

**EFFECTS OF THE MARKETING MANAGEMENT PHILOSOPHIES ON
STUDENT SATISFACTION IN PUBLIC UNIVERSITIES AND NON-
EVANGELICAL PRIVATE UNIVERSITIES IN KENYA**

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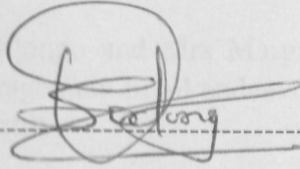
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DECLARATION

THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN SUBMITTED FOR A DEGREE IN ANY OTHER UNIVERSITY

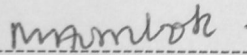
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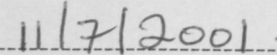
THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS THE UNIVERSITY SUPERVISOR

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DATE:



DEDICATION

To my dear parents Mr Mark Adhing'a Odongo and Mrs Margaret Awour Odongo for they always assured me love, support and encouragement in all endeavour and to Major Johnson F O Opiyo whose efforts made this program a reality.

ACKNOWLEDGEMENTS

I am greatly indebted to God for life, strength and good health. By His blessings I have managed to complete this program.

Many people have contributed immensely in one way or another to the completion of this study. My sincere thanks to my supervisor Mrs Margaret Ombok without whose guidance and constant encouraging advice this work would not have materialised.

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ABSTRACT

The study is concerned with the effects of marketing management philosophies practised by the Public and the non-Evangelical private universities on student satisfaction.

The study was motivated by the fact that private universities seemed to be characterised by consistent calm while public universities seemed to be characterised by student dissatisfaction expressible by the numerous disturbances. The researcher seemed not to be aware of any study conducted in this regard to find out if it had anything to do with the marketing management philosophies they were operating with.

To achieve this objective, a census survey was conducted on public and non-evangelical private universities. 157 students and 16 administrators were interviewed. Primary data was collected using questionnaires.

The marketing management philosophies studied were production concept, product concept, selling concept, marketing concept, and societal marketing concept. In addition, student satisfaction with various services offered at the universities was studied.

Data was analysed using descriptive statistics, which entailed, means, percentages and standard deviation. T-statistics and chi-square were also used.

The analysis revealed the following findings:

1. That there were significance differences in the marketing management philosophies practised by the two categories of universities.
2. That there was direct relationship between the level of student satisfaction and dissatisfaction and the marketing management philosophy practised.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND

The world in which we live today is increasingly becoming competitive and advanced. This is particularly in response to the challenges brought about by the effects of globalization and changes in the world economic policy which now emphasizes on liberalization and free trade across the world and between nations. As observed by Kotler (1996);

"The world economy has undergone radical changes during the past two decades. Geographical and cultural differences have shrunk with the advent of jet planes, telephone hookups and the world television satellite broadcasts and other technical advances. This has allowed companies and organizations to greatly expand their geographical coverage, purchasing and manufacturing."

The result is a vastly more complex marketing environment for both individuals and companies. Current economic conditions create both problems and opportunity for marketers. Some companies are facing declining demands and see few opportunities for growth. Others, however, are developing new solutions to changing consumer problems.

Baker (1992) observes that in our modern sophisticated societies, it has become necessary to develop a marketing function to bridge the gap which has developed between the two parties to an exchange-product and consumer-buyer and seller or supplier and user which has grown as a result of task specialization and division of labour and the application of technology to the production function.

Many organizations have turned to marketing as a major answer to their problems. Kotler (1988) reports that over 40% of hospitals in the United States now have a marketing director in contrast with the less than 1% in 1972. The US postal services and Amtrak have developed and implemented marketing plans for their respective operations. The US army has an elaborate plan to attract recruits in the country.

In Kenya, several factors especially economic and political liberalization, have had a great impact on consumer behavior and attitudes. According to Ndirangu (1999), people have more freedom to challenge the status quo and to choose from a wide and increasing array of options. They have more leeway to express themselves without fear.

Sound marketing is critical to the success of every organization whether large or small, for profit and non-profit, domestic or global. There is a massive network of people and activities competing for customers' attention and purchasing dollars (Kotler 1996). Today, marketing must be understood not in the old sense of making a sale - "telling and selling" but in the sense of satisfying customer needs.

Cardwell (1998) observes that a company's very survival in the modern market will depend upon its moving closer to the customer, fully understanding the customer needs and wants and building a relationship and thus creating consistent customer dedication. If the marketer does a good job of understanding consumer needs, develops products that provide superior value and prices and promotes them effectively, these products will sell very easily.

Kotler (1996) observes that in the past marketing had been widely applied in the business sector. In recent years, however, marketing has also become a major component in the strategies of many non-profit organizations such as colleges, hospitals, museums, symphonies and even churches.

Kotler (1996) further gives examples;

As hospital costs and room rates soar many hospitals face under-utilization especially in maternity and pediatric sections. Many have taken steps towards marketing.....

....New churches have hired a research firm to find out what its customers would want and ... the result has been impressive; large members has been attracted 80% of whom were not previously attending church. Many of America's 3000,000 churches having trouble keeping members and attracting financial support, are conducting marketing research to gain a better understanding of members' needs and are redesigning their "service offerings" accordingly.

...Many performing art groups - even lyric opera company of Chicago, which has seasonal sell outs - face huge operating deficits that they must cover by more aggressive donor marketing.

...Even government agencies have shown an increased interest in marketing. For example, the US army has a marketing plan to attract new recruits, and various government agencies are designing social marketing campaigns to encourage energy conservation and concern for the environment, or to discourage smoking, excessive drinking and drug use...

...Similarly, many private colleges facing declining enrollments and rising costs, are using marketing to compete for students and funds. They are defining target markets, improving their communication and promotion and responding better to student needs and wants...

...Finally, many long-standing non-profit organizations like YMCA, the Salvation Army, Scouts and Girl Guides have lost members and are now modernizing their missions and products to attract more members and donors.

Marketing, therefore, is used not only by manufacturing companies, wholesalers and retailers but also by all kinds of individuals, professions and organizations.

Liberalization of the economy, which has brought about stiff competition for individuals, companies and organizations in Kenya, is both on production and distribution of goods and services. Education is one such service. This development has led to the expansion in private and public education and, in this respect many schools; nursery, primary and secondary, colleges and even universities have come up to offer competitive education services to Kenyans.

University education which is of interest to this study, for example, has undergone a lot of expansion since the establishment of the first university in Kenya - University of Nairobi in July 1970 following the dissolution of the University of East Africa and replaced by national universities (University of Nairobi Calendar, 1971). Since then, additional five public universities have been established (see appendix 6).

This trend of expansion has not spared the private universities in Kenya either. After the very first efforts by the Asian community to get involved in the private higher education through the formation of the Gandhi Memorial Academy, it was not until 1970 that the United States International University (USIU) Africa entered into an agreement with the government of the republic of Kenya to provide an educational service to the nation (Kimura et al 1994).

In granting permission, the government opened the way for private universities in Kenya and the eleven private universities that were registered in September 1989 started one after another (Commission for Higher Education Sources, 2000).

1.2 ROLE OF UNIVERSITIES IN KENYA

As the highest institutions of learning, universities play a very important role of responding to and shaping manpower needs of the society. According to Sifuna et al (1998), a university has been projected as the citadel of knowledge, a seat of learning where youth are trained for clear and independent thinking, for analysis and problem solving at the highest level. It is a place where ideas are generated, freely diagnosed, discussed and disseminated.

At a more functional level, the source adds, the universities provide the highest quality of manpower by imparting knowledge and skills at the highest level of productive precision for whatever discipline. The University of Nairobi Statutes (1970) for example are fairly explicit on this. The functions and object of the University shall among others be;

...To provide directly in conjunction with other institutions of higher learning facilities for higher education including technological and professional education and research.

...To participate in discovery, transmission and preservation of knowledge and stimulate intellectual life and cultural development of Kenya.

For the purpose of making education relevant and responsive to the modern expectations and developments, the aim and role of university education should be re-appraised to incorporate integration with the development of the society as a whole and to provide an education that is related to the affairs of the nation and the society and not just to students only. According to Achola, Karre et al (1989), the greatest challenge that faces the national universities is to assist the nation through research in vocational education and training in the formulation of national policies that will guarantee freedom for tomorrow's Kenyan workers.

William (1991), observes the relevance of universities to the national needs should be understood to include educational choices within the university which are germane to the national economy and in tune with the prevailing labor market, some capacity for critical and innovative thinking on issues of national importance; the transmission of essential professional and cultural values, and institutional process and behavior that equips graduates for leadership in society and regional, gender and ethnic representation.

According to the Commission for Higher Education Sources (1989), private universities are expected to meet the educational and manpower needs of the country. The report on manpower surveys show that the country needs skilled people in technical and scientific professions like medicine, agriculture, forestry, engineering and others. The country needs private universities to complement the government in expanding opportunities for higher education. They also save the nation of the costs and demands of residents going abroad for degree programs.

Achola (1989) observes students and graduates of universities can be regarded to have received quality education if in their behavior they display confident maturity of subject matter and proficiency in application in reference at least to the disciplines of their university specialization. He observes further, two additional attributes which reflects quality university education to include; first, subsequent ability to display the faculty of critical and innovative thinking and, secondly, the internalization of tolerance for unconventional views by attempting to evaluate such views against experience before their rejection, refinement or full acceptance. Many of such qualities are primarily determined by the quality of university experience, in particular the more pervasive academic climate. This implies that the management orientation pursued by the university has a big implication on the quality of its products and their ability to develop innovative thinking, tolerance and confident mastery of their subject of learning as they stem from the satisfaction that they get from such academic institution's environment. This has a further implication that, the role of universities can only be realized and fulfilled by ensuring the satisfaction of the major constituent stakeholders at the universities and students in particular. Such satisfaction, Kotler (1996) observes, can only be achieved by the marketing management orientation which perfect the art of meeting customer expectation.

However, as revealed by some studies and especially one conducted by Sifuna et al (1988), the universities in Kenya may not be living upto their roles because of their management systems which seem to trigger discontent and protests all of which seem to suggest dissatisfaction of the constituents of the university particularly the students.

1.3 STATEMENT OF THE PROBLEM

Many organizations have turned to marketing as a major answer to their problems (Kotler 1996). Every organization whether profit or non-profit has a management philosophy: attitude or orientation it adopts in serving its customers. This could be in the form of official pronouncement or exhibited by the organization without formalization.

Non-the-less, the practice of the right marketing management philosophy is known to achieve customer satisfaction (Kotler 1996, Gachanja, 1998).

Universities in Kenya seem to suffer from problems associated with dissatisfaction of their customers, the students. Studies done by Omari (1991) and Sifuna et al (1998) reveal the growing dissatisfaction at public universities in Kenya whose symptoms have been observed in protests, riots and violent student demonstrations. Private universities, on the one hand seem to enjoy relative calm and minimal disruption of academic schedules which suggests satisfaction of the constituent customers, the students. Many reasons could explain this phenomenon which seem to pervade the public universities on one hand and private universities on the other, as has been revealed by some studies.* Some of the suggested reasons such as political interference, communication breakdown and lack of flexibility cannot explain why they are prone only to public universities and not to private universities.

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- See studies done by Sifuna et al, Institute of Economic Affairs 1998 and Omari Isaa M. "Student unrest and Qualitative Improvement of Higher Education in Developing Countries, World Bank Discussion Paper May 1991.

The researcher is not aware of any study that has been conducted locally and in developed countries to ascertain the marketing management philosophies in the public and private universities and to find out if their practice could elicit the development of the observed phenomenon. Various studies that have been conducted for example by Kotler (1996), Narver and Slater (1990), Gachanja (1998), Nyagah (1986) and Okutoyi (1988) strongly address the competitive and profitability aspect of organizations of which they all find a positive correlation between the practice of the marketing concept and customer satisfaction and profitability. However these studies may not find proper application and adoption for the cases of universities as they are profit centered whereas universities are not profit centered nor do they face enrollment problem and so the competitive aspects for which those studies emphasize would therefore not suffice for the case of universities in Kenya.

The study is therefore in response to the need to answer the following research questions:

- What marketing management philosophies are universities operating with?
- Is the level of satisfaction/dissatisfaction related to the marketing management philosophy practiced by public and non-evangelical private universities?

The information generated from the study could be of use to the improvement of universities in Kenya especially the public universities through the recommendation and adoption of the right marketing management philosophy which will ensure satisfaction of the constituent customers and thus preclude developments like strikes and frequent student unrest which are negatively impacting on the image of the public universities.

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are to:

1. Determine the marketing management orientations (philosophies) of public universities and the non-evangelical private universities in Kenya.
2. To evaluate the effect of marketing management orientations practiced by these universities on student satisfaction.
3. To determine if there are significant differences between the marketing management philosophies practiced by the public universities and the non-evangelical private universities in Kenya.

1.5 IMPORTANCE OF THE STUDY

The result of this study may be of use in the following areas:

1. Re-defining the role of universities in Kenya in this era of globalization and competition.
2. Being a step towards enhancing the practice of the appropriate marketing management philosophy in the higher education in Kenya and especially for public and private universities in Kenya.
3. In helping in contributing to enhanced good relations between the universities and their constituents by showing way forward especially to public universities with the possibility of arresting frequent student unrest and broken academic schedules due to closures as a result of strikes and disturbances.
4. Helping in opening doors to similar research endeavors in other areas of crucial importance to the universities and the society at large.

5. Enhancing of the researcher's researching skills.

DEFINITION OF CONCEPTS/TERMINOLOGIES

1.6 HYPOTHESIS

H₀: The level of satisfaction/dissatisfaction in public and non-evangelical private universities is a direct result of the marketing management orientation adopted.

H₁: The level of satisfaction/dissatisfaction in public and non-evangelical private universities is a direct result of other factors other than the marketing orientation adopted.

DEFINITION OF CONCEPTS/TERMINOLOGIES

Marketing

Kotler (1996) defines marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and values with others. He proceeds to explain that it is a business function that identifies customer needs and wants, determines which target markets the organization can serve best and designs appropriate products, services and programs to serve the markets. It is a philosophy that guides the entire organization.

University

According to Oxford Advanced Learner's Dictionary "University" means an institutions that teaches and examines students in many branches of advanced learning, awarding degrees and providing facilities for academic research.

According to the Kenya Gazette supplement no. 9, Acts of March 1989, "University" means any institution of learning by whatever name called, or however designated having one of its objectives the provision of post secondary education, which intends to offer or is in fact offering courses of instruction leading to granting of certificates, diplomas and degrees.

Public Universities

According to Oxford Advanced Learner's Dictionary public connotes to 'concerning people in general or provided especially by the central or local government for the use of people in general. According to the Kenya Gazette supplement no. 9, Acts of March 1989, public universities mean universities maintained or assisted out of public funds. The Commission for Higher Education sources (1999) gives the number of public universities to be five in Kenya and these include; the University of Nairobi, Kenyatta University, Moi University, Egerton University, and Jomo Kenyatta University, of Agriculture and Technology (JKUAT). Early this year Maseno University College which had been a constituent college of Moi University became a fully fledged university making the total number of public universities to be six as at the year 2000.

Private Universities

According to Oxford Advanced Learner's Dictionary 'private' means belonging to or for use of one particular person or group only. 'Private enterprises connotes the management of business by independent companies or private individuals as opposed to state control.

According to the Commission for Higher Education Sources (1989), private university means a university established and managed by private individuals, organizations or institutions other than by public funds. According to the same source there are eleven registered private universities in Kenya (see appendix 3).

Evangelical Universities

According to Oxford Advanced Learner's Dictionary, evangelical means "according to Christian gospel or faith" evangelical private universities in Kenya are those private universities whose entire programs are based on Christian teachings and mainly offer training for church leaders and functionaries.

According to the Daily nation march 18, 1989, they are mainly pastoral training institutions offering theological degrees.

The Commission for Higher Education Records (2000) gives the names of these institutions as St. Paul's Theological College, Scotts Theological College, East African School of Theology, Pan African Christian College, Nairobi Evangelical Graduate School of Theology, Nairobi International School of Theology, Highland Bible College, African Nazarene University and Kenya Methodist.

Non-Evangelical Private Universities

Non-evangelical private universities on the other hand are those private universities which cover though may be owned by church organizations or even ran by Christian principles non-the less offer secular education similar to those ones offered by public universities.

According to the Commission for Higher Education Sources (1989), only the University of Eastern African, Baraton, USIU, Daystar and Catholic Universities offer secular education under the category of non-evangelical private universities. According to the source, Eastern Africa Baraton ranks high in terms of offering courses relevant to the

country's needs for it offers B.Sc. in Agriculture, B.Sc. General and BA in Business Administration and Theology. Also, Daystar offers degrees in communication, Arts, Business Administration and Education. USIU teaches Psychology, Business Administration and International relations.

Marketing Management Philosophies

According to Kibera and Waruingi (1988), the term marketing management philosophy refers to the management attitude, orientation or state of the mind as far as the management of marketing activities is concerned. It is the marketers or organization's strategic orientation towards the market place. Kotler (1984), identifies five marketing management philosophies as the production concept, product concept, selling concept, marketing concept and the societal marketing concept. Each marketing management philosophy is discussed in detail in the literature review.

Satisfaction

According to Oxford Advanced Learner's Dictionary, satisfaction means a feeling of contentment felt, when one has or achieves what he/she needs or desires. Kotler (1996) observes, customer satisfaction refers to the extent to which a product's performance matches a buyer's expectation. He further observes, if the product falls short of expectations, the buyer is dissatisfied. If the performance matches or exceeds expectation, the buyer is satisfied or delighted.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 MARKETING MANAGEMENT PHILOSOPHIES

According to Kibera & Waruingi (1988), the term marketing management philosophy refers to the management attitude, orientation or state of mind as far as marketing management practice is concerned

The application and rationale behind each marketing management philosophy is supported by the environment and the situation confronting the marketer. In other words, the marketing management philosophy practiced by an individual or organization should suit the environment or circumstances surrounding that marketer or organization.

Kotler (1996) observes that marketing management has evolved through five major stages characterized by distinct managerial philosophies and practices. He highlights them as production concept, the product concept, the marketing concept and the societal marketing concept.

According to Lazer and Culley (1983), these orientations or marketing management philosophies were observed in different years as follows:

- (i) The product concept (1900 till 1920).
- (ii) The production concept (1920 till 1930).

- (iii) The selling concept (1930 till 1945).
- (iv) The marketing concept (1945 till 1965).
- (v) The societal marketing concept (1965 till today).

It has been pointed out, however, that many firms are still in the earlier stages and only a few as yet have the managerial philosophies and practices characteristics of the most advanced development period (Kotler 1983; Stanton, 1981).

The evolution of marketing may be looked at as a continuous process. As Keith (1960) put it:

The marketing revolution has just begun. As the revolution gains momentum, there will be more changes; the concept of the customer at the center will remain valid; but business must adjust to the shifting tastes and likes that characterize the consumer.

The implication of this is that marketing management must change to suit the needs of the society. The orientation must strategically direct towards suiting customer needs and expectations.

2.11 The Production Concept

Production concept is one of the oldest philosophies that guides marketers in their management of marketing activities of organizations. It holds that customers will favour products that are available and highly affordable (Kotler 1996). According to him, the management under this orientation should therefore focus on improving production and distribution efficiency.

The production concept equates marketing with distribution and the critical issue is one of ensuring that factory output is available in widely dispersed markets (Oliver, 1995). He further observes that business is conceived to be about production with the hope that demands will be sufficient to absorb all that is produced. The low cost producer beats competition. Churchill and Peter (1995), note that businesses under this concept search for customers after production.

Studies done on the production concept in the developed countries shows that it is an outdated marketing management philosophy. Kotler (1996) gives cases of companies that thrived on the production concept. He reports, for many years Texas Instruments (TI) followed the philosophy of increased production and lower costs in order to bring down prices. It won a major share of the American hand held calculator market using this approach. However, it ran a risk of focusing too narrowly on its own operations and so when it used this strategy in the digital market it failed. Kotler (1996) observes, although TI watches were low priced, customers did not find them very attractive. In its drive to bring down prices, TI lost sight of something else that its customers wanted, namely, affordable, attractive digital watches.

Houston (1986) observes, companies went under as consumers could not afford to remain loyal to offerings that could not satisfy their needs and preferences.

Keith (1960) notes, production and selling orientations which preceded marketing orientation are inferior to the marketing concept where a the marketing concept seeks first to identify the needs and wants of potential consumers before developing a product, the selling and production concepts depicts on the organization that designs a product without prior knowledge of the potential consumer needs and wants.

Locally, the researcher knows of no study which has been carried out regarding the applicability of this concept to the marketing activities of an organization.

2.12 The Product Concept

According to Kibera & Waruingi (1988), under the product concept the marketer assumes that consumers will buy products of high quality and shun those of inferior quality. This being the case, the producers again emphasizes on production since it is assumed that little marketing is needed to secure satisfactory sales and profits.

Kotler (1984) observes, however, this concept leads to “marketing myopia” – excessive and unwarranted concentration on the product rather than on the needs of the consumer. Merely providing consumers with quality products and services (as perceived by the supplier) can no longer suffice in today’s highly competitive environment. Quality has to be perceived from the perspective of the final user of the product – the consumer.

As suggested in the Daily Nation of March 27th 2000, the product concept could easily make sense with respect to university education with due regard to public universities.

The source says; “the public universities were considered powerful, rich and maintained high standards.” With this kind of assumption the universities could operate with a product oriented attitude of offering the best as far as quality education is concerned. Thus, those who did not deem their services could opt for elsewhere. However as Kotler (1988) observes, while a product oriented attitude might make sense in an emerging country characterized by strategies, it is suicidal to practice it in a highly competitive and dynamic environment as today's.

As pointed out by Kibera & Waruingi (1988) a major weakness of this philosophy is that it assumes that people are aware of the technical qualities of the product and that they will buy it without any persuasion from the producers. This assumption is very unrealistic in a globalized environment characterized by high competition and thus might not work out well for an organization seeking to sustain competition or excel. For this marketing management philosophy, too, the research is not aware of any local study that has been conducted on the applicability of this marketing management concept nor of companies or organizations that could be operating under it.

2.13 The Selling Concept

Kotler (1996) observes, under the selling concept the marketer contends that although the consumers look for quality products, they are not likely to purchase enough of the firm's products unless some selling effort is expended. The selling concept asserts that the need for the firm is to sell its product. The products have to be sold and if a situation of insufficient demand exists, then aggressive marketing should be resorted to in order to

coax the consumer to use the product. Effective customer needs are only considered during the selling process (Oliver, 1995).

It lays emphasis upon sales volume. It too, suffers from the weakness of ignoring the customer's desires. The customer is only viewed as a target of sales effort and as a means to satisfy the production needs. It gives little attention to the quality of sales and pursue the small customer with the same vigour as the large customers (Schnaars, 1991).

This beats the logic of today's business practices, whose companies have realized that it is better to have few and highly profitable customers, than have many small customers who may contribute very little to the bottom line when compared to the few large customers.

This philosophy looks at the whole marketing process from the seller's point of view and might therefore not work in a competitive environment much as sustained competition can only be guaranteed by the support and dependence on meeting what customers need.

The researcher knows of no study that has been done about this orientation nor of its applicability to the local organizations or businesses.

2.14 The Marketing Concept

According to Drucker (1989), the purpose of business is to create a customer. The marketing orientation is a strategic orientation, whereby an organization aims all its effort at ensuring customer satisfaction – at a profit (McCarthy and Perreault, 1993).

Felton (1959), defines the marketing concept as:

A corporate state of mind that insists on the integration and co-ordination of all the marketing functions, which in turn, are melded with all other corporate functions, for the basic objectives of producing maximum long range corporate profits.

Cravens (1996) defines the marketing concept as follows:

“a customer-oriented philosophy that is implemented and integrated throughout an organization to serve customers better than competitor and achieve specified goals.”

The definition highlights the importance of a customer as the index for success.

Kotler (1997) on his part defines the marketing concept as follows:

“the marketing management philosophy that holds that achieving organizational goals depends on determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitors do.

All these definitions about the marketing concept converge in recognizing the strategic centrality of customers in the ultimate success of an organization's' goals. As Cardwell (1993) observes, the key to survival in today's competitive environment demands that a company moves closer to the customer, fully understanding their needs and preferences, and build a strong relationship based on mutual understanding and thus create consistent customer dedication.

Kotler (1996) identifies the five pillars upon which the marketing concept rests as:

- (i) Target markets
- (ii) Customer needs

- (iii) Integrated marketing
- (iv) Profitability
- (v) Competitor orientation

Customer Orientation

According to Kotler (1983), the marketing concept is a management philosophy based on customer focus, backed by integrated marketing, aimed at enhancing customer satisfaction, which ultimately inputs positively on corporate profit objective.

This implies that marketers should try to identify the needs and wants of potential customers through market research and meet them, thereby improving the firm's selling effectiveness. According to Peter and Donnelly (1991), effective marketing starts with the recognition of customer's needs and then work backwards to devise products and services to satisfy these needs. Hence, marketing managers can better satisfy customers in the present and anticipate their needs in the future.

Highlighting the importance of the customer, McDonald (1989) notes that, "marketing is a management process whereby resources of the whole organization are utilized to satisfy the needs of selected customer groups in order to achieve the objectives of both parties. The customer is the pivot point of any organization that adheres to the marketing concept.

Integrated Effort

According to Stanton et al (1991), integrated effort or marketing implies that all marketing activities in an organization should be well co-ordinate. Marketing efforts (advertising, product planning and pricing) should be combined in a coherent and consistent way and that one executive should have overall authority and responsibility for the complete set of marketing activities.

Dalrymple and Parsons (1990) observes that integrated effort implies that marketing activities should be closely co-ordinated with each other and with other functional areas of the organization – under the marketing concept, sales, finance, production and personnel all work together to satisfy customer needs. The objective should be to integrate all departmental activities to reach overall targets.

Guitinan et al (1997) observes that effective co-ordination requires that information on buyer needs to be known throughout the organization and each functional department appreciates the functional constraints faced by other units. They observe that there must be a strong commitment to the goals of customer satisfaction and profitability throughout the organization.

Nyagah (1986) quoting McNamara (1972) highlights three requirements necessary for companies to successfully carry out integrated marketing:

- (1) Top executives should be people from a marketing background.

(2) The marketing department should play an active role in the co-ordination of the efforts of other departments.

(3) There should be smooth flow of information in the entire organization.

Profitability

Positive outcomes expected from the adoption of marketing orientation include enhanced customer satisfaction, which ultimately impacts positively on the profitability objective of the business organization, their growth and existence (Bursk, 1966).

Bell and Emory (1971) observe that a company adopts the marketing concept ultimately increases its sales profits rather than sales volume. Christopher and McDonald (1995) note that the search for long term profitability must focus as much upon the customer, as it does on the product.

Nyagah (1986) points out that profits *per se* cannot make a business compatible with the requirements of the marketing concept. Profits should be viewed only in relation to customer satisfaction. A maximum level of customer satisfaction leads to increased profits for the company.

Target Markets (Segmentation)

Wilson and Gilligan (1997) define segmentation as the process of dividing a diverse group of buyers or potential buyers into smaller groups within which broadly similar patterns of buyers needs exists.

Stanton et al (1994) observes that within a total market, there is always source of diversity among the buyers. In other words, within a general market, there are groups of customers with different needs, buying preferences or product use behaviour.

According to Berkowitz et al (1994), market segmentation involves aggregating prospective buyers into groups that have common needs and will respond similarly to a marketing action.

Prospective buyers thus form a homogenous unit. They further highlight the criteria to use in forming the segments. A marketing manager should develop segments for a market that meet five basic criteria;

- (i) potential for increased profit and ROI
- (ii) similarity of needs of potential buyers within a segment
- (iii) difference of needs of buyers among segments
- (iv) feasibility of marketing action to reach a segment
- (v) simplicity in cost of assigning potential buyers to segments

Kotler (1976) defines three criteria that a potential segment must meet in order to qualify as a target for a distinct marketing mix. These are

- (1) It must be measurable
- (2) It must be substantial
- (3) It must be accessible

Competitor Orientation

The strategic implication of this is that the firm should also direct its effort to its competitors both current and potential by trying to analyze their tactics and strategies. Porter (1980) asserts that competitive strategy is about creating and monitoring competitive advantages over rivals. He further notes that efficiency of a strategic business unit (SBU) is largely determined by the attractiveness of the industry (together with its entry and exit barriers) and the competitive position of the SBU in the industry. To Porter, what matters to achieving a cost or differentiation position (industry wide or in a niche) which can be defended against rivals. In order to achieve such an attractive position, a firm must be able to execute the necessary discrete activities in a more efficient way than its competitors.

A superior performer possess not only an attractive position, but also a unique and hard to imitate resources (Cool, 1989).

Aaker (1998) observes that the goal of competitor analysis should be to provide insight that will influence the product-market investment decision or the effort to obtain or maintain a sustainable competitive advantage. A company needs to identify both its current and potential competitors with a view to analyzing their strengths and weaknesses which can help it devise suitable strategic moves. The logic behind this is to obtain, maintain or protect a company's market share and hence profitability.

Considerable research has been done in developed countries on the marketing concept. For example Levit (1975) observes that for companies to continue growing, they must be able to understand and act on their customers' needs and desires. A study conducted by Sacks and Benson (1978) investigating whether the marketing concept was still relevant found that it was still applicable and will remain so for several decades to come.

Narver and Slater (1990) also conducted a study on the effect of a marketing orientation on business profitability and found out that indeed there was a positive effect on profitability as a result of the marketing orientation.

Kotler (1996), observes that many successful and well known companies have adopted the marketing concept. He gives examples of Wal-Mart, Marriot, Nordstrom and McDonald. He observes further that formerly great companies like General Motors, IBM, Sears, Zenith all lost substantial market shares because they failed to adjust their marketing strategies to the changing market place.

Locally, Gachanja (1998), did a study on the marketing orientation and sales growth. Her study looked at the case of large scale manufacturing firms in the food industry in Nairobi. The study analyzed the various programmes and methods of marketing orientation that firms in the food industry in Nairobi had adopted. The study also explored whether firms that had adopted more marketing orientation programs had better sales growth. The study found that firms that had adopted more marketing orientation programs had better sales

growth than those that had less programs. The study however had the limitation of being restricted to a single category of manufacturing organization or service organization. It therefore does not allow for generalization to cover for all sectors for the economy in Kenya.

Okutoyi (1988) did a study on the relationship between the use of strategic marketing and bank performance in Kenya. Borrowing largely from the marketing concept, he found out that banks that adopted the use of strategic marketing performed better than those that did not. His study was however limited in scope much as it was restricted to banks only. His study was also carried out at a time when the banking industry was still recovering from plenty of negative publicity in the press which may have led to deliberate falsifications of information, a limitation he admits himself.

Earlier, Nyaga (1986) conducted a study on the adoption of marketing concept on financial institutions in Kenya. He found out that a majority (93.3%) had adopted the marketing concept. His findings that the majority of the financial institutions studied that adopted the marketing concept contradicts the situation that was holding that the time. He notes that banking services during that time was characterized by large queues, unnecessary delays, irritated customers and so on. Such banks could not have thus truly adopted the marketing concept if that was the true state of affairs. The study therefore can not suffice for generalisation for other sectors of the economy.

The researcher does not know of any study locally or in developed countries that was conducted to ascertain the applicability of marketing concept to the education sector or universities in particular and the extent of its implementation.

2.15 The Societal Marketing Concept

According to Kotler (1996), The Societal marketing concept holds that organizations should determine the needs, wants and interests of the target markets and deliver the desired satisfaction more effectively and efficiently than competitors in a way that maintains or improves the consumer's and society's well being.

Stanton (1981) observes, the societal marketing concept is a philosophy of management that calls for an integrated marketing program that generates long-run profitable sales volume by satisfying the long-run interests of customers and the society. Ngahu (1987) notes, this philosophy implies the broadening of the marketing concepts in both time and breadth. According to this philosophy of management, she observes the firm should not just focus its attention on customers, but also on those affected by the firm's operations such as those affected by pollution resulting from the firm's manufacturing activities.

Societal marketing orientation is becoming more relevant due to the increased realization that there are limits to our natural resources, increased awareness of the effects of industrial processes in the environment and consumer complaints (Ngahu 1987).

The challenge of marketers today is one of the serving the consumer without dooming the business environment (Broffman, 1971). The enlightened marketer according to Kotler

(1972), will therefore try to satisfy the consumer and enhance his well being on the theory that is “what is good in the long run for the consumer is good for the business”.

Locally the research knows of very few studies that have been done on this marketing management philosophy. The outstanding study done of the marketing management philosophy is by Ngahu (1987). The study was on the attitudes of executives of large manufacturing and distributive business organization in Nairobi towards the societal marketing concept. The study sought to determine the executives awareness of the societal concept. The study found out that the executives in large manufacturing and distributive organizations in Nairobi are well aware of some aspects of the societal marketing concept. The study also found out that many executives were more knowledgeable with respect to the customer orientation with respect to the societal orientation and integrated marketing tenets concerning the implementation of the concept it was found that all firms had implemented at least some of the aspects.

The study however had the limitation of being restricted only to the large manufacturing and distributive firms and Nairobi and not to the rest of the country. Besides it does extend to other sectors of the economy especially the education sector.

The problems facing the universities in Kenya can only be solved by the practice of a marketing management philosophy or orientation that will ensure satisfaction of the needs and wants of the customers and proceed to equip them with moral values that will ensure a better society devoid of moral shortcomings. Currently, however, the researcher is not

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The study was an exploratory study set to find out the marketing management philosophies practiced by the public universities and the non-evangelical private universities in Kenya.

3.1 THE POPULATION

The population of interest in this study consisted of all the public universities and the non-evangelical private universities in Kenya. Evangelical private universities were left out as these institutions were on a different curricula track as they were mainly pastoral training institutes offering theological degrees. They also operate with a known orientation founded on Christian belief and train people for specific purpose – to spread the gospel in churches, schools or colleges. Only the non-evangelical private universities offer secular education similar to those of public universities and so may facilitate a comparative study. Out of the total population of the study consisting of 11 universities only eight (73%) agreed to participate in the study. Maseno University was not interviewed since it had just been declared a university barely a few months from the duration of the study. The responses from Moi University, of which it had been a constituent college, would reflect it. Kenyatta University had been closed down and so without student respondents and the administrators refused to take part.

The study was a census survey. This was basically because public universities and the non-evangelical private universities were small in number and so the study covered all of them. However, various respondents were sampled. A total of 173 respondents were interviewed. Of the 173 respondents 157 were students, of which public universities had 82 respondents (52%) whereas private universities had 75 respondents (48%). Administrators drawn from public and private universities totaled 16, each accounting for 50% of the said total.

3.2 DATA COLLECTION

The research made use of both primary and secondary data. Primary data was collected using questionnaires consisting of six sections each pertaining to a major dimension of the marketing management philosophies. The six sections used to collect data was as follows:

1. Section 1 - data on general information
2. Section 2 - data on the production concept
3. Section 3 - data on the product concept
4. Section 4 - data on the selling concept
5. Section 5 - data on the marketing concept
6. Section 6 - data on the societal marketing concept

For students, however, the questionnaire consisted of four sections, each testing students' satisfaction levels with services generally offered at the institutions.

Questionnaires were administered through "drop and pick later" method. The questions were developed from pertinent literature.

For each university two senior managers/administrators, mostly registrar or dean of students from academic and the director of student welfare services and their equivalent from catering and accommodation departments were interviewed. In addition for each university fourth year students were interviewed as a control group to corroborate the

findings of responses from the university administration. Fourth year students were chosen because they had stayed long enough in the college and so were more conversant with the affairs of the universities in terms of products and services offered over the years. For each university, twenty students were interviewed, selected at random.

Using a five point likert scale (1 very important, 5 not important at all) respondents were assessed on major views about services offered by the university.

The operational definitions of the variables constituting the conceptual framework for the study were developed from pertinent literature and are highlighted as follows:

1. Production Concept

According to Kotler (1996), the production concept assumes that consumers will favour products that are widely available and affordable. Oliver (1995), on his part observes that this concept equates marketing with distribution and tries to ensure that factory output is available in widely dispersed markets. Therefore, this concept can be said to have attributes like assumption that demand is effective to absorb all that is supplied; assumption of consumers needs and wants without finding out from them; lower pricing to attract demand; wide distribution of company offerings in various places and assuming that these are what customers need and; searing for customers after production.

Section 2 of the questionnaire for administrators addresses this orientation. It has a total of eight attributes measured on a five point likert scale. The maximum score was therefore forty; similarly, the lowest score was eight.

2. Product Concept

According to Kotler (1996), the product concept stipulates that consumers will favour products that offer the most quality, performance and features, and that the organization should therefore devote its energy to making continuous product improvement. This concept has various attributes for example; lack of market research to find out the needs of consumers; the sellers excessively and unwarrantedly concentrate on their products rather than on the needs of the consumers; perception of quality is from the perspective of the suppliers rather than from the consumers and; wishes of the production department reign supreme as opposed to those of the marketers.

Section three of the questionnaire for administrators dealt with the concept. It has a total of six attributes, measured on a five point likert scale. Hence, the maximum score was thirty, and the minimum score was six.

3. Selling Concept

According to Kotler (1996), the selling concept assumes that consumers have to be pushed to purchase the company products. This the company does through large scale selling and promotional efforts. Its attributes are; focusing on existing products; aggressive sales and promotion; assumption that customers coaxed into buying the products will automatically like them or if they do not like them they will possibly forget their disappointment and buy again later.

Section four of the administrator's questionnaire addressed the concept. It has a total of seven attributes, measured on a five point likert scale. Therefore, the maximum score was thirty-five; similarly the lowest score was seven.

4. Marketing Concept

According to Kotler (1996), the marketing concept holds that achieving organizational goals depends on determining the needs and wants of target markets and delivering the desired satisfactions more efficiently and effectively than competitors do.

The marketing concept has various elements or variables. These are identified by Kotler as customer orientation, integrated marketing, target marketing, profitability and competitor orientation. The operational definition will be given for each variable consisting the marketing concept.

Section five of the same questionnaire dealt with this orientation. It has fourteen attributes, encompassing the major tenets of the concept, which are measured on a five-point scale. The maximum score was seventy; similarly, the minimum score was fourteen.

(a) Customer orientation

According to Guiltinan et al (1997), customer orientation has attributes like:

- Market research to gain insight into the needs and wants of customers.
- Education of the organization teams on the importance of the customer.

- Opinion surveys to assess the views of the customers of the quality of products and services.
- Customer service centers to handle complaints and inquiries.
- Relationship building with customers.

(b) Integrated marketing

Guiltinan et al (1997) further observes that a marketing oriented firm has the following attributes:

- Smooth flow of information in the entire organization.
- Periodic circulation of reports and newsletters providing information on the customer in the organization.
- Dissemination of data on customer satisfaction at all levels regularly.
- Holding of interdepartmental meetings to discuss market trends and developments and,
- Extensive training programs to the organization team to build commitment to the customer.

(c) Target market

This variable has attributes like:

- Customer surveys to divide markets into homogenous units.
- Definition of the basic needs category of various customer groups.
- Development of different customer services suitable to each group.

(d) Profit orientation

From the literature, it is evident that marketing concept can be applied by both profit and not for profit organizations (Kotler 1996).

The operational definitions apply to both categories. These can include:

- Customer surveys to determine their satisfaction or dissatisfaction with the product or services.
- The organization can also be asked to indicate whether they are profit oriented or not.

(e) Competitor orientation

To operationalize this variable, attributes such as survey of target customers to delineate direct competitors; surveys to determine industry growth and review of competitor tactics or strategies will be used (Guiltinan et al (1997).

5. The Societal Marketing Concept

The societal marketing concept according to Kotler (1996), postulates that the organizations in their quest to practice the marketing concept should ensure that the consumers and the society's well being are preserved and enhanced.

Its attributes include long term customer orientation through the determination of their needs, wants and interest; long-term profit direction; integrated marketing and societal general welfare.

Section six of the same questionnaire address this orientation. It had a maximum score of ninety (18 attributes x 5); and a minimum score of eighteen.

The questionnaire for students was divided into five parts. Section one dealt with the general information. Section two tested their level of satisfaction with the academic services offered. It had a total of twelve attributes measured on a five point likert scale. Hence, the maximum score was sixty, and the minimum score was twelve.

Section three addressed the level of student satisfaction with the lecture and library services offered. It had eight attributes, again measured on a five point likert scale. Therefore, the maximum score was forty; similarly, the minimum was eight.

Section four dealt with the level of student satisfaction with the catering and accommodation services provided. The attributes were nine, measured on a five point likert scale; hence giving a maximum score of forty-five, and a minimum score of nine.

Section five dealt with the level of student satisfaction with complaint handling by the authorities. It had seven attributes, measured on a five point likert scale, giving a maximum score of thirty-five, and a minimum score of seven.

6. Satisfaction

According to Kotler (1996), customer satisfaction is realized when a product or service matches the user or buyers expectation. If the product's performance falls short of the buyer's or user's expectations, the buyer/user is dissatisfied. If the performance matching matches or exceeds expectations, the buyer/user is satisfied or delighted.

He further gives the attributes of satisfaction in a satisfied customer as making repeat purchase, talking well of company's products and services, encouraging others to purchase and pays less attention to competing brands and advertisement.

Dissatisfied customer has the attributes; complaints about the organization's products and services, discouraging others to purchase/use products and services of that organization, speaking badly of the organization and damaging consumers attitude about the company and its products. For the case of universities, complaints can be captured through riots, demonstrations and disturbances.

3.3 DATA ANALYSIS

Data was analyzed with the aid of descriptive statistics such as means and percentages for the purpose of reporting the quantitative extent of the adopted marketing management orientations in the public and non-evangelical private universities.

Other statistical tools such as T-test for significance and chi-square was used. T-test was used for the purpose of testing the significance in the differences in various marketing

management orientations practiced by the universities. Chi-square was used in testing the effects of the various marketing management orientations on student satisfaction at the universities.

The following hypotheses were tested;

1. Production Orientation

H₀: Private non-evangelical universities do not practice more production orientation than public universities.

H₁: Private non-evangelical universities do not practice more production orientation than public universities.

2. Product Orientation

H₀: Public universities practice more product orientation than non-evangelical private universities.

H₁: Public universities do not practice more product orientation than non-evangelical private universities.

3. Selling Orientation

H₀: Public universities practice more selling orientation than private non-evangelical universities.

H₁: Public universities do not practice under the selling concept than private non-

evangelical universities.

4. Marketing Concept

Ho: Non-Evangelical private universities practice more marketing orientation than public universities.

H₁: Non-Evangelical private universities do not practice more marketing orientation than public universities.

5. Societal Marketing Concept

Ho: Non-Evangelical Private universities practice more societal marketing orientation than public universities.

H₁: Public universities do not practice more societal marketing orientation than non-evangelical private universities.

6. Ho: Students in the non-Evangelical private universities are more satisfied with the academic services provided to them than student in the public universities.

H₁: Students in the non-evangelical private universities are not more satisfied with the academic services provided to them than student in the public universities.

7. Ho: Students in the private non-evangelical universities are more satisfied with the lecture and library services offered to them than student in the public universities.

H₁: students in the private non-evangelical universities are not more satisfied with the lecture and library services offered to them than students in public universities.

8. Ho: Students in the non-evangelical private universities are more satisfied with the catering and accommodation services offered to them than students in the public universities.

H₁: Students in the non-evangelical universities are not more satisfied with the catering and accommodation services offered to them than students in the public universities.

9. Ho: Students in the non-evangelical private universities are more satisfied with the complaint handling mechanisms than students in the public universities.

H₁: Students in the non-evangelical private universities are not more satisfied with the complaint handling mechanisms than students in the public universities.

Table 4.11 Ownership Of The Universities

CHAPTER FOUR

Ownership	Number	Percentage
4.0 DATA ANALYSIS AND FINDINGS		
4.1 INTRODUCTION		
This chapter presents the findings of the study. It is divided into various phases. Phase one deals with the ownership of the institution, and the Biodata of the student respondents. Phase two deals with the analysis of differences in the Marketing Management philosophies practiced by the universities. Phase three presents the analysis of the findings on the level of satisfaction of student with the services offered. Phase four presents the findings on the effect of Marketing Management orientations on Student satisfaction.		
4.11 OWNERSHIP OF THE INSTITUTIONS:		
This analysis was deemed necessary in order to determine the total number of institutions from each category that participated in the study. Table 4.11 gives a summary of the findings.		

N=8 Table 4.11 Ownership Of The Universities.

Ownership	Number	Percentage
Private Non-evangelical	4	50
Public	4	50
Total	8	100

It is clear from the above table that the universities that took part in the study were private non-evangelical owned and public owned. These were the major groups targeted by the study. As the table shows, each category had four institutions giving a total of eight universities.

4.12 BIODATA OF THE STUDENT RESPONDENTS

This analysis was deemed necessary in order to determine the total number of respondents from both sexes. The researcher felt that there might be differences in the level of satisfaction between the two sexes and that is why this section was seen to be important. Table 4.12 gives a summary of the findings.

N=8 Table 4.12 Biodata of Student Respondent

Sex	No		Total	Percentage	
	Public	Private		Public	Private
Male	53	34	87	65	45
Female	29	41	70	35	55
Total	82	75	157	100	100

The table reveals that public universities category had 53 (65%) male respondents, and 29 (35%) female respondents. Private non-evangelical universities category had 34 (45%) male respondents and 41 (55%) female respondents. The researcher targeted 20 respondents from each university in the students category. However, in the public universities category in one university two more respondents wished to take part in the study and hence were given the opportunity. This gave the observed figure (82). On the other hand in the private universities category, in one university five respondents failed to return the questionnaires. It was assumed that they refused to take part. This gave the observed figure (75).

4.2 ANALYSIS OF DIFFERENCES IN THE MARKETING MANAGEMENT PHILOSOPHIES PRACTICED BY PUBLIC AND NON-EVANGELICAL PRIVATE UNIVERSITIES USING T-STATISTICS

This section attempts to analyze the differences in the marketing management philosophies practiced by the two categories of universities. It presents analysis for each of the management orientations and the differences thereof.

1. Production Orientation

Production orientation holds that consumers favour products that are widely available and highly affordable. Hence, the sellers focus on improving production and distribution efficiency.

Table 4:13 below presents the findings and the differences between the universities under this concept.

Table 4.13

Paired samples t-test: Group 1
Group 2

Variable	No. of cases	Mean	Standard Deviation	Standard Error			
Group 1	8	3.9219	.832	.294			
Group 2	8	3.0938	.918	.325			
(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
.8281	.517	.183	.830	.011	4.53	7	.003

As the table shows these are significant differences between the two categories of universities. This can be observed in the mean column where group 1 (i.e. public universities) obtained a mean of 3.9219 as against group 2 (i.e. private one-evangelical) which obtained a mean of 3.0938). From this it can be concluded that the public universities practice more of the production orientation as compared to the non-evangelical universities. Also seem to have some attributes of the production orientation. The t-value is 4.53 which is greater than the observed t-value (appendix 2) which is 2.365. Hence we reject the null hypothesis and accept the alternate hypothesis that Non-evangelical private universities do not practice more of production orientation than the public universities.

2. Product Orientation

This concept holds that consumers will buy products of high quality and shun those of interior quality and hence producers emphasize production of quality products. Table 4.14 below presents the findings and the differences between the universities under this concept.

Paired samples t-test: Group 1 Group 2						
Variable	Number of cases	Mean	Standard Deviation	Standard Error		
GROUP 1	6	3.7708	.998	.408		
Group 2	6	3.3542	1.526	.623		
(Difference)	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2 Tail Prob
Mean	.4167	.688	.281	.936 006	1.48	5
						.18

As the table indicates, again these were significant differences between the two categories of universities. Group 1 (i.e. public universities) had a mean score of 3.7708 and a standard deviation of 0.998. Group 2 (i.e. private non-evangelical) had a mean score of 3.3546 against a standard deviation of 1.526. This emphasizes that public universities seem to practice more of product orientation than the private non-evangelical universities. The calculated t-value is 1.48 and the observed t-value is 2.571 (appendix 2). Hence we accept the null hypothesis that public universities practice more product orientation than non-evangelical private universities. However, we still observe that even private universities have some aspects/attributes of product orientation.

3. Selling Orientation

The selling orientation observes that the consumers must be pushed or coerced in order to make a purchase. In other words they are not likely to purchase enough of the firms products unless some selling effort is expended. Table 4.15 highlights the findings and differences between the universities under this concept.

Paired samples t-test: Group 1							
Group 2							
Variable	Number	Mean	Standard	Standard			
	Of Cases		Deviation	Error			
GROUP 1	7	2.8696	.910	.344			
GROUP	7	2.4786	1.040	.393			
(Difference)	Standard	Standard			2-Tail	t	Degrees of
2-Tail							
Mean	Deviation	Error			Corr.	Prob.	Value
Prob.							Freedom
.3911	.450	.170			.902	.005	2.30
.061							6

As the table indicates, there was less use of the setting orientation y the two categories of universities. In other words the universities did not seem to coerce the prospective students to embrace their products and services. The mean column highlights this. For example, Group 1 (Public universities) has a mean of 2.8696 and a standard deviation of 0.910 indicating low degree of variability from the observed mean. On the other hand, Group 2 (private) had a mean of 2.4786 and a standard deviation of 1.040. However, the observation can still be made that on the whole, public universities seem to practice more of this concept when compared to the evangelical private universities. The calculated t-value has 2.3 and the observed t-value (appendix 2) has 2.447. Thus the calculated t-score is less than the observed t-score and hence we can conclude by accepting the null hypothesis that public universities practices more selling orientation than the private non-evangelical universities, even through their practice of the concept is less when compared to the preceding concepts.

4. Marketing Concept

The marketing concept holds that organizations must direct all their activities at satisfying their customers at a profit. This they can only do by being customer focused. Table 4.16 presents the findings and differences between the universities under this concept.

Paired sample t-test: Group 1
Group 2

Variable	No. of cases	Mean	Standard Deviation	Standard Error
Group 1	14	3.1390	.592	.158
Group 2	14	3.8125	.635	.170

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-.6735	.654	.175	.433	.122	-3.85	13	.002

As the table indicates both categories of universities practice the attributes of the marketing concept. However, the private non-evangelical universities seem to practice more of the concept than their public universities counterparts. This fact is clearly shown in the mean column whereby Group 1 (public) obtained a mean of 3.1390 and a standard deviation 0.592 which shows that the degree of variability from the observed mean was very low. On the other hand group 2 (private) had a mean of 3.8125 and a standard deviation of 0.635, which again emphasizes the fact that the observed mean holds. The calculated t-value was -3.85 and the observed t-value (appendix 2) was 2.160, thus the calculated t-value is far less than the observed t-value and hence we can conclude by accepting the null hypothesis that non-evangelical private universities practice more marketing orientation than public universities.

5. Societal Marketing Concept

This concept holds that organizations in their pursuit of customer satisfaction and delight should ensure that the consumer's and the society's general well being are preserved and enhanced. Table 4.17 presents its findings and differences of universities under this concept.

Paired sample t-test: Group 1
Group 2

Variable	Number of cases	Mean	Standard Deviation	Standard Error
Group 1	13	3.2500	1.291	.358
Group 2	13	3.3558	1.650	.458

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-.1058	.654	.179	.933	.000	-.59	12	.565

As the table indicates, again both categories of universities seem to practice more attributes of the societal marketing concepts. This can again be observed in the mean column where both had above average mean scores. For example group 1(public) had a mean score of 3.2500 and a standard deviation of 1.291. Their counterparts (i.e. private) had a mean score of 3.3558 and a standard deviation of 1.650. The standard deviations are low indicating less variability from the observed means. However, it is still clear that private non-evangelical universities practiced more societal marketing as compared to their

public universities counterparts. The calculated t-value was -0.59 and the observed t-value (appendix 2) was 2.779 . Thus the calculated t-score was less than the observed t-score and hence it can be concluded by accepting the null hypothesis that non-evangelical private universities practices more societal marketing than public universities.

It can therefore be observed that the public universities practiced more of the production, product and selling orientation, as compared to their private non-evangelical counterparts. On the other hand, the private non-evangelical universities practiced more marketing and societal marketing orientations than their public universities counterparts.

4.3 Analysis of the Level of Satisfaction/Dissatisfaction with the Services Offered by the Institutions.

This section presents the findings on the satisfaction/dissatisfaction of the students with the various services offered by the respective institutions. This analysis is important in order to detect any differences that can be observed in the level of satisfaction from both categories.

1. Satisfaction with Academic Services Offered

The institutions primarily offer academic services to the constituents hence it is important to determine the level of satisfaction with the various academic programs by the students. Table 4.21 presents the findings and the analysis of the level of satisfaction/dissatisfaction with the academic services.

Paired sample t-test: Group 1
Group 2

Variable	Number of cases	Mean	Standard Deviation	Standard Error
Group 1	12	3.0662	.723	.209
Group 2	12	4.1648	.462	.133

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-1.0986	.337	.097	.931	.000	-11.28	11	.000

The table indicates that both categories performed above average with regard to the academic services offered by the universities. However, group 2 (i.e. private) performed way above average as compared to their counterparts in group 1 i.e. public. This can be observed in the mean column where group 2 had a mean score of 4.1648 and a very low degree of variability (i.e. 0.462) while group 1 (i.e. public) had a mean score of 3.0662 and a low degree of variability of 0.723. This emphasizes that students in the private non-evangelical universities are more satisfied with the academic services provided to them as compared to students in the public universities. The calculated t-value of -11.28 was less than the observed t- value of 2.201 (appendix 2). Hence we can conclude that the null hypothesis which states that students in the private non-evangelical universities are more satisfied with the academic services provided to them than students in the public universities, holds.

2. Satisfaction with Lecture and Library Services

Lecture and library services form an integral part of the services provided by these institutions. Hence, it is important to determine the level of satisfaction of the students with regard to these services. Table 4.22 presents findings of the analysis of the satisfaction of students with regard to these services.

Paired sample t-test: Group 1
Group 2

Variable	Number of cases	Mean	Standard Deviation	Standard Error
Group 8	13	3.0637	.461	.163
Group 8	13	3.9781	.388	.137

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-.9143	.201	.071	.902	.002	-12.87	7	.000

As indicated in the table above the students in the private non-evangelical universities category performed way above average with regard to the lecture and library services provided to them as compared to their counter parts in the public universities. This can be observed in the mean column where group 2(i.e. private) had a mean score of 3.9781 and a very low degree of variability of 0.388. Group 1 (i.e. public) had a mean score of 3.0637 and a low standard deviation of 0.461. However, even the students in the public universities seemed to be somehow satisfied with some of the attributes identified as constituting the lecture and library services-a fact supported by the above average mean score for this category. The calculated t-score for this category. The calculated t-score

was -12.87 and the observed to score was 2.365 (appendix 2). Hence the calculated t-score is less than the observed t-score and therefore we can accept the null hypothesis and reject the alternative hypothesis at 0.05 level. In other words students in the private non-evangelical universities are more satisfied with the lectures and library services offered to them as compared to students in the public universities.

3. Satisfaction with Catering and Accommodation

Catering and accommodation is one of the indispensable services offered at the universities and hence it is important to determine the level of satisfaction of the students with these services as these touch on their general welfare. Table 4.23 highlights findings of the analysis of the satisfaction of students with regard to these services.

Paired sample t-test: Group 1
 Group 2

Variable	Number of cases	Mean	Standard Deviation	Standard Error
Group 1	9	2.8080	.318	.106
Group 2	9	3.6133	.508	.169

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-.8054	.332	.111	.771	.015	-7.28	8	.000

As indicated in the table, again students in the private non-evangelical universities seem to be more satisfied with its accommodation and catering services offered o them as compared to those in the public universities. The mean column effect to this, where group

2 (i.e. private) obtained a mean score of 3.6133 and a low degree of variability about the mean of 0.0508 while group 1 (public) obtained a slightly above average score of 2.8080 and a low degree of variability about the mean of 0.318. This emphasized the fact that with regard to the accommodation and catering services, students in the private non evangelical universities seem to be better taken care of than their counterparts and hence, they are more satisfied.

The calculated t-value was -728 and the observed to value was 2.306 (appendix 2). This again, the calculated t-score is less than the observed t-score. Hence we can accept the null hypothesis to the effect that students in the non-evangelical private universities are more satisfied with the catering and accommodation services offered to them as compared to their public universities counterparts.

4. Satisfaction with Complaint Handling Mechanism

Over the years, students have expressed dissatisfaction with various services offered to them. These dissatisfactions can only be addressed if there is an efficient complaint handling mechanism in the universities. Hence, it is important to determine the level of satisfaction of the students with the complaint handling mechanism installed by the institutions. Table 4:24 highlights the findings in this regard

Paired sample t-test: Group 1
Group 2

Variable	Number of cases	Mean	Standard Deviation	Standard Error
Group 1	9	2.8080	.318	.106
Group 2	9	3.6133	.508	.169

(Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr.	2-Tail Prob.	T- Value	Degrees of Freedom	2-Tail Prob.
-.8054	.332	.111	.771	.015	-7.28	8	.000

It is clear from the above table that both categories of universities performed above average with regard to their complaint handling mechanism. However, it can be observed that students in the non-evangelical private universities seemed to be more satisfied with the complaint handling instituted by their institutions as compared to their counterparts in the public universities. This is attested to by way above average mean score for group 2 (private) which was 3.6133 and a very low degree of variability about the mean of 0.508. On the other hand, group 1 (public) obtained a mean score of 2.8080 and a standard deviation of 0.318. The calculated t-value was -7.28 and the observed value was 2.306. Thus the calculated t-score is lower than the observed t-score and hence we accept the null hypothesis and reject alternative hypothesis at the 0.05 level. In other words, students at the private non-evangelical universities are more satisfied with the complaint handling mechanism installed by their institutions.

From the findings it can be observed that generally students in the private non-evangelical universities are more satisfied with the various services provided to them by their institutions as compared to students in the public universities. However, this satisfaction is not absolute – a fact supported by the mean scores observed. On the other hand, students in the public universities also seem to be satisfied, even though to a less extent, with the various services offered to them.

4.4 Analysis of the Effect of Marketing Management Philosophies on Student Satisfaction Using chi-square Tests.

This section attempts to analyze the effect of the various marketing management philosophies on student satisfaction. This analysis is important in order to determine the philosophy or philosophies that lead to student satisfaction dissatisfaction.

4.31 Public Universities

	6 Satisfaction with academic services	Satisfaction with lecture and library services	8 satisfaction with catering and accommodation services	9 satisfaction with complaint handling .
1. Production concept	a=48, t=55*	a=48, t=55*	a=48, t=55*	a=29.73, t=37*
2. Product concept	a=30,t=37*	a=30,t=37*	a=30, t=37	a=24, t=31*
3. Setting concept	a=42,t=54*	a=42,t=54*	a=42, t=54*	a=35,t=43.8*
4.Marketing concept	a=108,t=118*	a=56 t=67*	a=72,t=84*	a=35, t=43.8*
5.Societal marketing concept	a=96, t=113*	a=48, t=61*	a=63, t=73*	a=35,t=43.8*

*dependent
**not dependent

Production Concept and Student Satisfaction

1. As the table shows the calculated χ^2 is 48 and the observed χ^2 value is 55.
Since the value of χ^2 calculated (48) is less than the χ^2 table (55) we fail to reject the hypothesis student satisfaction with academic services dependent on production concept.
2. As the table shows, the calculated χ^2 is 48 and the observed χ^2 value is 55.
Since the value of χ^2 calculated (48) is less than the χ^2 table (55) we fail to reject the hypothesis that student satisfaction/dissatisfaction with lecture and library services is dependent on the practice production concept at public universities.
3. As the table shows, the calculated χ^2 is 48 and the deserved χ^2 value is 55.
Since the vale of χ^2 calculated (48) is less than the χ^2 table (55) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice production concept at public universities.
4. As the table shows, the calculated χ^2 is 29.7 and the observed χ^2 value is 37.

Since the value of χ^2 calculated (37) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with handling of complaints is dependent on the practice of production concept.

Product Concept and Student Satisfaction

1. As the table shows, the calculated χ^2 is 30 and the observed χ^2 value is 37.
Since the value of χ^2 calculated (30) is less than χ^2 table (37) we fail to reject the null hypothesis that student satisfaction/dissatisfaction. With academic services is dependent on product concept at public universities.
2. As the table shows, the calculated χ^2 is 30 and the observed χ^2 value is 37.
Since the value χ^2 calculated (30) is less than χ^2 table (37) we fail to reject the hypothesis that student satisfaction/dissatisfaction with lecture and library service is dependent on the practice of the product concept at public universities.
3. As the table shows, the calculated χ^2 is 30 and the observed χ^2 value is 37.
Since the value of χ^2 calculated (30) is less than χ^2 table (37) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of product concept at public universities.

4. As the table show, the calculated χ^2 is 24 and he observed χ^2 value is 31.

Since the value of χ^2 calculated (24) is less than χ^2 table (31) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of product concept at public universities.

Selling Concept and Student Satisfaction

1. Since the value of χ^2 calculated (42) is less than χ^2 table (54) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic services is dependent on the practice of selling concept at public universities.

2. As the table shows, the calculated χ^2 is 42 and the observed χ^2 value is 54.

Since the value of χ^2 calculated χ^2 is (42) is less than χ^2 table (54) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library services is dependent on the practice of selling concept at public universities.

3. As the table shows the calculated χ^2 is 42 and the observed χ^2 value is 54.

Since the value of χ^2 calculated (42) is less than χ^2 table (54) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of concept.

4. As the table shows the calculated χ^2 is 35 and the observed χ^2 value is 43.8.

Since the value of χ^2 calculated (35) is less than χ^2 table (43.8) we fail to reject the null hypothesis that student satisfaction the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of the selling concept at the public universities.

Marketing Concept and Student Satisfaction

1. As the table shows, the calculated χ^2 is 108 and the observed χ value is 118.

Since the value of χ^2 calculated (108) is less than χ^2 table (118) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic service is dependent on the practice of marketing concept at the public universities.

2. As the table shows, the calculated χ^2 is 56 and the observed χ^2 value 67.

Since the value of χ^2 calculated (56) is less than χ^2 table (67) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library services is dependent on the practice of marketing concept at the public universities.

3. As the table shows, the calculated χ^2 is 72 and the observed χ^2 value is 84.

Since the value of χ^2 calculated (72) is less than χ^2 table (84) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and

accommodation services is dependent on the practice of marketing concept of the public universities.

4. As the table shows, the calculated χ^2 is 35 and the observed χ^2 value 43.8.

Since the value of χ^2 calculated (35) is less than χ^2 table (43.8) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaints handling is dependent on the practice of the marketing concept of the public universities.

Societal Marketing Concept and Student satisfaction

1. As the table shows, the calculated χ^2 is 96 and the observed χ^2 value is 113.

Since the value of χ^2 calculated (96) is less than χ^2 table (113) we fail to reject the hypothesis that student satisfaction/dissatisfaction with academic services to dependent on the practice of societal marketing concept of the public universities.

2. As the table shows, the calculated χ^2 is 48 and the observed χ^2 value is (61) .

Since the value of χ^2 calculated (48) is less the χ^2 table (61) we fail to reject the hypothesis that student satisfaction/dissatisfaction with lecture and library services is dependent on the practice of social marketing concept at the public universities.

3. Since, (as the table shows), the calculated χ^2 calculated (63) is less than χ^2 table (73), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of societal marketing concept of he public universities.

4. As the table shows, the calculated χ^2 is 35 and its observed χ^2 value is 43.8.

Since the value of χ^2 calculated (35) is less than χ^2 table (43.8) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of societal marketing concept at the public universities.

NON-EVANGELICAL PRIVATE UNIVERSITIES (TABLE 4.22 (b))

	6 Satisfaction with academic services	7 Satisfaction with lecture & library services	8 Satisfaction with catering accommodation services	9 Satisfaction with complaint handling
1. Production Concept	A=56,t=67*	A=56,t=67*	A=56,t=67*	A=35,t=43.8*
2. Product Concept	A=30,t=37*	A=30,t=37*	A=30,t=37*	A=24,t=31.1*
3. Selling Concept	A=42,t=50*	A=42,t=50*	A=42,t=50*	A=35,t=43.8*
4. Marketing concept	A=84,t=101*	A=48,t=57&	A=48,t=57*	A=35,t=43.8*
5. Societal Marketing concept	A=84,t=101*	A=48,t=49.8	A=40,t=49.8*	A=29,t=41*

Production Concept and Student Satisfaction

1. As the table (4.22 b) shows, the calculated χ^2 is 56 and the observed χ^2 is 67. Since the value of χ^2 is 67. Since the value of χ^2 calculated (56) is less than the χ^2 table 67, we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic services is dependent on the practice production concept at the non-evangelical private universities.

2. As the table shows, the calculated χ^2 is 56 and the observed χ^2 is 67. Since the value of χ^2 calculated (56) is less than χ^2 table (67) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library services is dependent on the practice of the production concept at the non-evangelical private universities.
3. As the table shows, the calculated χ^2 is 56, and the χ^2 table is 67. Since the calculated χ^2 (56) is less than the observed χ^2 table (67) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of production concept at the non-evangelical private universities.
4. At the table shows, the calculated χ^2 is 35, the observed χ^2 is 43.8. Since the calculated χ^2 (35) is less than the observed χ^2 (43.8) we fail to reject the null hypothesis that student satisfaction with handling of complaints is dependent on its practice of production concept of the non-evangelical private universities.

Product Concept & Student Satisfaction

1. As the table shows, the calculated χ^2 is 30 and the observed χ^2 37. Since the calculated χ^2 (30) is less than the observed χ^2 (37), we fail to reject the null hypothesis that student satisfaction with academic services is dependent on the practice of product concept at the non-evangelical private universities.

2. As the table shows, the calculated χ^2 is 30 and the χ^2 observed is 37. Since the calculated χ^2 (30) is less than the observed χ^2 (37) we fail to reject the null hypothesis that student satisfaction with lecture and library services is dependent on the practice of the product concept of the non-evangelical private universities.
3. As the table shows, the calculated χ^2 is 30 and the χ^2 observed is 37. Since the calculated χ^2 (30) is less than the observed χ^2 (37) we fail to reject the null hypothesis that student satisfaction with catering and accommodation services is dependent on the practice of the product concept of the non-evangelical private universities.
4. As the table shows, the calculated χ^2 is 24 and the χ^2 observed is 31.1. Since the calculated χ^2 (24) is less than the observed χ^2 (31.1) we fail to reject the null hypothesis that student satisfaction with complaint handling is dependent on the practice of the product concept of the non-evangelical private universities.

Selling Concept and Student Satisfaction

1. As the table shows, the calculated χ^2 is 42 and the χ^2 observed is 50. Since the calculated χ^2 (42) is less than the observed χ^2 (50) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic services is dependent on the practice of the selling concept at the non-evangelical private universities.
2. As the table shows, the calculated χ^2 is 42 and the χ^2 observed is 50. Since the calculated χ^2 (42) is less than the observed χ^2 (50) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library services

is dependent on the practice of the selling concept at the non-evangelical private universities.

3. As the table shows, the calculated χ^2 is 42 and the χ^2 observed is 50. Since the calculated χ^2 (42) is less than the observed χ^2 (50) we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of the selling concept at the non-evangelical private universities.
4. As the table shows, the calculated χ^2 is 35 and the χ^2 observed is 43.3. Since the calculated χ^2 (35) is less than the observed χ^2 (43.3), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of the selling concept at the non-evangelical private universities.

Marketing Concept and Student Satisfaction

1. As the table shows, the calculated χ^2 is 84 and the χ^2 observed is 101. Since the calculated χ^2 (84) is less than the observed χ^2 (101), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic services is dependent on the practice of the marketing concept at the non-evangelical private universities.
2. As the table shows, the calculated χ^2 is 43 and the χ^2 observed is 57. Since the calculated χ^2 (43) is less than the observed χ^2 (57), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library services

is dependent on the practice of the marketing concept at the non-evangelical private universities.

3. As the table shows, the calculated χ^2 is 63 and the χ^2 observed is 74. Since the calculated χ^2 (63) is less than the observed χ^2 (74), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with catering and accommodation services is dependent on the practice of the marketing concept at the non-evangelical private universities.
4. As the table shows, the calculated χ^2 is 35 and the χ^2 observed is 43.8. Since the calculated χ^2 (35) is less than the observed χ^2 (43.8), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of the marketing concept at the non-evangelical private universities.

Societal Marketing Concept and Student Satisfaction

1. As the table shows, the calculated χ^2 is 84 and the observed χ^2 is 101. Since the calculated value χ^2 (84) is less than the observed χ^2 (101), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with academic services is dependent on the practice of the social marketing concept at the non-evangelical private universities.
2. As the table shows, the calculated χ^2 is 40 and the observed χ^2 is 49.8. Since the calculated value χ^2 (40) is less than the observed χ^2 (49.8), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with lecture and library

services is dependent on the practice of the social marketing concept at the non-evangelical private universities.

3. As the table shows, the calculated χ^2 is 54 and the observed χ^2 is 65. Since the calculated value χ^2 (54) is less than the observed χ^2 (65), we fail to reject the null hypothesis that student satisfaction/ dissatisfaction with catering and accommodation services is dependent on the practice of the social marketing concept at the non-evangelical private universities.
4. As the table shows, the calculated χ^2 is 29 and the observed χ^2 is 41. Since the calculated value χ^2 (29) is less than the observed χ^2 (41), we fail to reject the null hypothesis that student satisfaction/dissatisfaction with complaint handling is dependent on the practice of the social marketing concept at the non-evangelical private universities.

On the whole, it can be observed that there is a direct relationship between the level of student satisfaction and the marketing management philosophy practiced. In other words, the findings support the null hypothesis

CHAPTER FIVE

DISCUSSION AND CONCLUSION

Included in this chapter are: discussion of the findings, conclusion, recommendations, limitations of the study and suggestions for further research.

5.1 DISCUSSION AND CONCLUSION

The findings of the study indicate that there are differences in the marketing management philosophies practiced by the two categories of universities. The findings indicated that public universities seemed to practice more of the earlier orientations that is, production, product and selling orientations. This was attested to by the higher mean scores and low degrees of variability observed for each of these orientations. For example, under the production concept, public universities obtained a mean score of 3.9219 and a standard deviation of 0.832, while the private non-evangelical universities had a mean score of 3.0938 and a low degree of variability of 0.918. This clearly indicated a preponderance of agreement with the observation that public universities seemed to be more production oriented than their counterparts. The same observation held for the other two orientations.

However, as observed in the literature review, these earlier concepts are outdated and cannot withstand the realities of today's environment, in which customer satisfaction must

form an integral part in the corporate planning and operations. For example Houston (1986) noted that the production concept is passive with regard to marketing. Keith (1960) also observes that these concepts were inferior to the marketing concept. Kotler (1996) notes that the product concept leads to excessive and unwarranted concentration on the product rather than on the consumers' needs and wants.

The practice of these orientations can lead to a backlash from the consumers. This could explain the occasional dissatisfaction expressed by the students in the public universities, in the form of demonstrations, unrest, and the like. This is different from the relative calm experienced in the private universities in general.

On the other hand, the private non-evangelical universities performed way above average in the use of the marketing and societal marketing concepts. In other words, they used more of these concepts than their public counterparts. Literature supports the use of these orientations in today's environment. Kuria (1999) observes that today organizations need to move closer to their customers, fully understanding their needs and preferences. This has positive long term effects on the organizations and the society in general. This is mainly because consumers get satisfaction and delight in their use of the products and services. This can limit dissatisfaction and complaints from the customers.

The more use of these modern and progressive concepts by the private non-evangelical universities could explain the relative calm experienced by these institutions as compared to the public universities. However, the public universities also performed above average

with regard to their use of these concepts, which points to the fact that they too use some of the attributes constituting these orientations.

The findings also revealed that students in the private non-evangelical universities seemed more satisfied with the various services offered to them, like academic programmes, catering and accommodation, and the like. This could be explained by the greater emphasis that they placed on the use of the marketing and societal marketing orientations.

The study also found out that indeed there is a direct relationship between the level of student satisfaction and dissatisfaction, and the marketing and management philosophy practiced. In other words, the use of the right philosophy can elicit student satisfaction and vice versa.

Therefore, it can be concluded that there are significant differences between the two categories of universities with regard to the marketing management philosophies, and that the use of various marketing management philosophies have different effects on the satisfaction of the students.

5.2 RECOMMENDATIONS

From the foregoing, it is clear that the practice of the right marketing management philosophy can lead to students' satisfaction with services provided. It is therefore imperative that the management of these institutions emphasize the adoption and application of the more modern and robust marketing management philosophies, which can fit in with the interests and desires of the students. The marketing management

philosophies which fit this framework are the marketing concept, the societal marketing concept, which emphasize consumer interests and ultimate interests of the society at large.

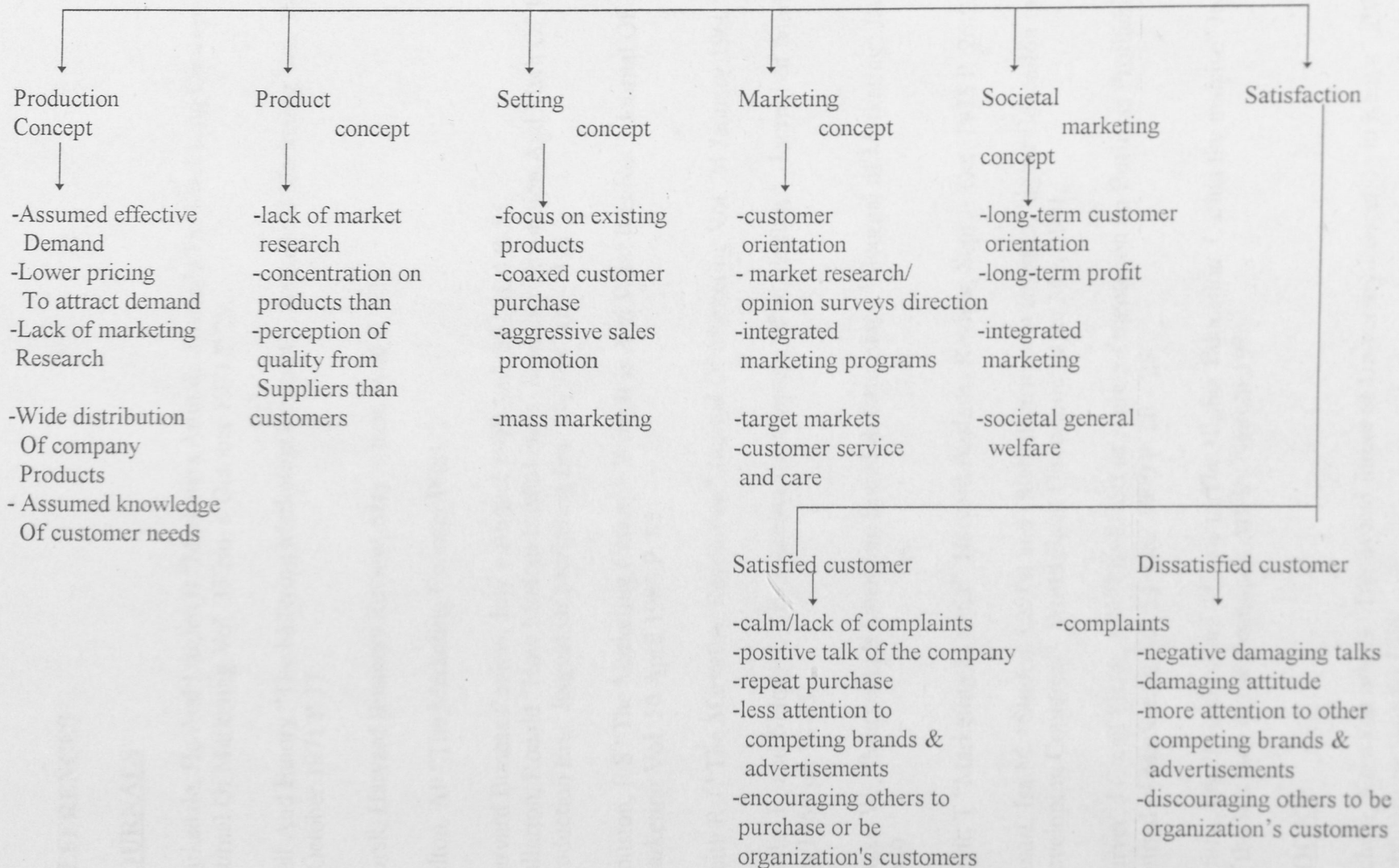
5.3 LIMITATIONS OF THE STUDY

1. An exhaustive study of all the institutions as initially targeted would have produced more reliable results. Lack of cooperation from the omitted institutions (and students) frustrated this effort.
2. Due to the negative image that universities have suffered before from the print and electronic media, the administrators were treating the study with suspicion - a fact that could affect the reliability and honesty of their responses.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study could be conducted on the effect of marketing management orientations on the image of the universities in Kenya.
2. A study could be conducted on the satisfaction of students in a specific faculty with the various services, courses and programmes offered.
3. A study could be conducted to determine whether the marketing management philosophies play any role in the management of the module II programmes.

OPERATIONAL DEFINITIONS



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APPENDIX 1

Odongo S. O.
C/O Faculty of Commerce
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Sir/Madam

RE: REQUEST FOR RESEARCH DATA – MARKETING MANAGEMENT PHILOSOPHIES

I am a postgraduate student at the University of Nairobi, pursuing a Masters of Business and Administration (MBA) Degree, specialising in marketing. In partial fulfilment of the requirements of the stated degree, I am conducting a study entitled “*The Marketing Management Philosophies practiced by public universities and Non-Evangelical private universities in Kenya*”.

Your organization has been selected for this study. Kindly assist in completing the attached questionnaire. The information obtained will be used purely for academic purposes and the findings of the study shall upon request, be availed to you.

Any additional information or comment not captured by the questionnaire would be highly welcome.

Yours faithfully,

Odongo S. O
MBA student

Mrs. Margret Ombok
Lecturer/supervisor,
Department of Business Administration

APPENDIX 2 A TO THE QUESTIONNAIRE ~~ADMINISTRATION~~

This questionnaire consist of six sections. I hope you will kindly help in filling in the form with the correct information.

SECTION 1

1. Name of the University.....
2. How would you classify your University as to ownership? (Please tick as appropriate).
 1. Public []
 2. Private []
3. How long have you been in operation?.....
4. State the mission statement of your University (If any)
.....
.....
.....
5. State the objectives of your organization (if any), in order of importance and starting from the most important.
.....
.....
.....

SECTION II

Please indicate your level of agreement with the following statements by placing a tick in the appropriate box.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	5	4	3	2	1
1. University believe students highly demand the courses offered by the universities.	[]	[]	[]	[]	[]

2. Universities believe they offer the lowest fees or charges to students for courses they take. ☐ ☐ ☐ ☐ ☐
3. By offering a wide range of Courses universities are able to charge lower fees. ☐ ☐ ☐ ☐ ☐
4. Universities assume to know the needs of the students with due regard to courses and services. ☐ ☐ ☐ ☐ ☐
5. They should believe that their courses guarantee students satisfaction ☐ ☐ ☐ ☐ ☐
6. Universities low priced courses (fees) automatically elicit favourable response from the target market (students) ☐ ☐ ☐ ☐ ☐
7. It is important that universities come up with courses, then call students to take them up. ☐ ☐ ☐ ☐ ☐
8. Universities have no need to poll the end users of their courses because their programmes and courses guarantee satisfaction. ☐ ☐ ☐ ☐ ☐

SECTION III

Please tick in the appropriate box to indicate your level of agreement with the following statements:

- | | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. Universities believe they offer programmes and courses that are of high quality and the best in the market | ☐ | ☐ | ☐ | ☐ | ☐ |

2. Universities believe that courses and services they offer are responsive to the needs of the economy [] [] [] [] []
3. They continuously review the courses and service they offer to ensure that they meet their quality demands. [] [] [] [] []
4. As long as universities maintain their quality Standards, there should be no need for market research. [] [] [] [] []
5. Universities preoccupation is primarily with services and courses to be offered to students. [] [] [] [] []
6. Universities produce programmes and services which they strongly believe will automatically appeal to their target market [] [] [] [] []

SECTION IV

Please indicate by ticking in the appropriate box your level of agreement with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	5	4	3	2	1
1. Universities normally encourage students to take up the courses and services that they offer.	[]	[]	[]	[]	[]
2. Universities aggressively promote their courses and services to the market.	[]	[]	[]	[]	[]
3. They ensure that they maintain or improve the programs and services offered at the University.	[]	[]	[]	[]	[]

4. Universities believe that they know the needs of their market and therefore market research has no place in their institutions. [] [] [] [] []
5. Universities have no need to assess the views of their students regarding the courses and services they offer because they believe their offerings are the best. [] [] [] [] []
6. Universities believe their market has no reason to disregard their courses and services. [] [] [] [] []
7. Universities courses and services pre-empt the possibility of any complaints from their students. [] [] [] [] []

SECTION V

Please indicate by ticking in the appropriate box your level of agreement with the following statements about universities

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	5	4	3	2	1
1. Universities constantly monitor their level of commitment and orientation to serving their customers needs	[]	[]	[]	[]	[]
2. Their programmes, services and Courses' objectives are driven by customer satisfaction.	[]	[]	[]	[]	[]
3. Universities measure customer satisfaction systematically and frequently.	[]	[]	[]	[]	[]
4. Universities educate their organization team on the critical importance of their customers through seminars, workshops and others.	[]	[]	[]	[]	[]

5. They poll end-users at least once a year to assess the quality of their new courses, programs, and services. [] [] [] [] []

6. Surveys of their students is the only way through which Universities can determine what courses, services and programs students will need in future. [] [] [] [] []

7. All universities their business functions (academic and others) are integrated in serving the needs of their target markets. [] [] [] [] []

8. The universities business functions and departments are responsive to each others needs and requests. [] [] [] [] []

9. Top administrators from every function regularly visit students. [] [] [] [] []

10. Administrators freely communicate information about their successful and unsuccessful customer experiences across all business functions. [] [] [] [] []

11. Universities target customers where they have an opportunity for competitive advantages [] [] [] [] []

12. University administrators/managers understand how everyone in their institutions can contribute to creating customer satisfaction [] [] [] [] []

13. The administration/management insist on improving annual resource base of the university [] [] [] [] []

14 Universities recall launched programmes and services because of students complaint about them.

[] [] [] [] []

SECTION VI

Please indicate with a tick in the appropriate box the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	5	4	3	2	1
1. Academic and business activities have no influence on the society	[]	[]	[]	[]	[]
2. Programs and courses offered should be life enhancing.	[]	[]	[]	[]	[]
3. Universities should have a marketing department which is responsible for co-ordinating of activities of all other departments.	[]	[]	[]	[]	[]
4. Marketing should aim at satisfying long-run customer needs.	[]	[]	[]	[]	[]
5. I would like to see some resources channelled to social issues.	[]	[]	[]	[]	[]
6. In Kenya, advertising programs to prospective students need not be true.	[]	[]	[]	[]	[]
7. Universities should provide a good studying and working environment for their students and employees.	[]	[]	[]	[]	[]

8. Students and employees' complaints are taken seriously. [] [] [] [] []
9. Asking the universities to contribute to social issues is asking for too much. [] [] [] [] []
10. Marketing research is used to determine student needs. [] [] [] [] []
11. If a university offers courses that lead to deviant social behaviours, one should support adoption of measures to avert that that development. [] [] [] [] []
12. Universities should only be responsible to the students. [] [] [] [] []
13. Societal goodwill does not lead to enhanced social image of the universities. [] [] [] [] []
14. Time and resources spent on social issues is time and resources wasted. [] [] [] [] []
15. Long term positive image of the universities results from student satisfaction. [] [] [] [] []
16. Managers/administrator at the universities can correctly guess what students' needs are. [] [] [] [] []
17. Universities' administrator believe students and employees have a right to be heard. [] [] [] [] []
18. The call for social responsibility of the universities is too farfetched. [] [] [] [] []

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX 2B

QUESTIONNAIRE TO THE STUDENTS

This questionnaire consist 4 sections and will be as brief as possible. I hope you will take you time to help me with the relevant information

SECTION I

1. Name of the University.....
2. Classification of the University as to ownership
 1. Public []
 2. Private []
3. Respondent's sex 1. Male []
 2. Female []
4. How long have you been at the University?Years
5. Which faculty are you in?.....
6. Which courses do you take?.....

SECTION II

Please indicate the level of your agreement or disagreement with the following statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. Students highly demand the courses and programs offered at the university.	[]	[]	[]	[]	[]
2. The university offer courses and services that I think are of high quality.	[]	[]	[]	[]	[]

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 3. I prefer the course I'm offered to others. | [] | [] | [] | [] | [] |
| 4. I applied for the courses I'm taking currently. | [] | [] | [] | [] | [] |
| 5. The courses I take are in line with my career aspirations. | [] | [] | [] | [] | [] |
| 6. Given chance for change I will still retain them. | [] | [] | [] | [] | [] |
| 7. We are always consulted before courses are designed by the University. | [] | [] | [] | [] | [] |
| 8. I was assisted by the university to get proper career background. | [] | [] | [] | [] | [] |
| 9. We are currently being given courses background. | [] | [] | [] | [] | [] |
| 10. We are being given additional courses to prepare us for the job market. | [] | [] | [] | [] | [] |
| 11. The university can currently claim to know my and other students needs. | [] | [] | [] | [] | [] |
| 12. The university always conduct a research to know the way we feel about the courses they offer. | [] | [] | [] | [] | [] |

SECTION III

Please indicate with a tick in the appropriate box the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. Lecture theatres are adequately spacious.	[]	[]	[]	[]	[]
2. They are properly lighted and ventilated.	[]	[]	[]	[]	[]
3. It is very easy to get a sitting space of the library and the lecture theatres.	[]	[]	[]	[]	[]
4. We normally, and easily get the recommended relevant reference materials at the library in good supply and at the right time.	[]	[]	[]	[]	[]
5. The library assistants are always of help to us.	[]	[]	[]	[]	[]
6. The university lecturers, employees and administrators are always committed to assisting us in most matters.	[]	[]	[]	[]	[]
7. Sometimes we have complaints with services and personnel at the university.	[]	[]	[]	[]	[]
8. If any, our complaints are always taken well.	[]	[]	[]	[]	[]

SECTION IV

Please indicate the level of your agreement or disagreement with the following statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. The halls of residence are In good conditions.	[]	[]	[]	[]	[]
2. Basic amenities like electricity and water are always available.	[]	[]	[]	[]	[]
3. If they are not available the authorities always appeal for our understanding and assist in their provision or offering alternative.	[]	[]	[]	[]	[]
4. The environment around the halls of residence is conducive and attractive.	[]	[]	[]	[]	[]
5. The catering units at the university are in very good condition and offer high quality products and services.	[]	[]	[]	[]	[]
6. The prices quoted for food is worth, with due regard to quality and quantity.	[]	[]	[]	[]	[]
7. We participated in the decision of menu item and pricing.	[]	[]	[]	[]	[]
8. We don't always complain about the food and services.	[]	[]	[]	[]	[]
9. Should we have complaints about the services at the catering units, they are appreciated and well taken.	[]	[]	[]	[]	[]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP1_1 * GROUP1_6	8	57.1%	6	42.9%	14	100.0%
GROUP1_1 * GROUP1_7	8	57.1%	6	42.9%	14	100.0%
GROUP1_1 * GROUP1_8	8	57.1%	6	42.9%	14	100.0%
GROUP1_1 * GROUP1_9	7	50.0%	7	50.0%	14	100.0%

GROUP1_1 * GROUP1_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.000 ^a	42	.243
Likelihood Ratio	30.498	42	.906
Linear-by-Linear Association	.823	1	.364
N of Valid Cases	8		

a. 56 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP1_1 * GROUP1_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.000 ^a	42	.243
Likelihood Ratio	30.498	42	.906
Linear-by-Linear Association	3.981	1	.046
N of Valid Cases	8		

a. 56 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP1_1 * GROUP1_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.000 ^a	42	.243
Likelihood Ratio	30.498	42	.906
Linear-by-Linear Association	.601	1	.438
N of Valid Cases	8		

a. 56 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP1_1 * GROUP1_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.750 ^a	25	.234
Likelihood Ratio	21.698	25	.653
Linear-by-Linear Association	1.142	1	.285
N of Valid Cases	7		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP2_1 * GROUP2_6	8	57.1%	6	42.9%	14	100.0%
GROUP2_1 * GROUP2_7	8	57.1%	6	42.9%	14	100.0%
GROUP2_1 * GROUP2_8	8	57.1%	6	42.9%	14	100.0%
GROUP2_1 * GROUP2_9	7	50.0%	7	50.0%	14	100.0%

GROUP2_1 * GROUP2_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.000 ^a	49	.229
Likelihood Ratio	33.271	49	.958
Linear-by-Linear Association	1.549	1	.213
N of Valid Cases	8		

a. 64 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP2_1 * GROUP2_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.000 ^a	49	.229
Likelihood Ratio	33.271	49	.958
Linear-by-Linear Association	1.348	1	.246
N of Valid Cases	8		

a. 64 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP2_1 * GROUP2_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.000 ^a	49	.229
Likelihood Ratio	33.271	49	.958
Linear-by-Linear Association	2.596	1	.107
N of Valid Cases	8		

a. 64 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP2_1 * GROUP2_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	30	.243
Likelihood Ratio	24.470	30	.750
Linear-by-Linear Association	3.932	1	.047
N of Valid Cases	7		

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP1_2 * GROUP1_6	6	42.9%	8	57.1%	14	100.0%
GROUP1_2 * GROUP1_7	6	42.9%	8	57.1%	14	100.0%
GROUP1_2 * GROUP1_8	6	42.9%	8	57.1%	14	100.0%
GROUP1_2 * GROUP1_9	6	42.9%	8	57.1%	14	100.0%

GROUP1_2 * GROUP1_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	.602	1	.438
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP1_2 * GROUP1_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	1.853	1	.173
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP1_2 * GROUP1_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	.011	1	.917
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP1_2 * GROUP1_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.000 ^a	20	.242
Likelihood Ratio	18.729	20	.540
Linear-by-Linear Association	.073	1	.787
N of Valid Cases	6		

a. 30 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

Crosstabs

GROUP2_9

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP2_2 * GROUP2_6	6	42.9%	8	57.1%	14	100.0%
GROUP2_2 * GROUP2_7	6	42.9%	8	57.1%	14	100.0%
GROUP2_2 * GROUP2_8	6	42.9%	8	57.1%	14	100.0%
GROUP2_2 * GROUP2_9	6	42.9%	8	57.1%	14	100.0%

GROUP2_2 * GROUP2_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	2.182	1	.140
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP2_2 * GROUP2_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	.061	1	.805
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP2_2 * GROUP2_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	.031	1	.860
N of Valid Cases	6		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

GROUP2_2 * GROUP2_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.000 ^a	20	.242
Likelihood Ratio	18.729	20	.540
Linear-by-Linear Association	.662	1	.416
N of Valid Cases	6		

a. 30 cells (100.0%) have expected count less than 5. The minimum expected count is .17.

rosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP1_3 * GROUP1_6	7	50.0%	7	50.0%	14	100.0%
GROUP1_3 * GROUP1_7	7	50.0%	7	50.0%	14	100.0%
GROUP1_3 * GROUP1_8	7	50.0%	7	50.0%	14	100.0%
GROUP1_3 * GROUP1_9	7	50.0%	7	50.0%	14	100.0%

GROUP1_3 * GROUP1_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.034	1	.853
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP1_3 * GROUP1_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.513	1	.474
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP1_3 * GROUP1_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.002	1	.967
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP1_3 * GROUP1_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	30	.243
Likelihood Ratio	24.470	30	.750
Linear-by-Linear Association	.526	1	.468
N of Valid Cases	7		

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP2_3 * GROUP2_6	7	50.0%	7	50.0%	14	100.0%
GROUP2_3 * GROUP2_7	7	50.0%	7	50.0%	14	100.0%
GROUP2_3 * GROUP2_8	7	50.0%	7	50.0%	14	100.0%
GROUP2_3 * GROUP2_9	7	50.0%	7	50.0%	14	100.0%

GROUP2_3 * GROUP2_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.079	1	.779
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP2_3 * GROUP2_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.149	1	.700
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP2_3 * GROUP2_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.000 ^a	36	.227
Likelihood Ratio	27.243	36	.853
Linear-by-Linear Association	.341	1	.559
N of Valid Cases	7		

a. 49 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

GROUP2_3 * GROUP2_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	30	.243
Likelihood Ratio	24.470	30	.750
Linear-by-Linear Association	1.455	1	.228
N of Valid Cases	7		

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP1_4 * GROUP1_6	12	85.7%	2	14.3%	14	100.0%
GROUP1_4 * GROUP1_7	8	57.1%	6	42.9%	14	100.0%
GROUP1_4 * GROUP1_8	9	64.3%	5	35.7%	14	100.0%
GROUP1_4 * GROUP1_9	7	50.0%	7	50.0%	14	100.0%

GROUP1_4 * GROUP1_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	108.000 ^a	99	.252
Likelihood Ratio	54.093	99	1.000
Linear-by-Linear Association	5.476	1	.019
N of Valid Cases	12		

a. 120 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

GROUP1_4 * GROUP1_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.000 ^a	49	.229
Likelihood Ratio	33.271	49	.958
Linear-by-Linear Association	.744	1	.388
N of Valid Cases	8		

a. 64 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP1_4 * GROUP1_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	72.000 ^a	64	.230
Likelihood Ratio	39.550	64	.993
Linear-by-Linear Association	2.206	1	.137
N of Valid Cases	9		

a. 81 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

GROUP1_4 * GROUP1_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	30	.243
Likelihood Ratio	24.470	30	.750
Linear-by-Linear Association	.202	1	.653
N of Valid Cases	7		

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

GROUP2_9

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP2_4 * GROUP2_6	12	85.7%	2	14.3%	14	100.0%
GROUP2_4 * GROUP2_7	8	57.1%	6	42.9%	14	100.0%
GROUP2_4 * GROUP2_8	9	64.3%	5	35.7%	14	100.0%
GROUP2_4 * GROUP2_9	7	50.0%	7	50.0%	14	100.0%

GROUP2_4 * GROUP2_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.000 ^a	80	.358
Likelihood Ratio	48.547	80	.998
Linear-by-Linear Association	3.011	1	.083
N of Valid Cases	12		

a. 99 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

GROUP2_4 * GROUP2_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.000 ^a	42	.243
Likelihood Ratio	30.498	42	.906
Linear-by-Linear Association	.090	1	.765
N of Valid Cases	8		

a. 56 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP2_4 * GROUP2_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.000 ^a	56	.243
Likelihood Ratio	36.777	56	.978
Linear-by-Linear Association	.004	1	.951
N of Valid Cases	9		

a. 72 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

GROUP2_4 * GROUP2_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	25	.088
Likelihood Ratio	24.470	25	.492
Linear-by-Linear Association	1.663	1	.197
N of Valid Cases	7		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

rosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP1_5 * GROUP1_6	12	85.7%	2	14.3%	14	100.0%
GROUP1_5 * GROUP1_7	8	57.1%	6	42.9%	14	100.0%
GROUP1_5 * GROUP1_8	9	64.3%	5	35.7%	14	100.0%
GROUP1_5 * GROUP1_9	7	50.0%	7	50.0%	14	100.0%

GROUP1_5 * GROUP1_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	96.000 ^a	88	.263
Likelihood Ratio	50.273	88	1.000
Linear-by-Linear Association	.022	1	.882
N of Valid Cases	12		

a. 108 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

GROUP1_5 * GROUP1_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.000 ^a	42	.243
Likelihood Ratio	30.498	42	.906
Linear-by-Linear Association	.371	1	.542
N of Valid Cases	8		

a. 56 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP1_5 * GROUP1_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.000 ^a	56	.243
Likelihood Ratio	36.777	56	.978
Linear-by-Linear Association	.149	1	.700
N of Valid Cases	9		

a. 72 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

GROUP1_5 * GROUP1_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.000 ^a	30	.243
Likelihood Ratio	24.470	30	.750
Linear-by-Linear Association	3.649	1	.056
N of Valid Cases	7		

a. 42 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GROUP2_5 * GROUP2_6	12	85.7%	2	14.3%	14	100.0%
GROUP2_5 * GROUP2_7	8	57.1%	6	42.9%	14	100.0%
GROUP2_5 * GROUP2_8	9	64.3%	5	35.7%	14	100.0%
GROUP2_5 * GROUP2_9	7	50.0%	7	50.0%	14	100.0%

GROUP2_5 * GROUP2_6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.000 ^a	80	.358
Likelihood Ratio	45.775	80	.999
Linear-by-Linear Association	.486	1	.486
N of Valid Cases	12		

a. 99 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

GROUP2_5 * GROUP2_7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.000 ^a	35	.258
Likelihood Ratio	26.679	35	.843
Linear-by-Linear Association	.007	1	.933
N of Valid Cases	8		

a. 48 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

GROUP2_5 * GROUP2_8

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.000 ^a	48	.256
Likelihood Ratio	32.958	48	.952
Linear-by-Linear Association	.066	1	.797
N of Valid Cases	9		

a. 63 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

GROUP2_5 * GROUP2_9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.750 ^a	25	.234
Likelihood Ratio	21.698	25	.653
Linear-by-Linear Association	.480	1	.488
N of Valid Cases	7		

a. 36 cells (100.0%) have expected count less than 5. The minimum expected count is .14.

is procedure was completed at 8:55:22
 more on/screen on/pri off.
 file '\de\file1.sys'.
 SPSS/PC+ system file is read from
 file \de\file1.sys
 file was created on 11/03/10 at 10:34:40
 is titled SPSS/PC+ System File Written by Data Entry II
 SPSS/PC+ system file contains
 8 cases, each consisting of
 5 variables (including system variables).
 5 variables will be used in this session.

is procedure was completed at 11:08:07
 TEST /PAIRS GROUP1 GROUP2.

red samples t-test: GROUP1
 GROUP2

riable	Number of Cases	Mean	Standard Deviation	Standard Error
OUP1	8	3.9219	.832	.294
OUP2	8	3.0938	.918	.325

ifference) Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
.8281	.517	.183	.830 .011	4.53	7	.003

is procedure was completed at 11:08:07
 t file '\de\file2.sys'.
 e SPSS/PC+ system file is read from
 file \de\file2.sys
 e file was created on 11/03/10 at 10:34:40
 d is titled SPSS/PC+ System File Written by Data Entry II
 e SPSS/PC+ system file contains
 6 cases, each consisting of
 5 variables (including system variables).
 5 variables will be used in this session.

$$t = 2.365$$

is procedure was completed at 11:08:07
 TEST /PAIRS GROUP1 GROUP2.

red samples t-test: GROUP1
 GROUP2

riable	Number of Cases	Mean	Standard Deviation	Standard Error
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red samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	14	3.1390	.592	.158
GROUP2	14	3.8125	.635	.170

Difference)	Standard Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
	-.6735	.654	.175	.433 .122	-3.85	13	.002

ge 17 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:08
file '\de\file5.sys'.
SPSS/PC+ system file is read from
file \de\file5.sys
file was created on 11/03/10 at 10:34:40
is titled SPSS/PC+ System File Written by Data Entry II
SPSS/PC+ system file contains
13 cases, each consisting of
5 variables (including system variables).
5 variables will be used in this session.

ge 18 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:08
TEST /PAIRS GROUP1 GROUP2.

$t = 1.771$

ge 19 SPSS/PC+ 11/3/ 0

red samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	13	3.2500	1.291	.358
GROUP2	13	3.3558	1.650	.458

Difference)	Standard Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
	-.1058	.645	.179	.933 .000	-.59	12	.565

ge 20 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:08
file '\de\file6.sys'.
SPSS/PC+ system file is read from
file \de\file6.sys
file was created on 11/03/10 at 10:34:40
is titled SPSS/PC+ System File Written by Data Entry II
SPSS/PC+ system file contains
12 cases, each consisting of
5 variables (including system variables).

5 variables will be used in this session.

Page 21 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08
TEST /PAIRS GROUP1 GROUP2.

Page 22 SPSS/PC+ 11/3/ 0

Paired samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	12	3.0662	.723	.209
GROUP2	12	4.1648	.462	.133

Difference) Standard		Standard	2-Tail		t	Degrees of	2-Tail
Mean	Deviation	Error	Corr.	Prob.	Value	Freedom	Prob.
-1.0986	.337	.097	.931	.000	-11.28	11	.000

Page 23 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08
System file '\de\file7.sys'.
The SPSS/PC+ system file is read from
file \de\file7.sys
The file was created on 11/03/10 at 10:34:40
The file is titled SPSS/PC+ System File Written by Data Entry II
The SPSS/PC+ system file contains
8 cases, each consisting of
5 variables (including system variables).
5 variables will be used in this session.

Page 24 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08 $t = 2.201$
TEST /PAIRS GROUP1 GROUP2.

Page 25 SPSS/PC+ 11/3/ 0

Paired samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	8	3.0637	.461	.163
GROUP2	8	3.9781	.388	.137

Difference)	Standard	Standard	2-Tail		t	Degrees of	2-Tail
Mean	Deviation	Error	Corr.	Prob.	Value	Freedom	Prob.
-.9143	.201	.071	.902	.002	-12.87	7	.000

Page 26 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08

at file '\de\file8.sys'.
The SPSS/PC+ system file is read from
file \de\file8.sys
The file was created on 11/03/10 at 10:34:40
and is titled SPSS/PC+ System File Written by Data Entry II
The SPSS/PC+ system file contains
9 cases, each consisting of
5 variables (including system variables).
5 variables will be used in this session.

Page 27 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08
TEST /PAIRS GROUP1 GROUP2.

Page 28 SPSS/PC+ 11/3/ 0

Paired samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	9	2.8080	.318	.106
GROUP2	9	3.6133	.508	.169

Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
-.8054	.332	.111	.771 .015	-7.28	8	.000

Page 29 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08
at file '\de\file9.sys'.
The SPSS/PC+ system file is read from
file \de\file9.sys
The file was created on 11/03/10 at 10:34:40
and is titled SPSS/PC+ System File Written by Data Entry II
The SPSS/PC+ system file contains
7 cases, each consisting of
5 variables (including system variables).
5 variables will be used in this session. $t = 2.306$

Page 30 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:08:08
at more on/pri off.

at file '\de\file8.sys'.
The SPSS/PC+ system file is read from
file \de\file8.sys
The file was created on 11/03/10 at 10:34:40
and is titled SPSS/PC+ System File Written by Data Entry II
The SPSS/PC+ system file contains
9 cases, each consisting of
5 variables (including system variables).
5 variables will be used in this session.

Page 32 SPSS/PC+ 11/3/ 0

This procedure was completed at 11:10:45
TEST /PAIRS GROUP1 GROUP2.

paired samples t-test: GROUP1
GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	9	2.8080	.318	.106
GROUP2	9	3.6133	.508	.169

Difference) Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
-.8054	.332	.111	.771 .015	-7.28	8	.000

This procedure was completed at 11:10:45
 at file '\de\file9.sys'.
 The SPSS/PC+ system file is read from
 file \de\file9.sys
 The file was created on 11/03/10 at 10:34:40
 and is titled SPSS/PC+ System File Written by Data Entry II
 The SPSS/PC+ system file contains
 7 cases, each consisting of
 5 variables (including system variables).
 5 variables will be used in this session.

This procedure was completed at 11:10:45
 at more on/pri off.

GROUP1	6	3.7708	.998	.408
GROUP2	6	3.3542	1.526	.623

Difference)	Standard Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
	.4167	.688	.281	.936 .006	1.48	5	.198

ge 11 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:07
 t file '\de\file3.sys'.
 e SPSS/PC+ system file is read from
 file \de\file3.sys
 e file was created on 11/03/10 at 10:34:40
 d is titled SPSS/PC+ System File Written by Data Entry II
 e SPSS/PC+ system file contains
 7 cases, each consisting of
 5 variables (including system variables).
 5 variables will be used in this session.

ge 12 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:07
 TEST /PAIRS GROUP1 GROUP2.

ge 13 SPSS/PC+ 11/3/ 0

ired samples t-test: GROUP1
 GROUP2

Variable	Number of Cases	Mean	Standard Deviation	Standard Error
GROUP1	7	2.8696	.910	.344
GROUP2	7	2.4786	1.040	.393

Difference)	Standard Mean	Standard Deviation	Standard Error	2-Tail Corr. Prob.	t Value	Degrees of Freedom	2-Tail Prob.
	.3911	.450	.170	.902 .005	2.30	6	.061

ge 14 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:07
 t file '\de\file4.sys'.
 e SPSS/PC+ system file is read from
 file \de\file4.sys
 e file was created on 11/03/10 at 10:34:40
 d is titled SPSS/PC+ System File Written by Data Entry II
 e SPSS/PC+ system file contains
 14 cases, each consisting of
 5 variables (including system variables).
 5 variables will be used in this session.

ge 15 SPSS/PC+ 11/3/ 0

is procedure was completed at 11:08:08
 TEST /PAIRS GROUP1 GROUP2.

ge 16 SPSS/PC+ 11/3/ 0

Appendix 6

Expansion of University Education in Kenya:

Public Universities

- 1964 Nairobi University College of East Africa
- 1970 University of Nairobi
- 1984 Moi University
- 1985 Kenyatta University
- 1987 Egerton University
- 1988 Jomo Kenyatta University College of Agriculture & Technology
- 2000 Maseno University

Source: "Trends and the future of University education in Kenya".

PWAP; Achola, Kerre et al (1990).

Private Universities

<u>University</u>	<u>Year Started</u>	<u>Year Accredited</u>
1. Catholic	1961	1992
2. U.S.IU-Africa	1972	1999
3. Daystar	1973	1994
4. Baraton	1987	1999
5. Nazarene	1987	-
6. Kabarak	2000	-

Appendix 7

List of Public Universities In Kenya

1. University of Nairobi
2. Kenyatta University
3. Moi University
4. Jomo Kenyatta University of Agriculture & Technology (JKUAT)
5. Maseno University

List of non-evangelical Private Universities in Kenya

1. University of Eastern Africa -Baraton
2. Catholic University of Eastern Africa
3. Daystar University
4. Nazarene University of Africa
5. United Nations International University (USIU)-Africa

List of Evangelical Private Universities in Kenya

1. St. Paul's Theological College
2. Scott's Theological College
3. East African School of Theology
4. Pan African Christian College
5. Nairobi Evangelical Graduate School of Theology
6. Nairobi International School of Theology
7. Highland Bible College
8. Kenya Methodist University

Source: Commission for Higher Education