
MARKETING MIX AND STUDENTS' ENROLMENT IN INSTITUTIONS OF HIGHER LEARNING

MARKETING MIX Y LA MATRICULACIÓN DE ESTUDIANTES EN LAS INSTITUCIONES DE EDUCACIÓN SUPERIOR

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ABSTRACT

Institutions of Higher Learning (IHL) are facing increasing competitive pressure from existing and new entrants in the global higher education marketplace. To compound the problem, many of these IHLs around the world have experienced sluggish growth in applications in recent years and thus are struggling to stay in business. This study investigated the role of marketing mix on students' enrolment in IHLs in Ghana. The survey research approach was used. This enabled the researchers to access quantitative or numerical data of descriptions of trends, opinions of the sample by using questionnaires for data collection. The marketing mix elements (7Ps: product (programs/courses); price (fees/charges); place (location/environment); promotion (advertisement); process (admissions/procedures); physical evidence (facilities/ infrastructure); and people (staff/faculty)) served as the variables for the study. The study established a correlation between the various marketing mix elements and student enrolment in the IHLs.

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KEYWORDS

marketing mix, producto, price, place, promotion, enrolment

RESUMEN

Las instituciones de educación superior (IHL) se enfrentan a una presión competitiva cada vez mayor de los nuevos y existentes participantes en el mercado mundial de la educación superior. Para agravar el problema, muchos de estos IHL en todo el mundo han experimentado un lento crecimiento en las matriculaciones en los últimos años y, por lo tanto, están luchando por mantenerse en el negocio. Este estudio investigó el papel del marketing mix en la matriculación de estudiantes en las IHL en Ghana. Se utilizó el enfoque de investigación por encuestas. Esto permitió a los investigadores acceder a datos cuantitativos o numéricos de descripciones de tendencias, opiniones de la muestra mediante el uso de cuestionarios para la recolección de datos. Los elementos de marketing mix (7P): producto (programas / cursos); precio (tarifas / cargos); lugar (ubicación / entorno); promoción (publicidad); proceso (admisiones / procedimientos); evidencia física (instalaciones / infraestructura); y personas (personal / facultad), sirvieron como variables para el estudio. El estudio estableció una correlación entre los diversos elementos del marketing mix y la matriculación de estudiantes en las IHL.

PALABRAS CLAVE

marketing mix, producto, precio, distribución, promoción, matriculación

INTRODUCTION

Every society strives to provide educational service to its citizens. Efforts to ensure that citizens get good education stem from the public view on education as a society leveller and instrument that can be used to close the gap between the haves and have not in society (Angelopulo, 2013). Hence, identification of the basic needs of students and the communication of the services and image of the school to the students is the basic task of educational marketing (Tukur, Abubakar, Omosidi & Ijeoma, 2019; Oplaka & Jane, 2004). Thus, educational marketing is designed to communicate and deliver educational programs in a way that it appropriately recognized the needs of the people and presents a service aiming towards the satisfaction of these needs (Ogunnaike, Tairat, Adeniyi & Omolade, 2014).

The goal of educational marketing of organizations such as institutions of higher learning (IHLs), is to achieve the satisfaction of service users – students (Uchendu, Nwafor & Nwaneri, 2015). However, IHLs throughout the world does not have comfortable situations due to the rapidly changing environment. Globally, there is a huge competition between IHLs for providing quality education as well as gaining an excellent reputation (Frølich & Stensaker, 2010; Fuller, 2014). IHLs are dependent on student enrolment as the primary source of income (Fuller, 2014).

The effort to improve the enrolment of IHLs arises from the fact that educational institutions in the modern market strive to achieve higher student

enrolment, satisfaction, and competitive advantage in the education market (Naidoo, 2018). Mahmood & Khan (2014) postulated that marketers try to shape customer perception towards their firm to influence the purchasing decisions by implementing various controllable elements of marketing mix i.e. product, price, place, promotion, people, process, physical evidence. They can change the competitive position of IHLs and influence enrolment decisions and management (Maha, 2011).

According to Kotler & Keller (2016), the marketing mix strategy is inseparable from the discussion of products/study programs, prices, promotions, places, people, processes and physical evidence. In the marketing mix, there are a set of marketing tools known in the 4P term, namely product, price, place, and promotion, while in marketing services have several additional marketing tools such as people), process (physical) and physical evidence (physical evidence). Elements of the marketing mix represent the voice of the organisation (IHLs) and its brands; they are means, by which the IHLs can dialogue and build relationships with consumers (Soedijati & Pratminingsih, 2011; Kotler & Keller, 2012). To a certain extent, if well-crafted and implemented, the marketing mix can have inspired loyalty in the students, who are the main consumers of higher education services (Soedijati & Pratminingsih, 2011; Mehrdach, Ali, Reza & Seyyed, 2012).

IHLs are facing increasing competitive pressure from existing and new entrants in the global higher education marketplace (Burrell, 2008). To compound the problem, many of these IHLs around the world have experienced sluggish growth in applications in recent years and thus are struggling to stay in business (Murray, 2014; Okahana & Allum, 2015). As a result, they have begun adopting marketing-oriented strategies to differentiate themselves from their competitors (Khanna, Jacob, & Yadav, 2014; Morrish & Lee, 2011; Pucciarelli & Kaplan, 2016; Weinstein and McFarlane, 2017). This, however, has led to the use of the well-known Marketing Mix to help educational institutions market strategically.

Despite all these, much has not been done on education and marketing mix on students' enrolment in an educational institution specified in the private sector. Example, Bulley (2014) highlighted the existence of strategic marketing planning for private tertiary institutions. Bamfa (2013) investigated the role of marketing communications in the enrolment of students in private universities in Ghana. Odia (2014) researched factors influencing students' enrolment in social studies education. Fosu (2014) attempted to identify the important factors that influence students' choice of university. Messah (2011) conducted a study on student enrolment in private universities in Kenya. Similarly, Sarwar (2012) examined the factors that influence the students in selecting their higher learning programs. The researcher is yet to access any study that seeks to examine marketing mix and its impact on enrolment in the IHLs, more so, within the Ghanaian setting hence the basis for conducting this research to investigate the impact of marketing mix on students' enrolment in IHLs in Ghana.

This study thus sought to investigate the impact of marketing mix on students' enrolment in IHLs in Ghana. Specifically, the study will be driven by the following objectives:

1. To determine the various marketing mix that the IHLs use to facilitate their enrolment drive
2. To find out which of the marketing mix will be effective for increasing students' enrolment in IHLs in Ghana.

3. To determine how these IHLs can use this marketing mix in increasing students' enrolment.
4. To assess the extent to which marketing mix affects students' enrolment.

LITERATURE REVIEW

Quality of higher education institutions services becomes important (Dicker, Garcia, Kelly & Mulrooney, 2019) as a trigger for customer satisfaction (Rafik & Priyono, 2018). But, every stakeholder in higher education has a particular view of quality, dependent on their specific needs (Dei, 2019). Soedijati & Pratminingsih, (2011) argue that higher educations have all the characteristics of a service industry, which are:

- Customers do not obtain ownership. Customers usually derive value from a service without obtaining ownership of any tangible elements
- Service products are intangible performances. Intangibles refer to something that is experienced and cannot be touched or preserved.
- Customer involvement in the production process. Customers are often actively involved in helping to create the service product by helping themselves or by cooperating with the service personnel.
- People as part of the service product. Given the fact that different service personnel mat delivers the service to customers, it is difficult to achieve uniformity in service delivery.
- Importance of time. Customers have to be physically present to receive services.
- Services are perishable and cannot be stored like physical product.

According to Kotler & Keller (2016), the marketing mix strategy is inseparable from the discussion of products/study programs, prices, promotions, places, people, processes and physical evidence. Classical marketing consists of the four Ps: product, price, place, and promotion (Barusman, 2019). In the service sector, the marketing mix can be adapted and is relevant to a certain degree (Mehrdach, Ali, Reza & Seyyed, 2012). Additional Ps have been added to give better performance for services: people, processes, and physical evidence (Alipour, Aghamohammadi, Ahmadi & Hoseini, 2012).

In traditional marketing the product plays a central role in the marketing mix (Brkanlić, Sánchez-García, Esteve, Brkić, Ćirić, Tatarski, & Petrović, 2020; Ivy & Fattal, 2010). In educational marketing even though its role is not reduced, it can be improved by all the other 6 components of the marketing strategy (Enache, 2011). In higher education there are three main activities as service offered: teaching, research and community service (Ivy & Fattal, 2010). Higher education should evaluate its academic program and service product mix periodically, and particularly when considering modifications (Bulley, 2014). The educational product has all the characteristics of a service: intangibility, inseparability, variability, perishability (Mechardad et al, 2012). Kotler & Fox (2001) replaced the product concept with programs. Tajudin & Ravindran (2008) and Kotler & Fox (1995) agree that products should be replaced with program in the context of education and have contributed to the influence of academic programs on students' choice of higher education. The quality of academic programs

significantly influences students' choice of higher education. Without products there is no need for pricing, promotion, and distribution (Ferrell & Hartline, 2011; Mehrdach, Ali, Reza & Seyyed, 2012).

Price is the monetary value placed on a product (Kotler & Armstrong, 2008). In the viewpoint of education, price is the amount of money that students pay to acquire education (Hayes, 2009). Hayes (2009) explained that price comprises the tuition, loan, grant alongside such non-financial costs like time, inconveniences and distance between the university and the resident of the student. Price has a major influence on marketing strategies because most students and parents are concerned about the financial implications of attending the university (Hemelt & Marcotte, 2011). An increase in tuition fees has a significant negative effect on student enrolment (Dearden, Fitzsimons & Wyness, 2011). This implies that the opposite is true; a deduction of tuition can increase the enrolment fees-paying students (Barr, 2012).

The place is an important element of the marketing mix. Brassington & Pettitt (2006) defines place as the system of delivery and distribution channels of service. The distribution of service should be easily accessible and available to prospective students. Furthermore, in-service marketing the convenient location and accessibility of an educational institution to the students also relates to place. In the university, place refers to the environment in which the university is located (Brkanlić et al. 2020; Maringe, 2006).

Kotler & Armstrong (2010) argued that Promotion is the act of making customers aware of the product or services, and what can be done to help them. IHLs need to communicate its services to the targeted market through promotional strategies (Kennedy, 2014). Palmer (2011) and Kitchen, Kim & Schultz (2008) break down promotion into four elements: advertising, sales promotion, public relations, and personal selling. Blumenstyk (2006) posits that promotion provides an opportunity to show what the university has to offer directly to potential students. Hayes (2012) suggests that universities should visit higher schools to give students a better understanding of what the IHLs provide socially and culturally. The potential applicant can come and hear about the IHLs and its program and courses. Unlike advertising and promotion of tangible products, where a product can be shown to the customers, it is difficult to represent quality education in an advertisement. However, an institution may use tangible cues to help students understand and judge a service: it can show its facilities (image), courses/ programs, friendly staff, and happy students (Gajić, 2012).

The people refer in this context to faculty and staff, with whose service delivery a customer relationship is built (Kotler & Fox, 1995). People in IHLs include students and staff. People are an important element of the marketing mix that can help influence a prospective student (Brassington, 2006; Hollensen, 2003). Staff members are an important part of educational marketing, as education is a high contact service operation, based on personal contact with staff, and faculty members. The image of the staff is associated with how they interact and respond to student's needs and questions. The number of Ph.D.'s and professorship titles may influence students (Ivy, 2008). Ivy (2008) states that other people that could influence student enrolment are public figures and well-known profiles, who frequently attend television program or other media. When students seek information, the first impression can be based on the initial contact with people of a particular university (Soedijati & Pratminingsih, 2011).

The systems in which an institution used to deliver its service is known as process, this element of the marketing mix is the utmost importance and it relates to the entire administrative system (Kotler, P. & Keller, 2009). This talks about how things take place in an institution, such as the application process, which includes the acquisition of admission forms, the process of registration, teaching style, social events and sporting activities (Frimpong & Kofi, 2014). In the view of Palmer (2001), customers might show a slight concern to the processes, nevertheless, they are of grave concern to high contact services such as education.

The higher education services are intangibles and the physical evidence provided in the enrolment phase is a major proof of the quality of the services to be delivered (Enache, 2011). Physical facilities, or evidence, refer to all of the physical tangible items an institution makes available to its customers, ranging from infrastructures, pictures in the brochures, or the university home page. Physical facilities are important because of the intangible nature of the services offered by the HE institution. Ivy & Fattal (2010) argue that the environment, in which services are delivered, both tangible and intangible, help to communicate, perform, and relay customer satisfaction to the students. Kotler & Armstrong (2010) proposes that the physical evidence gives the first impression of the university and usually they see the buildings and other facilities.

METHODOLOGY

This study employed a mixed approach. This is because mixed-method focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. The use of the mixed-method research approach makes exploitation of the strengths of both methods and the strengths of each method offset the weaknesses in the other (Cresswell, 2009). This study adopted a survey research methodology. The survey research enabled the researchers to access quantitative or numerical data of descriptions of trends, opinions of the sample by using questionnaires for data collection.

The general population was all IHLs in the Greater Accra Region of Ghana, while the target population was five IHLs selected at random. Purposive sampling technique was used in selecting samples and the respondents based on their knowledge and experience on the issue. From every IHLs the marketing managers/officers together with 5 management members from each of the selected five IHL and 20 randomly selected students served as respondents for the study. The marketing managers/officers together with 5 management members were selected for the study because they are part of senior management and based on their experience, knowledge and work roles they made an insightful contribution to the research. In selecting the students' respondents to administer the data collection instruments (questionnaire), the convenience sampling technique was used. That is the sample size of 350 students (70*5) and 30 marketing officers and management members (6*5) was selected.

The researchers relied on both primary and secondary sources to gather information for the studies. The secondary data included data from print journals, online academic databases, books, magazines, reports, and other allied sources that were considered useful for the study. The questionnaire provided the primary

source of data. The questionnaire was used to collect data for this study. Questionnaires provide a comparatively cheap, quick, and effective way of collecting large amounts of data from a large sample of respondents. The data was collected between August and September 2020. The data that was collected using the questionnaire was first edited to correct errors. It was then collated, coded, and analyzed descriptively using the Statistical Package for Social Sciences (SPSS) version 22.0 into frequencies and percentages. The data that was generated through the questionnaire were assigned with appropriate codes and analyzed. The results were presented in the form of pie charts and bar charts showing frequencies and percentages of responses given by the respondents.

DATA ANALYSIS AND PRESENTATION OF RESULTS

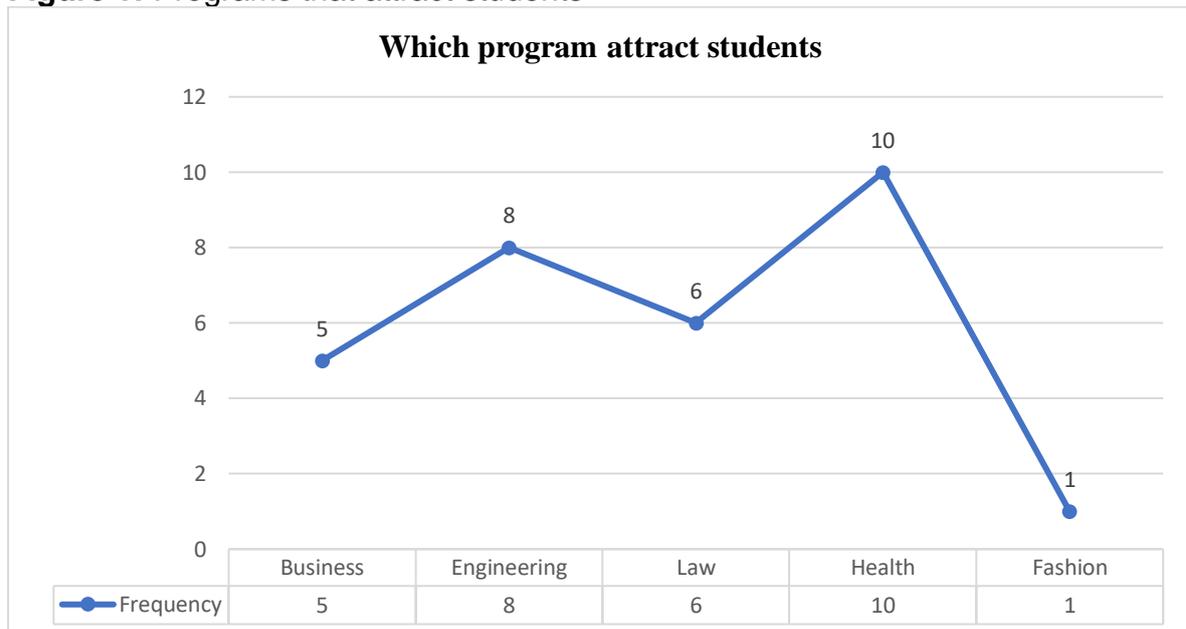
Out of the 350 sampled student respondents for the study, 270 successfully responded making the response rate to be 77.14%. Also, all the management respondents responded to the survey.

Program (Product)

The study wanted to find out if the reason for each student selecting the particular institution they are in was influenced by the type of programme they are undertaking now and out of the 270 questionnaires received, 226 representing 83.7% said the kind of programme they are offering influenced them selecting that particular institution, while 44 representing 16.3% said no, that their choice of the institution was not as a result of the programme they are offering now. The respondents were then asked whether the programmes they are offering were the ones they chose and out of the 270 questionnaires analysed, 231 (85.6%) were given preferred programme, then 26 (9.6%) did not get their preferred programme and 13 (4.8%) did not respond.

The respondents were then asked by the study to know whether the contents they are receiving from their programs can be provided by other universities and as depicted in Figure 1, out of the 270 questionnaires filled, 81.1% said other universities can provide the same contents of their programs while (18.9%) said otherwise that other Universities cannot replicate the same contents. The respondents were again asked whether their universities have unique programs. and out of the 270 respondents, representing 75.2% responded their institutions have unique programs, while 24.8% said their institutions do not have unique programs

The responses from the management also showed that the universities have unique programs as 24 (80%) gave positive (said yes) that they have unique programs. According to Kotler & Fox (1995), the quality of academic programs significantly influences students' choice of higher education. It was again established that the unique programmes that attract the students are shown in Figure 1.

Figure 1: Programs that attract students

Field data, 2020.

Price

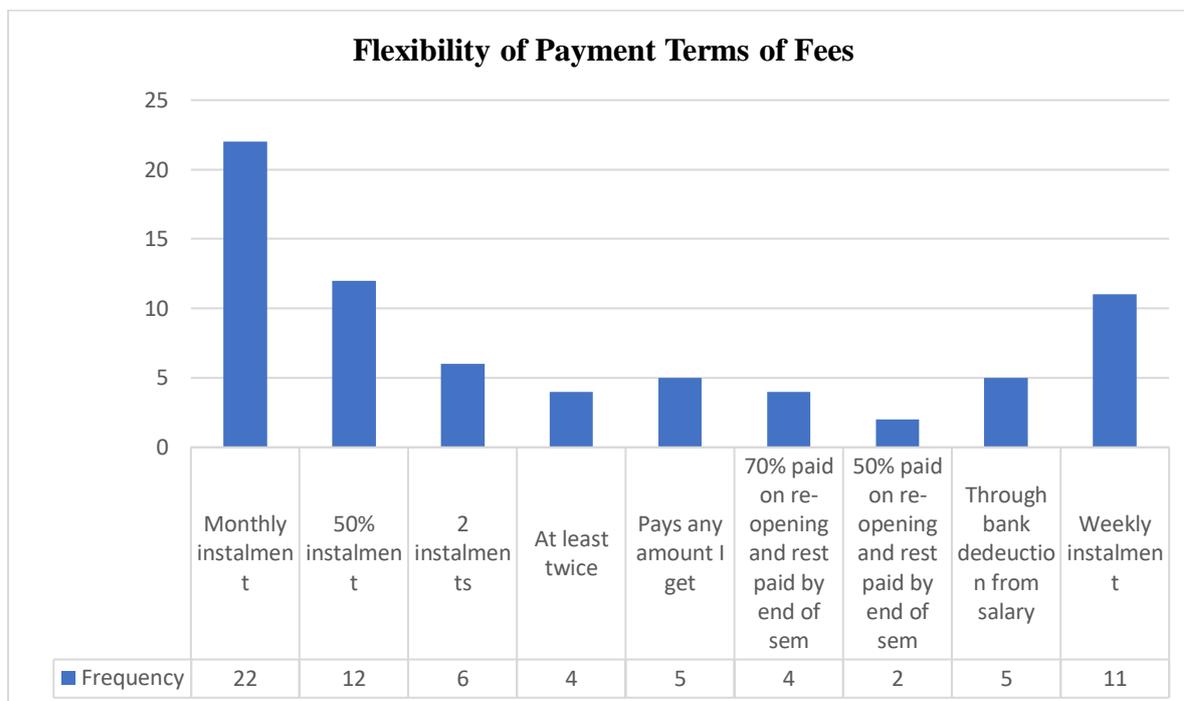
The study wanted to know about price related issues and thus, the respondents were asked whether they considered the tuition fee before they chose the various programs in their respective universities, and out of the 270 responses analysed, 227 (84.1%) said they considered the tuition fees before choosing the program, while 43 (15.9%) did not consider the tuition fee before choosing the course. The study wanted to find out if a change in tuition fee can influence their decision to be still in the institution and out of 270 responses, 228 (85%) said yes it can influence their decision to remain in the institution, while 15% said no it would not influence their decision to stay or not. This finding supports the findings of Dearden, Fitzsimons & Wyness (2011) who established that an increase in tuition fees has a significant negative effect on student enrolment.

The respondents were asked if they compared the tuition to other institution before enrolling and out of 270 questionnaires analysed, the number that responded yes they compared tuition fee to other institutions were 216 representing 80%, 40 representing 14.8% did not compare tuition fee to other institution and 14 representing 5.2% did not respond. These results concur with the assertion of Pugsley (2004) and Hemelt & Marcotte (2011) that price has a major influence on marketing strategies because most students and parents are concerned about the financial implications of attending the university.

The study then probed to find out if the respondents are given flexible payment terms and out of the 270 questionnaires received, 150 (55.6%) responded they are not given flexible payment terms, 106 (39.3) responded they are given flexible payment terms and 14 (5.2%) did not respond. A follow-up question was asked by the study to those who said yes to describe the flexible payment terms they have and as depicted in Figure 2, 22 (30.99%) said were given monthly instalment payment, while 11 (15.49%) said weekly instalments. 12 (16.90%) also said 50% instalment, 6 (8.45%) said they were given 2 instalments, and 4

(5.63%) said at least twice and 70% paid on re-opening and rest paid by end of semester respectively. Also, 5 (7.04%) said they pay any amount they have, and another 5 (7.04%) said it is through the bank via their salary account. Finally, 2 (2.82%) mentioned that 50% of the fees was paid on the day of re-opening and rest paid by end of semester.

Figure 2. Flexibility of payment terms of fees



Field data, 2020.

Also, 86.7% of the management indicated that tuition fees attract students. Similarly, 24 (80%) said a change in tuition fee can influence the student's decision to still be in the institution. The study then probed to find out if the institution considers competitive pricing. 23 (67.7%) responded that their institution considers competitive price while 7 (23.3%) responded that they do not consider competitive pricing. Finally 27 (70%) of the management responses established that the universities give flexible payment terms to their students.

Place

The study enquired the place to see if the location of the various institution is good and out of the 270 respondents, 206 (76.3%) said their location is good, while 123.7 said the location of their institution is not good. The management also indicated that (73.3%) the location of the universities is good. The study went ahead to find out if the universities operate satellite campuses or not. The study went ahead to find out if it was easy for the respondents to locate their respective institutions and out of the 270 respondents, 198 (73.3%) said it is easy to locate the institution, while 26.6% said it is not easy to locate the institution. Finally, it was established that the majority of the respondents (80%) said the universities operate satellite campuses. Ivy & Naude (2004) postulate that the convenient location and accessibility of an educational institution to the students is key.

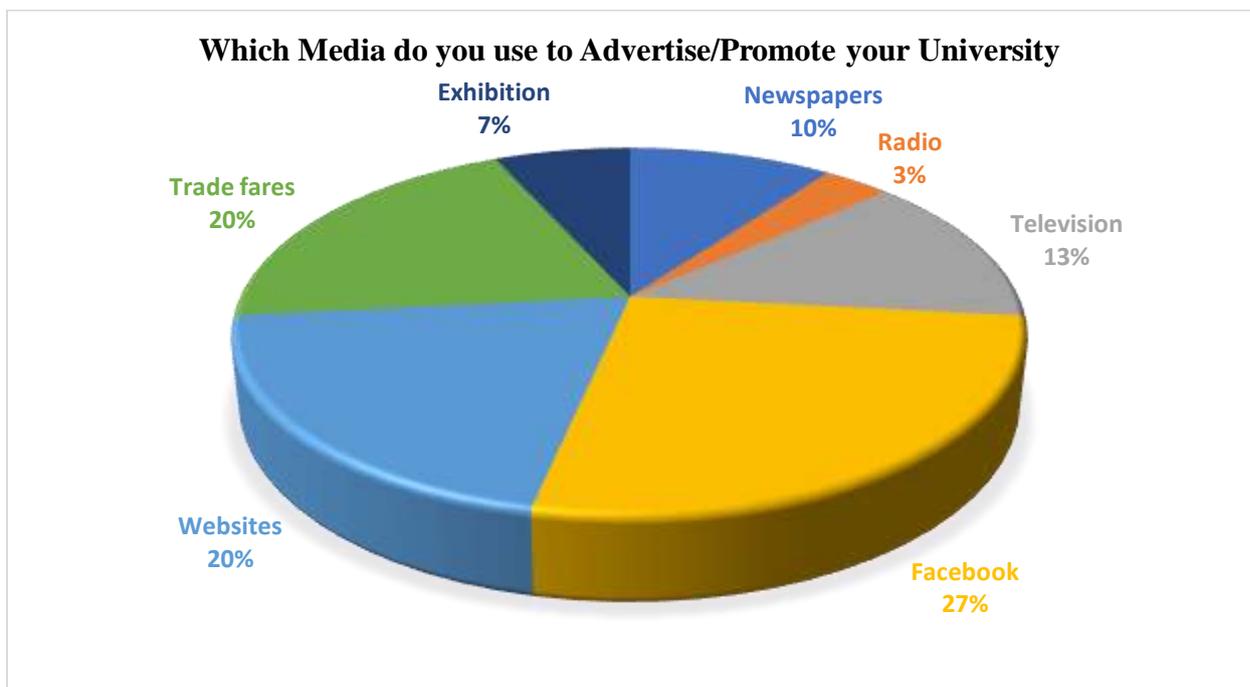
Promotion

The study probe to find out how the respondents got their needed information from and thus asked if they had all the necessary information from the brochures and flyers and out of 270 respondents, 178 representing 66% said "YES" while 34% said "NO". In trying to create awareness, a number of media can be used, thus, the study wanted to find out the media which the respondents think should be used by the universities and since this was a multiple-response question, we had 626 as a total for the selected media. Thus, out of a total of 626 overall and 270 total for each media, 134 (21%) out of 270 selected Facebook, 123 (20%) out of 270 selected websites, 119 (19%) out of 270 selected newspaper, 92 (15%) out of 270 selected Exhibition, 84 (13%) out of 270 selected radio and 74 (12%) out of 270 trade fares. These findings contradict Hayes (2012) who suggests that the major promotional tool is for universities to visit higher schools to give students a better understanding of what the IHLs provide socially and culturally.

The respondents were allowed to specify other media which they think their universities should use for promotion and 29 respondents answered out of the 270 respondents. So, for this option, the total was 29 as only 29 respondents answered. Out of the 29 respondents 10 (27%) wrote students, 6 (16%) wrote Twitter and Instagram, and 5 (14%) wrote Open day program; Quality teaching and learning aids; and Television, other social media respectively while 3 (8%) wrote Flyers, other social media, Instagram, Email marketing and WhatsApp.

The study further established that the staff of the universities influence enrolment as 76.7% of respondents said yes while 23.3% said no to the fact that the staff of the universities can influence enrolment. The management respondents were allowed to specify the media their universities use for promotion. The responses are shown in Figure 3.

Figure 3. Use of media to advertise/promote the universities.



Field data, 2020.

People

The study tried to know whether the respondents being in their respective institution was influenced by any faculty member and out of the 270 responses, 144 (53.3%) said no, 46.7% said yes. The study probed to see if the respondents had encounters with staff in their institutions after they have been enrolled could change their mind and from the 270 responses, while 124 (45.9%) said yes, 54.1% said no. according to Ivy (2008), the number of Ph.D.'s and professorship titles may influence students. Ivy (2008) further states that other people that could influence student enrolment are public figures and well-known profiles, who frequently attend television programs or other media.

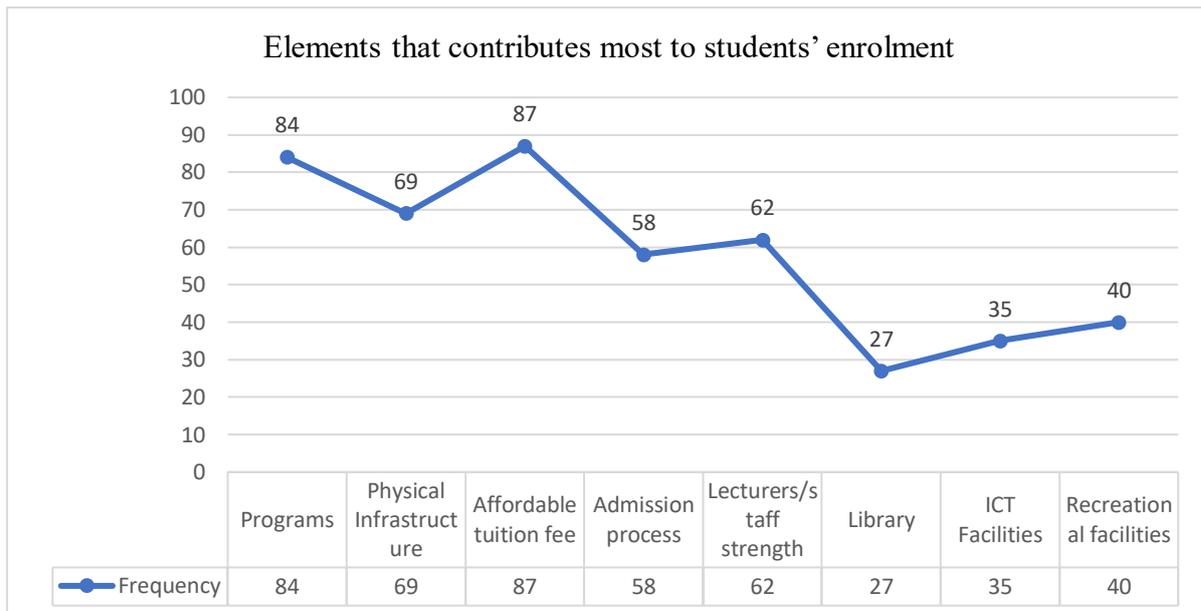
Process

The study engaged the respondents to see if they had a quick response when applying to their universities and out of 270 responses, 217 (80%) said they had prompt response, 20% said they did not get a prompt response. Comparing the admission process to other competitors, the study wanted to find out if their admission process was flexible compared to the others, and out of the 270 respondents, 215 representing 79.6% said yes, while 29.4% provide a "no" response. This concurs with the opinion of Frimpong & Kofi (2014) who state that how things take place in an institution, such as the application process, which includes the acquisition of admission forms, the process of registration, teaching style, social events, and sporting activities (Frimpong & Kofi, 2014).

Physical Evidence

The study wanted to know if the respondents considered their institution's infrastructure before enrolling in them, 209 (77.4%) made such consideration, while 22.6% did not make such consideration. The respondents were then asked by the study whether they consider their institution to have the best infrastructure compared to others and from 270 respondents, 166 (61.5%) said yes, while 38.9% said no. The study provided several yardsticks for the respondents to choose from and select those they think to promote and contribute most to students' enrolment. Since this was a multi-response question, hence, the total of 444. Out of the 270 analysed responses for each question, 84 (18.18%) said their program, 69 (14.94%) said the physical facilities of the school, 87 (18.83%) selected an affordable tuition fee, 58 (12.55%) said the admission process, 62 (13.62%) selected the Lecturers or staff strength, 35 (7.58%) selected the ICT facilities, 37 (5.84%) think the Library promotes and contributes most to students' enrolment and 40 (8.66%). This is seen in Figure 4 below.

Figure 4. Elements that promotes and contributes most to students' enrolment



Field data, 2020.

The responses from the management also show that the infrastructure and facilities influence student's enrolment as 25 (83.3% of the respondents said the facility influences student's enrolment while 5 (16.7) of the respondent said the facility does not influence students enrolment. According to Kotler & Armstrong (2010), the physical evidence gives the first impression of the university and usually they see the buildings and other facilities. Hayes (2009) points out that parents and students measure and get assurance on the quality of education from physical evidence mostly based on the facilities of the educational institution.

CONCLUSION AND RECOMMENDATION

This study investigated the role of marketing mix on students' enrolment in IHLs in Ghana. The study established that the choice of an institution is influenced by the type of program they are undertaking; the students' choice of program was offered to them and that is what they are reading; and the individual universities have unique programs. Also, concerning pricing, the students considered the tuition fee before they chose the various programs in their respective universities; a change in tuition fee can influence the students' decision to remain in the institution; the students compared the tuition to other institution before enrolling; the students are offered flexible fees payment terms.

In relation to place (location), it was established that the location of the various IHLs were appropriate; and the IHLs have satellite campuses. In addition, various media were used to promote universities. These include Facebook, websites, newspapers, exhibitions, radios, trade fares Twitter, Instagram, open day program, Television, flyers, and WhatsApp. Similarly, the students had a quick response when applying to their universities; and the admission process was flexible and easy. Finally, it was established that the students considered their institution's infrastructure before enrolling in them; while other factors that determine the choice of the university include their programmes, facilities,

affordable tuition fee, admission process, staff strength, ICT facilities, and Library facilities

Based on these findings, it can be concluded.

- The universities were able to use and applied the marketing mix (product, price, place, promotion, physical evidence, process, and people)
- The program (product) of the IHLs has positive effect on students' enrolment
- Tuition fee (prices) has positive effect on students' enrolment
- The location (place) of the IHL has positive effect on students' enrolment
- Promotion has positive effect on students' enrolment
- The physical facilities have positive effect on students' enrolment
- The admission process has positive effect on students' enrolment
- The management of the universities are aware of this and can manage it to check student's enrolment

Based on the findings and conclusions drawn from the study, the following recommendations have been made.

- The staff (teaching and non-teaching) should be involved in the promotion and admission drive since 45% of the students said they had contact with some staff before choosing their choice of university.
- The universities should implement more flexible payment terms for the students
- The universities need to improve on their quality of tuition since most of them indicated that tuition contributed the least to enrolment.
- Further studies can be conducted by expanding the scope of the study to include more IHLs in Ghana.
- Further studies can also be conducted on Technical universities and other IHLs in Ghana as identified by the National Accreditation Board of Ghana.

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