CHAPTER II
REVIEW OF LITERATURE
2.1 Overview
2.2 Scope And Limitations
2.3 Opinions, Theories, And Suggested Solutions
2.4 Applied Strategies
2.5 Advertising Media Usage
2.6 The Economics Of Advertising
2.7 Conclusion
CHAPTER II

REVIEW OF LITERATURE

“That is what learning is. You suddenly understand something you’ve understood all your life, but in a new way.”

- Doris Lessing

2.1 OVERVIEW

This literature review includes a combination of contemporary writings, articles, and research from management scholars, educators, and private consultants regarding: the administrations of academic institutions, student enrollment, and an emphasis on marketing and advertising in the field of management education.

The cumulative work of the writer suggests that economics influences and market conditions in the India have necessitated colleges and their administrators to adopt new perceptions, attitudes, and management skills with regards to operating their institutions that affect student enrollment.

2.2 SCOPE AND LIMITATIONS

Advertising is a topic that has been discussed, published, taught and implemented extensively in the business world. For more than a century, thousands of volumes have been written and cataloged covering the topic of Advertising as it relates to a variety of industries ranging from manufacturing industries to healthcare industries.
Despite the multitudes of pages that discuss marketing, very few of them discuss the application of advertising within the field of education. This review will reflect a variety of relevant yet narrow selections of available sources concerning literature as it relates: to management in education, advertising in the field of education, and advertising in traditional businesses.

2.3 OPINIONS, THEORIES, AND SUGGESTED SOLUTIONS

Scholars and business writers such as Hesel, Black, Craven, DuHamel, Fox and Kotler, among others have each developed their own opinions, theories, and suggestions as to how academic institutions should attempt to promote themselves. The have also discussed which marketing strategies should be adopted in order to tackle some of the issues that many colleges face in terms of declining or weak enrollment, lack of recognition within the community, and stunned or remitted growth. A compilation of these ideas is presented in the next sections.

2.3.1 Branding

As the advertising is also a part of branding the following literature were also being considered in the study.

Some such as Twitchell (2004) have suggested that colleges today need to utilize branding strategies. A technique that has been used by businesses for decades to engrave their trademark, products, logo, slogans, and even their Chief Executive Officers’ (CEO’s) names and faces. Some of the most renowned brands include: Marlboro, Coca Cola, Pepsi, General Electric (GE), Tiffany, Dell, McDonalds, Donald Trump, Oprah Winfrey, and Martha Stewart.
Paul Herr (1996) colleges and universities have begun to embrace the fundamentals principles of integrated marketing and branding including: first of all, the sum total of all associations that are made with an organization or product, and second, the use of “Branding” that involves concerted efforts to influence desired brand associations; the process that moves an organization from the existing brand to the desired brand.

Don Hossler (2008) studied the range of issues in admissions marketing in higher education --including strategic planning for marketing, conceptualizing the advancement of postsecondary institutions, branding in marketing colleges and universities, online marketing, and marketing to “twenty-somethings.”

Adversely, Hesel (2004) in his article “Know Thyself: 5 Strategies for Marketing a College,” severely criticizes the notion that a branding the president of a college is a new savvy way of marketing an institution, as is the case with the business tycoons Donald Trump and Martha Stewart. Hesel argues that the idea is ludicrous to say the least since business entrepreneurs own their organizations and are stationery figures, while the average tenure for a college president or CEO is approximately five years. Instead, Hesel (2004:B9) outlines the following five key points that he firmly believes would be effective techniques to market a college: “1. Focus on the Product. 2. Focus on Strategic Goals that are well Defined and Long-term in Scope. 3. Make Critical Decisions on Sound Empirical Basis 4. Integrate Everything you do, 5. Commit for the Long haul.”
2.3.2 ADVERTISING IN THE FIELD OF MANAGEMENT EDUCATION

Susan Aaronson (1990) evaluates Without Practice or Practitioners: Graduate Business Education, 1945-1960. Found that during the 15 years following World War II, corporate recruiters increasingly turned to graduates of America's business schools to staff their flourishing operations. These MBA (Masters in Business Administration) - Educated managers changed the way American did business. Their impressive credentials enabled them to get hired and promoted to management positions in growing numbers.

Ducoffe (1996) notes the importance of value based ads in the traditional media and defines an advertising message as an exchange of communication as well as an exchange of value between a company and potential customer. Furthermore, Ducoffe suggested that “... from a consumer point of view, a satisfaction exchange is one where the value of the advertising itself is considered to meet or exceed exception. According to Ducoffe (1996,p.22) “advertising value is an overall representation of the worth of advertising to the consumer”.

James M. Danko (2005) found that MBA world is getting smaller. The graduate business degree that started in the U.S. at the Tuck School of Business at Dartmouth in 1900, and in Europe at INSEAD in 1957, can now be found in nearly every part of the world. Today, universities throughout the world have extended their offerings to provide an array of MBA programme types. Part-time programmes have proliferated in particular, allowing students to earn an MBA in the evenings, on weekends, or through distance learning. European MBA programmes have become an unquestionably powerful force in their own right—with high-quality programmes at leading schools like
HEC-France, IESE, IMD, INSEAD, London Business School, Queen's School of Business, Rotterdam School of Management, and SDA Bocconi.

K.S. Puri (2006) found in his study that qualitative expansion is the basis of quantitative expansion in higher education. He further said that quality creates opportunity for us and imposes challenges for other.

Rachel Reuben (2009) in this work, he evaluated the colleges and universities are beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix. This guide will introduce you to some of the more popular forms of social media, including Facebook, MySpace, YouTube, Flickr, Twitter, blogs, and del.icio.us. 148 colleges and universities responded to a survey in July 2008 answering what social media they are using most, how they are using it to reach their target audiences, and which department(s) at the college are responsible for maintaining it. This guide will review existing literature available in this subject area, identify implications for and against using social media, and discuss best practices, recommendations and considerations for higher education marketers.

Vicky Robinson (2010) article “How Do UK Business Schools Maintain Loyalty Amongst Undergraduates?” A Relationship based Approach – Research Findings Report” confirms that many UK business schools are acutely aware of the importance of customer relationship marketing (CRM) and in the case of higher education marketing Student Relationship Marketing (SRM) and the importance of tracking students through the stages of the Loyalty Ladder (Christopher et al) and the student life cycle.
Deans of UK business schools and marketing managers are under increasing pressure to convert applications into enrolments and retain existing students but few seem to have fully embraced the notion of SRM in terms of systems. It is known that systems are expensive to install and can take up to two years before they are fully functional.

Marketers can use student relationship marketing techniques within higher education, as one strategy to try to recruit and retain satisfied students who will then be less likely to withdraw during the first year of study, which costs the university money and valuable effort, as well as potential loss of reputation and damage to the brand.

The way in which students expect to receive their information is changing, with the advent of Web 2.0 and multimedia devices. Business schools must be at the forefront of how information is sent, received and viewed. Students expect a lot more information twenty-four-seven and want to filter out the 'noise' from mass untargeted messages. Higher education must practice what it teaches to its students and adopt strategies to better target its 'customers' with personalized and relevant information. It is clear that better use could be made of off the shelf systems and that many institutions are running tactical campaigns from disjointed databases which are not ideal. The benefits to both students and the business school are clear but adoption is slow with a few schools excelling and the others trailing behind. SRM/CRM is the hot topic in education and many seek this holy grail of student management.

Donna I. M. Spraggon (2011) found that there are more than 100 social media tools available to higher education institutions to reach potential, current and past students. Both students and institutions are making use of social media, however, the latter are typically not taking full advantage of
2.3.3 DISCUSSION OF HESEL’S MARKETING TECHNIQUES:

1. “Focus on the Product”: By investing into the development of the institution’s area of expertise and reputation for excellence through consistency and quality, and what it offers, it follows that a college would consequently benefit from results that would distinguish it from others.

The legendary management guru, Peter F. Drucker, was once asked during a PBS interview about the reasons behind the huge economic success of Japan and their automobile industry, and the apparent market shrinkage of the American-made automobile, despite the fact that the United States was the obvious pioneer in the field. Japanese had their best and brightest scientists and engineers devoted to improving consumer products while the Americans had their finest working for the defense industry. He stated that while the Japanese were perfecting the doors of their automobiles, America was too busy building bombs and weapons. American car manufacturers failed to make product quality improvement and consumer demands a key priority. They failed to focus on the product. As a result, their market share continued to plummet and take a back seat to Japanese automobile sales. Similarly, colleges that have failed to continuously improve their programs, and distinguish themselves from others are losing their students to competitors. For many students in America, a college education is a financial
investment and selecting the right institution will be based on a number of factors among which will certainly be the quality and reputation of the program at the institution. A foreseen return on investment in the form of competitive job offers or a demand for their earned degrees by recruiters and employers must be witnessed by students.

2. "Focus on Strategic Goals that are well Defined and Long-term in scope": Hesel contends that clear definable goals serve as a beacon to guide marketing efforts of institutions. Goals create a direction to which marketing efforts can be wisely directed in order to achieve measurable objectives. Yet, regrettably many institutions develop marketing activities without having established strategic goals or measurable objectives thus failing to create a criteria based upon which the success or failure of marketing results can be compared.

3. "Make Critical Decisions on Sound Empirical Basis": There's a perception by many college administrators that attractive buildings, facilities, and structures are responsible for encouraging enrollment and growth. While this may be a factor, it is by no means the only factor that students will consider when deciding on which school to attend. Prior to investing large sums of money into capital expenditures to develop or renovate existing facilities, higher education administrators ought to develop a feasibility study, and obtain empirical data to ensure that their decision serves to achieve previously defined strategic goals and organizational vision. At times, it is not the buildings that will draw students but the people that work and operate those buildings that attracts them.

4. "Integrate Everything you do": Hesel makes the argument that engaging in branding efforts through marketing is fruitless. He makes his assertion
based on the fact that college’s marketing budget are nowhere near the millions and even the billions of dollars that corporate companies pour into the media in order to brand their products. By entering into the branding war, colleges are not only competing with other schools, but also commercial businesses and companies such as: Microsoft, Honda, Pepsi, and others. So rather than focusing marketing efforts on branding higher education institutions, the recommendation is to engage in marketing efforts that are intensified and allow the integration of any scheme that would facilitate the achievement of strategic goals.

5. "Commit for the Long haul": Fads come and go, and colleges that want to succeed in the long run need to be realistic about their goals and the results that they expect. Change will not happen overnight and to think so would be naïve to say the least. Some of the best institutions in the country such as New York University took decades to become the world renowned institution that it is today. However, it did so by subscribing to a long term vision that was created in the mid-70’s. Gradual but persistent change and improvements occurred over a span of approximately 30 years. Ultimately, New York University earned its place among top U.S. universities and was voted several times by USA NEWS as one of America’s Best Colleges (Hesel, 2004:9). Black et al. (2004) cumulatively agree that there is no single strategy that could be utilized by a college to cure low enrollment issues and develop growth. Colleges must engage in several strategies that would provide an ample pool of prospective students. Some of the strategies suggested are as follows: hosting recruitment events, visiting high schools, developing recruitment publications, direct mail, advertising in movie theaters, radio, TV, and issuing press releases to the media.
The combined effects of all of the above activities have assisted the following colleges: the University of North Carolina at Greensboro, Union College in New York, North Carolina Central University, Willamette University, and the University of Southern California (to maintain healthy student enrollment figures). Additionally, the above institutions have all agreed that colleges should personalize communication with students and appeal to their emotional sense rather than burden them with volumes of facts about the institution. Students are customers, and the number rule of service is “If we don’t take care of our customers, somebody else will” (www.regionalsource.com). Colleges need students just as much as students need colleges. Therefore, students ought to be treated in a manner that makes students feel welcomed, respected, and appreciated (2004:B12).

Once colleges understand the concept that both students and colleges need each other they can precede with planning and implementing a working strategy. This requires college administrators to understand how marketing can impact their schools, and they need to develop a formal marketing plan. The reality in many institutions today however narrates a different story. Many colleges do not have a marketing plan, nor a person to provide assistance with such efforts. Educators have realized the need for marketing; however, they have also discovered that in many instance marketing efforts would have to be adopted by them personally since their colleges have not developed a formal marketing plan for the entire college, its departments, and specific programs. The function of professors has shifted from one of strictly instruction and research to that of a recruiter as well.
2.3.4 ADVERTISING MEDIA

The political system in India is close in spirit to the model of liberal democracy. In the constitution of India the power of the legislature, executive and judiciary have been thoroughly demarcated. The party system in operation is a competitive one with flexibility of roles of 3 government and opposition. There is also freedom of the press, of criticism and of assembly (Pelinka 2003). Indian democracy has always attracted attention worldwide and has made scholars to ponder over the secret of its success amidst considerable odds. In India diversity is almost everywhere and it is not a developed nation. The problems of poverty and inequality in distribution of income have been constant irritants. Nevertheless, till today democracy has survived in the country. The role of media in India, the largest democracy of the world is different from merely disseminating information and entertainment. Educating the masses for their social upliftment needs to be in its ambit as well. In a country where there is large scale poverty, unemployment and underdevelopment media has a responsibility towards developmental journalism. It has a role to play behind formation of public opinion which can force the political parties to address the core issues haunting the country's progress. However, public opinion can be manipulated by vested interests to serve their own goals (Corneo, 2005). Media can conceal facts and project doctored ideas to influence the electorate and thereby the voting outcome. Values like objectivity and truthfulness in presentation of news and ideas can be totally done away with.

In India public service broadcasting was given much importance after independence. It was used as a weapon of social change. AIR (All India Radio) and Doordarshan, the public service broadcasters in the country had
the responsibility of providing educational programs apart from information and entertainment. However, it needs to be taken note of that the public service broadcasting system in the country was closely identified with the state. A monopolistic media structure under state control has the threat of becoming the mouthpiece of the ruling elite. The scenario was bound to change with the opening up of Indian economy in a bid to integrate with the global system. It signaled the emergence of a competitive market in the field of media with public service broadcasters getting challenges from private entities. This, however, had the seeds of a new problem of ownership.

Ownership pattern of media across the globe and in India is a cause for concern. There are big corporate houses who own newspapers and television networks. A higher concentration of ownership increases the risk of captured media (Corneo, 2005). Media independence in such a scenario gives way to safeguarding the interest of the owners who may not serve social responsibilities. The space for plurality of ideas is eroded sending ominous signals for democracy. Bogart (1995) opines that in many democratic countries media ownership has reached dangerous levels of concentration. He has cited the examples of News Corporation's (owned by Rupert Murdoch) 37% share in United Kingdom's national newspaper circulation and Silvio Berlusconi's ownership of top three commercial television channels, three pay TV channels and various newspapers and magazine in Italy which act as his political mouthpieces.

Transnational powerful media organizations are in operation in India post liberalization. These are big multinational corporations who own a chunk of the mass media market ranging from newspapers, television, radio, book publishing to music industry. Five of world's largest media conglomerates
include General Electric, Walt Disney, News Corporation, Time Warner, Viacom and CBS. In India there are big players like the Times Group and ABP who rule the roost in the media arena. In a bid to open up the Indian market 26% foreign direct investment has been allowed in news publication and 74% has been allowed in non news segments by the Government. 100% foreign direct investment is available in the film industry. 100% FDI is also allowed in television software production subject to certain government norms. Cable networks and FM Radio networks have FDI limits of 49% and 20% respectively (FICCI and PwC, 2006). Research undertaken by PricewaterhouseCoopers has shown the FDI investment trend across mass media in India. Virgin Media Asia has a holding in HT media's foray into FM radio.

Financial Times (Pearson Group) has an arrangement with Business Standard;

AmeriCorps Ventures, Mauritius has a stake in Nimbus Communications which deal in television and films and Reuters UK has equity sharing with Times Global Broadcasting, the Indian entity.

Therefore, across mass media options have opened up for availability of transnational homogeneous content. The growth of media conglomerates and their powerful presence has raised fears of manipulation of ideas by a powerful few detrimental to the democratic fabric. The corporate giants have also engaged in severe competition among themselves dishing out news and content which is primarily dominated by sensationalization, sleaze and glitz to capture wider markets. The disturbing trend that has emerged in the present media scenario is the use of media in the battle between rival political groups (Coronel, 2003). In fact, this new phenomenon is in operation in India with newspapers and news channels taking sides while presenting facts. The same
event can be presented in two contrasting manners in two newspapers or two television channels. Coronel argues that promotion of hate speech in place of constructive debate and creating an atmosphere of suspicion rather than social trust has the danger of making people cynical about the democratic setup leading to its breakdown.

While discussing the dangers associated with the developments in media it needs to be said that media in India has also undertaken roles which have strengthened democracy. The media as a watchdog of the democratic system has unearthed its various shortcomings. Investigative reporting in print and television media has helped in exposing large scale corruptions which have robbed the nation. The Commonwealth Games Scam, the Adarsh Housing Society Scam, Cash for Vote Scam and the Bofors Scam are the highpoints of the Indian media. Across newspapers and television channels voices have been raised when the bureaucracy, judiciary or other public functionary have crossed the laxman rekha. There have also been initiatives to promote community media for the citizens to air their concerns. This is a significant leap towards alternative media usage which is distant from the dominant structure. Here the importance lies more in participatory communication right from the grassroots rather than communication which flows top down. Various television channels have also given the space for ordinary citizens to air their views in the form of citizen journalists thereby promoting democratic participation.

Newspapers have educated the masses by informing them of the developments in the field of science and technology. They have also expressed strong views against prejudices which harm the society. Much developmental news has also been aired through the medium of radio. Its comparative low
cost and wide acceptance among poorer sections have made it a potent tool for expressing ideas beneficial to the public.

Internet, a relatively newer entrant in the field of mass media, has proved to be more democratic than newspaper and television (Coronel, 2003). Internet has provided the opportunity for citizens who are conversant with the medium to express their views about a number of issues. In many cases groups have been formed by likeminded people who discuss and debate over a number of decisions on the part of the government and seek new ideas for way ahead. The power of the internet can be easily judged from the developments in Egypt in recent times. Social networking sites like Facebook and Twitter were used to garner support against the regime of President Hosni Mubarak (Kuwait Times, 2010). Internet has been used by various public service organizations and N.G.Os to inform people about their objectives and also to make them aware of various initiatives on the part of the government as well as non government organizations for social upliftment. In internet the barrier to communication is minimal which helps in the formation of a participative environment. There is also greater empowerment of the users through higher level of interactivity and flexibility in choice of media outlets. The potential of the medium lies in its ability to be more personalized by offering user-created content (Flew, 2009). Nevertheless, there is the threat of advertising revenues influencing media outputs. Those who control considerable wealth have the opportunity to sway public opinion in their favor with the help of mass media. In the 2G scam the Radia Tapes controversy brought in focus the journalist, politician and industrial conglomerate nexus (Jebaraj, 2010). Developments like these are a threat to democracy and undermine the media fraternity. Advertisements in newspapers, television, radio and at times the internet have become a part of the present election campaigns.
Candidates with better funds have the edge over others in being voted to office because they can buy newspaper space and considerable air time (Coronel, 2003).

Soumya Dutta (2011) discussed that the normative view of the press argues that the conduct of the media has to take into account public interests. The main public interest criterions that the media need to consider include freedom of publication, plurality in media ownership, diversity in information, culture and opinion, support for the democratic political system, support for public order and security of the state, universal reach, quality of information and culture disseminated to the public, respect for human rights and avoiding harm to individuals and the society (McQuil, 2005).

The social responsibilities expected from media in the public sphere were deeply grounded with the acceptance of media as the fourth estate, a term coined by Edmund Burke in England. With the formation of the 1947 Commission on the Freedom of the Press the social responsibility of media became a strong debating point. It was formed in the wake of rampant commercialization and sensationalism in the American press and its dangerous trend towards monopolistic practices. The report of the Hutchins Commission, as it was called, was path breaking on its take on social responsibility and the expected journalistic standards on the part of the press. The theory of social responsibility which came out of this commission was backed by certain principles which included media ownership is a public trust and media has certain obligations to society.
2.3.4.1 PRINT MEDIA ROLE IN ADVERTISING

According to the last National Readership Survey (NRS 2006), there were an estimated 204 million readers of daily newspapers and an estimated 222 million readers of all publications in India (even if more than two-thirds of them fell in the NRS category of ‘light’ rather than ‘medium’ or ‘heavy’ readers). A positive feature spotlighted by the survey was the rising profile of ‘rural’ readers who constituted nearly 50 per cent of all daily newspaper readers; this was in striking contrast to the composition of newspaper readership in India twenty years earlier. However, women were severely under-represented in the ranks of daily newspaper readers in the country. There were more than 650 million people aged 12 and above (the NRS’s potential reader universe) who did not read any daily newspaper. The 2006 survey found that nearly 360 million people who could ‘read and understand’ some language did not read any publication.

They represented a huge potential readership of the near future. The latest survey by the Indian Readership Survey (IRS 2011, Q2) shows further growth in the numbers but the structural features of the all-India readership are not very different. Total readership of all publications is put at 347.80 million, with Hindi publications accounting for 53 per cent of this and English publications 16.80 per cent. Now ‘rural’ readers are actually in a majority, accounting for 53 per cent of the total. However, women continue to be severely under-represented in the readership, accounting for merely 33.00 per cent. There are still more than 280 million literates or neo-literates who do not read any newspaper.

Robin Jeffrey’s scholarship on the growth of successful newspapers in a dozen Indian languages (1987; 1993; 1997) highlights a lively and buoyant
situation where, essentially, five factors have been capitalized on over the past two decades. They are: improved technology (which enables the production and distribution of larger numbers of more attractive newspapers), steadily expanding literacy, better purchasing power, aggressive publishing, and political excitement. 'The logic of capitalism', Jeffrey explains, has driven newspaper expansion 'as strongly as a thirsty potential readership' (Jeffrey 1993: 2007). Yet while the absolute numbers are big, the social reach of the Indian press is not impressive – about 85 copies of daily newspapers per 1000 in the population.

While comparing poorly with the social reach of the press in developed countries where the relevant number ranges between 150 and 550, and unfavorably with several developing countries, where the number is well above 100. There is also the phenomenon of uneven development. This means, among other things, vastly uneven dispersion among regions and states, between urban and rural India, between men and women, and among social classes.

2.3.4.2 AUDIO MEDIA ROLE IN THE ADVERTISING

N Ram (2012) discussed the radio as a news medium remains a state monopoly in India. From time to time, assertions are made that FM radio is ‘poised for an exponential growth in India’ (Indian Media Scenario March 2011). There are around 250 FM radio stations broadcasting now and in the next phase, 1100 more are expected to be licensed, most of them private (Ibid.). However, the private FM radio stations have not been allowed by state policy to cover news and current affairs on their own and their programming is mostly entertainment.
2.3.5 FACULTY DEVELOPMENT

Craven and DuHamel (2000:56) asserted that despite the desperate need for marketing efforts in education, especially in the area of Continuing Professional Education (CPE), many if not most educators are ill-equipped and unqualified to engage in and spearhead any strategic marketing activities. The need for engaging in marketing efforts is imperative to the sustenance of many educational programs today across America.

To address the marketing training deficiency in educators, Craven and DuHamel (2000:56-58) recommend the following 9 basic principles that educators can subscribe to facilitate their marketing endeavors:

1. "Identify Your Target Audience": Clearly pinpoint who your courses, certificates, and/or degrees are designed for. For example a suggestion of this would be:

   Students living in the San Gabriel Valley interested in earning an Associates of Science Degree, and pursuing a career in Health Services as a Respiratory Therapist.

2. "Define Your Mission": Reflect on the purpose of your courses and program to assist in developing a mission statement that clarifies the goal of your program. For example:

   We are committed to providing cutting edge education and training in the Respiratory Therapy program to ensure our students receive the best possible training and are competitively placed within the Health Services field.
3. “Assess The Needs Of Your Community”: Using economical and social research as a basis, establish whether there is a demand for your courses or program by both employers and prospective students, and what requirements or criteria is associated with the demand. (For example: Employer’s Needs: Seeking candidates with an A.S. degree, 800 hours of work-experience, and board certification. Student’s Needs: A degree program that students are able to graduate from within a reasonable length of period that does not exceed 2 years, assistance with job placement, and a demand for their degrees by employers in the workplace).

4. “Identify Your Competition”: Determine which schools within your locale are offering similar programs to that of yours and are targeting the same students that you are. Include both public and private schools. Study their approach and strategies and compare their program to yours. Understanding your competitors’ strengths may highlight weaknesses in your program that need to be revised. Also, identifying your competitors’ weaknesses creates an opportunity for you to capitalize on and exploit to your advantage.

5. “Establish Your Credibility”: Credibility entails establishing a reputation for being one of the best in the field, and by being able to deliver on promises. While creditability creates a trust in your program, it alone is insufficient if your credibility is not popularized. It is crucial that the community be reminded of topics of pride related to your program. For example: Having highly qualified faculty, proven track record for students’ success both academically and professionally. This can be done through press releases, public announcements through publications, or electronically on institutional websites. Modesty has no place in a competitive environment;
you need to be in the spotlight even if it means blowing your own horn. The assumption should never be made that others will do it for you.

6. "Develop a Marketing Plan": Create a comprehensive plan with action tasks, personnel in charge, and a budget to assist you in reaching your target market. A marketing plan is a roadmap that points to the direction that needs to be pursued to achieve goals as described in the mission, using all of the information provided in points 1-5.

7. "Provide Options": Offer alternatives to prospects that may be interested in your program, but in a non-traditional format. For example: non-credit continuing education workshops, hybrid and online classes for people working professionals or students that may not be able to commute to campus regularly.

8. "Evaluate Your Program": Solicit feedback regarding the performance of the major stakeholders in a program to determine how well you are doing in achieving your goals. To do this, get the stakeholders (faculty, students, and employers) to evaluate each other in a constructive manner. The purpose of the evaluation is never to criticize, but rather to seek new ways to continually improve and address issues that may deem to be inefficient or inconsistent with the documented mission and goals.

9. "Deliver Quality Programs": While deemed intangible, elusive to definition and at times comprehension, delivering quality is the ability to deliver a product or a service to people that in their opinion is of a significant perceived value to them. In the case of education, the quality of the program is determined by employers and students. This could be reflected
by the demand for your students by employers and by students competing to enroll into your program.

2.3.6 QUALITY: THE VALUE OF PERCEPTION

Dr. Norbert Wiener, renowned mathematician and MIT Professor, once stated that, "the average human being of mediocre attainments or less has nothing to sell that is worth anyone's money to buy" (Wayburn, 1991:dematerialism.net). We demand the best value for our money when it comes to purchasing products, goods, services, and employee performance, so why should we as a public settle for anything less than outstanding and efficient in the management of our school systems?

With thousands of accredited colleges in the United States, colleges can claim to be the best and hope that their statements would attract prospective students; however a claim alone is insufficient. Colleges need to work on developing the perception within the community that what they have to offer is of a great quality and therefore of great value.

Kotler and Fox (1995:28) view marketing as a tool that many educational institutions are utilizing to enhance their effectiveness in "attracting and servicing" students. To do so effectively, educational institutions need to provide value and quality as perceived by the students (customers). This means that schools need to deliver not only what is deemed academically appropriate, but also what is economically relevant and needed. Colleges need to convey through marketing efforts that their programs are quality programs that will prepare students for the professional world through current education, state of the art training, and exposure to a variety of issues, courses, and experiences designed to expand students'
knowledge base. This can be accomplished by shifting from a reactive mode of operation to a proactive mode; where colleges are proactive about addressing student and industry needs and adopting any necessary changes promptly. Public organizations are riddled with bureaucratic procedures that inhibit their ability to respond to student and industry needs in a timely manner. It is necessary that institutions are able to be at the forefront of evolution and not on the tail end. When changes need to be made, they should be made in a calculated manner, but with great expediency. Timing could be the defining factor that leads to the success and growth of a program or its demise.

At Colleges for instance faculty or departments that have to respond to student needs, industry needs, or competition by introducing a new course, certificate, degree option, or are considering making changes to an existing course or degree program, have to go through a lengthy process. This process requires the approval of several committees and individuals, which could take up to a whole year to implement.

2.4 APPLIED STRATEGIES

More recently, Twitchell (2004:112), explains how some academic institutions including the University of Virginia, George Mason University and The College of William and Mary (Higher Ed. Inc. 2006:www.highered.org) with the aid of a firm called Higher Ed. Inc. that serves as a consultant and contractors for educational institutions, have subscribed to the notion of adopting management and marketing principles. Consequently, the aforementioned colleges have been successful in reversing their declining enrollments and reduction in program size.
These colleges implemented some or all of the following three strategies:

1. "Lower the Admission Requirements" which makes it easier for students to enter or be eligible to enter colleges. This is done by reducing the minimum required Grade Point Average (GPA), lowering minimum acceptable Scholastic Aptitude Test (SAT) scores, and other entrance requirements. Many colleges will even allow students to enroll in college courses prior to graduating from high-school.

2. "Expand the Target Audience" by focusing on underrepresented groups both locally and international has become the norm. Some of these groups include: Hispanics, African Americans, Lower Income Students, Adult or Returning Students, and Disabled Students. External groups that were targeted included International Students and Out-of-State Students. Other target groups included Working Professionals, and Non-Traditional Learners who may not be able to attend regular classes but would be willing to enroll in online or evening courses.

3. "Utilize Market Branding Strategies" by creating powerful advertising images, slogans, academic and athletic reputations to be distinguished from the other institutions.

Purkasyastha (2006) has tried to determine various factors that a final engineering student would like to consider in order to decide on a business school for the higher education. He has conducted a questionnaire survey of 101 final year engineering students in three engineering colleges of Hyderabad and found that the factors such as placements, academic facilities, personal
comfort zone, reputation and image constitute important for a student to decide for a business school. Further, he has also performed a cluster analysis where he has divided the sample size into two different clusters and the differences are observed between income, family size, place of residence and sex.

Michael Segon and Christopher Booth (2007) found that Business ethics, Corporate Social Responsibility and Sustainability have arguably become more important to both the business world and business schools in recent years. The Masters of Business Administration program is regarded as the premier business qualification for practicing managers with career aspirations. It would seem logical that MBA programs would address the topics of Business ethics, Corporate Social Responsibility and Sustainability in a clear and strategic fashion.

Dr. Jim Black, (2008) in his work he found that marketing units are charged with institutional branding. senior management has unknowingly created a prescription for failure. A marketing department can implement only the promotional aspect of branding. They do not possess the institutional influence or professional expertise to successfully execute the delivery of the brand promise. As this article suggests, brand promotion without the brand promise is often counterproductive. When the expectations generated from promotional activities are incongruent with constituent reality, the image of the institution is tarnished and trust is eroded. To mitigate image and trust issues, adopt a two-pronged approach to branding—promotion and promise delivery. Branding should not be relegated to just another marketing exercise. First and foremost, it must be about systemic institutional change. Use branding as a catalyst for defining who the institution is and what it aspires to
become. If implemented properly, branding can be a means of unifying the campus around a common purpose and vision.

Dr. Jim Black (2008) in his article "The Branding of Higher Education" he found that we serve diverse constituencies; the educational experience we provide to students has a price associated with it; institutional vitality is highly dependent upon the revenue generated from student enrollments; we have competitors; we compete on price, quality, service, and reputation; our image is largely determined by the constituents we serve; and their image of our institutions is influenced by their interactions with us.

However, the concept of branding, as applied to higher education, is somewhat different from branding in the commercial sector. Most notably, branding in higher education is about who we are, and is not limited to what a particular product offers the marketplace. An educational brand is often equated to an institution's academic reputation. But, that explanation is far too limiting.

Think of a college or university brand as being synonymous with the institution’s personality—congruent with its mission, defined by its values.

Perhaps the most significant benefit of branding in higher education is the focus it brings to an institution. For example, a student-centered college or university will respond to changing student needs and expectations, but, in an attempt to be all things to all people, often it becomes vulnerable to mission drift or a gradual dilution of effectiveness as the institution becomes increasingly thin, first on the margins and then in the core enterprise—teaching and learning. The values-centric approach inherent in branding provides an institution with an anchor to guide responses to constituent needs.
and expectations. The brand is defined by where the institution's 3 values and the constituents' expectations intersect. In this paradigm, the brand becomes the filter through which everything is vetted (e.g., strategic directions, resource allocations, hiring decisions, and curriculum development). It serves as a lens to strategically focus the institution in the midst of fluid internal and external pressures as well as opportunities.

A values-based focus does not mean, however, that we can afford to ignore what our constituents expect from us. We will not thrive in a vacuum. Ultimately, the value of our brand is determined by those we serve. It is worth only what students and parents are willing to pay for it, donors are willing to give to support it, and faculty and staff are willing to contribute to make it real. The brand must have relevance to others. Within the higher education branding construct, there are two major components: (1) promotion of the brand and (2) delivering on the promise of the brand.

K. S. Narang (2008) observed in his work on "professional education and its relevance in present society" that the university and college must be the center for the solution to the social, economical and political problems. He further said that the social face of higher education is point of its relevance today.

Richard A. Bernardi & Keri L. LeComte (2008) examines the ethical sensitivity of 90 Indonesian business students (61 male and 29 female) toward questionable marketing practices using self-reported data; however, unlike most ethics research, we control for social desirability responsibility bias. In our research, we found that, when social desirability response bias was not considered, there was a significant gender difference. However, we also found that female students scored significantly higher on our measure of social
desirability response bias than did their male counterparts. When we considered both gender and social desirability response bias in our models, the differences in ethical sensitivity between genders were mitigated. Consequently, it is our belief that social desirability response bias contaminates much of the self-reported data that is used in academic ethics research.

Catherine Elliott, & Linda M. Manning. (2009) Perceived quality of a business school education is closely tied to student satisfaction with Career Services throughout the course of study. This is true for two reasons. First, students seek assurance that their educational investment will result in a secure future. Second, students often use business school ranks published in high profile magazines and newspapers such as Canadian Business, U.S. News and World Report and Financial Times. A significant percentage of the weight in business school ranks depends upon student and recruiter perceptions of the school’s career centre (CC). In this key informant study, practices used by Canadian business school CCs are reported and presented in the context of theory of best practices and studies of CCs in the US among top performing schools. The results are meaningful because of the relative youth of CCs in Canadian business schools. We find that despite their relative inexperience, rapidly increasing demands, and limited resources, that practices used by Canadian business school CCs are in line with the most successful CCs in the US and consistent with theory of effective practices. Structured telephone interviews were conducted with fourteen directors of CCs in Canadian business schools. Through an analysis of the interview text, five essential themes of the career centre practices emerged. These essential themes are (1) Relationship Management, (2) Comprehensive Student
Support, (3) Corporate Outreach Activities, (4) Continuous Quality Improvement, and (5) Technology and Facilities.

Anne-Marie Hede, Hsun (Tony) Huang & Wayne Binney (2009) found that the strategy development in higher education (HE) institutions has not been investigated a great extent. To address this issue, this study reports on the first stage of a larger investigation of strategy development in HE. The theoretical background draws on two theories of strategy and competitive advantage, namely, industrial organisation (IO) and resource-based view (RBV). These are used to guide 32 in-depth interviews that explore the elements of external industry structure, internal resources and capabilities, and institutional performance with senior HE decision-makers. Factors of competitive advantage and the indicators of institutional performance identified in the study verify and further develop the limited understanding relating to strategic marketing of educational institutions.

Jeffrey Pfeffer (2009) Business schools see themselves as being in the business of producing leaders for both public and private sector organizations. For example, Harvard Business School’s mission, frequently articulated by their former dean, Kim Clark, is to educate leaders who make a difference in the world. Clark would begin presentations to the school’s visiting committee with examples of people who had graduated from HBS and held major leadership positions in organizations of all types and sizes. Many, maybe most, other business schools hold similar aspirations and take pride in their graduates who have gone on to hold significant leadership positions. This focus on educating leaders pervades not just business schools but is part of the mission of U. S. colleges and universities more generally.
Rachel Reuben (2009) Colleges and universities are beginning to embrace social media and realizing the potential power and implications for using it as a component of their overall marketing mix. This guide will introduce you to some of the more popular forms of social media, including Facebook, MySpace, YouTube, Flickr, Twitter, blogs, and del.icio.us. 148 colleges and universities responded to a survey in July 2008 answering what social media they are using most, how they are using it to reach their target audiences, and which department(s) at the college are responsible for maintaining it. This guide will review existing literature available in this subject area, identify implications for and against using social media, and discuss best practices, recommendations and considerations for higher education marketers.

Waeraas and Solbakk (2009) give the explanation that in the face of increased national and international competition, universities and colleges in all parts of the world have begun a search for unique definitions of what they are in order to differentiate themselves and to attract students and academic staff.

Yelena Istileulova (2009) states that the independence of Central Asian countries at the beginning of 1990’s brought economic, social and political challenges that these republics were unprepared to meet. While there has been political continuity for the most part, the economy was no a longer part of a broader production system, governments no longer received transfers from Moscow for social programs in the education system or subsidies for training, education and research.

Craig Kelley, Pingsheng Tong, and Beom-Joon Choi (2010) report the results of a survey of 420 deans at Association to Advance Collegiate Schools
of Business-accredited business schools in an attempt to describe how these schools have implemented the new assurance of learning standards. The results indicate that the majority of schools budget over $10,000 annually to implement their assessment programs. Written or oral assignments are frequently used as direct measures of student learning. Surveys of graduating seniors and alumni are often used as indirect measures of student learning. Minor modifications to existing courses and closer coordination of multisection courses were the most frequent changes made to improve student learning. Faculty frequently participate in assessment tasks, including defining the learning goals of the degree program, developing instruments to measure student learning, and creating and implementing changes to improve student learning. Major causes of faculty resistance to assessment include the demanding time commitment and the lack of appropriate knowledge required to conduct assessment.

Dr. Fred R. David & Forest R. David (2010) examines disparity between business school focus and business community needs. A content analysis of 200 corporate job descriptions collected in Fall 2009 revealed 140 specific license/certification/skills commonly cited as required for candidates applying for business jobs. A detailed matching of these post-graduation proficiencies with pre-graduation business major tracks is provided to assist schools in better aligning curricula with job requirements. This matching and aligning process is proposed as a key means for reducing disparity between post graduation licenses/certification/skills required and the academic tracks that are feeders for such positions. Examination of 200 resumes of business students nearing graduation revealed low to no proficiency on the job description-derived skill sets. This finding suggests that disparity between school of business focus and practitioner needs is ongoing and potentially
problematic, at least at the institutions sampled. A content analysis of 100 schools of business course syllabi and 20 textbooks supported this conclusion. Also provide suggestion for closing the gap between business school curricula and corporate needs. The old business school is compared to our vision of the new business school where close alignment of pre-graduation training with post-graduation job requirements serves both students and practitioners well.

Vicky Robinson (2010) article “How Do UK Business Schools Maintain Loyalty Amongst Undergraduates?” A Relationship based Approach – Research Findings Report” confirms that many UK business schools are acutely aware of the importance of customer relationship marketing (CRM) and in the case of higher education marketing Student Relationship Marketing (SRM) and the importance of tracking students through the stages of the Loyalty Ladder (Christopher et al) and the student life cycle.

Deans of UK business schools and marketing managers are under increasing pressure to convert applications into enrolments and retain existing students but few seem to have fully embraced the notion of SRM in terms of systems. It is known that systems are expensive to install and can take up to two years before they are fully functional.

Marketers can use student relationship marketing techniques within higher education, as one strategy to try to recruit and retain satisfied students who will then be less likely to withdraw during the first year of study, which costs the university money and valuable effort, as well as potential loss of reputation and damage to the brand.

The way in which students expect to receive their information is changing, with the advent of Web 2.0 and multimedia devices. Business
schools must be at the forefront of how information is sent, received and viewed. Students expect a lot more information twenty-four-seven and want to filter out the ‘noise’ from mass untargeted messages. Higher education must practice what it teaches to its students and adopt strategies to better target its ‘customers’ with personalized and relevant information. It is clear that better use could be made of off the shelf systems and that many institutions are running tactical campaigns from disjointed databases which are not ideal. The benefits to both students and the business school are clear but adoption is slow with a few schools excelling and the others trailing behind. SRM/CRM is the hot topic in education and many seek this holy grail of student management.

Donovan A. McFarlane (2011) studied the factors is accreditation, which was originally designed and developed to facilitate reputation building through the implementation and application of quality assurance principles and standards across institutions. In any society, the type of political order and social system which exist will certainly affect education as a process and institutional agent. American capitalism as such, has had both desirable and undesirable effects on educational institutions, especially at the level of the university and college or in higher education. Academia has been highly influenced by capitalism in its approach to progress and one of the main factors exerting influence is the concept of self-interest as part of freedom under a democratic system built on a market mechanism where the profit maximization motive holds such strong sway over education, which is a public good. Springing forth from the self-interest and profit motives, private accreditation has grown tremendously as an industry and practice to affect schooling and contribute to the development of what McFarlane (2010a) calls a "School Economy".
Donna I. M. Spraggon (2011) found that there are more than 100 social media tools available to higher education institutions to reach potential, current and past students. Both students and institutions are making use of social media, however, the latter are typically not taking full advantage of what is available. In this paper, I explore best practices in social media as they pertain to undergraduate business schools. An examination of 20 business schools reveals a large disconnect between social media best practice theory and those practices observed. Building on the identified best practices, I have constructed a suggested model for social media for a business school undergraduate program aimed at recruitment, retention and alumni investment.

Nagendra Kumar Jha, R. N. Mishra & P. Kumar (2012) found that globalization means living in a world of opportunities and challenges. The current topical challenges regarding quality, transparency, decisional autonomy, sustainable development and pro-activity in identifying and managing resources to different extent and with various results, in promoting knowledge based societal evolution is the priority of the 21st century. The new education framework specific to the knowledge-based society has to conceive new means to offer to learner’s new competences, abilities and skills, a new pattern of behavior and a new organizational culture. It is not an optional but rather a mandatory condition for survival and competitiveness in the global markets. There is a consensus in academic and non-academic area on the need for a structural reform of the education and training system but there is still lack of clarity on the type and the depths of the reform.

The complexities and uncertainties emerging in the corporate world necessitates a responsive management education, which on the one hand can recognize changing marketing forces due to globalization and on the other
should incorporate the concerns for the society and environment. The face of
dynamism in which the corporate world has to function is so fast that it poses
a constant challenge to Management Education Institutions (MEIs) to keep
syllabi updating as an ongoing process.

Mohammed Abdullah Mamun & Ariffin Bin Mohamad understand the
changing need of management expertise to face the contemporary challenges
of management and the roles of business school in this concern. The business
has to know the implications of the changes and accordingly has to prepare the
people by their capabilities required to implement the strategies. Today, the
corporations want to give a clear message to the business school about their
role to play in this regard, means to put all necessary efforts to come with
proper set of management skills of the challenges to be faced by the
corporations. The leading business schools of the USA and Asia Pacific have
got proven records of maintaining standards in terms of vision, program
design and offerings. It implies that the business school has to cope into the
needs of changing situations to produce future managers with all the required
skills.

2.5 ADVERTISING MEDIA USAGE:

Media that are fully or partly financed by advertising revenues face a
two-sided market situation (Anderson & Gabszewicz 2006; Budzinski &
Lindstädt 2010; Dewenter 2003, 2006; Dewenter & Haucap 2009; Evans
2010; Lindstädt 2010). They sell their product to two distinct customer
groups: audience (e.g. readers) and advertisers. Between these two groups of
customers, indirect network effects exist. A larger participation of the
customer group ‘audience’ increases the benefits of the customer group
advertisers as their ads reach a larger audience.2
This fundamental situation is identical for offline media – in our case (printed) newspapers – and online media (internet). Concerning the question of substitution tendencies between newspapers and the internet, the majority of research has so far been conducted on the audience side. However, as mentioned in the introduction, revenue-wise the advertising side in some countries is more important for publishing houses.

Literature analyzing the advertising market side includes Silk et al. (2001) who present an early empirical study of substitution tendencies between offline media advertising and online media advertising, highlighting the at that time emerging impact of the internet as an advertising medium. In two more recent papers, Pérez-Latre (2007, 2009) discuss the implications of the ‘paradigm shift’ in advertising towards online media both for advertisers and media companies.

Further, in his empirical paper, Zentner (2010) estimates how overall advertising expenditures as well as expenditures for different media types changed in the course of the emergence of the internet (1998-2008: sample of 87 countries). He finds that the emergence of the internet has negatively affected advertising expenditures for offline media while, at the same time, total advertising expenditures have not increased. Thus, he finds a clear substitution effect.

Bergemann & Bonatti (2010) present a model of offline-online media competition for advertisers, finding a substitution of offline by online media due to the superior targeting ability of online media. In the same veins but with different models, Ratliff & Rubinfeld (2010) also arrive at an increasing substitution and discuss the implications for antitrust market definition. With
the same focus, Goldfarb & Tucker (2011c) summarize two related empirical studies.

Goldfarb & Tucker (2011a, 2011b) find that online and offline advertising are increasingly substitutes. While this group of literature provides important insights on offline-online advertising substitution, it differs from our research because it does not focus specifically on newspapers. If at all, newspapers are discussed among and along with several other types of media, thus, neglecting the specific effects of online pressure on printed newspapers advertising.

Spurgeon (2003) empirically analyses the erosion of classified ads for newspapers due to internet competition in the Australian market. Ahlers (2006) finds for the U.S. markets that internet is an imperfect substitute for newspapers on the advertising side (and a complement on the readers market side). Although not exclusively, he also highlights classified ads as Berte & De Bens (2008) do in their comparable analysis of the Belgium market. Seamans & Zhu (2010) present an empirical and economic study of changing pricing strategies of U.S. local newspapers classified ads in the face of the market entry by Craigslist (a website hosting classified ads), finding substitution tendencies. Different from the other studies in this branch of literature, Seamans & Zhu (2010) use the two-sided markets framework for their analysis. Although this literature does focus on newspaper versus online advertising, it differs from our research because it does not take into account industry-specific patterns and effects on the advertisers’ side. We argue that substitution tendencies depend, inter alia, on the industries that advertise in newspaper or competing online media.
Such types of industry-specific effects are discussed in the empirical papers by Swain & Sorce (2008) and Sorce (2008). The first paper is based upon a survey among leading U.S. national advertisers, finding, inter alia, that cereal manufacturers, household cleaners and department stores increased their advertising expenditures in printed newspapers (2003-2005). The second paper focuses on methods for how retailers can evaluate the effectiveness of insert advertising.

Both studies provide valuable empirical information for our research. However, they do not focus on the special problems of newspapers and do not provide theoretical reasoning. Décaudin & Lacoste (2010) empirically study industry specific advertising strategies in the French magazine market. This study as well offers valuable insights; however, it differs from our research insofar as it neither focuses on online substitution, nor on newspapers.

To our best knowledge, no research paper so far has focused on the advertising side in the same way as substitution tendencies have been elaborated on the audience side – i.e. by focusing on reasons and motives for advertising companies to move their advertising budget from newspapers towards the internet or to stick with printed newspapers, depending on the advertising industry in question.

This research contributes to filling this gap by deriving from the economic theory of advertising in modern advertising markets in which they can reap sustainable advertising revenues despite the ubiquitous presence of online competitors.
2.6 THE ECONOMICS OF ADVERTISING

Many researchers have dealt with the economic analysis of advertising for several decades. The very beginning works of the economic theory of advertising include Marshall (1890), Marshall (1919), and Chamberlin (1933). Later works followed by Telser (1968) and Schmalensee (1972). For a contemporary survey see Bagwell (2007). In connection with the question why consumers react on advertising, three different viewpoints have developed (Bagwell 2007: 1704-1706): advertising is informative, advertising is persuasive, and advertising is complementary.

Informative advertising informs the consumers about products and their characteristics and, thus, improves the decision situation of the consumers by making them aware of facts that they otherwise might overlook. Consequently, informative advertising rests on the assumption of imperfect information on the side of the consumers and tends to heal related inefficiencies by helping consumers to obtain direct and/or indirect information on the products in question. It tends to enhance competition because of the higher market transparency that it generates (inter alia, Telser 1964: 537, 558).

Persuasive advertising, on the other hand, is viewed to influence and alter consumers' preferences (Grossman & Shapiro 1984: 63) and, thus, creating 'artificial' product differentiation (Bar-Niv & Zang 2010) and brand loyalty. This type of advertising is often assessed to create negative competition and welfare effects since those ads distort tastes and create wants (Becker & Murphy 1993: 941), thereby misleading consumers to buy products they actually do not want.
Complementary advertising views the product and its advertising as complements. It conjectures that consumers may have preferences like social prestige that can be obtained from purchasing a product only in connection with an advertising campaign rendering the product prestigious (or ‘cool’) for the respective social peer group of the consumers. Although this type of advertising does not primarily contain information in the sense of ‘matter-of-fact’-information, it also does not influence or change consumer’s tastes and references. Instead, the – usually rather emotional and image-focused – advertising changes the advertised product by attaching a prestige- or coolness-factor to it and, thus, only makes the product compatible with the consumers’ preferences.

While in practice many advertisements mix these three elements (Koh & Leung 1992: 40), their distinction is particularly valuable from an analytical perspective. For their purposes, they have reduced the three elements and distinguish two essential ways companies can advertise their products – either through informative or persuasive/complementary advertising. Persuasive and complementary advertising can be treated together in our framework because both oftentimes use special elements that create a certain atmosphere through images and statuses, which the consumer shall identify with. The advertising content is usually difficult to verify since no or hardly any information about the product characteristics itself are given. Both persuasive and complementary advertising is oftentimes used to create and maintain a branded product. Informative advertising, on the other hand, is – as the term already implies – informing the customer about hard, verifiable facts. This could be the price, certain product characteristics or both. A good example would be a print advertisement from a grocery store that advertises a certain promotional offer (e.g. price reductions for certain products).
2.7 CONCLUSION

Based on the material reviewed, one may note that there is a wide spectrum of mixed opinions regarding the topic and necessity of marketing within the field of education. Several of the top academic institutions by virtue of curriculum design, have inadvertently suggested that marketing is not an area of significance or an area of expertise that future administrators should be concerned with. On the other hand, some have argued strongly that is pertinent and have suggested varied strategies and methods to be adopted. In review of the existing problems at many institutions with regards to low student enrollment, decline in program size and growth, the reviewed writers have recommended the following as strategies to address the problems:

- Utilize advertising techniques.
- Adopt Advertising Practices.
- Type of media used for the advertisement.
- Understand the Institute requirement while looking at the college advertising.
- Develop faculty and program administrators' competencies in the area of marketing and advertising.
- Adopt a business and an entrepreneurial mentality in a competitive market place.

Though they may never be one solution that can be adopted by all institutions to address issues of growth, sustainability, and enrollment, the possibility to manage these issues using a variety of strategies does exist. And each program and college has a duty to utilize them.