A dissertation submitted to NUST Business School, Rawalpindi in partial fulfillment for degree of MBA in 2008

I would like to dedicate this thesis to my parents, who have supported and encouraged me a great deal throughout the course of my education.

HISTORICAL PERSPECTIVE OF EDUCATIONAL BRANDING AND FUTURE LESSONS

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CERTIFICATION

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ABSTRACT

The relative term Educational Branding, its dimensions and different perspectives are considerably new in this part of the world i.e. Asia, specifically in our country Pakistan. It has not been a long time since organizations have actually realized the importance of developing themselves as Brands and converting them into their most valuable asset. Different industries and sectors are trying their best to develop and adopt the different marketing theories and aspects within their organizations.

One of the emerging issues that come hand in hand with marketing boom in Pakistan is the issue of How to Brand Educational Institutes that is being done all over the world. All the institutions are affected by this issue. Educational Branding is gradually becoming a challenge and most appropriately the tool to master upon to gain Competitive Advantage in the industry. This need hereby has been highlighted in the topic of this dissertation in the following words, "Historical Perspective of Educational Branding & Future Lessons".

The study begins with an extensive literature review of the global perspective of the issue of Educational Branding with a detailed analysis of the Pakistani Educational market with respect to branding. It is further followed by the hypothesis development procedures that helped us analyze the various dimensions of the issue. A findings section has been drafted to identify the current practices being followed by the various educational institutes followed by an analysis of those practices with each other as well as with International Branding practices. The analysis portion leads us to the determination of the validation or contradiction of the various hypothesis developed during the literature review. The final sections of this study focus on presenting certain recommendations that may be followed by the various Higher Education Institutions in the Pakistani Educational Sector.

Table of Contents

CHAPTER 1	1
1.0 INTRODUCTION	1
1.1 Overview: Higher Education in Pakistan	1
1.1.1 Administration and Finance	1
1.1.2 Size	1
1.1.3 Structure	2
1.1.4 Private and Public Education System	2
1.2 HIGHER EDUCATION INSTITUTIONS IN PAKISTAN	
1.2.1 Higher Education Commission	4
1.2.2 HEC Programs & Projects	
1.2.3 Information Technology Reforms	4
1.2.4 HEC Achievements	5
1.2.5 Higher Education Institutes Profiling	6
1.3 BRANDING SOURCE OF COMPETITIVE ADVANTAGE	. 10
1.3.1 Role of Branding in Higher Education Institutes	
1.3.2 Effect of Institutional Brands on Students and Faculty	. 15
1.3.3 Pakistani Higher Education Institutes / Institutes Rankings	. 16
CHAPTER 2	19
2.0 LITERATURE REVIEW	
2.1 UNIVERSITY BRANDING	-
2.3 BRANDING UNIVERSITIES IN ASIA	
2.3.1 Image & Reputation of HEI (Higher Education Institutions) in Student's Retention	
2.3.2 Sustainable Competitive Advantage for Educational Institutions	
2.3.3 University Image & its relationship with the Satisfaction of Students	
2.3.4 Recruiter's Perceptions of Appearance	
2.3.5 Communication Effects of University Advertising Materials	. 27
CHAPTER 3	. 29
3.0 RESERCH METHODOLOGY	. 29
3.1 Research Problem: Definition	. 29
3.1.1 Preliminary Data Collection	. 29
3.1.2 Type of Research	. 29
3.1.3 Method of Research	. 30
3.1.4 Purpose of Study	. 30
3.1.5 Type of Investigation	. 31
3.1.6 Extent of Researcher Interference	. 31
3.1.7 Study Setting	. 31
3.1.8 Unit of Analysis	. 31
3.1.9 Time Horizon	
3.1.10 Importance of Research	
3.2 RESEARCH FLOW DIAGRAM	
3.2.1 Data Collection	. 33
3.2.2 Surveys	
3.2.3 Meetings / Visits	
3.2.4 Formal / Informal Interviews	
3.4 HYPOTHESIS	
3.4.1 Dependant / Independent Variables	
3.5 LIMITATIONS	. 40

CHAPTER 4	42
4.0 FINDINGS	42
4.1 RESEARCH OVERVIEW	
4.1.1 Parameters	43
4.1.2 Respondent Age	43
4.1.3 Respondent Profession	
4.1.4 Gender	
4.3 ROLE OF INSTITUTES BRAND NAME ON STUDENTS & FACULTY	46
4.4 ADVERTISING THE HIGHER EDUCATION INSTITUTES	49
4.5 EFFECTIVENESS OF ADVERTISING CAMPAIGNS	53
4.6 HYPOTHESIS TESTING	56
4.6.1 Hypothesis 1: Student's loyalty is dependent on image and reputation of organization	
4.6.2 Hypothesis 2: Branding, as a shorthand measure of the whole range of criteria that go to mak	
up the quality of the university	61
CHAPTER 5	63
5.0 RECOMMENDATIONS	63
CHAPTER 6	65
6.0 CONCLUSION	65
7.0 BIBLIOGRAPHY	68
8.0 APPENDIX	70
8.1.1 Questionnaire	70

CHAPTER 1

1.0 INTRODUCTION

1.1 Overview: Higher Education in Pakistan

Pakistan is a country with vast natural resources. The country has seen has seen a mushroom growth of schools, colleges, and universities over the years. The focus of government's attention changed towards private sector during Gen Musharaf's regime, by giving priority to education, as it plays an extremely vital role in the economy of any country. In 2008 budget there was very minimal budget approved for the education sector, and that's the reason why majority of the people in rural areas have no access to education.

1.1.1 Administration and Finance

Education in Pakistan is the responsibility of the Ministry of Education (MOE), which is headed by the Minister of Education. ¹The primary function of the MOE is to formulate educational policies and to coordinate uniformity of educational objectives, practices, and standards throughout the provinces. Funding for university education is provided through the MOE and is administered through the Universities Grants Commission (UGC). The MOE formulates plans and policies for universities in coordination with the UGC, Ministry of Finance, and the Ministry of Planning and Development, as well as other branches of government with ties to education. 2.7% of the total Gross National Product is allocated to education.

1.1.2 Size

There are approximately 175,600 educational institutions in Pakistan at the elementary, secondary, upper secondary, and higher education levels.

¹ Pakistan Education Overview; World Education Services, Canada - <u>www.wes.org/ca/wedb/pakistan/pkedov</u> - August 14th, 2008

1.1.3 Structure

Primary/secondary level education is organized as follows: primary stage (5 years); middle stage (3 years); lower secondary stage (2 years); and upper secondary stage (2 years). Education in Pakistan is not compulsory.

Vocational/technical education is administered through the Provincial Education and Labor Departments. The minimum qualifications to enter male vocational institutions, is the completion of grade 8. The programmes are generally two to three years in length. The minimum qualifications to enter female vocational institutions, is the completion of grade 5.

At the upper secondary level vocational programmes are offered through the provincial Boards of Technical Education. The Boards of Technical Education conduct the external examinations and award diplomas. The minimum entrance requirement into these programmes is the Secondary School Certificate. Vocational/technical education is also offered at polytechnics and colleges of technology which offer three-year programmes in a variety of trades.

1.1.4 Private and Public Education System

Private education exists at all levels of education in Pakistan. The medium of instruction is usually English and the quality of education varies. Some schools provide traditional Islamic education. Registered private schools are required to follow government-prescribed curricula. However, not all private schools are registered. Some schools are accredited to prepare students for the examinations of the Cambridge University Local Examination Syndicate. Very little government assistance is provided to private schools. Until 1991, there were only two recognized private universities, Aga Khan University established in 1983 and Lahore University of Management Sciences established in 1985. Since 1997, ten new private institutions have been established and recognized by the MOE. The expansion of the private sector is due to limited government resources, the inability of the current system to allow for growth expansion, and the growing demand for higher education. The government realizes that university education is expensive, especially in sciences and technology, and has therefore encouraged education in the private sector.

1.2 Higher Education Institutions in Pakistan

There was a time when doctors and engineers were considered as highly esteemed. These professions were considered and actively preferred over all other disciplines, then in mid 90s came IT revolution in Pakistan and majority of institutes and university started offering a full graduate and post graduate degree programs. People were more interested in getting a BCS degree in computer sciences rather than being enrolled in a engineering program. As the sector was booming so were more jobs. During the mid 90s this sector was very attractive as individuals could easily find jobs after graduation. However after 9/11 a lot of software houses and companies wound up their business and went back. The immediate impact was on the economy of Pakistan as majority were left unemployed, those who could find means went out of country causing an excessive brain drain. After this the focus totally changed from information technology to commerce and business. A large number of Higher Education Institutes and institute came into limelight in Pakistan after the 9/11 incident. According to survey conducted by the dawn newspaper in Karachi. It was concluded that majority of the students enrolled in the graduate degree programs are in the discipline of Commerce and Business management. One of the main contributors to this phenomenon is the job prospects. In Pakistan, there is a specific mindset of people to pursue education only on the basis of job prospects. That's why we as a country couldn't make progress in any other field of education because we always followed others. We followed the same footsteps as others have chosen.

I would not say that we were unable to produce good institutions, Higher Education Institutes and institutes were excellent in parting business education and producing leaders for tomorrow. Some of these institutes include LUMS (Lahore University of Management Sciences) and IBA (Institute of Business Administration, Karachi). These institutes have produced excellent business leaders, which are still very successful in the corporate sector of Pakistan, but the number of such Higher Education Institutes is very less if, we compare ourselves with countries.

Another important factor to include here is the research; good research background brings a strong name to an institute's reputation. In Pakistan Higher Education Institutes and institute are lacking in this area, as less emphasis is given to research in business administration and management. It's only a few years back, that the education ministry has started taking much interest in the research work and publications by the top ranked universities and institute of Pakistan, by forming a higher education commission which overseas higher education institute's in Pakistan.

1.2.1 Higher Education Commission

The Higher Education Commission (HEC), formerly ²the University Grant Commission, is the primary regulator of higher education in Pakistan. It also facilitates the development of higher educational system in Pakistan. Its main purpose is to upgrade the Universities of Pakistan to be world-class centres of education, research and development.

The HEC is also playing a leading role towards building a knowledge based economy in Pakistan by giving out hundreds of doctoral scholarships for education abroad every year.

1.2.2 HEC Programs & Projects

HEC main programs are following:

- Faculty development
- Curriculum revision
- Higher education infrastructure development
- Indigenous scholarships
- Foreign scholarships
- Patent filing support
- Conference travel grants
- Increase industry and university research collaboration
- Developing new technology parks

1.2.3 Information Technology Reforms

Primary focus of HEC is higher Education development however recently HEC has begun information technology reforms (called e-reforms) while it claims to improve

² Higher Education Commission of Pakistan – By Wikipedia – <u>www.wikipedia.org</u> – August 14th, 2008

situation of social sector primarily reduction in poverty and challenges of economic stability. Main E-forms programs are following:

- Pakistan Educational Research Network (PERN)
- Digital library
- Pakistan Research Repositor (PRR)
- e-learning

1.2.4 HEC Achievements

In spite of the criticism of ³HEC, its creation has also had a positive impact on higher education in Pakistan. In their two year report for 2004 to 2006 it is mentioned that according to the Institute of Scientific Information, the total number of publications appearing in the 8,000 leading journals indexed in the web of Science arising out of Pakistan in 2005 was 1,259 articles, representing a 41% increase over the past two years and a 60% increase since the establishment of HEC in 2002. In addition the HEC digital library now provides access to over 20,000 leading research journals, covering about 75% of the world's peer reviewed scientific journals.

The HEC website also points to a 40% increase in enrollment in universities in Pakistan over the last two years, which it attributes to efforts on its part to encourage higher education in the country.

³ Higher Education Commission of Pakistan – By Wikipedia – <u>www.wikipedia.org</u> – August 14th, 2008

1.2.5 Higher Education Institutes Profiling

Institutional profiling is one of the most important factors to consider. Determining the business vision and mission of the institute and then deciding, how the institute will attain its targets. The prime role of any business school or institute is to educate but, until and unless these Higher Education Institutes and institute's profile themselves they will not be able to sustain the future competition as well as creating a unique identity for themselves.

In Pakistan there are very few examples of Higher Education Institutes and institutes who are created a unique identity for themselves but accurately profile themselves as distinctive. Some of them are:

Lahore University of Management Sciences (LUMS)

The Lahore University of Management Sciences, usually referred to by its acronym ⁴LUMS, is a university located in Lahore, Pakistan. LUMS was established by industrialists and people belonging to Pakistan's leading private and public sector corporations, with the goal of developing an institution that would not only provide rigorous academic and intellectual training to Pakistani students and scholars, but also make available state-of-the-art research facilities, which would be comparable to leading universities around the world. According to the Higher Education Commission of Pakistan (the HEC), LUMS is one of the most highly ranked Pakistani universities amongst institutions that offer degrees in Business Management and Information Technology.

The university was granted a charter by the Government of Pakistan in March 1985. The LUMS Board of Trustees comprises leading members of the domestic business community, academics, and government representatives. The principal functions of the board are to set policy guidelines and to review the operations of the university. The Board of Governors, as the sponsor of LUMS, raises funds necessary for the university's operation and maintenance. Many board members are representatives of the business community and form a crucial link between the university and the Pakistani business

⁴ LUMS – By Wikipedia – <u>www.wikipedia.org/wiki/lums</u> - August 15th, 2008

⁶ NUST Business School

world. The university has separate schools offering variety of programs but, the major contributor in its success is business management programs.

- Suleman Dawood School of Business (SDSB)
- School of Humanities and Social Sciences (SHSS)
- School of Science and Engineering (SSE)
- School of Law and Policy
- School of Education and Applied Psychology

Institute of Business Administration (IBA)

The IBA was ⁵established in 1955 as a USAID financed project. Initially the Wharton School of Finance, University of Pennsylvania, provided the technical support; later, the University of Southern California got the contract to set up various facilities at the Institute and several prominent American professors were assigned to the IBA. A large number of Pakistani faculty members received advanced degrees from Wharton and the University of Southern California. ⁶Till 1994, the University of Karachi awarded degrees to the graduates. In that year the Sindh Assembly elevated the Institute's status to that of a degree-awarding institution. Inspite of a rapid increase in the number of Higher Education Institues, the IBA has maintained its position as the premier institution of higher learning in the field of management and business administration.

The IBA initially offered programs only for day scholars. In 1957, an Evening Program was started to cater to the needs of the numerous working executives and managers who were interested in furthering their careers through part-time business studies. In 1982, a three-year BBA (Honors) Program was introduced which has now been upgraded into a four-year BBA program.

The Center for Computer Studies was established in 1983 with the collaboration of IBM, Pakistan. It initially offered a diploma in system analysis to overcome a shortage of software professionals in the country. It now offers BBA (MIS), MBA (MIS) and BS (Computer Science, Software Engineering, Information Technology), MS (Computer

⁵ IBA History - By IBA - <u>www.iba.edu.pk/history</u> - August 15th, 2008

⁶ IBA History – By IBA – <u>www.iba.edu.pk/history</u> - August 15th, 2008

⁷ NUST Business School

Science, Software Engineering, Information Technology), and PhD programs. The PhD degree is being offered in the areas of Computer Science and Engineering (CSE), Information and Communication Technology (ICT), Operations Research, Artificial Intelligence, Cryptography, Numerical Analysis and Numerical Computing. In addition a PhD program in MIS/Computer Science and Engineering/ICT has been launched from August 2005.

Lahore School of Economics (LSE)

Lahore School of Economics or ⁷"The Lahore School" is a distinguished seat of learning known for high quality teaching and research. The Lahore School of Economics was established in 1993 and chartered by the Government of Punjab in January 1997, through The Lahore School of Economics Act 1997 (Provincial Assembly of the Punjab - Act II of 1997).

The Lahore School of Economics has two campuses, i.e., The Main Campus and the City Campus. The Main Campus, spread over 35 acres, is located on the intersection of DHA Phase VI, Main Boulevard and Burki Road. The City Campus is located in a quiet setting of Gulberg near the central Liberty Market area.

The Lahore School offers Undergraduate degrees in the areas of Business and Economics. The BSc (Hons)/ BBA (Hons) programmes at the Lahore School require a minimum of 136 credit hours and is intended to be completed in 4 years. The objective of Bachelors curriculum is to impart a specialized education of international standards. All classes of the Undergraduate programme are held at the Main Campus.

NBS (NUST Business School)

NUST Institute of Management Science, now known as ⁸NUST Business School is located at Rawalpindi, Punjab, Pakistan. NUST Institute of Management Sciences is part of the National University of Science and Technology. This business school is young as compared to its counterparts but, still is the most profound and high profile school offering complete degree programs in Management Sciences in Rawalpindi. Its name was

⁷ LSE – By Wikipedia - "<u>http://en.wikipedia.org/wiki/Lahore_School_of_Economics</u>" – August 15th, 2008

⁸ NBS (NIMS) – By Wikipedia – <u>www.wikipedia.org/wiki/NIMS</u> - August 15th, 2008

⁸ NUST Business School

recently changed from NIMS (NUST Institute of Management Sciences) to NBS (NUST Business School) in order to give the institute a unique identity. Although, the institute have produced a very less numbers of graduates, as compared to LUMS or IBA but, they all are very successful in the corporate sector.

NBS is located at Rawalpindi, Punjab, Pakistan. NUST Business School is part of the National University of Science and Technology. It is one of the leading Higher Education Institutes in Pakistan. Located in the Heart of Rawalpindi, in an area known as Lalkurti. This business school has the reputation of providing excellent standards of education to its students. Graduates from this business school are highly regarded in the Pakistani job market.

NBS, is scheduled to shift its campus from the over crowded area of Rawalpindi to a state of the art campus being built in Islamabad. Although an official date of shift has not been issued, it is expected that NBS will be one of the first colleges of NUST to shift to the new campus as early as 2008.

One of the main problems with Pakistani Higher Education Institues and institute is the lack of branding. If you look at all the large business school and institutes, as they have been able to uniquely identify and differentiate themselves from each other. When we observe, international Higher Education Institues like Harvard Business School, Stanford, School of Management, and other IVEY League colleges and Higher Education Institues, one can easily identify the differences. These institutions have been able to brand themselves effectively but building strong educational brands. Which is why they have been able to attract not only local but, foreign students as well which are considered an important source of income and learning?

In Pakistan, higher education institutes have failed to carve out a unique identity for themselves which is recognized everywhere in the world, and that's the main reason why students are left with very few choices. Students and parents preferences often swings towards those few who offer better job prospects.

Another factor contributing to this is lack of specialized fields in business administration and management, as Pakistani Higher Education Institues offer very limited specialization courses and in turn we are unable to produce business leaders in those important areas which a big loss to the country and its economy. The third contributing factor is the lack of experienced and qualified faculty in some business areas except a few, and that's why most of the Higher Education Institues willing to initiate new disciplines are unable to do so.

1.3 Branding | Source of Competitive Advantage

Branding is basically ⁹the process of creating a strong identity for an organization, or institute and it applies to both product manufacturers and companies that provide a service. An organization's brand identity drives the company as a whole by providing a framework through which the members of the organization can establish a memorable, active relationship with consumers. When a company brands itself successfully, people remember that organization and what it stands for, and they come to know exactly what to expect from interacting with its members or using its products.

In recent years, as marketing has shifted and become more about establishing a relationship with customers and less about bombarding them with names and logos, the role of branding has increased in scope and significance. Branding appeals to people's memory of an experience with an organization. Clear and consistent messages about a company's products or services, the experience of interacting with that company, and its appeal to the values and self-concept of consumers make for a successful branding campaign. A brand is, in effect, a company's way of doing business, which develops as a result of its identity and its reputation. It is also the association that consumer's have with its products or services. Customer service, or the way a company operates in relation to those it serves, is the action by which a brand is established and imprinted in the memory of a targeted market. Another way to say this is that a company's brand is its way of standing out and separating itself from its competitors.

Though successful branding is often paramount to a company's success, there are pitfalls and challenges that must be faced. A variety of common problems can stand in the way of a company's efforts to brand itself effectively. One such barrier is not having a clear set of values with which to identify the brand. Without a clearly defined mission and vision that all employees share, a brand identity cannot be effectively established. An

⁹ Branding: A Competitive Advantage – By Asim Khan, Article Date: 2005-11-09 – www.marketingnewz.com/marketingnewz-22-20051109BrandingACompetitiveAdvantage - Date visited August 15th, 2008.

organization's own members must connect to a brand identity before that identity can be communicated to consumers. Staff must be motivated to work together and act as representatives of the brand outside the walls of the organization. Management must be willing to make the changes necessary to accomplish this. Resources, processes and tools must exist to automate presentation of the brand to the marketplace, and the organization must stay connected to its customers and be willing to make adjustments dictated by feedback from them.

A brand name and logo are simply an association or way to identify the experience of the brand in its entirety, much like a person's name or photograph evokes everything you know about who that person is, what he or she stands for, and how he or she behaves. Since all names and images carry associations, brand names and logos must be chosen with care. A good name is a positive influence on the way members of the organization identify themselves as well as how consumers view the product or service that carries that name. This is particularly relevant in cyberspace, where domain names need to be memorable on a global scale. Names that resonate across cultures and languages are crucial to branding success.

In addition to having a good name, ¹⁰a successful brand must be well positioned. The brand's position is the place it has in the minds of those it aims to serve. A brand must be positioned in such a way that its uniqueness and value to the consumer is apparent. Since customers must feel connected to a brand, it not enough for the brand or logo to simply be recognized. Companies and consumers form an interactive relationship that involves an exchange between the organization's offerings and the consumer's needs and expectations. In this sense, brands are a form of communication, and a brand that communicates well in a way that is consistent with its actions gives consumers a deeper and more meaningful experience with the brand.

Companies can use any one of five strategies for branding, each with its own shortcomings and advantages. First, a company can develop line extensions, which new items are introduced within a product category, such as "all natural" or "organic" versions of a food product. While the brand may be in danger of losing its specific meaning in the

¹⁰ Branding: A Competitive Advantage – By Asim Khan, Article Date: 2005-11-09 – www.marketingnewz.com/marketingnewz-22-20051109BrandingACompetitiveAdvantage - Date visited August 15th, 2008.

¹¹ NUST Business School

minds of consumers, this strategy can also work well to attract new customers. Another strategy is brand extension. In this case, an existing brand name is used for a completely new kind of product. Using this strategy, a well-known apparel manufacturer may launch a line of perfumes or beauty products. As long as the new product is well received and the brand's reputation is upheld, this strategy can help a company expand into new markets. A third strategy is multi-branding, which occurs when a company creates a variety of brands within a product category, each designed to appeal to a different audience. The danger here is that the brands may each compete with each other for small shares of the market with none of them doing particularly well on its own. Some companies create entirely new brands to launch product at all. There is also an emerging practice known as co-branding in which two well-known brands merge to create a new product that boasts both previously accepted brands.

For product manufactures, packaging is another key feature that affects how consumers view the brand. People often identify a brand by its packaging. Several elements are important here, including the "packaging concept," which defines what the package should accomplish for the product. The package should be carefully designed with attention to size, shape, color, font and logo, as well as the type of material that should be used. Decisions about pricing, marketing and advertising are often dependant upon the type of packaging developed for the product, which may affect how it can be handled, distributed or displayed. The association that consumers make with a particular kind of packaging is as important as other features of the brand. For example, the Planters Lifesavers Company introduced vacuum-packed peanuts in 1992 to capitalize on the association that consumers already made between fresh coffee and vacuum packaging. Growing concerns about the environment make recycled packaging materials attractive to many people, and safety concerns have highlighted the importance of using "tamper-proof" packaging.

Companies that are successful at branding are able to develop a "story" around a product or service that will create an affinity with customers. ¹¹Since most businesses today are

¹¹ Branding: A Competitive Advantage – By Asim Khan, Article Date: 2005-11-09 – www.marketingnewz.com/marketingnewz-22-20051109BrandingACompetitiveAdvantage - Date visited August 15th, 2008.

difficult to distinguish from one another, an intermediary is often called upon to help envision a fresh perspective that can be developed into a lucrative branding campaign. An intermediary with experience in branding can leverage a company's uniqueness and help launch, build, evolve and grow a business. Branding is more than selecting the right language and packaging, and it requires dedicated personnel and budgets, as well as time and expertise. With already overburdened staff members who may lack the experience, skills and resources specific to branding, it often makes sense to hire an intermediary to manage the venture. In some cases, intermediaries can be brought in as temporary consultants to give specialized, expert attention to developing or improving a communications strategy.

Hiring an intermediary to develop brands can benefit two distinct types of client companies. In one case, a firm that has been victimized in the past by legal or linguistic issues can alleviate fears of future mistakes by bringing in an intermediary. In other cases, firms for which branding is more than an afterthought can become truly excited by the expanded possibilities inherent in bringing in experts in the branding arena. Though the two groups overlap, the decision to hire an intermediary often comes down to a combination of uncertainty and hope that exists for most companies considering brand development.

1.3.1 Role of Branding in Higher Education Institutes

Branding has not played a profound role in Pakistani Higher Education Institues as it was not used by any business school except a few, who are able to dominate the business education environment. Branding itself has many benefits and advantages and often its advantages outweigh its financial costs. Pakistan in the past has been unable to list its Higher Education Institues in the top rankings of the world. While India have been able to produce more profound Higher Education Institues like Indian Institute of Management, Calcutta, Indian Institute of Management, Calcutta, University Management School, Chandigarh, Indian Institute of Management, Ahmadabad etc. Pakistani Higher Education Institues rarely advertise themselves through different mediums other than newspaper, and those advertisements are for the sake of admissions and other general information regarding the business school or institute. There is a greater

need to initiate successful communication and marketing campaigns on a wider level in order to educate the prospective students about the worth of their degree programs and the possible impacts of a strong institutional brand in their upcoming lives.

Another important failure point for Higher Education Institues and institute is the lack of publications and research work conducted at graduate, post graduate, and doctorate levels, as these things themselves are means of developing and creating a unique identity and brand. Harvard Business School is recognized the world over in business studies more because of its weekly and annual research publications in the name of Harvard Business Review. Pakistani Higher Education Institues and institute need to build a platform where they can create lasting relations with both current and prospective students. Research publications in one medium these schools can create other such platforms like seminars, public speaking sessions etc where students should be invited from various colleges to inform them about the latest happenings within the institute, and a proper media coverage should be given to such activities, only then can an institute build a positive reputation and image in the minds of students. One of the prime measures for any business school and institute is empower its students as they are the brand ambassadors of any institute who carry the name of an institute forward.

Higher Education Institues should develop and maintain excellent alumni relations as they can create further opportunities for existing students. Business studies is a more practical discipline unlike engineering where you encounter similar problems as studied in the text but, business studies is not completely justified through books, as a manager one usually encounters difficult situations where important decisions have be taken – not studied in text books. Business education focuses more on building skills rather than educating the individuals. This requires Higher Education Institues and institutes to collaborate more with the corporate sector by building good relations with top employers. This will not only create the image of the institute but will also encourage the employers to hire more from the same institute with which they have good relations.

Last but not the least, strong educational brands is the need of the hour, and no institute or business school can afford to be left behind in this race, because in today's environment it's even more important to differentiate yourself and service offerings in order to remain competitive.

1.3.2 Effect of Institutional Brands on Students and Faculty

We all know that majority of the well known brands whether in products and services all play an important role because they are all a part of our daily life but, educational brand plays a highly important role in students' lives. You can change a brand easily by switching to another brand but, an institutional brand cannot be changed as it remains your academic credentials for life time, so it's even more important. There is a direct relationship between an institutional brand and the overall academic value that it creates. A strong institutional brand encourages more and more students to join the institute, even to the extent of students from foreign countries.

Student's retention is increased with strong institutional brand, as they become more loyal with the institute due to the overall impact of a strong positive brand. Institute can charge high at a premium while there is an increased opportunity to attract qualified and experienced faculty.

A strong brand communicates clear and concise meanings to the students as to what is the worth of getting a degree from such an institute along with much better job prospects that a often translated into student benefits.

A strong academic brand tends to create an emotional bonding with the students whether they are studying within the institute or they are prospective students of the institute. This strong emotional bonding produces positive feelings in students about the institute, and increases the chances of positive word of mouth about the institute. It is important to not that the most important factor which is affected by an institutional brand is the perception of students. If an institute has a high end brand, then automatically student's perception about the brand will be positive as compared to a low end brand, even if majority of them do not study there, because students know the institute because of its brand as a whole.

1.3.3 Pakistani Higher Education Institutes / Institutes Rankings

Pakistani universities and institutes are ranked on annual basis by the Higher Education Commission, which are based on certain important factors that a university or an institute does well. These factors include Research publications by the university or institute, number of students, On Campus facilities, finances, and the numbers of qualified faculty available with the university. The following are the current rankings for 2008. Ranking of Universities by Type of University based on Revised Criteria by the Board Final. Only those universities were considered in ¹²the ranking lists which were charted before 2002.

University Name	Research Max 26	Student Max = 17	Facilities Max = 15	Finances Max = 15	Faculty Max = 27	Total Rank Score
Agriculture / Veterinary						
Iniversity of Agriculture (UAF), Faisalabad	17.35	14.26	10.51	7.98	16.34	66.44
IWFP University of Agriculture , Peshawar	19.17	7.49	8.97	8.22	20.25	64.10
Iniversity of Arid Agriculture, Rawalpindi	6.50	9.16	1.65	12.48	13.78	43.57
indh Agriculture University, Tandojam	3.57	5.09	9.49	9.32	11.85	39.31
Art / Design						
lational College of Arts, Lahore	8.40	10.90	6.96	9.04	17.25	52.55
extile Institute of Pakistan, Karachi	7.00	4.62	10.76	10.53	18.60	51.51
ndus Valley School of Art & Architecture, Karachi	0.00	6.22	4.84	10.84	6.40	28.30

* Note: Ranking of Universities has been revised on the request of Universities which have recently been upgraded to category X and has enrollment of > 200 students.

¹² Pakistani University Rankings – By HEC – <u>www.hec.edu.pk</u> – August 15th, 2008

Business / I.T.						
Lahore Uni. of Management Sciences (LUMS), Lahore	12.37	6.08	8.68	9.66	20.41	57.20
Institute of Business Administration (IBA), Karachi	7.45	9.01	5.75	8.08	10.00	40.30
Shaheed Zulfikar Ali Bhutto Institute of Sci. & Tech. Karachi	4.97	7.48	5.21	5.00	11.07	33.73
Iqra University, Defence View, Karachi	6.37	4.48	3.47	6.50	7.99	28.82
Lahore School of Economics, Lahore	2.48	2.71	4.43	10.07	6.69	26.37
Institute of Business Management (IBM), Karachi	7.06	2.54	1.63	6.47	4.72	22.41
* Qurtuba University of Science & Information Technology D.I Khan	1.00	1.54	3.70	3.09	8.35	17.67
* Karachi Institute of Economic & Technology (KIET), Karachi	1.02	2.84	4.60	3.79	3.49	15.74
CECOS , Peshawar	0.00	3.03	4.43	2.38	3.57	13.40
City University of Science & Information Tech., Peshawar	0.00	2.11	1.43	3.00	3.76	10.30
Engineering						
Pakistan Institute of Engg. and Applied Sciences, Islamabad	11.70	9.73	6.52	12.42	20.98	61.35
National University of Sciences & Technology Rawalpindi	10.10	9.27	8.33	6.84	14.53	49.07
Ghulam Ishaq Khan Institute of Engineering, Swabi	10.07	7.69	6.05	8.73	13.24	45.78
University of Engg. & Technology (UET), Lahore	7.87	13.00	6.23	2.36	12.81	42.26
Mehran University of Engg. & Technology (MUET), Jamshoro	6.30	6.27	4.51	1.80	10.29	29.17
University of Engg. & Technology (UET), Taxila	4.90	5.94	3.30	5.72	5.15	25.00
National Univ. of Computer and Emerging Sciences, Islamabad	2.47	5.53	3.69	3.88	9.26	24.84
COMSATS Institute of Information Technology, Islamabad	3.36	4.35	2.55	3.26	8.91	22.42
NWFP University of Engg. & Technology, Peshawar	2.70	5.23	2.87	2.05	6.00	18.85
NED University of Engg. & Technology, Karachi	2.79	5.52	4.40	1.50	4.44	18.65
Quaid-e-Awam University, Nawabshsh	2.23	3.58	3.50	3.72	5.61	18.64
Sir Syed University of Engineering & Technology, Karachi	1.56	4.95	3.00	4.64	2.91	17.06
Balochistan University of Engg & Tech. Khuzdar	0.00	2.49	4.18	3.17	5.74	15.57

General						
Quaid-i-Azam University (QAU), Islamabad	17.63	8.14	7.98	4.91	19.50	58.16
University of the Punjab, Lahore	10.49	12.04	6.91	5.07	11.41	45.92
University of Karachi, Karachi	9.71	7.97	6.99	5.48	11.87	42.01
University of Peshawar, Peshawar	10.18	10.86	3.49	3.28	8.98	36.78
Bahauddin Zakariya University, Multan	8.56	7.49	3.04	4.03	10.23	33.34
Government College Lahore University, Lahore	6.44	4.98	4.19	7.03	9.14	31.78
Isra University, Hyderabad	2.16	4.28	2.67	11.65	9.08	29.84
International Islamic University, Islamabad	6.45	6.33	4.58	4.15	8.31	29.82
University of Sindh, Jamshoro	6.67	6.65	3.46	3.68	8.54	29.00
Hamdard University, Karachi	0.96	2.99	8.65	10.43	4.65	27.68
University of Balochistan, Sariab Road, Quetta	5.60	2.16	2.74	7.15	7.04	24.69
Gomal University, D.I.Khan	3.60	5.45	2.68	4.49	7.37	23.60
Islamia University, Bahawalpur	3.65	5.34	2.32	3.45	8.16	22.92
University of Azad Jammu & Kashmir , Muzaffarabad	2.20	2.86	2.31	4.87	9.81	22.05
Lahore College for Women University, Lahore	1.18	4.66	2.84	6.65	5.66	20.99
Hazara University , Dhodial, Mansehra	2.00	2.97	2.60	5.38	7.52	20.47
Muhammad Ali Jinnah University, Karachi	0.73	3.33	2.43	8.23	4.81	19.52
Fatima Jinnah Women University, Rawalpindi	1.48	6.42	2.24	5.42	3.73	19.29
Bahria University, Islamabad	0.61	5.97	2.66	5.87	3.49	18.60
Shah Abdul Latif University, Khairpur	1.69	1.21	2.08	6.27	5.95	17.20
University of Malakand Chakdara, Dir, Malakand	0.66	7.36	1.36	2.01	2.10	13.49
Kohat University of Science & Technology, Kohat	1.26	2.16	2.17	5.22	2.03	12.84
National University of Modern Languages, Islamabad,	1.82	2.06	2.56	2.94	2.85	12.23
* Jinnah University for Women (JUW), Karachi	0.64	2.44	0.84	3.41	1.91	9.24
Health Sciences						
Aga Khan University, Karachi	15.87	7.27	10.68	14.85	21.24	69.91
Liaquat University of Medical and Health Sciences, Jamshoro	8.40	11.47	7.67	5.81	14.94	48.29
Baqai Medical University, Karachi	7.64	9.88	4.11	5.19	5.87	32.69
Zia-ud-din Medical University, Karachi	6.47	3.52	4.29	7.67	8.43	30.38

Source: Higher Education Commission of Pakistan - <u>www.hec.edu.pk</u>

CHAPTER 2

2.0 LITERATURE REVIEW

Some of ¹³the prime challenges that the universities are facing around the globe are not external but, internal as they need to pay more attention to the identities in order to remain competitive. Individual profiling of universities has become more important because today a good name is not sufficient but, the brand and the surrounding environment seems to be considered more important. The reason is the possible impact of a positive brand or image in academic recruitment and creating goodwill.

2.1 University Branding

Pros	Cons
Information Sharing Resource	University Ranking – No Social Value
Individual Image & Identity	Very small chuck of people go for ranking
Students as Consumers	Huge Investments
Easy Comparability	Overpromsing
Emotional Satisfaction	
Internal Change	

The uniqueness of a University can be measured from three aspects:

- ✓ Central Character Distinguishes the organization on the basis of something important and essential.
- ✓ Temporal Continuity the identification includes features that exhibit some degree of sameness or continuity over time.
- ✓ *Distinctiveness* a classification that identifies the organization as recognizable different from others.

¹³ Strategy, Identity and Branding – Re-inventing Higher Education Institutions - By Dr Bjorn Stensaker, NIFU STEP, Oslo - City University London, 7th December 2005

There is a close relationship between organizational identity and organizational image. If both of them are positive then as a consequence, results in stability and inertia. Adaptation and differentiation are two strategies that universities can follow to make themselves unique. The challenge for higher education institutions is to balance the need for adjusting to a changing world while maintaining their organizational identities, and the inherent characteristics of higher education institutions.

A starting point is rather a fact that a brand is not built through creative logos or other symbolic features, it is built through the experience people have.

Universities can become tourists places even if they remain closed for ¹⁴200 years (Kover & Maxwell). Individuals need to access the quality of less tangible but, more immediately important features of a university such as its graduate outcomes. No individual can measure every single area of academics before selecting a university. The answer, of course is branding, as a shorthand measure of the whole range of criteria that go to make up the quality of a university. The university branding is a managerial issue, and the greater congruence between the student's values, goals, and attitudes and those of the institutions, less likely is a student drop out.

A branding perspective sees parallels with the rigorous "virtuous cycle" where a university brand becomes an aid to academic recruitment on the basis of self-select with only those who consider their values congruent with the institution. One of the paramount problems of university branding is the implication of internal marketing concept. Universities fail to deliver the message to internal stakeholders when carving a unique identity for themselves.

The second problem that big universities usually face while branding is the congruency factor as there is mark difference between the university vision and the aspirations and perceptions of its internal and external clients. Universities around the world owe to their students, faculty and other stakeholders to convey meaningfully how they are different from their counterparts and what do they offer?

¹⁴ Universities – A Prime Example of Branding Going Wrong – By Colin Fevons, Department of Marketing, Monash University, Caulfield East, Australia – 2nd Aug 2008

2.3 Branding Universities in Asia

Although ¹⁵universities are increasingly competing for international students, but little has been written about the influence of cross-cultural values on the positioning of international education brands.

There is a four level classification for international branding strategies of universities.

- Standardized brand core and augmented components tailored to domestic market but have a global appeal.
- 2) *Adapted brand* core components standardized, but augmented components adapted to local legal and market conditions.
- 3) *Customized brand* core and augmented components tailored to international target markets.
- Globalized brand compromise brand incorporating attributes of previous varieties, with standardized core and attributes added on to meet unique country or regional requirements and expectations.

Universities need to understand key education needs of international students and the perceived value of core and augmented elements of their offering, if they are to develop globalized brands. Brand positioning statements need to be carefully considered. A qualitative study of Australian University reveals that; recognition (reputation), academic instruction (quality of teachers and resources), campus life (added features), and guidance (how to access services) are the most salient promotional features.

In a survey it was found that "image and recognition", and "coalition and forward integration" were significant predictors of market success. Asian markets are lucrative source of students for western universities are there is now a growing trend towards better education.

¹⁵ Branding Universities in Asian Markets, By Brendon J. Gray (Associate Professor, Department of Marketing, School of Business, University of Otago, Dunedin, New Zealand), Kim Shyan Fam (Associate Professor, Department of Marketing, School of Business, University of Otago, Dunedin, New Zealand), and Violeta A. Llanes (Senior Lecturer, Department of Marketing, School of Business, University of Otago, Dunedin, New Zealand) – August 4th, 2008

2.3.1 Image & Reputation of HEI (Higher Education Institutions) in Student's Retention

In marketing, ¹⁶the critical role of institutional image and institutional reputation in customer buying intention is well known. The institutional image and reputation are important to develop and maintain loyalty relationship with customers. These two components are strongly related social entities and have a great impact on student's decision to stay for advanced studies. However there had been little management research conducted to support this view but, still these variables impact the student's retention decision. Service loyalty in itself represents the customer's rejection of competitive offerings aimed at changing buying habits and constitutes one of the most reliable overall indicators of the service.

The institutional image is related to various components such as name, architecture, variety of products & services, tradition, ideology, and to the impression of quality communicated by each person interacting with organizational clients. Besides that it also consists of two major components. (1) *Functional* – tangibles characteristics that can be easily measured. (2) *Emotional* – associated with psychological dimensions that are manifested by feelings and attitudes. Institutional reputation on the other hand is an estimation of an attribute of an entity over time.

Customer loyalty does not mean one who repeats purchases but, there are other variables which influence this change, such as social norms or situational factors. It is very difficult to determine the level and impact of image, retention and loyalty in service industries because of the intangibility of their products. They need to consider all the intrinsic and extrinsic factors before gauging the impact of these variables on students.

¹⁶ Image & Reputation of Higher Education Institutions in Students retention Decisions – By Nha Nguyen (Department of Business

Administration, University of Moncton, Moncton New Brunswick, Canada), and Gaston LeBlanc (Department of Business Administration, University of Moncton, Moncton New Brunswick, Canada) – August 5th, 2008

2.3.2 Sustainable Competitive Advantage for Educational Institutions

The world market for international institutions is measured by the number of students enrolled in educational institutions outside their own country. ¹⁷According to UNESCO there are 1.3 million students studying at higher education level in 50 host countries (1993) and this figure will increase substantially in the coming future. In old days there was very less focus on the services and most of the organizations and people were confused about the fact that how to take services, whether tangible or intangible, however in the late 80's a number of areas of special focus emerged such as service quality, service encounters, and experiences, service design, internal marketing, customer retention and relationship marketing. Almost absent from service research was education as specific service marketing area. Lovelock (1983) has offered a useful conceptual foundation that involves 5 criteria in which education services can be described.

- The nature of the service act the educational service act is directed at people (their minds rather than their bodies), it is primarily "people based" rather than "equipment based" and involves largely intangible actions.
- 2) The relationship with the customer education involves a lengthy and formal relationship with the client and the continuous delivery of the service. Students have membership relationship with service provider offering an opportunity to develop strong client loyalty and enhanced client services.
- 3) The level of customization and judgment in service delivery some services require greater customization and judgments on the part of service providers. The extent to which these services are customized varies; small tutorial and individual supervisions are more customized than mass lectures.
- 4) The nature of demand relative to supply a service can involve a widespread demand (e.g. electricity) or a narrow demand (e.g. insurance). At the same time the ability to alter supply quickly to meet demand fluctuations varies.
- 5) *The method of service delivery* the delivery of services may be classified into those requiring single or multiple site outlets and the nature of the customer

¹⁷ Sustainable Competitive Advantage for Educational Institutions: A Suggested Model – By Tim Mazzarol (Curtin Business School, Curtin University of Technology, Perth, Australia), and Geoffry Norman Soutar (Faculty of Business, Edith Cowan University, Australia) – August 5th, 2008

interaction with the service. Customers may move to a service provider or a service provider may move to customers.

Besides that education services have common characteristics as of any other service like intangibility, inseparability, heterogeneity, and perishability. The sustainable competitive advantage for education institute state that; "market success is the outcome of delivering a successful combination of distinctive competencies that gain and sustain competitive edge over rivals." This model assumes that strategy is the result of "environmental selection" and "strategic selection" processes.

One of the most important areas of deriving a competitive edge is the external and internal marketing strategies as they need to be aligned with each other and the organization as a whole. If the marketing strategies achieve their desired purposes the result will be a series of distinctive competencies that provide source of competitive advantage. Some of these competencies include:

- ✓ Brand Identity quality, image, and high market profile.
- ✓ Coalition Formation
- ✓ Forward Integration
- ✓ Organizational Expertise / Producer learning / experience
- ✓ Organizational Culture and Innovation
- ✓ Information Technology

However the most important aspect of this model is to develop competitive edge which cannot be easily imitated by competitors. Only then the organization / university will ensure success.

2.3.3 University Image & its relationship with the Satisfaction of Students

Brand image has considerable influence of consumer behavior. Therefore ¹⁸it is logical that nowadays brand image is of great importance both for commercial as well as non-profit organizations. Many industries and organizations have distinguished themselves from their competitors by strengthening the image of prestige and quality. Image had greater implications for both students and the general public. The term university branding has become a growing concern for universities because of the rapid developments in the education sector, advancements in information technology has led to new teaching methodologies by means of distant learning programs. On the other hand greater economic and administrative facilities for the transfer of teaching and research staff as well as that of students of different nationalities, offer teacher and students opportunity to national frontiers. All of the above factors favor greater competition in attracting students, and recruiting teaching and research staff and in finding new external sources of funding. According to Mazorsky and Jacoby (1986) an image may be studied from two approaches:

- 1) From the top downwards, identifying the facets or components that make up institutional image.
- 2) From the bottom upwards, discovering what ideas or attributes play a part in the different facets of institutional image.

The influence of image on customer satisfaction has been validated through much research, and it is even more important in areas where the customer had very little knowledge about the service. The image of university is shaped through cognitive and affective dimensions. These components are interlinked and had a great influence on the overall image of a university. This aims for the universities to develop a complete and comprehensive marketing and communication strategy which should address all those important areas and enforce the university image a separate brand.

¹⁸ The Configuration of the University Image & its Relationship with the Satisfaction of Students -Journal of Educational Administration – By Asuncion Beerli Palacio, Gonzalo Diaz Meneses, and Pedro J. Perez Perez, Universidad De Las Palmas De Gran Canaria, Las Palmas, Gran Canaria, Spain – August 7th, 2008

2.3.4 Recruiter's Perceptions of Appearance

Image norm are found to have an influence on recruiters' evaluations of applications during the interview process. ¹⁹The images portrayed in the recruitment materials convey the type of employees working for the organization and the type of applicants the organization tends to recruit. As far as physical appearance of an individual is an important element in the recruitment process, the same goes for the universities as well as they need to have a distinctive and enlightened image before they recruit the best people. This factor is extremely vital because it enables the organization/university to attract the best people in the market. It has become extremely important for the universities because, faculty in almost any department or university is of great importance to the students and often drives their conscious minds towards selecting a university for further studies.

The rapid rise of corporate universities, ²⁰online degree programs and the explosive growth in executive education all serve as signals to universities that the concept of a learning organization continues to gain momentum in the business community.

Firms are often resistant to learning, refusing to learn from their mistakes hence creating an environment where people do not learn from each other. The number one barrier to knowledge transfer is ignorance on both ends of the transfer. The second biggest barrier to knowledge is absorptive capacity of the recipient. Not surprisingly the third barrier to knowledge transfer was the lack of relationship between both the parties (Source & Recipient).There is a greater need for integration today between universities and corporations to ensure efficient and effective supply of knowledge workers.

¹⁹ Recruiters' Perceptions of Appearance: The Stigma of Image Norms - Emerald Group Publishing – By Amy E. Hurley-Hanson and Christina M. Ginanantonio, (Argyros School of Business & Economics, Chapman University Orange, California, USA) – August 7th, 2008

²⁰ A Process Model for Educonsulting – By Steven C Dunn, (Professor, College of Business Administration, University of Wisconsin

Oshkosh, Oshkosh, USA), and Dale Jasinski and Matthew O'Connor, (Associate Professors, Lenders College of Business, Quinnipiac University Hamden, Connecticut, USA) – August 9th, 2008

2.3.5 Communication Effects of University Advertising Materials

A total of ²¹20 per cent of Australian universities are ranked in the top 500 exporters and since 1987 international student growth in Australia has exceeded 60 per cent each year. Few investigations have been directed to measuring the effectiveness of international advertising and promotional material. There is a significant disparity between student perceived needs and those communicated by the universities printed material. The focus has been on the content analysis of the ISGs of most of Australia's universities. The investigation utilized benchmark standards as determined by a scale developed by Gatfield (1997). The study has explained a methodological approach to content analysis based on the blend of the convergent technique and the Delphi approach. The data were examined and specifically mention made of: the variance between the collective factor indices; the disparity between the indices related to the various universities; factors and variables that were provided with reasonable attention and variables which were frequently ignored in the ISGs. The conclusion was that there was a substantial communication gap, in most areas and with the majority of universities, between student perceptions of what is deemed important to those understood by the compilers of the ISGs. This research has considerable implications for university policy makers and international education marketing practitioners.

²¹ Measuring the Communication Impact of University Advertising Materials - Terry Gatfield, (School of Marketing, Griffin University, Australia), Michelle Barker, (School of Management, Griffin sity, Australia), and Peter Graham, (Professor at the Southern Cross University, Australia) – August 9th, 2008

Table I Importance variables and factors

Factor – Academic instruction	Factor – Campus life
Good teaching	Good natural and physical environment
Course content	Personal safety on campus
Fairness of grading	Public transport
Intellectual stimulation	Health services
Course variety	Food services
Access to lecturers	Social cultural activities
Small class sizes	Campus housing
Good class timetables	Sports and recreation facilities
Library facilities	
Computer laboratories	Factor – Guidance
	University handbook
Factor – Recognition	Career guidance
Recognition by government	Pre-enrolment advice
Recognition by potential industry association	International student office
Recognition by potential employer	

CHAPTER 3

3.0 RESERCH METHODOLOGY

This research was conducted in a step wise manner. This research was an exploratory research conducted in Pakistani Higher Education Institutes and academic institutions so more time and effort was spent on finding existing research done on this topic and then analyzing it and bring it to the Pakistani Higher Education Institutes perspective about institutional branding.

The methods of data and information collection used in this study are not unusual ones, but many of them have been used in other research areas. The research was more of an exploratory one, studying an issue in detail, conducting research, and then recommending relative areas where improvements are required.

3.1 Research Problem: Definition

The broad research problem studied in this research project, which was carefully selected and evaluated, is *"Historical Perspective of Educational Branding & Future Lessons*"

3.1.1 Preliminary Data Collection

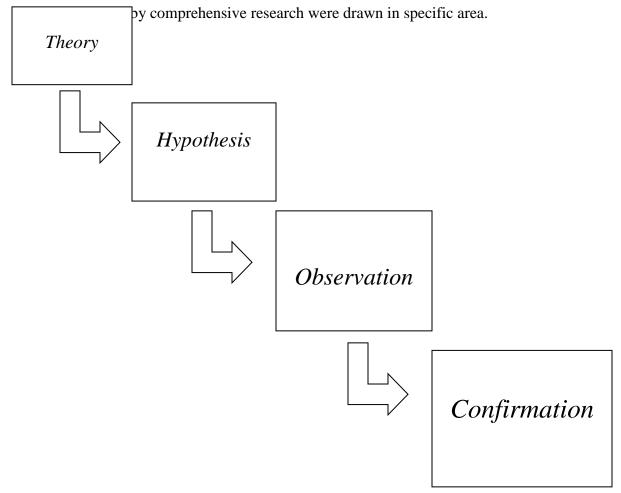
The preliminary research for this project involved studying specific case studies on the topic, research articles, papers, and using internet as means to collect important information and data related to the research topic.

3.1.2 Type of Research

The type of research conducted in this project is both *Quantitative* as well as *Qualitative*, as this project includes theory as well as concrete research.

3.1.3 Method of Research

The prime method of research was *Deductive*, which included reasoning focused from general to specific. A large number of general studies were studied and then particular



3.1.4 Purpose of Study

The purpose of this study was *Exploratory*, investigating an entirely new area of research, although research have been conducted in the field of University branding but almost negligible research is conducted in institutional branding focusing on Higher Education Institutes and institutes.

3.1.5 Type of Investigation

The type of investigation was *Coorelational*, where a large number of variables were studies and their relationship with each other was also analyzed.

3.1.6 Extent of Researcher Interference

The extent of researcher interference was *Minimal*, as the research involved closed ended questionnaires which were to be filled by the students, giving less control over variables.

3.1.7 Study Setting

The study setting was *Non-contrived* as correlation studies are often conducted in a non – contrived environment.

3.1.8 Unit of Analysis

The Unit of analysis chosen for this study was *Individual*. The individuals chosen were students of higher education level as well as prospective students.

3.1.9 Time Horizon

The time horizon for this research project was *Cross sectional*, as the data was gathered at once to prove the research question.

3.1.10 Importance of Research

We have seen the wonders of branding in almost all different fields from services to products and from profit organizations to non-profit organizations. There is one area where branding could not make strong footsteps and have failed that is education sector. Majority of the western universities realized the importance of branding in educations as most of them started calculating the worth of their educational brands. The result was a large number of university listings and rakings were developed in order to segregate the best ones from the better ones.

Most of these western universities are recognized throughout the world and some of them are extremely popular amongst students, one such name is Harvard Business School, which is considered as the world's best.

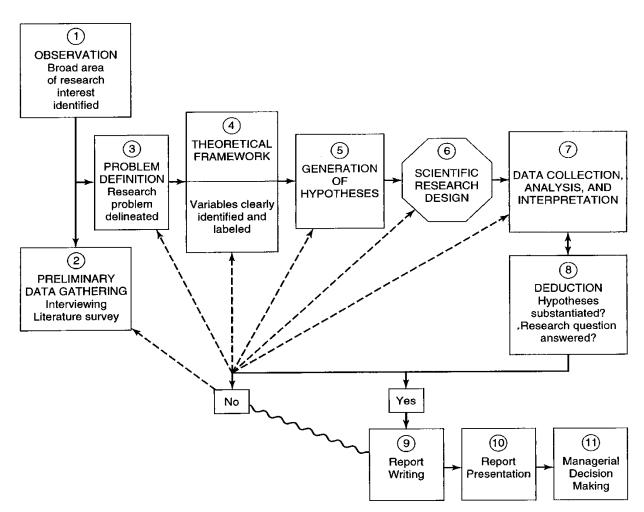
This research was is especially important due to the fact that it analyzes the various pros and cons related to institutional branding. It specifically analyzes the Pakistani education environment. This research has one limitation as it focuses on Higher Education Institues and institutes offering higher education programs in business studies discipline only. Some of the main advantages that an institute brand name derives for an institute include:

- Positive impact on students
- An important means for differentiation
- Price premiums
- International recognition
- Better placement prospects for graduates
- Emotional satisfaction of students

These were some of the few advantages that accrue from a strong institutional brand; generally the advantages outweigh the cost associated with building a brand. This research project will enable the institutes and Higher Education Institutes understand the importance of institutional brand and its effects on students including all other stakeholders. This project will enable these Higher Education Institutes and institutes understand the important factors included in a student selection decision. This project will help institutes understand the students' preferences for a particular institute or business school. This research project will also help understand the relationship between various important variables and their impacts on each other like the impact of institutional brand on student's loyalty and preferences. This will help an institute to effectively advertise

3.2 RESEARCH FLOW DIAGRAM

This research was conducted the following steps, below is research process flowchart. This flow chart outlines each step of the research process in detail and the way in which these steps were performed.



3.2.1 Data Collection

All the data and information was collected through mainly three different mediums which were questionnaires, meetings and visits to the Higher Education Institutes and institutes all over Pakistan, and formal and informal interviews with the faculty and students of these Higher Education Institutes and institutes all over Pakistan.

3.2.2 Surveys

Questionnaires were filled from students currently enrolled in the higher education programs in the almost all discipline studying in Pakistani Higher Education Institutes and institutes spread all over the country. These questionnaires were filled from current students as well as prospective students who are about to start their undergraduate, post graduate, and doctorate programs in business studies discipline. These questionnaires were also filled from faculty of these Higher Education Institutes including professors, assistant professors, and lecturers to have their say about what they think about institutional branding in Pakistan.

3.2.3 Meetings / Visits

The research also focused on visits to various institutes and colleges in Pakistan, also including the top Higher Education Institutes. The main focus of these visits and meetings was to interact with the faculty and students of these institutes and determine their perceptions about branding HEI (Higher Education Institutes) in Pakistan. These meetings were useful to validate the research done through questionnaires. Some of the meetings were telephonic where respondents were asked questions about specific topics.

3.2.4 Formal / Informal Interviews

Along with these meetings and visits, formal and informal interviews were conducted with the faculty of these Higher Education Institutes and institutes which proved extremely useful in bringing new insights to the project. Their say was entertained in the research questionnaire formulation as they are qualified, experienced and have spent much time with these institutions.

3.4 HYPOTHESIS

This research project tends to explore various aspects of institutional branding in Pakistan, including the challenges and opportunities faced by higher education institutions in Pakistan. In order to determine this four hypothesis are formed which are:

- *H1:* Student's perception about an institute is positively related to the quality image and high market profile.
- *H2:* Branding, as a shorthand measure of the whole range of criteria that go to make up the quality of the university.

Each of these hypotheses are studied along various different variables including both dependant and independent variables. Each of these hypotheses were derived from studying a large number of research articles on the topics of university and institutional branding. There were around 20-25 research articles studied for the topic and four hypothesis were formed from four different articles. Three out of four articles are exploratory and one with a detailed research, other detailed information related to these articles is given in the table below:

Article #	Author's	Title	Publisher	Publishing	Hypothesis	
AT LICIC #	Name	THE	i ublishei	Date		
1	NhaNguyen(DepartmentofBusinessAdministration,UniversityofMoncton,MonctonNewBrunswick,Canada)GastonLeBlanc(Department(DepartmentofBusinessAdministration,UniversityofMoncton,MonctonNewBrunswick,Canada)Canada)	Image & Reputation of HEI's in student retention decisions	The International Journal of Educational Management – MCB University Press	15 th June 2001	Customer loyalty is dependant on image and reputation of organization	
2	Tim Mazzarol(CurtinBusinessSchool,CurtinUniversityofTechnology,Perth,Australia)GeoffryMormanSoutar(Faculty of Business,EdithCowanUniversity, Australia)	Sustainable Competitive Advantage for educational institutions: a suggested model.	The International Journal of Educational Management– MCB University Press	13 th June !999	Customer perception is positively related to the quality image and high market profile	

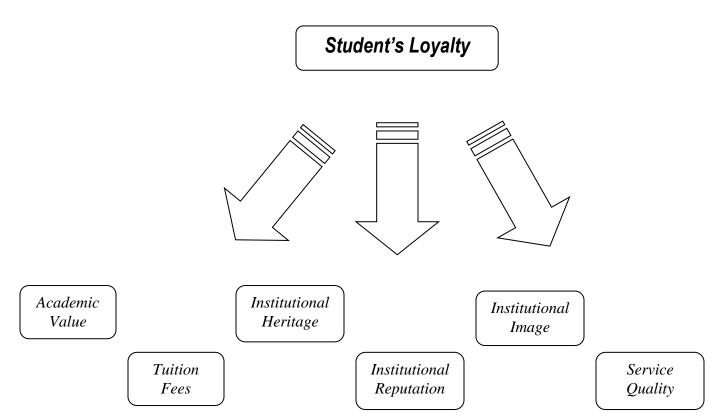
Educational Branding 2008						
3	Dr Bjorn Stensaker (NIFU STEP, Oslo)	Strategy, Identity, & Branding – Reinventing HEI's	City University London	7 th December 2005	The possible impact of positive band or image in academic recruitment.	
4	Colin Fevons (Department of Marketing, Monash University, Caulfield East, Australia)	Universities: A prime example of Branding going wrong	Journal of Product & Brand Management – Emerald Group Publishing Limited	15 th July 2006	Branding, as a shorthand measure of the whole range of criteria that go to make up the quality of the university.	

3.4.1 Dependant / Independent Variables

There were four dependant and a large number of independent variables which were included in these four reserch hypothesis. These variables are as follows:

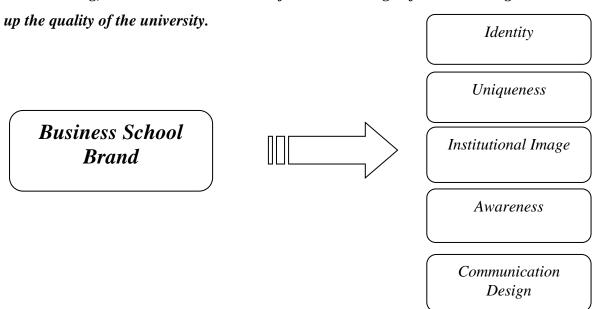
Dependant Variables	Independent Variables				
Student's Loyalty	Institutional Image, Institutional				
	Reputation				
Student's Perception	Quality Image, High Market Profile				
Postive Brand Image	Academic Recruitment				
Business School Brand	Quality				

H1: Student's loyalty is dependent on image and reputation of organization.



There are a lot of variables which impact student loyalty however six important ones were selected for this research hypothesis. Here the independent variable is student loyalty is dependent variable which is dependent on these six independent variable academic value, tuition fees, institutional heritage, service quality, institutional reputation, and reputation.

In this hypothesis there were four independent variables namely Satisfaction level of students with the institute, experience of students with the institute, high market profile of institute, and quality image of the institute and only one dependent variable i.e. Student's perception.



H2: Branding, as a shorthand measure of the whole range of criteria that go to make

Here there are five different dependent variables which are affected by the strength of the business school brand. These variables are identity of the institute, uniqueness, institutional image, awareness, and communication design. There is only one independent variable which is Business school brand.

3.5 LIMITATIONS

There are always certain parameter and boundaries within which each research is conducted. Similarly there were certain limitations in this research project as well. Some of these limitations were done purposefully while other were usual limitations.

Institutional and university branding in itself is vast topic and in order to focus the research was conducted in specific discipline of business studies, including business administration and business management. Another reason for this could be that I am also a business administration graduate, so it was relevant to explore and select the same area for my research.

All the limitations in this research project are summarized as follows;

- This research was conducted in Karachi, Peshawar, Lahore, Islamabad, and Rawalpindi only as majority of the Higher Education Institutes are located in these area and these areas are more feasible to reach by different modes of transportation.
- All the business school and institutes were randomly selected and no bias was shown to any institute.
- Universities were excluded from this research because a university as a whole offer large variety of academic programs and often it's difficult to gauge the effectiveness of each department or program, plus all other programs are beyond the focus of this report.
- Bahria University was excluded from this research because the university was operating several other programs under the same name which are other than business studies.
- The research focused on few dimensions of academic brand, not every possible dimension in order to maintain focus of the research.
- It was not possible to determine the strength and awareness of the NBS (NUST Business School, Rawalpindi) brand as the institute recently changed its name from NIMS (NUST Institute of Management Sciences) to NBS, however the

business school recently launched an integrated marketing communication campaign but its results are yet to be seen in Pakistani educational environment.

• The research questionnaire was purposefully designed for close ended answers in order to remove the ambiguity among respondents.

CHAPTER 4

4.0 FINDINGS

Today academic institutes are branded all around the globe not only because it's the only way to succeed but, to differentiate themselves from other institutes and offer profound academic vale. ²²Institutes need to understand key education needs of international students and the perceived value of core and augmented elements of their offering, if they are to develop globalized brands.

The world market for international institutions is measured by the number of students enrolled in educational institutions outside their own country. ²³According to UNESCO there are 1.3 million students studying at higher education level in 50 host countries (1993) and this figure will increase substantially in the coming future. In old days there was very less focus on the services and most of the organizations and people were confused about the fact that how to take services, whether tangible or intangible, however in the late 80's a number of areas of special focus emerged such as service quality, service encounters, and experiences, service design, internal marketing, student retention and relationship marketing. Almost absent from service research was education as specific service marketing area.

Today the importance of institutional branding cannot be neglected in any matter because its advantages usually outweigh its costs, and enable the institutes to derive a competitive advantage for themselves. In order to attract and recruit institutes need to actively rebuild their image and reputation.

Some of the ²⁴prime challenges facing these academic institutes are facing around the globe are not external but, internal as they need to pay more attention to the identities in order to remain competitive. Individual profiling of institutes has become more important because today a good name is not sufficient but, the brand and the surrounding environment seems to be considered more important. This research was conducted realizing the importance of institutional branding, because this is one area which is often

²² Branding Universities in Asian Markets - Brendon J. Gray, Kim Shyan Fam, and Violeta A. Llanes.

²³ Sustainable Competitive Advantage for Educational Institutions: A Suggested Model - Tim Mazzarol, and Geoffry Norman Soutar

²⁴ Strategy, Identity and Branding – Re-inventing Higher Education Institutions - Dr Bjorn Stensaker (NIFU STEP, Oslo) - City University London - 7th December 2005

ignored most. In Pakistan there are very few institutes that actually brand themselves properly and that is why they are able to place their names in top 500 institutes of the world.

4.1 RESEARCH OVERVIEW

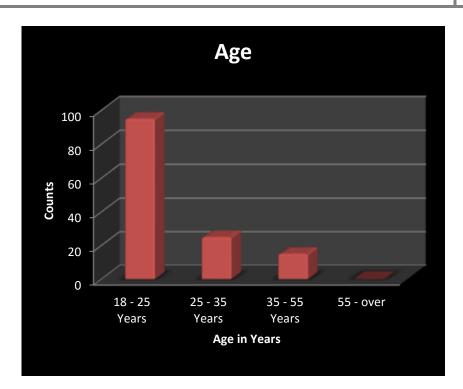
The research was conducted among Higher Education Institutes / institutes in Pakistan, how they brand themselves and what are their relative strengths as compared with other institutions. This research focuses on those institutes offering education in business studies only. These institutes / Higher Education Institutes were randomly selected and data was collected using questionnaires. The questionnaires were properly accessed for validity. These questionnaires were distributed among current students enrolled higher education programs as well as prospective students who are willing to choose business studies discipline for further studies.

4.1.1 Parameters

The sample size selected for this questionnaire was 175. The parameters researched in this project were Demographic parameters like Age, Student categories, and Gender. Along with these parameters Student's preferences for institutes in areas of business studies were determined. The effectiveness of strong institutional brand and its effects on Student's loyalty and Preferences were determined and proved extremely vital to the overall report.

4.1.2 Respondent Age

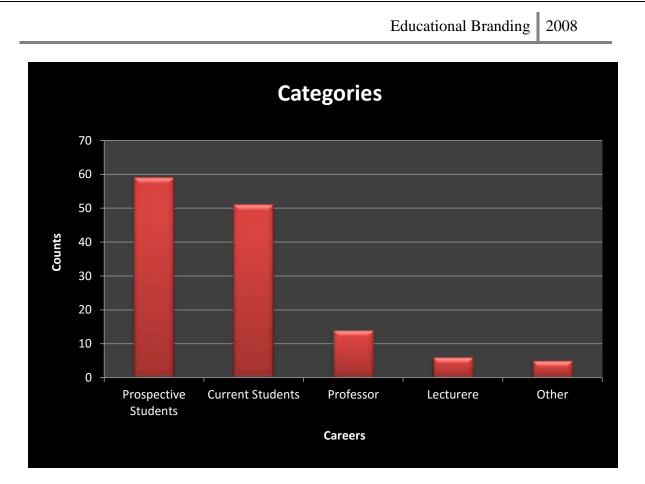
This section shows the age of respondents as this is an important demographic factor, which determines the relative age of individuals enrolled in higher education programs, moreover it also tells us that people in Pakistan complete their education at a very young stage.



As the graph shows that majority of the respondents lie within the age bracket of 18-25 years followed by 25-35 years of age bracket. There are two possible reasons for this. Majority of people in Pakistan complete their education at an early stage unlikewestern countries where people continue their education at later stages with several pauses. The second reason for this is that the data was collected for both prospective as well as current and there was little inclination towards propective srudents in order to avoid institutional bias which exists among current students. As shown in the graph more than 80 respondents are 25 or less as compared to 20 respondents which are 35 or less.

4.1.3 Respondent Profession

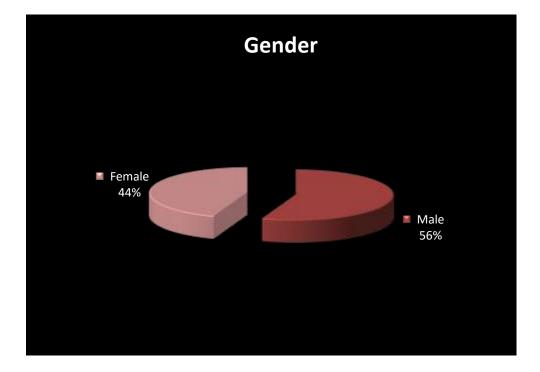
The research was divided in several categories namely Prospective students, students, lecturers, Professors, and Others (Parents, Guardians, University agents, etc). the main reason for doing this was to study the importance of institutional image and reputation for varius possible dimensions, but still preference was given to students and those who will soon start their higher education study.



As you can see from the figure that majority of the respondenst are prospective srudents students who are about to start their higher education studies, as it was important to target these propective students because for them it will be much more important to select their acdemic institute. Around 59 respondents were proppective students as compared to 51 current students. The questionnaires were also filled from professors and lecturers of the top notch institutes as how they feel is the importance of institutes brand name and its impact on their careers. The smal;lect category was others category whivh consisted of parents, guardians, and university agents in order to access an important decision criteria. i.e. where they want their son or daughter to study.

4.1.4 Gender

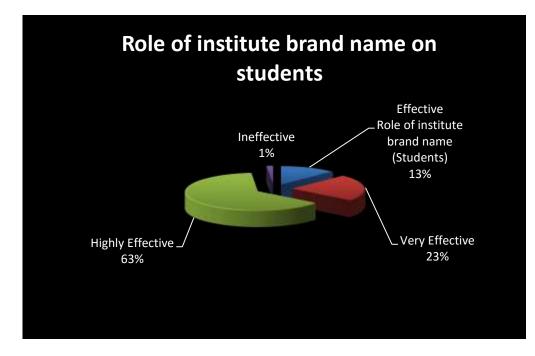
Another important demographic variable was gender. In Pakistan gender is an important aspect to consider before academic institutions advertise. In past most of the families were reluctant to send their female children for higher studies however, this trend is changing due to increased awareness among people and importance of higher education in the overall growth and economy of Pakistan. The data was collected from both gender groups in order to enable Higher Education Institues to target both the segments.



There is a very little gap between the number of male to female students enrolled in higher eductaion programs in businmess deciplines in Pakistan. There are 56% male while 44% female students enrolled or soon would be enrolled in business studies diciplines, which gives great opportunities and challenges for these academic instututions. Higher Education Institues need to create an integrated marketing stratgy to target both the gender in eqaul proportaions as more females are entering the education sector as well as job sector, and in most cases they have proved to better then males.

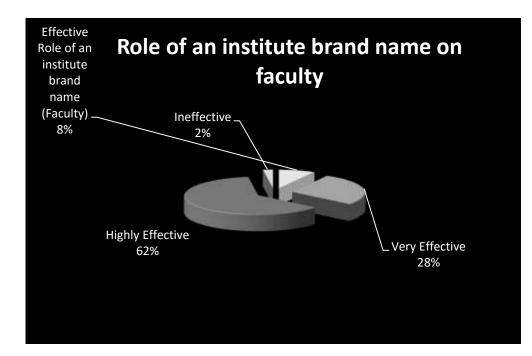
4.3 ROLE OF INSTITUTES BRAND NAME ON STUDENTS & FACULTY

An important aspect of this reseach was to gauge the importance of an institutes brand name on students as well as faculty, because it's the institute name that a student caries before going for job. An institute's brand name creates a positive perception about a student if he/she is coming from a high profile institute.

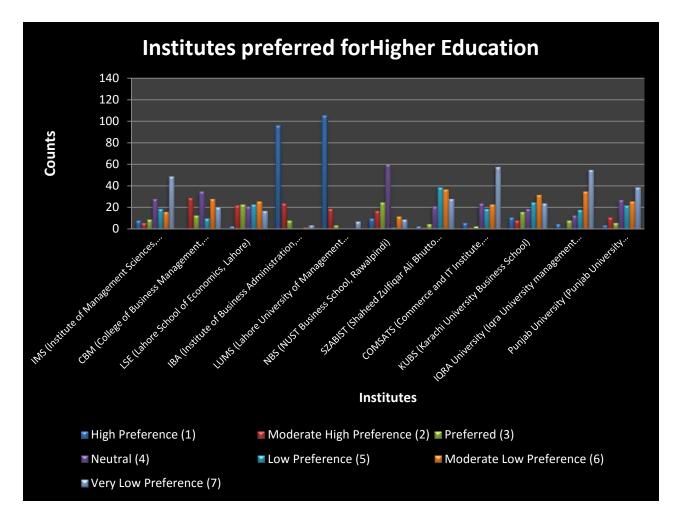


There is a high percentage (63%) of students who think that an institutes brand name plays a highly effective role in their lives, because an institute name remains attached to their academic portfolio throughout their lives, and it creates a positive feeling if that is high end.

On the other hand the possible impact of institutes brand name on faulty was also considered important, because only good reputable institutes are able to attract qualified and experienced faculty.



After several informal meetings with the faculty of Higher Education Institues in pakistan, I realized that a brand is very important for academic institutes and it's high important as far as students and faculty is considered but it affects students more than the faulty. Possible reason for this is that an institute's name remains with the student even after the end of their academic career but, from faculty perspective , this doesn't happens as for them it's a job. 62% repondents think that an institutes plays an important role in lives of faculty as well but, an institute's name itself is im,portant for academic recruitment.

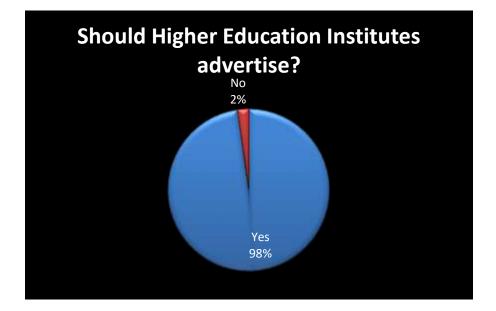


The graph show that there is a high inclination of students towards LUMS and IBA and rest all other instutions are on the same footing. The strong reason why these institutes have been so successful is because they have been able to communicate themselves as unique, building strong academic brand and effectively maintaining relationshionships with the alumni and corporate professionals. On the other hand most of the students prefer these institutes because of their relative job market.

4.4 ADVERTISING THE HIGHER EDUCATION INSTITUTES

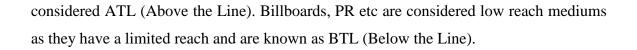
Advertising in every sector is important whether products or services because it plays an important role in creating awareness among people and differentiate one from another. Over the years adverting has played an important role in educating consumers about the products or services in order to trigger purchase.

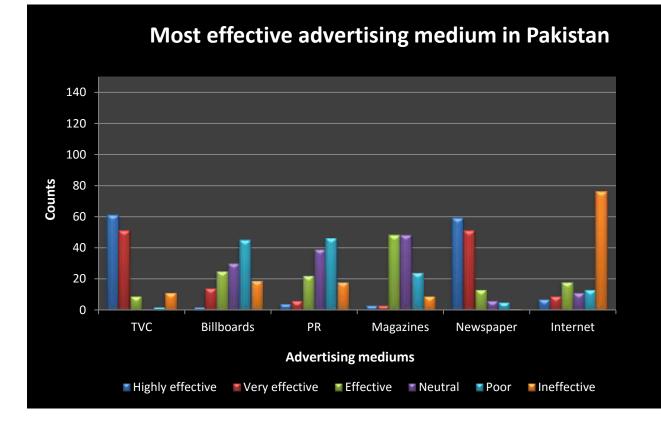
An important point to know is whether academic institutes or Higher Education Institues should advertise or not, because it's an important area for creating brand awareness among students and professionals, but selecting the right kind of advertising medium is yet more important, which determines how you will reach your prospective students and employees.



There is high percentage of respondents who think that Higher Education Institues should advertise and promote themselves in a manner that shows their unique identity. Around98% respondents replied yes and only 2% people said no. however, what is more important is the selection of the right kind of medium as it is usually not advisable and cost effective to pursue every possible medium for advertsing Higher Education Institues.

There are several advertising mediums which are popular in Pakistan; some of them are highly effective in Pakistan. Here an important point to realize is that you cannot promote a business school through every possible medium even if you have the financial muscle to do so. There must be some specific criteria for selecting the right medium for promotion along with an integrated marketing communication campaign which should address all the relevant issues that needs to addressed including communicating the brand both internally and externally. The graph below shows the most effective advertising mediums in Pakistan. The graph shows that the most effective advertising mediums are television and newspapers as these have a greater reach that all other mediums and are

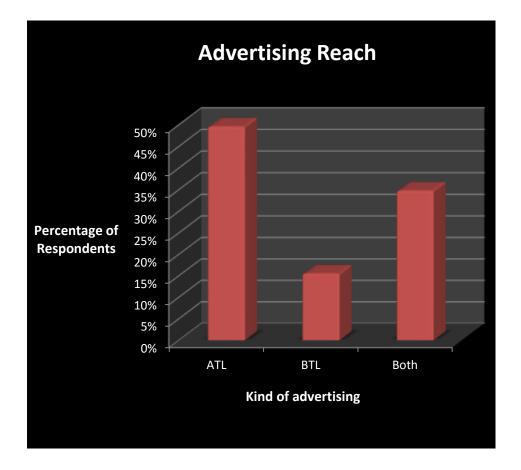




The internet is one of the effective medium around the globe. It is useful and very cost effective these days but, unforyunately in Pakistan, it is still in its infancy mainly because very feew peple in this part of the world use internet as compared to the west. Despite this fact, the medium itself poses great opportunities and challenges for Higher Education Institues to advertise online. Alomost every university and institute has an online presence today but very few institute realize the potential of internet and use it as astrategic tool. The need of the hour to use the internet for promoting the brand, sponsoring online like book fairs and biulding more and more collaborations with other institutes and the corporate sector .

Different mediums are selecting forcommunication and promotion depending on their type and reach, i.e how many people, consumers, or for that matter students you want to target. Newspapers, Television, and internet are considered as above the line while Billboards, events, and PR are considred as below the line due to their low reach.

A lot of people think that Higher Education Institues and institutes should advertise and promote through ATL mediums (Above the Line) while very few think that probably BTL (Below the Line) is the right kind of advertising medium for promoting Higher Education Institues, and yet there are people who think that both ATL (Above the Line) and BTL (Below the line) have specific advantages so they both should be pursued.

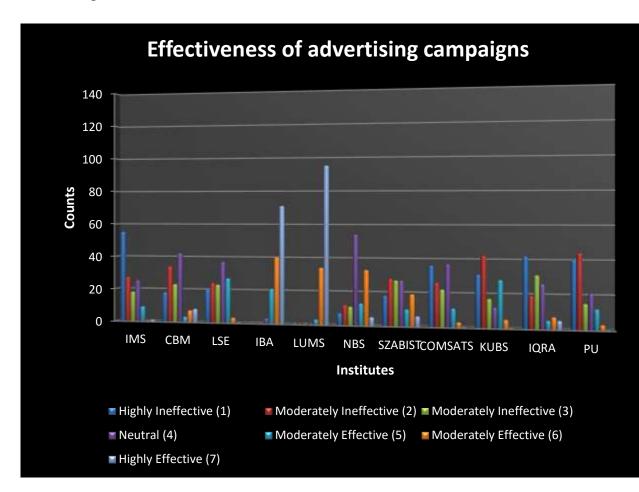


As shown in the graph that more than 50% respondents think that ATL (Above the Line) is the right kind of meduim for promoting Higher Education Institues. This also has a reason, as Pakistan is a developing country with over 165 million people and majority of the population is with the age bracket of 15 - 30 years, so it perfectly makes sense to adverstise through higher reach mediums because Higher Education Institues and academic institute needs to target almost every possible potential prospective student. Around 18% people think that BTL (Below the Line) is the right medium for communication and promotion as Higher Education Institues need not follow harsh and aggreessive advertising approach, while more than 30% believe that Higher Education

Institues should follow multiple mediums in different situations where required in order to take advantage of both mediums.

4.5 EFFECTIVENESS OF ADVERTISING CAMPAIGNS

During our analysis of 10-11 Higher Education Institues and institutes all around Pakistan, I realized that importance of gauging previous advertsing campaigns by these Higher Education Institues and institutes, unfortunately there were very rare examples of any good and effective integrated marketing communication campaign by any business school in Pakistan. Most of the institutes and Higher Education Institues advertise admissions and tender notices, which is just an information. This will never create an institute's brands and a unique image or reputation that an institute / buiness school wants to built. If every institute start giving admission notices in newspapers only then, where will be the point of differentiation between one institute and another.



As shown the graph, that LUMS and IBA are ranked higher highly effecive advertising category. LUMS and IBA are two institutes who agreesivley advertse as compared to other Higher Education Institutes/institutes which are ranked very lower in the graph. The major reson is that LUMS not only adversties admissions in an effective manner but, promotes events and collaborations, bringing the academic brand to new hights. In Pakistan these brands are so strong that students from these esteemed institutes are actively considred for employment in large national and multinational corporations operating in Pakistan. The graph shows that all the other institutes are left far away as far as effective adverstising campaigns are considered. CBM and SZABIST are follwers, while other institutes rarely advertises except for admissions. Looking at NBS (NUST Business School), there a large percentage of people who don't even know, probably because it is new and still in its infancy stage. However, NBS recently started an integrated marketing communication campaign to build the brand and image of the institute and giving it a quant look. In this process the institute changed its name to NBS (NUST Business School) from NIMS (NUST Institute of Management Sciences) but, still the fruits of advertising and promotion done by this institute are yet to be seen, and it would not be just to comment on it further.

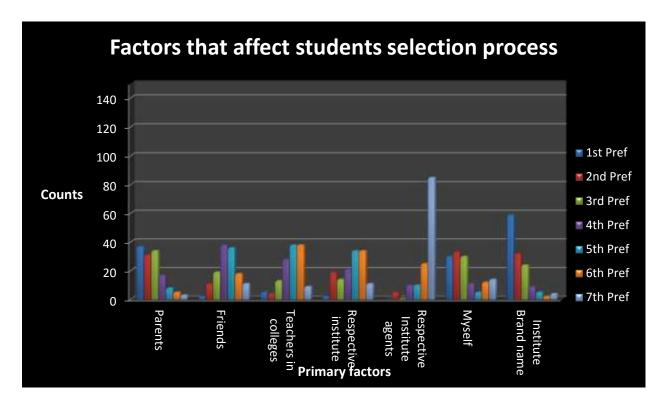
Factors that affect student's selection process

Generally there are a large number of factors which affect student's selection process. These factors include:

- Institutes's brand name
- Parents
- Friends
- Teachers in colleges
- Location
- Existing students

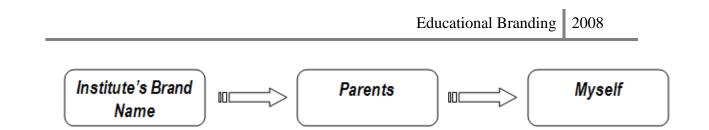
• Institute's agents

All of the above factors affects the selection criteria of student when he/she finally makes a decision. The magnitude and affectivess varies which each factor as some are value most and others are given less attention.



As shown in the graph majority of the students give high preference to an instite's brand name, which remains with the students throughout their academic and professional lives. After this high prefernce is given to Parent's decision, where parents suggests which institute si better. An ample opportunity here would be to target parents as well because they have a large role to play in selecting the best institute for their child. Thirdly it's the student who then determines where he or she wants to study. Friends and teachers also play an important role in the selection process as most students want to go in institutes's where their friends have applied.

If you were to rank three most important factors where students finally make a decision, where they want to study, it would be like this.



These three factors give an opportunity to marketers to built an institute brand , communicate the brand to Parents and students and integrate the whole process, properly aligning the future goals and aspirations of the Higher Education Institues and institute.

4.6 HYPOTHESIS TESTING

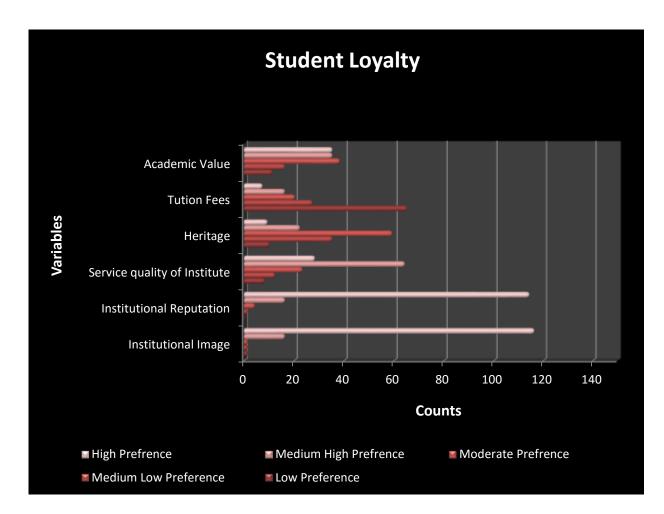
There were 4 research hypothesis formulated which studied various dimensions of institutional branding, what are the effective mediums and the possible imapacts of institute's brand on the students and faculty, and the challenges which Pakistani Higher Education Institues are facing.

- *H1:* Student's loyalty is dependent on image and reputation of organization.
- *H2:* Branding, as a shorthand measure of the whole range of criteria that go to make up the quality of the university.

These hypothesis were tested using research questionnaires, meetings with the faculty and students of Higher Education Institues and students from colleges which are about to start their higher education studies in business studies discipline.

4.6.1 Hypothesis 1: Student's loyalty is dependent on image and reputation of organization.

Student loyalty is a vast independent variable which depends on a large number of dependant variables but, in the research very close and relevant variables were studied so as to carefully determine one variable which affects student loyalty most.

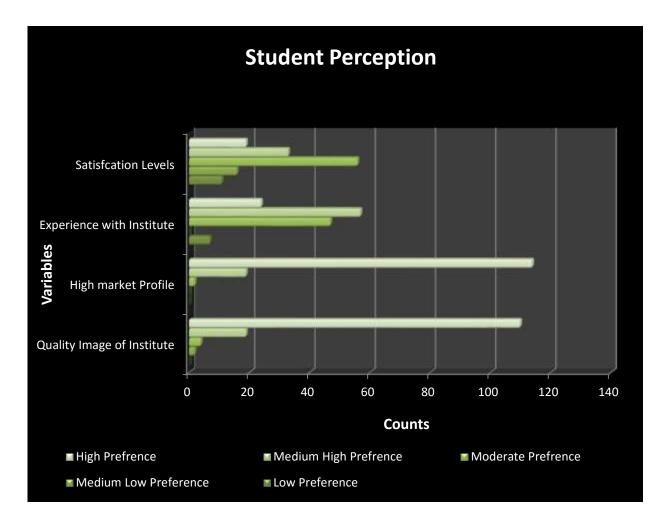


As shown in the graph there were around 6 variables which were selected to monitor student loyalty in Higher Education Institues namely academic value, tution fees, institutional heritage, institutional image, and reputation. It can be clearly seen that the highly valued variable is institutional iimage and then reputation which determines student's loyalty with the business school or institute. Academic value is also sonsidered an important factor but not more than image and reputation of an institute. The major reason for this could be because the effects of image and reputation are immediate on the

57 NUST Business School

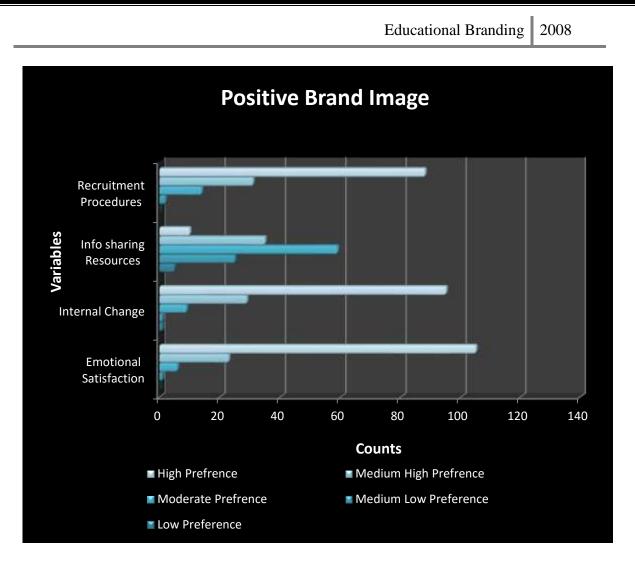
careers of students and moreover academic value is not quantifiable factor and its effects on the lives of students are not immediate but, are long term. In Pakistan very few institutes have a heritage but most of them are not Higher Education Institues and don't promote their heritage well in their advertsiements, while most of the european institutes promote heritage as an important aspect of quality education over the years. People in Pakistan are more over willing to spend money on education so the tution fees very rarely impacts student's loyalty.

Again student's perception about a particular institute is formed because of many different variables namely satisfaction level of students, experience with the institute, high market profile of the institute and quality image of the institute.



These factors equally affect the student's perception about an institute and every factor is important to consider before you determine student perception about an institute. Positive perceptions are created by strong institutional brands with goodwill and repute. The graph shows the impact of four dependant variables on student's perception (independent variable) about an institute. The graph shows that high market profile of an institute affects student's perception about an institute, e.g. a lot of people are not studying in LUMS or IBA but they are rated as high profile Higher Education Institutes where students want to study. One need not to study in a particular institute to determine or form a perception about it. Second highest rated factor is the quality image of the institute followed by experience with the institute and satisfaction levels of students. Hence this hypothesis is proved i.e. *student's perception is positively related to high market profile of an institute and quality image of the institute.* Higher the market profile and quality image of an institute.

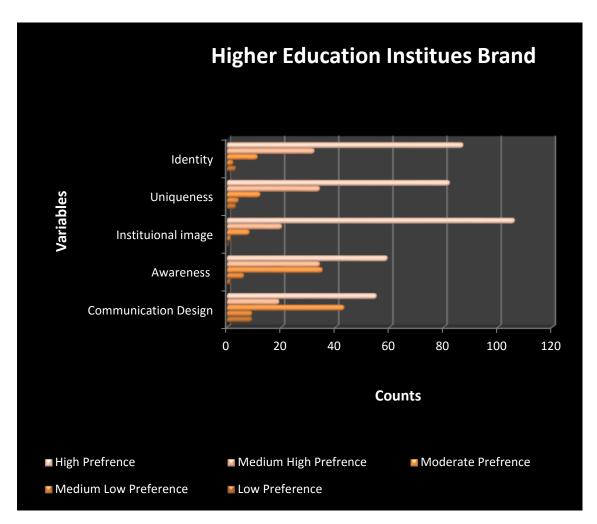
In the above hypothesis it is proven that there are always positive impacts if the brand of an institute is stronger, here the possible impacts of institutional image is determined on academic recruitment. Here positive brand image was independent variable and recruitment procedures of Higher Education Institutes, information sharing resources with students, internal change, and emotional satisfaction of students with the institute were all dependent variables.



Here emotional satisfaction of students with the institute is rated highest which shows that this variable is highly affected due to the influence of a positive brand image. The next highest rated factor is internal change followed by recruitment procedures and informationa sharing resources. A positive brand is considered an important factor for bringing internal change. There is surely an impact of positive brand on recruitment procedures but that impact is less as compared to its impact on other factors like emotional satisfaction and internal change, so the hypothesis is not proven completely.

4.6.2 Hypothesis 2: Branding, as a shorthand measure of the whole range of criteria that go to make up the quality of the university.

We all know the main purpose of branding by the time now in academic institute's as it creates positive impacts on the lives of both students, lecturer's, professors and all those associated with such institute. This hypothesis testifies branding as an important criterion for making the overall quality of Higher Education Institutes. Here business school brand is independent variable and five dependent variables namely identity of business school, uniqueness of the business school, institutional image of business school, awareness and communication design of advertisements and promotions.



Branding creates a unique indentity and image of business school which differentiates the Higher Education Institues from all other Higher Education Institues offering similar educational degrees, and creates awareness among students. As shown in the graph that

61 NUST Business School

the highest rated factor is institutional image follwed by identity of Higher Education Institues and uniqueness of Higher Education Institues. These three factor are a result of branding and an initial step in making and building an institutional brand. Hence this hypothesis is proved to true as awareness is created through incressed advertising and promotion. An institutional brand should be so strong that students themselves be willing to join you.

CHAPTER 5

5.0 RECOMMENDATIONS

After careful analysis the research done on Higher Education Institutes and institutes in Pakistan, I came to realize that there are a large number of short comings and issues which are not being addressed by the Pakistani Higher Education Institutes and institutes, and for this the following recommendations are given below:

- Higher Education Institutes all over Pakistan need to rethink, reinvent themselves in order to create positive attitudes of students by building strong institutional brands. This will enable them to be recognized the world over.
- Higher Education Institutes should brand themselves not because everybody is doing it but in order to differentiate themselves from others institutes offering similar programs.
- Higher Education Institutes should create distinctive competencies which would make them unique by deriving sustainable competitive advantage for themselves.
- Higher Education Institutes need to integrate there internal and external policies and procedures.
 - Internal policies include management issues while
 - *External policies* include measure to attract the best students and faculty.
- Higher Education Institutes need to formulate extensive integration strategies including both vertical and horizontal ones.
 - *Vertical Integration* includes integrating internal procedure from hiring to placement of students, by creating efficient and effective adverting and placements departments.

- *Horizontal Integration* includes collaborations with other Higher Education Institutes in important areas of education and research.
- Higher Education Institutes need to create platforms for maintain effective corporate relations along with building and maintaining effective alumni relations.
- Higher Education Institutes need to create brand awareness among Pakistani students as well as foreign students, which is another profitable area to target.
- Higher Education Institutes need to create an effective and customized integrated marketing communication strategy in order to develop and promote their brand.
- Higher Education Institutes in Pakistan offer very limited amount of specialized disciplines in different fields, as they need to offer more specializations in different disciplines like Project management, Brand management, Operations management, Yield management, etc both an undergraduate and post graduate levels.
- In Pakistan we have all sorts of advertising agencies both local and many foreign multinational specializing in all sorts of media and promotion activities but, unfortunately we don't have a single agency specializing in educational branding and promotion. It's vital for these Higher Education Institutes to have departments or invest in creating specialized agencies which will market institute's brand name.

CHAPTER 6

6.0 CONCLUSION

The major conclusions drawn from this research project tells us that majority of the students enrolled in higher education programs across the country in business studies discipline range between the age brackets of 18 - 25 years. There is a big opportunity for business schools and institutes in Pakistan as most of the college students are inclined towards business studies as compared to medicine and engineering. The trend is actually changing very fast and so are the student's preferences with coming years. The more and more population shifts from rural to urban, there will be a need for more business schools and institutes and so will be the need for good qualified faculty as the education sector is going to create a lot of jobs in Pakistan. Another opportunity for theses institutes is that nowadays more and more women are pursuing business studies and hence, more women are entering the job sector today than ever before.

In order to get the best students and faculty business schools and institutes need to recreate, rebuild, and reinvent themselves as unique and distinctive, by creating stronger institutional brands which are recognized not only in Pakistan but, around the globe. This has been proven through this research that an institute's brand plays a highly effective role in lives of students as well as faculty. 63% of students said an institute's brand is highly important and plays an effective role, both in terms of academic and professional life. On the other hand 62% of students, professors, and lecturers think that this holds true in terms of faculty as well, because an institute with a strong brand name is able to attract excellent and qualified faculty.

Students' preferences to a large extent have changed due to increased awareness among business students through various mediums of information technology. In this research project a survey of 135 students revealed that more than 100 students were satisfied with LUMS as the most preferred institute for business studies in Pakistan. This was followed by IBA with more than 85 students who were satisfied with the institute, and inturn was the second most preferred institute for business studies in Pakistan. Rest all the institute and business schools are considered same with very minimal differences. Students' preferences for MBA revealed similar results as majority of the students preferred LUMS and IBA. More than 100 students preferred LUMS for MBA while more than 90 students

preferred IBA. All the other institutes were considered same for MBA except NBS (NUST Business School, Rawalpindi) with little preference as majority of the students did not know about the institute. This institute is a new one and recently changed its name form NIMS (NUST Institute of Management Sciences) to NBS. It is very early to conclude further about this institute because its impacts are yet to be seen in business education environment.

Advertising and promotion is an important aspect of creating awareness and building institutional brand. 98% of business studies students including prospective students, professors, and lecturers believe that business schools should advertise. Here comes an important question, if business schools should advertise then what kind of advertising and promotional campaigns need to be executed? The answer to this question lies in the effectiveness of the adverting medium and its suitability with the business school or institute. The most effective mediums in Pakistan include; Television and Newspaper, because theses mediums have a greater reach, generally covers nationwide audience. Another effective medium is Internet, which most of the business schools and institutes are using in Pakistan but, only in a very limited scale, this medium has a greater reach and will prove an effective medium in future as the number of internet and broadband subscribers increase. Analyzing the most effective business schools and institute advertising campaigns LUMS and IBA were ranked highest. 90 students regards LUMS advertising and marketing campaigns as highly effective while 70 students regarded IBA campaigns as highly effective ones. Rest the other institutes were considered as equal without much emphasis on institutional promotion, as they only advertise for admissions and other general information.

The prime factors that affect student's selection process includes; Parents, Friends, Teachers in colleges, Respective institute, Respective institute's agents, Myself, and Institute's brand name. Majority of the students rated an institute' brand name as highly important factor which affects their decisions (59 students), followed by parents influences about selecting an institute (49 students), after this high ratings were given to student's own decision about an institute (28 students). Rest all the other factors were rated to be important on average. These factors included friends, teachers in colleges, respective institute, and its agents.

The first hypothesis was formulated to measure the impact of image and reputation of an institute in creating student loyalty with business school and institute. This hypothesis was proven on the grounds that majority of the students replied that institutional image (more than 110 respondents) and reputation (110 respondents) are highly important factors in creating student loyalty with a particular institute. The second hypothesis was about the relationship of quality image and high market profile of an institute with student perception. This hypothesis was also proved on the grounds that majority of the students replied as quality image (more than 100 respondents), and high market profile (more than 110 respondents) of an institute are both extremely important factors in positively affecting student's perceptions about business schools and institutes. These figures might be confusing to some, but it's important to understand that all these factors were rated by students currently enrolled on higher education programs as well as prospective students aspiring to take admissions in business studies discipline along with professors and lecturers of these business schools and then each factor was rate in relation to other factors.

The second hypothesis formulated in this research project was to determine branding as a shorthand measure of the whole range of criteria that go to make up the quality of the business school and institute. This hypothesis was fully proven as the students gave high preference to institutional image (more than 100 responses), followed by identity (more than 80 responses) and uniqueness (80 responses) of business school and institute The hypotheses in this research project was proved using the research conducted in higher education institutes all over Pakistan offering complete degree programs in business studies discipline. Likert scales (both 1-7 and 1-5) were used for rating student's preferences and usual 1-8 rating was used for rating necessary factors that are important in student's selection process. The questionnaire carried closed ended questions in order to avoid vague results. The conclusions and findings drawn from this report are purely unbiased and error free.

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8.0 APPENDIX

8.1.1 Questionnaire

Learning Connection - Learning Guide

At

NUST Business School

NUST Business School, through the pursuit of excellence in an ethical environment, is committed to providing to a diverse student population the intellectual and technological tools necessary to meet the challenges of the future.

How to go through the Questionnaire

The following questionnaire is designed to study the different aspects of branding for higher education institutions.

The questions are designed in such a way that questionnaire will take 4 - 5 minutes of your precious time. Every question is close ended; you can check any of the options in a split second.

I assure that the personal information, if provided, will be kept confidential and the results used will be only for analysis and for education purposes.

Thank you for your time.

"The way of the world is meeting people through other people" Nice to meet you! Form #: 00 – UB/IBM - _____

.....

What is your Age?

 \square 20 -35 years \square 36 -50 years \square 50 years & above

What do you do?

□ Prospective Student □ Current Student □ Professor □ Industry

Are you?

 \Box Male \Box Female

- 1. Which institute comes to your mind when we talk about quality higher education in Pakistan?
 - i. Lahore University of Management Sciences (LUMS)
 - ii. Ghulam Ishaq Khan Institute (GIKI)
 - iii. National University of Science & Technology (NUST)
 - iv. University of Engineering & Technology (UET)
 - v. Quaid-e-Azam University (QAU)
 - vi. Bahria University
 - vii. Riphah International University
 - viii. Allama Iqbal Open University
 - ix. University of Karachi
 - x. University of Peshawar
 - xi. National University of Computer and Emerging Sciences (NUCES-FAST)
 - xii. Others _____(Please specify)
- 2. Where have you heard about these universities?
 - i. University Communication/Advertisements
 - ii. Alumni of the University
 - iii. Faculty
 - iv. Reference Group (\Box Friends \Box Parents \Box Colleagues)
 - v. Others _____(Please specify)
- 3. Do you think the universities are marketing themselves in this competitive environment?
 - i. Completely
 - ii. To some extent
 - iii. Little bit
 - iv. Not at all

- 4. Does the marketing of universities (other than admission Ads) affect your decision about a particular institute?
 - i. Completely
 - ii. To some extent
 - iii. Little bit
 - iv. Not at all
- 5. Rank the following in terms of importance and your reason for selecting a university? (*Please rank 1:Very Low, 2:Low, 3:Average, 4:High,5: Very High in order of your preference*)

Attributes	Very	Low	Average	High	Very
	Low				High
Learning					
Environment					
Reputation					
Faculty					
Fee Structure					
Curriculum					
Infrastructure					
Effective					
Promotion					
Graduate					
Career					
Prospects					

6. What elements should be communicated by universities in their communication and promotional material? (*Please rank 1:Very Very Low, 2:Very Low, 3:Low, 4:Moderate Average. 5:Average, 6:High, 7:Very High, 8:Very Very High in order of your preference*)

Attributes	Very Vey Low	Very Low	Low	Moderate Average	Average	High	Very High	Very Very High
Learning								
Environment								
Reputation								
Faculty								
Fee Structure								
Curriculum								
Infrastructure								
Effective								
Promotion								
Graduate								
Career								
Prospects								

- 7. Do you agree that universities should advertise?
 - i. Yes
 - ii. No
- 8. What kind of medium should be pursued by universities for their marketing? (*Please rank 1:Strongly Disagree, 2:Disagree, 3:Undecided, 4:Agree, 5:Strongly Agree in order of your preference*)

Medium	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Internet					0.00
Print Media					
Broadcast					
Media					
Public					
Relations					
Word of					
Mouth					
Visual Aids					
Promotional					
Material					

- 9. How much are you aware of the marketing efforts undertaken by your institution? (only for students and faculty)
 - i. Completely
 - ii. To some extent
 - iii. Little bit
 - iv. Not at all
- 10. Do you consider the heritage of the institution before making your decision?
 - i. Yes
 - ii. No
- 11. In your opinion which university has the most effective advertising and communication campaign so far? (*Please rank 1:lowest – 10:highest in order of your preference*)
 - i. Lahore University of Management Sciences
 - ii. Ghulam Ishaq Khan Institute _
 - iii. National University of Science & Technology
 - iv. University of Engineering & Technology _____
 - v. Quaid-e-Azam University _____
 - vi. Bahria University ____
 - vii. Riphah International University
 - viii. Allama Iqbal Open University _____
 - ix. University of Karachi
 - x. University of Peshawar _____
 - xi. National University of Computer and Emerging Sciences (NUCES-FAST)
 - xii. Others _____(Please specify)

12. You recommend your university to others

- i. Always
- ii. Often
- iii. Rarely
- iv. Never

Thank you very much for the time.

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An advocate is someone who tells everyone how great your business is; and that we call The Customer"