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Andrews University

School of Education

**MARKETING SEVENTH-DAY ADVENTIST HIGHER
EDUCATION IN SOUTHEAST ASIA**

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Geoffrey A. Pauner

October 1996

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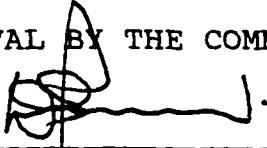
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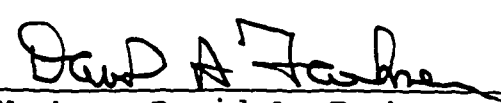
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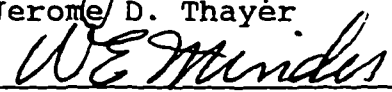
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ABSTRACT

**MARKETING SEVENTH-DAY ADVENTIST HIGHER
EDUCATION IN SOUTHEAST ASIA**

by

Geoffrey A. Pauner

Chair: David S. Penner

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: **MARKETING SEVENTH-DAY ADVENTIST HIGHER EDUCATION IN
SOUTHEAST ASIA**

Name of researcher: **Geoffrey A. Pauner**

Name and degree of faculty chair: **David S. Penner, Ph.D.**

Date completed: **October 1996**

Problem

There has been a concern by educational leaders of the Adventist church in the Asia Pacific Division that a number of parents of Seventh-day Adventist students choose to educate their children in non-Adventist primary and secondary schools. This study sought to determine if this concern is prevalent in Adventist colleges in Southeast Asia.

To find answers to this concern the following questions were posed.

1. What methods do these colleges use to promote or recruit SDA students?
2. How do these colleges attract SDA students?
3. What special programs are in place in the colleges to retain SDA students?

Marketing higher education has been effective in some colleges and universities in the United States. It may be of some value for Seventh-day Adventist colleges in

Southeast Asia to learn from the conclusions of this study. Marketing concepts discussed here could help other SDA educational institutions in their attempts to promote, attract, and retain SDA students..

Method

Two instruments were utilized for data collection: (1) a set of structured questions to interview selected administrative staff on their marketing strategies, and (2) a survey questionnaire that required the responses of undergraduate students regarding the marketing strategies of their college.

Both the interview questions and the survey questionnaire cover three marketing strategies--promotion or recruitment, attraction, and retention of Adventist students in the colleges. Responses from the staff and students were analyzed.

Results

The following are the findings of this study:

1. In all the four selected colleges in Southeast Asia some marketing activities had been carried out but they are less sophisticated or systematized than those found in the United States of America.
2. The large number of students in countries in Southeast Asia who want to attend college suggests why marketing is not more sophisticated than those found in the United States.
3. There are similarities and differences in the way the colleges promote, attract or retain SDA students.

Conclusion

Seventh-day Adventists create a common “culture” among different peoples in the region and thus marketing techniques to promote or recruit, attract and retain SDA students tend to be similar.

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CHAPTER I

INTRODUCTION

Background

In the past 2 decades there has been keen interest in marketing higher education in North America, while on the other hand very little has been written about marketing higher education in Southeast Asian countries. Whereas in North America there appears to be a declining number of students, the fact is very evident that institutions of higher education in Southeast Asia cannot cope with the number of students who want to enroll. A large number of students from Southeast Asia seek entrance into colleges and universities in Australia, New Zealand, the United Kingdom and Europe, United States of America, and Canada. Thus, the subject of marketing higher education in Southeast Asia has not held the great interest as it has in North America.

There has been a concern, however, among Seventh-day Adventist educational leaders in the Asia Pacific Division (APD) about the children of Adventists who are not attending Seventh-day Adventist schools. Simorangkir (1984), a former director of education of the Asia Pacific Division, reported that "in some areas of the division there is a lack of conviction on the part of members and workers of the vital role of Adventist education in the spiritual and career development of the Adventist people and the growth

and advancement of the church" (p. 11). In 1986, the Division Quadrennial Educational Council, a meeting of educational leaders from all over the Asia Pacific Division (formerly known as the Far Eastern Division), met in Singapore to discuss, among many challenges, the problems faced by boarding schools. The questions of how to reach, attract, and retain Adventist students were brought up. A resolution was tabled to discuss the marketing of Adventist education thoroughly at another division-wide educational council.

"Marketing Adventist Education" was the most urgent topic among Adventist educational circles in the 1980s. By 1992 the stage was set for a first ever educational seminar on marketing Adventist education. Dick Duerkson, an experienced professional in the area of marketing Adventist education and who, at one time, was Vice President of enrollment services at Pacific Union College, Angwin, California, was invited to conduct this seminar. Present at this gathering of Adventist educators were all college presidents of the Asia Pacific Division or their designates, education directors of all regions of the Asia Pacific Division, heads of education departments of all colleges, and officers of unions and selected missions of the Seventh-day Adventist Church in the Asia Pacific Division. Duerkson made some observations that had been in the minds of Adventist educational leaders in the Asia Pacific Division for a number of years:

1. SDA families are sending their children to public or non-SDA schools.
2. Many current SDA students are choosing not to continue in SDA schools.
3. Many perceive that government schools provide better education.
4. Many perceive that government schools provide better access to universities.
5. Students do not want to attend schools that are not government accredited.

Simorangkir (1984) and Duerksen (1992) made their observations on Adventist education in the Asia Pacific Division, in general, and did not focus specifically on higher education. Seventh-day Adventist colleges located in Southeast Asia are some unique subsets of the Seventh-day Adventist educational system. How do they promote or recruit, attract, and retain Seventh-day Adventist students?

North American Experience

In the last 20 years private or independent colleges and universities in the United States of America have sought ways to applying marketing concepts to education. Faced with increasing costs and dwindling enrollments, many educational leaders, after observing the reported success of a few colleges, were persuaded that marketing was the answer for institutional survival. The American experience showed that between 1870 and the mid-1970s enrollment in higher educational institutions doubled after 14 to 15 years. From 1976 onwards there was a leveling off of enrollment in public colleges and a decline in the enrollment in private colleges in the United States of America. This steady decline was a matter of great concern to educational leaders especially of small, private, liberal arts colleges. Consequently, in the United States of America, board members, public authorities, and citizens' groups are putting tough questions to administrators of nonprofit organizations about their organizations' mission, opportunities, and strategies. Administrators of these colleges are forced to take a hard look at marketing to see what this discipline might offer to keep their organizations viable and relevant within the environment (Kotler, 1987).

Southeast Asian Experience

Public and private colleges. These institutions of higher learning in the countries of Southeast Asia do not face the problems relating to declining enrollment. The populations of these countries have grown rapidly since World War II and as a result there are not enough places in colleges or universities to absorb those who want college or higher education. Thus, there is no need to promote higher education. This explains why so little literature has been written on marketing higher education. The need of marketing higher education, as it is understood in the North American continent, has not caught the imagination of educational administrators in Southeast Asia.

In most countries in Southeast Asia public institutions of higher learning are viewed by parents and students as the best places to go to for education. This view is widely accepted by the population in general and by Seventh-day Adventist parents and students as well.

Seventh-day Adventist educational institutions. The members of the Seventh-day Adventist Church live in an environment where the government is considered the most important institution, including its schools. The Seventh-day Adventist Church in Southeast Asia set up primary and secondary schools and colleges with the purpose of training Seventh-day Adventist young people to work for the church, to be good citizens of this world as well as for the world to come. The spiritual, physical, mental, and moral development of the individual are very important objectives of SDA education.

In the initial establishment of these colleges the Seventh-day Adventist educational

planners tried their best to locate colleges in strategic places to facilitate easy access by most members of the Adventist church. Despite this plan, church members in Southeast Asia countries are so scattered that no college, at the present time, is really conveniently located. The most important factor therefore to consider is the promotion or recruitment, attraction, and, finally, retention of students who have made the decision to come to one of these Seventh-day Adventist colleges. Perhaps marketing Seventh-day Adventist higher education in these colleges would be the most important factor to challenge the present trend of many Seventh-day Adventists shying away from Adventist colleges.

Statement of the Problem

For many years a concern has been felt very strongly by leaders of the Seventh-day Adventist church that many parents choose to send their children to public or non-Adventist schools. This situation could be a result of lack of strategic planning on the part of educational leaders. Simorangkir (1984) pointed out that "many unions and institutions have never worked out a well-documented, comprehensive, thorough and participatively formulated educational plan which encompasses manpower and programs development, budgeting and scheduling" (p. 11). For decades, ministers of the Seventh-day Adventist Church had been promoting Christian education in churches and church gatherings, by suggesting that it was the duty of Adventist parents to send their children to Seventh-day Adventist schools and colleges despite the fact that in many instances the nearest Adventist college is at a considerable distance.

In an attempt to find answers to this problem concerning Seventh-day Adventist

colleges in Southeast Asia, the following questions were posed to the administrators of selected colleges:

1. What methods do these colleges use to promote or recruit SDA students?
2. How do these colleges attract SDA students?
3. What special programs are in place in the colleges to retain SDA students?

Because the colleges selected in this study are situated in different countries in Southeast Asia, one would expect some differences in the way promotion or recruitment, attraction, and retention of Seventh-day Adventist students are managed.

Significance of This Study

Marketing higher education has been effective in some colleges and universities in the United States in reversing declining enrollment. Although the number of SDA students appears to increase from year to year in the colleges considered in this study, the fact is that some students prefer to go to non-SDA colleges if they have a choice. It may be of some value for Seventh-day Adventist colleges in Southeast Asia to learn from the conclusions of this study. Marketing concepts discussed in this study could help other SDA educational institutions in their attempts to promote, attract, and retain specific types of SDA students who can help fulfill the manpower needs of the SDA Church in Southeast Asia.

Description of the Colleges

This study is limited to Seventh-day Adventist, undergraduate, degree-granting, liberal arts colleges in Southeast Asian countries. The colleges that were selected for

this study are: Indonesia Union College (IUC), Mission College (MC), Philippine Union College (PUC), and Southeast Asia Union College (SAUC). The SDA church organization established its first college in the United States of America in 1874. By 1947 the Seventh-day Adventist educational system of colleges had been established in many countries in Southeast Asia. Currently, there are 10 colleges in Southeast Asia. The 4 colleges described in this research are: Indonesia Union College in Bandung, Indonesia; Mission College in Mualek, Thailand; Philippine Union College in Tagaytay, the Philippines; and Southeast Asia Union College in Potong Pasir, Singapore.

Indonesia Union College, established in 1929, is located in the West Indonesia Union Mission, the administrative unit of the SDA Church in the western part of Indonesia. This unit has 474 churches, four English conversation schools, one literature ministry seminary, one Bible correspondence school, 86 primary schools, 21 secondary schools, two undergraduate colleges, two hospitals, seven clinics, and one publishing house (*SDA Yearbook*, 1995).

Mission College, established in 1947, and Southeast Asia Union College (1917) are located within the Southeast Asia Union Mission, the administrative unit of the SDA Church in Southeast Asia. Within this unit there are 277 churches, two English Language centers, three Bible correspondence schools, one religious study center, 21 primary schools, 13 secondary schools, two undergraduate college, four hospitals, four clinics, two publishing houses, and one health food factory (*SDA Yearbook*, 1995).

Philippine Union College (1917) is in the Philippine Union Mission territory, an administrative unit of the Seventh-day Adventist Church in north Philippines. This unit

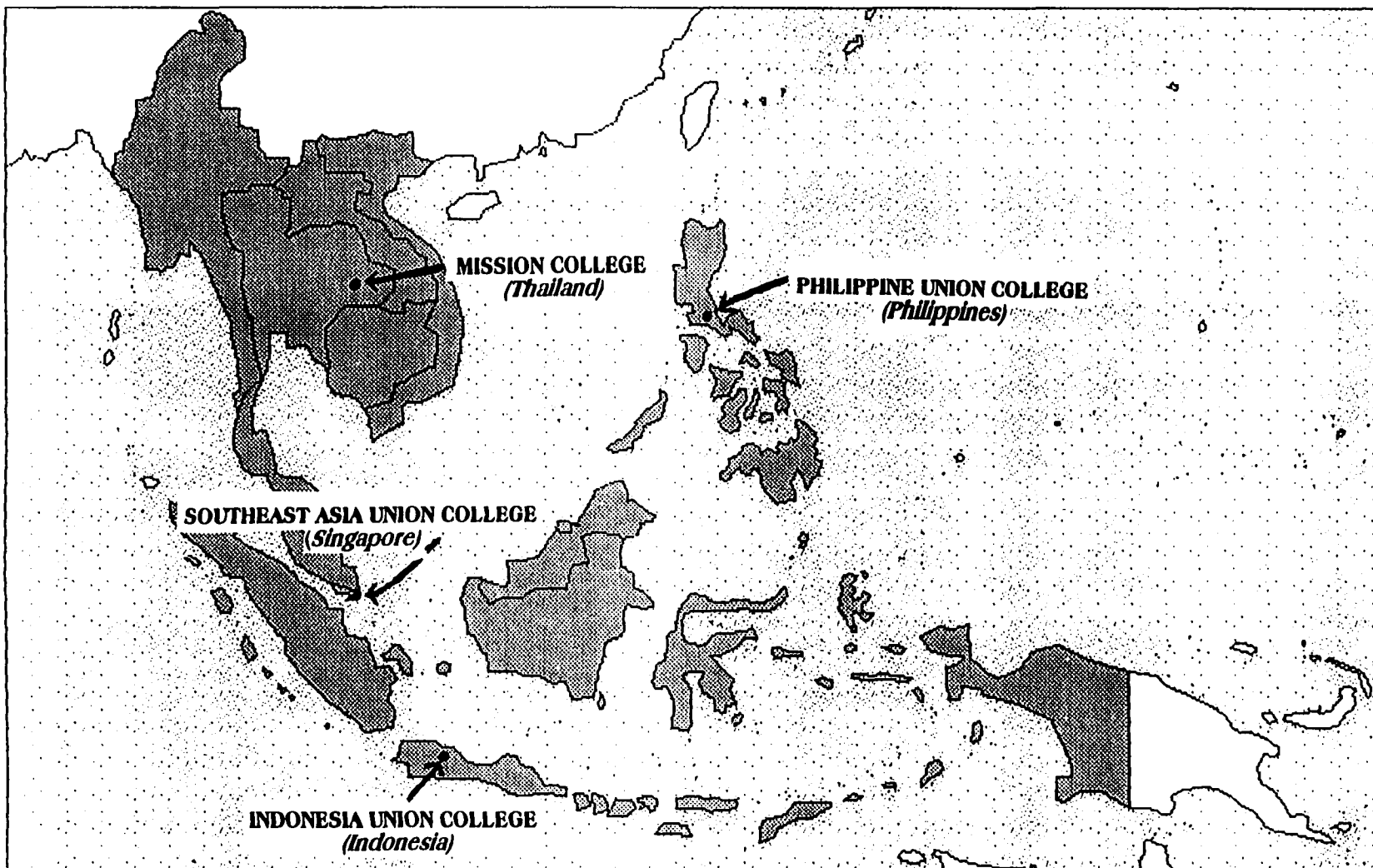


Figure 1. Southeast Asia

has 1,130 churches, one literature ministry seminary, one religious study center, one church-growth institute, 141 primary schools, 12 secondary schools, three colleges, two hospitals, four clinics, and one publishing house (*SDA Yearbook*, 1995).

The missions of these Adventist institutions of higher learning are basically the same: To teach the eternal gospel of Jesus Christ to all the world--to every nation, tribe, language and people (Rev 14:6 and Matt 28:19-20).

Each Seventh-day Adventist college in Southeast Asia, however, is at liberty to modify the mission, unique to its location. Typically the mission includes the training of Seventh-day Adventist believers to work in various entities of the church, namely, secondary and primary schools, publishing houses, hospitals and clinics, language training centers, the pastoral ministry, and teachers in SDA institutions of higher education. Obviously many people are needed to staff the various institutions managed by the Adventist Church in the three administrative areas mentioned above.

The colleges also function as training centers for older workers of various entities of the Adventist Church from other areas outside Southeast Asia. Two of the selected colleges--Southeast Asia Union College and Philippines Union College--had between 15 and 20 nations represented in their student body.

Definition of Terms

The following terms used in this study are intended to convey the meanings of words peculiar to this study only:

Adventist: This term is used interchangeably with the term Seventh-day Adventist (SDA).

Asia Pacific Division (APD): This administrative unit was formerly known as Far Eastern Division (FED). This is an administrative unit in the Seventh-day Adventist church organization consisting of the following countries: Bangladesh, Brunei, Guam-Micronesia, Hong Kong, Indonesia, Japan, Kampuchea, Korea, Laos, Malaysia, Myanmar, Okinawa, Singapore, Sri Lanka, Taiwan, Thailand, and Vietnam.

Division: This term refers to a major geographic and administrative section into which the world church and General Conference is divided, e.g., Asia Pacific Division.

Environment: The internal and external influence a person or an organization experience in trying to exist.

General Conference of Seventh-day Adventists (GC): This is the highest administrative unit in the Seventh-day Adventist church organization in the world. Its headquarters is in Washington, D.C.

Higher Education: The term refers to any education program that is beyond the high school level.

IUC: This is an abbreviation for Indonesia Union College, in Indonesia.

Liberal Arts: A program of studies, such as language, philosophy, history, literature, abstract science, in a college or university intended to provide chiefly general knowledge and to develop the general intellectual capacities, such as reason and judgment, as opposed to professional or vocational skills.

Marketing: In the context of education, marketing is the process of identifying

the target group, and defining and developing an educational program that meets specific needs of this target group such that through proper communication a mutual exchange of value results.

MC: An abbreviation for Mission College, in Thailand.

Mission: This term refers to the geographic and administrative sections within each union, e.g., Singapore Mission.

NSDA: An abbreviation of the term non-Seventh-day Adventist.

North Philippine Union Mission (NPUM): This is an administrative unit in the Seventh-day Adventist church organization consisting principally of the island of Luzon and Palawan in the Philippines.

PUC: An abbreviation of Philippine Union College, in the Philippines.

Private: An institution that receives a major portion of its monetary support from sources other than that of the government or any of its agencies.

SDA: This is an abbreviation for the name Seventh-day Adventist.

Southeast Asian Countries: Refers collectively to the following countries: Brunei, Indonesia, Kampuchea, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam (Ulack & Pauer, 1989).

SAUC: An abbreviation for Southeast Asia Union College.

Southeast Asia Union Mission (SAUM): This is an administrative unit in the Seventh-day Adventist church organization consisting of the following countries: Brunei, Kampuchea, Laos, Malaysia, Singapore, Thailand, and Vietnam.

Thailand Mission: This is an administrative unit within the Southeast Asia

Union administrative unit. It comprises the country of Thailand.

UNAI: An abbreviation for Indonesia Union College in the Indonesian language.

Union: This term refers to the geographic and administrative sections within a division. It may comprise a country, more than one country, or a portion of a country, e.g., Southeast Asia Union is made up of seven countries (see SAUM above) while North Philippine Union Mission consists of the northern portion of the Philippines.

West Indonesia Union Mission: This is an administrative unit in the Seventh-day Adventist church organization consisting principally of the island of Java, Sumatra, Bali, Indonesian Borneo, and Timor in Indonesia.

Organization of the Study

Chapter 1 presents the background, the statement of the problem, significance of the study, description of the colleges, definition of terms, and organization of the study.

Chapter 2 contains a literature review that discusses marketing strategies, marketing concepts, theories of marketing, marketing and the environment, marketing higher education, the environment, and marketing Seventh-day Adventist higher education.

Chapter 3 presents the methodology used in this study. Following an introduction this chapter describes the design of the research, population, procedure, instrumentation, data collection and recording, data analysis, and summary.

Chapter 4 presents the results of this study. The section of this chapter includes

an introduction, description of samples, analysis of research questions, environmental issues, administrators' responses on questions on the environment, analysis of students' responses on the survey, summary of students comments, analysis of students' comments, students' criticism, interpretation of students' criticism, comparison of administrators' and students' responses, SEA Students in Adventist Colleges in Southeast Asia, synthesis and interpretation of findings, and summary of chapter.

Chapter 5 presents a summary, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter presents a discussion of marketing strategies, marketing concepts, theories of marketing, marketing and the environment, marketing higher education, the environment, summary of the four environments, and marketing Seventh-day Adventist higher education.

Marketing Strategies

In the following pages, selected literature on recruitment, attracting, and retaining of students is discussed. These three factors are by no means the only strategies that are employed in the marketing program of an institution of higher learning; however, the focus of this present study demands that attention be centered around these three strategies.

Studies on Marketing Strategies

Recent studies have indicated that a growing interest is evident in marketing techniques in higher education. Blackburn (1979) reported a study of 16 specific marketing techniques that were administered in 446 colleges and universities across the

United States. The results were rather strange. Blackburn noted that many of the techniques rated as the most effective were also rated low in popularity.

Admission officers in colleges and universities must have some idea what marketing strategies are perceived as important in their recruiting activities. Mitchell (1988) investigated the extent to which various marketing strategies had been accepted and adopted by admissions professionals in higher education. He surveyed admissions directors from 75 private, 104 public, and 121 religiously affiliated institutions.

The findings of this study showed that the most used marketing strategies by admissions directors are market segmentation, resource analysis, goals and objectives formulation, price decisions, advertising, personal selling, and publicity. The findings also showed the most effective strategies, as perceived by admissions directors, include personal selling, marketing orientation, market segmentation, consumer behavior analysis, resource analysis, image studies, marketing plan, goals and objectives formulation, positioning, product differentiation, price decisions, advertising, target marketing, market research, and market control system.

Coiner (1990) identified a comprehensive set of successful marketing strategies and tactics for the recruitment of Mexican Americans into 4-year colleges and universities. Successful marketing strategies and tactics were grouped through the use of factor analysis. The factors identified as underlying these successful marketing strategies and tactics are as follows:

1. On-campus programs and activities which include support groups for Mexican Americans on campus, increased Mexican American employment on campus, and increased contact of Mexican Americans by letter or telephone
2. Off-campus programs and activities including career fair programs, school and business marketing programs, and transfer centers on community college campuses
3. Perceptions include parent preference for college/university close to home, student preference for college/university close to home, and current Mexican American students promoting college/university
4. Costs which include financial aid increase for Mexican Americans, provision of low cost relative to other colleges and universities, and cost competition with community colleges because they are cheaper.

Goldgehn (1990) reported the use and perceived effectiveness of the following 15 marketing techniques: publicity, target marketing, market segmentation, advertising, program development, market positioning, market research, access, market planning, pricing, marketing committee, advertising research, consultants, marketing audit, and marketing director. The admission officers of 791 institutions that were members of the American Association of Collegiate Registrars & Admissions Officers were asked to report the use and perceived effectiveness of the above 15 techniques.

The marketing techniques were defined in the body of the questionnaire so as to ensure uniform understanding of the meaning of each technique. The definitions were adopted from the Blackburn questionnaire and were updated, based on various

marketing texts, particularly Philip Kotler's *Marketing Management and Strategic Marketing for Nonprofit Organizations*.

The results revealed a dramatic increase in the use of marketing techniques, and their perceived effectiveness over the previous 10 years. While there was widespread acceptance of many of the marketing techniques, a tremendous range of use existed. For example, although the two most-used techniques (publicity and target marketing) were used by 95.1% and 90.7% of the respondents respectively, there was a big jump to market segmentation, which was used by only 77.7% of the respondents. The least-used techniques, marketing audits and marketing directors, were used by no more than 31.5% and 16.9% of the respondents respectively. In fact, wide gaps and inconsistencies were found in the use of many of the techniques. Even though publicity and target marketing were being used by the majority of institutions, their perceived effectiveness differs tremendously; while target marketing was rated the most effective technique, publicity ranked 13th out of 15 in terms of effectiveness.

A number of techniques were used without the necessary follow-up or precursor technique. Techniques which logically should be used simultaneously were used to a different extent. Some techniques which would be much more effective, if combined with other techniques, were being used independently.

Wassil (1990) examined the degree to which selected marketing strategies were employed at 292 New England colleges and universities. Data were collected from presidents of these institutions by a questionnaire which solicited responses in Likert format to their use and perception of value of each strategy. The response rate for the

mailings exceeded 84%. The results indicated unanimity for responses related to 10 of the 11 strategies regardless of differences in size, Carnegie Classification, control, and level of offering among the institutions.

The findings of the study indicated that New England college and university presidents use and favor basic marketing strategies. In rank order, the presidents of the institutions used and favored as marketing strategies: personal contacts/personal selling, constant attention to product mix, creative use of public relations, competitive pricing, creative development of new products, market segmentation, judicious use of advertising, use of effective means of physical distribution of products, use of marketing research, use of marketing information systems, and use of new channels of distribution of products.

Larocco (1991) conducted research to identify the marketing strategies being used by colleges and universities in the State of Illinois offering masters programs in business. The findings of the research revealed that of the 20 marketing variables tested, 17 were being used by over half the schools. The most highly used marketing strategies (over 90%) were: sales promotion, distribution, advertising, personal recruitment, program development, and publicity. The marketing strategies perceived as most effective were: personal recruitment, distribution, marketing planning, and marketing research.

The study revealed differences between public/private and urban/suburban/rural institutions and their choice of marketing strategies; however, no differences were revealed between secular and nonsecular institutions. Personnel recruitment was

considered to be a very important element in helping colleges and universities meet their enrollment objectives. Educational institutions that invested in program development had the fastest growing enrollment. Of the four major components of the marketing mix, product and distribution were the most frequently used. The effectiveness of marketing strategies differed by type of institution and demographics.

Larocco's study also revealed that the marketing concept had been adopted by over 80% of the colleges and universities in this study. Educational institutions that had adopted the marketing concept were successful in meeting their enrollment objectives. Organizational structure did not have a bearing on the effectiveness of an institution's meeting its enrollment objectives. Private schools were more aggressive in marketing their programs than public institutions. Distribution strategy was a key element in successfully marketing higher education.

The Marketing Mix

The marketing mix consists of the particular blend of product, price, place, and promotion that an institution uses to achieve its objectives in reaching and serving chosen consumers. In academic marketing, these activities include the programs and extracurricular activities along with the personnel (product), dollar cost, student effort and stress, and requirements for admission (price), location of programs and facilities (place), and activities that communicate services to target markets (promotion).

Organizations, institutions, and the like attempt to facilitate transactions with their customers. They require that strategic decisions be made in four broad areas, collectively referred to as the marketing mix. These are:

1. The product offered by the organization (the benefits it offers and the means, goods, or services through which they are achieved)
2. The price charged in exchange--how much this is and how it is to be paid (the costs people must incur to achieve the benefits they seek)
3. Distribution--where, when, and how the product is delivered to the customer (how easy it is to obtain the product or service)
4. Communications--how existing or prospective customers are informed about the product, its availability, its cost, and the benefits that it offers (Lovelock & Weinberg, 1984).

For example, colleges and universities are attracting and retaining a significant adult market partly by scheduling classes to conform to adult lifestyles, including lengthening the academic year, week, and day; altering the timing patterns, sequencing and distribution of courses; offering courses at a variety of locations; and facilitating credit arrangements for tuition payments.

Selected Literature on Promotional Activities

Promotional activities are the most visible part of marketing. Luck (1987) conducted a study on community-college student recruitment in North Carolina. She used three case studies. This study was designed to identify and describe recruitment/marketing strategies, programs, and services used to increase enrollments in 2-year, public institutions of higher education in North Carolina. There are 58 such institutions in the North Carolina Community College System. Previously, no formal

research had been conducted at these institutions which focused on practices used to increase student enrollments. To address this inquiry, a telephone survey was conducted, followed by three intensive case studies.

Data were obtained during 2/3-day selected site visits. Seventy-one interviews were conducted with administrators, staff, and students. Other information was obtained from institutional documents, reports, and archival records. Two types of data were presented. Findings from the telephone survey were summarized to provide base data for selecting three case-study sites. The case-study sites were described by the following categories: setting; an institutional image; factors affecting enrollment growth; recruitment/marketing practices; and perceived effectiveness of recruitment/marketing efforts. A cross-case comparison of data highlighted similarities and differences.

Conclusions indicated that recruitment/marketing activity was present in North Carolina's 2-year, public institutions of higher education; and recruitment marketing strategies did not vary significantly by institution and type. The conclusions and implications of this research suggest that 2-year, public institutions of higher education in North Carolina may enhance their enrollment stability by targeting the older-than-average market; by expanding program offerings to business/industry; and by placing greater emphasis on in-house recruitment and retention efforts.

The decreasing proportion of minority students in higher education has caused many elements of the post-secondary education community to become extremely aware of the need to recruit and retain minorities. Galbraith (1989) focused his study on

"successful" marketing programs aimed at recruiting minority students. Participants were community college officials from 22 urban community colleges serving a majority of minority students in population centers of 100,000 or more. Using the concept of the "four Ps" of marketing--product, price, place, and promotion--the study analyzed minority marketing efforts reported as having been "effective" by marketing officials in each of the participating institutions.

Results of this study revealed that 86% of the participating colleges experienced either stable or increased levels of enrollments by recent minority high-school graduates over a 2-year period. Most frequently, effective minority marketing programs were operated by colleges having "administration-dominated" marketing structures, with the "public relations officers" providing the leadership role in planning their marketing programs.

Factors that seemed to "trigger," encourage, or maintain the minority student's interest in higher education included employment concerns, positive role models, improvement of a lifestyle, involvement with younger students, and external governmental influences.

Recommendations for improving minority student recruitment in urban settings include (1) intensifying community visibility, (2) emphasizing one-on-one contact with students, (3) increasing presidential support for marketing, (4) linking education closely to employment opportunities, (5) working cooperatively with local churches, (6) employing "focus" groups to assess community needs, and (7) establishing an institutional reputation based upon the delivery of quality programs and services.

Striegler (1991) made a study to forecast the roles of the admissions officer in marketing in higher education in the year 2000. The survey was conducted using the Delphi procedure. The leaders in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) were asked to nominate individuals who were considered experts in marketing in higher education. The panel nominated by AACRAO strongly agreed on items related to recruiting and communication skills. Items on which the panel agreed included those related to recruiting, marketing planning, market knowledge, working with top institutional administrators, and computer usage.

Most of the items in the middle range, somewhat agree and somewhat disagree, were related to roles other than admissions and recruiting. The roles included responsibilities for financial aid, market research, data collection, establishment of enrollment policy, institutional assessment, and academic decision making.

The panel disagreed with the item suggesting the admissions officer would be responsible for new student orientation. The panel did not express strong disagreement on any item. These results seem to indicate that by the year 2000 admissions officers will be expected to have marketing backgrounds and that they will be expected to work with toplevel administrators in developing the institutions' strategic goals.

Striegler's study shows a sharp contrast to earlier studies. Allen and Peters (1983) concluded, in their study of college presidents' view of strategic marketing, that they (the presidents) have not adopted a marketing orientation in their institutions.

Although they may use some marketing techniques in recruitment and fund raising, marketing is not used in strategic planning and decision making.

Muston (1985) evaluated how marketing and enrollment-management policies were developed in universities. He collected data from academic and student services officers from 61 state universities. His results showed that generally those administrators were aware of demographic changes which were influencing enrollment, but few had developed plans to study the problem. Among several recommendations he made was the need for a single officer with central administrative status to plan and coordinate institutional enrollment programs.

Selected Literature on Attracting Students

Highly visible activities of promotion lead to attracting students. There is a fine indistinguishable line between promotional activities and those that attract prospective students. Zivic's (1989) study analyzed freshmen college students' perceptions of the reasons why they chose their college and the effect that selected marketing practices had on that decision. In addition, a series of institutional-marketing-oriented attributes were identified: (1) sensitivity to tuition cost, (2) promotional brochure effectiveness, (3) organizational sensitivity to student needs, (4) recruitment practices, and (5) demographic profile of participating students. The primary data-gathering instrument was a structured questionnaire administered to the freshman class of three participating colleges located in the eastern United States. Respondents were enrolled full time in private 4-year colleges having similar characteristics.

The major conclusions of the study indicated that parents were the most significant influence factor in the decision process. Live presentations by college personnel at prospective students' high schools as well as on-campus visits were strong factors in choosing a college. Friendliness, accessibility, and attitude of administration, faculty members, and staff were highly valued. Also, tuition costs played a major role in the college selected. The majority of students studied were pleased with their choice of college.

Kelly (1989) made a study showing how registered nurses who did not possess a baccalaureate education were attracted to the idea of going back to school to earn the Bachelor of Science in Nursing. The population of this study included graduates of one diploma school of nursing located in a large hospital in central Illinois. A random sample of 50% of the graduates of the last 20 years was selected. The respondents were asked to rate, on a 4-point Likert scale, factors that would affect their returning to school to obtain a B.S.N. degree. From the analysis of results, the following were concluded:

1. Marketing strategies that focus on the graduates who are working are more likely to be successful in recruiting graduates without a Bachelor of Science Nursing (B.S.N.) to return to school.

2. Strategies which give credit for previous knowledge in nursing, schedule classes with minimal conflict of work, and provide courses that are relevant to nursing practice are more likely to encourage graduates without a B.S.N. to return to school.

3. Strategies which minimize the repetition of information, minimize the time for completion, and provide flexibility and convenient scheduling are more likely to be successful in recruiting the graduates without a B.S.N.

4. Strategies which recognize personal achievement as a most important perceived benefit are more likely to attract graduates without a B.S.N. into a bachelor's degree program.

In his study on recruiting of minority students into community colleges, Galbraith (1988) found that special programs such as drama performances, "brain bowl" contests, recruitment jamborees, Saturday science institutes, honors activities, and mentoring projects were reported as effective ways to attract and retain minority students.

During the past 2 decades, the image of higher education institutions, collectively and individually, has become more important as competition between colleges and universities for students, faculty, and resources has become more aggressive. Acosta-Lewis (1989) examined both George Mason University's (GMU) deliberate attempts to improve its image as well as the effects upon an image of its inherent culture. The study found that successful image-making at GMU involves the intimate nexus of both academic planning and marketing. George Mason University's president, George Johnson, is keenly aware of the importance of institutional image-making, and he strives to identify people, curricular programs, and projects that contribute to George Mason University's positive image. George Mason University is an example of an institution that, indeed, is successfully creating an image that is

attracting prominent faculty, better students, and increasing resources. Acosta-Lewis believes, however, that more attention to building a stronger culture would provide a firmer foundation upon which to base George Mason University's image.

Selected Literature on Retention Efforts

A good promotion or recruitment and genuine factors that attract students to pick a college would mostly likely lead to a high retention rate. Up to 1984, studies on retention had not touched on the value or effectiveness of individual retention program variables. Brendel (1985) thus made a study of selected institutional and subject variables in college to explore their influence on length of student enrollment. This study revealed five significant findings:

1. A concerted institutional effort aimed at influencing student retention can positively influence the retention rate of an institution.
2. A significant contribution to student retention was consistently provided by one program variable in all analyses--Student Aid, which had a diminishing effect in the analysis of fourth-year statistics.
3. A combination of five variables--Student Aid, Current Grade-Point Average, change of Major Work Study and Career Centers were included in the best fit regression equation and explained 68% of variance in continued enrollment.
4. A combination of the variables, Student Aid and Current Grade-Point Average, is the most powerful element in explaining continued enrollment.

5. A classification procedure based on the results of the discriminant function was accurate in predicting group membership in 70 to 90% of student cases.

A study by Bradshaw (1985) concluded that academic success during a student's first semester is the greatest predictor of persistence, and certain variables are capable of aiding in this prediction: sex, long-term goals, high-school percentile rank, College Auto-Biographical Index score, and Social Extroversion scale of the Omnibus Personality Inventory.

Declining enrollments, decreasing state and federal funding, changing public support patterns, and the declining traditional-aged student cohort are problems for responsible administrators. This new environment means that the administrators must strive to lower previously acceptable attrition levels. Bloom (1986) investigated successful students at an urban community college and revealed features of the campus life and climate that appeared to be related to student retention: successful students (1) more closely resembled traditional 4-year college students than less traditional community college students, (2) had positive impressions of college, (3) recognized retention-relevant factors, and (4) were satisfied with services and environmental factors with special emphasis on academic programs.

Community colleges have increasingly employed a variety of interventions to improve student retention. When compared to other institutions of higher education, community colleges are cited in retention studies as having the highest student attrition rates; over 50% drop out by the end of their first year and up to 80% drop out by the end of their second year. Over 1,000 retention studies found that difficulty with

finances was one of the top three reasons students report for leaving college prematurely. They quickly point out, however, that the use of finances is perhaps a superficial, socially acceptable reason for leaving. To reinforce or disprove previous findings, Todd (1986) made a study using a new conceptual framework for the definition of student retention. This definition includes the concept of successful student-enrollment experience as measured by the student's completion of course work, certificate, and/or degree program. A progress measurer was used in the description and comparison of enrollment experiences of aid and no-aid groups. This measure is a combination of number of terms enrolled, cumulative grade point average, and course completion rates. Also, the methodological procedure for determining retention for community-college students was further improved by appropriate identification and treatment of dropouts, attrition, and the use of summer terms.

The findings of this research show financial aid to be a significant factor in retaining students, selection of an increased course load, and students' academic status. Of the total groups, 71% of the aid and 61% of the no-aid were enrolled 1 year later in the fall term. Between terms, attrition rates were more than double for the no-aid group. Financial aid students achieved an average of 3.7 terms of enrollment out of five, compared to 3.2 for the no-aid group.

Conclusion

Prevailing literature indicates that environmental influences play a major role in intensifying the promotional or recruitment efforts in institutions of higher education.

Recruiting activities did not vary significantly by institution and type. Studies also found those recruiting minority students by using the "four P's" was considered "effective" by participating institutions. Stable or increased levels of enrollments were experienced by colleges that have "administration-dominated" marketing structures.

Small colleges must recognize and adapt to the changing educational marketplace by identifying the needs and wants of today's potential and current college students. To attract students, special programs ought to be offered to incoming students to prepare them to engage in scientific thinking rather than memorization of subject content. The students must do their own investigation rather than doing predictable exercises.

Lack of financial aid was found by many studies to be the top three reasons why students leave college prematurely. A few studies, however, have shown that taking financial aid along with students' academic performance and course load could improve retention. Administrators of colleges should be aware of the socially accepted reason for students to leave college--financial difficulties--but it may not always be so. Financial problems must not be taken as the only reason for student attrition.

Marketing Concepts

What Is Marketing?

In the past 20 years the definition of marketing has "grown" as new meanings have been added by theorists and practitioners. Krachtenberg (1972) said that marketing deals with the concept of uncovering specific needs, satisfying these needs

by the development of appropriate goods and services and letting people know of their availability, and offering them at appropriate prices, at the right time and place.

The concept of marketing according to Kotler and Fox (1985) involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets.

Lusch and others (1985) stated that marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchange that will satisfy individual and organizational objectives. Gray and Cyr (1987) stated that the core concept of marketing is the exchange of values between two parties.

Assael (1990) defined marketing as all activities directed to identifying and satisfying customer needs and wants, while Day (1990) pointed out that marketing is a process that helps to bring about organizational success through emphasizing greater responsiveness to the needs of the customer.

Gerson (1991) observed that marketing is simply a beneficial exchange process between you and your customers. The key factor in this relationship is your ability to identify customer needs. It is up to you to develop the products or services that will satisfy those needs. The marketing process begins with an analysis of the types of markets that you want to focus on. It continues with the determination of how to get specific clients to purchase your products or services.

Walker (1992) regarded marketing as the collection, organizing, analyzing, and

interpreting of a customer's impinging resources with a view toward satisfying the needs and wants of a chosen customer group through the development, distribution, and promotion of goods and services at a profit.

The definition of marketing would therefore be incomplete without the following components: the design of the institution's offerings to meet the needs of the target market; the process of planning and executing price, promotion, and distribution so as to result in profitable exchange between a consumer and the supplier; and the process of analyzing types of markets and the courage of manufacturers to modify products to satisfy needs of consumers.

Development of the Marketing Concept

Sheth, et al. (1988) reported that at the end of World War II many manufacturers in the United States and developed countries in Western Europe increased their output of consumer goods since guns and tanks were no longer in great demand. As a result there was a shift from a seller's market, one with a shortage of goods and services, to a buyer's market, one with an abundance of goods and services. The advent of a strong buyer's market created the need for a consumer orientation on the part of business. Goods and services had to be marketed and not just produced and sold. This realization has been identified as the emergence of the marketing concept. Marketing would no longer be regarded as a supplemental activity performed after the production process has been completed. The marketer would be seen as a lead player in product planning.

Boone and Kurtz (1992) said that the marketing concept made "marketing" and "selling" no longer synonymous. Lazo and Corbin (1961) defined the marketing concept as "the orientation of all marketing functions toward the customer, and the making of all management decisions in the light of customer needs and for the purpose of satisfying those needs at minimum expense, with optimal sales volume and profits" (p. 74).

Wakefield (1958) stated that the marketing concept means to "gear the conduct of the entire business to the satisfaction of customer needs," and "assure a predetermined profit" (p. 36). McCarthy (1978) summarized the central theme of the marketing concept as follows: "A firm should focus all its efforts on satisfying its customers, at a profit" (p. 29). Kotler (1991) stated that the marketing concept holds the key to "achieving organizational goals" by "determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors" (p. 16).

The integration concept. Allen (1959) added another dimension to the concept of marketing when he said that the purposes of marketing are integrated under one marketing executive. This he thought results in a "logically-grouped and tightly-knit organizational entity" (p. 40).

Bell and Emory (1971) expanded the idea of integrated approach. They proposed that the marketing concept include:

1. Customer orientation, which is knowledge of the customer through the understanding of his needs, wants, and behavior
2. Integrated effort, which is placing emphasis on the integration of the marketing function with research, product management, sales, and advertising to enhance the firm's total effectiveness
3. Profit direction, that is, to make money for the company by focusing attention on profit rather than upon sales volume.

The exchange concept. Kotler (1991) regarded marketing as a set of activities that would facilitate exchange. It involves gathering information about the environment, finding out what benefits or wants people desire the organization to deliver, setting marketing objectives, deciding exactly which wants, and which sections of the community possessing those wants, it is going to serve, developing and implementing the appropriate mix of marketing activities, and evaluating marketing efforts.

Bagozzi (1975) found the concept of an exchange a very important addition to the marketing concept. He emphasized the notion that exchange "is more than the mere transfer of a product or service for money" (p. 35). "The motivation behind the actions," he continued, "lies in the anticipated use or tangible characteristics commonly associated with the objects in exchange" (p. 36). Kotler (1982) agreed and explained that an important aspect of exchange was that it is the offering of something of value for something of equal or greater value. Greater value is based on the fact that what is

received is something needed or desired but not currently possessed; thus, the motivation for exchange.

Strategic marketing concept. Another aspect in the development of the marketing concept is the concept of strategic marketing. It is the attempt by an organization to monitor problems and develop plans to address them. This kind of planning takes into consideration the overall direction of the organization and is responsive to its markets and opportunities. Kerin and Peterson (1983) reported that strategic management is a manner of thinking that integrates broadly defined strategic and operating viewpoints and decisions for the purpose of "directing" resources toward opportunities consistent with "enterprise capabilities to achieve a sustainable differential advantage" (p. 4).

Kotler and Fox (1985) defined strategic planning as the process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities. Furthermore, it relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation.

Kotler and Fox suggested several appropriate steps an organization can take to move in a direction that can enhance its chances of success. First, the institution must analyze its present and future environment. Second, it must review its major resources, and its lacks, and chart a course to accomplish some major goals. Third, the institution will establish goals and specific objectives. Fourth, the institution must choose the

most cost-effective strategy for reaching its goals and objectives, and finally, the organization must implement the strategies. In the implementation stage there will be changes in the organization's structure, systems of information, planning, and control.

Hofer and Schendel (1978) observed that "strategy is the match between an organization's resources, skills, the environment opportunity, risks it faces, and the purposes it wishes to accomplish" (p. 11).

Anderson (1982) focused on the dual perspectives of marketing: assure customer satisfaction and support, development, and implementation of its strategies. Similarly, Day and Wensley (1983) reflected this duality of the strategic and consumers' behavior perspectives when they asserted "that the marketing function initiate, negotiates, and manages acceptable exchange relationships with key interest groups, or constituencies, in the pursuit of sustainable competitive advantages, within specific markets, on the basis of long run consumer and channel franchises" (p. 83).

Consumer-oriented concept. Keith (1960) represented the sentiment of the practitioners when he noted that "companies revolve around the customers, not the other way around" (p. 35). A similar view was also expressed by Kotler (1967) in the first edition of his marketing book. He sharply contrasted the production, selling, and customer-oriented marketing philosophies with a strong appeal toward the latter orientation in marketing practice.

Markin (1969) made an observation about the consumer: "The marketing manager recognizes at the outset that the success or failure of his marketing strategy

rests ultimately with the consumer as market for which his strategy has been designed" (p. 7).

Drucker (1974) believed that there were three pillars of the marketing concept-- customer orientation, integrated marketing, and customer satisfaction. In connection with consumer sovereignty he said, "It is the customer who determines what a business is" (p. 61). He also suggested that every business must ask itself, "What is our business?" A clear definition of mission and business purpose should provide the reason "for setting priorities, strategies, plans, and work assignments" (p. 75). The "aim" of marketing, he added, was to know the customer so well that the product or service fitted him and sold itself.

McCarthy (1978) suggested that marketing is both a set of activities performed by organizations and a social process. It is a change from manipulative orientation to adaptation to environmental demands, constraints, and opportunities.

Piland (1984) reiterated that the basic premise of marketing is that an organization will be able to advance its interests most effectively by taking into account the interests of the people it serves. Adjustments must be made to one's offerings to match the market's wishes and desires.

Kotler (1982) declared that successful marketing makes selling unnecessary. In 1991 he stated that "marketing leadership is gained by creating customer satisfaction through product innovation, product quality, and customer service" (Preface). He maintained that the job of marketers is to "think customers" and to guide companies

and nonprofit organizations into developing offers that are meaningful and attractive to target customers.

Peters and Waterman (1982) and Lele and Sheth (1987) suggested that customer orientation is vital to the survival of corporations in virtually every sector of the economy.

Theories of Marketing

The following theorists proposed general elements of theory that focus on the consumer (or society) as the center of marketing activities.

Wroe Alderson (1957) suggested that the marketing process matched materials found in nature or goods fabricated from these materials against the needs of households or individuals. Since the consuming unit had a complex pattern of needs, the matching of these needs created an assortment of goods in the hands of the ultimate consumer. Actually the marketing process built up assortments at many stages along the way, each appropriate to the activities taking place at that point. Materials or goods were associated in one way for manufacturing, in another way for wholesale distribution, and another for retail display and selling. Marketing brought about the necessary transformations in heterogeneous supplies through a multi phase process of sorting. Marketing made mass production possible first by providing the assortment of supplies needed in manufacturing and then by taking over the successive transformations which ultimately produce the assortments in the hands of consuming units.

Marketing theory provided the means for interpreting the laws and facts of marketing behavior. But theory development depended on the current marketing knowledge. Basic answers to questions of how marketing variables were related led logically to new questions of why they were related. Like our fellow scientists, "we must first describe marketing behavior in order to bring us closer to explaining it" (Alderson, 1957, p. 165).

Bartels (1986) proposed a general theory that had several component subtheories:

1. Marketing was that activity undertaken by society at large to meet its consumption needs--the producing, distributing, and consuming of products needed for human existence.
2. The reasons that the people of a society need some form of marketing were that producers and consumers were separated--spatial (physical distances), and temporal (time difference between production and consumption).
3. Society acts in numerous roles, each of which was responsible for part of the process of marketing.
4. Marketing did not occur as a single movement, but rather as a number of movements, in series, parallel, reciprocal, or duplicatory.
5. The marketing system was governed by many determinants and occurs within constraints defined by society.

6. No system of marketing remained static; all were in stages of adaptation to continuing change, both in the external environment and within the marketing organization itself.

7. As society sanctioned the emergence of a marketing mechanism, it also evaluated and regulated its appraisal.

Hunt, Muncy, and Ray (1981) highlighted six elements in a general theory of marketing:

1. Marketing was the exchange which took place between consuming groups and supplying groups.

2. The household was one of the two principal organized systems in marketing.

3. The firm was the second primary organized behavior system in marketing.

4. A third organized behavior system in marketing was the channel of distribution.

5. The fundamental purpose of marketing was to effect exchanges by matching segments of demand with segments of supply.

6. The marketing process would take conglomerate resources in the natural state and bring about meaningful assortments of goods in the hands of consumers.

Hunt (1983) suggested four areas around which a theory can be organized:

1. The behavior of buyers directed at consummating exchanges

2. The behavior of sellers directed at consummating exchanges

3. The institutional frameworks directed at consummating and/or facilitating exchanges

4. The consequences on society of the behavior of buyers, the behavior of sellers, and the institution's framework directed at consummating and/or facilitating exchanges.

Glazer (1991) observed that among the most important conclusions of the current discussion was the realization that a focus on customer markets was the ultimate source of competitive success and, at the same time, such focuses must become the goal of the entire organization.

Murray (1991) pointed out that marketing theory suggested that consumers used information sources in a distinctive way to reduce the uncertainty associated with services. In general, Murray continued, the greater the degree of perceived risk in a prepurchase context, the greater the consumers' propensity to seek information about the product.

Marketing and the Environment

The short review of authors will show that the various effects of environment on marketing are important. Holloway and Hancock (1968) declared that "if the firm is responsive to market conditions, its products will be approximately compatible with market demands." (p. 20). They listed the following as important factors that make up the environment: economic, ethical, legal, physical, technological, and social.

Cravens (1982) claimed that the purpose of strategic marketing intelligence activities is monitoring and forecasting changes in economic, social, technological,

governmental, and physical factors, which may affect a firm's existing product markets or those of potential interest to the firm.

O'Shaughnessy (1984) pointed out that a firm has two environments: the world outside the firm and the world inside. We can view a firm as continuously adapting the internal to the external environment. To adapt is to "come to terms with" and should be distinguished from a complete surrender to external pressure. O'Shaughnessy considered the following as external environments that had great impact on the firm: social, economic, technical, and legal. The author said that an organization must adapt to environmental uncertainty. High environmental uncertainty brings with it high uncertainty in making decisions that are affected by the environment. In many instances, uncertainty can rule out coordination through planning well ahead, and instead favor coordination through face-to-face feedback as activity progresses. It is the contingency approach that has placed most emphasis on coping with uncertainty. The word "contingency" suggests the rejection of organizational solutions that claim universal applicability. Contingency approaches seek to specify under what conditions a particular solution is justified.

Bedeian (1986) observed that all enterprises must secure inputs from their surroundings and, in turn, be able to exchange the goods and services they provide for the energy necessary to assure their continued survival. Government at different levels, customers, suppliers, and competitors are but a few of the many elements in an enterprise's environment that affect this input-transformation-output process. Few enterprises are so powerful and self-contained that they are immune to such

environmental pressures. Environmental scanning involves monitoring and evaluating changes and trends in an environment. Studies have repeatedly demonstrated a close relationship between enterprise performance and environmental information gathering. Enterprises that pay attention to their environments seem to perform well, while those that ignore or discount the influence of environmental factors often fail.

According to Aaker (1988), the role of environmental analysis is to detect, monitor, and analyze those current and potential trends and events that will create opportunities or threats to the firm. Aaker suggested that environmental analysis can be divided into five areas--technology, government, economics, culture, and demographics.

Kaufman (1991) affirmed that managers operate in the business and legal environment. He further wrote that "every day marketing managers make strategy and implementation decisions that are constrained or influenced by laws and regulations designed to promote competition, protect the customer, and enhance public welfare" (p. 581). Kaufman (1991) affirmed that managers operate in the business and legal environment.

Assael (1990) emphasized that meeting customer needs should be viewed in a broad framework that includes the competition, the economy, technology, government regulations, and demographic and lifestyle trends because these factors are likely to influence consumer purchases. Marketers are interested in changes in environmental factors because such changes might help them identify marketing opportunities as well as threats. Opportunity is almost always linked to a threat. A company may introduce

a new product because it sees a better way to meet customer needs. But in so doing it faces three types of threats: first, misreading customer needs; second, competition coming in with something better; and third, unforeseen changes in the environment, such as a new technology making a product entry obsolete.

One of the difficulties facing marketing managers is that environmental forces are generally beyond their control. Marketing organizations try to adapt to changing environmental conditions; they rarely can control them. The marketing organization must evaluate key environmental trends: namely, social, competitive, technological, economic, and legal and regulatory influences.

Kotler (1991) argued that the company and its suppliers, marketing intermediaries, customers, competitors, and publics all operate in a larger environment of forces and megatrends that shape opportunities and pose threats to the company. These forces represent "uncontrollables" which the company must monitor and respond to. Kotler named six major forces in the environment: demographic, economic, natural, technological, political, and cultural. He referred to these six elements collectively as the "macro environment."

Katzenstein and Sachs (1992) said, "Direct marketing, like every other business, operates within a context." They believe that this kind of marketing shares an identity with the surroundings in which a business exists. It is part of a larger whole, an all-inclusive environment. The environment is an influence outside the firm, which must reconcile itself with these outside forces to flourish, even to exist. Furthermore they

say that the two most important issues for direct marketing in the 90s are the social and political environments.

Boone and Kurtz (1992) asserted that firms must identify, analyze, and monitor external forces and assess their potential impact on their goods and services. Although external forces frequently are outside the marketing manager's control, they must be considered together with the variations of the marketing mix in developing marketing plans and strategies. They consider that five factors make up marketing's external environment: competitive, political-legal, economic, technological, and social-cultural.

Conclusion

The foregoing writers have asserted that marketing strategies, commercial or educational, are affected by the environment. If one were to categorize the influences, there would be two categories--internal and external. It has been established in the marketing world that environment affects marketing strategies.

Marketing Higher Education

Introduction

Literature up to this point suggests very strongly that there is a need for marketing higher education. Strategic marketing for higher education implies the necessity to study the strengths and weaknesses of an institution and the manipulation of the "controllables" as well as the "uncontrollables" in the environment.

The Need to Market Higher Education

Walle (1990) revealed that in the last 20-30 years "institutions" like museums, hospitals, and colleges have accepted the fact that to be successful they must serve well-defined groups of people who have specific needs and wants. Walle further added that the marketing profession increasingly views itself as a universal strategic science of potential value to all institutions.

Taylor and Darling (1991) claimed that because of increased competition for scarce resources, marketing has become an important activity for many nonprofit organizations. Higher education institutions provide an excellent example of this trend among nonprofit organizations. The marketing of higher education has received a tremendous amount of emphasis and attention. According to Taylor and Darling, the question that has not received clear answers is, "What is the product of higher education?" One idea that has been offered by them for serious consideration is the programs of study offered by an institution. The success of higher education organizations in the future will be partially determined by their ability to develop programs. This ability to develop programs will be a very powerful marketing tool.

Litten (1981) challenged institutions of higher education to define the quality and integrity of their services and then to represent these services accurately, price them fairly, and deliver them effectively. Piland (1984) predicted that marketing would lead to institutional change and improvement. Colleges and universities experienced institutional changes that accompany an increased involvement in the marketing activity.

Dissertations on Marketing Higher Education

The topic of marketing higher education has been the focus of quite a number of doctoral dissertations. A chronological overview of several dissertations relevant to this study follows: Alexander (1978) surveyed administrative opinions concerning utilization of marketing strategies in the management of higher education institutions. Cook (1978) focused on identification of marketing position and image in various colleges and universities. Chapman (1978) conducted an analysis of college choice decision-making behavior. Sussman (1979) assessed administrators' views regarding the extent and adequacy of the marketing activities performed by their organizations.

Gordon (1980) studied the identification and importance of physical symbols of selected institutions of higher education in Indiana. Meyer (1980) applied the concept of marketing in assessing institutional positioning for continuing education students. Dezek (1980) studied marketing techniques utilized by community college continuing education divisions in Michigan. Psimitis (1980) conducted a marketing study for higher education using Southeast Missouri State and its service area. Mitchell (1988) developed a marketing model for private, 2-year college admissions office. Taylor (1981) determined the perceptions of selected academic deans toward various aspects of marketing higher education. Lamb (1981) identified higher education factors affecting marketing to non-traditional students. Hoppe (1981) analyzed the relationship of marketing to enrollment in selected community, junior, and technical colleges. Taylor (1981) examined the perceptions of deans toward selected marketing approaches to higher education. Mathias (1982) studied the application of the

marketing concept in certain private liberal arts colleges. Goldgehn (1982) produced a marketing opportunity analysis application of a strategic marketing audit. Focusing on the admissions office, Artis (1983) surveyed marketing techniques employed by several institutions. Wilson (1985) provided an overview of the history and use of marketing in higher education and presented an analysis of failure and suggests directions for success. Ferguson (1986) examined the extent to which institutions that underwent significant change have taken an integrated, consumers-oriented, strategically planned approach to presenting a unified institutional image to their various publics. Penner (1987) reviewed ideas on marketing higher education and examined which of those ideas were applicable to Seventh-day Adventist secondary education. Dalton (1988) compared applicants to those who made inquiries but did not apply by measuring market, image, student choice, and recruitment at Middlebury College.

Acosta-Lewis (1989) examined the attempt of George Mason University to improve its image and what effect this attempt had on its image and inherent culture. Coiner (1990) identified a comprehensive set of successful marketing strategies and tactics for the recruitment of Mexican Americans into 4-year colleges and universities. Striegler's study (1991) forecast the roles of the admissions officer in marketing in higher education in the year 2000.

Larocco (1991) identified the marketing strategies being used by colleges and universities in the State of Illinois offering masters programs in Business. This study also reported on the effectiveness of these strategies within the context of the goals of

the institutions as perceived by the marketing managers of these programs. van Harsseel's dissertation (1991) dealt with the impact which marketing practices have on the organization and culture of an institution.

Dissertations on Marketing Higher Education and the Environment

The topic of marketing higher education in relation to the environment has been the focus of several dissertations. Fields (1991) found that because of the rapidity with which changes occur in operating environments, corporations are faced with the need to adapt their business strategies and practices to respond to competitive market demands for products and services, new technologies, government policies, and economic, political, and social shifts.

Cobb (1991) developed some profile representing key characteristics of 12 off-campus educational environments in Southern California. A total of 480 individuals from 12 off-campus environments responded to the study. Full-time employed, bachelor's/master's degree and business-oriented adult learners dominated the demographic findings. Convenient center hours, convenient center locations, and dominated key environmental characteristics were both important and satisfactory. Auditorium and shopping conveniences dominated unimportant environmental attributes. Bookstore and food service availability dominated unsatisfactory environment attributes of the off-campus environment.

Ray (1991) revealed in his review of literature that leadership can best be understood as a transactional process that is a function of influence that transcends the

academic environment. The academic president typically reports directly to a governing board, but his or her behavior is directed and constrained by faculty, support staff, students, and influential community leaders, all who voice self-serving expectations of the president.

Ingle (1991) pointed out that strategic marketing has become the most frequently used planning approach in universities during the decade of the 80s. The dynamic nature of the teaching, research, service, and environments had caused higher education organizations to place extensive emphasis on scarce resources, multiple mission priorities, complex regulations, faculty needs, and constituent satisfaction as critical elements in the planning process. As a result of this new dependency, numerous strategic planning specialists developed criteria for connecting planning and success based on the strengths of the process.

Baltimore (1991) reiterated that college faculty are instrumental in the teaching-learning process and, through research, they contribute to the quality of our lives. The condition of their lives, in turn, affects the higher education environment and our lives as well.

Plowman (1991) assessed the college's or university's institutional environment and explored to see if significant relationship existed between that environment and the president's leadership practices. An analysis of the data revealed the existence of significant differences between presidents' and vice presidents' ratings on both presidential leadership practices and institutional environments. Vice presidents

consistently rated the presidents' leadership practices and the institutional environments lower than did the presidents.

Dasher-Alston (1991) suggested that colleges and universities needed to make a concerted effort to remove the barriers which impede the careers and leadership development of Black and White women in higher education administration. Affirmative environments must be created and opportunities must be provided in order to promote and enhance their professional development.

Lu (1991) showed that in the history of higher education, professional development for faculty was not a new phenomenon. The continued success of an institution depended on academic excellence. The qualities of an academic faculty guarantee the academic excellence of an institution. The external environment imposes serious constraints upon faculty members and their institutions, and these constraints may weaken faculty vitality and institutional viability, whether in the United States or the People's Republic of China.

Spann (1991) found that decline in college enrollments is a major concern of institutions of higher education. In attempting to explain the attrition, Vincent Tinto (1987) developed a theory of student departure which stated that leaving college can be viewed as a process of interactions between the individual student and the academic and social environment of the college and that, other things being equal, the greater the extent of academic and social integration of the student into the college community, the more likely the student is to persist to graduation.

Michael (1991) determined the extent to which post-secondary institutions in Alberta (Canada) have adopted marketing principles and strategies, and he attempted to assess the changes occurring in the resource environment of these institutions and the extent to which institutional variables affected the adoption of marketing strategies and activities.

The Environment

The four colleges that were selected for this study are situated in four countries: Indonesia Union College in Indonesia; Mission College in Thailand; Philippine Union College in the Philippines; Southeast Asia Union College in Singapore. Literature seemed to indicate that there are two general environments that influence institutions of higher learning--external and internal.

External Environment

O'Shaughnessy (1984) claimed that a firm had two environments: the world outside the firm and the world inside. He indicated that the "internal" was continually "adapting" to the external environment. Katzenstein and Sachs (1992) emphasized that "the environment is an influence outside the firm, which must reconcile itself with these outside forces to flourish, even to exist" (p. 112). Kotler (1991) pointed out that outside forces which marketing managers had no control over are the following factors in the environment: demographic, economic, technological, natural, political, and cultural.

Rosenbloom (1983) emphasized that, in the broadest sense, the environment consisted of all external uncontrollable factors within which the marketing channel exists. Ritter (1992) stated that every college and university is influenced by strong environmental factors, external to itself, such as economic, and demographic forces which inevitably impact on the institution.

One would therefore conclude that any of the four colleges in this study had "external" or "outside" forces impinging on them. Thus, the external environments, according to the above authorities, are: economic, technological, political, legal, social, cultural, and competition.

Internal Environment

Schwartz (1981) reported that the four P's in marketing are easier to control. He implied that product, price, place, and promotions are items in an institution that marketing managers can control. Similarly, Amstutz (1967) declared that the four P's were "controllable" items. Jones (1991) wrote that one's business associate in a firm was controllable, implying very strongly an example of an internal factor.

The mission of a college is in itself an internal environment that it must fulfill. Ritter (1992) emphasized that besides external environmental factors, every college and university is also powerfully shaped and molded by forces from within, internal mechanisms that are often more difficult to describe: culture, mission, values, and 'ethos'. These mechanisms, though intangible, are very real. They determine an institution's goals and direction, prescribe its day-to-day direction, define what is

expected of both leaders and personnel. Hancock (1981) reported that SDAs conduct their own schools, elementary through a university, for the purpose of transmitting to their children their own ideals, beliefs, attitudes, values, habits, and customs. The task is by no means simple. Hancock continued by stating that the SDA church recognizes that God, the Creator and Sustainer of the earth and the entire universe, is the source of knowledge and wisdom. They believe that knowledge of this personal God can never be derived by human reason. SDAs accept that the Old and New Testaments of the Holy Scriptures were given by inspiration of God. The church membership accepts the gift of prophecy as manifested through special revelation to the SDA church in the life and ministry of Ellen G. White. Thus, SDAs accept divine revelation as the guiding principle in their philosophy of education.

Each of the selected colleges has a common overall mission which is an outcome of the philosophy of SDA education (see administrators' responses in chapter 4 on the mission of the college).

Indonesia Union College

IUC was established with the express purpose of training SDA young people who would be future workers in various capacities of the SDA church organization. The greatest challenge for leaders in the college was the attempt to blend SDA doctrines and practice in a completely foreign habitat.

Religion. Kosut (1976) reported that over 90% of Indonesians were Muslims. Woodman (1955) said that about 90% of the population of Indonesia claimed to be

Muslims. They put "Muslim" on their identity cards because it was illegal to have no religion and it was simpler for them to say "Muslim" rather than try to describe the complicated mix that was their real belief. Islam was superimposed on existing Hindu beliefs and social customs. It was an everyday religion, placing little, if any, emphasis on social structure of Indonesian society rather than on the pattern of its culture. It held a humanizing influence, which Indonesians compare with that of Christianity in the Western World.

Vatikiotis (1989) reported that because the majority of the people in Indonesia profess the Moslem faith, the government may have to pay close attention to the religious concerns of this segment of the people. The atmosphere in most parts of the country is Islamic. Symbols of the Islamic faith are clearly seen in the form of mosques, Friday worshipers, and the broadcasting of prayers over the public address system in towns and villages all over the country. However, the present philosophy of the party in power is belief in God as its basic principle and that Muslim principle should not be imposed on all the people in the country. Islam is not the state religion of Indonesia.

Parshall (1980) commented that every religion stands in danger of the effects of syncretism. Islam itself has been known to incorporate Hindu influences. Kosut (1976) implied that the brand of Islam in Indonesia was a mixture of Hinduism, Buddhism, and the indigenous beliefs to form a brand of Islam less restrictive and conservative than those in such neighboring countries as Malaysia or Brunei.

Culture. According to Peacock (1973) and Woodman (1955), ancient animistic beliefs continued regardless of Hindu, Muslim, or Christian domination while customary law was very slightly changed by the legal concepts of these three main origins of cultural influence. Peacock said that in all of Indonesia Islamic culture joined with the indigenous beliefs, Hinduism, and Buddhism to form a syncretic religion, a blend known as "abangan." Indonesian history encompassed successive invasions from sea travelers, Chinese and Indian merchants and priests, followed by the Arabs, who were succeeded by the Portuguese, each bearing a distinctive culture. Then came the Dutch and the Japanese. Islam explicitly idealized the vocation of trade. Muslim symbolism was simple--the mosque.

Education. Kahin (1966) said that initially the Dutch provided Western education for the nobility only; in 1912-13, for instance, all of the 40 Indonesian students in the Law College were sons of the nobility. Thereafter, secondary education was open to the talented, provided the parents could pay the fees which were high in relation to Indonesian income. Furnival (1944) reiterated that those Indonesians who acquired Western education in the Netherlands Indies were relatively few. In 1930-31 there were only 178 Indonesians in institutions of university level, at a time when the population numbered some 59 million. At the secondary level, both academic and vocational, there were only 6,085 Indonesians being given instruction in Dutch. At the primary levels, the number of Indonesians given Western education amounted to only 85,655.

Palmier (1962) reported that educated Indonesians were fated to unemployment; at best, the jobs they got were levels lower than their training warranted. The reason was found in the country's economic structure. The country was a plantation economy in which a few Western managers organized the labor of a large number of unskilled Indonesians. It was not until the 1930s that the first step of industrialization began. Thus, the main consequence of expanding Western education without increasing the demand for its products was to frustrate Indonesians. Palmier, however, made reference to one outlet: "The educated had no difficulty in setting up the 'wild school' distinct from the State system. By 1938, two thousand such institutions existed, but needless to say they simply added to the pressure of demand for employment which did not exist" (p. 30).

Sjahrir (1984) confirmed that the large increase in the number of educated Indonesians required that more and more of them be absorbed into the colonial government service, but these did not exist.

Nianggolan (1984) reported that after Indonesia gained its independence in 1945, it was the concern of the new government of Indonesia to educate its people. The government's first important business was to open more schools for its subjects. The SDA church did likewise--to train its youth. By 1949 Schmidt reported that there were 1,000 students enrolled in all the SDA schools in Indonesia.

Western way of life. Sjahrir (1984) pointed out that Indonesia had absorbed the Western way of life, at least in its higher circles. Indonesian hatred of White men

differed from that of the other foreigners in the country. The Dutch did nothing to decrease this distrust. Dutch repression had the effect of turning the eyes of Westernized Indonesians away from the West and toward Japan. Many middle-class and white-collar Indonesians looked to Japan for the education of their children, as well as for their cultural interests. Consequently, when the Japanese occupied Java they were enthusiastically received by Indonesians.

Greetz (1963) concluded that the majority of the Indonesian people had responded to the continuous onslaught of influences from alien cultures with receptivity, flexibility, and, at the same time, selectivity. It was this diversity in values, outlook, and capacities on the cultural level, together with the openness and adaptability of social forms, that formed Indonesia's most basic structural features and that gave society as a whole its greatest strength and durability.

Land of diversity. McDonald (1990) reported that Indonesia is a land of diversity: it has over 700 different ethnic groups, each with its own cultural identity, and more than 250 distinct languages. Religions too are varied; mostly all of the important world religions are represented in addition to a wide range of indigenous ones. There are many economic adaptations--differing modes of seminomadic cultivation, sago gardening, smallholder rubber tapping. McDonald felt that not everything in Indonesia is diverse, and some generalizations can be made. Most languages belong to a single linguistic family--Malayo-Polynesian. Economic adaptations could be boiled down to a few representative types: wet rice areas, trade-

oriented, deeply Islamic coastal people, and pagan tribal groups in the mountainous interior.

Mission College

Religion. Henderson and others (1971) reported that Theravada Buddhism was professed by almost 95% of Thailand's populace. Buddhism was a vital force permeating the daily lives of the people, and the number of omnipresent Buddhist monks in the country has led to its description as the "land of the yellow robes." Buddhism in Thailand had absorbed many beliefs and practices from other religious systems. Buddhist tolerance for the expression of other forms of religion had led to coexistence rather than conversion to other religious traditions.

Watts (undated) reported that Thailand was a Buddhist country. Its monasteries practice and profess the type of Buddhism known as Theravada, which it received from Sri Lanka at the onset of the formation of the first independent Thai kingdom in the 13th century. Most Thai men, including the king, expect to shave the head, don the yellow robe, and spend some time in a monastery as neophyte monks. Thai society remains traditionally compartmentalized. At the lower level, both town and village life is guided by the monkhood, though the people have never abandoned ancient animist beliefs and practices, which they continue to observe alongside Theravada Buddhism. At the top, kingship remains essentially a Hindu cultural tradition, imported and operated from earliest times by Indian Brahmins.

Hayden (1967) pointed out that Thailand, known to the Thai people as Muang Thai, means "land of the free." In Thai culture, as a whole, three strands still form a common feature: (1) dedication to a religion, (2) Theravada Buddhism emphasizes moral excellence, and (3) generosity and moderation even in their simplest forms.

Politics and government. Bunge (1980) confirmed that the Buddhist monastic order was closely tied administratively to the government hierarchy, and Buddhism was seen as an essential feature of the Thai social and political order. The stable factors in the Thai political system remained the monarchy, the bureaucracy, and the centralized military-dominated polity. Certain traits are characteristic of the country's history and society: the Thais (1) had been primarily rice cultivators, (2) had been devout Buddhists, and (3) had been willing to leave government in the hands of an educated elite. It had been commonplace to emphasize the devotion of the Thai to the monarchy, to Buddhism, and to the concept of nationhood, which had been symbolic to their unity as a people. Henderson and others (1971) pointed out that there had been selective adoption of Western political and legal institutions and practices, but the Thai political system was oriented primarily toward stability and preservation of traditional values.

Culture. In the Thai scale of values, Bunge reported that higher prestige tends to be accorded to those in government employment and in the professions. The national system hierarchy of status began with the hereditary nobility--royal family and holders of royal titles, then came the ruling class--the military and bureaucratic elite.

In general, Thais accord high status to those who wield power. Hayden (1967) discovered that in Thai culture as a whole, three strands still form a common feature among Thais: (1) dedication to a religion, Theravada Buddhism (even in simple forms emphasizes moral excellence, generosity, and moderation), (2) veneration for the King and all authority that stems from and symbolizes him, and (3) loyalty to family.

Values. Bunge (1980) further reiterated that the adoption of Western values by the urban elite has been the result of a policy begun a century ago (by King Mongkut) to give the ruling group a Western education and to adopt whatever was useful from Western civilization. A survey conducted in 1960 indicated that members of the bureaucracy put a higher value on traditional Thai virtues--being benevolent, calm, self-assured, and authoritative toward subordinates and respectful, attentive, and compliant toward superiors--than they did on Westernized bureaucratic attributes, such as technical competence, intelligence, and the skill in decision-making. The basic values of Thai culture were developed in a predominantly rural society, but in their essentials they had been upheld by townsmen and villages alike. Western influences and domestically generated social, economic, and political change were altering the concepts of good and evil and of virtue and vice. The traditional terms, however, still remain as basic reference points on the list, and there is no indication that they will soon be displaced. These key values may be considered as falling into three categories: spiritual development and the attainment of merit, individual responsibility, and status ranking and authority. From them may be derived the image

of the ideal person as conceptualized by the Thai--men and women should be moderate in demeanor, respectful to elders and social superiors, self-reliant, generous, honest, and self-disciplined. Traditionally, the ideal man was, and generally remains, the Buddhist monk, an individual devoting himself to the attainment of ultimate perfection by personal discipline, meditation, and virtuous behavior.

Keyes (1989) pointed out that Thai Buddhism has been very tolerant toward the activities of Christians in Thailand. Buddhist doctrine made each individual morally responsible for his or her own destiny.

Education. Henderson and others (1971) pointed out that the secular educational system of Thailand has provided women for the first time with the opportunity to advance socially by their own efforts. Women had eagerly accepted this opportunity to enter the professions. The demand for women physicians was so great that the government was obliged to fix a quota for female medical students at 33%. The beginnings of modern education were found in the efforts of King Mongkut (1851-68) and King Chulalongkorn (1868-1910) to train people to deal with Western nations and to better perform government tasks. A fundamental aim of educational programs was to increase patriotism and thereby strengthen national unity and counteract Communist insurgency and propaganda.

English is used particularly in Thai elite circles; it is the language of cosmopolitan Bangkok society and of Thai international trade. The use of English in higher technical education in universities was almost unavoidable. Christian missions

had only modest success in winning converts among the Thai. The missions had, however, played an important role as agents for the transmission of Western ideas to the Thai. They opened hospitals, introduced Western medical knowledge, and sponsored some excellent private elementary and secondary schools. Through their schools, the missions have been able to reach many of the Thai urban elites who plan to have their children complete their studies abroad in English or American universities.

Higher education. Bunge (1980) wrote that higher education was the vehicle by which the government hoped to respond to an accelerating national development plan. It was also to indulge in the increasing social demand. All higher education institutions in Thailand are under government supervision and control. In 1989, higher educational institutions consisted of 13 traditional government universities, 1 open-admission and distance-teaching university, and 21 privately sponsored universities and colleges. All these came under the jurisdiction of the Ministry of University Affairs. The prime responsibility to provide Thais with higher education belonged to the national government. Historically, most universities and colleges offer narrow professional courses and produce specialized graduates. Students had very little knowledge of liberal and general education. Much attention was given to Western concepts and principles, but little to the requirements for rural development. In the early 90s an attempt to integrate local and Western intellectual traditions and to

apply them to rural life was made by senior scholars and disseminated to every higher education institution. Students study abroad for two reasons:

1. Facilities for postgraduate studies were not adequate in Thailand.
2. A foreign degree holder commands almost two times the equivalent in wages in comparison to what the holder of local degree receives.

Economics. Bunge (1980) further stated that the economic system was essentially based on private enterprise. Agriculture was by far the most important sector of the economy; however, it started declining after 1969. Changes in structure were largely the result of an effort to diversify the economy and eliminate the excessive dependence on rice. Agriculture traditionally had been the mainstay of economic life and, for the foreseeable future, would continue to be by far the economy's most important single element--farming, forestry, animal husbandry, and fishing are the major agricultural activities. Of these, farming, in which rice cultivation predominates, was the most important.

Philippine Union College

Religion. Dolan (1991) stated that the religious composition of the Philippines remained predominantly Catholic in the late 1980s. In 1989, approximately 82% of the population was Roman Catholic. Muslims accounted for only 5%. Friesen (1988) emphasized that the Philippines was a Christian-influenced country. The population was 85% Roman Catholic, a legacy of the 350 years of Spanish colonialism, and 8% Protestant, a legacy of the 50 years of American colonialism. The 5% Muslim

population is a result of the presence of foreign Muslim traders in southern Philippines as early as the 13th century and the work of Islamic missionaries in the 14th century. Native religions account for the remainder of the population. Filipinos are a product of a mixture of East and West.

Education. Isidro and Ramos (1973) observed that institutions of higher education in the Philippines are predominantly privately owned. Numbering some 35 universities and more than 500 colleges, these institutions enroll 92% of the country's total collegiate population. Private colleges and universities are also classified as denominational and nondenominational. The oldest university in the country--University of Santo Thomas--is a Catholic institution. Higher education in the country faced serious problems concerning equity and quality. The Philippines had one of the most expanded systems of tertiary-level education in the world with the participation rate of its relevant college-age population exceeding those of Great Britain and Russia. One big problem faced by institutions of higher learning was inadequate funding. According to Dolan, the Filipinos had a deep regard for education, which they viewed as a primary means to upward social and economic mobility. Filipinos internalized the American ideal of a democratic society in which individuals could get ahead through attainment of a good education. Data revealed a direct relationship between literacy level, educational attainment, and incidence of poverty.

Values. Dolan (1991) pointed out that Filipinos share a common set of values emphasizing social acceptance as primary virtue and a common worldview in which

education serves as the principal avenue for upward social mobility. Cleavages in the society were based primarily on religious differences (Muslim vs. Christians), socio-cultural differences (upland vs. lowland, coastal), and urban-rural differences, rather than ethnic or racial considerations. Regarding respect for authority, Dolan said that Filipinos' respect for authority was based on the special honor paid to elder members of the family, and by extension, to anyone in a position of power. This characteristic is generally conducive to the smooth running of society, although, when taken to the extreme, it can develop into authoritarianism and discourage independent judgment and individual responsibility and initiative. Filipinos are sensitive to attacks on their own self-esteem and cultivate a sensitivity to the self-esteem of others as well. Anything that might hurt another's self-esteem is to be avoided or else one risks terminating the relationship.

Southeast Asia Union College

A typical Singaporean. Bedlington (1978) reported that a typical Singaporean was one whose main language was English but who would also be fluent in his or her mother tongue and possibly another language. He could be Chinese, Malay, Indian, or one of the small groups of people who have adopted Singapore as their country. When Singapore gained self-rule in 1957 from the British, its (Singapore) leaders embarked upon a plan to create a new society in which ethnicity, religion, old traditions, and other impediments were to be thrust aside. The government's priorities were urban in nature--rapid industrialization, modern education, bureaucratic

efficiency, urban settlement, and social mobility. There exists a problem of creating a nation-state out of a population having seemingly insurmountable differences of language, custom, values, and goals between and within three major ethnic groups. A solution must be found—economic transformation calls for tough self-discipline and social responsibility. A national service program, amid rigorous training and indoctrination, would serve national considerations, and, hopefully, social discipline. The need for national unity and internal security has taken precedence over freedom of the press.

The need to be a secular state. In a report, Balakrishnan (1989) wrote that Mr. Lee, Prime Minister of the country from 1959 through 1992, spoke of the need to be secular in dealing with the "constituents." He spoke in connection with the election of more and more members of parliament who were either Christians or Moslems and reminded them that Singapore was a "secular" state and that their duties were to their people who elected them. Balakrishnam implied that Singapore leaders, ministers, and politicians should not carry out their duties on the basis of their religious affiliations.

Balakrishnan (1989) further reported that the government of Singapore decided, after 7 years of experimentation, to exclude all religious education courses in schools. In connection with this decision, George Yeo, a Minister of State, said that the government of Singapore is secular.

Clammer (1990) wrote that Malaysia and Singapore political culture, economic relationships, sense of communal identity, and religious sentiments always tend to be

expressed in terms of race. Clammer further pointed out that the dynamics of race in Malaysia and Singapore differ in one fundamental way--Malaysia is an Islamic state while Singapore is a secular state.

What does it mean to be secular? Medhurst and Moyser (1988) took secularization to mean

an apparently undeniable set of historical processes whereby organized expressions of religious life have been shunted aside from the mainstream of social, economic, and cultural life, and inherited religious beliefs have seemingly lost its immediacy or plausibility for significant sectors of society (p. 18)

Singapore may well fit into this description of being secular. Vreeland (1977) pointed out that although socialist in ideological outlook and highly authoritarian in exercise of power, the Lee administration managed to retain a practical and secular bent in its nation-building effort. He built a model of efficient, pragmatic, and honest government and provided prosperity for an increasing number of Singaporeans; he had done so under authoritarian leadership and restrictive policies designed to narrow the limits of permissible dissent and opposition.

Vreeland (1977) reported that:

1. The ethnic composition and immigrant origin of the population of Singapore presented the principal challenge to the leaders in their efforts to consolidate the nation after independence--three ethnic groups made up 98% of the population of Singapore--Chinese, 76%; Malay, 15%; and Indian, 7%.

2. Singapore leaders were concerned that the demands of the different ethnic groups should remain within limits that would ensure the maintenance of domestic political tranquility. The government's evenhanded policies, the country's economic betterment, the integration of various national institutions, and the gradual spread of bilingualism have apparently softened the inter-ethnic hostility of earlier times.

3. The mere acceptance of a Singaporean identity was not enough in the eyes of the country's leaders. It had to be forcefully expressed through attitudes and behavior that had proved successful in the past and that was guided by a set of national values reiterated by the leaders and embodied in the government's programs--austerity, self-discipline, and multiracialism.

4. The paths to positions of influence are found mainly in the government bureaucracy, where entrance and advancement were determined by individual competence and merit.

5. The creation of a meritocratic bureaucracy had been supported by an expansion of educational facilities.

Education. Vreeland (1977) further reported that education was offered in the four official languages of Singapore--English, Chinese (Mandarin), Malay, and Tamil. Since 1959 education had been the principal means for upward social mobility. Singapore owed its growth and its importance in Southeast Asia to its geographical position rather than to the national resources of the land. Singapore's location remained the basis of its wealth and indicated that the education endeavor

overwhelmingly supports academic qualification which results in the quest for the much-coveted white-collar positions. The government promoted the development of bilingual skills through the school system. Yet it is clear that English is the key to better jobs almost exclusively in the business sector, and perhaps somewhat less in the civil service and police. Schools are also an important means of building national identity through indoctrination in civics classes. All classes and ethnic groups consider education most important because of the upward social mobility it ensures. Expectations of young Singaporeans of moving up to secure white-collar jobs have resulted in an almost uniform choice among secondary-school students for academic rather than technical or vocational training.

Vreeland also maintained that conventional partisan competition must be refashioned to remove its divisive and wasteful effects on the government's program for an orderly march toward progress. The leaders have postulated that Singapore, an island city-state without natural resources, can ill afford the luxury of partisan conflict in the traditional mold of parliamentary politics.

Vreeland (1977) concluded that survival in Singapore was based on a combination of rational government planning, efficient administration, elimination of political interference, and citizen participation in support of official policies and actions. Emphasis had been placed on economic growth and political stability. Politics has been narrowed to those activities taking place within the limits sanctioned by the ruling party. The criteria of status in the power hierarchy are skills,

performance, and dedication--ingredients essential to the development of a meritocracy.

Higher education. Selvaratnam (1992) noted that Singapore's higher education system was based on the British system. At every stage of the country's political and economic development, the government, through a constant interventionist policy, directed higher educational institutions to respond and adapt. The University of Singapore developed into a high-quality, multifaculty, and multidisciplinary institution. It also pursued a highly performance-oriented admissions policy, largely because the government did not respond to popular demand for higher education. Thus, Singapore did not expand university and other tertiary institutions to satisfy individual demands. Access was highly selective, and with exceptions, in certain courses. The university and other publicly funded tertiary institutions continue to use English as the medium of instruction. Looking to the future, Singapore's objectives for tertiary institutions are threefold:

1. Keeping abreast of the growing internationalization of Singapore
2. Catering to the country's fast-changing industrial structure, in which workers must learn new skills and even change jobs to meet new economic demands
3. Maximizing opportunities for Singaporeans' yearning for higher education.

The plans to maximize opportunities for higher education are as follows: (1) expand part-time evening courses, (2) establish a third university, (3) establish an open university, (4) extend new polytechnics, and (5) allow foreign universities to run courses in Singapore.

National values. Vreeland (1977) pointed out that Singapore's national values--austerity, self-discipline, and multiracialism--were embodied in government's programs. To create a "multiracial" society, all three ethnic groups (Chinese, Malay, Indian) must respect and integrate. To achieve national values, fourfold actions directed the government's resolve: (1) to have a tight control of the political system, (2) to control and direct the education system, (3) to improve the welfare of the population, and (4) to redirect the economy toward industrialization.

Summary of the Four Environments

The four participating colleges are situated in four different countries. Thus, there are four civil governments that exert control over the colleges. The demands on the colleges, imposed by each distinct environment, are different. There is, however, one common thread that runs within these colleges--they are owned and operated by the Seventh-day Adventist church organization and are thus guided by the SDA philosophy of education.

Indonesia Union College--Indonesia

The majority of the people in Indonesia profess the Moslem faith. The influence of Islam in Indonesia cannot be ignored despite the fact that Islam is not the state religion. The adherents of Islam compare themselves with Christians in the Western world as far as the influence of Islam--a humanizing influence. Islam blended with the Hindu and Buddhist beliefs and the animistic practices of the people

form a brand of Islam unique to Indonesia. Signs of the Moslem culture can be seen in all public places--airports, seaports, train and bus stations, and in public buildings.

Mission College--Thailand

The sociopolitical religious climate of Thailand is one of tolerance of other religious organizations and adaptation to changes. This trend started over 100 years ago with the reign of King Mongkut and King Chulalongkorn. With over 90% of the population declared adherents of Buddhism, other religious organizations have little effect, if any, on the population of the country. Conversions into other religious groups from Buddhism are far from successful.

Philippine Union College--The Philippines

When the Spaniards came to the Philippines they had three objectives: acquire a share in the spice trade, use the Philippines as a stepping stone to launch missionary efforts to China and Japan, and convert the Filipinos to Christianity. The Philippines today is predominantly a Christian-influenced country. The Catholic church is a powerful body in the country, having followers ranging from leaders of government to the peasants in the countryside. There is freedom to propagate religion, to operate schools, and seminaries. Besides the Catholic church, there are many other religious organizations. Among them is the Seventh-day Adventist Church. Prevailing opinion leaves no doubt in one's mind that the environment of the Philippines is Christian in nature.

Southeast Asia Union College--Singapore

The purposive government action--setting aside religion and emphasizing government action through rapid industrialization, modern education, bureaucratic efficiency, urban settlement, and social mobility, and definite pronouncements by leaders in the country that Singapore was a secular state--leads one to conclude that the environment in the country is "secular." No one religion enjoys special favor in Singapore. Although all religions are free to practice their beliefs and to attempt to gain converts, there are ground rules that all religious groups must adhere to.

Marketing Seventh-day Adventist Higher Education

The Adventist church philosophy of education stems from the belief that all knowledge comes from God. Only God can be trusted as the giver of all things. This common thread is pervasive in all Adventist colleges around the world. Although Adventist colleges are subject to many governments in Southeast Asia, there are several characteristics these colleges are identified with:

1. No academic activities are held from sunset Friday till sunset Saturday.
2. The cafeterias serve only vegetarian meals.
3. Educational activity attempts to develop the four aspects of the person--spiritual, mental, physical, and moral.

In North America

Manley (1966) in his study of eight Seventh-day Adventist colleges in the United States concurred with the findings of Cadwallader (1958) and Gross (1962) that

there were at least three reasons why Adventists wanted to establish their own colleges: Adventist children were facing ridicule in public schools, a concern that a number of children were giving up their faith, and concern over the advent of Darwinism.

Bieber (1971) conducted a study on factors contributing to the shift of students away from Seventh-day Adventist institutions of higher learning in the Pacific Union Conference region. A thorough examination of the recommendations was made, and the one that is most relevant to the theme of this study is marketing of the unique features of Seventh-day Adventist higher education.

Moore (1975) stated that many of the colleges operated by the Adventist church in North America need help in programs, finances, student policy, and constituent support. There are ways to improve these situations, but this assurance depends on several assumptions: a strong chairman and board, a strong principal, careful and frugal operations, and a basic policy which is completely consistent with the Bible and Spirit of Prophecy. Moore added that if this last specification is not met, there is no reasonable hope for God's full blessing.

Bartlett (1987) reported that between 1970 and 1983 the proportion of part-time undergraduate students increased from 28% to nearly 40%. The terms "part-time," "non-traditional," and "adult and/or continuing education" are used to describe students who are older than the traditional full-time college student; that is, 18-24 years of age. Bartlett emphasized that Seventh-day Adventist colleges in the United States have an influx of such students, yet more than half of North American

Adventist colleges provide no separate educational programs for part-time, nontraditional students. These students must enter the traditional full-time college program. Bartlett revealed that Andrews University and Loma Linda University operate divisions of continuing and extension education that have an impact on many other Adventist campuses throughout the world. Characteristics of a program the part-time students need are: (1) a packaged format (e.g., 1 night a week for 1½ years); (2) a structured course content; (3) a faculty who understand the needs of the adult learner; (4) a supportive administrative staff; (5) reasonable tuition rates; (6) easy access to facilities such as parking, canteen, bookstore, libraries, etc., and (7) small classes.

Bartlett pointed out some inherent dangers in accepting part-time students who had no understanding of what a church-run institution is like. There must not be a compromise. The Adventist college must confront every student with the story of a God who is Creator, Savior, and soon-coming King. Part-time students must not be viewed simply as a budgetary windfall. These phenomena were some "waves" for the future--plan wisely, analyzing the needs of potential students and integrate the Christian dimension into every area of the curriculum.

Harder (1987) reported that curriculum in a Seventh-day Adventist college would be shaped by such factors as these: stated objectives of the school, including a formal expression of its accepted worldview and philosophy; nature of the student, viewed in the light of his creation, fall, and redemption; traditions of the church and society; Christian professional leadership--faculty, college, and church

administration; a public demand and church constituency needs; educational practices in the public sector; and student interests. Fink (1989) studied the perceptions of Seventh-day Adventist ministers on Seventh-day Adventist schools. One of Fink's conclusions was that Seventh-day Adventist ministers perceived that they have a responsibility to provide information to their parishes concerning Seventh-day Adventist schools, and there is a need for greater cooperation between the conferences and Adventist schools relative to the marketing of Seventh-day Adventist education.

Fink noted that the Seventh-day Adventist Church operates one of the largest private educational systems in the United States of America; however, in the past 10 years there has been a steady decrease in the enrollment of SDA schools, although church membership has increased. Adventist colleges in North America have come to grips with the dwindling support from students, patrons, and parents. The three Adventist universities (Andrews, La Sierra, and Loma Linda) have affiliations with other colleges overseas in addition to trying to attract international students to come to their campuses.

All Adventist colleges have had to turn to some form of marketing in the last few years. Advertisements can be seen in church papers in North American and overseas church publications. Financial aid to international students has also been offered. In the last 3 years a number of Adventist colleges have sent enrollment counselors to foreign countries in Europe, South America, and Asia to recruit students.

Sevier (1992) reported that the students of tomorrow are dramatically and demonstrably different from those of the late 70s and the 80s; much more likely to be students of color; less likely to be interested in 2-year public or regional 4-year institutions; and much less likely to be full-paying students and will require significant amounts of financial aid. There will also be a large increase of non-traditional students who are minority, older, part- and flex-time students.

In the Asia Pacific Division

Even though SDA colleges are situated in various countries and consequently in different environments, all have that common thread--all knowledge comes from God. In the territory of the Asia Pacific Division of SDAs, there are no less than 17 SDA colleges. Carbajal (1981) revealed that Bangladesh, Indonesia, Korea, the Philippines, and Sri Lanka operate colleges that are recognized by their respective governments. Navamaratna (interview, 1993) reported that Mission College in Thailand has gained recognition from the government of Thailand.

Harder (1987) recommended that the establishment of Adventist colleges and universities should be guided by the Adventist philosophy of higher education, the fulfillment of the church's teaching ministry. The major objectives of the college or university should be fourfold:

1. To establish or strengthen an experiential relationship with Christ and to propagate the Adventist faith
2. To prepare students to become workers in the organized Adventist church

3. To teach students necessary skills to earn a living in the complex world and prepare them to continue their study in those areas requiring advanced training

4. To expose the students to sufficient "general education" so that they will have a basic understanding of man and his environment.

Marketing higher education in the Asia Pacific Division had been limited to strong promotion of the virtues of Christian education. Simorangkir (1984) revealed that the education department of the Far Eastern Division of the General Conference recommended that every church appoint a church education secretary. The main function of this person was to encourage parents and the constituency to support the local education morally and financially. The main promoters had been the ministers, teachers, colporteurs, and other church workers. K. S. Koh, (personal communication, 1993) and Hutagaol (personal communication, 1993) revealed that the most popular means of promoting the virtues of Christian education was from the pulpit in churches, in young people's gatherings, and through church papers and publications. This method of promoting the virtues of Adventist education had been employed by the church in the Asia Pacific Division for many years.

Far Eastern Division Outlook ("Effective Student Life," 1984) reported a week-long meeting--July 1-7--when policies and other matters relating to education in the Far Eastern Division were reviewed. The two main areas covered in the week-long meetings were strategic planning and student affairs.

Duerkson (1992) led out in a workshop on "Marketing Adventist Education" in Singapore, July 20-23. This was the first time that the Education Department of the

Asia Pacific Division had ever held a workshop of this magnitude on marketing education. A month later this same workshop was held in Bali, Indonesia, especially for the two unions in Indonesia. In the last seminar of this magnitude, the special concern the educational leaders had was "Strategic Planning." The Division as a whole has seen significant numbers of students going off to other colleges in the United States of America to study when in the Division there are at least 17 colleges (*SDA Yearbook*, 1995). Marketing ideas have been instilled in the minds of educational leaders in that Division. All the educational leaders of the Seventh-day Adventist church in various countries listed above were present. The following topics were presented in the general session of the workshop:

1. Adopting a marketing philosophy and creating a marketing plan
2. Having a customer-focused organizational mission
3. Designing simple recruitment and retention plans
4. Getting others to create their own marketing plan and giving them the opportunity to implement them.

Simorangkir (1984), then director of education of the Asia Pacific Division of the General Conference, listed five challenges:

1. Many unions and institutions have never worked out a well-documented, comprehensive, thorough, and participatively formulated educational plan which encompasses manpower and programs development, budgeting, and scheduling.

2. In some areas of the Division there is a lack of conviction on the members' part and workers of the vital role of Seventh-day Adventist education in spiritual and career development.

3. In some countries, it is currently impossible to obtain government authorization for Seventh-day Adventist colleges to grant higher education academic degrees.

4. Lack of finances is a perennial problem.

5. The facilities are inadequate.

Eleven challenges were listed and discussed in the workshop conducted by Duerkson (1992). They are:

1. Seventh-day Adventist families are sending their children to other schools.

2. Many current Seventh-day Adventist students are choosing not to continue in Seventh-day Adventist schools.

3. Many perceive that government schools provide a better education.

4. Many perceive that government schools provide better access to universities.

5. Seventh-day Adventist schools often present a poor appearance.

6. Students do not want to attend schools that are not government accredited.

7. "Why should I pay for a Seventh-day Adventist education when the government school is free?"

8. There is considerable confusion over the unique value of SDA education.

9. It is difficult to build good relationships with government educators.

10. American educational and marketing methods do not work here.

11. There is no time or money to do marketing.

In Southeast Asia Union

Southeast Asia is a region that includes the following countries: Brunei, Indonesia, Kampuchea, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam (Ulack & Pauer, 1989). There are 11 Seventh-day Adventist colleges (*Seventh-day Adventist Yearbook*, 1995) in Southeast Asia: 1 each in Myanmar, Thailand, and Singapore, 3 in Indonesia, and 5 in the Philippines.

The Seventh-day Adventist organizations in Southeast Asia have not had the benefit of marketing studies in their colleges. Educational leaders have merely quoted studies done in the United States particularly regarding faithfulness to the Seventh-day Adventist Church in relation to the number of years a child studies in Seventh-day Adventist primary schools (Boughman, 1991). Up to this point, Seventh-day Adventists in the region had been encouraged by pastors and denominational leaders to send their children to Seventh-day Adventist schools because that is what they are supposed to do.

Individuals representing Seventh-day Adventist colleges, be it the president, academic dean, or teachers, promote their colleges in churches, church gatherings, or camp meetings. The Seventh-day Adventist college in Thailand makes pertinent announcements about Mission College (Bell, interview, 1993) on certain radio stations. Through these radio announcements many come to the college.

Southeast Asia Union college tries to promote in different ways. Sometimes the college sends a choir to sing in various cities in Malaysia to promote the college. Other times a group of staff members representing academic departments of the college visit strategic towns in Malaysia to meet parents and interested persons and answer questions about the college (L. Koh, personal communication, 1993).

Southeast Asia Union College devised new incentives. This was reported in the college's quarterly newsletter to alumni of the college:

1. To give a 50% tuition scholarship for one quarter to all students who enrolled at SAUC for the first time during 1994
2. To give two full-tuition scholarships for 1 full year of study at SAUC from each SDA secondary school in Southeast Asia Union Mission
3. To grant two full-tuition scholarships for 1 year of study at SAUC, available to two students from each mission within the Southeast Asia Union. These are available to students not presently enrolled at an SDA school and whose parents are not employed by the Seventh-day Adventist Church.

Currently, Mission College has around 50 nursing students, and barely 10% of this number are Seventh-day Adventist members. There is a great need to recruit more SDA students into other departments of the college such as business, office administration, and education (Navamaratna, personal communication, 1994). As a special incentive for students, the administration allows students to drop out for one semester and do full-time work in school until they have built up their credit with the business office. They can rejoin the college the next semester. Because much work is

available in the college, students come and work full time during the summer months and prepare themselves financially to register the next semester (Bell, interview, 1993).

Indonesia Union College faculties promote the college in churches but dormitory space is so limited in the college dormitories that promotion becomes meaningless. Even though there is no promotion, students come. This college needs target marketing so that small departments can have more students. Snyder (interview, 1993) reported that the biology department had around 20 students and the departments of theology and education are were not doing very much better, whereas the business department had between 60 and 75% of the total enrollment of the college.

G. U. Ellacer (interview, 1993) of the public relations department said that Philippine Union College did not have room to accommodate more students and so the college does not market with the expressed purpose of increasing student enrollment. Its promotion is merely to make the Adventist membership at large aware of programs and courses offered in the college. The college needs to increase students in certain departments. The education department, for example, needs more students and a plan could be devised so that the end result would be an increased enrollment in that department.

An endowment fund could be set up in the colleges to help offset the expenses or to provide scholarships for students. Southeast Asia Union College and Indonesia Union College have active endowment funds. Philippine Union College has a very active alumni

yearly fund drive. The main donors to this fund are in the United States. Mission College has a public relations person who contacts "Friends of Thailand" especially in the United States for funds for the college.

Church papers, newsletters and the like are very powerful means for Seventh-day Adventists in Southeast Asia to let the general membership know what the colleges are doing. In every issue of the *Messenger* (Southeast Asia Union paper) one can find that someone from the local Adventist college has written an article or a promotional piece about the college.

The Adventist "culture." The four colleges in this study have one common ground--they are all owned and operated by the Seventh-day Adventist Church. The administrations of these colleges have attempted to operate within the bounds of the Adventist philosophy of education. These colleges have similar beliefs and values--seemingly very rigid in the observance of Sabbath hours, completely vegetarian food offered in their cafeterias, and strict rules regulating the social behavior between young men and women who live in the dormitories. Martin (1985) explained that a cohesive culture has certain characteristics. They are sometimes intangible, but they are always very influential, whether the setting is a corporation or a college. One characteristic is a set of commonly held values defined as standards and held with conviction. The basic ideas of value are not the same from one organization to another, but every strong corporation and every strong college have beliefs and values that stand as foundations on which culture is built.

Hayes (1992) declared that if marketing is to be successfully implemented, it must match the culture. Strategy must be developed with the culture in mind or else a culture must be developed that is conducive to the strategy. Marketing strategies must therefore fit the "culture" that the Seventh-day Adventist Church has developed.

Summary

This chapter sought to elicit from selected literature marketing concepts and strategies, and the relationship between marketing and the environment. Some studies have also shown that there is, at least in the United States, a need to market higher education. The environment of each of the four participating colleges, a very vital factor in marketing, was further discussed. The four environments of the colleges included in this study were explored. Indonesia Union College is surrounded by a predominantly Muslim culture, Mission College by Buddhism, Philippine Union College by Christianity (Roman Catholicism), and the Southeast Asia Union College by the secular environment of Singapore.

This chapter concluded with a discussion of the marketing of Seventh-day Adventist education in North America, in the regions covered by a church administrative unit called the Asia Pacific Division, and the marketing activities of the Seventh-day Adventist Church in Southeast Asia.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to study three marketing strategies used by Seventh-day Adventist colleges in Southeast Asia--promotion or recruitment, attraction, and retention of Seventh-day Adventist students. This study also looked into the effects of the environment on the above three strategies. It is hoped that this study will provide some data to educational leaders in Adventist colleges in Southeast Asia on potential solutions to the concerns associated with the choosing of non-Seventh-day Adventist instead of Adventist institutions of higher education.

This chapter covers the research design, population, procedure, instrumentation, data collection, and analysis of data.

Design of the Research

The research design used in this study was primarily the survey method. Two instruments were developed for this study. Interview questions were constructed to collect the primary source of information from administrators of the colleges. A second instrument, a questionnaire, was constructed to gather information on the opinions and perceptions of students on the three aspects of marketing--promotion or recruitment,

attraction, and retention. The results of this questionnaire were used to confirm or examine what the administrators' opinions were on the three marketing strategies-- promotion or recruitment, attraction, and retention. Data collected from the interviews were also used to examine differences in the way the colleges were marketed.

Population and Sample

Participants of this study were made up of two groups of individuals:

1. Administrators of the colleges: These individuals were chosen because of their function in the college in relation to recruiting, attracting, and retention of students. The total number of interviewees in each college was: Indonesia Union College, 10; Mission College, 6; Philippine Union College, 10; and Southeast Asia Union College, 9.

2. Undergraduate students of the four colleges: At the beginning of the school year 1993-94, enrollment records showed that Indonesia Union College had 950 students, Mission College had 300 students, Philippine Union College registered 2,229, and Southeast Asia Union College listed 180 students. The actual number of students who filled out and returned usable survey questionnaires were as follows: Indonesia Union College, 600/420 (70.00%); Mission College, 300/282 (94%); Philippine Union College, 930/761 (81.82%); and Southeast Asia Union College, 180/138 (76.67%).

Procedure

The colleges in Southeast Asia have a two-tier control system. The highest body that has control over a college is the Department of Education, Asia Pacific Division, headquartered in Singapore. The next level of control is in the Union missions. IUC is in

the jurisdiction of the West Indonesia Union Mission; Mission College and Southeast Asia Union College are guided by the Southeast Asia Union Mission; and Philippine Union College is under the control of the North Philippine Union Mission. I first sought the permission of the Director of Education, Asia Pacific Division, to conduct my research in the colleges, and then the consent of the presidents of the colleges. The Director of Education then wrote to the presidents of the colleges, recommending that this study be allowed.

General Procedure

I requested the permission of each Union Mission president, who is the chairman of the college board in his territory, to conduct this research. Each college president received a copy of my letter to the Union President.

I wrote to each college president requesting permission to visit his or her campus to carry out activities connected with this research: to conduct a survey of the undergraduate students, to interview administrative staff, to interact with others on their campuses; I also requested permission to look into college board minutes and other strategic documents. As it turned out, all presidents of the colleges agreed to my request.

On campus. As soon as I arrived on campus on the first visit, the following matters were attended to:

1. Met the president or his designee to arrange for a time when a survey could be conducted
2. Set a time to meet with the administrators for interviews

3. Requested from the president copies of minutes, memos, enrollment figures, government regulations, and strategic plans which would shed light concerning the three factors of marketing: promotional or recruitment activities, activities or events that attract students, and retention plans or activities.

Specific Procedures

It was planned that the interviews would to be carried out by myself, however, I had to get the help of staff members in the administration regarding the survey questions. The interviews were carried out as planned except that most administrators did not feel comfortable talking into a tape recorder. Thus I wrote down the responses of the administrators as they talked. Several responded by writing down their answers themselves and handed their answers to me the following day.

Indonesia Union College. The students in Indonesia Union College in general had a lower level of understanding of the English language and the administrators wanted to be sure that they did not misunderstand the questions in the survey. Thus, on the day of the administration of the survey, every question was gone over by the Academic Dean very thoroughly with the students during the assembly. After every question was translated and explained, the students were asked to indicate their responses. When it came to the open-ended questions, the students were free to respond in English or Indonesian. I was present at the assembly. Many of the administrators interviewed wanted to respond in writing, but one did not mind either way. Two members were interviewed in their homes, while the rest occurred in their offices.

I visited the college cafeteria, two college industries, the college gymnasium, the campus church, four academic departments (education, business, biology, and office administration), men's and women's dormitories, and four staff homes.

Mission College. In this college there was a marked difference in dealing with the questionnaire. The questions were translated by one of the professors after which copies were made and administered by the president herself on the city campus. At this rural campus, the associate president of the college administered the questionnaires. The open-ended questions were answered in the Thai language. I sought the help of two Thai students at Andrews University to translate the responses to the open-ended questions. I was not present when the questionnaires were administered. All except two staff members felt comfortable to speak into the tape recorder when I interviewed them. Three staff members were interviewed in their offices, the rest in their homes.

While on visits to the two campuses of the college, I visited four staff homes, makeshift dormitories, all academic departments, the cafeteria, and a library.

Philippine Union College. I arranged with the Academic Dean and the Public Relations Officer to administer the questionnaires to the students. Two teachers sent their responses to me by mail several weeks later, while five members of the administrative staff were interviewed in their homes. None of the administrators felt comfortable having their responses recorded on a tape recorder.

During visits to PUC, I visited five staff homes, the cafeteria, men's and women's dormitories, four college industries, the college library, the international church, three

academic departments, and the college cafeteria.

Southeast Asia Union College. In Southeast Asia Union College I worked with the Academic Dean to administer the questionnaires, which was done during one chapel period with the help of six students. I talked to the student body and administered the research questionnaires. Four of the administrators were comfortable having their interviews recorded on tape, the others preferred to write their responses, or for me to take notes.

In this college I visited all the academic departments (business, computer and science, theology, education, office administrations), five staff homes, the campus church, and the library.

Instrumentation

Two instruments were used to collect data:

1. Interview questions for administrators were asked to determine what marketing strategies in three areas--recruitment, attraction, and retention--are used in the colleges. Administrators were also asked if environmental factors affected their marketing activities (see Appendix B).

2. This survey instrument for students played a secondary role in that I wanted to seek another point of view what administrators said about their marketing strategies.

Interview Questions

The interview questions were used to gather information regarding three aspects of

educational marketing--promoting or recruiting, attracting, and retaining SEA students--from selected administrators of the colleges (see Appendix B). This instrument provided the primary source of information on the three aspects of marketing in the colleges included in this research. The individuals interviewed were full-time staff administrative officers and heads of departments who, in their respective positions, would have much to do with promotion or recruitment, attraction, and retention of students. There were 10 questions: one question each on personal information and the mission of the college (Questions 1 and 2); three questions on promotions (Questions 3, 4, and 9); one on attraction (Question 5), one on retention (Question 6), and three on the environment (Questions 7, 8, and 10).

Survey Questions

The construction of a survey questionnaire for students had the objective of confirming or reaffirming what the administrators conveyed in the interviews (see Appendix C). There were eight questions and the ninth question was an open-ended one which invited students to make their comments. There were two questions on promotion or recruitment (Questions 1 and 8), one on attraction (Question 2), and five on retention (Questions 3-7).

Data Collection and Recording

In this study data were obtained from (1) interviews, and (2) surveys.

Interviews

I conducted semi-structured, 30-45-minute interviews, with 35 selected representatives (IUC=10, MC=6, PUC=10, SAUC=9) of the four colleges. The interviewees occupied positions in their respective colleges whereby they had a broad institutional or departmental perspective of student recruitment, attraction, and retention programs. Each interview included specific questions but also allowed time for open-ended responses or comments. Interview questions were formulated to probe for: (1) respondents' familiarity with the promotional efforts of the college, (2) respondents' reaction to efforts made by the college to attract students, (3) respondents' awareness of retention programs, and (4) respondents' assessment of internal and external factors that hinder or help marketing initiatives in the college.

I took notes on the responses of 26 of the interviewees, 5 allowed their responses to be recorded by a tape recorder, 3 wrote down their responses and handed their answers a day later, while 1 person sent his response by mail.

Survey

In all colleges, the survey questions were administered at the regular chapel or assembly meeting. In Mission College the survey was administered at two places, the main campus and its rural campus.

The quantitative answers to the survey questions were tabulated on computer data files. Information from these files was then translated into percentages.

The students' comments were first recorded verbatim. The next step was to look

for major themes and reorganize the total comments under these themes. The students' comments were organized into five major themes.

Data Analysis

Administrators

Three specific themes were sought from those interviewed: methods used to promote or recruit, methods used to attract, and retention programs used to retain Seventh-day Adventist students. The interview data were analyzed using content analysis. Themes of responses to each specific question asked on different areas were also analyzed.

The answers to the question on "methods used to promote or recruit" came from Questions 3, 4, and 9 of the interview. Answers for "methods used to attract" came from Question 5, while answers for "retention programs" came from Question 6 of the interview. The answers to "respondents' assessment of internal and external factors" came from Questions 7, 8, and 10 (see Appendix B).

Students

The responses of students on their survey were used solely to affirm what the plans of the administrators had for the colleges. The quantitative answers given by students in their questionnaire were tabulated on computer data files and results were expressed in percentages. The comments of the students were analyzed and categorized into five broad themes--appreciation for the college, academic environment, college facilities and services, Christian influence, and complaints.

Summary

Chapter 3 discussed the methodology used to study the marketing strategies of the four selected Adventist colleges in Southeast Asia: Indonesia Union College in Bandung, Indonesia; Mission College in Muaklek, Thailand; Philippine Union College in Tagaytay, the Philippines; and Southeast Asia Union College in Potong Pasir, Singapore. This chapter contains the introduction, the research design, the population used, the procedures, instrumentation, data collection and recording, data analysis, and summary.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This study examined three marketing strategies--promotion or recruitment, attraction, and retention of Seventh-day Adventist students--of the four colleges selected for this research. This was done with the view to determine if the concern that many Adventist students choose to attend non-Adventist colleges is present in Adventist colleges in Southeast Asia. Included in the research were three questions on the environment. The administrators were asked to what extent the environment affected marketing strategies of the colleges. No questions on government regulations and control of educational matters were included in the survey questionnaire for students. This was to avoid inappropriate and uninformed remarks or opinions that might be made by students about their governments in those selected colleges.

The content of this chapter is organized into eleven sections: (1) Description of the samples, (2) Analysis of the research questions, (3) Environmental issues, (4) Administrators responses to questions on the environment, (5) Analysis of students' responses, (6) Summary of students' comments, (7) Students' criticisms, (8) Comparison of administrators', and students' responses, (9) Students in Adventist colleges in Southeast

Asia, (10) Synthesis and interpretation of findings, and (11) Summary of the chapter.

Description of the Samples

Administrators

In this study, purposive sampling was used in selecting the respondents for the administrator group. Thirty-five administrators of four colleges were included in this group. The criteria for the selection of these individuals was that their work in the colleges had much to do with promoting or recruiting, attracting, and retaining students. Presidents, academic deans, business managers, and heads of departments were included in the group. Included in this group were 11 women who held very important positions in their institutions: One president, one academic dean, one registrar, and eight heads of departments.

The 35 administrators in the colleges professed similar religious affiliations: all of them are members of the Seventh-day Adventist Church. As to their educational experience, 16 hold doctorate degrees, 17 have master's degrees, and two have bachelor's degrees. Twelve of the doctorates were earned in the United States of America, the rest in the Philippines. In the master's area, seven persons earned their degrees in the United States of America while the rest of the individuals earned their degrees in Southeast Asia.

A list of individuals in the colleges who were interviewed by the researcher are shown in following tables: Table 1--Indonesia Union College; Table 2--Mission College; Table 3--Philippine Union College, and Table 4--Southeast Asia Union College.

TABLE 1

**INDONESIA UNION COLLEGE ADMINISTRATORS
WHO WERE INTERVIEWED**

Office	Qualification	Gender
President	Doctorate	Male
Academic Dean	Master's	Male
Director, Student Affairs	Master's	Male
Director, Student Finance	Master's	Male
Director, PR & Development	Doctorate	Male
Head, Secretarial Department	Master's	Female
Head, Education Department	Master's	Female
Head, Theology Department	Master's	Male
Head, Biology Department	Doctorate	Male
Head, Department of Business	Master's	Male

TABLE 2

**MISSION COLLEGE ADMINISTRATORS
WHO WERE INTERVIEWED**

Office	Qualification	Gender
President	Master's	Female
Associate President	Master's	Male
Director, PR & Development	Doctorate	Female
Vice-President Finance	Master's	Male
Head, Religion	Bachelors	Male
Head, English & Music Department	Master's	Male

TABLE 3

**PHILIPPINE UNION COLLEGE ADMINISTRATORS
WHO WERE INTERVIEWED**

Office	Qualification	Gender
President	Master's	Male
Academic Dean*	Doctorate	Female
Registrar	Master's	Female
Dean, School of Education	Doctorate	Female
Dean, School of Arts & Sciences	Doctorate	Male
Dean, School of Public Health	Doctorate	Male
Dean, School of Theology	Doctorate	Male
Dean, School of Business	Doctorate	Female
Dean, School of Nursing	Doctorate	Female
Director, PR & Development	Doctorate	Male

*Served concurrently as Dean of the School of Graduate Studies.

TABLE 4

**SOUTHEAST ASIA UNION COLLEGE ADMINISTRATORS
WHO WERE INTERVIEWED**

Office	Qualification	Gender
President*	Doctorate	Male
Academic Dean**	Doctorate	Male
Head, Business Department	Master's	Male
Head, Education Department	Doctorate	Female
Head, Theology Department	Master's	Male
Head, Secretarial Department	Bachelor's	Female
Head, Music Department	Master's	Male
Head, English department	Doctorate	Female
Head, Computer & Science Department	Master's	Male

*Also served as Dean of Students.

**Served concurrently as PR & Development .

Students

There were 1,601 undergraduate students from all four colleges who took part in the survey. There was no attempt to group students according to nationalities, religion (SDAs and non-SDAs), year in college, or courses they took in college. Tables 5-10 provide information about students who participated in this survey:

Table 5 shows the number of students who participated in the survey. IUC had 420 valid returns (44% of enrollment); MC had 282 (94%); PUC had 761 (34%); and SAUC had 138 (76%).

Table 6 shows the percentage of Adventists to non-Adventists who participated in the survey. One hundred seventy-two or 10.7% of the total participants in the four colleges did not indicate their religious preference.

Table 7 shows the number of students according to the year they had spent in college, not necessarily at what stage they are in college, i.e., freshmen, sophomore, junior, or senior, as it is in colleges in the United States of America. MC shows an unusually high percentage of students who did not indicate in what year of college they were in.

Table 8 shows several majors that students take in the colleges. IUC shows the three most popular ones in descending order: Business, Religion, and Nursing. MC shows the three as Nursing, Business, and English studies. PUC shows Nursing, Business, and Religion, and SAUC shows Business, Religion, and English as the three most popular majors that students take.

TABLE 5

STUDENT PARTICIPANTS IN THE SURVEY

College	Enrollment	Returns	% Returns
Indonesia Union College	950	600/420	70
Mission College	300	300/282	94
Philippine Union College	2,229	930/761	82
Southeast Asia Union College	180	180/138	77

TABLE 6

PERCENTAGE OF SDAs TO NON-SDAs WHO
PARTICIPATED IN THE SURVEY
(Figures in percentages)

Category	IUC (n=420)	MC (n=282)	PUC(n=761)	SAUC (n=138)
SDA	79.4	29.4	89.8	46.7
NSA	17.7	68.5	8.2	49.6
Others	2.9	2.1	2.0	3.7

TABLE 7

YEAR IN COLLEGE
(Figures in percentages)

Year in College	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
First	33.1	26.7	37.4	47.1
Second	27.8	18.1	28.2	25.4
Third	23.0	31.0	20.5	15.9
Fourth	12.5	2.5	9.6	9.4
Others	3.6	21.7	4.3	2.2

TABLE 8

**MAJORS INDICATED BY PARTICIPATING
STUDENTS IN THE COLLEGES (1993)**
(Figures in percentages)

Majors	IUC(n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
Business	64.2	18.5	15.0	52.2
Religion	8.4	1.8	12.5	11.6
English	0.5	9.3	1.4	7.2
Education	1.7	0.0	6.2	6.5
General Studies	0.0	0.8	8.3	4.3
Computer Science	0.0	0.0	10.6	3.6
Nursing	3.2	65.8	16.3	2.2
Science/Math	3.0	0.0	8.1	2.1
Undecided	19.0	3.8	21.6	10.3

Table 9 lists career choices indicated by students. All the colleges show an unusually high percentage of students who said they were undecided on their future careers. Of the participants who chose business-related careers, IUC has 60% and SAUC, 23.7%, while 63.7% of MC students chose medical careers.

TABLE 9

**CAREER CHOICES INDICATED BY PARTICIPATING
STUDENTS IN THE COLLEGES (1993)**
(Figures in percentages)

Career choices	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
Business-related	60.3	10.7	1.9	23.7
Education	1.1	3.3	3.8	8.7
Religious work	8.9	2.0	11.4	3.5
Medical work	0.9	63.7	6.2	3.1
Undecided	25.3	14.5	71.6	58.2

Table 10 compares Adventist enrollment of the four colleges in 1993 showing the percentages of Adventists in relation to total enrollment.

TABLE 10
COMPARISON OF SDA ENROLLMENT IN
IUC, MC, PUC, AND SAUC (1993)

Category	IUC	MC	PUC	SAUC
SDAs	966	63	1,985	89
Total Enrollment	1,216	139	2,464	180
SDA%	79.4	45.3	80.5	49.7

Analysis of the Research Questions

This section deals with the responses of the administrators to the three research questions. Table 11 shows the percentages of the administrators in the four colleges who responded positively to what they felt was being done about promotion or recruitment, attraction, and retention of Adventist students.

Research Question 1

Research Question 1 asked: What methods do these colleges use to promote or recruit SDA students?

The following data are responses of administrators from the four colleges regarding the three research questions posed in chapter 1. The responses are organized into themes and thus the following categories were arrived at in this analysis: "visits," "publications," "word of mouth," or "through former graduates."

TABLE 11

PERCENTAGES OF ADMINISTRATORS RESPONDING POSITIVELY TO WHAT
WAS DONE ON PROMOTION, ATTRACTION, AND RETENTION
OF ADVENTIST STUDENTS IN THE FOUR COLLEGES (1993)

Strategies	IUC (n=10)	MC (n=6)	PUC (n=10)	SAUC (n=9)
1. Promotion or recruitment				
Visitation (schools, churches, camps)	70	100	100	100
Use of publications	100	100	100	100
Word of mouth/through former graduates	70	50	30	33
Invite students to visit college	100	67	50	
2. Attraction				
Use of endowment/scholarship funds	80	83	60	100
Work programs/campus industries	70	100	70	
Multi-culture atmosphere	30	na	60	67
3. Retention				
Care for students	100	66	80	88
Promote SDA educational environment	80	50	90	67

Indonesia Union College (IUC). Data obtained from the interviews of administrators of Indonesia Union College showed that the college does not have any special promotional or recruitment activities to non-Adventist students. The following responses concern Adventist students and the schools promoted in the following four ways:

1. Through visitation. Seven out of 10 administrators interviewed made similar remarks about the promotion of the college through visitation. Some of the responses were as follows: Hutabarat (interview, 1993) responded thus: "promotion of our college is done largely by pastors and other missions workers"; D. Nianggolan, head of the office

administration department (interview, 1993), pointed out that promotion and recruitment of the college were done "through the help of church pastors in the field"; Silitonga (interview, 1993) mentioned that "friends and pastors" did much to promote the college. In the 1988 Strategic Plan document of the college, three actions on upholding the ratio of Adventist students in the college read as follows: "By 1993 the ratio of Seventh-day Adventists to non-Seventh-day Adventists should be 80:20"; another action, "to involve all the teaching staff in the promotion at our academies," and "to hold a college day every semester, inviting the academy students in North and South Minahasa Missions."

2. ***Through publications.*** All the administrators interviewed felt that various publications in the college and church organizations help in the promotional or recruitment efforts of the college. Typical responses are as follows: Hutagaol said that information for promotion and recruitment came "from church bulletins, handouts or leaflets of UNAI"; Wagiran (interview, 1993) said that "information obtained from Warta Gereja every month and also from the college bulletin" helped in the promotion and recruitment of the college. Mamora (interview, 1993) said that certain "departments concerned or the registrar's office sent information to those who asked for them."

3. ***By word of mouth.*** Nainggolan, VP for development (interview, 1993), said that promotional activities had been done unconsciously "from mouth to mouth by students, church members, church pastors, and teachers themselves" and by former graduates, while Hutabarat (interview, 1993) said they promote "by word of mouth." Snyder (interview, 1993) said in most of the country (Indonesia) promotion was "through the church and by word of mouth."

4. ***Through former graduates.*** Quite a number of administrators alluded to this fact: Hutagaol (interview, 1993) said "information from graduates" was one means of promotion; Niaggolan, VP for development, said that even though the college does not recruit non-members of the SDA church "the good marketing of the graduates brought a number of them to the college." Snyder pointed out that prior to 1980 "students who graduated got good jobs very easily" because the "quality of English was high." "In 1993," Snyder continued, "our students are still more competitive but it's changing."

Mission College (MC). Administrators in this college promote their college to SDAs in Thailand in three ways:

1. ***Through visitation.*** All the administrators interviewed mentioned the importance of visits as the one single most important activity concerning promotion of the college. Typical remarks were as follows; Bell (interview, 1993) reported that "most of the time we send to the academy our recruiting personnel, talk to the students, and get them to sign up"; Kachap (interview, 1993) said "we promote through our administrators who visit them, through their friends, through their pastors and through some mission workers"; Sprengel (interview, 1993) remarked that students in academies get information through "their pastors," Tawino (interview, 1993) commented that students are exposed to college "promotion in school and in church" by teachers and pastors respectively.

2. ***Through publications.*** Sprengel, the PR director of the college, reported that "MC newsletters are sent every quarter to all pastors, with enough copies for a number of

church members, and the three academies. Those students in public schools receive their information through their pastors." Hamra (interview, 1993), VP for finance, said that "the college sends application forms and brochures to pastors of SDA churches throughout Thailand and asks them to be contact individuals to the students in the churches or geographical area who might have an interest in attending MC."

3. **Using radio broadcasts.** Bell reported "the thing that has brought non-SDAs here is that we have spot announcements over the radio. Our surveys with students, during the first 2 years of operation, have revealed that all the non-SDAs have come because of the radio spot announcements. Advertisements in the papers did not bring any results into the college."

In addition to trying to recruit Adventists, the promoters of the college use the radio and daily newspapers in some towns in Thailand because they want to reach non-Adventists. Since MC was a new 4-year college the administrators wanted to create an awareness of a unique college away from the main cities in Thailand.

Philippine Union College (PUC). Promotional or recruitment activities by PUC were solely for Adventist students. In the interviews, data did not indicate any special exercises that were carried out by the college to recruit or attract non-Adventist students. The following are four ways PUC tried to reach Adventist students:

1. **Through visitation.** Tumangday, the academic dean (interview, 1993), emphasized that "teachers and students visit churches a lot"; Manalo (interview, 1993), dean of men, revealed that students obtain promotional materials from "relatives who

study in PUC, from friends and neighbors, from mission or local churches through the pastors"; Nerbate (interview, 1993), dean, School of Business, commented that "PUC is known everywhere, every SDA knows PUC by word of mouth, through the pastors, through friends, church visitations, and through community extension programs."

2. ***Through publications.*** Ladion (interview, 1993), dean of Arts and Sciences listed the following means of promotion: "college bulletins (supplies limited) and promotional brochures." Nerbate pointed out that "information is posted in strategic locations in the college, and are also sent to the missions and mission workers relay them to churches"; Salamante (interview, 1993), dean of the School of Health, showed that "students obtain information through alumni and church, through bulletins and promotional materials."

3. ***Presenting the college in gatherings such as camp meetings and conventions.*** Tupas (interview, 1993), head of Theology Department, commented that his department conducted regular "student outreach in various communities, and presented musical concerts in area meetings."

4. ***Invitation to academy seniors.*** Fifty percent of the administrators interviewed said that this method of promotion was very useful and helpful to prospective students because they saw first-hand their future college in operation. M. Ellacer (interview, 1993), dean, School of Nursing, reported that "students visit PUC during college days." Ladion said, "Once a year we invite seniors in the academies to visit our college and see for themselves our activities and facilities. They eat in the cafeteria, sleep in our dormitories and play in the gymnasium. They join us in worships."

Southeast Asia Union College (SAUC). This college promotes its programs and services enthusiastically to Adventist as well as non-Adventist students. The following are three methods SAUC uses to market SDA students:

1. *Through visitation.* To the staff of SAUC, visitation was the most important way to promote the college. Segar (interview, 1993), office administration head, mentioned that "other students, friends in the church and pastors' visits" help promote the college; Ng (interview, 1993), head of the Theology Department added, "We also send some students and faculty members to various places to promote the college"; Liem (interview, 1993), music department head, pointed out that "the faculty travel for promotion."

2. *Through publications.* Brendel (interview, 1993), academic dean, revealed that he promoted the college by "writing in the monthly page of the *Messenger of Southeast Asia Union*, going to each of the schools two times a year and sending out special college announcements every quarter to churches. This quarter [4th quarter of 1993] we offer half tuition scholarship to every SDA who registers in the next school year [1994]. This special announcement was made in *The Messenger*, Southeast Asia Union paper, and in every mission paper." Wong (interview, 1993), head of the English department, said "specific information comes from college bulletins," while Segar (interview, 1993) confirmed, "I have provided groups and one-to-one contacts with brochures to provide general and departmental information."

3. *Presenting the college in camp meetings and other special meetings.* Ng reported that "at year-end we go to churches where there's a youth congress or special

meetings to promote the college. We also send students and faculty to promote the college." Wong, head of the English department, responded, "Outside of Singapore there's a yearly promotion by students or faculty, or the president. Advertisements are put in the papers before recruiters arrived. In Singapore, however, we are not allowed to advertise in the papers."

Research Question 2

Research Question 2 asked: What do the colleges do to attract SDA students?

Indonesia Union College (IUC). College administrators stated the following strategies were used to attract students:

1. *Using the endowment scholarship fund.* Nianggolan (interview, 1993), the director of the fund, said, "Each student who enrolled in the college for the first time was charged Rupiah 100,000 [equivalent to US\$50.00]. The college deposits this money and uses the interest to help worthy students." Mamora (interview, 1993) also pointed out that the "work possibilities and the endowment possibilities attracted students." Nianggolan, director of the office administration department, mentioned that the college is helping students "by providing student labor in several departments--cafeteria, grounds, poultry, maintenance, custodial services and student assistants." Hutabarat alluded to the usefulness of the endowment fund when he stated that "we try to provide jobs for the needy and so we have started to build up our endowment fund."

2. *Allowing students to stop one semester and continue to work on campus to build up their funds.* Wagiran (interview, 1993) pointed out that students are provided

work in school but "if the burden is too much, the students can stop for one semester and work to build up their funds and come back again at a later time." Snyder, however, had another interpretation of this fact when he said that "the hourly rate is greatly inflated to help students, while UNKLAB [another Adventist college in East Indonesia] has a system whereby students who cannot pay their schooling stop their classes and work full-time for one semester and then go back to school the next semester; no such system is in operation at UNAI." Five other staff members who were interviewed indicated that the work program on campus was a great asset to the college because it attracted many students.

Mission College (MC). This college tried to attract students by:

1. ***Providing a work program.*** All administrators agreed that work was important in the college. Bell assured students that "the biggest thing we do is provide work for students in the summer and during break times so that they have the opportunity to accumulate money for their fees in the next college session."

2. ***Scholarships.*** Bell declared, "We've a good scholarship program. The thing we've added to stipulations given by donors--good grades, good citizenship--is the matching basis idea. We don't give outright scholarships but we give dollar for dollar." Hamra added to on this topic of attracting students by reporting that "MC has pledged not to turn any student away who has limited funding but is willing to work." Hamra also added one more attractive touch, "MC has a new policy stating, that when a student brings a friend from a non-SDA school that we, the college, haven't recruited directly, he

will receive Thai Baht 500 [equivalent to US\$20.00] one time 'finders fee' for bringing a student into the college."

Philippine Union College (PUC). This college is taking steps to make itself attractive to students by:

1. *Promoting more viable industries.* Magnolia along with three other administrators interviewed by the researcher revealed that the college "raises earning capacities of college industries, sets up separate corporations to manage these industries, and puts up a more viable work education program." Ellacer noted that "the college has been doing studies to make the workings of the cafeteria efficient and bring down the price of food, and make life in the dormitories more pleasant." Ladion, without giving details, said, "The college is attempting to make life pleasant for students."

2. *Actively seeking sponsors.* Sixty percent of the administrators interviewed felt that various of scholarship schemes help attract students. Tupas mentioned that "sponsorships from abroad" were one way to help attract students; Rafanan (interview, 1993), president of the college, said, "I've just been to the United States to meet alumni and friends of PUC to help raise funds for scholarships and other needed funds." Salamante mentioned that the college is providing "student labor for those who need work scholarship."

PUC is a popular choice by Adventists from overseas countries. At the time this research was conducted PUC had students from 15 countries--Malaysia, Singapore, Japan, Korea, Hong Kong, Taiwan, Malawi, Zambia, Kenya, USA, China, India,

Bangladesh, Sri Lanka, and Indonesia. Thus data from the interview showed that many staff members indicated that "respect of other cultures" was important. PUC has a campus church called "The International Church," signifying the importance of internationalism among its student body.

Southeast Asia Union College (SAUC). This college attracts Adventists by initiating the following actions:

1. **Scholarships.** Koh, head of the education department (interview, 1993), said that the college "offers several categories of scholarships." Ng pointed out that "this year [1993] we have offered various scholarships to SDA students."

2. **Studying in SAUC is less expensive than going overseas.** Ng said, "We will attract students to come. We tell them that its cheaper here than going to the United States of America and so they complete many requirements here before going elsewhere. We help them save some money by doing the courses here."

3. **Multi-cultural environment.** Ng continued, "One of our strengths is the international flavor. We have about 20 countries represented in this college. This cosmopolitan kind of atmosphere is very attractive to students. We play this up. Interaction among students is education in itself. This helps in our recruitment plans since the college is located in Singapore."

In the course of further discussions with several administrators from SAUC the researcher noted two important facts:

1. SAUC promoters or recruiters made yearly trips to different regions of

Malaysia to create an awareness of the college, especially among non-Adventists. In the main cities of Malaysia, advertisements appeared in the papers announcing the venue for walk-in sessions where anyone can find complete information about SAUC. This practice is well accepted in Malaysia. Occasionally SAUC sends promoters (consisting of staff and students) to Indonesia and Thailand.

2. SAUC also promotes itself as a "stepping stone" for students whose final destination in their quest for college education is the United States of America. SAUC claims that the cost of education is affordable for such students.

Research Question 3

Research Question 3 asked: What special programs are in place in the colleges to retain SDA students?

All the administrators from the four colleges reported during the interviews that there was no formal "retention program" in their colleges.

Indonesia Union College (IUC). According to the administrators of IUC the following are informal activities carried out in the colleges to retain the students:

1. Care for students

a. The use of group therapy. Wagiran said that "to retain students there's what we call 'group therapy' where students form small groups to help those who are in difficulties. This movement helps to retain students in many cases."

b. The improvement of student activities. Hutabarat said without giving many details, that they "try to have a good atmosphere by improving on campus

student activities"; Hutagaol added that the college tried "to give help and give encouragement"; Silitonga said that "good discipline helps," while Mamora said, "We make the situation pleasant for students so that they will stay." Nianggolan, VP for development, emphasized, "We try to retain the SDA students by close generally on the upward trend and personal contact, so that they can fall in love with the college." The evaluation committee of the college (Far Eastern Division, 1991a) gave some insights into the "close supervision and personal contact" mentioned by Nianggolan. The committee reported that "student activities are under the supervision of qualified personnel and are in harmony with the philosophy and objectives of the school and denominational guidelines. There are 12 clubs in which students may find exposure for their talents: they are UNAI student association, theology student association, disaster and relief club, Eden's club, etc."

c. Exercise leniency. One administrator reiterated that "the only thing that is done is that when students come to pay sometimes they [student finance officers] are more lenient."

2. Promote Adventist educational environment. Nianggolan, office administration department, concluded that "they [Adventist students] will stay, no matter what, because they [students] will face Sabbath problems if they try to attend government or other private universities." Several other staff members expressed their support for their departments' attempts to foster an environment compatible with the Seventh-day Adventist beliefs, particularly regarding the Sabbath day.

Mission College (MC). The administrators felt that the following actions could help retain the SDA students as well as non-SDA students:

1. *Care for students' needs*

a. *Have athletics program in the college.* Bell said, "There are things we feel that are in line with the idea of retention--we are putting a greater push for more athletics."

b. *Maintain a strong work program for self-supporting students.* Hamra pointed out that there is "no formal retention program, however, to keep SDAs. We have the work program to help ease their financial difficulties. Study hall in the evenings is mandatory for students who are weak academically--this is to help them to do better academically."

c. *Explain clearly rules and regulations.* Tawino (interview, 1993) said, "We must explain clearly our rules and regulations. The students must know that the rules are for their own good and for the smooth-running of the college."

2. *Improve campus life.* Bell was in full agreement with this idea. He declared, "We have started a student association which gives the students a forum to express their feelings. We also have made plans in our expansion program to introduce athletic activities for our students."

Philippine Union College (PUC). The interview revealed the following facts that the administrators claimed helped the college to retain SDA students:

1. *Creative work program.* Tumangday revealed that "the administration allows

single staff members to have one student worker, while married staff members may have two student workers work for them for a specified number of hours in their homes [this helps a number of students economically]."

2. *Students are invited into faculty homes for fellowship, nurture, and social interaction.* Mrs. J. Manalo, dean of School of Education, suggested that to retain students there must be "one-to-one counseling, and take students to faculty homes."

3. *Improving student activities.* Manalo, dean of men, responded, "Students enjoy small group activities where they enjoy fellowship, nurture and witnessing." Olarte (interview, 1993), director of admissions, suggested that students need to be given "recognition for their academic achievements," while Tumangday, academic dean, urged that teachers should "treat them [students] well, and appreciate them."

Southeast Asia Union College (SAUC). The administration of the college initiated several plans to retain SDA and non-SDA students. This is because the ratio of SDAs to non-SDA students is about 1:1, and thus it would appear unfair to favor one group.

1. *Improve academic programs.* Brendel revealed, "Our general retention: a strong academic program is not totally in place but we do have certain things that encourage retention; strong academic probation policy that includes remedial work; good attendance policy that's encouraging students to maintain class attendance and therefore not forced to drop out; work very closely with students."

2. *Provide more courses.* K. S. Koh, the president of the college, reported, "In

the past 2 years we offered more classes in the science areas so that students can take more classes before they go to other institutions."

3. ***Reduce graduation requirements.*** Pham (interview, 1993), head of the computer science and science departments, said, "A change in number of units for graduation will retain many students. If they were to stay here and finish their degrees, it would save them much money." Ng confirmed that the present plans are for a change in graduation requirements, "At the present time, we require students to complete 240 units to graduate and this is much more than many other colleges require. Colleges in the USA (as far as we know) require only 190 units. So we're now working towards reducing the overall total. That, we believe, will retain a number of students."

Synthesis and Interpretation of Administrators' Responses

Promotion or Recruitment

The main sources of information for prospective students to learn about the four selected colleges is through visitation by college personnel and through the use of college publications. Three colleges, in one way or another, make use of their alumni associations to help promote the colleges.

IUC carries out an exercise whereby prospective students come to the college and stay in the dormitories and experience all the activities of the college for a week. At the end of the period some prospective students might drop out because they do not see themselves in that situation while many others decide favorably. This exercise has proved very successful as far as the college administrators are concerned. It is expensive

to run this kind of a program each year but it certainly helps to decrease the dropout rate. It is a commendable way to deal with uncertainties faced by students who have never left home. IUC tries to provide hands-on experience as well as personal observation--attend worships in the morning and evening, eat in the cafeteria with other students, attend Saturday services, interact with other students and with various staff members. This is a good thing for the students.

PUC administrators invite seniors from Adventist academies to visit the college for a shorter period--1 day to 2 days. These prospective students have the opportunity to observe most of the activities of the college. While this may not give the prospective students first-hand experience, it gives them some idea of what they can expect. At the end of the visit many students have already decided where they want to go for their college education.

Attraction

The different ways of using funds--scholarship, endowment, matching or other forms of student assistance--do attract students to come to the college. All of these methods of financial assistance, however, have been tied to the work ethic on campus. There are no scholarships available that are not combined with working. College administrators have to come up with worthwhile work programs to provide opportunities for needy students to earn part of their college expenses. The concept of college industries outwardly seems attractive to supplement the need to provide more work, but in reality all the colleges face financial as well as managerial difficulties in their

industries. One college, SAUC, does not have an industry as such at the present time.

Retention

This area of marketing seems to be needed most in the four selected colleges; however, all administrators said that there is no formal retention program. Retention efforts have been unplanned for. The absence of special retention programs in the college means that this aspect of marketing is not needed. In two colleges (IUC and PUC) there is no compulsion on the part of administrators to retain students. The dormitories are crowded and facilities are insufficient to provide satisfactory service to students. Overcrowding in these two colleges is the cause of many other secondary problems.

Is There True Marketing in the Four Selected Colleges?

True or real marketing puts the customers first. The marketer's preoccupation is to find out what customers need, devise the product to fit customer needs, and promote the product. Thus the visitation or promotional trips educational marketers make should be a fact-finding trip to find out what the needs are and inform would-be students what is available in the college.

What is happening in the four selected colleges does not seem to fit into the picture of true marketing. Loyalty to the SDA education philosophy has been built over the years. Promoters who visit SDAs in churches, camp meetings, and other important gatherings capitalize on this glamor of coming to an SDA college. Their appeal is based

on the theme: Adventist education is for SDAs. There is no mention in the interviews of promoters who went to meet groups of would-be SDA students to find out what specific needs they have when they come to college. The prevailing thing now is to get students into the colleges and put them through a routine of do's and don'ts until they get used to the system. Changes in procedures in registration, etc., come very slowly. Students have to adapt to the environment in which they were urged into by some member of the family. The attitude of "take it or leave it" seems to be the prevailing feeling in the colleges in this study. This may have come about because expansion of the colleges to accommodate a large number of prospective students has been very slow, far behind the population rate of SDA young people wanting to come to college.

All the four selected colleges expressed the need to be more caring to students. At the same time all the colleges are continuing to promote the SDA educational environment. I regard the distinguishing marks of an Adventist educational environment to be the observance of Saturday religious services, time spent together by teachers and staff members talking to God corporately, in all campuses, the maintenance of vegetarianism in the cafeterias, spiritual chapel exercises in which the whole student body is expected to attend, evening and morning worships in the dormitories, strictly regulated boy-girl relationships, and strict observance of curfew times in the dormitories. These colleges have all or most of the elements of the above SDA environment.

Environmental Issues

Because the colleges selected in this study are situated in different countries in

Southeast Asia, one would expect some differences in the way promotion or recruitment, attraction, and retention of Seventh-day Adventist students are managed. Could these differences be attributed to the environment?

There are some differences in the way the four colleges manage the three marketing strategies--promoting, attracting, and retaining SDA students.

Promoting or Recruiting

IUC and PUC administrators and teachers promoted their colleges to Adventist students by visiting Adventist academies and talking to the students about their programs of study. These academies are mainly for Adventist students and thus promoters or recruiters could focus on the religious values of Adventist education. Promotion from the pulpit through religious services, special young people's meetings, and church retreats are effective tools for recruitment. These two colleges do not devise any promotional materials to attract non-Adventists.

SAUC administrators and teachers have six Adventist secondary schools from which to recruit students, but only one school has the majority of its students as members of the Adventist church. Promotion in schools that had more non-Adventist than Adventist students is somewhat different than in the school where the majority of the students are Adventists. The religious philosophy of Adventists often falls on deaf ears in schools where non-Adventist students number more than Adventist students. The singing, prayers, the religious-oriented retreats and outings are subdued or "watered down" to suit the non-Adventists.

In Thailand, MC teachers and administrators visit three types of Adventist schools and present programs and special talks to promote the college. The three schools are completely different from each other. One is an international school and follows the pattern of any American high school. There are between 3-5% Adventist members among its total enrollment. The second type of school in the Adventist system in Thailand is a regular Adventist boarding school where most of the students are members of the Adventist church. Many of the Adventist students, however, come from the hill tribe peoples in Thailand. Economic activity in these areas does not result in much income; therefore students from these boarding schools can hardly afford to come to college. Promoters have to resort to assuring would-be students the means of supporting themselves in college. The third type of school is an independent type of school that is operated by Adventist teachers. Most of the students are members of the Adventist church. Most of the children are stateless--having come from refugee parents along the border of Thailand and Burma. The students are not able to study at MC because they cannot get official papers, being refugees. Promotion in this school has been reduced to providing spiritual encouragement.

In Thailand, MC uses the radio and local newspapers to announce pertinent facts about the college. SAUC, situated in Singapore, is not allowed (by the government) to use the radio or the local newspapers to promote its programs. Thus, in Singapore, the college was promoted through the pulpit in Seventh-day Adventist churches. In the neighboring countries of Malaysia and Indonesia, SAUC can advertise in the local papers for students, but the radio cannot be used as a promotional tool. Outside of Singapore,

SAUC administrators and students take special promotional trips and hold their meetings in public places to meet interested non-Adventist students.

Attracting

Wagiran (interview, 1993) of IUC reported that students are "allowed" to drop out during a semester but continue to work on campus if they have "serious problems with their finances." The college administration had also raised "students' hourly rate" (as reported by Snyder) in order to make work more attractive. MC provided work the year round and students could drop out for one semester and work full time or study part-time and continue their work in the college. As long as students wanted to work, the college would do its best to provide work. "No one is turned away if he has not enough money but is willing to work," said Hamra, VP for finance. PUC attempted to make industries within the campus more viable. SAUC used special monies to attract more Adventists to choose to come to the college--several categories of scholarships were offered in the last 3 years. SAUC "could advertise in the local newspapers to offer scholarships to Singapore students" (Brendel, interview, 1993) but not a general invitation for students.

Retention

In recent years IUC has been lenient in dealing with students who had outstanding accounts with the college. According to Tambunan (interview, 1993), the business manager, "the business office makes arrangements regarding payments if these accounts cannot be paid off at one time." To keep Seventh-day Adventists in school, Hamra said, the MC administrators must "have the work program to help ease the

financial difficulties" of Seventh-day Adventists. Bell said, "We have much work on campus all year round, and students can build up their credit during term or summer breaks." PUC, according to Olarte, retained some students by "giving recognition to honor students." Ladion and Manalo reported that "selective retention" was practiced. Manalo, dean of men, continued, "We retain those who meet both the academic and behavioral standards of the college." SAUC has accepted the fact that retention of students in the long run can be realized by raising the quality of teachers through "continuous upgrading" (Ng, interview, 1993).

Administrators' Responses on Questions on the Environment

The administrators revealed in the interviews that there were various environmental factors affecting the marketing of the colleges:

1. Government regulations regarding recognition of the college, student visas for overseas students, control of costs in fees and tuition, and examinations for certain professional courses that fall on Saturdays
2. Regulations regarding the philosophy of Adventist education which caused the ratio of Adventist to non-Adventist students in the total enrollment of the colleges
3. Factors in the environment:
 - a. Demographic--distance of the college
 - b. Economic--affordability of college
 - c. Natural--the situation or location of the college
 - d. Technological--the college in terms of modern technology

- e. Political
- f. Cultural.

TABLE 12
PERCENTAGES OF ADMINISTRATIVE STAFF OF THE FOUR
COLLEGES UNDER STUDY WHO HAD CONCERNS
REGARDING ENVIRONMENTAL FACTORS
AFFECTING THE COLLEGES (1993)

Environmental Factors	IUC (n=10)	MC (n=6)	PUC (n=10)	SAUC (n=9)
1. Regulations from government agencies	70	67	70	78
2. Regulations from non-government bodies	90	67	60	89
3. Environment				
a. Demographic	10	100	80	0
b. Economic	90	100	100	78
c. Natural	30	33	20	11
d. Technological	50	100	30	0
e. Political	20	50	20	22
f. Cultural	40	33	0	11

Indonesia Union College

On the environmental questions, Hutagaol said that the regulations from the government and from the Division "limit our intake of students," however, he felt these constraints were "good." Snyder said that the surrounding environment was "not pleasant, due to their hostile attitude towards Christian education." The treasurer said that "if it were not for the regulation regarding the ratio of non-Seventh-day Adventists that can be admitted," the college would be able to admit "more of those students who could pay." "Many of our students," he continued, "came from poor homes, and what we need

is to have more students who could pay their fees up front." Niaggolan, the PR director, said, "We can get a couple of hundred more students if we are allowed to admit more non-Seventh-day Adventists." Pandjaitan (interview, 1993), the academic dean, revealed that "sample questions of every exam" had to be submitted to the authorities concerned so that "quality in the college could be monitored by the education authorities." The rest of the staff who were interviewed did not see any hindrances over their marketing problems internally or externally.

Regarding factors relating to the macro environment of this college, the results of the interview of the administrative staff showed one concern—economic (90%). Generally, students face the problem of lack of funds to carry on their education. The lack of funds seems to hit the college administration too. The college has been hit by two prevailing problems—insufficient space to accommodate students comfortably in the dormitories and lack of funds to provide sufficient work for students who need it. A lesser concern was technological (50%). The modern communication system has barely come onto the campus. There is a great need to upgrade the computers and other facilities in the college.

This college, situated in an ideal location among rolling hills, is close to a university town of Bandung, Indonesia. The weather is cool, conducive for study, politically and culturally there are no real problems. Culturally there is some problem in the immediate surrounding of the college. The people, who are not open to any religious belief have not been reached by the college. Aside from this, the college is widely accepted in Indonesia.

Mission College

Four of the administrators agreed that the regulations from government and non-government agencies had an effect on marketing of the college. Navamaratna said that the government schools produce "higher caliber" students who want to do nursing because they have good teachers and better equipped laboratories to teach the sciences. Bell reported that officials from the University affairs department have many regulations. They (the officials) "demand high standards in our teaching staff and the type of exams we give. We have to submit a report of our exams and our marking system every semester." Hamra, VP for finance, reported that the educational authorities "scrutinize degrees and experience of teachers who teach in the business department." Srisawat (interview, 1993), the academic dean, said that the authorities are "more-concerned with the content of the curriculum than the physical plant at this point." At the time I visited the college, the government officials from the ministry of university affairs had just instructed the college to drop plans for a new cafeteria but that facilities for an assembly hall and library must be built first. Kachap, Bell, and Sprengel expressed similar sentiments by saying that the fact that the college is situated in the countryside, away from the evils of the cities, attracts students to study there. Complaints were voiced by administrators that the college is too remote from the cities. Out of the six macro environmental factors, the staff mentioned three--demographic (100% of staff interviewed), economic (100%), and technological (100%)--that posed some problems to the college.

Philippine Union College

Ellacer, PR director, said that PUC's programs are well accepted by the Department of Education and Culture and they intend to keep it that way. "Every year regulations come out and we have to be alert to changes or we lose our recognition," he emphasized. The "SDA ratio keeps our college in check," said Ladion. "It's a good regulation," he remarked. Olarte, the registrar, and Tupas, head of the Theology Department, felt that the NCEE (National College Entrance Exam) required by the Philippine government for students entering college could be a barrier for students entering college, especially for international students. Tumangday, dean of the college, said that many students face Sabbath-related problems in public or other colleges. For example, CPA exams usually fall on Saturday. A number of the administrators interviewed said they were not aware of any government or internal regulations that hinder or help the recruiting of students for PUC.

In the macro environmental factors, two appeared to pose some problems-- economic (100%) and demographic (80%). The economic problems somewhat affect the administration in three areas: maintenance of buildings and roads, electricity supply, and water supply. Electricity supply can be cut off without warning, especially in the evenings, while the water is off from around 7 p.m, until 5 a.m. Many buildings, like the library and students' dormitories, badly need repair and maintenance. The roads are dusty in the hot season and muddy in the rainy months. Despite these problems, the four factors in the macro-environment--natural, technological, political and cultural--are positive factors that enhance the college in the eyes of the local as well as the international students.

Southeast Asia Union College

K. S. Koh, the president, pointed out that several government regulations had a great effect on the marketing of the college:

1. "We are not allowed to advertise in the local papers for students."
2. The security deposit required by the government for students varies from country to country, e.g., S\$500-\$1,000 from Malaysia; from China, S\$5,000.
3. The government selects and then approves student permits. Koh emphasized the stability of the Singapore government which creates an environment that favors all kinds of activities, including education. In the area of academics, Koh said that the different standards and systems in education in the Southeast Asia region posed difficulties for students coming to Singapore. In addition, with SAUC's affiliation program with Walla Walla College in the United States, there are entrance requirements that must be met. Students will have to fulfill the requirements before they can study in SAUC. Ng said, "We can promote our college only in our own churches in Singapore, not in the daily newspapers." Ng, along with Brendel, Wong, Pham, and Linda Koh, believed that the regulation, limiting the number of non-SDAs in the school, is a good thing. Pham felt that this regulation should encourage the staff to work hard to recruit those who should be in the college. Brendel said that by affiliating with Walla Walla "we can maintain a steady enrollment because many students will finally end up in one of our colleges in the United States." SAUC, according to Wong, is "very expensive for those students who come from the surrounding countries; for Singaporeans, the tuition and fees are manageable." Pham said, "Singapore attracts students from many regions because it

has a good environment for study. There should be a reverse kind of marketing, a situation where we get students from North America and elsewhere to come here to study."

The administrative staff cited one of the macro environmental factors that brought hardships to many prospective students: economic (78%). Singapore, being situated in a more expensive part of Southeast Asia, has a similar effect on the college. Generally, living is more expensive, besides the exchange rate from currencies around the region into Singapore currency is a disadvantage to those from around the region.

Analysis of Students' Responses on the Survey

This survey instrument had eight quantitative questions and one question that asked for comments from the students. The questions are divided into three categories--promotion (two questions), attraction (one question), and retention (five questions)--for the purpose of analysis.

Promotion or Recruitment (Questions 1 and 8)

Table 13 shows the responses to Question 1 of the survey. Students in all four colleges indicated that "a family member" had the greatest influence in their choice of school (Option F). Another question on recruitment is Question 8 (see Table 14).

Students of the four colleges indicated that they would recommend their colleges to their friends (Option A).

Indonesia Union College (IUC). Sixty-nine percent of the students who took the survey in this college said that the one main person who influenced them to come to

college was "a family member." "Others" registered 15%, while 6% chose "A friend" as their third option. The number who chose "Other" seemed to be rather large, 14% (or 63 students), however, 8% (or 34 students) of this number stated "myself" or "my own choice" alongside "Others."

TABLE 13

QUESTION 1: PROMOTION/RECRUITMENT
(Figures in percentages)

One main person who influenced you to come to college. (Circle one only)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. President of the college	0.2	1.1	0.6	0.0
B. Pastor of SDA church	5.3	2.8	6.2	2.9
C. Teacher/staff of the college	1.9	2.8	2.6	6.5
D. Someone in church	2.9	1.1	3.3	5.8
E. A friend	6.2	8.2	13.8	25.4
F. Family member	69.1	65.8	59.5	41.3
G. Others	14.4	18.2	14.0	18.1

TABLE 14

QUESTION 8: PROMOTION/RECRUITMENT
(Figures in percentages)

I would/would not recommend a friend to my college because... (circle one only)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Would recommend a friend	65.4	53.0	68.8	64.5
B. Would not recommend a friend	28.3	31.0	5.6	11.6
C. Did not respond	6.3	16.0	25.6	23.9

Mission College (MC). Students in MC picked, in order of preference, the following options: "A family member" (66%), "Others" (18%), and "A friend" (8%). Out of the 18% who chose "Others", 4% (or 12 students) indicated "myself" in the blank while 12% (or 34 students) marked "Other" but left the item blank.

Philippine Union College. Sixty percent of the students in PUC responded that they were influenced by "A family member." "Other" and "A friend" both had 14%. Ten percent (or 76 students) stated that they came to PUC by their "own choice" or "myself."

Southeast Asia Union College. For SAUC students, the most influential person in their decision to come to SAUC was "A family member" (41%). The second most popular response was "A friend" (24%). Eighteen percent of the students indicated "Others" as their third choice. Out of this 18%, 6% (or 8 students) said they came to college because they chose to do so themselves, while the rest of the students left the option "Other" blank.

Attraction (Question 2)

Question 2 of the survey was on attracting Adventist students to the colleges. The results of the survey (Table 15), indicated that most students in the four colleges were attracted to their college because the college had been "recommended as good." Of the four colleges, three thought that the second thing that attracted them was the programs of the college, while one indicated that the college was well located.

TABLE 15

QUESTION 2: ATTRACTING
(Figures in percentages)

I decided to attend college because it's: (circle all that applies)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Small college	2.4	4.3	3.2	17.1
B. Well located	18.0	29.2	29.4	14.5
C. Recommended as a good school	50.4	40.6	72.5	29.7
D. Program attracts me	20.1	28.8	21.0	25.4
E. Last resort	23.0	21.0	6.7	23.2
F. Others	11.1	20.3	19.8	21.0

Indonesia Union College. Question 2 of the survey concerned attracting students. Fifty percent of the students at Indonesia Union College said they came to the college because the college was "recommended as a good school." Twenty-three percent stated that the college was "the last resort," while 20% said the "program attracts me." Out of the 23% who said the college was their "last resort," 12% (or 52 students) were Seventh-day Adventists.

Mission College. Forty percent of Mission College students said they came to the college because it had been "recommended as a good school." Twenty-eight percent stated that "the program attracts me" while 21% said the college was "the last resort." Out of this 21%, 8% (or 52 students) were non-Adventists. Ten students were Adventists who responded that the college was their "last resort."

Philippine Union College. Seventy-two percent of students were attracted to Philippine Union College because the college was "recommend as a good school," 29%

said it was "well located," and 21% said the "program attracts me." What attracted the students did not seem to correspond to what the administration said they were doing to attract the students.

Southeast Asia Union College. The students listed the following in order of importance: "Recommended as a good school" (30%); "Program attracts me" (25%); and "The last resort" (23%). Seventeen students (12%) of those who answered "the last-resort" were Adventists, while 14 students were non-Adventists.

Students' Responses on Retention (Questions 3, 4, 5, 6, 7)

Table 16 shows the responses of students to Question 3. Students in three colleges (IUC, MC, PUC) indicated that the "environment for study is good." In SAUC the students said they were "happy here" so they stayed to complete their program.

In Questions 4 and 5 (Tables 17 & 18 respectively) students were instructed to rank three best and worst items about their college. Over 50% of students in IUC and PUC and 34% at SAUC indicated that "Christian school" was the characteristic of the colleges they liked best. Between 37% to 47% of students in IUC, MC, and PUC indicated that "higher tuition than government schools" was the feature they liked least about their college. One problem I encountered in all the 4 colleges was that students ignored the instruction to "rank" the items. The percentages against each item in Questions 4 and 5 represent check marks students made and not necessarily ranking the items as instructed.

TABLE 16

QUESTION 3: RETENTION

(Figures in percentages)

Now that I'm studying in the college I want to stay on to complete my program. (Circle all that apply)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Teachers are caring	6.0	27.4	28.7	15.9
B. Good environment for study	65.2	49.5	71.7	23.9
C. Treat with respect	7.2	21.0	26.4	12.3
D. Someone listens to my problems	7.2	29.5	26.2	13.8
E. Happy here	17.7	35.6	43.0	36.2
F. Other	11.3	16.4	13.5	26.1

TABLE 17

QUESTION 4: RETENTION

(Figures in percentages)

Rank three of the items you like best about your college, using 1 as the best	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Small college	6.5	13.5	2.5	16.7
B. Small student-teacher ratio	9.6	19.6	5.5	22.5
C. Good location	23.3	30.2	26.8	18.8
D. Has good programs	23.5	33.8	26.1	15.9
E. Credits transferable	6.2	5.3	4.0	31.2
F. Christian school	54.4	13.9	82.8	34.1
G. Private college	5.0	6.8	15.0	9.4
H. Good reputation	19.4	8.5	21.8	14.5
I. Other	4.8	2.1	3.6	5.8

Note. In this question most of the students in the 4 colleges ignored/or did not rank the items as instructed. They merely made check marks against three items that they liked. Thus IUC and PUC showed that over 50% of their students chose "Christian school" as the best characteristic of their college.

Question 5 (see Table 18) required the students to rank the three worst items about their colleges. The students' (IUC, MC, PUC) responses showed "higher tuition than the government schools" as being the worst item. The students at SAUC indicated that food was the worst item at their school.

The students' responses to Question 6 (see Table 19) indicate that they consider two colleges (IUC, SAUC) to have adequate instructional programs, whereas the other two colleges (MC, PUC) were considered to have very good instructional programs.

Students in two colleges (MC, PUC) indicated that, when compared to similar colleges available to them, their college was "above average," while in the other two colleges (IUC, SAUC) the students said that their college was in the "average" category (see Table 20).

Indonesia Union College. Five retention questions were in the survey (Questions 3-7). In response to Question 3, as to why they wanted to stay to complete their programs, 65% of the students surveyed said "the environment for study is good," while 17% said they were "happy" in the college. Question 4 required students to rank the three best things they liked about the college. The "Christian school" registered 54%, while "good programs" came second (23.5%) and the third was "good location" (23%). The third question on retention, Question 5, asked students to rank the three things they liked the least and the following items were listed: "higher tuition than government schools" (40%); "the food offered to students" (33%), and "attendance policy" (19%). As for instructional quality, Question 6, 44% of the students surveyed said it was "adequate."

When they compared other colleges available to them, Question 7, 43% said IUC was an "average" school.

TABLE 18

QUESTION 5: RETENTION
(Figures in percentages)

Rank three of the following items about your college that you like the least, using 1 as the worst	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Few social activities	3.9	24.6	8.5	21.7
B. Food in cafeteria	33.3	25.3	35.2	23.9
C. Lack of variety of classes	12.0	10.3	13.2	23.2
D. Low morale among students	9.4	8.9	12.9	18.8
E. Attendance policy	18.7	7.1	13.2	17.4
F. Higher tuition than gov. schools	39.8	47.0	37.0	21.0
G. Private school	5.0	3.9	3.0	10.9
H. Classes in religion	6.7	11.7	3.7	16.7
I. Other	4.3	2.5	6.5	6.5

Note. In this question most of the students in the 4 colleges ignored/or did not rank the items as instructed. They merely made check marks against three items that they liked the least. Between 37% and 47% of students in IUC, MC, and PUC indicated "higher tuition than government school" was the characteristic of their college they liked the least.

TABLE 19

QUESTION 6: RETENTION
(Figures in percentages)

The quality of instructional programs at my college is ... (circle one only)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Excellent	5.5	17.4	15.2	5.2
B. Very good	33.2	50.9	57.9	35.1
C. Adequate	44.5	26.7	18.0	51.5
D. Disappointing	15.6	5.5	6.5	6.7
No response	1.2	1.8	2.4	1.5

TABLE 20

QUESTION 7: RETENTION

(Figures in percentages)

Compare similar colleges available to me in my region, my college is ... (circle one only)	IUC (n=420)	MC (n=282)	PUC (n=761)	SAUC (n=138)
A. Superior	6.7	13.5	21.9	4.3
B. Above average	35.0	46.3	46.4	25.4
C. Average	43.2	24.6	27.0	61.1
D. Below average	13.7	14.6	1.7	4.3
No response	1.4	1.0	3.0	4.9

Mission College. Question 3 asked for reasons why students stayed on in the college to complete their degrees. Forty-nine percent of the students surveyed said that "the environment for study is good." For Question 4, MC students ranked three things they liked best: "good programs" (34%); "good location" (30 %); and "small student-teacher ratio" (20%). For Question 5, students ranked the three things they disliked: "higher tuition than government schools" (47%); "food offered to students" (25%); and "few activities" (25%). Fifty-one percent said the instructional programs (Question 6) are "very good," while 46% said MC was "above average" compared (Question 7) to similar colleges available to them in the region.

Philippine Union College. For Question 3, 72% of the students surveyed said they stayed on in college because "the environment for study is good." As to the ranking of the three best things about the college, Question 4, the students indicated that "it's a Christian school" (83%); a "good location" received 27%, and "good programs"

registered 26% of students surveyed. The ranking of the three things that they disliked, Question 5, were as follows: "higher tuition than government schools" (37%); "food offered to students" (35%); and "attendance policy" and "lack of variety of classes" both ranked third at 13%. Sixty percent of the students surveyed said that the quality of instructional programs, Question 6, was "very good" while 46% said that the college was "above average" in comparison to similar colleges, available to them in the region (Question 7).

Southeast Asia Union College. The responses to Question 3, with the statement, "I want to stay on to complete my program," showed that 36% of SAUC students said they were "happy" about the college. In the ranking of the three items in Question 4, the results of the survey of what they liked best about the college revealed the following: "a Christian school" (34%); "credits transferable" (31%); while "a small-student-teacher ratio" ranked third with 22%. The three items they liked least in Question 5 were as follows: "food offered to students" (24%); "lack of variety of classes" (23%); and "higher tuition than government schools" (21%). As to Question 6, 52% of the students stated that the instructional programs at SAUC were "adequate," while in Question 7, 61% said that the college was in the "average" category compared to other colleges available to them in the region.

Summary of Students' Comments

The purpose of asking students to make comments was to find an alternative method to confirm or refute what had been expressed by the administrators who were

interviewed. Thirty-one percent of respondents (or 504 persons) from the four colleges took time to make their comments: IUC, 126 (or 30%); MC, 137 (or 48%); PUC, 223 (or 29%); and SAUC, 18 (or 13%).

I organized this data by recording all the remarks, comments, and suggestions under specified categories. In developing these categories, he looked for words and phrases or descriptors that represented major ideas and themes. "Units of data" (Bogden & Biklen, 1982) contained in the comments were put under the particular topic represented by the categories. The categories arrived at in this study are: (1) Appreciation for the college, (2) Academic environment, (3) College facilities and services, (4) Christian influence, and (5) Complaints.

IUC Responses

Category 1--Appreciation for the college. Students in IUC remarked that it is the "college of God, this is the best," "Christian college, good program and good reputation," "many graduates are successful in their jobs," "this college is clean and well kept," "good place to change the character," "very good relations between students and faculty."

Category 2--Academic environment. Most of the students had a very good impression of the college as a place of study. The following are typical remarks made by them: "environment for study is good," "good for study, good location," "free Sabbath, good environment for study and also the spiritual atmosphere is good," "the environment for study is ideal."

Category 3--College facilities and services. There were mixed comments in this

category but on the whole the students pleaded for improvements: "hope the food can be improved in the dining room," "bad food, social life among students not good, full of rumors," "food is bad, high tuition," "poor equipment," "food must have more variety," "in the men's dormitory bathrooms and rest rooms must be improved."

Category 4--Christian influence. Seventy-one percent of the students who were surveyed felt a wholesome Christian atmosphere at this college: "SDA college and holiday every Sabbath," "good Christian college," "best college in Indonesia because it's a Christian college," "one can know the Lord," "I don't like UNAI but it's the last resort if we want to have a free Sabbath in our lectures," "I want to support my university and I want to keep the Sabbath day," "good college to impart knowledge about Jesus Christ," "it's a Christian college."

Category 5--Complaints. "There are too many unreasonable, pointless rules," "try to add good teachers," "policy on absences is unimportant, especially going to church," "faculty always treat us like children," "teachers not good, not specific," "this college lacks good teachers especially in the business department," "instructors are not qualified, lack of good English which is important for me to get a job."

MC Responses

Category 1--Appreciation for the college. "Good university, teach students to be good nurses," "This university is small so everybody knows everybody," "Many good things are found here, I'm very happy to be here."

Category 2--Academic environment. "It has a good educational environment,"

"Warm place, I feel accepted," "Good professors and students, feel warm and accepted, future job potential is good."

Category 3—College facilities and services. "The dorm is convenient and secure," "few varieties of food in the cafeteria and expensive," "interesting, has a dorm, good service, teach good things, e.g., religion."

Category 4—Christian influence. "Combine lessons with religion," "Teaches students to be good and sympathetic people," "It is a Christian college that has good discipline," "Religion is taught here," "I want more people to know about Jesus," "Good college—teaches students to help themselves and to know about Jesus."

Category 5—Complaints. "Tuition fee very expensive," "This college is not known to the public," "Should let students decide for themselves about worship attendance," "Should give students the freedom to express themselves," "It's small, doesn't care about what is going on outside the campus," "No social interaction with other colleges," "College is too far away, road is not good," "Food is not good," "Not a good college because religion is taught here," "The vegetarian food is expensive and there is no variety of food items to choose from," "Too much worship, I don't like it."

PUC Responses

Category 1—Appreciation for the college. "Provides good education," "Christian school where students can learn about-God," " Teachers in this school cannot be found outside, in other schools," "Christian school that trains for service," "Adventist institution

where one can grow in the four areas of life--mental, spiritual, moral, and physical," "I can get the best Christian education here."

Category 2--Academic environment. "It has a high standard of teaching," "PUC has good reputation, good location and teachers are caring," "it has high quality values," "educational programs are good and the college produces responsible citizens," "balanced program of studying and training," "Christian institution, location conducive for study," "excellent quality of education, harmonious environment."

Category 3--College facilities and services. "Lack of facilities--clinic, classrooms not well organized," "Food--hope they cook nicely and serve in a good manner," "Lack of dormitory, instructional materials, and-yet overstuffed," "Bad roads--muddy during the rainy season, and dusty in the hot-season," "Lack of electricity and water."

Category 4--Christian influence. "The place where God is the center of everything," "it has good Christian values--it trains students for service," "one can be brought closer to Christ," "God-centered institution," "A high standard Christian school in the country," "Christian-school, teachers are very good," "Christian school to develop Christian spiritual life", "Secularism has come into PUC--just listen to the music the students play," "It's a good training ground for students who want to work for God," "The training for the four-aspects of life is done here."

Category 5--Complaints. "Inconsistent rules in the dormitory and cafeteria," "Teachers practice favoritism," "Enrollment procedure very inefficient," "Security system--more concerned with students going out than coming in," "The industries not

managed properly as a result there's always lack of money," "Library inadequate--many books are out of date," "Dormitories lack maintenance," "Buildings not maintained" "Water supply limited," "Classroom, hot and noisy," "Teachers are not paid on time," "Teachers not open to new ideas," "Business office always loses money," "The administration's policy is more on money and sometimes it loses the spirit of consideration to the students--forcing students-to pay as early as possible--not a Christian way of dealing with students," "Too much-worship, I don't like it."

SAUC Responses

Category 1--Appreciation for the college. "It's a good college that provides good programs," "Credits earned here are-transferable," "Teachers are caring," "It's small and the people are friendly."

Category 2--Academic environment. "It provides good programs," "studies are very challenging," "very difficult to get good grades."

Category 3--Facilities and services. "Food is expensive," "The preparation of food could be improved," "College too small."

Category 4--Christian influence. "It teaches about God," "Learn to share God's love," "Here we learn the philosophies of Christian living," "We learn what it means to serve God."

Category 5--Complaints. "Too much time spent in religious things--worships, Saturday services," "Diplomas not recognized in the region," "Not enough courses offered."

Analysis of Students' Comments

Does the ratio of SDAs to non-SDAs matter? Outwardly the comments in each of the five categories are similar, but there are fundamental differences. Two of the colleges (PUC and IUC) had the majority of their students members of the Adventist Church, and two (MC and SAUC) had about 50% non-Seventh-day Adventist members. The answers given by the colleges with the majority of SDAs tend to be more slanted to the Adventist beliefs and practices, while the colleges where the majority of the students were non-SDAs the comments leaned much toward general non-religious matters.

In the category "Appreciation for the college," IUC and PUC students appreciated the fact that these colleges were Christian in nature. The majority in MC and SAUC appreciated their colleges because students are taught to be good (Bhuddism), programs are good and credits are transferable, teachers are caring, and people are friendly.

The category on "Complaints" includes the majority of students from three of the four colleges who stated that there is too much religious worship or religion in the life of students in the dormitories. Complaints on religious practices or worship tend to come from groups of students who did not come from the SDA culture.

The most common problem that drew remarks from many students in all the colleges concerned food. Some said the food was "expensive, no variety, too oily, or not prepared attractively." The two opportunities for students to express their unhappiness were "Facilities and services" and "Complaints." In many cases what they said concerning facilities and services was repeated again in the "Complaints" category.

Students' Criticism

The colleges had a number of severe criticisms expressed very openly. I must point out that the number of individuals involved are few: IUC had 25 students or 5.95%; MC, 15 or 5.31%; PUC, 40 or 5.25%, and SAUC, 12 or 8.69%.

Indonesia Union College

1. The college administration practices nepotism--'family' connection among staff and faculty, "family system" in position, "a lot of 'family' matters in the system."
2. Many readers employed by the administration to assist professors are "overdoing" their duties thus causing students to dislike them intensely, which in turn causes much "anger against the college administration."
3. "Discrimination is practiced in this college."

Mission College

1. "The administrators do not listen to students' ideas and opinions."
2. "There's too much religion in everything."

Philippine Union College

1. "The registration procedure is so inefficient."
2. "The college administrators, especially those in the business office, are only concerned about money."
3. "Teachers practice favoritism."
4. "The administration is too strict with the relationship between young men and women--they seem to distrust students."

Southeast Asia Union College

1. "Some of the Adventists including some teachers and pastors are hypocrites."
2. "The administration is narrow minded, not willing to accept new ideas."

Interpretation of Students' Criticisms

Through personal observation and experience, and having served the SDA church the past 25 years, I felt that typically in SDA colleges in the Asia Pacific Division there tends to be overemployment of workers. There seems to be the idea that the remuneration is less important than giving jobs to many people of the "same faith." Thus it becomes inevitable that within a college many employees are related to one another. Students referred to this kind of situation when they talked about "family system" or "a lot of family matters in the system." Knowing someone in an important position in the college helps smooth many problems. If a student has no "relatives" in the system, he faces many difficulties. Out of this situation comes criticisms that suggest nepotism, favoritism, and discrimination. These are really serious criticisms.

A second prevailing problem as perceived by students seems to be a "holier than thou" attitude projected by some Adventist administrators. SDAs have been said to be fair minded, open minded and nice people but in carrying out the functions of discipline and control many SDA administrators in colleges do not display that Christian spirit. Such descriptions by students as "narrow-minded," "hypocrites," "distrust students," and "administrators do not listen to students" need to be looked into in future research.

The third prevailing problem in colleges as perceived by students is the use of

"too much religion." This is a real challenge to Christian administrators and teachers in SDA colleges in Southeast Asia.

Comparison of Administrators' and Students' Responses

The interview questions specifically for administrators were used to gather information regarding the three aspects of educational marketing in the colleges in this study: promoting or recruiting, attracting, and retaining SDA students. The survey questionnaire designed specifically for students, however, was used to gather information to confirm or reaffirm what the administrators conveyed in the interview. The following shows the comparison of information gathered from the two groups.

Research Question 1: What Methods Do These Colleges Use to Promote or Recruit SDA Students?

Administrators' Responses

All the 35 administrators in the colleges listed the following (in order of frequency) in the interview:

1. Visitation (all four colleges)
2. Use of publications (all four colleges)
3. By word of mouth, and through former graduates (all four colleges)
4. Invitation to students to visit the college (three colleges)
5. Use of radio broadcasts (one college)

Students' Responses

The majority of students (IUC=69%, MC=65%, PUC=59%, SAUC=41%) who participated in the survey questionnaire said that they chose to go to college because of the influence of a family member. The second most frequent response was that a friend influenced them to come to college. When asked if they would recommend a friend to attend their college, the majority of students (IUC=65%, MC=53%, PUC=68, SAUC=64%) in all the four colleges said they would.

Research Question 2: How Do These Colleges Attract SDA Students?

Administrators' Responses

Most of the administrators cited the following as the way their colleges attracted SDA and other students:

1. Use of endowment and scholarship funds (all four colleges)
2. Provide work programs on campus (three colleges)
3. Maintain campus industries (two colleges)
4. Encourage and nurture multicultural atmosphere (three colleges).

Students' Responses

On the attraction question, the most popular response (IUC=50%, MC=40%, PUC=72%, SAUC=29%) was that the college had been recommended as a good school. For the second most frequent answers, students from two colleges indicated "well located" as their choice (29.2% and 29.4%), while for the other two colleges students said program attracts me (25%) and last resort (23%) respectively.

Research Question 3: What Special Programs Are in Place in the Colleges to Retain SDA Students?

Administrators' Responses

In all four colleges administrators in varying degrees indicated that:

1. They care for students by attempting to provide work on campus for self-supporting students, improve student activities, exercise leniency, provide more courses, improve academic programs, and improve social activities by inviting students to faculty homes (attempted in 4 colleges)
2. Promote SDA educational environment (all four colleges).

Students' Responses

There were five retention questions. Students from three colleges indicated the environment for study made them stay in college. The best thing about the college was that it was a Christian school. Three colleges indicated this. Students from three colleges said the thing they liked least was the higher tuition than government schools. Two colleges were considered to have very good instructional programs, and that compared to similar colleges available to them students said their school was above average.

SDA Students in Adventist Colleges in Southeast Asia

Duerkson (1992) reported that:

1. SDA families are sending their children to other schools.
2. Many current SDA students are choosing not to continue in SDA schools.

3. Students do not want to attend schools that are not government accredited.

Despite what was reported above by Duerkson, his remarks were not particularly true for the primary and secondary schools in the Asia Pacific Division. The situation with colleges in Southeast Asia does not reflect large numbers of Adventist students moving to other non-Adventist colleges. The administrative staff of two colleges particularly mentioned in the interviews that their colleges had no room to accommodate all the Adventist students who wanted to come to college.

A closer look at the Adventist enrollment in the four colleges shows the population of Adventist students in the four colleges in this study. Tables 21- 24 show the number and percentage of Adventist students in the four colleges through the years 1984-1992. Despite some unusual years, the general trend is one of increases. Besides IUC there are two other Adventist colleges in Indonesia, and in the Philippines students have a choice of three other undergraduate Adventist colleges to go to. Taking into account the many colleges Adventist students could go to in the Asia Pacific Division, South Pacific Division, and the North American Division, Adventist colleges in Southeast Asia have been doing well in attracting the number of Adventist students.

The General Conference of Education Department (1984) reported that the number of college students in colleges (see Table 25) in the Asia Pacific Division was on the "upward trend" (p. 4). Table 26 illustrates a more graphic picture of the ratio of students to SDA membership in colleges in the Asia Pacific Division. Taking into consideration that SDA students in the Asia Pacific Division had several choices of SDA

colleges outside the Division it is fair to say that the number of SDA students attending SDA colleges is on the "upward trend."

TABLE 21
ADVENTIST ENROLLMENT AT INDONESIA UNION
COLLEGE, 1984-1992

Year	Enrollment	SDAs	% of SDAs
1984	603	424	70.32
1985	622	512	82.31
1986	681	523	76.80
1987	712	517	72.61
1988	725	523	72.14
1989	723	619	85.62
1990	1,008	774	76.79
1991	1,003	818	81.56
1992	1,216	966	79.44

Note. From "Asia Pacific," by General Conference Department of Education, 1985, *World Report 84—Adventist Education Around the World*, p. 39. (Figures for total enrollment and number of students are obtained from successive World Reports from 1985-1992).

TABLE 22
ADVENTIST ENROLLMENT AT MISSION COLLEGE
1984-1992

Year	Enrollment	SDAs	% of SDAs
1984	24	4	16.67
1985	35	8	22.85
1986	30	2	6.67
1987	40	3	7.50
1988	45	4	8.89
1989	45	0	0.00
1990*	94	47	50.00
1991	133	65	48.87
1992	139	63	45.32

Note. From "Mission College President's Report, 1990-92" by Madam Navamaratna & Arthur Bell, 1993. Presented during 1992 Year-end Meetings at Bangkok, Thailand.

TABLE 23

ADVENTIST ENROLLMENT AT PHILIPPINE UNION
COLLEGE (1984-1992)

Year	Enrollment	SDAs	% of SDAs
1984	1,529	1,388	90.78
1985	1,767	1,545	87.44
1986	1,758	1,547	86.28
1987	1,758	1,516	86.23
1988	2,219	2,097	94.50
1989	2,065	1,915	92.77
1990	2,149	2,019	93.95
1991	2,177	1,917	88.06
1992	2,464	1,985	80.56

Note. From "Asia Pacific" by General Conference Department of Education, 1985, World Report 84--Adventist Education Around the World, p. 41. (Figures for total enrollment and number of SDA students are obtained from successive World Reports 1985-1992).

TABLE 24

ADVENTIST ENROLLMENT AT SOUTHEAST ASIA
UNION COLLEGE (1984-1992)

Year	Enrollment	SDAs	% of SDAs
1984	177	85	48.01
1985	162	94	58.02
1986	134	80	59.70
1987	174	95	54.60
1988	156	96	61.54
1989	174	119	68.40
1990	161	115	71.43
1991	186	104	55.91
1992	180	89	49.44

Note. From "Asia Pacific" by General Conference Department of Education, 1985, World Report 84--Adventist Education Around the World, p. 41. (Figures for total enrollment and SDA students are obtained from successive World Reports 1985-1992)

TABLE 25
TOTAL ADVENTIST ENROLLMENT IN ADVENTIST COLLEGES
IN THE ASIA PACIFIC DIVISION, 1983-1992

Year	Total Enrollment	# of SDAs	% of SDAs	% Growth
1983	6,524	5,754	88.20	
1984	7,206	6,752	93.70	17.34
1985	7,316	6,781	92.69	0.43
1986	6,740	6,985	91.43	3.01
1987	7,817	6,711	85.85	-3.91
1988	11,032	9,720	88.11	44.84
1989	9,579	8,431	88.02	-13.25
1990	9,911	8,661	87.39	2.73
1991	10,323	8,829	85.53	1.94
1992	11,355	9,309	81.98	5.44

Note. From "Asia Pacific" by General Conference Department of Education, 1984, *World Report 83—Adventist Education Around the World*, p. 39. (Figures for total enrollment and the number of SDA students are obtained from successive World Reports 1984-1992).

Table 26

**RATIO OF SDA MEMBERSHIP TO SDA STUDENTS IN THE
COLLEGES IN THE ASIA PACIFIC DIVISION (1983-1992)**

Year	Membership of Division	Number of SDA Students	Ratio of SDA Students to SDA Membership
1983	465,540	5,754	12:1000
1984	497,289	6,752	13:1000
1985	522,075	6,781	13:1000
1986	586,162	6,985	12:1000
1987	620,101	6,711	11:1000
1988	661,491	9,720	15:1000
1989	708,691	8,431	12:1000
1990	762,746	8,661	11:1000
1991	813,529	8,829	11:1000
1992	856,230	9,309	11:1000

Note. From "Far Eastern Division Church Members," by General Conference of Seventh-day Adventists, 1984, Seventh-day Adventist Yearbook, 1983, p.124. (Total membership growth for each year is obtained from Yearbooks 1984-1992).

Synthesis and Interpretation of the Findings

Research Question 1

On promoting or recruiting Adventist students there appeared to be a difference in what the administrators reported in their interviews compared to what the majority of students revealed in the survey.

Two strategies that were most commonly used by all administrators in the four selected colleges are the visitations and the use of publications (see Table 11 on promotion or recruitment).

During the interviews with the administrators, I never did ask why visitation was done, however, through experience and observation, I concluded that college staff members wanted to provide information about their colleges mainly to inspire groups of Adventist believers in churches, camp meetings, and in important gatherings. The demand for speakers, story tellers, and spiritual speakers in Adventist churches is insatiable. An Adventist teacher or visitor going into one of the Adventist churches in Indonesia or the Philippines will not be let off easily without teaching a Sabbath School lesson, telling a story, or giving a talk to a group of Adventist young people. Any visitor to a church from one of the colleges who is ready to get up and talk is a welcome speaker in hundreds of congregations in the vast areas of Southeast Asia. This has a profound effect on the parents of students who want their children to be educated in Adventist colleges no matter what. An Adventist culture is created by this kind of propaganda or indoctrination carried out so religiously by ministers and other workers of the church.

Thus, the majority of students said they came to college because of the influence of a member of their family. The family influence is still a strong bond that keeps Adventist parents loyal to the system of education of the Seventh-day Adventist Church. Many parents admire the work of Adventist teachers, college faculty members, pastors, and administrators and other workers in the Adventist Church. Their dream for their children is to see them working for the SDA Church. Young college students, therefore, in many instances will do what their parents wish especially in the selection of their schools or colleges. Parents talk about our schools or our education system with confidence.

Church publications also play a great part in informing and glamorizing to parents the virtues of SDA colleges and what they can do to students who go there to study. SDA publications are read widely by mainly Adventists in churches.

Research Question 2

Administrators revealed that their colleges attract students by offering scholarships and by providing opportunities for needy students to work to help pay for their school expenses. On the other hand, most of the students said that they were attracted to their particular college because it had been "recommended as a good school." This is another example of the Adventist culture that has been built up the years by leaders of the Adventist work. College students believe what is recommended is good. Who recommends? Usually the pastor, the teacher, or the parents of these students.

Research Question 3

On the retention question all administrators from the four selected colleges said that despite the absence of an "retention program" they care for students by attempting to improve the quality of student life.

Summary of Chapter

This chapter presented the findings of the study based on the data obtained from 35 administrative staff, and 1,601 students, from four Adventist colleges in Southeast Asia. The administrators were interviewed and their responses were used in the analysis of findings of this chapter.

Survey questionnaire responses of the 1,601 undergraduate students from the four colleges were also used in the analysis of findings of this chapter. It was determined in the study that:

1. One hundred percent of the administrators who were interviewed said that their college promoted or recruited Adventist students through the visitation program and through publications of the college, or other Adventist church entities closely related with the colleges.
2. All the administrators said in the interviews that their colleges do not have any regular retention program for Adventist young people.
3. The majority of the administrators of two colleges said they do not promote to non-Adventist students while the other two colleges said they do.
4. Over 80% of the administrators of the four colleges who were interviewed indicated that they attract students because of the various scholarships they offer, benefits of endowment funds, and because of work programs they had on campus.

Administrators of all four colleges said that even though they had no formal retention programs, they used various informal methods to retain students by caring for them in such activities as personal contacts, the exercise of leniency, improved quality of instruction, improved campus student activities, and such.

5. Over 70% of the administrators felt that there are government regulations that affect enrollments of the colleges.
6. All administrators expressed various problems caused by macro environment factors, the most serious one being the economic factor.

7. The majority of students of all four colleges (IUC=69%, MC=65%, PUC=59%, SAUC=41%) indicated that the main person who influenced them to come to college was a "family member."

8. Over 50% of the population of students stated that they would recommend a friend to their college (IUC=65%, MC=53%, PUC=68%, SAUC=64%).

9. The majority of the population in all four colleges who participated in the survey indicated that they wanted to continue in their college because it was "recommended as a good school" (IUC=50%, MC=40%, PUC=72%, SAUC=29%).

10. To the statement "good environment for study" students in three colleges stated that it was so in their colleges.

11. The majority of the population from three colleges stated that they liked college because it was a "Christian school."

12. Five items that students liked best were (a) Christian school, (b) has good programs, (c) good location, (d) small teacher-student ratio, and (e) credits are transferable.

13. Five items that students liked the least were (a) higher tuition than government schools, (b) food in the cafeteria, (c) lack of variety of classes, (d) attendance policy, and (e) few social activities.

14. Students from two colleges rated the instruction program as "adequate," and the students in the other two colleges said theirs was "very good."

15. As far as comparing their college and others similar to theirs, students from two colleges said their college was "average" while the students in the other two colleges

said theirs was "above average."

16. A close study of Adventist enrollment in Adventist colleges in Southeast Asia indicated that the number of Adventist students was increasing.

17. The three most frequently mentioned themes by the administrators concerning the mission of the college was:

- a. Lead students to the knowledge of God
- b. Train Adventist young people for service
- c. Provide Christian education to those who come to college.

18. A small number of students (below 5%) in all four colleges had harsh criticisms of their respective colleges, i.e., nepotism, discrimination, not open to new ideas, hypocrites, and inefficient registration procedures.

19. One college uses commercial radio broadcasts to promote the college.

20. Quite a high percentage of students in three of the four colleges said they attend their college simply because the college was their last resort. Twenty-three percent in IUC, or 96 students, indicated it was the last resort. Out of this number, 52 students were SDAs. At MC, 21% are in this category, which translates into 59 students. Ten of these were SDAs. PUC records 6.7% who said their college was the last resort, and practically all of these students (50 students) were SDAs. SAUC had 23.2%, or 32 students, who said that SAUC was the "last resort," out of which 14 were SDA students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter 5 presents the summary, conclusions, and recommendations of this study based on the findings from the interviews of 35 administrative staff from four selected Adventist colleges in Southeast Asia and from the results of a survey of 1,601 undergraduate students from the above four Adventist colleges.

Summary

The purpose of this study was to examine marketing strategies used by Indonesia Union College, Mission College, Philippine Union College, and Southeast Asia Union College in the promotion or recruitment, attraction, and retention of Seventh-day Adventist students. For a number of years there was concern over many Adventist parents who chose to send their children to non-Adventist schools--primary and secondary schools. The intent of this study was to find out if such situation existed also in the colleges in Southeast Asia. A side issue of this study was to find out from the administrative staff of the colleges if the forces of the macro environments these colleges are situated in had any effect on their marketing strategies.

The review of literature revealed that no previous studies had been done on the marketing of Seventh-day Adventist higher education in Southeast Asia, neither was there

any study that focused on the effects of the environment on marketing strategies in Seventh-day Adventist colleges in Southeast Asia.

The literature review of this study focused on five aspects of marketing: (1) marketing strategies, (2) marketing concepts, (3) marketing theories, (4) marketing and the environment, and (5) marketing Seventh-day Adventist higher education.

The methodology of this study used interview questions to elicit information from administrators and a questionnaire for students to respond to. The object of the questionnaire for the students was to confirm or disprove what their administrators said about the marketing strategies in their colleges in three areas--recruitment or promotion, attraction, and retention.

The population of this study consisted of selected administrators and undergraduate students in the four Adventist colleges in Southeast Asia. I developed the interview questions for the administrators as well as the survey questionnaire for the students.

Data analysis first involved the analyzing of the administrators' responses of the interview questions. I focused on the three themes which represented the three marketing strategies in this study. Likewise, an analysis was done on the responses of the students over the three marketing strategies--promotion or recruitment, attraction, and retention.

Discussion on Research Questions

This study specifically examined three research questions:

1. What methods do these colleges use to promote or recruit Seventh-day

Adventist students?

2. How do these colleges attract Seventh-day Adventist students?

3. What special programs are in place in the colleges to retain Seventh-day Adventist students?

The purpose of looking into the above strategies was to look for clues to prove or disprove the concern that Adventists are moving away from Adventist schools. The concern seemed to be apparent in the primary and secondary schools in the region. I wanted to see if this situation was found in the colleges too. A review of the Adventist enrollment in colleges in the Asia Pacific Division and Southeast Asia Union revealed that there had been a steady increase of Adventist students over the years reviewed in this study (1984-1992).

An environmental issue was also considered. The administrators who were interviewed in the colleges indicated that the differences in the way Seventh-day Adventist students are recruited, attracted, and retained into the colleges are indeed influenced to a certain extent by different forces of the macro-environment.

Research Question 1. The results of the interviews with administrative staff for research question 1 indicated that all the four colleges used "visits" and "publications" to promote or recruit students. Methods that differ are as follows: the use of radio broadcasts for MC students in Thailand, advertising in the local newspapers of the visits of SAUC recruiters in Malaysia but not in Singapore; presenting IUC in special meetings and large gatherings in Indonesia and in the Philippines; and invitation to high-school

seniors to visit the campuses of IUC in Indonesia and PUC in the Philippines.

The students in the four colleges indicated that they chose their college because of the influence of a "family member." The percentages of students who indicated this response were: IUC--69%, MC--66%, PUC--60%, and SAUC--41%.

Research Question 2. In this question the administrative staff of the colleges indicated that the colleges attracted students by providing scholarships, making use of the interest of endowment funds to help needy students by creating opportunities for work for students to earn part of their school expenses. One of the colleges (PUC) indicated that the promotion of more viable college industries helped attract working students, while Southeast Asia Union College indicated that the multicultural environment of the college attracted students from many parts of the world.

From the students' point of view, 50% of those respondents from IUC stated that they were attracted to the college because the college was "recommended as a good school," in MC, 40%; in PUC, 72%; and in SAUC, 30%.

Research Question 3. The administrative staff responded to research question 3 that no special programs were in place in the colleges to retain students. All the colleges indicated that care for students' needs was the thing that was done. Indonesia Union College indicated the resolve of the college "to improve on-campus student activities," use "group therapy" to help students in difficulties, and generally "exercise leniency" towards students who had difficulties with finances. Most students attended this college because the college does not have classes on Saturdays. Mission College has in one of its plans the

improvement of "student activities," namely, an "athletic program," and a "student association." PUC has a practice where students are "invited into faculty homes for fellowship, nurture and social interaction." SAUC endeavors to improve instruction and offer more courses to keep students longer in college.

To a great number of students in three colleges "the environment for study" was important enough so that they stayed on to complete their course or degree. At IUC, 65% agreed that "the environment for study is good," at MC, 49%; and in PUC, 72%. At SAUC the environment was the third choice of students (23.9%), instead, 36% of the students said they stayed on to finish their respective courses because they were "happy" about the college.

Environment. Regarding the question on the effects of the environment, the administrative staff in general indicated that forces in the environment caused them to market the college the way they did. Apart from visitation and the use of college publications and church papers, the colleges market their programs differently. For instance, SAUC administrators are not allowed by government regulations to advertise for students in the local papers in Singapore, but in the neighboring country of Malaysia, SAUC promoters used the local papers to advertise their visits.

Adventist students in SDA colleges. This study does not show any appreciable number of Adventist students moving away or not attending Adventist colleges. Figures on Adventist enrollment from 1984-1992 (see Tables 21 - 24) show that in fact the number of Adventists in colleges in Southeast Asia has increased. This is very much in

line with the growth of Adventist membership in those areas where these colleges are located.

Students' comments. In the students' survey, respondents were given the opportunity to give their comments. Their remarks were categorized into five areas: appreciation for the college, academic environment, college facilities and services, Christian influence, and complaints. Thirty-two percent (or 508 persons) took time to give their comments: IUC=128, MC=139, PUC=226, SAUC=15.

Students' criticisms. Each college also has its share of harsh criticisms leveled at the administration and/or teachers. These were "nepotism," "favoritism," "discrimination," "inefficiency," "more interested in money than the welfare of students," "too much religion in the classes," "some pastors are hypocrites," and "staff being narrow-minded and not willing to accept new ideas."

Conclusions

Based on the review of literature, interviews, and responses of students to the questionnaire of this study, the following conclusions were drawn.

Promotion or Recruitment

The most popular ways to promote the colleges as indicated by the administrators of all four colleges were through visitation by teachers and staff members of the colleges and through the use of church publications.

The majority of students in all four colleges indicated that they were influenced to

attend the college of their choice by some "member" of their family.

Attracting Students

According to those administrative staff interviewed, two special programs the four colleges had provided a special attraction for the students--the work program, and the scholarships/endowment funds that are available.

The majority of students in the four colleges who participated in the survey said that they selected their college because it was "recommended as a good school."

Retention of Students

The majority of the administrative staff members who were interviewed said that their college had no formal retention program to retain Adventist students. They merely tried to improve their services to students such as improving instruction, making life in the dormitories more pleasant, providing more classes, or improving student activities.

The majority of students in three colleges (IUC, MC, PUC) felt that their college had a "good environment for study." The majority of students in SAUC who participated in this survey said they were "happy" in their college.

Students in three colleges indicated that the Christian atmosphere was the thing they liked best.

Students in three colleges said that the thing they liked least was that the tuition was higher compared to government schools.

All four selected colleges had complaints about the quality and variety of food offered in their cafeterias.

According to students who were surveyed, two colleges received the rating of "adequate" while two received "very good" regarding the quality of their instructional programs.

In comparison to similar colleges available to them, students from two colleges said their college ranked as "average" while from the other two colleges students said their college was "above average."

Environmental Factors

The majority of the administrative staff who were interviewed revealed that government and church regulations affected the marketing strategies of the colleges.

Eighty percent of the administrative staff felt that the economic condition of students was the major problem they faced in all the colleges.

Adventist Students in Adventist Colleges

This study showed that over the years 1984-1992 (see Tables 21 - 24), the number of Adventist students in the four colleges showed, in general, an upward trend.

General Observation

Three colleges are authorized by their governments to confer degrees.

In two colleges the department of business is the most popular choice, while in the other two colleges nursing is the most popular department.

Two colleges, with enrollments of non-SDAs exceeding 50% of the total student population, had more criticisms concerning religion, religion subjects taught, or religious

exercises such as worships, chapels, and church attendance on Saturdays.

Regarding the mission of the colleges, the three most frequent objectives stated by the administrative staff were: (1) lead students to the knowledge of God, (2) train Adventist young people for service, and (3) provide Christian education to all those who come to college.

In two colleges (IUC & PUC) which are supported by large SDA constituencies, several administrative staff members said that there was in fact no need for marketing for the purpose of increasing student enrollment. This was because there was no more room for them in the dormitories anyway. Despite this kind of situation, visitations to churches were carried out unabated.

The Three Research Questions--Similarities and Variations in Marketing Strategies in the Four Selected Colleges

1. *What methods do these colleges use to promote or recruit SDA students?* In areas where the Adventist Church has a following, "marketing" SDA education is made easier. The Adventist "culture" fosters loyalty to Christian education among Adventists, thus coming to an Adventist college is the most natural thing parents think of when their children are ready for college. Indonesia Union College and Philippine Union College have large Adventist membership bases, thus there are many SDA students who chose to come to these colleges even though these colleges may not be their personal choice. Most likely these students came to the college because of the urging of their parents. Culturally these students want to please their parents. Superimposed over this cultural aspect is the

loyalty to the Church instilled by pastors and promoters of Christian education. Thus “marketing” for IUC and PUC is self-driven.

Mission College and Southeast Asia Union College, however, do not have that privilege of having to rely on a large SDA constituency to draw students from. Thus in addition to promotions in SDA Churches promoters resort to other means of reaching prospective students. They advertise in the local newspapers about the college, set up walk-in interviews in public places such as hotels, or convention centers, and send out singing bands to sing in evangelistic meetings and other large gatherings where SDAs and non-SDAs are likely to be found. Mission College use frequent, short messages over certain radio stations in the vicinity of the college to draw the attention of prospective students.

In spite of differences in the marketing strategies of the colleges, the Adventist "culture" is a very important environmental factor that determines enrollment numbers. All the colleges appeal to the SDA population around the region. The appeal to Adventist members as a whole that "Adventists should send their children to our own schools" seemed to be more effective in higher education than in the primary or secondary schools in Southeast Asia. The most common reason for this phenomena is that primary and secondary schools run by Adventists are few and in many cases not convenient for students to go to because of distance. Parents are unwilling to send their young children hundreds of miles away to an Adventist school when a non-SDA school may be just a little distance away. Many parents agree that sending their children to non-Adventist primary and secondary schools is not the best thing to do but they had little choice.

2. How do these colleges attract SDA students? All the four colleges have set up endowment funds to assist needy students. The fund is invested and the interest on the investment is used to help students. The colleges are under pressure to build up the fund-- the larger the better. It is the aim of the college administrations to tap funds from friends and alumni to donate into this fund each year.

The colleges also have scholarship funds for the benefit of students. These funds come from donors who had strong ties with the individual colleges either because they had been faculty members of the colleges or have friends who were connected with the colleges in years past. There are a variety of scholarships. There are four types of scholarship funds: outright gifts, named scholarships, matching scholarships, and scholarship based on all round excellence. In SAUC they offer a scholarship to all first time SDAs who enrolled.

The opportunity to work while attending college is also an attraction to many young people. Three colleges (IUC, PUC, and MC) have college managed industries that provide opportunities for work to a number of students. SAUC has very limited opportunities for students to work. The work ethic has not been too well accepted in Mission College especially among those who could afford to come to school. Many parents believe that their children come to school to study, not to work.

It is important that colleges work towards recognition of their programs from the government of the country in which they are situated. This would be an added attraction for students to consider coming to college. One important step in this recognition should be for the college to be authorized by the government to confer degrees and diplomas.

Graduates should be able to secure employment within the country. The fact that “credits are transferrable” is of little consequence to students who attend colleges that the national government does not accept and recognize.

Variations in “attracting” SDA students through scholarships depends very much on the administrations of the college and partly on stipulations made by donors. In the work programs three colleges (TUC, PUC, MC), which are situated in rural areas, have the freedom to provide students with work while going to school. Thus Government regulations with respect to international students have not restricted these colleges from employing students. In SAUC, however, strict immigration rules forbid international students from working while going to school.

3. *What special programs are in place in the colleges to retain SDA students?* All administrators that I interviewed revealed that there are no retention programs in place in the colleges. The following actions were mentioned by administrators in place of “official” retention programs: administrators and teachers have been attempting to be more “caring” to students, solving specific student problems by involving small peer groups (one administrator calls it “group therapy”), improving the living conditions in the dormitories, allowing students to voice their concerns (e.g., food, academics, living conditions, social life, recreational programs, etc.) through an organized body such as the student association, finding out what students are interested in and making attempts to fulfill these interests (one college introduced “athletics” as one of the activities of the students because many have voiced their preference for it), and offering more courses to improve programs of the colleges.

The administrators are actually carrying out the functions of “retention” except that they have never formalized them into a “program” as such. Work is a form of a “retention program.” Many students in IUC and PUC will not stay in college if work is not available. In PUC I noticed several students neither lived in the dormitories nor in rented rooms nearby. They lived in makeshift quarters that belong to the college. They work most of the time and attended classes as and when they can between their work schedules. In MC many students are self-supporting. There are also others who do not work at all. Those who work will continue to attend school as long as work is available. In SAUC many students do “tutoring”. This involves going to homes of their students and teach them various subjects, e.g., Mathematics, English, etc. This tutoring “activity” puts many students in SAUC through college.

IUC and PUC have what I call “creative” work program that by a rough estimate retained around 5% to 8% of their student body in college. The administrations of these two colleges allow one student to help a single faculty member in his/her household chores, but allow two students if the faculty member is married person. This creative program not only helps the needy student but also the busy faculty member. The students are either paid in kind (e.g., free lodging, and food) or in subsidies in the form of cash.

Marketing Strategies in the Four Colleges

There seems to be no relationship between marketing strategies reviewed in chapter 2 and what is happening in the colleges in this study. In the United States marketing has been a major activity in college promotions for some 20 years. In Asian

universities and colleges, however, marketing education does not seem to be the prioritized activity of admissions officers. Administrators in two colleges, IUC and PUC, that I interviewed did not show much enthusiasm about marketing their colleges. They said that their promotional activities were not meant to increase student enrollment, it was merely done because college personnel are supposed to promote Christian education. They are already overwhelmed with many students each year seeking admission into the college. In SAUC and MC, however, the administrators talked about lack of money to visit more places within their constituency promoting their college. They are more concerned about marketing their college than their counterparts in IUC and PUC.

Marketing techniques used by administrators and promoters of SDA colleges in Southeast Asia could really be identified as publicity, target marketing, personal selling, and advertising. College promoters do not go to secluded places when they talk about Adventist education, they address their audiences in public. Target marketing implies a pre-determined audiences--Seventh-day Adventists members in churches and large gatherings (the equivalent of camp meetings in the United States). Personal selling is usually carried out by promoters of the college on a one-to-one basis. Advertising has always been done in college publications, and church newsletters. These elements of marketing are no different from many of the results that were found in several studies that were reviewed in this study. Viewed in this light I do not hesitate to say that data in this research do have some relevance or relationship with marketing strategies that appear in the review of literature in chapter 2.

The following seven studies show the relationship between marketing strategies as

revealed in the review of literature in chapter 2 and the data that are presented in chapter 4 of this study.

1. Among the seven most used marketing strategies used by admission directors are advertising, personal selling, and publicity (Mitchell, 1988).

2. Mitchell also found 15 most effective strategies as perceived by admissions officers to include personal selling, market orientation, market segmentation, advertising, and target marketing.

3. Coiner (1990) identified a number of successful “marketing strategies and tactics”, one of which was parental preference for college or university close to home.

4. Goldgehn (1990) found 15 effective marketing techniques which included publicity, target marketing, market segmentation, advertising, and marketing director.

5. Wassil (1990) who studied techniques used by presidents of 292 New England colleges and universities found that they favored basic marketing strategies in the following rank order: personal contact or personal selling, attention to product mix, creative use of public relations, etc.

6. Larocco (1991) found that the most highly used marketing strategies were: sales promotion, distribution, advertising, personal recruitment, program development, and publicity.

Is There Real Marketing in the Four Colleges?

“Marketing” in its true meaning did not seem to be attained in the colleges. In all four colleges I got the impression from the administrators that promoters did not go out to

meet prospective students and find out their “needs and desires” (Kotler & Fox, 1985). Only after students have arrived on campus were their needs really looked into. This situation does not mean that the teaching staff in the colleges do not serve the students who come to the college in an acceptable manner. In fact the interviews revealed that within the four selected colleges the administrators were well aware of the need to “care” for students and their needs and desires. Results of the interviews with the administrative staff indicated that certain steps had already been taken to improve activities on campus, involve students in student organizations, and offer more courses to retain students.

Personal Observation

1. The colleges take non-SDAs seemingly because these students could pay their tuition and fees up front, while many SDA students could not. One of the criticisms was that the college business office was interested only in "our" money.

2. The problem in all the colleges where many student-related complaints are directed to the administration and staff seemed to be in the area of service to students, i.e., food served in the cafeterias, poor dormitory facilities, limited subjects offered, and expensive tuition and fees.

3. A college cannot work independently of the constituency it purports to serve. There must be constant communication between the administration of the college and the organization which promotes the Adventist “culture” in the constituency--the missions, conferences, and the union--to seek better and effective ways to vocalize its mission to the students who come to the college. Sending staff members on a regular basis to the

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adequate there seemed to be strong indications that students came not necessarily because of the promotions done by the college personnel but mainly because Adventists wanted to go to a school where they will not have classes on Saturdays.

The recommendations in this study are divided into two parts: (1) implications for the four colleges, and (2) suggestions for future research. Based on the findings and conclusions of this study, the following recommendations are presented:

Implications for the Four Colleges

1. These colleges should establish a working committee that meets regularly during the course of the year to review major aspects of the marketing activities of the institution.

2. The colleges should conduct a comprehensive study among their students to discover major complaints or dissatisfaction the students may have on all aspects of their college experience. The following complaints/questions should be addressed:

Why are there continuing complaints about cafeteria food--too expensive, not enough variety, vegetarian, too oily, and not attractively prepared?

Why do students feel that there is discrimination, nepotism, and favoritism in the college?

Why do students feel that their college is more interested in money?

Could rules and regulations be presented and implemented in such a way that students in general could live with them instead of saying they are "pointless"?

Can college administrators improve the living conditions in the dormitories and

maintain that condition to the satisfaction of the students?

Should administrators make a study to find meaningful ways and means to integrate faith and learning in the life and activities of students in the college?

Can cumbersome procedures, such as those regarding registration, be streamlined for the convenience of the students?

3. The administration should re-study methods of promotion or recruitment, attraction, and retention of SDA students with reference to what this research reveals:

a. All the administrators mentioned the most widely used method of promotion or recruitment was by means of visitation and the use of college publications. Most of the students, however, revealed that they made their choice of a college because of the influence of a "family member."

b. All the administrators revealed in the interview that the two factors that attracted students were the use of scholarships or benefits of endowment funds, and the work program of the college. The students in three colleges, on the other hand, responded that they came to the college because the college had been "recommended as a good school." In one college the majority of the students said that the "program attracts me."

c. Over 75% of the administrative staff affirmed that their college cares for students' welfare. The survey among students revealed that in all four selected colleges the first choice they had was "the environment for study is good," rather than "the teachers are caring."

d. In all the four selected colleges, students mentioned that "the food offered

to students" and "higher tuition compared to government institutions" were two of those things they liked the least.

Suggestions for Future Research

The cooperation I received from Asia Pacific Division, the Southeast Asia Union, West Indonesia Union, and the North Philippine Union of Seventh-day Adventists, and the presidents of the colleges underlined the interest these entities and individuals had on the workings of the colleges. This being so, the following areas are recommended for further study:

1. A study should be conducted to ascertain the impact on an SDA college if it enrolls more non-SDA than SDA students.
2. A study should be conducted to find out why some Adventist students choose to go to non-SDA colleges.
3. A study should be conducted to measure the extent of Adventist "influence" over non-Adventist students who come to Adventist colleges.
4. A study should be conducted to discover how the philosophy of Adventist education can help shape an "Adventist culture."

APPENDIX

APPENDIX A

LETTERS

(Letter to the Director of Education, Far Eastern Division)

Geoffrey Pauner
600 Beechwood Court F-49
Berrien Springs, MI 49103
U.S.A.

22 December 1993

Dr. Shozo Tabuchi
Director of Education
Far Eastern Division
800 Thomson Road
Singapore 1130

Dear Dr. Tabuchi:

Re-Dissertation Research

This is a letter requesting your approval to conduct a research in the following colleges: Philippine Union College, Indonesia Union College, Mission College, and Southeast Asia Union College.

I plan to visit the colleges on the following dates: PUC (February 19-24, 1993); SAUC (February 26-March 3, 1993); IUC (February 14-18, 1993); and MC (March 19-24, 1993).

While in the colleges I would like to carry out the following activities:

- 1) Interview selected individuals who are directly involved in recruitment or promotion, attracting, and retention of SEA students.
- 2) Study enrollment records over the past 10 years.
- 3) Read and study college board minutes.
- 4) Study strategic plans of the colleges (if any).
- 5) Study letter of recognition of affiliation with outside organizations.
- 6) Study retention programs of the college (if any).
- 7) Administer a survey questionnaire to undergraduate students.

The topic of my dissertation is: *Marketing Seventh-day Adventist higher education in Southeast Asia*. Information gained from my interviews and surveys will be used in my dissertation. I will also share with you/your department the conclusions and recommendations arrived at in my dissertation. The best thing I can do would be to donate a copy of my dissertation to your office when I'm finally done. I could also do that to each of the colleges that participated in this study.

I want to assure you that all information gained from this study will be treated with the highest respect.

All expenses on this project will be mine. What I need from you and your department is your approval to visit these colleges.

Thank you very much for your support of this project.

Yours sincerely,

Geoffrey Pauner
Ph.D.(Education) Candidate
Andrews University

APPENDIX B

INTERVIEW QUESTIONS FOR ADMINISTRATIVE STAFF

INTERVIEW QUESTIONS

Dissertation Research
Geoffrey Pauner

1. Please state the following personal information
 - a) Your title
 - b) Brief job description
 - c) Your professional background
2. Please complete the following statement. "The mission of this college is..."
3. How do SDA students obtain information about this college? What are there information needs and how do you respond to those needs?
4. Besides promotions what methods do you use to recruit SDA students?
5. What difficulties do SDA students face in attending SDA college(s) in this country? What plans are in place to help counteract these difficulties?
6. What is being done to retain SDA students who have come to register as students in the college? Is there a "retention" program in the college?
7. Have there been any regulations from government agencies that hinder and/or help certain aspects of recruiting or promoting of this college to SDA students? If so please elaborate.
8. Are there any regulations, besides those that come from government agencies, that you feel have hindered and/or helped the promotion or recruitment of SDA students?
9. How do you promote and recruit non-SDA students into this college?
10. Aside from government and other regulations are there any elements in the following forces--demographic, economic, natural, technological, political, and cultural--that have in any way effect the promotional or recruitment activities of this college to SDA students? To non-SDA students?

APPENDIX C
SURVEY QUESTIONS FOR STUDENTS

Indonesia Union College (IUC)
Mission College (MC)
Philippine Union College (PUC)
Southeast Asia Union College (SAUC)

Dissertation Research
Geoffrey Pauner

Year in college _____ Your Major _____
Your career objectives _____
SDA member: [_____], [no] _____ Citizen of _____

1. One main person who influenced you to come to college: (circle one only)

- A. The president of the college
- B. A pastor of a SDA church
- C. Teacher or staff of the college
- D. Someone in church
- E. A friend
- F. A family member
- G. Other _____

2. I decided to attend college because it's: (circle all that apply)

- A. A small college
- B. Well located
- C. Recommend as a good school
- D. Program attracts me
- E. The last resort
- F. Other _____

3. Now that I'm studying in college I want to stay on to complete my program because: (circle all that apply)

- A. The teachers are caring
- B. The environment for study is good
- C. I'm treated with respect
- D. I've someone to go to if I've problems
- E. I'm happy here
- F. Other _____

4. Please rank three of the following items you like best about your college, using 1 as the best, 2 the next best, and 3 the third best.

- A. It's a small college
- B. It has a small student-teacher ratio
- C. It has a good location
- D. It has good programs
- E. Credits earned are transferable
- F. It's a Christian college
- G. It's a private college
- H. It has a good reputation
- I. Other _____

5. Please rank three of the following items using 1 as the item you like the least.

- A. Social life--few activities
- B. The food offered to students
- C. Lack of variety of classes
- D. Morale among students
- E. Its attendance policy
- F. Higher tuition compared to government institutions
- G. It's a private college
- H. Classes in religion
- I. Other _____

6. The quality of instructional programs at my college is: (circle one only)

- A. Excellent
- B. Very good
- C. Adequate
- D. Disappointing, not up to my expectation

7. In comparison to similar colleges available to you in the region your college is: (circle one only)

- A. Superior
- B. Above average
- C. Average
- D. Below average

8. I would/would not recommend a friend to my college because: (circle "would" or "would not" only)

A. Would recommend: Reasons _____

B. Would not recommend: Reasons _____

9. Other comments:

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