraman 1991). Pupils in a school, which shares its boundary with BUSE, mentioned this. At its founding, this university was a college of the UZ. As such, and also because the university did not have

facilities and laboratories of its own, all the students had to be transported to the UZ twice every week to do practical work and access library facilities. The sixth form pupils in the said school saw this happening over the years. For some of them this meant that BUSE was offering the same programmes as those offered at the UZ. Hence the BUSE curriculum was seen as a brand extension of the prestigious programmes of the UZ. The quote below illustrates this association clearly.

> *The BUSE student does the same work as students of the UZ spend a good deal of time learning at the UZ. I do not see why I should apply to the UZ. I will be studying science at BUSE next year. It's just as good, if not better, because I will have no accommodation problems as well.*

Clear and demonstrable association with other prestigious institutions, which have already made their mark, can be a powerful marketing tool for attracting students in the HE sector as demonstrated by some of these pupils.

However, a sizeable number of sixth form pupils (69 or 14.4%) ranked this university last. The reasons given are summarised in the table 60 below.

REASONS GIVEN	NUMBER	PERCENTAGE (N= 69)
Small campus	3	4.3%
Lack of infrastructure	12	17.4%
Too much travel to Harare	2	2.9%
Narrow curriculum focus	20	29%
Degree focused on teaching	23	33%
Cuban socialist connection	2	2.9%
Violent student body	3	4.3%
Lack of accommodation	4	5.8%
Young inexperienced staff.	1	1.4%

Table 60: Reasons given for ranking BUSE last

Reasons given by those who ranked this university last were fairly wide ranging. The largest body of opinion representing pupils with negative sentiments about the university resides with those who did not like the university because it offers a teaching degree

programme. This tally with findings by Dorsey (1995) and Gordon (1997). In the pilot study for this research conducted in a high school next to the university, sixth form pupils were not aware of the new degree programme in environmental sciences, which had been recently begun. This recent effort to diversify its programmes had not become public knowledge for pupils and reflects negatively on the marketing thrust of the university. Strategies to inform relevant market segments about programmes of the university were either inadequate or non-existent. It also suggests that the traditional style of curriculum development, which does not accommodate intended users during the development process, dominated development practice. Statements from some respondents help illustrate the depth of feeling sixth form pupils have about teaching as a career and hence their dislike of this university.

> *BUSE is no different from other teachers colleges in the country except that you are awarded a degree at the end of the course. I am not interested in becoming a teacher. Teaching is the last thing I will want to do in life.*

> *I want to do medicine and surgery not teaching. The UZ is the only place I can do the degree that I want.*

The second largest body of opinion came from those who considered the curriculum at BUSE as being too narrowly focused. This is because of the mandate given to the university by government at the time of its establishment. The institution's strategic plan for the period 2000 to 2004 clearly articulates the mission of the university as:

> BUSE exists to provide a service to the nation and the international community through the production of highly acclaimed graduates who will actively promote the development of science education through teaching, research and community service. We seek to be the leading university of science education in the country and to be recognised by others as the centre of excellence in both teaching and research in science education (BUSE Five Year Strategic Plan 2000-2004:1).

Although reasons for this poor rating of the teaching profession were not sought through this research they could be related to low salaries in comparison with occupations demanding similar qualifications in the commercial and industrial employment sectors. They could also be related to the fact that teaching is perceived as a profession of the academically less gifted as traditionally, colleges of education tended to enrol those O

and A level graduates who had not made it straight to university. This suggests that universities with a mandate for initial teacher education operate in an unwilling and hostile market. For such universities, continued participation and success in this market will require significant research investment into the perceptions of sixth form pupils about teaching as a career. This forms a possible direction for extending this particular research.

A third category of reasons could be grouped together as representing the Place element in the university's marketing mix. It includes those who said the campus is too small, 3 (4.3%). These pupils obviously represent those who are largely influenced by images of grandeur associated with universities in their decision-making. It also includes those who dislike the university because it does not have the necessary university infrastructure as is suggested by what a pupil at a high school in Harare gave as his reason for ranking BUSE last:

> *Some sixth form schools in the country have better facilities than those at BUSE. I do not want to go to a university with such poor infrastructure.*

Also belonging to this same category are those who gave a reason relating to inadequate accommodation at the institution, 4 (5.8%).

The issue of excessive travelling by BUSE students was highlighted by some of the respondents. Such frequent travel constitutes a potential risk of accidents to the pupils as one respondent indicated:

> *It will only take one accident to wipe out almost half the student population at this university. There is too much travelling to Harare.*

Other pupils expressed reservations about the BUSE programmes on account of its historical precedence. There is a prevailing opinion in parts of society in Zimbabwe that the BUSE programme is a brand extension of the Cuban teacher training experiment that preceded it. Besides, graduates of the Cuban teacher-training programme are teaching some of these pupils. A study conducted by Vhurumuku and Nyaumwe (2001) has indicated that Cuba trained science teachers are considered by secondary school pupils as least effective on the majority of teacher effectiveness criteria when compared to locally

trained staff. This is likely to result in a brand association creating a negative impact on the image of this university. A pupil wrote about this situation:

> *I am told that the BUSE programmes are a continuation of the Cuban teacher-training programme. I have never been interested in that type of programme and I think it is no longer relevant this time.*

Another pupil was more critical centring his argument on the quality of teaching he had experienced from his own Cuban trained teachers:

> *Twice in this school, students have demonstrated against the poor teaching of Cuban teachers. They are not as good as our own UZ trained graduates, especially content wise. Now Bindura has taken over the Cuban programme that is no good news to me.*

In short, there are sixth form pupils in Zimbabwe who have impressions based on what they are told by their teachers, or on their own experience and who continue to associate the BUSE programme with its perceivably less successful Cuban predecessor. Marketing mediation could be utilised to correct this negative image.

A minority of sixth form pupils alluded to the remaining issues of a violent student body, lack of accommodation and that of a young and inexperienced staff at BUSE. The question of student violence illustrates yet another case of negative brand association. BUSE is a very a small institution with under 500 students. However BUSE students see themselves as part of the UZ, to which the institution was affiliated during its initial years when it operated as an associate faculty. Consequently, the BUSE students who at every opportunity joined their comrades at UZ in demonstrating over a variety of issues, have unfortunately done so in the same violent style that has become a culture of these two institutions. Whereas, from an academic point of view, BUSE has gained positively from its association with the UZ, its simulation of the UZ student culture of violence has impacted negatively on its own image.

The institution's lack of accommodation was another deterrent in their choice making process. Lastly the issue of a young and inexperienced teaching staff mentioned by one of the respondents was an issue directly relating to information passed onto sixth form

pupils by their teachers. A male pupil a school in Masvingo doing Business Studies and Arts said:

> *My teachers tell me that the staffs at BUSE are relatively younger than those at UZ and are definitely not as well qualified and experienced as well. The UZ is a more established university.*

Thus for BUSE, a number of issues combine to negatively influence sixth form pupils choice and preference of this university. Internally there are issues of university size, its narrow curriculum focused on science education, and the nature of the degree aimed at a career in teaching. Externally, the question of brand association with negative features of the UZ and its links with the Cuban teacher education programme seem to dominate.

How sixth form pupils perceived ZOU

Occupying middle position on the list of university preferences is Zimbabwe's only Distance Education University, the ZOU. Fourteen sixth form pupils (2.9%) placed this university as their first choice. For ZOU the major student recruitment segment are mature students wishing to return to education after long periods of absence. It was therefore remarkable that this institution could have such a respectable market share among sixth form pupils. The reasons given by those who preferred it ahead of other institutions were of great interest and are summarised in the table 61 below.

REASONS GIVEN	NUMBER	PERCENTAGE (N=14)
Its presence in all major cities	4	28.6%
Opportunity to learn and earn	5	35.7%
Broad curriculum base	1	7.1%
Affordability of programmes	3	21.4%
Its past link to the UZ	1	7.1%

Table 61: Reasons for preferring ZOU first

Pupils who selected this university offered three significant reasons. The pupils tended to be those in a higher age bracket (above age 19). All except one of the pupils in this category were aged between 19 and 22 years. It would have been useful to find more about this sixth form market segment and why 13% of the 19-22 years age group showed preference for Open University provision rather than for traditional forms to which younger pupils are attracted. In the absence of such additional information, which was not part of this study, hypotheses help explain this interesting and curious finding. It could be that these pupils feel a greater need for financial independence, which may be a result of their economic or social circumstances. It could also be that these older pupils have greater family responsibilities and may be under pressure to find employment after their A-level studies. A pupil aged 22, studying arts and commercial subjects at a day school in Harare, made his case for ZOU as follows:

> *I will need to find a job next year so I can look after my family. The only way in which I can combine study and work will be to go to ZOU.*

What this study did not adequately do was to give a further interview to this and other pupils in order to obtain more information about the circumstances surrounding this and similar cases. This clearly demonstrates the limitations of a questionnaire survey and thus strengthens the argument for multi-methodological approaches. However for this pupil, ZOU was the most appropriate university in his circumstances that required him to become employed, look after his family and study at the same time. Similarly, another pupil in this age group doing Arts at a rural day school stated:

> *I am the breadwinner of my family. I have to get a job when I finish here. ZOU will allow me to work and learn. It's the best I can do.*

Some sixth form pupils showed appreciation for the local presence of ZOU in every major city of the country. They however tended to associate this with issues of access and the need to work after their A-level study as one of them said:

> *ZOU has got campuses everywhere in the country. This makes it easy for me to study from home and also work from home.*

It is possible that the idea of the gap year may be useful for some of these sixth form pupils. They could probably use this time to sort out their finances before joining university.

Another important reason given by those who preferred this university was that programmes within the ZOU were affordable. However, this may not always be true if all the costs are put together. There is a growing body of research, which indicates that the belief that Open University education is cheaper than the conventional form is a fallacy. Chitsika (2001) for example has argued that Open University education appeals to a wide audience particularly the mature student with numerous commitments because of the apparent affordability of its programmes. This affordability is only apparent, mainly due to the relaxed mechanisms for fee payment, which in some cases is based on the specific courses the student will be doing at any given time. Given the often extended periods students take to complete their programmes, the opportunity costs related to obtaining a qualification in these circumstances are frequently very high but are usually not factored into the full costs of the degree. In addition, there are travel costs, sometimes to distant locations for weekend seminars and examinations. There are also hidden costs to the employer who has to award statutory leave of absence with pay to the student. All these costs remain hidden to the student who usually only thinks in terms of the direct course costs which, on paper, are often significantly lower than those for similar programme in the conventional university sector. Despite these arguments, there are sixth form pupils in Zimbabwe who are attracted to study with the ZOU because of the Pricing element o f the marketing mix.

The issue of brand extension was also mentioned as a reason for preferring this university. Because of its previous association as a college of distance education with the UZ, some pupils considered ZOU degrees to be of the UZ quality. A 21 years old pupil who planned to study at ZOU rationalised his choice thus:

> *ZOU degrees were developed by the UZ and the teachers are employees of the UZ. I will be getting the same quality and still be able to work for my family.*

While the above impression does not accurately reflect the current situation of ZOU, its past relationship with the UZ continued to be used as a basis for assessing the quality of its programmes. By extension, the UZ brand was thus thought to have been transferred to programmes of ZOU.

However, a significant proportion (49 students) ranked ZOU last. Reasons given are summarised in the table 62 below.

REASONS GIVEN	NUMBER	PERCENT
Do not like correspondence education.	8	16.3%
Does not offer the degree I want.	4	8.2%
Would like to learn alongside students of my age.	10	20.4%
Have doubts about the quality of programmes.	4	8.2%
Inadequate facilities and learning materials.	2	4.1%
Prefer full time education	7	14.3%
Miss the fun of the university environment.	5	10.2%
ZOU is for those who fail to go to real university.	2	4.1%
No guarantee of job while studying.	3	6.1%
Too expensive for my parents	2	4.1%
Takes much longer to obtain a qualification	2	4.1%

Table 62: Reasons for ranking ZOU last

By far the strongest opinion against studying at ZOU was expressed by those who preferred to study amongst students their own age in the conventional universities. About a fifth (20.4%) of those who indicated this university as their last choice did not consider it suited to their age group. One pupil gave an almost derogatory remark as his reason for placing this university last:

ZOU ndeye madhara (ZOU is for the elderly people) who wish to go back to school. I am still young and would like to have my university education together with young people of my age.

Another seventeen years old pupil doing sciences said:

Besides the fact that ZOU does not offer the subjects I want to do (Biology and Chemistry), it is not attractive for us youths to be learning with our fathers.

There is a significant body of opinion amongst sixth form pupils that ZOU is only for mature students. If the ZOU wishes to extend to the sixth form recruitment market, it will have to contend with this perception as a marketing challenge.

The second largest body of opinion lies with those who associate ZOU programmes with correspondence education. About 16% of those who ranked this university last said they did not like to pursue their university studies using the correspondence mode of study. There is however a misconception among these sixth form pupils that open university is the same as correspondence education. Again the ZOU is challenged to correct this misconception as it detracts potential sixth form pupils' applications. A male pupil doing Arts and commercial subjects, who seemed to have had personal experience of his father studying with this university said:

I have seen my father using candlelight at midnight studying for his BEd, and I have not liked it. This correspondence type of education is not for me. I prefer a full time university education.

Another respondent studying Arts had similar misconceptions about ZOU programmes. 'I do not like learning by correspondence', was the reason she gave.

While some sixth form pupils expressed a dislike for correspondence education others talked of their preference for full time education.

A number of pupils made reference to missing a 'fun' side of university education if they joined ZOU. A pupil in a day sixth form school expressed her sentiments about this issue:

I am really looking forward to three years away from home studying with lots of students of my age and having lots of fun. If I go to ZOU, it will be like (what) I am doing now (studying from home).

Three pupils talked of a lack of job guarantees if they joined ZOU. One of these boys said:

> *Jobs are very difficult to find in Zimbabwe. If I would find one after A-level, I certainly would prefer to do my university studies at ZOU. But I cannot bank on it.*

Another reason given by those who ranked this university last was that ZOU was for the less gifted who could not make it into conventional university education. As such, some sixth form pupils did not wish to be associated with universities they thought were meant for the less academically gifted. Again this represents an attitudinal challenge for ZOU, which requires marketing and information intervention to correct it. A pupil who, with a tinge of arrogance, made the clearest and strongest expression of these sentiments:

> *ZOU is for old students who have failed to go to university due to poor performance usually at O level. For the young and bright like myself, my choice will be universities like the UZ or NUST.*

Other reasons given were that parents could not afford the ZOU fees and that it would take longer to complete a ZOU qualification. Because of the part time nature of its programmes, ZOU degrees are generally four years duration while full time undergraduate programmes in conventional universities usually take three years.
In addition, ZOU does not have the same student funding policy as that of conventional state sponsored universities. In the latter, students are funded on 50% grants and 50% loans by government while ZOU students have to meet their study costs directly. Unemployed post sixth form students would have to depend on their parents for fees. This therefore becomes a deterrent in their choice decision regarding this university.

How sixth form pupils perceived CUZ

The Catholic University in Zimbabwe (CUZ) was established in 1998. It is a private church led institution with a small student population of 134 students and is located in the capital city of Harare. Currently it has two faculties of religious and business studies and a staff population of 10. Its programmes appear to have a greater appeal to students of the catholic faith. The institution's mission centres on issues concerning pursuit of truth,

development of the whole person, a commitment to excellence, and to sustained dialogue with culture (CUZ Mission Statement, undated). Part of this statement reads:

> The Catholic University commits itself to develop young men and women of conscience and competence, committed to the development of society. It reaches out to Catholics and members of other faiths who value the distinctive ethos, which the Catholic University offers.

Consequently, the majority of students enrolled in this university are of the Catholic faith. In this research, religious affiliation of sixth form pupils was not considered as one of the variables in selecting sample schools. However one school, which participated in this study was a Catholic sponsored boarding school. It was interesting to find out how these catholic pupils rated the CUZ. Of the 31 sixth form pupils in this school who participated in this study, six indicated the CUZ as their first choice preference. The remainder came from other schools in the sample. The main reason for selecting this university was related to the issue of the Catholic faith. Other reasons included the industrial attachment and the relatively peaceful learning environment.

However, a bigger number of pupils (69) ranked this university last. Nine of these were at the catholic school referred to above. Reasons for ranking this university last included being too small an institution (9), having a very narrow curriculum (7), not offering relevant subjects (11), poor infrastructure and facilities (14), knowing very little about the institution (10), operating like a day/ non boarding university (14) and poor physical appearance (4).

Issues of poor infrastructure and lack of boarding facilities at CUZ provide the greatest recruitment and marketing challenge. The Industrial liaison officer who is the chief marketing officer of CUZ also raised these issues. Citing the three major challenges facing this university she wrote:

> *Resources and infrastructure are also key areas because the university is growing and a lot still needs to be done more buildings and equipment are required.*

Sixth form pupils prefer to study in residential universities. In addition the issues raised of poor physical infrastructure lend further support to the claim that the image of grandeur associated with universities exerts a very powerful influence on sixth form pupils choice of institution in Zimbabwe.

The other universities, GZU, SU and CTTUC had very insignificant numbers of sixth form pupils indicating them as first preferences (7, 6 and 3 respectively). For GZU and SU, the reasons were largely of religious belief while those who indicated CTTUC did so because they were interested in pursuing vocational/technical oriented degrees.
MU did not attract any first preferences from sixth form pupils and also had the highest number of last preferences. Grouped together, these apparently low profile institutions, as sixth-form pupils perceive them, attracted little attention for the reasons summarised in the table 63 below.

REASONS GIVEN	FREQUENCY FOR GZU	FREQUENCY FOR SU	FREQUENCY FOR CTTUC	FREQUENCY FOR MU
Never heard of the university	65	4	49	46
Does not offer what I want	2	10	17	11
Is in a remote part of Zimbabwe	2	8	0	0
Inadequate physical infrastructure	1	3	0	1
Inadequate resources	0	0	0	0
Focused narrowly on teaching	0	0	5	18
Just another teachers college	1	0	7	12
Exorbitant fees	0	8	0	0
Very restrictive religious beliefs	0	4	0	0
Totals	**72**	**37**	**81**	**88**

Table 63: Reasons associated with lack of preference for 'low profile universities'

A way to examine the above data is to add up the frequencies across the rows to find the total number of times the reason is given by this group of sixth form pupils. That way the reasons can be ranked accordingly. Using this approach, the single most important reason these universities were ranked last by sixth form pupils was that they were unknown to them (f =164). The second most important reason on the same basis was that these universities did not offer courses that pupils wished to study (f = 40). The least known university in Zimbabwe by these sixth form pupils is the GZU (f =65). The reasons for the unpopularity of these universities vary depending on the institution. GZU and CTTUC attained university status in 2001, the year the study was conducted. Despite this reality, it was clear that the establishment of these universities was a very low profile event that escaped the notice of the intended beneficiaries. The results also suggest that marketing was unlikely to be a key element of strategic thinking of these universities, at least not during the early days of their establishment. SU was unpopular because of its fee policy resulting from being a privately funded and church led university. The issue of restrictive religious belief and practice was also cited for this university as one pupil noted:

> *Students at SU are not allowed to drink (alcohol), smoke cigarettes. I cannot stand such restrictions. They are not even allowed to eat meat on Fridays.*

Being a Seventh Day Adventist Church led university, SU takes these issues seriously and all enrolling students sign an undertaking to abide by the university's rules. Breach of these rules usually results in suspension or expulsion from the university. This is indicated in the Bulletin of the university, part of which reads:

> The use of tobacco, alcoholic beverages, — dancing, — or engaging in improper associations are not allowed and if proved may lead to suspension or dismissal (SU Bulletin 1998-2000: 12).

While these restrictions are very much in line with the religious ethics of this university, they nevertheless constitute a very formidable barrier to those in the choice process.

Sixth form pupils' knowledge of and about universities

Sheer lack of knowledge of and about some universities and ultimately their curricula appears to be a significant barrier in the choice process of sixth form pupils. In order to determine the extent of this problem, pupils were asked to indicate the extent to which they knew the universities. A scale of 1 to 4 with 1 = know much about it, 2 = know little about it, 3 = know nothing about it, and 4 = have not heard about it was used. The results are summarised in table 64 below.

UNIVERSITY	1 KNOW MUCH	2 KNOW LITTLE	3 KNOW NOTHING	4 NEVER HEARD OF IT	RANK
UZ (N=458)	307 (64%)	134 (28%)	15 (3.2%)	2 (0.5%)	1
NUST (N=445)	163 (34%)	197 (41%)	47 (9.7%%)	38 (8.1%)	2
AU (N=413)	34 (7%)	168 (35%)	163 (34%)	48 (10%)	7
BUSE (N=431)	85 (18%)	106 (22%)	98 (20%)	142 (30%)	3
ZOU (N=417)	44 (9%)	124 (26%)	110 (23%)	139 (29%)	6
MSU (N=382)	47 (10%)	152 (32%)	119 (25%)	64 (13%)	5
SU (N=426)	57 (12%)	119 (25%)	113 (24%)	137 (29%)	4
CUZ (N=426)	11 (2%)	52 (11%)	126 (26%)	237 (49%)	9
MU (N=467)	0 (0%)	48 (10%)	167 (35%)	252 (53%)	11
GZU (N=423)	2 (0.5%)	44 (9%)	106 (22%)	271 (57%)	10
CTTU (N=466	19 (4%)	58 (12%)	221 (46%)	168 (35%)	8

Table 64: Extent of knowledge about universities

It is important to note that there were missing responses for each university unlike in the previous question. To facilitate comparison, (N = 480) was used as a common base. However, even when the percentages were obtained using the valid responses as indicated in the first column of the table, there was no change to the final ranks of the institution. For purposes of this study, using either method did not affect the final ranking.

Given the above, it is clear that, by far the most well known university in Zimbabwe is the UZ (64% or 67% on valid responses claimed to know it very well). The second most well known university is the NUST (34% or 36% on valid responses claimed to know it

very well). The least well known university is MU (No respondent claimed to know much about this university and 252 (53% or 54% on valid responses) claimed to have not heard about this university at all.

If we relate this ranking with the previous ranking based on preferences, it is clear that there is not always a direct relationship between knowing of and about a university and showing preference for it. For example, BUSE was ranked 5 on the preference scale, despite being the third best known. AU, which was ranked 3 on the preference scale, was only the seventh most well known university in the country.

Two pupils (0.5%) claimed never to have heard about the UZ. This is unexpected of sixth form pupils who, at the time the research was conducted, were barely two months away from writing their A-levels. However, bearing in mind that not all sixth form pupils want to go to university as earlier data indicated, it might be that these two pupils belong to this group. It may also be a case of incorrect response entry or that there may have been a difficulty in detecting the difference between some response categories. For example, not knowing anything about a university (category 3) could be taken to mean the same thing as not having heard anything about that institution (category 4). Despite the lack of detection of this possibility at the pilot stage, an important lesson was learnt that meanings attached to some items in research instruments by respondents might influence the discriminating power of some items within those instruments. Even more importantly, this serves to illustrate the argument made for multiple methodological approaches in social science research.

Despite the fact that most of the universities are still fairly new and so pupils would naturally know little about them, the evidence suggests that sixth form pupils have knowledge of and about only a handful of universities. In an environment where competition for students is beginning to operate, universities would benefit tremendously by ensuring that their existence is publicised to appropriate markets and recruitment segments.

Sources of marketing information

Having determined the extent to which sixth form pupils had knowledge of and about universities it was important to establish the ways such knowledge became available to them. This is covered in questions 8 and 10 in the questionnaire.

In question 8, pupils were asked to indicate whether or not they had seen a range of marketing materials frequently used for disseminating information by the different universities. Table 65 below provides a summary of the findings.

MARKETING MATERIAL	UZ	AU	CUZ	MSU	NUST	GZU	SU	BUSE	CTTU	MU	ZOU
Prospectus	252 53%	36 7.5%	8 1.6%	36 7.5%	193 40.3%	0	23 4.8%	70 15%	0	0	62 13%
Course fliers	121 25%	13 2.7%	11 2.2%	18 3.8%	83 17.2%	0	13 2.7%	39 8.1%	0	0	49 10%
Media adverts	242 51%	93 19%	21 4.3%	64 13%	178 37.1%	18 3.8%	67 14%	83 17%	24 5%	31 7%	86 18%
Special TV items	113 24%	37 7.0%	5 1.1%	15 3.2%	64 13.4%	0	21 4.3%	18 3.8%	16 3.3%	20 4%	23 4.8%
Any other(specify)	18 4%	5 1.1%	5 1.1%	6 1.2%	8 1.6%	0	0	4 1%	0	0	2 0.5%

Table 65: Marketing materials seen by sixth form pupils

The prospectus was found to be the most widely used material for marketing in the universities. No sixth form pupils claimed to have seen prospectuses of GZU, MU and CTTU while different proportions claimed to have seen the prospectuses of the other universities. However, it was curious that significant numbers of pupils did not see a university prospectus two months away from completing their studies. For example, 228 (47%) had not seen the UZ prospectus by the time this research was conducted. The situation was worse for other universities in the country. A majority 287 (60%) claimed not to have seen the NUST prospectus while 444 (93%) had not seen the prospectus of AU.

Course fliers are also widely used by a number of universities. However a majority of the intended or target audience do not seem to access these materials especially during the critical choice and decision making periods of sixth form. Various media dissemination strategies are also used particularly the national newspapers. However findings suggest that these are not always accessible to many sixth form pupils. While 51% of sixth form pupils claim to have seen media items related to the UZ, only about 4% had seen the same for other universities such as CTTU. Reasons for this lack of access were not sought by this research. These however could be related to a limited access to newspapers for some sixth form pupils particularly those in more remote parts of the country. It could also be related to limited coverage of university material usually restricted to government-sponsored papers towards which pupils may not have a natural inclination to read.

Similarly television broadcasts have had only a limited impact mainly on those in urban centres. Pupils in rural schools tend not to have access to television partly because of non-availability and poor reception in these areas. A study by Hungwe (1992) showed that TV coverage in Zimbabwe was within 62% of the country and that only 46% of households had television in their homes.

A small number of sixth form pupils indicated 'any other' ways information about universities came to them. On inspecting the completed questionnaires, many pupils who entered this column did not specify these as was instructed. Despite this shortcoming, five other sources of information about universities in Zimbabwe were cited. These were the school careers days, organised school visits to the universities, the annual Harare book fare, informal information from friends and family, the university T-shirts and the Harare Agricultural show. There is evidence of some universities participating at the Book fare and also the Harare Agricultural show. Surprisingly, none of the pupils mentioned the Zimbabwe Agricultural Show held annually in Bulawayo where universities sometimes exhibit.

On the whole the findings here suggest that sixth form pupils do not appear to have access to sufficient information about universities to assist them with decision-making. If, for some pupils, as the results indicate, the university T shirt has been the only source of information about some of the institutions, there seems to be a case for institutions to do more in this area of marketing and information dissemination.

Influence of sources of marketing information on choice

The next task was to determine the extent to which choice among these sixth form pupils was influenced by these sources. Pupils were asked to indicate, on the basis of a four point scale ranging from 1= extremely influential, to 4 = not at all influential, the extent to which a given range of potential influences have impacted on their choice and decision making. The results from this question are summarised in the table 66 below.

INFLUENCES	EXTREMELY	INFLUENTIAL	DONT KNOW	NOT INFLUENTIAL
Parents	221 (46.2%)	183 (38.2%)	18 (3.8%)	47 (9.1%)
Peers/Friends	106 (22%)	211 (44.1%)	64 (13.4%)	77 (16.1%)
Teachers	244 (51%)	105 (21.8%)	67 (14%)	60 (12.5%)
Media	54 (11.3%)	129 (26.9%)	90 (18.8%)	178 (37.1%)
The university	96 (20%)	117 (24.3%)	167 (34.8)	91 (18.9%)

Table 66: Significant influences of sixth form pupils' choice of university

Overall the greatest influence on sixth form pupils' choice of universities comes from their teachers. Over half (51%) of the respondents indicated that their teachers were extremely influential on their decision. Parents (46%) constituted the second most powerful influence. The universities themselves are only seen as having extreme influence by 20% of sixth form pupils. Combining those who do not know and those who do not consider the universities as exerting any influence, results in a majority 53% who are sceptical of the role universities play in influencing their choice. Only a minority (44%) considers the universities to be exerting some influence on their choice. In a

situation where there is rising competition for students, strategies for influencing pupil choice by universities may be a worthwhile investment in the long run.

The importance of universities' marketing mix elements

The penultimate question in the sixth form pupils' questionnaire was designed to determine the elements of the marketing mix, which came to the forefront of pupils' minds during their choice and decision of universities. The elements were selected to represent the 7Ps of the marketing mix as outlined in chapter one. It must be borne in mind however that marketing mix elements are never discrete entities. They tend to overlap into each other and should ideally be considered as loosely grouped elements requiring careful blending to give a differential advantage or competitive edge to the institutions. Pupils were provided a set of seven statements, each representing one of the elements of the marketing mix. They were then required to read through each of the elements and to decide which was the most important for their consideration of choice of university. This limited the usefulness of this item in that further analysis could have been achieved had the pupils been asked to rank all the possible responses from one to seven. However, the question was only useful to the extent that it allowed comparisons to be made between institutional marketing focus and what pupils considered as important in their choice and decisions. The results obtained are summarised in table 67 below.

ELEMENTS OF THE MARKETING MIX	NUMBER RANKING IT FIRST	PERCENTAGE
The nature of the curriculum, particularly subject combinations and how the degree meets my future employment needs **(Product)**	121	26%
The entry requirements, the costs both direct and indirect of enrolling into a particular university **(Price)**	106	22%
The availability and quality of institutional infrastructure including the attractiveness of the campus **(Place)**	38	8%
The reputation of the university and how prominently it is projected in the media **(Promotion)**	44	9%
The quality, experience and reputation of the university staff **(People)**	73	15%
The nature of the university environment including being peaceful and conducive to learning **(Physical evidence)**	36	8%
The structure of the degree programme and how the programmes are generally organised **(Process)**	56	12%
Totals	**474 (6 missing cases)**	**100%**

Table 67: Importance attached to marketing mix elements

The above results have to be interpreted with some caution. The data clearly shows that all the elements of the marketing mix are important to sixth form pupils. This suggests that universities should try to blend all these elements into their marketing strategies in order to remain competitive in the marketplace. This however does not imply that equal emphasis must be placed on all the elements. The decision to place greater emphasis on some marketing mix elements and less on others could be based on several factors. Such factors could include the competencies of the institution, the type of market targeted by the institution and the needs of targeted customers. The idea behind manipulating these elements of the marketing mix is to create a differential advantage or competitive edge. A key objective for organisations operating in a competitive environment is to create

uniqueness, 'something potential customers will recognise and value and use as their reason for preferring one product to others' (Brassington and Pettit (2000:28).

If this sample is truly representative of all sixth form pupils in Zimbabwe (which it is on many counts as argued in chapter 3), then even elements that were lowly prioritised have a strong potential to attract sufficient students to universities that decide to base their differentiation on them.

The above data also shows that slightly above a quarter (26%) of sixth form pupils give their greatest consideration to the nature of product they will obtain from the universities. The product in this case is viewed by pupils both in terms of the appropriate subject combinations and the potential for accessing employment that comes with doing the right degree. The product focus that universities in Zimbabwe have been identified to have appears to tie in well with the perceptions of these sixth form pupils. Neo-liberal universities were identified as being very strongly product focused. The assumption is that such universities will appeal more to those students whose major concern is the product element.

Just below a quarter of the sixth form pupils (22%) consider the Price element as the most important in their decision and choice of university. In chapter 5, Price was not strongly represented in most of the universities, both from the point of view of the marketers' involvement and also in terms of how prominent pricing issues were on the marketing strategies of universities. The implication is that a significant segment of the sixth form recruitment market places high premiums on the Price elements of the marketing mix. Thus universities need to realise that price is not just a question of how much it will cost the student to do a degree programme. It is also includes hidden costs in terms of transport, accommodation and opportunity costs that some students consider in their choice of university, including how much effort they need to put into their studies in order to get good grades.

The people element is considered as the key aspect by 15% of the sixth form pupils. The sentiments expressed by some of these pupils regarding staff maturity, experience and

reputation as shown in chapter 5 lend support to the importance of the people element in the choice and decision process.

Process elements also attract a sizeable (12%) priority consideration. Process was considered to include the general organisation of the degree programme including its structure. An organisational feature of degree programmes, which appears to attract the attention of many sixth form pupils, is the formal inclusion of a work experience component. For many pupils, this is seen both as a preparation for future employment and as a mechanism for strengthening the theoretical aspects of the learning experience. As shown in chapter 5, the majority of pupils who indicated the industry-linked university as their first choice institution gave this as their reason.

Place, Promotion and Physical evidence, despite being the lowest, generally attract almost equal numbers of pupils considering them as key factors in the choice process. This does not suggest that these elements should be underplayed in marketing strategies of universities. Examination of the distribution of responses on the basis of gender revealed that of the 36 pupils, who placed physical evidence (peaceful and conducive learning environment) factors as their prime consideration for university choice, 29 were females. In a study of marketing in the Business school environment of South Africa, Ivy (2002) found that what he described as the 'premium element' (Ivy 2002:125), was rated more highly by females than males. This also included aspect of value added to the learning environment. Differences in the importance attached to the marketing mix by gender, subject combinations in sixth form and age of pupils could provide an interesting avenue for further research particularly in an era where the concept of equal opportunities is high on the agenda of many HE institutions. For universities where female participation is a cause for concern, it is important to bear in mind that a significant number of female applicants rank issues of the university environment and the support it should provide for their learning and safety very highly. Institutional marketing strategies, which do not highlight these issues are unlikely to appeal to many female applicants.

Universities' marketing effectiveness and access to marketing information

The last question provided sixth form students with an opportunity to evaluate the effectiveness of the universities' current marketing activities and strategies. They were asked to indicate the extent to which they agreed or disagreed with a range of 11 statements, seven of which related to elements of the marketing mix. The reasoning behind was to determine the extent to which sixth form pupils considered current university marketing to be meeting their information needs for competent decision-making. The results were summarised in table 68 below.

Relating to the Product element of the universities' marketing mix, a huge majority (97% i.e. 62% and 35%) feel that they did not have adequate information about this from all universities to inform their choice and decision-making. Given that 26% of sixth form pupils consider the product element of the marketing mix as the most important determinant for their choice, there is a sense in which these universities cause deep frustration to a significant number of pupils during their choice and decision process. Entry requirements and the costs of enrolling onto degree programmes partly constitute the Price element of the universities' marketing mix. Findings from the previous section indicated that sixth form pupils generally consider this as the second most important factor in their choice and decision process. However, when those disagreeing and strongly disagreeing were combined, 98% indicated they did not have access to information from all universities that enabled them to make comparisons of these significant pricing issues. Again a significant number of sixth form pupils were likely to have experienced some frustration about this matter during the choice and decision process.

QUESTIONNAIRE STATEMENT	SA	A	U	D	SD
I have access to adequate information pertaining to the nature of curriculum and how the degrees meet my future employment needs from all universities in the country.	0	0	15 (3%)	298 (62%)	167 (35%)
I have access to adequate information related to entry requirements and costs for enrolling into all universities in the country.	0	0	11 (2%)	356 74%	113 24%
I have access to information that enables me to compare the quality of institutional infrastructure including the attractiveness of the campuses of all universities in the country.	0	89 (19%)	68 (14%)	204 (43%)	119 (24%)
Universities in the country use various types of media to promote their image and reputation.	24 (5%)	57 (12%)	148 (31%)	169 (35%)	82 (17%)
Information about universities always gets to me in good time for my choice and decision making	0	0	0	393 (82%)	87 (18%)
I have access to information about the quality and experience of staff in all universities in the country.	0	0	46 (10%)	379 (79%)	55 (11%)
I have access to information, which enables me to determine the quality of the learning environments of all universities in the country.	28 (6%)	62 (13%)	102 (21%)	234 (49%)	54 (11%)
I have access to information, which enables me to compare the structure of different degree programmes including how they are organised for all universities in the country.	0	0	23 (5%)	377 (79%)	80 (16%)
I think that the universities are doing enough in providing me with sufficient information for my decision-making	0	0	0	457 (95%)	23 (5%)
I do not have sufficient information about most of the new universities.	345 (72%)	123 (26%)	3 (0.6%)	6 (1.2%)	3 (0.6%)**
Universities need to do more than they are currently doing to help us make meaningful choices and decisions.	476 (99%)	4 (1%)	0	0	0

Table 68: Marketing effectiveness and access to information (** Figures in this row do not add to 100 due to rounding off)

The picture relating to the Place element was slightly different. Almost a fifth (19%) of pupils indicated that they had access to information that enabled them to compare the quality of institutional infrastructure including campus attractiveness. The research did

not specifically find out what this information source was. The assumption made was that their teachers made this information available to pupils. Despite this, about two thirds (67%) still indicated that they did not have access to information that would facilitate their choice and decision processes.

The Promotion aspect reflected a fair spread of opinion across the range of responses. Almost a fifth (17%) agreed that universities used various media to promote their image and reputation. About a third however (31%) were unsure. More than half (52%) did not think that universities were using various media to promote their image and reputation. A majority of sixth form pupils could thus be understood to be suggesting that universities were not sufficiently utilising the media to promote their image and reputation.
While access to information provides much needed support for decisions in the marketplace, its timing is certainly critical. All the pupils in the sample either disagreed (82%) or strongly disagreed (18%) that information about universities always got to them in time for their choice and decision processes.

Information relating to the People element does not seem to reach the majority of sixth form pupils. This is despite the fact that 15% of these pupils consider this element as the most crucial to their choice and decision-making. In a similar study, Ivy (2002) found that prospective MBA students considered the reputation of academic staff as one of the most important factors in the choice of business schools. In Zimbabwe, sixth form pupils tend to rely on their teachers for this information, who themselves may be basing their facts on anecdotal evidence. Universities thus need to make sure that this much needed information is made available to prospective applicants who may need to use it in their choice and decision process as this research has shown.

Opinions on the issue of access to information about the quality of learning environments were well spread across the response categories. In all, about a fifth of the pupils (19%) thought that they had some access to such information. A similar percentage (21%) was unsure whether they had similar access. Almost two thirds of these pupils (60%) indicated either disagreement or strong disagreement suggesting that they did not have

access to information, which would allow them to make their choice and decisions on the basis of the quality of learning environments including safety. Given that, as findings in the previous section suggest, female students tend to place a high premium on this issue, there is a sense in which universities may be considered as not doing enough to attract more females into HE. The results thus suggest that sixth form pupils do not consider the Physical evidence element as being highly prioritised by universities.

Only 5% of sixth form pupils were unsure whether they had access to information about the Process elements. A majority (95%) thought that they did not have access to this information for all universities. Programmes that allow for work experience, enabling students to create links for post qualification jobs tend to have the highest appeal to the majority of sixth form pupils as findings in the previous section suggest. Once again universities are failing to meet the information needs of sixth form pupils, which would allow them to compare institutions on the basis of their programme structures.

Three fairly general questions were also included in this part of the questionnaire. These sought the pupils' views on the amount of information universities were providing, whether they considered universities to be providing them with sufficient information and whether they generally thought universities were doing enough to help them with their choice and decision making. In response to these questions, all the pupils thought that universities were not doing enough in providing them with sufficient information for their choice and decision making and that universities needed to do more to help pupils make their choices. In addition, almost all pupils (98%) felt that they did not have sufficient information about most of the newer universities.

Sixth form pupils suggestions for facilitating choice and decision making

The sixth form pupils were then asked an open ended question inviting them to suggest what else universities needed to do to facilitate their choice and decision processes. Although the majority (96%) did not provide responses to this item, those that did gave responses roughly falling into the following categories:

RESPONSE CATEGORIES	FREQUENCY
Produce prospectuses and distribute to all schools	3
Visit schools to give talks to pupils	6
Organise university open days to allow pupils to have first hand information	4
Produce articles about the universities in the news papers instead of ordinary advertisements inviting applications	4
More television features about universities particularly in the second term of sixth form	2
Total	**19**

Table 69: Sixth form pupils' suggestions to improve information access

Although the ideas given by these pupils appeared to be common sense, it was clear that the majority of universities in Zimbabwe were not utilising them as part of a strategy to increase sixth form pupils' access to marketing information. The standard response of VCs and marketers to these suggestions was often related to lack of finances. My opinion is that while funding is a real problem for most universities, it tends to be given too much prominence. The fact is that, the universities are operating, so there is some funding that enables this to happen. It is thus a question of priorities and missed opportunities. Certainly, while marketing is considered vital for institutional development both in current circumstances and in the future, it is not being accorded its rightful place within the priorities of this university sector.

Data from sixth form pupils thus provide compelling evidence about the perceived effectiveness of universities' marketing strategies. Head teachers of the same schools largely corroborated this evidence as shown in the next section.

Analysis of data from head teachers interviews

Ten Head teachers' interviews were based on a standard schedule. During the interviews however, questions outside the schedule were sometimes asked where it was felt appropriate. This was in keeping with the need to obtain both the pre-set data and to

pursue any information considered relevant to the study that would not have been captured otherwise.

A summary of the basic information about the schools is presented in the table 70 below.

SCHOOL	TYPE	DATE EST.	REGION	BOYS	GIRLS	TOTAL
PH	Private	1962	Mash East	108	89	197
St A	Mission Boarding	1939	Manicaland	117	79	196
CH	Government aided/Urban	1984	Mash Central	199	148	347
St P	Mission Boarding	1964	Midlands	106	88	194
JH	Government aided/ boarding	1954	Mash West	154	83	237
HH	Community	1961	Harare	120	40	160
MO	Government aided/Rural	1986	Masvingo	85	37	122
MT	Community	1972	Mat North	67	28	95
GC	Mission Boarding /Day	1967	Mat South		107	107
MC	Mission Boarding	1961	Manicaland		103	103
MBH	Day urban/Boarding	1954	Manicaland	200	0	200

Table 70:Basic school data for the head teachers' interviews

There are eleven schools in the above table. School CH in Mashonaland Central was used for the pilot study. Thus the remaining ten schools used in the main study were representative of the regions and school types in the country as was indicated in chapter 3.

Head teachers' perceptions of pupils' knowledge and preference for universities

The head teachers were asked to indicate which university they thought was most well known and preferred by their pupils. In addition they were also asked to supply a reason

for the responses they made. Illustrative quotations from the head teachers were used to aid the analysis. Data obtained is shown in table 71 below.

HEAD TEACHER	MOST WELL KNOWN	REASON/S	MOST PREFERRED	REASON/S
PH	UZ	Most well established	NUST	Employability and relative campus peace.
St A	UZ	Most well established	UZ	Widest selection of courses
St P	UZ	Most available information	UZ	Institutional reputation
JH	UZ	Brand carrier	UZ	Wide range of courses and reputation
HH	UZ	Nearest and established	UZ	Wide range of courses
MO	UZ	Most widely publicised	UZ	Academic reputation
MT	NUST	Nearest and well publicised	NUST	Graduate employability and relative campus peace
GC	NUST	Nearest and most well publicised	NUST	Graduate employability and relative campus peace
MC	UZ	Most well established	UZ	Academic reputation
MBH	UZ	Most well established	UZ	Academic reputation

Table 71: Head Teachers' perceptions of universities most well known and preferred by sixth form pupils

On the whole, only two universities, UZ and NUST were thought by head teachers to be the most well known and preferred by their pupils. Of the 10, eight (80%) indicated that the UZ was the most well known university by their pupils while two (20%) indicated NUST. The pupils perceived these universities similarly. As gatekeepers of school opinions and attitudes, the head teachers appear to have the feelings of their pupils at their fingertips.

Reasons given by the head teachers to explain why their pupils felt that way closely mirrored those of their pupils.

Head teachers' reasons for the popularity of the UZ

The UZ was identified by 80% of the head teachers as the most well known university by their pupils. Four of these head teachers related this to the fact that the university was well established. The head teacher of PH stated:

> *Well, the UZ has been in existence for more than 40 years now and has been the only university until recently. As such, all sixth form pupils intending to go to university will without a doubt know it more than any other of these new universities. In Zimbabwe, the UZ is like Oxford and Cambridge in the UK. It all boils down to being the most well established university in the country.*

Similarly another head teacher in Manicaland gave this as the reason his pupils knew the UZ more than any other university in the country:

> *I guess the reason for this can be attributed to several factors. On my staff, the majority of the teachers are products of the UZ and so they influence the children that way. They can only talk meaningfully about the university they know most about and I am sure they try to influence their pupils to go where they came from. But secondly, the UZ has been here for a long time and people know more about it than any other.*

Thus knowledge of and about a university contributes significantly to sixth form pupils' preferences. Similarly, this head teacher has also highlighted the issue of teacher influence in the choice making process of sixth form pupils.

Apart from the issue of being the most well established university, the head teacher of St P also captured the idea of information availability:

> *When you get to St P, ask the senior master to show you the careers guidance office and look at the university prospectuses we have. I think we only have those from the UZ and one or two from NUST. There is nothing for these other universities. In fact we tend to have more information about other universities outside the country like South Africa and the UK than we have about our own universities. I think as high schools we should be on the mailing lists of all our universities.*

Universities are not publicising themselves sufficiently for them to be known as only the prospectuses of two Zimbabwean universities are available to pupils in this school. Thus the pupils' choice making becomes severely constrained as a result of an information deficiency; an issue the sixth form pupils themselves indicated was not aiding their choice and decision process.

The head teacher of JH spoke with pride and nostalgia about the UZ. He was sure that his pupils knew this university more than the other because:

> *Talk of going to university in Zimbabwe; you are talking about the UZ. It's like Coca- Cola. You find someone getting into a shop asking for a bottle of Coca-Cola when what he actually likes could be Fanta. Similarly our pupils think of the UZ when you start talking about universities. I guess the UZ is the prime institution of higher learning in this country and having been there my self, some ten years ago, its almost all we know about universities.*

The UZ is portrayed here as the brand carrier of the HE sector in the country and for that reason it becomes the most well known university in Zimbabwe.

Other head teachers considered publicity of the UZ as an important reason pupils know and prefer it:

> *There is more coverage on television, radio and the newspapers about the UZ than there is about any other university in this country. Although most of it is negative, the UZ is the most talked about university in the country. Other universities must definitely put an effort to have them publicised so the sixth formers (sixth form pupils) can get to know them too.*

Thus from the head teachers' perspective, the UZ is the most well known university by their own sixth form pupils primarily because it the most well established university. Secondly, the university has the most presence in the schools in terms of information and publicity. Thirdly, it is well represented by a large body of its former students now teaching in the schools and influencing pupils' choice of HE in a significant albeit informal way. Lastly, the UZ is also seen as the brand carrier of universities in the HE sector in Zimbabwe.

Head teachers' reasons for the popularity of NUST

The two head teachers who claimed that their pupils knew NUST more than the other universities were from schools in Matabeleland, the region that hosts this institution. Reasons given were related to availability of information and proximity of NUST to the pupils. One of these head teachers captured the growing public image of NUST:

> *Ever since NUST was established, our pupils here have taken a keen interest in it more than they think of the UZ. If NUST offered the same range of programmes the UZ offers, I can assure you that most of the Bulawayo based pupils would find no good reason for going to the UZ. Here we have a university that has not been influenced by the UZ in the negative sense. We do not have the bad publicity. So far it is clean and pure and our pupils consider it very highly.*

Head teachers were also asked to indicate which university their pupils preferred most and to give reasons for their perceptions. Again the results show that head teachers believe that their pupils prefer to go to the UZ and to NUST. Even though some of them talked about other universities during the interviews, it is evident that these two are upper-most in the minds of the head teachers. While 20% of the head teachers said their pupils knew NUST more than other universities in the country, 30% claimed that their pupils would show greater preference for this university. The reasons for this were related to a belief in the capacity of the NUST programme in preparing graduates for employment and also for the relative peace on the campus. The head teacher of PH, which is very far away from this university, had the most revealing remark to make about this institution:

> *Over the years, the UZ has been the pre-eminent institution of higher learning in Zimbabwe. Its programmes have international status and recognition all over the world. With the coming of NUST, we have progressively seen a tendency among our pupils to show preference for that university, particularly those who do sciences and business studies. The NUST has a strong reputation for working very closely with industry and commerce that are the ultimate employers of many university graduates. Industry and commerce have shown over the years that they prefer NUST graduates ahead of those from UZ. Partly this is also because the UZ has had very damaging negative publicity due to the violent nature of student demonstrations and the general unrest characterising the institution currently. The world of work, you know, is looking for discipline and that is in short supply at the UZ. I am not suggesting that everybody at NUST is well disciplined, far from it. What I am saying is that NUST has not suffered the bad publicity the UZ has and it means for the employer that these students are more employable than their counterparts.*

As a gatekeeper of school opinion and ethos, this head teacher is decidedly of the opinion that NUST produces more employable graduates with better work ethics than the UZ. As was clear in pupils' interviews from this and other schools, the same message appears to have influenced their opinions. Thus head teachers who see their pupils preferring NUST ahead of other universities do so on the basis of a belief in the capacity of NUST to produce more employable and work place trained graduates. The philosophy guiding the NUST programme has therefore become entrenched in the minds of significant market segments in the HE sector, thus in turn exerting a powerful influence in choice and decision making of sixth form pupils.

Another head teacher in one of the Bulawayo schools made similar remarks about NUST but also commented about other universities in the country:

> *—. You know what a real university looks like —. What we see these days, these 10 or so other Chombo style universities are meant to create political mileage for some people. Our pupils are aware that these are small insignificant institutions.... cover up for political failure just to keep as many of the school graduates busy. There is some substance at Africa University, Midlands State University, Bindura, oh is not liked because of its socialist history and its meant for teachers also. Who likes teaching these days? Government has ruined the UZ because of its political interference and manipulation and the students there are always agitating. When do they learn? At the moment the only university worth talking about is NUST. The employers are very happy, I tell you.*

New universities were sometimes seen as a ploy by government for keeping high school graduates occupied before joining the ever-increasing masses of unemployed youths. The same head teacher concluded his vitriol against the new universities:

> *After university what: back to real life of unemployment. Chances of getting a job are probably highest today if you have attended NUST than any other university in the country.*

Head teacher's perceptions of the adequacy of marketing information

Head teachers were asked to indicate whether their schools and thus pupils, had sufficient access to information in order to enable competent choice and decision making of HE routes. Without exception, all head teachers disagreed as the following quotation shows:

Year after year, we write requesting for information in the form of prospectuses and course flyers from all the universities. We get no responses generally. If there is a response, it is to advise us that due to the costs of printing the university has insufficient copies to distribute to all schools in the country. So if we do not organise that our pupils go to visit some of those universities during their open days, our pupils just have to rely on what advice they get from their teachers. If we do not go there to get information the universities generally do not feel it their responsibility to provide that information.

Another head teacher in one school in Masvingo laid emphasis on the centrality of teachers in this choice making process and the general lack of information upon which pupils could base their decisions:

> *Our pupils have to rely almost solely on what we tell them ourselves and also on what they hear from friends and family about the universities. The only prospectus we have come from the UZ and now NUST. Africa University we have one from two years ago, the same with Solusi. They are inconsistent in sending us these items of information. At the end of the day the pupils have to use their own devices to make those decision. For some universities, we do not even know what subjects are offered.*

At a private school in Mashonaland East, the career mistress showed me through the shelves from which she was able to pick some prospectuses from the UZ, NUST and Africa University only. She said, despite her efforts to get information from other universities, she has only been able to source the documents of these three universities over the years.

> *If you look carefully, we know more about overseas universities than we do our own here. We have not less than 34 universities who regularly send us their prospectuses from the UK, another 10 from South African universities, a few form the rest of Africa, and only three from Zimbabwe. As a result our planned talks for careers guidance tend to be based on the information that is available to us and to our pupils. I bet you some of these pupils will not have heard anything about some of the universities we have today in this country.*

Placing emphasis on the lack of sufficient information and also on the fact that the local prospectuses from the three universities mentioned earlier were of an inferior quality compared to their counterparts from abroad, she went on to say:

Perhaps because of shortage of money and expertise; our locally produced prospectuses are not attractive enough. There is no colour use in them and the paper quality and even the presentation is rather boring. So even those prospectuses we have here from our local universities do not capture the attention of the pupils and they are usually never read by them, unless we deliberately direct them to do so. Sometimes also these prospectuses do not come here in good time. For example this year's ones have still not arrived and so we are using possibly out dated information from yesteryear.

The prospectus, as shown before, is by far the most frequently used marketing and information document in the universities in Zimbabwe. However, as a marketing document, it would appear that it is lacking on some critical criteria. The prospectuses do not seem to get to the schools in sufficient quantities to meet the needs of the fairly large numbers of pupils in the schools. They also fall short on quality of presentation and thus are limited in the extent to which they can attract the attention of the intended customers. Lastly, they do not seem to reach their intended users at appropriate times during the choice process. These are issues that universities may need to take account of if they intend to improve efficiency in influencing student choice and enhance their marketing profiles and presence in this critical recruitment segment.

Head teachers were asked also to indicate the specific types of information from universities, which their pupils would need, in order to make informed choices and decisions. Table 72 below summarises the findings and provides some indication of the extent to which the different information types are valued within the school system.

INFORMATION TYPE	FREQUENCY	PERCENTAGE AND RANK
Prospectus/Bulletin/Year Book/Calendar	10	100 1
Faculty flyers	7	70% 3
Course flyers	6	60% 6
University Open days	7	70% 3
Participation at careers events	5	50% 7
Participation at Book fares, Trade fares and Agricultural shows	4	40% 8
Special TV broadcasts	8	80% 2
Special news paper items	7	70% 3
Regional representation	2	20% 9
School visits	2	20% 9

Table 72: Types and sources of university information needed by the schools

The above findings confirm the importance of the university prospectus as a tool and vehicle for information required by schools to assist pupils in their choice and decision process about HE in Zimbabwe.

Second were special TV broadcasts mentioned by 8 (80%) of head teachers. At the time this research was undertaken, some universities had already appeared on such TV broadcasts and those who mentioned this information source were perhaps endorsing its effectiveness whilst also encouraging other universities to exploit this source and means of information dissemination and exchange. One of the head teachers who mentioned special TV broadcasts and newspaper coverage stated:

> *We have seen some excellent broadcasts on TV based on developments at UZ, NUST and AU and the pupils have always taken a very keen interest in them. Our worry though has been that these usually come during the TV breakfast shows, early in the mornings, when as a school, we are at our busiest. The timing could be better, perhaps late afternoon. But the point is that we have not seen anything else from the other universities. This is the time when the universities could outline their entry criteria and the range of courses they offer. They could also use this time to show why they are good at what they claim to be good at. Some effort at public relations would benefit the damaged images of some of our key institutions of higher learning.*

Only a handful of the universities have utilised the opportunity of going live on TV broadcasts. Others need to actively seek such opportunities and utilise them. The issue of selling the good story about the university to the newspapers requires not just structural and organisational modifications in university administration and organisation. It also calls for cultural change in the way universities are run and the development of a deep sense of accountability to society that has created them. An institution cannot tell a good story if it did not know what is good for the public. This becomes the starting point of a healthy marketing strategy.

Third were issues of faculty flyers, university open days and special newspaper items. Again all these information sources cost money to the universities, but information never comes cheap. If faculty flyers are designed thoughtfully, they could be a very effective means of information dissemination to schools. Firstly, they are a cheaper option in terms of compiling and distribution than university prospectuses. Secondly, they can be a lot more focused in terms of course descriptions and entry requirements. Lastly, they are more likely to attract the interest of specific students intending to study in those subject areas. In addition, schools would find it cheaper to make copies of flyers than prospectuses, leading to more effective distribution and dissemination amongst their pupils. Pupils would also be able to take fliers away for further consultation with friends and family.

School visits may be an expensive item on the universities' marketing budget. But ways could be found to limit costs by organising district/regional visits. Schools in a district/region could send their sixth form pupils to a selected venue for the university presentation. Costs could be further lowered if universities jointly organise such visits. This necessitates organisational changes and the possible formation of structures for joint collaboration within the university sector. Competition for students does not entail having to work in isolation. On the contrary it requires working together as this will help sharpen recruitment strategies of individual institutions. Currently, schools have to look for the information about universities. Perhaps it is now time that universities themselves take

the lead in making this information available by forging greater collaboration amongst themselves and with parts of society that constitute their essential marketing segments. The issue of regional representation is not a usual feature of a traditional university organisation. This suggestion originates from the experience people have had with the organisation of the ZOU. The UZ is the only traditional university in Zimbabwe with an office in another city. While the mechanics of establishing this new dimension of university marketing may prove beyond the means of some universities, particularly the new ones, potential long-term benefits may be worth the investment. In any case, AU already has a similar strategy on a larger scale on the African continent.

Given that universities were playing a limited role in supplying information to schools in order to help with the choice and decision making of sixth form pupils, it was important to determine how schools were coping with this deficiency. Head teachers were thus asked to identify the role they were playing in helping pupils in the choice and decision-making about HE.

The schools role in aiding choice and decision making about HE

From the pupils' questionnaires, it was clear that teachers were identified as exerting the most significant influence on choice and decision-making. When asked if they had similar views to their pupils, one head teacher in Bulawayo said:

> *Helping pupils decide about their university routes is a very difficult thing particularly when you are faced with a dearth of information from the universities themselves. As a school we have a careers office, which has a small library mainly of prospectuses, and company profiles in the country. We have more information about external universities than we have about our own. As you probably will appreciate, most of our kids do not think about employment at this stage. There are no jobs to go to anyway. So the careers teacher organises trips for pupils to visit the institutions, sometimes invites them to come down, which they rarely do, and also relies heavily on the teachers who are products of these universities to give talks about specific departments in the universities. In the end it becomes so informal and the pupils become highly influenced in their choice through what the teachers tell them.*

Another was also very critical about the lack of co-operation they got from universities in terms of information dissemination:

We have to struggle to get information from our own universities. It's awful that they are so negative. They feel they have such a hold on the market and so why advertise. We get much more feedback and co-operation from NUST and the industrialists we invite here talk very favourably about the NUST sandwich programme— Last year we had students in the veterinary degree programme whose studies were interrupted for a year. However in terms of the schools role, ours is just supportive. We do not tell our pupils were to go. They actually come to us and say I want to go Australia, UK, America or Cape Town, partly because of the delusions of grandeur, but also because their parents say so or because their friends are there. We provide them with the information. That is our main role. For a good number of these places we even have videos of the universities so the pupils can actually see the place of their choice. We do not have anything like that for our own universities.

A number if issues can be pursued from the above quotes. The first is that local universities are perceived by head teachers as being uncooperative in providing information for sixth form pupils' choices. Part of the reason could be, as the head teacher of the private boys school said, that the universities do not see the need to be actively involved in information dissemination because they have such a strong hold on the market. Demand far outstrips supply and the market is there only to be exploited. This, in the long run will be a very costly assumption to make in that pupils always use information to make their decisions. If universities do not actively involve themselves in this information process, then pupils will use other sources. It is evident in Zimbabwe that some universities are currently known more for negative reasons. This can influence decisions in the student recruitment market and there is evidence that this is beginning to happen as illustrated in the above quotations.

Secondly, teachers are seen in some schools as being influential in the choice and decision- making process of sixth form pupils. While this influence is significantly noted in the majority of schools, the private school appears to have a distinctly different opinion about this matter. As the head teacher claimed, they do not tell them where to go. It appears decisions about universities are made outside these schools, mainly in the pupils'

homes. Given that these are pupils from prosperous families who can afford private education; it is likely that parents of these pupils would be expected to have a greater say in the future education of their children. The role of the school in this case is seen as being supportive of family decisions about the future of their children. Yet this is where the same schools face serious problems, particularly when it comes to information about local universities. It is therefore not accurate to generalise about the direct influence of teachers on sixth form pupils' choice of HE in Zimbabwe. What can however be said with reasonable amount of confidence is that, teacher influence on choice of HE amongst sixth form pupils is stronger and more direct among pupils from low socio-economic backgrounds than it is among similar pupils from higher socio-economic backgrounds. Further research may be needed to test this observation using a bigger sample of schools. A third point is that in all schools that took part in this study, the career office takes a leading role in sixth form pupils' choice and decision. While career offices differed in the quality of services offered to pupils, which was largely a result of availability of resources, they appear to be the most formalised structures in the school system to deal with the issues of pupils' choices beyond school. However, the universal problem they face is lack of information from the local universities and an apparent lack of co-operation by these universities to provide the required information. Yet even where information is available, it is often seen as being of lower quality as one head teacher pointed out:

> *Only three universities have regularly sent us their prospectuses, that is UZ, NUST and AU. But when you compare these with what we get from abroad, our documents simply provide the courses and reproduce the university Act. Information about careers related to some subjects, pictures highlighting some of the important features of the university, the experiences of some of the graduates from the university, are never covered in our local prospectuses. Where these are provided, the pupils learn more from them and they show greater interest in those universities. We also receive videos about universities from abroad but never from our own. I think this would help a lot to improve the situation.*

It is therefore not just a question of availability of information that head teachers see affecting their role in influencing choice and decision-making. More importantly, for some of them, it is also the quality of information that pupils are landed with, particularly when compared to that which they obtain from institutions abroad.

Head teachers' suggestions for improving quality and availability of information

Given that there are now more universities for pupils to select from, head teachers were calling for universities to become more proactive and to ensure that information required by pupils is made more readily available. A number of suggestions were made as highlighted in the following quotations:

> *I do not think that our universities see themselves as having the responsibility to make information available to us to assist our pupils in their selection. They seem to think that it is the pupils' responsibility or rather that of the schools. I guess it's a hangover from the past where pupils had no choice to make. University meant UZ. Today it means 10 others in the country and pupils need this information. They will struggle to get students in future and we may witness still born universities shortly.*

The above reveals a serious challenge for universities in Zimbabwe to begin the process of marketing. Although the idea of marketing head teachers have seems fairly unsophisticated and based largely on information dissemination by the universities, it provides caution for institutions which assume that the mere existence of a university is a sufficient justification for enrolling students onto their programmes. The prediction of 'stillborn universities' may, in the long term, be proven if some of these institutions do not become more proactive in this process.

Some head teachers dealt with issues of improving the quality of information that comes from the local universities. One of them made scathing remarks alongside sound advice:

> *Universities do not take schools seriously. They only think quality is their prerogative and that we are so desperate, we can do with any rubbish. While they claim to be the conservatories of quality, we do not always see it in the documents they send to us. I would like to see them producing much more attractive prospectuses. Some of our own here look miles ahead of the ones from these universities (pointing at a glossy and colourful annual publication of his school). They may argue as they will always do, it is a question of money, but I would argue it is a question of priority. We do not look like we are a priority audience for them. That is why they send us this low quality material.*

Some schools feel marginalised and taken for granted. The above represents an unhappy but significant university customer. If these head teachers are the gatekeepers of school

opinion and reaction to the outside world, they have something serious to say and universities need to take notice.

Coupled with earlier comments made about the timeliness of university information, its inadequacy and poor quality, it would then appear that universities are being called upon to take their customers more seriously than at present. Any marketing universities claim to be doing which does not accommodate the views and needs of customers is bound to be both counterproductive and irrelevant in the long term. Gerson (1993) makes this point so emphatically:

> When business does not know what its customers want and think about its products, when decisions about product quality are made outside the customers' definition of quality, and when customers are made to make purchases without sufficient information, then both parties are making decisions without benefit of all available information. The business will lose its customers and the customers will not even miss the business (Gerson 1993:36).

While it is difficult and even undesired to generalise from these findings, head teachers' perceptions of the state of university marketing are indicative of areas needing attention by universities as they move into a period requiring embracing of a marketing orientation. Universities can no longer determine unilaterally what society needs without recourse to the views of those societies. Universities today, like any other business, must not just know their customers. They need to consider them as the prime reason for their existence. An approach, which places the customer at the centre, appears to be what these head teachers are calling for from universities in Zimbabwe.

Summary and key issues

Data in this chapter was aimed at making some assessment of current marketing effectiveness of universities basing on perceptions of sixth form pupils and their head teachers. Pupils showed greater preference for traditional universities than for non-traditional universities. University preference seemed also to be most highly influenced by the nature of institutional product and the way pupils consider the products to provide direct solutions to their pressing needs. University products (curricula) that have the greatest potential for guaranteeing employment in well-paid jobs appear the most

attractive to sixth form pupils. This partly explains why a new and small university such as NUST has a big market share among sixth form pupils and is posing a serious challenge to the more established institutions such as the UZ.

The findings also suggest that elements of the marketing mix can be placed into some hierarchy in the following order: Product, Price, People, Process, Promotion, Place and Physical evidence. Female students appear to be more highly influenced by Process and Physical evidence elements of the marketing mix. However, due to data limitations, this prioritisation can best be used hypothetically as basis for further research in this important area of the marketing mix of universities.

Both pupils and their head teachers consider current university marketing in Zimbabwe, particularly in terms of making information accessible and influencing pupils decisions as being highly inadequate.

CHAPTER 7

TOWARDS A CURRICULUM CENTRED MARKETING MODEL FOR UNIVERSITY INSTITUTIONS IN ZIMBABWE

In this chapter, it will be argued that the core business of universities lie in developing and delivering their curricula to identified market segments. Among the many responsibilities universities have which include roles as 'conveyors and formulators of social values' and the promotion and inculcation of 'values of cognitive rationality' (Neustadt 1994:21), universities have one common instrument they use for executing these functions. That instrument is the curriculum. Thus, given the increasing significance of marketing, albeit in an environment of uncertainty and scepticism about the usefulness of the marketing idea in the academy, it appears that a way forward will be to adopt basic marketing principles in the development and delivery of this core product of the university.

The chapter begins with a reflective overview of the research, highlighting its purpose, theoretical underpinnings, methods and findings. A critical evaluation of the research process will be provided highlighting the limitations within which findings were interpreted. It will then focus on the key contribution this research has made in light of theory, methodological issues and pragmatic aspects of marketing in the university sector in Zimbabwe. Drawing further on evidence from the research, the chapter concludes with a tentative curriculum centred marketing model for universities in Zimbabwe and provides indication of avenues for further research.

Reflecting theoretical issues of the research

This research was driven by the fact that the marketing environment of HE sectors in developing countries is largely under-researched (Maringe and Foskett 2002). The research thus constitutes part of a process aimed at bridging this gap.

In the developed world, as evidence from the USA, Canada, Australia and the UK shows, marketing in education has been driven by factors of expansion, growing competition and an increasing diversity of programmes in HE sectors (Cicarelli 1990, Smith, Scott and

Lynch 1995, and Scott 1999). Similar forces are apparent in developing countries, as evidence from Zimbabwe has shown. Taking this into consideration, the research conducted was therefore a survey of the current state of marketing based on three interrelated purposes. First was how VCs and identified university marketers perceived, understood and defined the marketing concept. Second was a survey of marketing organisation and practice within institutions. Third was the extent to which segments of external customers perceived the current marketing practice in the universities to be effective. These three aims were supported by nine mutually reinforcing objectives as outlined in the first chapter and highlighted in the research map (Figure 1).

The research developed from a large body of literature on the subject of marketing. It became clear from this review that the ideas surrounding marketing are highly contested in the education sectors of many countries. Conceptually the marketing idea was traced from the early writings of Adam Smith in 1776, who argued that consumption was the sole end purpose of all production and that producers are only justified to the extent that they serve the needs of consumers. The theme about the centrality of the customer has been the most enduring belief characterising the development of the marketing concept. Yet there continues to be much debate about the exact meanings of concepts such as customer and product concerning their application to the education sector (Conway and Yorke 1991, Sharrock 2000, and Pitman 2000). It has been suggested in this thesis that the concept of customer should have a central role both in the discourses of the academy and even more importantly as a label that can be used to reflect the priority to be given to those seeking mutually beneficial relationships with universities.

Equally, the product of the university was seen as a difficult concept to pin down in a university setting. Essentially this can be used to describe a variety of things ranging from marketing materials, to graduates of an institution, institutional infrastructure and even the research output of academic staff. In this thesis, it has been argued that every thing that can rightly be understood to be a product of the university has some link to the curriculum. Thus the curriculum should be seen as the core product of the university. To communicate this to academics, often seen as being apathetic to the marketing idea, then

it is necessary to incorporate the very core of their activity and purpose within the academy as the central concern of the marketing idea.

The marketing concept was further explored from the perspective of current philosophies (Kotler and Fox 1995 and Kotler 2003). It then became clear that different philosophical perspectives mark turning points in the development of the marketing idea.
The product philosophy of marketing is related to organisations whose marketing effort rallies around the idea of quality and excellence with which they wish to be associated. However, this quality and excellence is internally determined rather than externally controlled. This contradicts conventional quality marketing wisdom based on a belief that the only definition of quality that matters in any organisation is that of the customer (Peters and Waterman 1982 and Sallis 1993).

Marketing which rallies around the production concept is based on the assumption that wide distribution and low cost are the key to attracting customers. This is the fundamental philosophy behind many Open University systems including those that are becoming more international and are fuelled by technological advances. However, as much research evidence has shown (Hemsley-Brown 1999) prospective students sometimes see low cost education as low quality provision. This may have a negative influence on their choice when the costs are perceived to be significantly lower than the competition.

The selling philosophy operates best in marketing environments characterised by declining enrolments and where there is a need to attract more customers. Enrolment decline is often experienced where more institutions have joined the marketplace and where some products are perceived as being better than others in an environment of a greater diversity of programmes. The problem with the selling philosophy is that it is often a short-term strategy and has little to offer in terms of the long-term strategy of an organisation.

The marketing literature has, in my opinion, uncritically adopted Kotler's label for the fourth marketing philosophy, which has been referred to as the 'marketing philosophy'. It has been argued in this thesis that prescribing the name 'marketing philosophy' to one of the philosophies of marketing is assuming that it is the correct philosophy. It is also tautological and misleading. It was therefore suggested that this philosophy is renamed the customer focused philosophy of marketing to reflect an emphasis on its key distinguishing feature. Nevertheless, the philosophy does not have a shortage of critics in the education sector. Questions such as; are customers always right? (Scott 1999), should we refer to our students as customers? (Cicarelli 1990), should we listen to the customer's voice? (LeBlanc and Nguyen 1999), is the student an informed consumer? (Baldwin and James (2000) and are students just customers? (Sharrock 2000) reflect the amount of exploration and critique this concept has received from researchers in the field. This was nevertheless considered a positive sign for the education sector as ideas are never discussed unless their practice is taking root.

The last philosophy is the societal marketing concept. This philosophy has all the assumptions of the customer philosophy but goes further to include issues of accountability and ethical consideration in conducting business. Not only should institutions develop customer-focused programmes, they need to balance this against the long-term welfare needs of society. An example is the issue of university top up fees which is based on sound economic and academic arguments but which goes against the grain of equal opportunities, which students and society at large hold in high regard. As a result the latest compromise solution has been to allow universities to charge top up fees if they can demonstrate that they have a significant quota of the enrolment from the low economic strata (Times 18 January 2002).

In chapter two, the focus turned to the growth of the marketing idea in the business sector. The key idea was that marketing in the business sector has evolved from its tactical roots as a fire fighting strategy for ameliorating organisational deficiencies and challenges to its new prominent status as Kotler (2003) describes, 'the hub' of the entire business effort. The chapter also reviewed parallel management principles that have

marginally preceded the marketing concept both in the business and in the education sector. The concepts quality, total quality management, reputation management, and public relations were examined both at the conceptual and the practical levels. The thesis highlights the fact that the underlying focus of all these management initiatives has been to serve the needs of the customer. The marketing function has thus taken full responsibility for this concern and this is possibly the reason for marketing growing in status and importance in the business sector as a key strategy for organisational development. The chapter also discussed the concept of marketing orientation, a central concept in this research. Esteban *et al* (2002) have argued that to become marketing oriented implies to accept the marketing concept at the organisational level. Essentially marketing orientation is a concept that dedicates itself to providing the steps needed to develop a customer-oriented philosophy in the conduct of business in the organisation. Drawing from previous work by Hardie (1991), Gray (1991) and Curran 2001), it has been suggested that marketing orientation can be measured and indeed evaluated on the basis of the following considerations:

- A contextual analysis of the universities' environment in terms of their missions and challenges
- An analysis of the universities' marketing culture in terms of their perceptions and understanding of the marketing concept
- A review of the organisational and practical aspects of marketing functions within universities
- An analysis of the perceptions of external customers relating to the effectiveness of the current marketing function.

The above thus constituted in a broad sense the framework for this research as outlined in the earlier chapters of this thesis.

Central to the development of the marketing idea has been the theory of marketing mix elements. There is current debate whether the traditional five or seven elements of the marketing mix in the production and service sectors respectively can be applicable to the education sectors. Ivy (2002) for example has come up with a new framework of

marketing mix elements for the business school sector based on a study of business schools in South Africa. He argues that the essential marketing mix elements in this sector are Programme, Prominence, Price, Prospectus, People, Promotion and Premium. It can be argued that the Programme element could be considered as closely related to what has been traditionally referred to as the Product. This argument is consistent with the definition of Product given in this thesis, that of being centred on the curriculum of the university. The issue of Prominence is used to refer to aspects such as academic staff reputation and reviews of business schools in the Financial Mail and other MBA surveys. The traditional marketing mix framework would tend to place these within the People and the Physical evidence elements. The Prospectus element is singled out on the basis that it constitutes the single most important communication item for informing prospective students about offerings in different business schools. However in the traditional marketing mix framework, the Prospectus can be considered under the Product or Place elements. The Premium label, which Ivy (2002) found to be the least important, included aspects such as the provision of accommodation, number of credits in the programme, student exchange opportunities and availability of computer laboratories. Such aspects could however generally be discussed under the Place and Process elements of the marketing mix.

The value of Ivy's work thus lies, not so much in creating new labels but in isolating, through rigorous quantitative statistical models the factors, which prospective MBA students consider in their choice of business schools. There is no evidence however to suggest that these factors could be generalised to the broader university environments. For this reason, the traditional marketing mix was used as both an analytic and investigative tool in this study. It is clear as even Ivy suggests that more work needs to be done on the question of the marketing mix of universities and FHE institutions in general.

Chapter 2 thus ended with a discussion on the development of university education in Zimbabwe. What was very clear was that the forces that have driven the marketisation of universities in the developing world are replicating themselves in the Zimbabwean context. Expansion, growing competition, and programme diversification influence prospective students' choice of universities and require marketing responses from the

institutions. It also became clear that while the majority of universities in Zimbabwe could be described as traditional in the sense of being residential institutions, five loosely differentiated types were emerging in the marketplace. Neo-liberal universities have a curriculum focus that places emphasis on the development of knowledge for its sake demonstrating great commitment to the ideals of quality and excellence. Church related universities tend to place great focus on the creation of a new African leadership moulded in the Pan African tradition and driven by a Christian ethos based on service to man and society. Segmented universities have moved away from the generalist curriculum model to specific vocation oriented curricula mainly in the field of teacher education. NUST, the industry-linked university has found its curriculum niche in the applications of science and technology for industrial development. The adult-centred university caters for the needs of adult learners mainly in the field of education and claims to develop needs based programmes for mature learners who have been out of school for long periods of time.

The emergence of this new classification strengthened the need to carry out the research to provide a picture of the emerging marketisation of the university sector in this country.

Reflecting the methodological issues of the research

It has been argued that decisions at the methodological level of the research are based fundamentally on a clear understanding and consideration of paradigmatic issues. Broadly, two paradigms of research can be distinguished. The positivistic paradigm has driven research in the pure and applied sciences to a large extent. It is based on an epistemology, which seeks to objectify knowledge. Truth and hence knowledge is seen as concrete and directly obtainable through objective means such as scientific and statistical models. On the other hand, post-positivism, as developed by Denzin (1978), Miles and Huberman (1993), Guba and Lincoln (1994) and Keele (2001), despite the numerous shades and labels it has been given, rejects the notion that all knowledge is objective. Epistemologically, this thesis is based on this understanding and rests on a belief that both objective and subjective knowledge do exist and that they can be equally authentic as long as we follow what Peiper (1995) has coined good science in interrogating them.

Central to Peiper's notion of good science is the need to develop research strategies that can demonstrably identify with requirements for validity, reliability and ethical issues. Drawing also from the ideas of Kerlinger (1973), Kumar (1996) and Tuckman (1999), validity, in the context of this research was considered as the extent to which the design of the research and the methods selected were appropriate as a means for arriving at answers to the original research questions. This conforms to the standard definitions of validity in the literature. To address the issue of validity, it was thus important to ensure that the research objectives were closely matched both to the aims of the research and to the specific questions asked in the research instruments. By ensuring coherence between objectives and methods and between objectives and research purposes, the issues of face, content and construct validity were addressed. Expert advice was obtained from the supervisor and also through peer review of instruments.

The notion of reliability was understood to be subsumed within the validity concept. In other words, valid research is necessarily reliable. However, the converse is not always true. On its own therefore reliability is not a sufficient condition for validity. Defined in terms of dependability, consistency and stability of measurement in the literature, reliability as used in this research meant the extent to which an instrument could be depended upon to yield the desired responses. In this research, instrument reliability was ensured through piloting the research instruments, through holding discussions with individuals and groups about the interpretation given to questions and through controlling the instrument administration environment. Resulting comments were used to rephrase or alter the order of some of the questions.

Ethical considerations are also important especially in marketing research where the concept has often been associated with deception. Hence it was vital to uphold the rights and privileges of subjects. As researchers it is essential to be mindful of possible sources of harm or injury that may befall the subjects during the course of research. Following Foskett (2000), careful consideration was given to issues of gaining access to the research environments, assuring anonymity of the participants especially those in schools,

obtaining informed consent, securing voluntary participation and getting the consent of VCs to use the names of their universities in the final report of the thesis.

The research was based on the cross-sectional study design ordinarily referred to as a one shot survey. It surveyed the perceptions of VCs and their marketers about the marketing concept, how marketing was organised and practised in universities, and how selected sixth form pupils and their head teachers perceived the effectiveness of current university marketing.

Three main strategies were used for obtaining data for this research. Self-completion questionnaires were used to obtain data from university marketers and from sixth form pupils. This was justified on the basis of the numbers involved and distances travelled between different participant groups. On reflection, it may have been possible to obtain more data by supplementing these self-reporting instruments with focus groups for sixth form pupils and with in-depth interviews with some of the of the marketers. However this was limited by time and money, but it is hoped that future avenues of research in this area could benefit from these approaches.

The second strategy was the use of interviews, which have been referred to in this thesis as hybrid interviews in preference to the semi-structured terminology commonly used in other studies. It was argued that the term semi-structured interview derives from the mathematical model of halving the interview into a structured half and another unstructured half. In reality interviews never achieve this judicious distribution of questions. What is important in the concept of semi-structured is to triangulate data from two or more sources and to create opportunities for obtaining extended responses about the issues under investigation. This is achieved through use of both standardised and non-standardised data. The biological metaphor of hybrid is considered better fitted to the real essence of what has been uncritically ascribed the label semi-structured for a very long time.

The final data gathering strategy was based on the use of secondary sources in the form of reports, prospectuses, strategic plan documents, course flyers, marketing research

reports and any other documents that different institutions made available. The purpose of using these sources was to give substance to claims made by participants in interviews and self-reporting questionnaires. They were thus used in triangulating data from other sources.

Nine VCs, 18 marketers, 480 sixth form pupils and ten head teachers participated in the research. The 480 pupils who participated in this study were those who were available in the schools during the time the study was conducted and only those who agreed to complete the self-reporting questionnaires.

For data analysis, simple descriptive statistics were used, including analysis of text from recorded interviews. Findings were mainly presented in the form of frequency tables from which graphs were drawn. A recurring theme in the analysis was the comparisons made between the different types of universities segregated essentially on the nature of their curriculum focus. Data from the questionnaire was compared with that from the interviews and triangulated with information from the secondary sources where these were available.

Limitations, findings and conclusions of the research

The first part of this section attempts to draw together the threads of earlier arguments by summarising results of the three aspects of this research concerned with the perceptions and understanding of marketing, its organisation and practice and its perceived effectiveness. In the second part, implications of the findings of this research are drawn to reflect broad needs of different types of universities in Zimbabwe. The last part provides broad principles based on a proposed curriculum centred marketing model on which marketing practice in universities in Zimbabwe could develop. However, the limitations within which the findings and conclusions need to be interpreted must be outlined first.

The limitations of the research

The findings and conclusions of the research need to be interpreted in the light of the limitations encountered at various stages of the research process. First, it has to be borne

in mind that although reference is made to the university sector in Zimbabwe, at the time the research was done, only nine of the eleven universities participated in interviews. It was not possible to obtain data from GZU and CTTUC, as the VCs were either unavailable or busy with other engagements. It was also not possible to obtain data about these universities from marketers as permission for data collection needed to be sanctioned by the VCs. However, because these two universities were only in the initial stages of inception, and because other universities of similar types adequately represented them, it was assumed that any inadequacies in the data would be very insignificant. Secondly, marketers who participated in this research were those whom the VCs considered as being most directly involved in the marketing functions of their institutions. As such, the sample of marketers could be said to be biased in that it reflected the interpretation of marketing of the VCs. Notwithstanding the potential limitation this could have brought into the research, it was still shown to be a strong indicator of the marketing orientation of the participating institutions.

For ethical reasons, it was considered vitally important to interview only those pupils who had given their informed consent to participate in the research. The numbers from each school thus do not reflect the total population of sixth form pupils in those schools. Thus the samples could be described as those of consenting sixth form pupils. While the final sample size of 480 pupils was considered large enough from which to generalise, it has to be borne in mind that the ideas of those pupils who did not give their consent to participate were not obtained and are thus not represented. It can also be argued, along the lines of post-positivists like Denzin (1978) and Keele (2001) that research that utilises multiple methodological approaches as a basis of triangulating information, do not need large samples as those that may be needed in research which are based on single methodological approaches.

In addition, those with a research orientation steeped in the quantitative paradigm would be sceptical of a sample of ten head-teachers from a sixth form school population of about 191. The same rationalisation used for pupils is equally applicable. Thus triangulation as a methodological approach in social science research and as a strategy for

validating research data reduces the need for large samples but still requires other issues of sample representativeness to be considered.

This research was also not designed to obtain data from academic staff. Thus, it can be argued that an important segment of the universities was not represented in the views and perceptions of marketing this research was concerned with. However, including all academic staff would have made this research unmanageable given the time scale and resources even though it could have added an extra dimension to the research conducted. This opens avenues for further research in future. Thus, the findings and conclusions arrived at do not represent the views of the academic staff in universities in Zimbabwe. Given the above limitations and constraints, the key findings of the research will now be summarised including conclusions that derive from them.

Major findings and conclusions

The conclusions are presented in the three broad sections that this research was concerned with.

Conclusions about marketing perceptions and understanding

While there are claims within universities that marketing is a strategic activity, there is overwhelming evidence across the sector that marketing is narrowly perceived in the context of advertising, publicity and public relations. Amongst marketers, marketing is even more narrowly defined to reflect the specific traditional functions under which it operates in most of the universities.

These limited perceptions of marketing derive from an overall product philosophy of the marketing concept that is endemic to the university sector. The majority of the universities being traditional in organisation tend to reflect an inward looking perspective, which is self-defining in terms of both purposes and accountability. Marketing in such environments becomes an instrument of proclamation rather than a belief in the service of customer needs. Evidence of marketing as proclamation abounds in the university sector but is chiefly recognisable in its organisational roots. Its location

in the public relations/information and publicity offices of many universities provides clear evidence of its role as a tool for proclamation.

Within this framework, universities in Zimbabwe currently operate under a shelter of high demand in excess of supply. But the shelter is rapidly becoming porous as micro level dynamics of supply and demand begin to indicate a widening involvement of the choice factor. Perceptions of lack of competition within the sector are symptoms of a system that has not awoken to the pressures that customer choice bring to the market place of universities. Faced with the element of choice, at the level of institutions and even subject courses, moulded by considerations of the marketing mix of universities, sixth form pupils in Zimbabwe need to be understood from a framework that is broader than the supply–demand dynamic. This dynamic thus provides a false shelter to many universities and is probably a contributing factor to the current narrow perceptions of marketing.

The wide array of challenges universities in Zimbabwe face could also be contributing towards the marketing conceptualisations in the sector. There is evidence from this research that traditional universities tend to consider funding as their greatest challenge. This is consistent with the emphasis these institutions place on notions of quality and excellence often internally defined and determined and hence achievable largely through external inputs. Where institutional challenges are perceived largely from a funding perspective, the meaning of marketing remains transfixed in instrumental rather than strategic roles. Equally all universities saw the issue of image as a central concern to their developmental efforts. However, differences within universities exist to the extent they showed concern for maintaining an established image or developing a new one. The more traditional universities seemed more preoccupied with maintaining the status-quo while the less traditional especially the industry linked and adult centred universities were more concerned with developing images which would bring a competitive advantage to their institutions (Thinking in other terms, the NUST philosophy).

The prioritisation given to issues of organisational challenges appears to be strongly related to the marketing orientation of universities. When issues of the curriculum provide the locus of perception of organisational challenges, the tendency seems to be that the institution begins to ask questions, which are necessarily, customer oriented. On the contrary, when the locus of perception is on issues of funding, thinking remains transfixed on internally determined concerns for quality and excellence that generally reflect product led marketing thought.

The universities' missions also appear to dictate marketing conceptualisations. Evidence from this research suggests that despite the lack of differentiation in the stated missions of universities, the VCs visions about their institutions tend to provide a differentiated focus, which in turn reflects the variety of organisational frameworks of the universities. There was evidence summarised in chapter 4 figure 4 which shows that the missions of universities tend to reflect a progressively more customer focus as we move from the neo-liberal universities reflecting the most traditional character to the adult centred university which represents the least traditional features. It was clear also that the more diverse the student recruitment market was for universities, the more customer-focused the mission statements tended to become. In addition, church universities, which tended to have the greatest international outlook, reflected in their student recruitment policies and overall philosophical thrusts, had developed mission statements with a more customer focused tone to them.

The perceptions and definitions of marketing are transmitted through the language medium. While overall the language of marketing is underdeveloped in this university sector, it is fair to say that its use and sophistication varies with the organisational and curriculum patterns of the universities. This was evident both in the interviews and the official documents of the universities. Documents and interviews from the more traditional universities tended to be highly restricted in their use of the language of marketing. On the other hand, the language of marketing was more developed and sophisticated in the less traditional institutions especially the industry linked and adult centred universities.

Thus this research has determined that as the organisational pattern shifted from traditional to non-traditional and as the curriculum focus changed from neo-liberal to adult centred, the marketing conceptualisations and definitions changed from a product orientation through to a customer focus.

Conclusions about organisation and practice of marketing

The weak and narrowly focused conceptual framework of marketing in universities in Zimbabwe is resting on a frail organisational base in many of the universities. This frailty is manifested largely by the absence of central marketing organisation including lack of appropriate co-ordinating effort.

Overall marketing organisation has a covert presence in the sector. This is because, as the research has established, the marketing function of many of the universities lies beneath the rubble of traditional departments. The absence of marketing titles both in the terminology of departmental names and the job descriptions of the marketers suggests that marketing in most of these universities is a supplementary activity, assumed to be going on within the context of the more prominent and traditional university activities. For the majority of universities, the public relations and information offices are considered the main marketing units. In universities where student recruitment poses a serious challenge such as those offering degree programmes leading to unpopular professions in teaching, marketing is often housed within the student affairs department and takes the form of university school liaison activity. Even within this supposedly customer oriented organisation, the activities characterising this liaison generally amount to proclamation rather than relationship building. Universities with marketing perceptions that are more customer-focused had moved forward a little through the establishment of more centralised marketing units with names derived from the language of marketing (a central marketing department exists in ZOU and the Industrial liaison department office at NUST).

While varieties of models of marketing organisation exist across the sector, including decentralised, diffuse, and centralised models (Smith, Scott and Lynch (1995) one case of

a university in transition reflected what was described as an amorphous organisation. This organisation is characterised by both a lack of co-ordination and form with people working in isolation in positions where marketing is assumed to be part of the ongoing activities and responsibilities of the employees. For the majority of universities, decentralised and diffuse organisation tend to dominate with centralisation existing only in the industry and adult centred universities. Co-ordination of the marketing effort is either weak or absent in many of these universities as evidenced by lack of clarity about who has the ultimate responsibility for marketing and the widely differing views about marketing budgets within the universities.

The limited involvement of external expertise in the marketing functions of many universities is cause for concern. On the one hand it endorses a view endemic to many universities that of being centres of excellence and therefore requiring little or no input from outside. On the other it reveals a sector failing to utilise opportunities for joint development of an institutional marketing orientation. Given the weak conceptual framework of marketing, where marketing knowledge and skills are minimal or non-existent, this lack of external involvement of marketing expertise stifles the development of appropriate marketing orientation within the sector.

The perception that marketing is part of the strategic processes of the institutions found in many of the universities, needs to be viewed with caution. The simple inclusion of a marketing section in a strategic document as was evident in many of them, is often given as evidence of strategic marketing planning. A distinction has to be made between developing a marketing strategy and including marketing ideas as part of institutional strategy plan. The absence of separate marketing strategy documents in most universities supports the claim that marketing operates at tactical rather than strategic levels. Exceptions were industry linked and adult centred universities where evidence of separate marketing strategy documents in the form of industry forecasting plans, product differentiation strategies, customer surveys and customer needs and satisfaction surveys was provided.

Because marketing in most universities is at operational levels, involvement in activities such as marketing planning, evaluation and research is either minimal or non-existent. Marketing involvement of the majority of marketers tends to be dominated by more routine and mundane tasks of promotion, producing prospectuses, handling press, production of newsletters and taking responsibility for internal communications. This provides further confirmation that marketing in universities in Zimbabwe is largely an operational and not a strategic function.

Despite the weak conceptual framework and the frail organisational structures for marketing in the sector, prospects for the future of marketing remain bright. Both VCs and marketers were found not to view the marketing concept as an abstract idea only suited to sectors other than the HE sector. This agrees with findings from a similar UK based study by Naude and Ivy (1999). Combined with the fact that both groups saw marketing as the future for HE, there is a sense in which it can be assumed that there is potential for the development of a marketing orientation within Zimbabwe's university sector.

There was an underlying belief in the majority of universities that marketing had little to contribute towards both staff and student recruitment. This belief stemmed from the overall recruitment market where demand for university places far exceeds supply. However, the micro-level dynamics of student and staff recruitment are increasingly becoming exposed from the shelter of high demand. This suggests that marketing strategies will, in the future assume more central significance in the recruitment market of universities as the evidence from segmented universities clearly demonstrates.

While there was considerable indecisiveness about the relative importance attached to students' and employers' needs in matters of curriculum development, it was clear that in the industry-linked university employer needs took precedence over the student needs. In this university students were viewed as partners in the development of industrial solutions. This indecisiveness suggests that most institutions may not be giving sufficient thought to the central question as to the identity the main customer of the university. It is

almost impossible to have any marketing orientation if this question remains unanswered at the organisational level.

The centrality of customer needs was more an issue for some universities than for others. Neo-liberal, segmented and to some extent church-related universities tended to consider students as not having a sufficient capacity to identify, let alone understand their own needs. Consequently, the issue of formal customer research was generally viewed as redundant except in industry-linked and adult centred universities. This also indicated that the majority of universities did not operate within the customer-focused philosophy of marketing.

Both VCs and marketers perceived a mild enthusiasm for the adoption of the marketing idea into the corporate strategies of their institutions. Key obstacles include perceived resistance from academics who were not only seen as being negatively inclined towards the marketisation agenda, but also as having an inadequate capacity to provide the requisite leadership for marketing. Despite a lack of direct evidence, it is not surprising that academics would have this natural aversion to the marketing idea. People dislike the idea of being moved from what the VC of ZOU termed their 'comfort zones'. The fear of becoming de-skilled and the reluctance to re-skilling are powerful reinforcers of negative attitudes towards impending change (Schon 1987).

Most universities in Zimbabwe saw themselves as having some inherent competitiveness, which was considered as having nothing to do with any formal marketisation within universities. The perception that universities offered what they want and not 'what they should' (Registrar of ZOU) appeared to be very widespread. In an environment that is increasingly becoming competitive, the success of institutions will no longer be entirely dependent upon their past competencies and current offerings, but also on the edge they have over other competitors in the marketplace.

The information systems necessary to allow university marketers a more proactive role in obtaining evidence for marketing planning are largely informal and were considered by

marketers as inadequate. With the exception of the industry-linked and adult centred universities, the use of formal surveys and research to support decisions at various levels was highly inadequate. Coupled with a lack of centralised data capture and analysis mechanisms reported across the sector, it can be said that the marketing function of the majority of universities does not have a solid foundation upon which other competencies can be developed.

Understanding the dynamics of marketing budgeting provides valuable insights about both the state and status of the marketing function within any organisation. Data obtained from this research suggests that there is a considerable lack of clarity both among the VCs and the marketers about how marketing budgets were determined and allocated. Overwhelmingly, the budget figures for marketing given by various respondents within the same institution reflected vast differences. This suggests that the basis used by the respondents to determine the extent of marketing and therefore its budgetary allocation to certain activities may be different. This reinforces an observation made earlier that even amongst senior management personnel and marketing operatives, there may be no clear understanding of what constitutes marketing in universities. It also suggests that the issue of budgeting for the marketing function is highly problematic across the entire sector.

While the budget allocations for marketing were overwhelmingly considered to be inadequate across the sector, a greater proportion of this allocation went to salaries and marketers' allowances leaving very little for developing the marketing functions of the institutions. After staff salaries, the next biggest marketing budget allocation in the majority of universities was allocated to activities of a publicity, information and public relations nature. This highlights the prominence of these activities in the marketing functions of universities. It also adds weight to a claim made earlier that the marketing function within the university sector in Zimbabwe has strong roots in the traditional public relations aspect of university organisation and administration.

With the exception of the industry-linked and adult centred universities, the amounts allocated for marketing research were relatively insignificant. This reinforces a lack of meaningful activity in this aspect as reported by the respondents. Marketing research was thus not a prominent activity supporting the marketisation processes of universities. Put together, the above suggest that the marketing function in universities in Zimbabwe is not yet being accorded a high status. It is assumed to exist but it cannot be accounted for easily or accurately. It remains buried under the weight of other 'more important activities' within the universities.

The question relating to who the marketers were was central to this research. Knowledge about the marketers adds to an understanding of the quality and sophistication of the marketing function in the sector.

As indicated earlier, absence of the language of marketing in the occupational roles of marketers suggests that formal marketing roles had not yet been fully recognised in the sector. Because the majority of marketers worked in marketing on part time basis, under traditional departmental titles, marketing roles were often considered as ancillary and subordinate to other university roles. This however disguises the fact that responsibility for marketing was often delegated to fairly senior officials in universities, who in many cases reported directly to VCs. Thus although marketing has not attained high status, its role was highly considered.

Marketers generally did not have the requisite marketing oriented qualifications. Their qualifications tended to be more related and relevant to their other key responsibilities and roles. Their salaries have no bearing to their responsibilities as marketers and indeed, there exist no salary scales for university marketers.

It can be concluded that current marketing organisation and practice in universities in Zimbabwe, while reflecting frailty in structure and co-ordination, lacks a sufficient capacity conceptually, experientially and in terms of skills among its current implementers. The dominance of traditional structures, coupled with an inherent inward looking philosophy, including a lack of clarity about who the customer of the university

is have combined to produce a university marketing organisation lacking in co-ordination and where practice is concentrated at the routine and mundane activities.

Conclusions about perceptions of marketing effectiveness

Sixth form pupils constitute the largest recruitment market for many of the universities in Zimbabwe. The adult centred and some church related universities tend also to enrol from adult recruitment markets including students from abroad.

Choice of universities which pupils make, provide indirect indications of the effectiveness of institutional marketing. Three universities in Zimbabwe, the UZ, NUST and AU in that order attract choices of the majority of sixth form pupils and were shown to be the most popular. On the basis of first preferences indicated by pupils, neo-liberal universities constituted the strongest pulling force in terms of student attraction where as segmented universities offered the least attraction. Despite being the only industry-linked university, NUST was the second most popular among sixth form pupils.

Preference for neo-liberal universities was based on reasons relating to their well-established academic reputation, the wide selection of programmes catering for a broader spectrum of students' backgrounds and to advice given by teachers. The attraction of NUST was related to a perceived relevance of its programmes to the world of work. It appears logical to conclude that sixth form pupils' reasons for preferring some universities are more closely focused on the nature of the product of the universities both in terms of meeting their individual curriculum needs and the perceived employment benefits.

Despite the prominence of the Product element of universities' marketing mix having the greatest appeal in attracting applicants to institutions, the Place, Promotion and People elements also exerted a significant influence. Female pupils tended to be highly influenced by Process and Physical evidence elements of the marketing mix because of their tendency to prioritise issues of institutional support such as positive discrimination, institutional safety and campus attractiveness.

Main reasons pupils were not attracted to some universities included:

- Having a narrow curriculum catering for the needs of only a few students
- Perceptions of inappropriate curriculum in some universities
- Lack of knowledge of the university and their curricular
- Very high entry requirements insisted upon by some universities
- Perceptions of poor or eroding quality and an unsafe and non-supportive institutional environment

Pupils reported very restricted access to the prospectuses of universities, despite this being the chief source of information. In the absence of prospectuses, sixth form pupils tend to rely on information given by their teachers in both formal career advice sessions but more significantly through informal information exchange. Teachers in sixth form schools thus constitute a very powerful influence in the choice and decisions concerning universities.

Because of the limited utilisation of different forms of media and information dissemination strategies, pupils see universities as being least influential in their choice and decision processes. This suggests that universities were not proactive marketers and showed a tendency to rely on informal information dissemination strategies to control their marketing functions. This corroborates an earlier finding, which showed that universities tended to rely more on informal mechanisms for gathering marketing data and intelligence.

Despite its limitations, data from this research suggests that in Zimbabwe the marketing mix elements of universities can be placed in some hierarchy based on the importance pupils attached to the various elements. The hierarchy could be; Product, Price, People, Process, Promotion, Place and Physical evidence. There is no suggestion that this hierarchy should determine or predict a prioritisation of marketing mix elements since various contextual factors of universities need to be considered. What it generally supports is that each university should develop a careful blending of these elements in order to attract effectively from any recruitment market.

There was close agreement between the perceptions of head teachers and those of their pupils regarding issues of knowledge about universities, the preferences for universities of their pupils, reasons associated with the preferences, and the overall effectiveness of the information dissemination activities of the universities. Concerning issues of choice and decisions about universities, head teachers were a reliable source of information about universities often to the same extent as their pupils.

Head teachers were also concerned that universities did not seem to take the issue of information dissemination for pupils' decision making seriously. Some also expressed strong concern about the quality of the little information they obtained from some universities. More importantly, they expressed great concern about costs to schools and pupils in obtaining information about universities during the choice and decision process.

Overall, both pupils and their head teachers did not consider universities as effective in making information available to help pupils in their choice and decision processes. Despite demonstrating that the product element of the universities' marketing mix constituted the most powerful influence on their choice and decisions, the research has also indicated that other elements of the marketing mix play a significant role in this influence.

Implications

Marketing in universities in Zimbabwe is currently an insignificant, but highly regarded aspect of the organisation and management of institutions. A fragile organisational base, a weak and narrowly focused conceptual framework, general absence of a co-ordination effort and an overwhelming dependence on traditional structures under which the marketing functions operate, demonstrate its insignificance. On the other hand its potential future development rests on a pervasive belief across the sector about its usefulness and significance.

The university sector in Zimbabwe is not a coherent system. It is characterised by diversity arising largely from the different curricula orientation and organisation. This research has identified five broad groupings of universities in Zimbabwe.

Given the diversity of universities in the country, the variety of their external and internal environments and cultures and the widely differing stages of their development, it would be difficult to suggest standard models for marketing practice within the sector. However, it is worth drawing the various lines of argument to a meaningful close. In between the tension caused by these polarised considerations, it is worth considering a single theme that has arisen out of this research. The theme relates to how marketing was operationally defined in this thesis and how the findings of this research support the need for universities to develop a curriculum centred marketing orientation.

In this thesis, marketing within the context of educational institutions especially HE was defined as an organisation wide belief in the centrality of the customer as the focal point for decisions in developing and delivering the curriculum. The belief needs to be held not only by those at the top of organisations. It also has to permeate the entire organisation (Kotler 2003). In this research the belief VCs and marketers have of marketing was measured through understanding how these two groups defined and perceived the marketing concept. The research has found that these two groups have a restricted view of marketing moulded generally by a product philosophy. Nevertheless, they consider marketing to be an important idea for universities to adopt as the sector enters a new phase of development characterised by rapid expansion, diversity, increasing choice for customers and growing competition among the institutions. That creates a significant window of opportunity within this sector, which can be utilised to develop a marketing orientation of universities in Zimbabwe.

Equally this research has also found two other important windows of opportunity. Overall, it has been shown that the product orientation is endemic in universities in Zimbabwe. Even in universities where the orientation is evolving towards a customer focus it is still being developed around the core product of the universities, which is their

curriculum. Similarly the research has also shown that sixth form pupils in Zimbabwe were attracted to universities largely by product related factors. It is therefore logical to propose a model which not only utilises aspects of good marketing practice observed in some of these universities, but one that provides a way forward for those that find themselves locked up within a product orientation which cannot take them further in the new environment.

Gray (1991:176) has argued that good marketing practice amounts to sound educational practice and that 'schools and colleges now need to integrate these practices as central features of institutional management'. Arguing for the development of a marketing orientation in educational institutions, Gray (1991:175) has identified four principles, which should characterise the development of what he called 'home-grown educational marketing'. He noted that the organisation of educational marketing should include establishing marketing objectives and an organisational framework for marketing, systematic collection of marketing information, development of a costed marketing plan based upon the 5 Ps and an implementation and evaluation plan. Reflecting on this framework including ideas already explored from Hardy (1991) and Curran (2001), it is clear that the ideas constitute a redirection of well-tried and long established approaches to the management of education. However, what these ideas do not highlight is the need to contextualise the development of a marketing orientation. A way to move this idea forward therefore is to provide a model, which not only locates the curriculum as the heart of activity in universities, but which also seeks to develop it within the contextual milieu of the university. It is within this context that a curriculum centred marketing model is being proposed for universities.

The curriculum centred marketing model

Key assumptions

Firstly, the model assumes that the core business of a university is the development and transmission of its curriculum. Curriculum should not be narrowly construed to mean course programmes and teaching-learning programmes only. It is used here in its broadest sense of all the experiences developed for learners under the auspices of an

educational institution (Tanner and Tanner 1985 and Kelly 1999). This broad understanding of curriculum embraces teaching, research, consulting, producing prospectuses, developing course programmes and information fliers, providing guidance and counselling services, assessing students' work, indeed anything done for the benefit of or consumption by both current and prospective learners of the university.

Secondly, it also assumes that academics have a natural aversion to ideas that appear to be imported externally particularly if they are emanating from the business world. Such ideas disturb the 'status quo' by removing academics from their 'comfort zones'. The model suggested here does not impose alien business techniques. It simply amplifies the accepted and emphasised sound educational practice of collegial responsiveness to students' needs. It seeks to provide a way out for universities to move beyond what they are already good at, that is developing and delivering curriculum based on what is believed to be important and not what is important.

Thirdly, the model assumes that because of the imperatives of market forces ushered into the new university environment in Zimbabwe, institutions will be seeking ways to become more competitive and maintain an edge over others in the marketplace. This will determine 'whether or not an educational institution succeeds or even survives' (Gray 1991:176) in this new environment.

Fourthly, it assumes that the development of a marketing orientation requires goodwill and enthusiastic participation by each member of an organisation. To elicit the good will of academics, assuming that the VCs and internal marketers already possess it in the form of their positive inclination towards the marketing idea (as this research has shown), the focus of marketing within a university must clearly identify with the main concern of academics. This research has also shown that the interest of academics in marketing is highest when it relates to issues surrounding post-graduate recruitment, research funding and teaching. These are curriculum issues towards which academics are found to have a natural disposition. It is thus possible to gain the support of academics if it can be clearly demonstrated that the marketisation agenda has its locus in their core business.

Key features of the model

The model takes the form of a cyclical flow chart as illustrated in figure 7. The stages are sequential but require a variety of activities to be undertaken to capture the requirements for each stage. The model is derived from empirical evidence gathered through this research and from a theoretical understanding of the two fields of marketing and curriculum development.

It will be referred to as the CORD model representing four distinct but interrelated stages. C stands for contextual analysis, O for organisation and co-ordination framework, R for researching the customer interface and D for developing the curriculum. It is thus a model that brings together principles of curriculum development and marketing and hence helps redirect institutional curriculum development towards a more customer-focused approach.

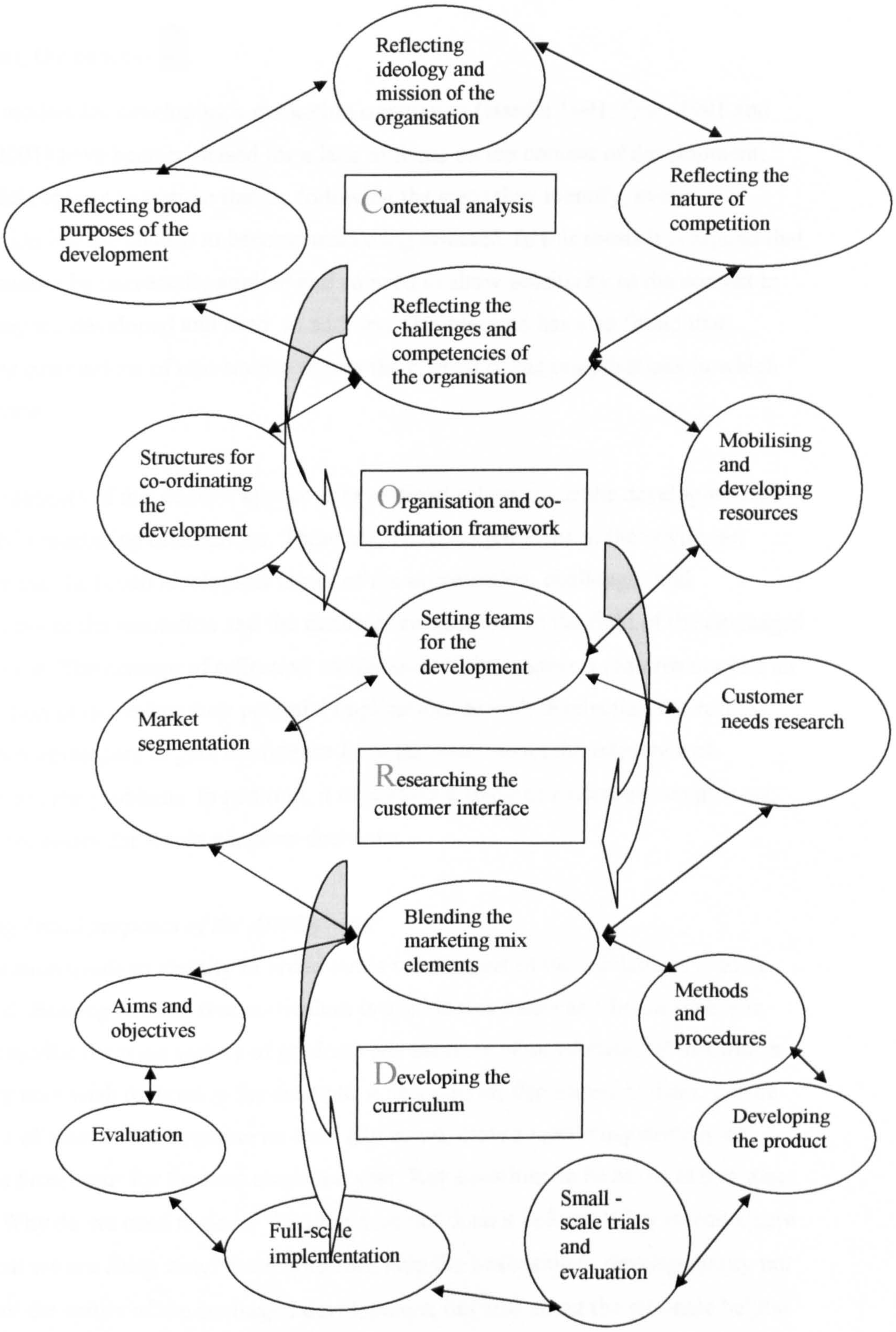


Figure 7: The curriculum centred marketing model

Reflecting the context C

Current models for developing a marketing orientation (Hardie 1991, Gray 1991 and Curran 2001) have been criticised for a lack of focus on the context of development. The models appear to assume that by following the steps they identify, every organisation has the chance to become marketing oriented. In this thesis it is argued that models cannot be universally applied and so need to show sensitivity to the context in which they are developed and used. In addition, this research has also found that marketing orientations of universities reflect the context of the organisations in which they operate.

Four key aspects of this context appear to have direct relevance to the development of university's marketing orientations. These are the broad purposes of the envisaged development, the broad ideological issues of the organisation, challenges and competences of the institution and the nature of competition in the field of the envisaged development. The concept of reflection within each of these aspects requires not just an identification of issues but their potential implications as well. Reflecting the context also allows developers to gain confidence from the onset about the relevance of solutions to their problems. In addition, it engenders a sense of a homegrown process, which is necessary for future adoption decisions.

Reflecting broad purposes of the development:

The institution needs to identify in broad terms what aspect of the curriculum is to be developed. Bearing in mind that curriculum is used in this thesis as a broad umbrella term to describe the wide variety of products and services of an educational institution, a university may wish to develop for example, a new course, departmental fliers, decide new ways of assessment, organise an open day event, draw a marketing strategy or develop a prospectus for the next academic year. Key questions to be asked at this stage include: Why do we need to do it? Why have we not done it before? What is inadequate about what we are doing now? Such questions help the institution to develop clarity not only about the nature of the envisaged development, but also about the rationale behind.

Reflecting ideology and mission of the organisation:

As has been argued in this thesis, the mission of a university is the ultimate blueprint, the invisible hand that guides the thinking and development at all levels. Often however, as this research has shown, missions of universities do not adequately reflect their underlying intentions. Many universities just see themselves as centres of excellence in teaching, research and public service. This research has found that there was precious little in the missions that adequately separated individual institutions from others. Despite the fact that potential applicants rarely read university missions as part of their decision processes for admission, the choice they finally make often reflect a trade off process of factors that characterise universities, which themselves derive from university missions (Soutar and Turner 2002).

As a prelude to development, reflecting the mission of the organisation brings several advantages:

- It allows developers to evaluate the mission of their organisation in light of prevailing circumstances and thus providing mechanisms for feedback to overall institutional strategic processes
- It enables members of the organisation to understand in a more intimate way the institutional mission
- It increases a sense of belonging to the organisation through a belief that they are contributing to its overall goals
- It brings a sense of ownership of the developed curriculum

Reflecting the challenges and competencies of the organisation:

This research has shown that organisational challenges, in particular how they are prioritised within an institution influence marketing perceptions, strategies and decisions. A barrier that needs to be overcome by many universities is that of seeing funding as the greatest obstacle to their developmental aspirations. This research has found that institutions which view funding as the greatest challenge remain transfixed in

a product orientation which stifles institutional creativity (Hardie 1991), essential for the development of a customer focused perspective of marketing. In this research, the more customer focused universities tended to locate institutional challenges around issues of curriculum development. Their philosophies highlighted powerful slogans such as 'thinking in other ways', which created an institutional bedrock for creativity and a greater customer focus.

Equally at this stage, the organisation needs to reflect its competencies, employing tried and tested strategies such as SWOT, which this research found to be widely used in developing institutional strategy documents.

Reflecting on challenges and competencies allows developers to:

- Consider the strengths of the organisation and to see how these can be utilised in the current development
- Assess institutional weaknesses and determine ways of overcoming them in light of current development needs
- Identify opportunities internally and externally that can be harnessed to increase the chances of success in the new development
- Assess the extent to which envisaged developments address real organisational needs

Reflecting the nature of competition:

The operational definition of marketing offered at the beginning of this thesis highlights the need for universities to employ the marketing concept as a key strategy for making progress and surviving in a competitive environment. The idea for universities is not to outwit the competition, but to ensure that the organisation meets its targets and does not merely exist in the shadow of other players in the marketplace.

In a sector where many of the universities operate in the same recruitment market both for students and staff, obtain financial resources from the same government and as this research has shown, operate a broadly similar subject curriculum, becoming successful in any of these will depend largely on how well the institutions seek to differentiate their

products on the basis of identified needs in the marketplace. It is difficult to become different if one has no clue what the competition looks like. Supposed new developments may just but be 'more of the same'.

Key questions that should be asked at this stage include: Who else has done what we intend to do? How successful are they? Are they meeting demand in the market? How are we going to be different from our competitors?

Reflecting the nature of the competition thus allows the organisation to:

- Understand in an objective way the competitors and their products/ services
- Develop a framework for identifying and meeting new and unfulfilled needs
- Identify from the outset aspects upon which customer satisfaction will be delivered and evaluated

Organisation and co-ordination framework

A key finding of this research has been that the organisational framework for marketing in Zimbabwe's universities is frail and generally inconspicuous. It is characterised by a lack of use of marketing terms to describe both its form and function. It lies buried under the rubble of traditional university structures and functions. Without a discernible form and structure, there is little hope for universities to embrace a proper marketing orientation.

Among the purposes of this part of the model is the need to create structures and define functions for the universities' marketing effort. This involves mobilising resources, both human and material for the development and putting in place marketing support systems that shift marketing practice from its current status as an ad-hoc activity to a systematic and strategic status. Activities in this part of the model are carried out with the benefit of knowledge and understanding from the contextual reflection.

Structures for co-ordination and development:

This research has shown that marketing functions in universities in Zimbabwe take place largely as disparate activities controlled within a traditional framework of university organisation. As such, marketing lacks a proper focus and thus tends to be viewed from various perspectives reflecting the nature of the major activities under which it operates. The structures formed need to grow out of a fundamental conviction that marketing in the university is about developing and delivering an appropriate curriculum to identified customers. The nature of these structures cannot be prescribed, as they tend to be influenced by a range of contextual aspects such as size of university, nature of task and availability of internal and external expertise amongst others.

Setting teams for the development:

> The myth that the professionals within the education service were uniquely qualified to identify and express the needs of various customers, has been exploded (Gray 1991:176)

Related to the task of mobilising structures for co-ordination and development is the creation of teams for executing the tasks. Individuals working in isolation as experts in their fields have undertaken a significant amount of curriculum development in universities. With the increasing blurring of boundaries between subjects, and the rapid growth of interdisciplinary curricula in universities, accompanied by knowledge explosion (Tanner and Tanner 1985) the times when experts worked in isolation to develop and deliver curricula are coming to an end. Lawton (1986) recognised this trend and appropriately referred to it as the end of the secret garden in the education sector as society increasingly demands a stake in the affairs of the university.

In this new environment, teams are likely to bring individuals with expertise needed for the various aspects of curriculum development. This research also found that besides a lack of clarity in marketing roles and responsibilities among many of the marketers, there was an equally limited involvement in what were described as generic marketing tasks. The identification of teams for development therefore will assist universities in becoming more sensitive to the need to hire/develop marketing trained staff for marketing

responsibilities within the institutions. The situation where marketing is undertaken by anyone, even when they do not possess requisite qualifications in the area is gradually becoming untenable and needs rectifying.

Thus teams for marketing bring several advantages to the university:

- They encourage the development of requisite expertise in the area
- They encourage a more collaborative and hence better co-ordinated development process
- They help in the clarification of marketing responsibilities and roles
- The synergy they bring is likely to be greater than the individual effort of experts working in isolation

Resources and marketing support systems:

Besides the human resources issue addressed in previous stages of this model, both financial and material resources required for development need to be considered. The teams set up are usually well placed to work out finer details of resources requirements.

In critiquing current marketing orientation models, it was pointed out that little emphasis was laid on marketing support systems. The research also found that in many universities, marketing intelligence and data was obtained through informal rather than formal means. In addition the absence of formal mechanisms for data gathering in many universities is itself testimony of the absence of marketing support systems.

Because marketing information systems comprise 'interacting structures of people, equipment and procedures designed to gather, sort, analyse, evaluate and distribute pertinent, timely and accurate information to decision makers' (Parasuraman 1991:44), universities will need to invest in developing data collection systems, data banks, data input and retrieval systems and information dissemination systems. Such structures, as the research found, tended to be more developed in adult-centred and industry-linked universities and less in the more traditional universities.

Researching the customer interface

First and foremost, there has to be a belief that curriculum development in universities is done for purposes of meeting the needs of customers. This should be supported by an equally important belief that the central purpose of marketing is to ensure the development and delivery of appropriate curricula to identified customers. Once these beliefs permeate the thinking frameworks surrounding the marketing idea in universities, the centrality of the customer becomes inevitable in the quest to develop a marketing orientation.

This third stage of the model identifies three key interrelated aspects, which universities need to develop around the concept of customer research. The aspects are: market segmentation, researching customer needs and blending elements of the marketing mix. Researching customer needs deals with three fundamental questions: Who are the customers? Which customers are we going to serve and why? How best do we develop programmes that will meet these needs?

The research found that marketers in universities in Zimbabwe tended to have greater involvement in more mundane roles than in strategic marketing activities such as marketing research. In support of this, it was also found that the aspect of marketing research was amongst the least funded in many universities. Thus bringing the aspect of customer research as a key strategy for developing universities' marketing orientation helps to raise the profile of this central activity.

Market segmentation

The fundamental question here is who will be the customer. This is an aspect of customer research involving identification and matching of demand and supply issues and making decisions about which markets the university will be most ready to serve through the envisaged curriculum. In some universities, particularly the segmented universities, it would appear that curricula development was based on assumptions of the needs of a user ministry, in this case the MOESC with little attention having been given to the needs of

the learners themselves. Despite enrolling into these universities' programmes, there was evidence that many sixth form pupils would do this as a last resort mainly because they do not like to become teachers. Perhaps the degree could be designed in a way, which accommodates the needs of a number of segments among the A-level pupils. There could be those needing a general degree qualification which does not necessarily lead to teaching, just as there could be those looking for a teaching focused degree qualification. Understanding the subtle characteristics of the market and making provisions for different needs often leads to more customer satisfaction.

Application of market segmentation principles allows the university to more accurately identify the benefits that customers are really looking for so that these needs can be more sensitively served.

Customer needs research

This is related to the previous aspect of market segmentation. It is however more sharply focused on learning about customers' current and future needs and on closing three distinct gaps found in this research to exist between universities and their customers. The first gap exists on account of a prevailing attitude in universities of being 'experts' who know and understand what their customers need without having to involve any customer input. This gap creates a chasm between perceived needs and real needs. Working on the basis of perceived needs often results in 'tissue rejection' of the developed curricula. The likelihood of acceptance and therefore institutionalisation of programmes is increased when curricula are developed on the basis of real rather than perceived needs. Perceived needs should therefore be used as hypotheses for determining real needs.

A second gap exists between what the university considers as producing and what customers perceive as receiving. While BUSE considers that it is training science educators, students, both current and prospective perceive the BUSE programme as an ordinary teaching qualification. Indeed some prospective students referred to this university as 'a glorified teachers college'. Also, the case of head teachers who considered the universities' prospectuses as being low quality and ill timed contrasts

sharply with the universities' own perception that their prospectuses provided the most effective means of institutional marketing. Without customer needs research, such gaps are unlikely to be identified and filled.

A third gap is what could be termed a quality gap existing between a university's perception of its service quality and that of the customers. The feelings of head teachers of being marginalized in the marketing processes of universities and their impressions of the low quality of some of the marketing materials found in this research bears testimony to the possible existence of this gap.

Mobilising resources for customer needs research therefore allows universities to:

- View the customer as the most important entity for institutional decisions
- Identify what customers need and expect from the university and strive to deliver on these expectations
- Develop a commitment towards providing a superior service, one which is designed to address real rather than perceived needs
- Understand how customers make choices and decisions including the criteria they use for determining quality

Above all, incorporating customer needs research ushers a culture change within universities from being inward looking entities to becoming sensitive, responsive and outward looking organisations.

Blending the marketing mix elements

The marketing mix elements provide a framework for universities to market effectively to their customers. The idea of blending assumes that attention needs to be paid to the full range of marketing mix elements. This research has shown that when it comes to sixth form pupils' choice of university, the nature of the university product provides the most significant basis for their enrolling decision. This underlines the need for university marketing to be focused on the curriculum, which is its core product. However, this does not imply that other elements of the marketing mix should be ignored as the research has indicated that the choice process is often a trading off of factors. What it implies is that

universities need to be aware of this process of trade off and to decide how best the product is to be packaged, so as to appeal to the broadest spectrum of customers in the marketplace. Ultimately, any successful marketing strategy needs to give consideration to each element of the marketing mix and to recognise how they impact on each other and how they need to be brought together to have maximum effect in meeting the needs of the customers.

The meanings of the marketing mix elements tend to change depending on the nature of product or service in question. It is therefore difficult to provide standard meanings to these elements. However, as used in this research the following are considered a fairly generic understanding of these elements.

Product element

Bearing in mind that the product could be tangible or intangible, key questions for scrutiny at this level could include: What form will the product take? What criteria should be used to determine its quality? How will it be developed? What makes the product unique? How is the product going to meet the real needs of the customers?

Price element

Price basically involves two related decisions, an accounting decision for costing and a marketing decision for pricing. Key questions that could be asked include: What will the real cost be of making the product or providing the service? What will it cost the customer, taking into account current and future trends in the market? How much are customers willing to pay for this product? How much of these costs should be borne by taxpayers, sponsors and donors? What are the indirect costs customers will pay? What opportunity costs should be borne in mind and how are these likely to influence current and future decisions of customers?

In universities customer costs need to be viewed also from the perspective of effort prospective customers need to exert to secure admission and acquire the qualification.

Place element

These relate to features, which influence accessibility and availability of the service or product. For example the bussing of students from one campus to another to attend lectures and access library facilities was viewed as a potential deterrent to accessibility of the product of some universities. Key considerations need to be given to how the product or service will become both available and accessible to the customers.

Promotion element

> A marketing perspective rejects the mystique of a professionalism, which resists clear communication with and involvement of customers (Gray 1991:113).

Significant questions at this stage include: How do customers decide? How will they be persuaded to buy the products or utilise the services? What information do they need to help with this decision process? When do they need this information? How do we make this information available?

The university will need to develop methods of communicating with its customers that take into account the complexity of the decision processes of customers. Various models of communicating with customers during decision periods have been developed. A useful example is the AIDA model, obtain attention (A), hold interest (I), arouse desire (D) and obtain action (A).

Apart from communication methods the university will also need to decide on the appropriate promotional strategies for the product or service ranging from advertising, publicity, promotional activities and personal selling.

People element

People are all the human actors who will play a part in the service or product delivery and thus influence the customers' perceptions. They provide cues to the customer regarding the quality and nature of the product or service itself. In the research, some sixth form pupils referred to university teachers in one of the universities as young and

inexperienced compared to those in other institutions. Such cues come into the interplay of factors prospective students consider in their decision processes. The organisation needs to decide how well qualified its people need to be including the professional ethics they need to adopt as they provide a focal point of service encounters that can prove critical for the organisation.

Physical evidence element

This generally refers to the environment in which the educational service will be provided and delivered, including where customers and providers will interact. This could include tangible representations such as brochures and course fliers. It could also include aspects such as a conducive study environment and a peaceful campus. In this research, female sixth form pupils showed greater concern for physical evidence factors than male pupils.

Process element

These include the actual procedures and mechanisms and flow of activities by which the product or service will be delivered. In this research, many sixth form pupils appear to prefer a university curriculum that has a formal work experience component as this is considered to enhance chances of finding a job later.

Developing the Curriculum D

The last stage of this model brings together elements of curriculum development, which are basically an adaptation of the Tyler (1949) rationale on which most curriculum development models are based. While Tyler identifies four basic steps in the curriculum development process, including identification of aims and objectives, deciding on methods and procedures, implementing the curriculum and evaluating it, this model has added two steps of small-scale trials and full-scale implementation. This is good practice in product development as it allows some evaluation and possible modifications before full-scale implementation is effected.

The discussion in this part of the model has been made deliberately brief. First, academics are assumed to be very conversant with aspects of curriculum development since this is what they do on a day-to-day basis. Secondly, there are numerous publications dealing with issues of developing curricula, which are generally available to personnel working in universities. What has been missing from curriculum development processes, which this research has highlighted, is the focus of these processes on the needs of customers, on making curriculum development a more collaborative and co-ordinated process and on placing development issues within a contextual framework.

Overall, the CORD is a model that locates curriculum as the core business of universities and argues for this business to be conducted on the basis of real needs of the customers of HE.

Potential drawbacks of this model

Despite the relative simplicity of this model and its suggested focus on the core business of universities, its application as a framework for developing marketing orientation is likely to be influenced by two possible problems.

Perceptions of a power shift in marketing focus

There is likely to be a perception of a shift of focus of the marketing concept from its current role as a tool for selling and promoting university products and services to becoming an exercise that is more suited to the roles of academics. Current marketers may thus feel undermined and that their profession is becoming academically domesticated. Yet this shift in focus is what is required to transform both the understanding of marketing and its practice across the institutions. Marketing should not be seen as the preserve of a handful of personnel in universities. It is every ones' business and this includes the academics. Equally it is important that marketers do not feel that the curriculum is the business of academics alone. Where a philosophical change is required, people often become conscious about possible power ramifications and these will need to be handled with the utmost care and sensitivity.

Shortage of appropriately trained staff

The research has shown that people currently undertake marketing roles of universities with little or no training background in the field of marketing. The model proposed here calls for, not only a greater involvement in a broader spectrum of marketing roles but also in the more strategic aspects such as marketing planning and research. The incorporation of greater co-ordination and organisation this model suggests assumes a need for people with a variety of specialised skills. Institutions without such personnel may see this as a serious drawback. In the short term, institutions could make use of external consultants to help with training local personnel and setting up marketing support systems. In the long term this could suggest a strategic refocusing of the manpower needs of many of the universities.

The key contribution of this research

Research on its own has no value to anyone beyond the implicit level of the researcher and those with whom there has been interaction at various stages of the process. Its main value becomes more explicit when people concerned begin to wrestle with the generated ideas. Stenhouse (1985) has reminded us that unless the findings of research enter the public domain and are exposed to critical evaluation, research remains valueless. The purpose of highlighting what are considered key contributions of this research is to signpost critical aspects which this research claims to have carried forward beyond the current understanding in educational marketing in general and HE marketing in particular.

Rossiter (2001) has observed that marketing development has focused more on pragmatic issues than it has on theoretical aspects. Two major aspects of marketing theory have been wrestled with in this thesis. The first was what was considered the central concept of this research, the theory of marketing orientation. Current theory as exemplified by Hardie (1991) Gray (1991) and Curran 2001) has tended to emphasise aspects which institutions need to grapple with in order to develop a marketing orientation. Clearly, while this has its own value, it does not provide institutions with a framework to understand let alone develop their marketing orientation within the contextual framework

of their organisations. This thesis, through the research undertaken, has argued that institutions need first and foremost to have a clear understanding of the organisational and structural context, the ideological, knowledge and experiential context and the framework of organisational challenges currently faced by the organisation. It may be counterproductive to implant a marketing orientation without taking account of this broad contextual understanding. Beyond securing this understanding, the research has also clearly outlined in the marketing orientation model proposed, sources from which institutions can obtain evidence for determining their own marketing orientation. The sources lie within three levels. The levels are the institutional perceptions of the marketing concept, the practice and organisation of marketing on the ground, and how current practice and the customers evaluate organisation of marketing. This provides a framework for those who may be interested in not only determining the marketing orientation of their institutions but also for those who may wish to evaluate the current orientation of their organisations. Finally a theoretical model has been proposed which argues that the marketing concept for universities should be defined within the context of its core activity, the curriculum. The model is based on both a theoretical understanding of the two fields of marketing and curriculum development and on empirical evidence obtained from the research. It is structured around four key stages of Contextual analysis, Organising for development and co-ordination, Researching the customer interface and Developing the curriculum (CORD).

The bases for determining the marketing orientation lie within the parameters of the marketing philosophies. Kotler's work has been highly seminal in developing our understanding of the marketing idea through his five marketing philosophies. This thesis has made some contribution in setting these theories within the context of HE and used extensive exemplification from the HE context of Zimbabwe. It has also been argued that what Kotler has termed the marketing concept has been uncritically adopted in the marketing literature. It was suggested that this philosophy be renamed the customer focused philosophy to reflect its key distinguishing feature, that of making organisational decisions based on the needs of the customer.

The theoretical basis for investigating marketing within the FHE sector in the developed world has often rested on comparisons between 'old and new' universities. This dichotomy has little relevance in most developing countries where the majority of universities are relatively new. A more productive framework for making comparisons appears to be the curricular thrusts of the universities. In the context of this research, five different curricula thrusts were identified within the universities in Zimbabwe. Evidence gathered suggests some relationship between marketing orientation and general curricular thrust of the university. This can however not be generalised to all educational environments and more work needs to be done in different HE contexts to determine whether this observed relationship is applicable.

Methodologically, the research community has uncritically adopted the concept of semi-structured interviews. It was argued in this thesis that the term 'semi' is derived from the mathematical discourses based on the concept of equal halves. In Social science research, the idea behind the use of these so-called semi-structured interviews is to enable triangulation of data from controlled and uncontrolled sources. The idea is to capture the best from both data sources. Thus it was suggested that using the biological metaphor of hybrid interview probably bring the essence of such instruments closer in meaning to their intended use.

In highlighting these aspects of the thesis, the findings of this research equally suggest future avenues for research related to university marketing and HE marketing in general.

Proposals for future research

The issue of the marketing mix theory for HE needs further exploration. What we have today are theories based on the production and service sectors in which the 5P and the 7P models respectively are widely applicable. The only model, which has relevance to HE, is the one recently developed by Ivy (2002). However, the model is set within the Business School sector and may not reflect the broader requirements of the universities in general. Apart from that, it is unlikely that there will be full agreement on the categorisation of elements of the marketing mix used in this research. This suggests a need for further

research in this important aspect. The categorisation used in this research could be used as a hypothetical framework for conducting such an investigation.

The findings of this research suggest that the 'old-new' dichotomy upon which a significant amount of HE marketing research has been predicated in the developed countries has little relevance in many developing countries. Comparative marketing orientation research could benefit from distinctions among universities, which are based on the curriculum orientation of the institutions. There is need for more research within the context of the developing world to find out whether these distinctions can be used to predict the marketing orientation of institutions.

The attitudes of academics towards the marketing idea require further investigation. This research has used indirect evidence, which however supports findings elsewhere in the developed world. It will be important to invest into this aspect, as academics are a very important component of the marketing environment of universities. Without their co-operation, the marketisation agenda of universities will face a serious obstacle.

Sixth form teachers in Zimbabwe have been identified as a powerful influence in the choice and decision processes of their pupils. Research needs to be conducted to find ways of making teachers a more reliable and valid source of evidence for pupils' choice and decision-making. This may be done within an overall context of research into the choice processes of pupils at the end of different cycles in the education systems of the country or countries in the region.

The information base for pupils' choice and decision-making in Zimbabwe is critically inadequate. Research needs to be conducted into ways in ways in which this information base can, not only be expanded but also made more reliable and impartial.

Some final reflections

Three crucial aspects will be reflected upon in these final remarks.

Firstly, basing on the operational definition of marketing proposed at the beginning of this thesis, universities in Zimbabwe cannot be said to have made significant inroads towards developing their marketing orientations. It cannot be said that there is a sufficient understanding of the marketing concept among the VCs and university marketers. Without this understanding, it is difficult to develop a critical mass for ensuring the development of a marketing culture that will guarantee an organisation-wide belief in the centrality of the customer for institutional decisions. The CORD model proposed has a potential for ameliorating this deficiency as discussed in a previous section.

Secondly, adopting a marketing orientation will require the involvement of all institutional personnel. The current status of marketing in many of the universities in the country is peripheral to traditional university functions. It has been suggested that one of the main reasons for this is that marketing lacks a robust axis with which university personnel can identify. Without this axis, marketing will remain an appendage in the organisational missions of universities. Sufficient evidence from the research has shown that academics are considered more amenable to the marketing idea if it is directly related to issues of the curriculum. Thus this thesis suggests that marketing should not just be defined and understood from a general management and business perspective. In education, it has to be provided with an axis closely aligned to the curriculum. Hence a new definition of marketing has been proposed here, which sees marketing as an organisational belief in the centrality of the customer in the design and delivery of their curriculum.

The last point derives directly from the previous one. It recognises that in universities, curriculum and research are often separated as distinct activities. There is thus a potential risk associated with adopting the proposed CORD as it may be assumed to marginalize the significance of research. It therefore has to be made abundantly clear that curriculum is used in this thesis to denote all activities developed under the auspices of the university

which have both a potential and direct benefit on university customers. Such activities necessarily include teaching and research.

In an environment that is increasingly becoming competitive, universities need to move away from a paradigm which utilises borrowed wisdom from the business sector towards one which seeks to domesticate the marketing idea within the context of HE. The model proposed here has potential to allow for this philosophical and pragmatic transition.

References

Aaker, D. A. Kumar, V, & Day, S. (1995) *Marketing research,* New York: Willey.

Aaker, D.A. (2001) *Strategic market management,* New York: John Willey and Sons Inc.

Africa University (2001) *Africa University Prospectus*. Mutare: University Press AU.

Africa University (2001) *The MBA Prospectus for Africa's Managers,* AU Publications.

Africa University Information Office, (2001) *Africa University Academic Year figures,* Mutare: AU.

American Marketing Association, *The marketing code of ethics,* AMA: US.

Ardley, B. (1994) 'College marketing and the management of change', *Journal of Further and Higher Education,* Vol. 18, (1) pp. 3-13.

Armstrong, G. & Kotler, P. (2000) *Marketing: An Introduction.* New Jersey: Prentice Hall.

Armstrong, G. & Kotler, P. (1991) *Principles of Marketing,* London: Prentice Hall.

Atkinson, N. D. (1994) '*Post colonial education and educational change', Keynote address to the International conference on education development,* August, Harare International Conference Centre.

Babbie, E. (1990) *Survey Research methods,* Wadsworth: Belmont Press.

Baker, M.J. (2002) *Marketing Strategy and Management,* Basingstoke: Macmillan Press.

Baldwin, G. & James, R. (2000) 'The Market in Australian Higher Education and the Concept of Student as Informed Customer', *Journal of Higher Education Policy and Management,* Vol. 22 (20) pp.139-148.

Barnard, N. (1998) 'Confusion surrounds the future of local choice', Times educational supplement, 16 January.

Batty, P. (2000) 'Scholar attacked for links to junta', *Times Higher education Supplement,* 1st December 2002.

Bell, J. (1999) *Doing your Research Project: A guide for first time researchers in education and social science,* Buckingham: Open University Press.

Bernstein, B. (1990) *Class, codes and control: The structuring of pedagogic discourse,* London: Routledge.

Bindura University of Science Education (2000) *Five-Year Strategic Plan 2000-2004* BUSE.

Bindura University of Science Education (2001) University calendar, BUSE.

Birch, C. (1996) 'The International Student- a market oriented approach to recruitment', *Markets in education: Policy, process and practice,* Vol. 2, edited by N.H. Foskett, Centre for Research in Education Marketing, University of Southampton.

Boreham, T. (1998) 'Banks act to soothe client ire', in the Australian 27 October 1998, p 7 in S.V. Scott, (1999) The academic as a service provider: is the customer always right? *Journal of Higher Education Policy and Management,* Vol. 21 (2): pp. 193-203.

Brassington & Pettit (2000) *Principles of Marketing,* New York: Pearson Education.

Brown, R (1995) (3rd edition) *Marketing for the small firm,* London, Cassell.

Brown, R. (1987) *Marketing for the Small Firm.* London: Cassell.

Campbell, D.T. & Fisk, D.W. (1995) Convergent and discriminant validation by multi-trait, multi-method matrix, *Psychological Bulletin,* Vol. 56 pp.81-105.

Cannon, T. (1988) *Basic Marketing: Principles and Practice.* New York: Holt, Rinehart and Winston.

Canterbury, R.M. (1999) 'Higher Education Marketing: A Challenge', *The Journal of College Admission,* (Fall) No. 165, pp. 22-30.

Catholic University of Zimbabwe (undated) *Mission Statement of the Catholic University of Zimbabwe,* CUZ.

Chafee, E.E. (1998) *The responsive university: Restructuring for higher performance,* Maryland: John Hopkins University press.

Chakaza, J. (2001) *Investigating student feedback from a cross-section of ZOU programmes,* unpublished report for the ZOU marketing department.

Chitsika, R. (2001) 'And what about the student? Incorporating student expectations into the delivery and evaluation of Transnational education', *Studies on Higher Education, Transnational Education and the new economy: Delivery and quality,* Bucharest: UNESCO.

Chivore, B.R.S. & Masango, F. (1990) *An evaluation of the Zim-Sci project,* Harare: Ministry of Education Sports and Culture.

Chonko, L. B. (1995) *Ethical decision making in Marketing.* London: Sage.

Cicarelli, J. (1990) 'Are college students customers or products?', *The Journal of College Admissions,* (Fall) 129, pp 4-6.

Coccari, R.L. & Javalgi, R.G. (1995) 'Analysis of Students' Needs in Selecting a College or University in a Changing Environment', *Journal of Marketing for Higher education,* Vol. 6 (2), pp.27-39.

Cohen, L. & Manion, L. (1997) *Research methods in Education.* London: Routledge.

Cohen, L. Manion, L & Morrison, K. (2002) *Research methods in Education*, London: Routledge-Falmer.

Coleman, J. S. (1991) Social Policy research and societal decision-making, In D.S. Anderson and B.J. Biddle (eds.) *Knowledge for policy: Improving Education through Research*, London: Falmer.

Coleman, M. (1999) *Practitioner research in Education:* London: Paul Chapman.

Commission on Higher Education White Paper NO.3 (1987) RSA in Ivy, J. (2002) *University Image: The role of marketing in MBA student recruitment in state subsidised universities in the Republic of south Africa*, Unpublished Ed D thesis, University of Leicester.

Conway, A. & Yorke, D.A. (1991) 'Can the marketing concept be applied to the polytechnic and college sector of Higher Education?', *International Journal of Public Sector management*, Vol. 4 (2) pp23-35.

Cowell, D. (1984) *The Marketing of Services*. Oxford: Butterworth.

Cresswell. W.J. (1994) *Research design, Qualitative and quantitative approaches*, Thousand oaks: Sage Publications.

Crosby, P. B. (1979) *Quality is free*, New York: Mentor Books.

Curran, P.J. (2001) 'Competition in UK Higher Education: Competitive Advantage in the Research Assessment Exercise and Porter's Diamond Model', *Higher Education Quarterly*, 0951-5224.

Davies, B. & Ellison, L (1997) *School leadership for the 21st century- A Competency and Knowledge Approach*, London: Routledge.

Davies, B. Ellison, L. Osborne, A. & WestBurnham, J. (1990) *Education Management for the 1990s.* Malaysia: Longman.

Davis, P. & Scribbins, K. (1985) *Marketing Further and Higher Education.* York: Longman.

Denzin, N. (1989) *The research act: A theoretical introduction to sociological methods*, New Jersey: Prentice-Hall.

Denzin, N. (1997) Triangulation in educational research, In J.P. Keeves and G. Lakomski (eds.) *Issues in educational research*, Oxford: Elsevier Science Limited.

Denzin, N. K. (1978) *The research act: A theoretical introduction to sociological methods*, New York: McGraw-Hill.

Devlin, T. & Knight, B. (1992) *Public Relations and Marketing for Schools*. London: Longman.

Dock, A (1984) *The Zimbabwe Science Project: Meeting the needs of science education in secondary schools*, Harare: MOESC

Dorsey, B. J. (1995) 'A national longitudinal study of Black high school graduates in Zimbabwe: the class of 1971, Preliminary results of a 15 year Tracer Study', *Zimbabwe Journal of educational research Occasional Paper number 7* University of Zimbabwe: HRRC.

Doyle, P (1987) *Analytical marketing management*, London: Harper row.

Drucker, P. (1954) *The Practice of Management.* New York: Harper Row.

Drucker, P. (1973) *Management: Tasks, Responsibilities and Practices.* London: Harper Row.

Drucker, P.F. (1990) *Managing the non-profit organisation,* Oxford: Butterworth-Heinemann.

Ely, M. (1991) *Doing Qualitative Research: Circles within circles,* London: Falmer Press.

Esteban, A. Millan, A. Molina, A. & Consuegra, D.M (2002) 'Market orientation in service: A review and analysis', *European Journal of marketing,* Vol. 36 (9/10) pp.1003-1021.

Fetsinger, R. & Bramel, J. (1962) *A Theory of Cognitive dissonance,* Los Angeles: Pennebaker and Sanders.

Fidler, B. (1996) *School Management and Organisation,* London: David Fulton.

Fielding, N.G. & Fielding, J.L. (1986) Linking Data (Qualitative Research methods) London: Sage.

Financial Gazette, Editorial, www.fingaz.co.zw accessed 28 march 2002.

Flick, U (1992) 'Triangulation revisited, strategy of validation or alternative?', *Journal of the theory of Social behaviour,* Vol. 22, (2) pp.175-197.

Ford, P. (1996) *Managing change in Higher Education: A learning environment architecture,* Buckingham: Open University Press.

Foskett N.H. (1995) *Marketing management and schools: A study of a developing marketing culture in secondary school,* unpublished PhD thesis, University of Southampton.

Foskett, N. (2000) 'Dancing with the devil; Ethics and research in educational markets', in H. Simons, & R. Usher, (eds.) (2000), *Situated Ethics in Educational Research.* London: Routledge Falmer.

Foskett, N.H. (1992) *Managing external relations in schools: A practical guide,* London: Routledge.

Foskett, N.H. (1995) *Marketing, Management and Schools: A study of a developing culture in secondary schools,* unpublished PhD thesis: University of Southampton.

Foskett, N.H. (1998) Linking marketing to strategy, in D. Middlewood & J. Lumby (eds.) *Strategic Management in Schools and Colleges.* London: Paul Chapman.

Foskett, N.H. & Hesketh, A.J. (1997) 'Constructing choice in contiguous and parallel markets: institutional and school leavers' responses to the new post 16 market-place', *Oxford Review of Education, 23,3, 299- 319.*

Foskett, N.H. & Hemsley-Brown, J.V. (1997) *Career perceptions and decision making among young people in schools and colleges,* University of Southampton: CREM.

Foskett, N.H. & Hemsley-Brown, J.V. (1998) *Perceptions of Nursing as a career among young people in schools and colleges: A report on behalf of the Department of Health,* Southampton University: CREM.

Foskett, N.H. & Hemsley-Brown, J.V. (2001) *Choosing Futures: Young Peoples decision-making in education, training and career markets,* London: Routledge/Falmer.

Fouts, J. & Chan, J. (1997) 'The development of work study and school enterprises in China's schools', *Journal of Curriculum Studies,* 29, (1), pp. 31-46.

Fulton, P. (1994) 'The American College and its links with industry', in C. Flint & M. Austin, (eds.) *Going further,* Bristol: The Staff College and the Association of Colleges.

Gerson, R. F. (1993) *Measuring Customer Satisfaction.* London: Kogan Page.

Gill, J. & Johnson, P. (1997) *Research methods for managers.* London: Paul Chapman.

Giddens, A. (1999) *The third way, The renewal of social democracy,* Oxford: Blackwell Publishers

Giddens, A. (2000) *The consequences of modernity,* Oxford: Blackwell Publishers.

Glasser, R. (1990) *Planned marketing: Policy for business growth,* London: Pan Books.

Gordon, R. (1997) 'Legislation and Educational Policy in Zimbabwe: The state and the reproduction of patriarchy', *Gender and Education,* Vol. 8 (2) pp. 215-219.

Gray, L. (1991) *Education Marketing.* Buckingham: Open University Press.

Greenfield, T (ed.) (1996) *Research Methods: Guidance for Post Graduates.* London: Arnold.

Gronroos; C. (1997) 'From marketing mix to relationship marketing- towards a paradigm shift in marketing', *Management Decision,* 35, (4), 322-329.

Guba, E. G. & Lincoln, Y.S. (1994) 'Competing paradigms in qualitative research', In N.K. Denzin and Y.S. Lincoln (eds.) *Handbook of Qualitative Research,* Beverly Hills: Sage Publications.

Hague, P. & Jackson, P. (1999) *Market Research: A guide to planning, methodology and evaluation.* London: Kogan Page.

Hammersley, M. (1992) *What's wrong with Ethnography?* London: Routledge.

Hammersley, M. & Atkinson, P. (1983) *Ethnography: Principles on Practice,* London: Methuen.

Hardie, B. (1991) *Marketing the Primary School: An Introduction for Teachers and Governors.* Plymouth: Northcote House Publishers.

Harvey, J.A. (1996) 'Marketing schools and consumer choice', *The International Journal of Educational Management,* Vol. 10 (4), pp.26-32.

Hatton, A. (2000) *Marketing Plans with a winning edge,* London: Financial Times: Prentice Hall.

Hemsley- Brown, J. V. (1999) *Marketing post-16 colleges: a qualitative and quantitative study of pupils' choice of post sixteen institutions.* Unpublished PhD. thesis, University of Southampton.

Hemsley-Brown, J.V. & Foskett, N.H. (1998) *The Marketisation of the Careers Service,* Southampton: Heist Publications.

Hickman C.R. & Silva, M.A (1998) *Creating Excellence: Managing corporate culture strategy and change in the new age,* London: Unwin Paperbacks.

Hooley, G.J. West, C.J. & Lynch, J.E. (1984) Marketing in the UK: A survey of current practice and performance *Institute of Marketing Publications.*

Hughes, M.& Kypri, P. (1998) ' Beyond responsiveness: developing good practice in furthering local economies', *Further Education Matters,* Bristol: FEDA.

Hungwe, K. (1992) Film in Post Colonial Zimbabwe, *Journal of Popular Film and Television,* Vol. 19 (4), pp. 32-43.

Inchcliffe, A. (1991) *Marketing Matters: Managing demand in education,* London: Nuffield Institute.

Ivy, J. (2002) University image: *The role of marketing in MBA student recruitment in state subsidised universities in the Republic of South Africa,* Unpublished D Ed Thesis, University of Leicester.

Jantzen, J. (1991) 'Enrolment Management: The model, the manager, and the message', in *Strategies for Higher Education,* edited by T.J. Hayes, New York: Haworth Press.

Jobber, D (2001) *Principles and practice of Marketing,* London: McGraw Hill.

Keen, C.& Greenhall, J. (1987) *Public Relations Management in Colleges, Polytechnics and Universities.* Banbury: Heist Publications.

Keever, S. (1998) 'Building your image on campus', *Journal of Career Planning and Employment,* (Winter), pp.42-46.

Kelle, U. (2001) 'Sociological explanations between Micro and Macro and the integration of Qualitative and Quantitative methods', *Forum Qualitative Social Research,* Vol. 2 (1) pp. 1-21.

Kelly, A.V. (1999) *The curriculum: Theory and Practice,* London: Paul Chapman.

Kelly, E.J. (1965*) Marketing: Strategy and Function.* Englewood Cliffs: Prentice Hall International.

Kerlinger, F. (1973) *Multiple regression in Behavioural Research,* New York: Rinehart & Winston.

Kerlinger, F.N. (1986) *Foundations of Behavioural research,* New York: Rinehart and Winston.

Kotler, P. & Fox, K.F.A. (1995) *Strategic marketing for Educational Institutions.* Englewood Cliffs: Prentice Hall International.

Kotler, P. (1993) *Marketing Management: Analysis, planning and control.* London: Prentice Hall.

Kotler, P. (1994) 'Re-conceptualising Marketing', *European Management Journal,* 12, 4, 1994, pp353-361.

Kotler, P. (1994) *Marketing Management: Analysis, Planning, Implementation and Control, 8th edition,* London: Prentice Hall.

Kotler, P. (1997) *Marketing Management (Ninth edition),* Englewood Cliffs: Prentice Hall International.

Kotler, P. (2000) *Marketing Management: Millennium Edition,* New Jersey: Prentice Hall.

Kotler, P. (2001) *A framework for Marketing management,* New Jersey: Prentice Hall.

Kotler, P. (2003) *Marketing Management, International Edition,* New Jersey: Pearson Educational International.

Krampf, R.F. & Heinlein, A.C. (1981) 'Developing marketing strategies and tactics in higher education through target market research', *Decision Sciences,* Vol. 12 (2) pp.175-193.

Krathwhorl, D.R. (1998) *Methods of educational research & Social Science Research/ an integrated approach,* New York: Longman.

Kumar, R. (1996) *Research methodology: a step-by-step guide for beginners,* Melbourne: Addison Wesley.

Landrum, R.E. Turrisi, R & Harless, C. (1998) 'University Image: The benefits of assessment and modelling', *Journal of marketing for Higher Education,* Vol. 9 (1), pp.53-68.

Laurillard, D. (1993) *Rethinking university thinking: a framework for the effective use of educational technology,* London: Routlegde.

Lawton, D. (1985) *Class, culture and Curriculum,* London: Routledge and Keegan Paul.

Learning for Life (1998) Final Report: Review of Higher Education Financing and Policy, Australia, April.

LeBlanc, G. & Nguyen, N. (1999) 'Listening to the customer's voice: examining perceived service value among business college students', *International Journal of Educational Management,* Vol.13 (4) pp.187-198.

LeBoeuf, m. (1987) *How to win and keep customers,* New York: Putman.

Leedy, P (1993) *Practical Research: Planning and Design,* New York: McMillan Publishing.

Levitt, T. (1960) Marketing Myopia, *Havard Business Review, July-Aug 1960, pp45-56.*

Litten, L.H. (1991) 'Ivy bound: High ability students and college choice', *US Today,* New York, p99.

Little, M.W. O'Toole, D.O. & Wetzel, J. (1997) 'The price differential's impact on retention, recruitment, and quality in a public university', *Journal of Marketing for Higher Education,* Vol. 8 (2), pp37-51.

Lovelock, C.H. & Rothschild, M.L. (1980) 'Uses, abuses and misuses of marketing in Higher education', *Marketing in college admissions: A broadening of perspectives,* The College Board: New York.

Lumby, J. & Foskett, N.H. (eds.) (1999) *Managing External Relations in Schools and Colleges.* London: Paul Chapman.

Lynch, J.E. (1994) What is marketing?, in N. Hart (ed.) *Effective Industrial marketing,* London Kogan Page.

Lynch, J.E. Hooley, G. J. & Shepherd, J. (1990) 'The Marketing Concept: Putting Theory into Practice', *European Journal of Marketing, Vol. 24, No. 9, pp 7-23.*

Mackay, L. Scott, P. & Smith, D. N. (1995) 'Restructured and differentiated? Institutional responses to the changing environment of UK HE', *Higher Education Management*

Makhurane, P.M. (2000) 'Welcome address on the National Conference on university governance', *Proceedings of the National Conference on University governance: How universities work, How universities should work.* Bulawayo: The British Council.

Maravanyika, O.E. (1990) *Implementing educational Policies in Zimbabwe,* Washington DC: World Bank.

Margaret Hodge, (MP) Keynote Address at Effective Higher Education Marketing Conference A 21st Century Guide, 23rd October 2002.

Markulis, R. (2001) 'Global student services', *Studies on Higher Education, Transnational Education and the New Economy: Delivery of Quality,* Bucharest: UNESCO.

Margison, S. (2000) 'Research as a managed economy: the costs: *Why universities matter: a conversation about values, means and directions,* St. Leonards: Allen and Unwin.

Maringe, F (1989) Attitudes of secondary school science teachers towards the Zim-Sci programme, unpublished Master of Education dissertation, University of Zimbabwe.

Maringe, F. (1998) *Female participation in Science Education at BUSE,* unpublished paper presented for the BUSE Seminar Series and Occasional Papers.

Maringe, F. and Foskett, N.H. (2002) 'Marketing university education: the southern African experience', *Higher education Review,* Vol. 34 (3), pp.35-51.

Marland, M. & Rodgers, R. (1991) *Marketing the School.* London: Heinemann.

Maslow, A. (1970) *Motivation and Personality.* London: Harper Row.

McCarthy, E.J. (1960) *Basic Marketing: A management approach,* Homewood, Illinois: Irwin.

McCarthy, E.J. & Perreault, W. (1993) *Basic Marketing,* Englewood Cliffs, and New Jersey: Irwin.

McColl, R. Callaghan, B. & Palmer, A. (1998) *Services marketing: A managerial approach,* Sydney: McGraw Hill Publishers.

Midlands State University (2001) MSU Year Book, Gweru: MSU.

Midlands State University (2001) *The Midlands State University Strategic Plan 2001-2005* Gweru: MSU.

Miles, M. & Huberman, M.A (1994) *Qualitative Data Analysis,* Beverly Hills: Sage Publications.

Minister of Higher Education & Technology (2003) 'Key note address at Morgan Zintec College graduation ceremony', *Sunday Mail 5 May 2003.*

Ministry of Education Sports & Culture (MOESC) (2001), *ED 46 Annual Statistics for Schools,* Harare: Government printers

Ministry of Higher Education & Technology (2001) *Strategic Plan for period 2001-2005,* Harare: Government Printers.

Mintzberg, H. (1996) Managing government, governing management, *Harvard Business Review,* May/June pp.75-83.

Moodie, G, (2001) Money will track teaching measures, *The Australian*, p37.

Mtisi, S. (1998*) NUST Image Research project report,* Bulawayo: National University of Science and Technology Information and Public Relations office.

Murgatroyd, S & Morgan, C. (1993*) Total quality and the School.* Buckingham: Open University Press.

Murphy, P. & McGarrity, R.A. (1978) 'Marketing Universities: A survey of student recruiting activities', *College and university,* Spring, pp.249-261.

Mutumbuka, D. (1982) '*Educational Development in Post-colonial Zimbabwe: addressing the inequalities of the past',* unpublished paper delivered at the launch of the Zim-Sci Project, August 1982: Harare.

National University of Science and Technology (2000) Strategic Plan 2001-2005, Bulawayo: NUST.

National University of Science and Technology (2001/2002) *General Information & Regulations Year Book* NUST Bulawayo: Information Public Relations Office.

Naude, P. & Ivy, J. (1999) 'The Marketing strategies of universities in the United Kingdom', *The International Journal of Educational Management*, 13, 3, 1999, pp. 126-134.

Needham, D & Dransfield, R. (2001) *Marketing, Everybody's business*, Oxford: Heinemann.

Neustadt, M.S. (1994) 'Is marketing good for Higher Education?', *The Journal of College Admission* Winter 1994, pp.17-24.

Nicholls, J. Harris, H. Morgan, E. Clarke, K. & Sims, D. (1995) 'Marketing Higher Education: The MBA experience', *International Journal of Educational Management,* 9, 2, 1995, pp. 31-38.

Nyagura, L.V. & Reece, J.L. (1990) 'Curriculum Implementation in Zimbabwe secondary schools', *The Zimbabwe Journal of Educational Research,* Vol. 2 (1) pp. 35-59.

Oliver, G. (1990) *Marketing today,* Hemel Hempstead: Prentice Hall.

Paramewaran, R & Glowacka, A.E (1995) 'University Image: An information processing perspective', *Journal of Marketing for Higher education,* Vol. 12 92), pp.41-56.

Parasuraman, A. (1991) *Marketing Research.* Reading: Addison-Wesley Publishing Company.

Pardey, D. (1992) *Marketing for schools,* London: Kogan Page.

Pease, (2001) 'Trends in transnational education', *Studies in Higher Education, Transnational Education and the New Economy: Delivery and quality,* Bucharest: UNESCO.

Peiper, H. (1995) New Foundations for Scientific, Social and Behavioural Research, London: Heinemann.

Peters, M. (1992) 'Performance and accountability in post industrial society: the crisis of British universities', *Studies in Higher Education,* 17, 2, 1992, pp 123-139.

Peters, T. (1987) *Thriving on Chaos.* London: Pan Books.

Peters, T. J. & Waterman, R. J. (1982) *In search of Excellence: Lessons for Americas best run companies.* New York: Harper & Row.

Pfeffer, N. & Coote, A. (1991) 'Is quality Good for you?', *Social Policy Paper Number 5,* London: Institute of Public Policy Research.

Pholosi, K. (1995) *Public Relations at the National University of Lesotho: challenges and prospects,* University of Lesotho publications office.

Pitman, T. (2000), 'Perceptions of academics and students as customers: a survey of administrative staff in higher education', *Journal of Higher Education Policy and Management,* Vol. 22 (2) pp. 165- 175.

Reeves, G. & Carpel, M. (1989) 'Presenting a primary school image', *Management Education, 3, 3, 1989, pp 38-52.*

Rossitter, J. (2001) 'What is marketing knowledge?', *Journal of Marketing theory,* Vol. 1 (1) pp.9-26.

Russell, M. (1998) 'Phone complains soar to 1000 a week' in The Sydney Morning Herald, 21 April, p.1 in S.V. Scott, (1999) The academic as a service provider; is the customer always right? *Journal of Higher Education Policy and Management,* Vol. 21 (2): pp. 193-203.

Sallis, E. (1993) *Total Quality Management,* London: Kogan Page.

Schon, D. (1987) *Educating the reflective practitioner,* San Fransisco: Jossey Bass.

Scott, S.V. (1999) 'The academic service provider: Is the customer always right?' *Journal of Higher Education Policy and Management,* Vol. 21 (2), pp. 193-203.

Sharrock, G. (2000) 'Why students are not (just) customers (and other reflections on Life After George)' *Journal of Higher Education Policy and Management,* Vol. 22. (2), pp. 149-164.

Silverman, D. (1993) *Interpreting Qualitative Data: Methods for analysing talk, text, and interaction.* London: Sage Publications.

Simons, H. & Usher, R. (eds.) (2000) *Situated Ethics in Educational research.* London: Routledge Falmer.

Smith, A. (1776) *The Wealth of Nations,* New York: Prometheus Books.

Smith, D. Scott, P. & Lynch, J. (1995) *The Role of Marketing in the University and College Sector.* Leeds: Heist Publications.

Smith, H.W. (1991) *Strategies of Social Research,* Orlando, Florida: Holt, Rinehart and Winston.

Smith, M. (1991) *Analysing Organisational behaviour,* Basingstoke: McMillan Education.

Solusi University, *The SU Bulletin 1998-2000,* Solusi University: Alpha printers.

Soutar, N. G. & Turner, J. P. (2002) 'Student preferences of university: a conjoint analysis', *The International Journal of Educational management,* Vol. 16 (1) pp.40-45.

Stamp. R. (2002) 'Relationship Marketing: managing contact from Application to Conversion', unpublished paper presented at *Effective marketing in Higher Education: A 21st Century Guide,* 23 October 2002.

Stenhouse, L. (1985) *An Introduction to curriculum research and development,* London: Heinemann.

Stone, A. & Thompson, S. (1987) 'How far can marketing be applied within the FE sector' *Quarterly Review of Marketing,* Autumn 1987.

Stoner, J.A.F. and Wankel, C. (1996) *Management,* London: Prentice Hall.

Stott, K. & Parr, H. (1991) *Marketing your school,* London: Houder and Stoughton.

Strauss, A. & Corbin, J (1990) *Basics of Qualitative Research: Grounded theory, procedures and techniques.* Newbury Park: SAGE Publications.

Tanner, D. & Tanner, D. (1985) *Curriculum development: Theory into practice,* New York: Mac Millan Publishers.

The Guardian Education Supplement, Editorial, 10th September 2002.

Thyer, B. (1993) *Single System Research Design in Social Work practice,* New York: Columbia Education.

Tyler, R. W. (1949) *Basic Principles of Curriculum and Instruction,* New York: Peter Lang.

Tuckman, B.W. (1999) *Conducting Educational Research, Fort Worth:* Harcourt Brace College Publishers.

University of Zimbabwe (1992) *Calendar* Harare: Mackinlay Photo Process.

University of Zimbabwe (1998) *The university of Zimbabwe Five year strategic plan 1998 to 2002,* Harare: UZ Publications.

US Department of Health and Human Sciences (1991) *Codes of ethics for research with human subjects.*

Vhurumuku, E. & Nyaumwe, D. (2000) 'A comparative study of the effectiveness of science teachers teaching in secondary schools in Zimbabwe' forthcoming *Zimbabwe journal of educational research: HRRC Harare.*

Westley, F. & Mintzberg, H. (1991) 'Visionary Leadership and Strategic Management', Henry, J. & Walker, D. (eds.) *Managing Innovation.* London: Open University, Sage Publications.

Wildemuth, B.M. (1993) 'Post positivist research: two examples of methodological pluralism', *Library Quartely* Vol. 63, (2) pp.450-468.

Williams, G. (1997) 'The market route to mass higher education: British experience 1979-1996', *Higher Education Policy,* Vol. 10 (3/4) pp, 275-289.

Williams, P.R. (1989) *Report on the need for a second university in Zimbabwe,* Harare: Government printers.

Wittgenstein, L. (1968) *Philosophical investigations,* Oxford: Basil Blackwell.

World bank (2001) Challenges of globalisation and the role of the World Bank, Washington: The World Bank group.

Wragg, E.C. (1993) 'Humanity looses out in competition', *Times Educational Supplement,* 10th September, pp 18.

Yavas, U. & Shemwell, D.J. (1996) 'Graphical representation of university image: A correspondence analysis', *Journal of Marketing for Higher Education,* Vol. 7 (2), pp. 75-84.

Zeithaml, V.A. & Bitner, M.J. (2000) *Services marketing: Integrating Customer Focus across the Firm,* Boston, Irwin and McGraw-Hill.

Zikmund, W.G & Amico, D. (2002) *Effective Marketing,* London: Thompson learning Publishers.

Zimbabwe Schools Examination Council (ZIMSEC) (2002), *Annual Report at* www.zimsec.co.zw, *accessed 12th December 2002.*

ZOU Strategic Plan Document 2001-2004 *Kudzidza Hakuperi, Ukufunda Akupheli, Lifelong Learning,* Harare: Zimbabwe Open University.

Zvobgo, R.J. (1996) *Education Development in post independence Zimbabwe,* Harare: ZPH.

Appendix 1

UNIVERSITY of SOUTHAMPTON

RESEARCH AND GRADUATE SCHOOL OF EDUCATION

CENTRE FOR RESEARCH IN EDUCATION MARKETING (CREM)

SOUTHAMPTON, ENGLAND

MARKETING IN UNIVERSITY INSTITUTIONS IN ZIMBABWE:
PERCEPTIONS, PRACTICES AND PROSPECTS

Instrument one: Interview schedule for university VCs

Preliminary remarks:

These will cover:

- Brief self introduction
- Purpose of the research
- Purpose of the interview
- Negotiating publication rights

1. What would you say is the mission of this university?
2. What do you see as the major challenges facing this university? Rank the three most significant for your university.
3. What is the university doing to meet these challenges?
4. What is your understanding of Marketing?
5. Do you think that marketing has a role to play in meeting some of the challenges your institution faces? Say how and why.
6. How would you describe the organisation of marketing in your institution? What departments handle it?
7. Which marketing philosophy best describes your perception of marketing as currently operating in your institution and why?

- **Product view;** the university stands for what it produces
- **Production view;** the university is more concerned with efficiency and effectiveness
- **Sales view;** the university is concerned with stimulating short term demand
- **Customer view;** the university is concerned with meeting the needs of its customers
- **Societal view;** the university is concerned with long-term survival and welfare needs of society.

8. In your current strategic plan, is there a specific section on marketing? If there is, can you say something about it.
9. Apart from the strategic plan does your institution have a separately documented marketing strategy?
10. Approximately how much did your institution spend on marketing last year? And this year as well?
11. What have been the key marketing activities for your institution over the last two years and how successful would you say they were?

12. Can you speculate on the future of the marketing function of your institution in the next five years? Comment among others, on your vision for staffing, resource mobilisation, and revitalising the marketing department's functions.

13. What new challenges exist given the fact that there are more players on the university education market today than previously and how do you propose to meet them?

14. What role does market research in your institution play in decision making at both operational and strategic levels?

Ending the interview

The interview should end with a focus on the following:

- Invite the institutional head to make any further comments or ask any questions
- Thank the head for time and co-operation.
- Reiterate issues agreed in regard to publication rights
- If the head wishes, he/she can listen to the recorded interview.

Appendix 2

UNIVERSITY of SOUTHAMPTON

RESEARCH AND GRADUATE SCHOOL OF EDUCATION

CENTRE FOR RESEARCH IN EDUCATION MARKETING (CREM)

SOUTHAMPTON, ENGLAND

MARKETING IN UNIVERSITY INSTITUTIONS IN ZIMBABWE:
PERCEPTIONS, PRACTICES AND PROSPECTS

Research instrument 2: Questionnaire for marketing staff

Introductory remarks

I am a PhD student at Southampton University carrying out a study to determine marketing perceptions and practices in all the university institutions in Zimbabwe. The research should provide vital data for improving institutional marketing functions in many universities. May I kindly ask you to complete this questionnaire, which forms a very critical component of this research? I hope that you will oblige if there is anything else I may need to clarify with you about the marketing services of the institution in the near future. The information you provide will be held in strict confidence and will be used only for the purpose of this study. Thank you.

Part one

Institutional profile: In this section, we seek information about your institution

In each of the following questions, please circle only one of the answers (1,2,3...) and state the exact number if known against your answer.

1 **How many students are in your institution?**

Fewer than 500-------1 500-1000------2 1001-2000-----3
2001-4000------4 4001-6000------5 6001 or more-----6

2 **When was your institution established? State the actual date.** ----------

3 **How many faculties does your institution have?** ----------

4 **How many academic staff members does your institution have?**

Fewer than 20-----1 21-40--------2 41-60------3
61-100-------4 101-200------5 201-400-------6
401-800-------7 801-1000------8 1001 and above-----9

5 **How many non-academic staff members does your institution have?**

Fewer than 20-----1 21-40-------2 41-60------3
61-100-------4 101-200------5 201-400-------6
401-800-------7 801-1000------8 1001 and above-----9

6 **How is your institution funded? By**

Government -------1 Church-------2 Privately------3
Other (specify)----------4

Part two

Marketing challenges and philosophy

7 A previous study of marketing in the Southern African region indicated that the following were the prevalent marketing challenges universities in the region faced. With reference to your own institution, place these challenges in order of importance. Write 1 against the challenge that is most important for your institution, 2 for the next one, and so on.

Funding----------
Student recruitment----------
Staff recruitment----------
Declining standards----------
Issues of image and reputation------
Resources and infrastructure-------
Curricular relevance----------
Any other (specify and prioritise)----------

8 For the challenges you have prioritised 1 to 3, briefly outline how and why these have specifically affected your institution in the last few years.

Challenge prioritised 1----------

Challenge prioritised 2----------

Challenge prioritised 3----------
---

9 Which of the following statements best describes the dominant marketing strategy of your institution (*Circle one only*)

Product orientation: develop what we can and provide to those most deserving 1
Selling orientation: place major emphasis on selling and advertising 2
Customer focus: Place emphasis on needs analysis and adapting to these needs 3

10 a. Indicate the range of departments or units in your university, which deal with marketing. Begin with the one you consider to be the most involved in marketing----------
---
---

10 b. Which of the following organisational patterns best describes the marketing organisation of your university? *Circle one only*

Diffuse organisation (devolved to various departments without a co-ordinating function----------1
Decentralised organisation (devolved to various departments with a co-ordinating structure-------2
Centralised organisation (central marketing department)----------3
Amorphous organisation (structureless and undefined)----------4

11 Indicate the extent to which you agree or disagree with the following by circling one response for each statement. 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree. Your responses should reflect prevailing perception and practice in your university.

11.01	Marketing plays a major role in strategic planning in this university	1	2	3	4	5
11.02	Marketing is used as a tool to stimulate demand in this university----	1	2	3	4	5
11.03	Marketing is used for image and reputation in this university	1	2	3	4	5
11.04	Marketing is used to meet customer needs and wants	1	2	3	4	5
11.05	Marketing ensures long term survival and welfare of society	1	2	3	4	5
11.06	This university thrives on **what it does** and **not** on its potential	1	2	3	4	5
11.07	This university is concerned with research and product improvement	1	2	3	4	5
11.08	Our marketing is centred round advertising and selling	1	2	3	4	5
11.09	Our marketing is centred round customer needs and wants	1	2	3	4	5

12 Indicate the extent to which the following are significant challenges for your institution by circling one response for each statement. 1= very significant, 2= somewhat significant, 3= insignificant.

12.01	Student recruitment----------	1	2	3
12.02	Staff recruitment----------	1	2	3
12.03	Societal perception of declining quality----------	1	2	3
12.04	Institutional perception of declining quality----------	1	2	3
12.05	Problems with curricular relevance----------	1	2	3
12.06	Inadequate funding----------	1	2	3
12.07	Inadequate resources and infrastructure----------	1	2	3
12.08	Student unrest and personal safety----------	1	2	3
12.09	Wider political environment----------	1	2	3
12.10	Issues of image and reputation----------	1	2	3

Part three

Marketing role perception

13 Indicate the extent to which you agree or disagree with each of the following by circling one of the responses for each statement. 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

13.01	Marketing is an abstract theory, works better in profit making industries than in higher education	1	2	3	4	5
13.02	Marketing plays little if any role in attracting students to this university	1	2	3	4	5
13.03	Marketing plays little if any role in attracting staff to this institution	1	2	3	4	5
13.04	Marketing has played a significant role in raising quality in this university	1	2	3	4	5
13.05	Marketing has had little impact on our day to day operations	1	2	3	4	5
13.06	Marketing has been enthusiastically adopted in this institution	1	2	3	4	5
13.07	Marketing in this institution means advertising	1	2	3	4	5
13.08	Marketing in this institution means fostering good relations with publics	1	2	3	4	5
13.09	Marketing in this institution offers little if any benefits to society	1	2	3	4	5
13.10	Marketing interest occurs only prior to new student intakes	1	2	3	4	5
13.11	We have never developed marketing plans in this institution	1	2	3	4	5
13.12	Drafted marketing plans are seldom put into practice in this institution	1	2	3	4	5
13.13	The number of new applicants for our programmes is declining gradually	1	2	3	4	5
13.14	Demand for most of our programmes regularly outstrips number of places	1	2	3	4	5
13.15	Young people have few ideas about what they want to do and this makes research on Prospective requirements redundant	1	2	3	4	5
13.16	Students' needs are secondary to those of employers	1	2	3	4	5
13.17	Researching student attrition is being carried out in this institution	1	2	3	4	5
13.18	Staff are satisfied with the students enrolled in our programmes	1	2	3	4	5
13.19	Setting fees is outside the role of marketing in this institution	1	2	3	4	5
13.20	New universities in the country offer little threat to our student numbers	1	2	3	4	5
13.21	The ZOU offers very little threat to our student numbers	1	2	3	4	5
13.22	Academic departments are running on business lines	1	2	3	4	5
13.23	Analysis of competitor institutions is an important component of our marketing planning	1	2	3	4	5
13.24	Most deans and heads would not know how to make a marketing plan if asked	1	2	3	4	5
13.25	Academic heads are there because they are scholars not managers	1	2	3	4	5
13.26	Academics have little or no involvement in marketing at this institution	1	2	3	4	5
13.27	Academics only involved in marketing when it comes to postgraduate & research students recruitment	1	2	3	4	5
13.28	Most deans and department heads are writing marketing plans to attract post graduate students	1	2	3	4	5
13.29	Deans and department heads do not have the time to write formal plans	1	2	3	4	5
13.30	Academics get excited about marketing if it means more research funding for their departments	1	2	3	4	5
13.31	Involving prospective employers in course development provides little additional benefit	1	2	3	4	5
13.32	In the event there is conflict between satisfying student needs and meeting educational objectives, educational objectives become the overriding consideration	1	2	3	4	5
13.33	Senior managers recognise the importance of marketing	1	2	3	4	5
13.34	Senior managers attach great importance to raising marketing awareness throughout the institution	1	2	3	4	5
13.35	Marketing roles and responsibilities are well defined	1	2	3	4	5
13.36	Marketing personnel work in isolation	1	2	3	4	5
13.37	Marketing will become more important in this institution in the near future	1	2	3	4	5

13.38	There is not likely to be any increased significance attached to marketing in the near future in this institution	1	2	3	4	5
13.39	Marketing is very likely to become less important in future	1	2	3	4	5
13.40	The institution carries out a marketing audit to measure its effectiveness fairly regularly	1	2	3	4	5

14 How well do the following statements describe marketing information systems in your institution? (Circle one response for each statement)

	Statement	Exactly	To some extent	Not at all
14.01	Information is gathered by formal surveys.	1	2	3
14.02	Annual research is undertaken with clients.	1	2	3
14.03	Informal data is fed to central unit.	1	2	3
14.04	Full marketing information systems are in place.	1	2	3
14.05	Planning is based on data we gather.	1	2	3
14.06	Marketing information systems are very adequate.	1	2	3

Part four

Marketing budget

15 How well does each of the following statements describe marketing budgeting in your institution?

	Statement	Exactly	To some extent	Not at all
15.01	A fixed sum is allocated each year to marketing	1	2	3
15.02	All departments have a marketing budget	1	2	3
15.03	Budgets are based on task identification	1	2	3
15.04	Budgets are based arbitrarily	1	2	3
15.05	Money allocated is often inadequate	1	2	3

16 What is the approximate breakdown of the marketing budget for each area listed below?

Area of marketing activity % of marketing budget

Publicity materials (prospectus etc.)----------

Merchandising----------

Advertising----------

Research----------

Marketing staff salaries and expenses----------

Exhibitions----------

Training----------

Other (please specify)----------

-Total = 100%

17 What is your total marketing budget this year? (Please specify) **Z$**----------

18 What percentage of the total institutional budget is this? ----------**%**

Part five

Your personal marketing role

This part explores your marketing involvement and responsibility for various activities.

19 Based on your day-to-day work, indicate the extent of your personal involvement in the following activities. (Circle one column per activity)

	Activity	Personal involvement		
		Extensive	To some extent	Not at all
19.01	Planning marketing strategy.	1	2	3
19.02	Implementing marketing strategy.	1	2	3
19.03	Market research.	1	2	3
19.04	Product development.	1	2	3
19.05	Course quality.	1	2	3
19.06	Pricing of courses.	1	2	3
19.07	Pricing of conferences and leisure facilities.	1	2	3
19.08	Pricing for foreign students.	1	2	3
19.09	Location of courses (e.g. campus off campus)	1	2	3
19.10	Marketing staff recruitment.	1	2	3
19.11	Other staff recruitment.	1	2	3
19.12	Student recruitment.	1	2	3
19.13	Course prospectus design.	1	2	3
19.14	Media/ public relations.	1	2	3
19.15	Alumni relations.	1	2	3
19.16	Internal news letters	1	2	3
19.17	School liaison	1	2	3
19.18	Business/commercial liaison (work experience)	1	2	3

20 Are there any roles, omitted from the above list, which you believe to be of significance to your role in marketing? ----------

---

Part Six

Marketing evaluation: Perception of marketing effectiveness

21 Indicate the extent to which you agree or disagree with the following by circling the most appropriate response to the statements. 1= strongly agree, 2= agree 3= neutral, 4= disagree, 5 strongly disagree.

	Statement	Response				
21.01	The quality of the institutional product is excellent.	1	2	3	4	5
21.02	The public's perception of this institution's product quality is positive.	1	2	3	4	5
21.03	The institution provides quality service to its customers.	1	2	3	4	5
21.04	The institution enjoys a good reputation.	1	2	3	4	5
21.05	The institution's products are highly sought after by society.	1	2	3	4	5
21.06	The institutional courses and services are generally affordable.	1	2	3	4	5
21.07	Opportunities for advertising are always fully exploited.	1	2	3	4	5
21.08	This institution fully understands society's expectations.	1	2	3	4	5
21.09	The institution is adequately publicised.	1	2	3	4	5
21.10	Personnel with executive responsibility adequately sell the institution.	1	2	3	4	5
21.11	The institution is well known by all potential customers.	1	2	3	4	5
21.12	A strong partnership exists between the institution and its publics.	1	2	3	4	5
21.13	The institution is well located and within easy access.	1	2	3	4	5
21.14	Adequate measures are in place to improve resources and facilities.	1	2	3	4	5
21.15	Personnel handling the marketing function are suitably qualified.	1	2	3	4	5
21.16	Marketing personnel are enthusiastic and motivated.	1	2	3	4	5
21.17	The marketing function of this university is somewhat chaotic.	1	2	3	4	5
21.18	There is widespread agreement that marketing is important for strategy.	1	2	3	4	5

Part seven

Personal Details

22 **What is your current job title?** ----------

23 **Who do you report to directly?** ----------

24 **Are you employed full or part time on marketing?** (Circle one only)

Full time----------1 Part time----------2

25 **How long have you been in your current job, to the nearest whole year?** (Circle one only)

Less than one year----------1 One to four years----------2

Five to ten years----------3 More than ten years----------4

26 **Please give the job title and employer of your previous job.**

Job title---------- Employer----------

27 **What are the highest academic qualifications you hold?** Circle one only)

HND or other DIPLOMA----------1 First Degree (BA. BSc. Etc.)----------2

Masters Degree (MA. MSc. MBA.) Etc.—3 Doctorate (PhD. etc.)----------4

Others (please specify)_____5

28 **Professional qualification in marketing and /or management held (e.g. MBA. Chartered Institute of Marketing etc.)**

Pleas specify----------

29 **Please list any marketing courses attended during the last two years.**

Title	Organisation	Duration
----------	----------	----------
----------	----------	----------

29 **Please indicate your age**

25 and under----------1 26-35----------2

36-45----------3 46-55----------4

56 and over----------5

30 **Please indicate your gender.**

Female----------1 Male----------2

31 **Please indicate your current university <u>monthly</u> salary band**

Z$ 10 000 and below----------1 Z$ 10 001- 15 000----------2

Z$ 15 001- 20 000----------3 Z$ 20 001- 40 000----------4

Z$ 40 001- 60 000----------5 Z$ 60 001- 100 000----------6

Z$ 100 001 and above----------7

Thank you for your time and co-operation with this project. I will personally come to collect the completed questionnaire in your office at an agreed time.

Felix Maringe, Centre for Research in Education Marketing, Southampton University, SO 17 1BJ. UK. E Mail: fm2@ soton.ac.uk

Appendix 3

UNIVERSITY of SOUTHAMPTON

RESEARCH AND GRADUATE SCHOOL OF EDUCATION

CENTRE FOR RESEARCH IN EDUCATION MARKETING (CREM)

SOUTHAMPTON, ENGLAND

MARKETING IN UNIVERSITY INSTITUTIONS IN ZIMBABWE:
PERCEPTIONS, PRACTICES AND PROSPECTS

Instrument Three

Interview Schedule for sixth form head teachers

Preliminary remarks

These will cover the following:

- Self introduction
- Purpose of the research and interview
- Anonymity and confidentiality issues
- Thanking them in advance for their co-operation

1. Which of the university institutions is most well known by the students and why?

2. Which of the university institutions is the most preferred by students and why?

3. Does your school have sufficient access to information about the universities?

4. What type of information about the universities does your school require and in what form does it get to you?

5. Does the school play any role in students' choice of university institution and in what way?

6. Given that there are more universities in the country to which students can enrol, how does this affect the role of the school in relation to managing student choice of higher education pathways?

7. How should universities improve the marketing of their programmes and services so as to enable students make better and more informed choices?

Any other suggestions and ideas to be shared

Concluding the interview

The following should be covered:

- Thank the interviewee for time and co-operation
- Ask if there is any thing else the interviewee wants to add
- Allow interviewee to listen to the tape-recorded discussion and to modify where-ever necessary

Appendix 4

UNIVERSITY of SOUTHAMPTON

RESEARCH AND GRADUATE SCHOOL OF EDUCATION

CENTRE FOR RESEARCH IN EDUCATION MARKETING (CREM)

SOUTHAMPTON, ENGLAND

MARKETING IN UNIVERSITY INSTITUTIONS IN ZIMBABWE: PERCEPTIONS, PRACTICES AND PROSPECTS

Instrument number four

Sixth form pupils' perceptions of the effectiveness of university marketing in Zimbabwe

Hello, my name is Felix Maringe. I am a PhD student at Southampton University conducting research on university marketing. The research should help meet your needs for making better and more informed choices of higher education. Kindly answer the following questions which will probably take no more than ten minutes of your precious time. You do not have to write your name on the questionnaire and all the information you provide will be treated in strict confidence. Thank you.

1. Please indicate your age (Circle one only)

   Below 16----------1 16-18----------2 19-22----------3

   22 and above--------4

2. Please indicate your gender

   Male----------1 Female----------2

3. Name of your school----------

4. What are your A level subjects?

   Pure Sciences----------1 Pure Art----------2

   Mixed Science and Arts----------3 Business Studies----------4

   Technical studies----------5 any other (please specify)---------6

5 What do you want to do when you finish A-levels? (Circle one only)

   Go to university----------1 Go to a Teachers' College----------2

   Go to a Technical College----------3 Go to the Polytechnic----------4

   Do an apprenticeship----------5 Find a job----------6

   Do a nursing course----------7 Any other (Please specify)----------8

6 If your ambition is to go to university, show your preference of the following institutions by writing 1 against the first preference, 2 for the second and so on. **Please make sure you rank all the universities.**

Bindura University of Science Education (BUSE)

Great Zimbabwe University (GZU)

National University of Science and Technology (NUST)

University of Zimbabwe (UZ)

Catholic University of Zimbabwe (CUZ)

Africa University (AU)

Solusi University (SU)

Masvingo University (MU)

State University in the Midlands (MSU)

Chinhoyi Technical Teachers University (CTTU)

Zimbabwe Open University (ZOU)

7. Indicate the extent to which you know the above institutions by circling one of the responses.

1= know much about it, 2= know little about it, 3= know nothing about it, 4= have not heard about it.

BUSE----------	1	2	3	4	GZU----------	1	2	3	4
NUST----------	1	2	3	4	UZ----------	1	2	3	4
AU----------	1	2	3	4	SU----------	1	2	3	4
MSU----------	1	2	3	4	CUZ----------	1	2	3	4
MU----------	1	2	3	4	CTTU----------	1	2	3	4
ZOU----------	1	2	3	4					

8. For each of the above universities, indicate whether or not you have seen the items listed below. For example if you have seen the UZ prospectus, place a tick against prospectus under UZ. If you have not seen one, leave blank.

Item	CTTU	MU	UZ	AU	CUZ	MSU	NUST	GZU	SU	BUSE	ZOU
Prospectus											
Course fliers											
Media advertisements											
Special TV broadcast											
Any other (specify)											

9. Indicate below two important reasons that have influenced your choice of the university you prefer the most.

Reason one----------

Reason two----------

Indicate below two important reasons that have influenced your choice of the university you least prefer

Reason 1----------

Reason 2----------

---

10 Indicate the extent to which the following have been influential in your choice of university.

1= extremely influential, 2= influential, 3= do not know, 4= not at all influential.

10.01	Parents----------	1	2	3	4
10.02	Peers----------	1	2	3	4
10.03	Teachers----------	1	2	3	4
10.04	The media----------	1	2	3	4
10.05	The university itself----------	1	2	3	4
10.06	Any other (specify)----------	1	2	3	4

11. Indicate the extent to which you agree or disagree with the following statements about university marketing in general in this country.

1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

	Statement	Responses
11.01	I have access to adequate information about all universities	1 2 3 4 5
11.02	I have access to adequate information about one or two universities	1 2 3 4 5
11.03	Universities do not publicise themselves sufficiently	1 2 3 4 5
11.04	Information about universities is difficult to obtain	1 2 3 4 5
11.05	Information about universities always arrives at the right time	1 2 3 4 5
11.06	There is no much effort by universities to make themselves known	1 2 3 4 5
11.07	The school offers adequate guidance to influence my choice	1 2 3 4 5
11.08	I do not know what programmes are available in new universities	1 2 3 4 5
11.09	The quality of information we have access to is poor	1 2 3 4 5
11.10	I have not experienced problems making university choice	1 2 3 4 5
11.11	Universities are generally not marketing themselves adequately	1 2 3 4 5

12. Indicate which of the following aspects of universities' marketing have influenced your choice. Place 1 against the one you considered the most important, 2 for the next most important until you get to 7 for the least important.

Product aspect: (the nature of the curriculum, particularly subject combinations and how the degree meets my future employment needs)

Price aspect: (the entry requirements, costs both direct and indirect of enrolling into the university)

Place aspect: (the availability and quality of institutional infrastructure including attractiveness of the campus)

Promotion aspect: (the reputation of the university and how prominently it is projected in the media)

People aspect: (the quality, experience and reputation of the university staff)

Physical evidence aspect: (the nature of the university environment including being peaceful and conducive to learning)

Process aspect: (the structure of the degree programmes, how the programmes are generally organised)

What else do you suggest universities should do to facilitate your choice and decision-making----------

---

Thank you very much for your time and co-operation with this study.

Felix Maringe, University of Southampton, Research and Graduate School of Education, SO17 1BJ, Southampton, UK.

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
06 Marketing enthusiastically adopted			*	**	**	9	Largely disagree that marketing has been enthusiastically adopted.
07 Marketing means advertising		***	*	*		17	Marketing largely seen as advertising
08 Marketing means fostering good public relations		***	*	*		17	Marketing also seen as fostering good public relations
11 Never developed marketing plans	**	**	*			21	General agreement that marketers have not developed marketing plans
12 Marketing plans seldom put in practice		*	***	*		15	Largely undecided whether marketing plans are seldom put into practice
18 Marketing means responding to needs	****		*			23	Strong agreement that marketing is responding to needs
24 Most deans and heads can not make marketing plans	**	**	*			21	Strong agreement that most deans unable to make marketing plans
25 academic heads more of scholars than managers	**** *					25	Strong agreement that academic heads are more of scholars than managers
26 academics keen on marketing only for postgraduate and research student recruitment	***	*	*			22	Strong agreement that marketing keenness among academics is highest for postgraduate and research student recruitment
27Academics little or no involvement in institutional marketing	**	**	*			21	Strong agreement that academics are little involved in institutional marketing
28Most academics are against institutional marketing	*	**	*	*		18	Moderate agreement that academics are negatively inclined towards the marketing concept.
29 Deans do not have time to write formal marketing plans			**	**	*	11	Largely undecided whether Deans do not have time to do marketing plans
30 Academics excited about marketing only if it means more research funding	***	**				23	Strong agreement that marketing excitement for academics is related to increased research funding
33 Senior management recognises the significance of marketing	**** *					25	Strong agreement that senior management recognise the significance of marketing
34 Marketing awareness programmes are underway				***	**	8	Disagreement that marketing awareness campaigns are underway in the institutions
35 Marketing roles and responsibilities are well defined			**	***		12	Undecided whether marketing roles and responsibilities are clearly defined
36 Marketing personnel tend to work in isolation			**	**	*	11	Undecided whether marketing personnel work in isolation

Table 23: Neo-liberal marketers' perceptions of institutional readiness for marketisation

[Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided; 6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
06 Marketing enthusiastically adopted	*	**	**			19	Agreement that marketing has been enthusiastically adopted
07 Marketing means advertising		**		*	**	12	Largely undecided whether marketing just means advertising in the institutions
08 Marketing means fostering good public relations	**	***				22	Strong agreement that marketing means maintaining good public relations in the institutions
11 Never developed marketing plans		*	**	*	*	13	Largely undecided, but evenly distributed between agreement and disagreement
12 Marketing plans seldom put in practice				**	***	7	Largely disagreement. Marketing plans are thought to be implemented
18 Marketing means responding to needs	**** *					25	Strong agreement that marketing means responding to needs
24 Most deans and heads can not make marketing plans		*	***	*		15	Largely undecided whether deans have a capacity to make marketing plans
25 academic heads more of scholars than managers	**	***				22	Strong agreement that academic heads are more of scholars than managers
26 academics keen on marketing only for postgraduate and research student recruitment	*	**	*	*		18	Agreement that academics are keen on marketing only for postgraduate and research students recruitment
27Academics little or no involvement in institutional marketing	**	**	*			21	Strong agreement that academics are minimally or not at all involved in institutional marketing
28Most academics are against institutional marketing	*	**	**			19	Agreement that academics are generally opposed to institutional marketing
29 Deans dot have time to write formal marketing plans		**	***			17	Agreement that deans do not have time to write formal marketing plans
30 Academics excited about marketing if it means more research funding	****	*				24	Strong agreement that the excitement for marketing among academics is high when it is related to generating more research funding
33 Senior management recognises the significance of marketing	**** *					25	Strong agreement that senior managers recognise the significance of marketing
34 Marketing awareness programmes are underway		*	***	*		15	Largely undecided. Unclear whether awareness programmes are underway in the institutions
35 Marketing roles and responsibilities are well defined	**	**	*			21	Strong agreement that marketing roles are well defined
36 Marketing personnel tend to work in isolation		***	*	*		17	Agreement that marketing personnel tend to work in isolation

Table 24:Church-related marketers perceptions of institutional readiness for marketisation [Key: Aggregate score 21 to 25 = Strong agreement; 16 to 20 = Agreement; 11 to 15 = Undecided; 6 to 10 = Disagreement; 1 to 5 = Strong disagreement]

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
06 Marketing enthusiastically adopted			**	**		10	Largely undecided and disagreeing that marketing has been enthusiastically adopted
07 Marketing means advertising	*	**	*			16	Agreement that marketing means advertising to this institution
08 Marketing means fostering good public relations	**	**				18	Strong agreement that marketing means maintaining good public relations
11 Never developed marketing plans	**	**				18	Strong agreement that no marketing plans have been developed
12 Marketing plans seldom put in practice			****			12	Undecided whether marketing plans are seldom put into practice
18 Marketing means responding to needs	**	**				18	Strong agreement that marketing means responding to needs
24 Most deans and heads can not make marketing plans		*	***			13	Largely undecided whether deans do not the capacity to make marketing plans
25 academic heads more of scholars than managers	***	*				19	Strong agreement that academic heads are more of scholars than managers
26 academics keen on marketing only for postgraduate and research student recruitment			***	*		11	Largely undecided whether academics are only keen on marketing when it relates to postgraduate and research students recruitment
27Academics little or no involvement in institutional marketing	***	*				19	Strong agreement that academics have little or no involvement in institutional marketing
28Most academics are against institutional marketing	**	**				18	Strong agreement that academics are opposed to institutional marketing
29 Deans dot have time to write formal marketing plans		*	***			13	Agreement that most deans do not have the time to write formal marketing plans
30 Academics excited about marketing if it means more research funding	***	*				19	Strong agreement that excitement for marketing is highest when it relates to research funding
33 Senior management recognises the significance of marketing	****					20	Strong agreement that senior management recognise the importance of marketing
34 Marketing awareness programmes are underway				*	***	5	Disagreement that marketing awareness programmes are underway in the institutions
35 Marketing roles and responsibilities are well defined				**	**	6	Disagreement that marketing roles and responsibilities are well defined in the institutions
36 Marketing personnel tend to work in isolation		**	**			14	Agreement that marketing personnel tend to work in isolation

Table 25: Segmented marketers' perceptions of institutional readiness for marketing

Key: Aggregate score 17 to 20 = strong agreement; 13 to 16 = Agreement; 9 to 12 = Undecided; 5 to 8 = Disagreement; 1 to 4 = Strong disagreement

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
06 Marketing enthusiastically adopted		*	*			7	Split between agreement and uncertainty whether marketing has been enthusiastically adopted in the institution
07 Marketing means advertising			*	*		5	Split between undecided and disagreement whether marketing means advertising
08 Marketing means fostering good public relations	**					10	Strong agreement that marketing means maintaining good public relations in the institution
11 Never developed marketing plans				**		4	Disagreement that no marketing plans have been made
12 Marketing plans seldom put in practice				**		4	Disagreement that marketing plans have seldom been put in practice
18 Marketing means responding to needs	**					10	Strong agreement that marketing means responding to needs
24 Most deans and heads can not make marketing plans			*	*		5	Split between undecided and disagreement whether deans have a capacity for drawing up marketing plans
25 academic heads more of scholars than managers	*	*				9	Strong agreement that academic heads are more of scholars than managers
26 academics keen on marketing only for postgraduate and research student recruitment		**				8	Agreement that academics are mostly keen on marketing when it relates to postgraduate and research student recruitment
27Academics little or no involvement in institutional marketing			*	*		5	Split between undecided and disagree whether academics have little or no involvement in institutional marketing
28Most academics are against institutional marketing			*	*		5	Split between undecided and disagree whether most academics are against institutional marketing
29 Deans dot have time to write formal marketing plans		*	*			7	Split between agree and undecided whether Deans have time to write formal marketing plans
30 Academics excited about marketing if it means more research funding	**					10	Strong agreement that marketing excitement is highest when it relates to generating funds for research
33 Senior management recognises the significance of marketing	**					10	Strong agreement that senior management recognise the significance of marketing
34 Marketing awareness programmes are underway			**			6	Undecided whether marketing awareness programmes are underway in the institution
35 Marketing roles and responsibilities are well defined	*	*				9	Spilt between strong agreement and agreement that marketing responsibilities are well defined
36 Marketing personnel tend to work in isolation	*		*			8	Overall agreement that marketing personnel work in isolation

Table 26:Industry-linked perceptions of institutional readiness for marketisation [Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

QUESTIONNAIRE ITEM	SA	A	U	D	SD	AGG	OVERALL PERCEPTION
06 Marketing enthusiastically adopted		*	*			7	Agreement that marketing has been enthusiastically in the institution
07 Marketing means advertising				**		4	Disagreement that marketing means advertising in the institution
08 Marketing means fostering good public relations	*	*				9	Split between strong agreement and agreement that marketing means maintaining good public relations
11 Never developed marketing plans					**	2	Strong disagreement that no marketing plans have been developed
12 Marketing plans seldom put in practice					**	2	Strong disagreement that marketing plans are seldom put into practice
18 Marketing means responding to needs	**					10	Strong agreement that marketing means responding to needs
24 Most deans and heads can not make marketing plans			**			6	Undecided whether deans and heads can make marketing plans
25 academic heads more of scholars than managers		**				8	Agreement that academic heads are more of scholars than they are managers
26 academics keen on marketing only for postgraduate and research student recruitment			**			6	Undecided whether academics are only keen on marketing for post graduate and research students recruitment
27Academics little or no involvement in institutional marketing		*	*			7	Agreement that academics are minimally or not involved in institutional marketing
28Most academics are against institutional marketing		*	*			7	Agreement that academics are against institutional marketing
29 Deans dot have time to write formal marketing plans			**			6	Undecided whether Deans do not have time to write marketing plans
30 Academics excited about marketing if it means more research funding	**					10	Strong agreement that excitement for marketing is highest when it is related to research funding
33 Senior management recognises the significance of marketing	**					10	Strong agreement that senior management recognise the significance of marketing
34 Marketing awareness programmes are underway			**			6	Undecided whether marketing awareness programmes are underway
35 Marketing roles and responsibilities are well defined		**				8	Agreement that marketing roles and responsibilities are well defined
36 Marketing personnel tend to work in isolation			*	*		5	Overall undecided whether personnel work in isolation

Table 27: Adult centred perceptions of institutional readiness for marketisation [Key: Aggregate score 9 to 10 = strong agreement; 7 to 8 = Agreement; 5 to 6 = Undecided; 3 to 4 = Disagreement; 1 to 2 = Strong disagreement]

Professor N.H. Foskett
Direct Line 023 8059 3538

The Vice Chancellor
«University»
«Address1»
«Address2»
«Address3»
«Country»

3 July 2001

Dear Vice-Chancellor

I am writing to request your support and help for the research that one of my doctoral research students is undertaking. Felix Maringe, himself a faculty member at Bindura University of Science Education, is undertaking PhD research on higher education marketing, with particular reference to universities in Zimbabwe. He is returning to Zimbabwe to undertake data collection during August and September, and will be contacting you to try to arrange a visit to meet with you and/or senior colleagues involved in marketing. I shall be very grateful if you could find time, in what I know will be a busy schedule for you, to meet Felix and to provide him with access to those of your colleagues with whom he would like to meet.

With many thanks.

Yours faithfully

Professor N.H. Foskett
Head of Research and Graduate School of Education

NHF/jpb c:\HoS folder\Hos\letters\Maringe data collection