Original Article   Open Access

Application of Marketing Mix Strategies in Innovative Management of Universities in North Eastern Nigeria

Kabiru Mohammed Badau
Department of Physical Sciences Education, Modibbo Adama University of Technology, Yola, Nigeria
Email: badaubadau@yahoo.com

Abstract

The issue of marketing is becoming more significant as a focal point of institutional functions in Nigerian universities. Universities are facing increasingly complex challenges, in particular, their operating environment is undergoing major transformation such as changing demand patterns, intensifying increased national competition and government funding is declining. Using different market mix strategies can lead to achieving competitive advantage in the education market. The focus of these paper is to determine the application of the 7ps model of price, programme, promotion, place, processes, physical facilities and people on innovative management of universities in North Eastern Nigeria. The population of the study comprises of 390 academic and nonacademic management staff with knowledge of strategic management from thirteen (13) public and private universities in North Eastern Nigeria. All the 390 management staff were utilized for the study. An instrument tagged "Application of marketing mix strategies determination questionaire (AMMSDO) with 35 items from 7ps model, having a five-point likert scale collected the relevant data. The findings show that application of price,programme, promotion,process,physical facilities and people strategies was to a low extent in innovative management of universities in North Eastern Nigeria. The study concluded that application of marketing mix strategies in innovative management of universities is justified to share their service offerings to students.The study also recommended among others the syntheses of marketing mix strategies in innovative management, because the design of each of the strategies is dependent on student behavior analysis.

Keywords: Application; Marketing mix strategies; Innovative management; Universities.

1. Introduction

Innovative management involve the planning, organizing, coordinating, directing and controlling the marketing mix strategies (Ratiu and Avram, 2012). It is the coordination of the strategies that enable universities meet students' needs to provide value. Universities need a well-developed comprehensive marketing mix strategy that is carefully communicated throughout the institutions.

There has been a consideration debate over whether universities should get involved in marketing strategies for innovative management (Bok, 2003; Durks, 1998; Newman, 2004). People who oppose marketing strategies in universities feel that they have a supreme mission of educating people and that they cannot get involved with the commercial aspect and make financial profits (Al-Fathal, 2010). Kirps (2003), strongly criticizes these people by saying that dollar have always greased the wheel of university education. In this respect, the financial issues are core elements in university system, just like any other area of running an institution.

Universities are facing increasingly complex challenges in Nigeria. In particular, their operating environment is undergoing major transformation such as changing demand patterns, intensifying increased national competition and government funding of university education is declining. The federal, state government and private proprietors funding of university education in Nigeria, is declining in real terms, owing to the interaction of array of variables, rising from enrolment levels, inflating and depreciating of the national currency naira (Jibriel and Obaje, 2008). Consequently, university attention is focusing on attracting higher quality human resources and students and develop a sustainable competitive advantage through student satisfaction in a changing university education landscape: Such context require development of marketing strategies to diversify sources of generating revenue for funding the universities. Universities as service providers requires restructuring themselves in order to survive (Kusamuwati, 2010). Inadequate funding will force them to look for marketing strategies in order to diversify their sources of revenue in their prospective admission markets. Ketter (2012), opined that marketing university education will enhance enrollment, attract high quality students, attract high faculty and funding, grants and donors. Application of a marketing mix strategy enable quality improvement in the system of universities through synergic application of marketing mix tools in order to create a service that corresponds to the expectations of target market and deliver a superior value (Gajic, 2002). Competitive advantage is more and more basing itself on intengible assets (the icon-how and expertise of teaching staff, quality of lecturers, teamwork, staff development etc) which the competition cannot acquire or successfully initiate in a short period of time (Lukic and Lukic, 2016).

This study is justified because issue of efficiency and effectiveness are promoted with marketing mix strategies management. Since university education is expensive and usually base on federal, state and private proprietors funding, there is need to have enough efficiency in usage. Marketing mix strategies in universities injects competition into system where institutions have to work and survive in a very complex, changing and turbulent environment, so that educational provider is compelled to compete for students and funding, if it wants to survive financially.

1.1. Purpose of the Study

The purpose of the study was to investigate the application of marketing mix strategies on innovative management in universities of North Eastern Nigeria. Beyond the purpose of the study, the specific objectives were to determine:

1. The extent of price strategy application in innovation management of universities in North Eastern Nigeria.
2. The extent of programme strategy application in innovative management of universities of North Eastern Nigeria.
3. The extent of place strategy application in innovative management of universities in North Eastern Nigeria.
4. The extent of promotion strategy application in innovative management of universities in North eastern Nigeria
5. The extent of process strategy application in innovative management of universities in North Eastern Nigeria
6. The extent of physical facilities strategy application in innovative management of universities in North Eastern Nigeria
7. The extent of people strategy application in innovative management of universities in North Eastern of Nigeria

1.2. Research Questions

This study is guided by the following research questions.

1. What is the extent of price strategy application in innovative management of universities in North Eastern of Nigeria
2. What is the extent of programme strategy application in innovative management of universities in North Eastern of Nigeria
3. What is the extent of place strategy application in innovative management of universities in North Eastern of Nigeria
4. What is the extent of promotion strategy application in innovative management of universities in North Eastern of Nigeria
5. What is the extent of processes strategy application in innovative management of universities in North Eastern of Nigeria
6. What is the extent of physical facilities strategy application in innovative management of universities in North Eastern of Nigeria
7. What is the extent of people strategy application in innovative management of universities in North Eastern of Nigeria

1.3. Hypothesis

This hypothesis was tested at 0.05 level of significance for decision making.

1. There is no significant difference in the views of academic and non-academic management staff on marketing mix strategies in innovative management of universities in North Eastern of Nigeria

2. Theoretical Framework and Literature Review

The marketing mix is a strategy model, with a set of controllable elements available for universities to shape the nature of their offer to students. It is to put the educationally service offering unto a number of conformed parts and arrange them into manageable subject areas for making strategic decisions (Olaleke,Borashade,Adeniyi&Omolade). Kotler and Fox (1995), developed a model of a marketing mix which is designed spacifically for universities. The model depicts this marketing mix in higher education context to be consisting of seven marketing strategies or tools 7ps; price, programme, place, promotion, processess, physical facilities and people. The pricing decision is of utmost important as this will ensure income for university education. For universities, that will enable them to implement the other decision such as price,programme, promotion, place, processes, physically facilities and people.

The pricing element is related to tuition fees offered, and any monetary related issues. Its importance to a university stems from the fact that it reflects on revenues. Al-Fathal (2010) highlights that the number of institutions relying on tuition as a source of revenue is increasing. As students are usually cost conscious, they tend to maximize the investment of their tuition fees, while maximizing their reforms. Parents and students are also familiar that the actual cost of attending universities varies from the posted tuition fees (true costs versus sticker price). With such student awareness and sensitivity towards tuition fees, the question now is whether or not a university should set a policy that offers courses at the lowest cost possible. In fact, thus a major issue that could affect the overall image of universities as there is substantial impact on the perception of quality when being marched to price (Gajic, 2002).

University usually begins by identifying the programmes and being offered and made available to the market and students, whether they are student's companies or grants providers. Universities with similar programmes will

find their markets and public differentiating between on the basis of their programmes and their quality (Kotler and Fox, 1995). There is a strong relation between the programme offered and the university as it establishes the institutions identity. Such identity positions the institution in the mind of its students and determines how they will respond to what is being offered. Marketing programme strategy, when appropriately implemented, results in programmes being cooperatively design, developed, tested piloted, provided, installed and refined (Badau, 2014).

Placerefersto the system of delivery and channels of service (Price *et al.*, 2003) That is making education available and accessible in term and physio-geographically location of a university, as it stretching with the help of information technology to some virtual giants (Wise, 2008).The place of a university includes a Website that allows students to down load information twenty four hours a day, seven days a week. With computer facilities, being more readily available, the idea of location is valuing in higher education. Many universities are making use of information technology to serve current students as well as to attract new ones. Students no longer need to be physically on campus to learn more. This offers more convenience and it probably targets some specific groups of students such as workers seeking job skill programmes or women that care for their children or other members of family at home (Starch, 2013).

Promotion is a university ability to communicate with its market. Mazzarol (1988) Infact, communication, because it is pervasive and high profile can certainly make or brake a marketing mix, and thus it needs wise and constant analysis, planning and management. Harris (2009) broke down promotions in to four distinguished element: advertising, sales promotion, public relations and personal selling. There are various set of tools within each of these elements, available for a university to use in order to communicate with its customers, such as web, advertising, search engine optimization, direct mail, education show exhibits, open days or conference (Diaconu and Pandelica, 2013) . Promotion activities are more effective when they are sustained and targeted. In other words, promotion strategies are to garget continuously, and mainly, prospective student (Rodic *et al.*, 2012). For example, students in SSIII could be targeted to save some of the promotional budget.

Processes are how things happen in universities, such as the processes of management, enrolment, teaching, learning, social and even sport activities (Diaconu and Pandelica, 2013). Processes may be of little concern to students on manufactured products; nonetheless they are critical concern to high contact services such as higher education (Cubillo *et al.*, 2006; Ivy, 2008; Maringe, 2006; Price *et al.*, 2003). For this reason, universities are recommended to take into consideration how their services are to be offered (Iyang and Etuk, 2015). For example, teaching methods and assessment system are the most evident points prospective students enquires about.

People strategy refers to all the teaching and administrative staff through which the service is delivered, and student relations built (Kotler and Fox, 1995). People also include the universities current and former students. This is because prospective students tend to ask about and check with current and former students on their views. In designing a marketing mix strategy, an institution is recommended to start on developing its staff. Wright (1999) believes that the success of an institution is more dependent on the attitudes, commitment and skills of the whole work force that on any other factor. This strategy ensures the conveying of shared beliefs and goals that the university is student oriented. Other than that, the idea of building a positive relationship with customers feels comfortable with and trusts particular provider, then, competitors would find it difficult to disrupt this relationship. This is related to relationship marketing,whereauniversityempowersarelationshipwithitsmarkets (Ivy, 2008; Lukic and Lukic, 2016; Maringe, 2006).

Physical facilities or evidence refer to all the physical tangible items a university makes available to students ranging from brochures to the infrastructure (Palmer, 2001). Physical facilities as an element of the mix, plays a major role as it is the means by which a university is likely to increase the tangibility of its offering especially with the fact that there is not usually much to be inspected before purchase (Gibbs and Knapp, 2002; Price *et al.*, 2003). Kotler *et al.* (2002) suggest that often the most immediate clue for prospective students about a university identity, is the physical evidence of building and furniture. This may be the first impression prospective students have on university upon visiting usually, the first thing they see is the built environment and the facilities the university has. The condition of the physical location contributes greatly on the image of the university (Mohammed, 2015). For example, technologies used, cleanliness of rooms, carpeting, regular washroom cleaning All this set a context of the learning experience.

3. Methodology

The study adopted a description survey design. The population comprise of 390 academic and non-academic management staff with knowledge of strategic management from thirteen (13) public and private universities in North Eastern Nigeria. All the 390 academic and nonacademic staff were utilized for the study. An instrument tagged "Application of Marketing Mix strategies determination questionnaire (AMMSDQ) with items from the 7ps model having a likert response scale of"Very low extent" "Low extent" Moderately extent" "High extent" "Very high extent" was use to collect relevant data. The validity and reliability of the instrument was determined using Cronbach Alfa. They reliability coefficient 0.80 was obtained and therefore it can be concluded that the measurement scale that was used was reliable.The researcher administered the instrument during the pilot test and also handled the main administration. Three hundred and ninety questionnaire representing 100% were returned. The research questions were answered using mean and standard deviation and factorial analysis variance tested the hypothesis at 0.05 level of significance.

4. Results

Result of data analysis are hereby presented.

Research Question I: What is the extent of price strategy application in innovative management of universities in North Eastern Nigeria?

Table-1. Means and standard deviation of views of academic and nonacademic staff on price strategy application in innovative management of universities

S/N	Price Application	X1 N=234 X̄1	∂1	X2 N=156 X̄2	∂2	μ	Remark
1	Flexibility	2.25	1.2	1.83	0.97	2.04	Low
2	Price level	2.04	0.98	1.62	0.96	1.83	Low
3	Terms	2.04	1.08	1.49	0.72	1.78	Low
4	Discounts	2.00	1.01	1.65	0.94	1.5	Low
5	Allowances	1.84	0.82	1.22	0.56	1.33	Low
	Overall Mean					1.7	Low

Source: Field Work
X1 = for academic staff
X2 = for nonacademic staff

The data in Table 1 shows that the overall mean (1.7) indicate low extent by respondents. This means that price strategy application in innovative management of universities is to a low extent.

Research Question 2: What is the extent of programme strategy application in innovative management of universities in North Eastern Nigeria?

Table-2. Mean and standard deviation on programme strategy application in innovative management of universities

S/N	Programme Application	X1 N=234 X̄1	∂1	X2 N=156 X̄2	∂2	μ	Remark
1	Physical good feature	3.05	0.70	1.51	0.70	2.28	Low
2	Quality level	2.03	0.94	2.08	0.98	2.05	Low
3	Accessories	2.12	0.95	1.85	0.97	1.98	Low
4	Packaging	2.00	1.01	1.65	0.94	1.5	Low
5	Product levels	1.96	0.87	2.03	1.11	1.99	Low
	Overall Mean					2.06	Low

Source: Field Work
X1= for academic staff
X2= for non- academic staff

The data in Table 2 shows that the overall mean (2.06) indicate low extent by respondents. This means that programme strategy application in innovative management of universities is to a low extent.

Research Questions 3: What is the extent of place strategy application in innovative management of universities?

Table-3. Mean and standard deviation on place strategy application in innovative management of universities

S/N	Place Application	X1 N=234 X̄1	∂1	X2 N=156 X̄2	∂2	μ	Remark
1	Channel type	1.99	1.00	1.62	0.82	1.81	Low
2	Exposure	2.00	1,02	1.50	0.78	1.75	Low
3	Intermediates	2.22	1.10	1.79	1.02	2.01	Low
4	Outlets location	1.54	0.50	0.99	2.74	1.27	Low
5	Transportation	1.00	1.88	0.80	2.58	0.9	Low
	Overall Mean			**3.19**	1.55		**Low**

Source: Field Work
X1= for academic staff
X2=for non-academic staff

The data in Table 3 shows that the overallmean (1.55) indicate low extent by respondents. This means that place strategy application in innovative management of universities is to a low extent.

Research Question 4: What is the extent of promotion strategy application in innovative management of universities?

Table-4. Mean and standard deviation on promotion strategy application in innovative management of universities

S/N	Promotion Application	X1 N=234 X̄	∂1	X2 N=156 X̄2	∂2	μ	Remark
1	Promotion blend	1.87	0.96	2.17	0.93	2.02	Low
2	Sales people	2.05	0.94	1.73	0.77	1.89	Low
3	Advertising	2.01	0.94	2.11	1.14	2.06	Low
4	Sales promotion	2.02	1.00	1.76	0.97	1.89	Low
5	Publicity	1.87	0.95	2.46	1.06	2.17	Low
	Overall Mean					2.00	Low

Source: Field Work
X1=for academic staff
X2=for non-academic staff

The data in Table 4 shows that the overall mean (2.00) indicate low extent by respondents. This means that promotion strategy application in innovative management of universities is to a low extent.

Research Question 5: What is the extent of process strategy application in innovative management of universities?

Table-5. Mean and standard deviation on process strategy application in innovative management of universities

S/N	Process Application	X1 X̄1	∂1	X2 X̄2	∂2	μ	Remark
1	Standardized	2.21	0.73	2.23	0.55	2.22	Low
2	Customized	2.25	0.95	1.80	1.70	2.02	Low
3	Simple steps	2.42	0.54	2.84	0.83	2.63	Low
4	Complex steps	2.07	0.94	2.04	0.78	2.06	Low
5	Customer innovative	2.54	0.92	2.37	0.94	2.55	Low
	Overall Mean					2.39	Low

Source: Field Work
X1=for academic staff
X2=for non-academic staff

The data in Table 5 shows that the overall mean (2.39) indicate low extent by respondents. This means that process strategy application in innovative management of universities is to a low extent.

Research Question 6: What is the extent of physical facilities strategy application in innovative management of universities?

Table-6. Mean and standard deviation on physical facilities strategy application in innovative management of universities

S/N	Physical Facilities Application	X1 X̄1	∂1	X2 X̄2	∂2	μ	Remark
1	Facility design	2.54	0.92	1.66	0.88	2.1	Low
2	Equipment	2.07	0.94	2.09	0.88	2.04	Low
3	System	2.42	0.54	2.25	0.75	2.33	Low
4	Employee address	2.25	0.95	2.41	0.81	2.33	Low
5	Business card	2.21	0.73	2.44	1.16	2.33	Low
	Overall Mean					2.23	Low

Source: Field Work
X1 = academic Staff
X2 = non-academic Staff

The data in Table 6 shows that the overallmean (2.23) indicate low extent by respondents. This means that physical facilities strategy application in innovative management of universities is to a low extent.

Research Question 7: What is the extent of people strategy application in innovative management of universities?

Table-7. Mean and standard deviation on people strategy application in innovative management of universities

S/N	People Application	X1 X̄1	∂1	X2 X̄2	∂2	μ	Remark
1	Recruiting	2.16	1.80	2.66	0.88	2.41	Low
2	Training	2.38	0.75	2.71	1.07	2.45	Low
3	Motivation	3.11	0.51	0.96	2.87	2.04	Low
4	Rewards	3.35	1.37	0.97	2.57	2.16	Low
5	Teamwork	2.30	1.06	3.04	1.29	1.64	Low
	Overall Mean					2.23	Low

Source: Field Work

The data in Table 7 shows that the overall mean (2.23) indicate low extent by respondents. This means that people strategy application in innovative management of universities is to a low extent.

Hypothesis I: There is no significant difference in the views of academic and non-academic management staff on the marketing mix strategies in innovative management of universities in north eastern Nigeria.

Table-8. Factorial analysis of variance on the application of marketing mix strategies in innovative management of universities in North Eastern Nigeria

S/N	Factors	MS	DF	F	P
1	Price	653.9	3	4.30	S
2	Programme	421.6	3	4.76	S
3	Place	768.3	3	5.21	S
4	Promotion	743.2	3	3.75	S
5	Process	682.5	3	4.10	S
6	Physical facilities	628.8	3	3.17	S
7	People	546.4	3	3.80	S

The data in Table 8 shows that all the F-calculated are lower than the F-critical in the application of the seven strategies. This indicate low extent by respondents. This means that marketing mix strategies application of price, programme, place, promotion,process, physical facilities and people in innovative management of universities is to a low extent.

4.1. Findings of the Study
The findings of the study showed;
1. The application of price strategy in innovative management of universities was at low extent ($\overline{X}$= 1.7)
2. Programme strategy application in innovative management of universites was at low extent ($\overline{X}$= 1.06)
3. Low extent ($\overline{X}$=1.55) of place strategy application in innovative management of universities.
4. Application of promotion strategy in innovative management of universities was to a low extent ($\overline{X}$= 2.00).
5. Process strategy application in innovative management of universities was at a low extent ($\overline{X}$=2.39).
6. Low extent ($\overline{X}$= 2.23) of physical facilities strategy application in innovative management of universities
7. Application of people strategies in innovative management at a low extent ($\overline{X}$=2.23)
8. Academic and non-academic management staff differ significantly on the marketing mix strategies in innovative management of universities in North Eastern Nigeria.

5. Discussion of Findings
On the basis of the calculated overall mean on table 1 and research question 1, it can be concluded that price strategy application as a marketing mix is to a low extent. Pricing strategy is usually not applied because the greatest number of students in the public universities are from poor background. On the other hand, students from private universities can afford any price ,which makes pricing a silent feature.

The finding of research question 2, table 2 show low extent of programme strategy application in innovative management of universities in North Eastern Nigeria. This is in line with the opinion of Kotler and Fox (1995) which stated that higher education institutions with similar programmes will find their markets and public differing between them on the basis of their programmes and their quality.

There was low extent by respondents in the opinions of academic and nonacademic staff on place strategy application in innovative management of universities in North Eastern Nigeria, as indicated by table3, research question 3. This study is not inline with Lukic and Lukic (2016), who found that the knowledge distributed in universities is very important in innovative management. Location of management universities is of great importance to students decisions (Price *et al.*, 2003).

Promotion as a marketing mix strategy was to a low extent in table 4, research question 4. Such result appear in several other studies (Ivy, 2008; Maringe, 2006; Mazzarol, 1988; Rodic *et al.*, 2012) where promotion factor is to a low extent in innovative management. It can be further stated that this factor comprises only the traditional marketing mix elements while todays students devote more attention to electronic media.

The finding in respect of research question 5, table 5 show low extent on process application in innovative management of universities. The process strategy indicated low extent. The aspects of process strategy application was highly ranked in many research studies (Cubillo *et al.*, 2006; Ivy, 2008; Maringe, 2006; Price *et al.*, 2003).

Physically facilities evidence indicate low extent in innovative management in research question 6, table 6. This shows that physical facilities was not applied in innovative management. It is not consistent with Price *et al.* (2003) who devoted special attention to this element. He considers that physical facilities as well as services on the campus, represent high extent in innovative management.

Research question 7, table 7, show low extent for people strategy application in innovative management. This is in line with other researchers (Ivy, 2008; Maringe, 2006) where the strategy is low in innovative management. In contrast, Lukic and Lukic (2016), indicate people strategy as high extent .The students of universities in North Eastern Nigeria need to receive this service from expert and accessible teaching staff who take advantage of various teaching techniques. It is also a consequence of their previous lecturer's indifference.

6. Conclusion

Based on the results of the conducted research, it can be concluded that the application of marketing mix strategies in innovation management of universities of North Eastern Nigeria is justified due to its low application. The services marketing mix will help universities to share their service offerings according to the needs of their students.

Recommendations

The following recommendations came out of the findings of the study.

1. Universities should develop a pricing strategy for their service product to ensure income for the institutions. It plays an important role in the marketing mix quality, perception, attracting students and providing revenue for the institutions.
2. Universities should provide a wide range of subjects and courses that, will enable student find jobs. Institutions should ensure that their courses have career focus (employment prospects) and are market related for the national as well as international job market, to attract more students.
3. Universities should communicate with their prospective students and parents. They should use campus visits ad days, higher education institutions websites, university publications, word-of-mouth and alumni.
4. Universities should focus their communication on the benefits or choice factors that provide and are important to students. For example, providing quality of teaching that will enhance student's employment prospects in a safe and secure learning environment.
5. Universities should provide funding, bursaries and grants to enable student to study, telematics education or distance education as well as residences on campus for students who can possibly bridge the geographic obstacles (distance).
6. Friendly and alumni should be encouraged to pay important role in spreading word-of-mouth about the universities as they are also used as potential information sources.
7. The process strategy should be visible for prospective and current students to enable them to understand the processes of the universities.
8. Universities should also ensure that the physical evidence of the processes and the other marketing mix instruments are evidence in their organizations.
9. Universities should synthesize the marketing mix strategies in innovative management, because the design of each of the strategies is dependent on students behavior analysis.

References

Al-Fathal, A. (2010). *Understanding student's choice of University in Syrian private higher education.* Ph.D thesis submitted to the department of education, University of Leeds.

Badau, K. M. (2014). Factors influencing student's choice of tertiary education programmes in Nigeria. *Academic Scholarship Journal,* 8(1): 41-59.

Bok, D. (2003). *University in the market place: The commercialization of higher education.* Princeton University Press: Princeton New Jersey.

Cubillo, J. M., Sanchez, J. and Cervino, J. (2006). International student decision process. *International Journal of Educational Mnagement,* 20(2): 101-15.

Diaconu, M. and Pandelica, A. (2013). Marketing approach in the management of higher education institutions. *Scientific Bulletin-Economic Sciences,* 10(3): 1-10.

Durks, L. (1998). Higher education in market theory. Available: http://Webhost.Bridgew.edu/adirks/ald/papers/mktheor.htm

Gajic, J. (2002). Importance of marketing mix at higher education institutions. *Singi Dunum,* 9(1): 29-41.

Gibbs, P. and Knapp, M. (2002). *Marketing higher and future education: an educators guide to promoting courses, departments and institution.* Kogan page: London.

Harris, M. (2009). Message in a bottle: University advertising during bowl games. *Innovative Higher Education,* 33(5): 285-96.

Ivy, J. (2008). A new higher education marketing mix: the MBA marketing. *International Journal of Education Marketing,* 22(4): 288-99.

Iyang, N. E. U. and Etuk, G. K. (2015). Marketing education for economic survival. The case of university of uyo. *British Journal of Education,* 3(3): 14-26.

Jibriel, M. and Obaje, A., 2008. "Management of higher education in Nigeria." In *Taferra, D and Knight, J. on higher education on African. Institutional Dimension.*

Ketter, F. (2012). *Higher education marketing for current and potential students.* Ketter Consulting: Israel.

Kirps, D. (2003). *Shakespeare, einstein and the bottom line: The marketing of higher education.* Massachusets: Harvard University Press: Cambridge.

Kotler, P. and Fox, K. (1995). *Strategic marketing for educational institutions.* 2nd edn: Prentice Hall: Englewood Cliffs N:J.

Kotler, P., Armstrong, G. and Hayes, B. (2002). *Marketing professional service.* 2nd edn: London Prentice Hall: Paramus, N. J.

Kusamuwati, A. (2010). Student choice criteria for selecting an Indonesian public university: a preliminary findings. Available: http://iro,uowedu.au/sbshdr/2010/papers/2

Lukic, R. V. and Lukic, N. (2016). Application of marketing mix concept on student recruitment strategies. Evidence from university of Novisad, Serbia. *Megatrend Review,* 13(3): 183-202.

Maringe, F. (2006). University and Course Choice : Implication for positioning recruitment and marketing. *International Journal of Education of Educational Management,* 20(6): 406-79.

Mazzarol, T. (1988). Critical Success factors for international education marketing. *International Journal of Educational Management,* 9(2): 31-38.

Mohammed, H. I. (2015). 7ps marketing mix and retail bank customer satisfaction in North Eastern Nigeria. *British Journal of Marketing Studies,* 3(3): 71-88.

Newman, F. (2004). *The future of higher education: Rhetoric, Reality and the risk of the market.* Jossey-Bass: San Francisco.

Palmer, A. (2001). *Principles of services marketig.* 3rd edn: McGraw-Hill: London.

Price, I., Matzzadoral, F., Smith, L. and Agalu, H. (2003). The impact of facilities on student choice of university. *Facilities,* 2(10): 212-22.

Ratiu, M. P. and Avram, E. M. (2012). Optimising the marketing mix- An essential element in developing competitive strategies in the field of higher education. *Romanian Economic and Business Review,* 8(1): 57-65.

Rodic, V., Kist, T. and Cileg, M. (2012). Specific features of the application of the marketing mix concept in institution of higher education. *Journal of Business Research,* 60(9): 979-89.

Starch, K. (2013). *Marketing within higher education institutions-A case study of two private thai universities.* Masters thesis in business administration from malardalen university, Sweden.

Wise, M. (2008). *A higher education marketing perspective on choice factors and information sources considered by South Africa first year University students.* Ph.D thesis submitted to the department of Marketing and Communication Management. University of Pretoria, South Africa.

Wright, R. (1999). *Marketing: origins, concepts and environment.* Business Press: London.