

The Impact of Corporate Reputation on Student Enrolment in Private Universities in
Kenya a Case of Communication Students at Daystar University

by

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APPROVAL

THE IMPACT OF CORPORATE REPUTATION ON STUDENT ENROLMENT IN
PRIVATE UNIVERSITIES IN KENYA: A CASE OF COMMUNICATION
STUDENTS AT DAYSTAR UNIVERSITY

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In accordance with Daystar University policies, this thesis is accepted in partial fulfillment of the requirement of the award of Master of Arts degree

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DECLARATION

THE IMPACT OF CORPORATE REPUTATION ON STUDENT ENROLMENT IN
PRIVATE UNIVERSITIES IN KENYA: A CASE OF COMMUNICATION
STUDENTS AT DAYSTAR UNIVERSITY

I declare that this thesis is my original work and has not been submitted to any other university or college for academic credit

Signature: _____

Selina Sumba
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Date: _____

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TABLE OF CONTENTS

APPROVAL	ii
DECLARATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS AND ACRONYMS	ix
ABSTRACT.....	x
DEDICATION.....	xi
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
Introduction.....	1
Background to the Study.....	2
Statement of the Problem.....	12
Purpose of the Study.....	14
Objectives of the Study.....	14
Research Questions.....	14
Significance of the Study.....	14
Justification for the Study.....	15
Assumptions of the Study.....	16
Scope of the Study.....	16
Limitations and Delimitations.....	16
Definition of Terms.....	17
Summary.....	18
CHAPTER TWO.....	19
LITERATURE REVIEW.....	19
Introduction.....	19
General Literature Review.....	24
Empirical Literature Review.....	31
Conceptual Framework.....	33
Summary.....	34
CHAPTER THREE.....	36
RESEARCH METHODOLOGY.....	36
Introduction.....	36
Research Design.....	36
Population.....	37
Sample Size.....	38
Data Collection Instruments.....	41
Pretesting.....	43
Data Analysis.....	44
Ethical Consideration.....	44
Summary.....	45
CHAPTER FOUR.....	46

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	46
Introduction	46
Analysis and Interpretation	46
Summary of Key Findings	75
Summary	76
CHAPTER FIVE	77
DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	77
Introduction	77
Discussion of Key Findings	77
Conclusion.....	81
Recommendations	81
Recommendations for Further Research	83
REFERENCES	84
APPENDICES	90
Appendix A: Student Questionnaire	90
Appendix B: Parents Questionnaire	94
Appendix C: Interview Schedule One.....	97
Appendix D: Interview Schedule Two.....	99
Appendix E: Interview Schedule Three	101
Appendix F: Letter of Introduction	102
Appendix G: Ethical Clearance.....	103
Appendix H: Research Permit.....	104
Appendix I: Plagiarism Report.....	105

LIST OF TABLES

<i>Table 3.1: Composition of the Sample</i>	41
<i>Table 4.1: Gender Distribution</i>	47
<i>Table 4.2: Motivation for choosing Daystar University</i>	53
<i>Table 4.3: Quality of Learning as a Competitive Edge</i>	58
<i>Table 4.4: University Corporate Reputation in Context</i>	69

DAYSTAR UNIVERSITY

LIST OF FIGURES

<i>Figure 2.1: Conceptual Framework</i>	33
<i>Figure 4.1: Level of Education</i>	48
<i>Figure 4.2: Year of Study</i>	49
<i>Figure 4.3: Know About the University</i>	49
<i>Figure 4.4: Influence to Daystar University Enrolment</i>	50
<i>Figure 4.5: Communication of the University Brand</i>	52
<i>Figure 4.6: Infrastructure Influence on Decision to Join the University</i>	55
<i>Figure 4.7: Parents/Guardians age distribution</i>	59
<i>Figure 4.8: Child's Education Level</i>	59
<i>Figure 4.9: Child's Year of Study</i>	60
<i>Figure 4.10: Know About the University</i>	61
<i>Figure 4.11: Influence of Source of Information on Enrolment</i>	62
<i>Figure 4.12: Communication of University Brand to Parents</i>	63
<i>Figure 4.13: Daystar Comparison with other Private Universities</i>	64
<i>Figure 4.14: Influence of Corporate Reputation to Parents</i>	66

LIST OF ABBREVIATIONS AND ACRONYMS

CUE	Commission for University Education
CIT	Corporate Identity Theory
DU	Daystar University
DU-ERB	Daystar University Ethics Review Board
NACOSTI	National Commission for Science, Technology, and Innovation
SPSS	Statistical Package for Social Sciences
VC	Vice Chancellor

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ABSTRACT

This study purposed to find out the impact of corporate reputation on student enrolment in private universities in Kenya with a focus on Daystar University Communication students. The research objectives were to examine the communication policies put in place to manage the reputation of Daystar University; to find out the current state of the corporate reputation in Daystar University and to determine the role of corporate reputation on spurring student's enrolment to Daystar University. Using corporate identity and stakeholder theories, the researcher sought to establish how corporate reputation impacts an institution in terms of student enrolment. The study employed descriptive research design. The target population for this study were the ongoing (January 2021 to May 2021) diploma and degree communication students and parents at Daystar University Athi River campus who were 289 in number. Stratified random sampling and convenience sampling were utilized to sample 100 students and 100 guardians who formed the respondents for the questionnaires while purposive sampling was used to select 3 respondents for the interviews. The study findings indicated that the majority of respondents (43%) knew about Daystar University through a friend, while 29.1% through social media, 17.4%, through broadcast media, whereas 7% indicated that they knew about the university through print media, and lastly, 8.1% knew about daystar through the corporate affairs department via their marketing activities, while others through their high schools, families, University's alumni and word of mouth. The study recommends that university should encourage students, employees and alumni to have a sense of ownership and identity in order to play an ambassadorial role to the university; to improve students' enrolment.

DEDICATION

I dedicate this work to my parents, family and friends for their unrelenting support and love throughout my academic journey.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

Introduction

Eccles (2004) argued that in modern world universities run as corporate organizations and for this to happen effectively institutions of higher education should communicate their messages continually and consistently to make sure their values, ethos, vision, operations are understood amongst students and or prospective applicants both external and internal. As a result, universities have to apply marketing principles because they are faced with competition for the available places with other universities based on the courses on offer, fee structure, distance, reputation and discipline.

According to Dowling (2006) over the years, discussions on attaining and retaining customers and other stakeholders by corporate organizations have concentrated on creating customer's loyalty through relationship building. Corporate reputation is essential for every organization in this age where customers are both sophisticated and know what they want and what they want with increased expectations. Therefore, reputation in the universities is very key and universities must strive to maintain their reputation and or do damage repairs.

Serrat, (2011) posited that reputation is less about congeniality but it is the combined assessment in which an individual or organization is held by the people and the public against a measure, based on past engagements and perceptual image of forthcoming projections, when compared to other persons or entities. One of the most strategic and the most significant assets that a firm possesses is largely its reputation (Cravens, Oliver, & Ramamoorthi, 2003). The

greatest difficulty that organisations face is how to quantify reputation and understand its exact impact on the business. However, it has been revealed that a good reputation is advantageous to an organisation (Boyd, Bergh, & Ketchen, 2010).

Background to the Study

Corporate Reputation of Higher Education

Currently with the dynamic changes in society, where institutions of higher education can certainly fail to keep all their assurances to their stakeholders, businesses should not only automatically recognize the value of a good reputation, but they should essentially “systematically and purposefully” manage their reputations (Smaiziene & Jucevicius, 2010). However, it is hard to understand the student decision making process in choosing an institution of higher learning. The process is multifaceted, and it is influenced by a lot of factors that are not only connected but these factors are ever changing. The choice of university decision making process comprises of interlinked conclusions where the initial decision is always whether to pursue higher education or not. This stage is majorly influenced by their parents, guardians, friends, and insights from counsellors, this can be termed as information gathering stage. When an individual reaches a decision to pursue higher education, the type of the institution to attend is always the next decision to be made (Harrison, 1994). The choices here are influenced by whether an institution embraces technology, is it research-intensive, and is it metropolitan or regional. After this, the next choice is the specific institution to attend and the program to join. This phase is determined and influenced by the characteristics of the institution such as the quality of education, availability of field of study, reputation, and proximity

to home as well as the individual's characteristics such as socio-economic background and gender (Smaiziene & Jucevicius, 2010).

In investigating the student choice in higher education, it is noted that most of the research conducted was focussed on the [factors that influence prospective students' choice of the higher education institution to attend](#). Even though many studies have made an effort to examine the influence of institutional and student characteristics in the university choice process, few of the studies have concentrated on core underlying factors that lead to a choice of a university based on the reputation it has to the publics.

The Rise of Globalization in the Higher Learning Institutions

Globalization of business today is unavoidable as the world has evolved and people are integrating and interacting through rendering various services, exchange of information, technology and doing business in the international scope. According to De Wit and Hans (2002), Globalization has impacted educational attainments such that universities are now competing with their services at the international field (Melewar & Akel, 2005). Besides, globalization in trade has promoted economic growth and brought more opportunities thus many countries today are more financially viable in support educational attainments (Dollar & Kraay, 2002). This globalization of trade has immensely influenced the affordability of education and people's attitude towards education (Edmonds, 2010). High-skilled jobs today mean higher income, and all these depend on returns to education. This has made education to be become a palatable service; hence universities are today marketing their products and services across the world looking for customers (Bhattacharya & Sen, 2006).

In the past, pre-existing schools usually created a foundation for universities in Europe such that these schools were deemed to have the potential of becoming primarily sites of higher education. The state appointed the leadership of these universities, but their control still tended to be independent. In the United Kingdom (UK) for instance, the education system used to work in a merger system; but the control solely rested with the government, in that there were less places than there are today, and this meant having very few big universities (Naude & Ivy, 1999). The numerous universities that disappeared or institutions that merged with other universities during this time led to the increased demand than the supply, because there were few placements in the universities. In fact, marketing like a strategy was not necessarily considered a cost so long as students' demands surpassed the available universities slots and intakes.

Naude and Ivy (1999) argued that competition among the "indigenous" universities in UK had increased because upcoming universities and colleges were being funded privately with the aim of providing free education to the public, or rather established by local governments to serve the starved population. As a result of these new changes some students had to survive with reducing grants caused by the changes in government funding. Many universities and education institutions also started offering accredited and franchised university degrees to remain afloat and relevant in the market. The former polytechnics and tertiary institutions received university status too.

The emergence of World Wide Web (WWW) technology had again re-invented the universities structure- students were now again able to reduce costs of enrolling in a university by doing online courses and services. These changes had consequently led to a decline in the number of students in the traditional universities (Brunzel, 2007).

Therefore, there is an increasingly greater competition among universities and all learning institutions that exists today across the world. This means that universities and colleges should not only be known as institutions of higher learning but instead be regarded as business ventures (Brunzel, 2007).

According to Eccles (2004), there is an important sensitization call for all universities to ensure they employ a consistent way in relaying and packaging their messages in a way that ensures both internal and external clients comprehend what they stand for and their values. The changes that are experienced in the higher education sector due to less student application, have necessitated universities in identifying their own niche and to start aggressive marketing so as to increase their customer base and uphold their reputation (Naude & Ivy, 1999).

This therefore means that universities must consistently uphold their reputation through branding for them to remain relevant and compete favourably in the dynamic and fast changing global market.

Evolution of higher education in Kenya

In Kenya, higher education can be traced back in 1922 when Makerere College in Uganda got established as a small technical college serving three East African countries of Kenya, Uganda and Tanganyika and Zanzibar, as well as Zambia, Zimbabwe, and Malawi. Makerere College enjoyed monopoly right from 1940s and early 50s when it was only college that provided university education in East Africa (Kipkebut, 2010).

All through the 1970s, Kenyan government reinforced and expanded the University of Nairobi (UoN) as a concerted effort to offer proper university education to all qualified Kenyans and as a strategy to produce skilled and fundamental human asset

for the private and public sectors. But, due to increased request for university education by Kenyans, the University of Nairobi could not contain all the qualified students. Consequently, this led to the establishment of Moi University in 1984 as the second and technologically oriented university. Henceforth, the rise in student enrolments has led to the expansion of the university education, diversification of and setting up of new universities and campuses. Kenyatta University (KU) which had operated as a constituent college of the University of Nairobi since 1972 became a fully-fledged university in 1985 (Chacha, 2004).

Later, out of political convenience reasons and also following the same demand for university expansion, Egerton University and Jomo Kenyatta University of Agriculture and Technology (JKUAT) were set up within two years. Then two more universities were established: Maseno University and Masinde Muliro University (Odhiambo, 2011). The pressure on demand for university education in Kenya again led to the establishments of about 23 private universities operated (Mwiria, Ngethe, Ngome, Ouma, Wawire & Wesonga, 2007).

According to the Ministry of Higher Education, Science and Technology [MoHEST] (2019), Kenya today has 65 universities: 31 public, 31 private and 3 constituent university college institutions. *These institutions are all* competing for students; hence this pushes universities to be more aggressive in identifying their niche or specialties of excellences and capitalize on that to uphold their reputations. Most of these Universities in Kenya are using both electronic and print media to advertise programs and display their achievement so as to sell their reputation to the public and create awareness. Some universities are even buying expensive airtime on television and in print media, by

showcasing prominent alumni they consider role models, who are deemed successful in their professions, and more-so those who are in media and corporate industries. This is done in the hope that such display will be an eye candy and appeal to more students to their institutions (Waruru, 2013).

Private Universities in Kenya

In Kenya, private higher education can be traced to the colonial times when the missionaries set up institutions for the people they had converted. The first private institution of higher learning was St Paul's United Theological College (1955) then Scott Theological College (1962). The United States International University (USIU) established a campus in Nairobi in 1970. These three universities offered degrees in the parent's name of universities abroad. The government did not give accreditation to these private colleges or universities. Nonetheless, this changed as there was increased demand for university education in the 1990s and the only option left was for the government to work towards encouraging the establishment and accreditation of private universities.

In Kenya, Private Universities include; University of Eastern Africa-Baraton, Daystar University, Catholic University of Eastern Africa, Scott Christian university, United States International University(USIU) and African Nazarene University. Kenya Methodist University(KEMU), St Paul's University, Aga Khan University, Strathmore University, Kabarak University, Pan African Christian University, Kiriri Women's University of Science and Technology, Mount Kenya University, Africa International University, KCA University, Adventist university of Africa, Riara University, Management University of Africa, Amref International University, Zetech University, Umma University, the Presbyterian university of east Africa, Gretsia University, pioneer

international university, the east African University, KAG East University, International Leadership university, great lakes university of Kisumu, Lukenya university, Kenya highlands evangelical university and RAF International university.

Most private universities (27) are in Nairobi and its outskirts. According to Wesonga (2003), *how these universities are situated tends* to follow the footsteps of Christian missionaries in the formation of education institutions in Kenya during the colonial period. Their location shows that individuals who live at a further distance from Nairobi are not able to access the part-time, mostly evening and weekend programs offered. There are several factors that influenced the growth and progress of private universities in Kenya. *To begin with, the rise in number of qualified students from secondary school looking for higher education.* This increment has been triggered by the huge enrollment of students in primary schools. Secondly, in Kenya, most private universities are established and run by religious organizations. Most of the private chartered *universities are supported and overseen* by Christian organizations. Majority of the Christian-sponsored private universities started by offering courses mainly geared towards training church ministers. Nguru (1990) observed that the major aim of most of the universities affiliated to the church was to *advance* the spread of the gospel. However, these religious sponsored *institutions* have stretched out their programs to include other courses in the social and natural sciences.

Decision Making Process of Students and Selection of Private Universities

Decision making involves selecting a course of action from a range of options. It is a fundamental part of the entire management process, and it plays an important role in planning (Harrison, 1994). In a study conducted by Iqbal (2012), to find out the degree of

influence the brand image of a university affected the decision making in the selection of universities in Malaysia, the result of the study showed that the image of the university has four major variables which are the prestige of the university, quality of education and the faculty, scholarships, and the acceptance rate of the university. Quality of education and of the faculty teaching in the university was found to be the bigger factor.

Schumacher (2015) argued that in the USA, the private academic institutions have a very strong historic heritage dating back several decades. Currently the role of the marketing department is to create and sustain a university atmosphere where the efforts of the faculty and staff are more student-focused and make the students feel involved throughout their study period in the university. The academic institutions must understand that the current students enrolled in the university could provide a map for increasing the flow of student at any given institution

A study by Paulsen and St. John, (2002) stated that the greatest factor that determines the choice of the student in selecting a university is the cost of education. They argued that with the current increase in the tuition fees of private institutions and economy of the majority of the middle class getting worse each passing day, the cost of education in private institutions is almost unaffordable for many people. This has forced many private institutions to heavily discount their tuition fees, so that they can recruit the type of students they want in their universities. It also emerged that the students of the private universities were not likely to consider financial aid as a factor than those looking for public institutions where cost factor is an important factor as they want to pay less for the enrolment fees, which is much lesser than that of the private institutions.

Melvin, (2003) stated that in this modern era of highly competitive recruitment environment, researching about the choice factor in selecting a university for pursuing a career is very important for a student be it those preparing to join a private or public institution. It is through this process that both institutions and the students can benefit because, the institutions can use their funds to market their services effectively, which align with the requirements of the students. It also becomes easier for students to make decisions in selecting a good university that suits them.

According to a study by Lee, (2011) to examine factors that influence students choice of the college in Mississippi, the study found out that during the college selection process, the students were mostly influenced by the following factors; Interest in a Particular Major or Degree Program; Location; Cost; Institutional Prestige or Reputation, and Job Placement. The participants were very knowledgeable about their college selection process based on what degree programs they wanted to pursue and what the colleges provided. They also had enough information that if they changed their mind at any given point in time, they could shift their programs easily within the same college. Meaning, it will serve as a good idea if one attends a college with a wider variations of degree programs in case they decide to change in future that fits their needs. The study also found that the brand image and reputation of the educational institute also brings out the awareness of the services and faculty members teaching at the institute, and this helps to appeal to more prospective consumers who value the quality of education as a major priority while selecting a private university. The study did not focus on the enrolment aspect of the students and it also revealed that with the changing patterns of technology and economies in the global market, new age students are also concerned about the

upgrading of courses and programmes provided by an educational institute to be up to date with the growing diversity of career options in the world market.

Daystar University

Daystar University (DU), founded by Dr. Donald K. Smith and Matsoko Pheko in 1976, is a chartered interdenominational and evangelical Christian University. The University's goal was to improve techniques used in communicating the message of Christ, to analyze the target audience of these messages, and to design more effective communication strategies that targeted their audiences. Its mission being the [advancement](#) of "Christian Servant Leaders for the expansion of God's kingdom in Africa and the world" (DaystarUniversity, 2015).

Daystar University manages and communicates its corporate brand through Christianity as the main governing theme. Core to its mandate is to be a university that transforms and society through instilling Christian principles to the students in the institution. The university prides itself of being an international institution that offers world class education to over 5000 cross cultural students from 139 countries globally. It boasts of high-class learning facilities that enable its students achieve success within the best available environment. A well-stocked library, state-of-the-art computer laboratories and communication studios are just but a few of the facilities that enable students advance their practical skills as they carry out practical lessons and exercises. Daystar University also communicates its corporate brand through its distinct corporate visual identity in terms of its corporate logo, star symbol, blue color for the name, logo and

symbol and others like hiring a corporate affairs and marketing manager, mass media advertising, website and most recently an architectural building at its Nairobi campus.

Statement of the Problem

The changes that have been experienced in the higher education sector in Kenya and beyond due to less student application, have necessitated universities to identify their own niche and to start aggressive marketing in order to increase their customer base and uphold their reputation (Oanda, Chege & Wesonga, 2008). An intensive competition being witnessed today between private Christian universities in Kenya has posed another challenge of developing a curriculum that will meet the needs of today and the future as well as reaffirming the value of liberal learning. Hence today each Christian university in Kenya is seeking to gain competitive advantage in a highly competitive academic world by upholding a consistent reputation (Nderitu, Minja & Muriithi, 2014). Consequently, these Christian universities ought to analyze the target audiences, design more effective communication strategies and messages to reach such audiences in order to remain reputable.

Daystar university having been officially accredited and acknowledged by the Commission for University Education (CUE) prides itself in offering recognized world class degrees such as pre-bachelor's degrees (i.e. certificates, diplomas, associate or foundation degrees), bachelor degrees, master degree+s, doctorate degrees in several areas of study to over 5000 students from across the planet (Ouma, 2018). The university claims that it has a learning environment suitable to students with state-of-the-art modern facilities to enable students develop practical skills as they undertake practical lessons and exercises

The university having been started in 1989, has consistently tried to communicate its corporate brand through its distinct corporate visual identity in terms of its corporate logo, symbols, Christian name and branded stationery and material such as shirts, t-shirts, caps, cups and umbrellas. The university also has corporate affairs and marketing managers, mass media advertisings and websites to communicate and market its academic programs offered including short certificate courses right through to post graduate programs (Nderitu, Minja & Muriithi, 2014).

Daystar University Student Enrollment Academic Year 2011/2012, there were already 3,781 students enrolled in diploma, undergraduate, and postgraduate programs approved by the Commission for Higher Education (Daystar University, 2011). According to Ouma (2018), before Daystar University was shut on the 11 April 2018 after the students' unrest and the Vice Chancellor sacked thereafter, the university had been censured by Commission for University Education (CUE) after an inspection report found that the varsity was being plagued by outdated courses, poor governance, inadequate facilities, and academic staff quality issues (Bashir, 2018).

Despite the fact that the university has remained consistent in upholding its Christian values since 1989 (when it was started) and prided itself as a university offering recognized world class education in a suitable learning environment with the state-of-the-art modern facilities, the strike impacted its reputation (Asamba, 2018).

Daystar University current admission enrollment range between 1,000-1,999 students. This begs the question of whether there is a relationship between universities reputation on the student enrolment rates. Additionally, empirical research papers on corporate reputation in relation to student enrolment more so in higher education are

quite scarce, despite the increasing importance of this subject. Therefore, study seeks to empirically examine the impact of corporate reputation vis-à-vis student enrolment in Daystar University.

Purpose of the Study

The purpose of this research was to examine the impact of corporate reputation on student enrolment in Universities in Kenya: A case of Daystar University Communication Students.

Objectives of the Study

1. To examine communication policies put in place by the University to manage the reputation of Daystar University to have a competitive advantage
2. To find out the current state of corporate reputation in Daystar university
3. To determine the role of corporate reputation on spurring students' enrollment Daystar university

Research Questions

1. What are communication policies put in place by the University to manage the reputation of Daystar University to have a competitive advantage?
2. What is the current state of corporate reputation in Daystar University?
3. What role does corporate reputation play to spur student enrollment Daystar University?

Significance of the Study

The results of this study would benefit Daystar University in that they can be used to give guidelines on the importance of having a good corporate reputation, and how it can be used to increase the number of customers (students).

The findings of this study would contribute to the communication body of knowledge on the role of corporate reputation on increasing students enrolment in Universities which will boost customer base in private and public universities in Kenya, Africa and in the global scene.

The study would also be a point of reference for future scholars and researchers to commission other studies.

Justification for the Study

Student population is critical to the development and growth of any university, more so to private universities in Kenya that are self-financing and not funded by the government. Several studies that have been conducted in Kenya on the student's enrolment, have highlighted basically on the effectiveness and competitiveness of communication and marketing strategies that universities employ in Kenya to retain and increase the student's enrolment. But none of the study has conclusively highlighted how corporate reputation of the universities in Kenya is affecting the student's enrolment.

Odero (2012) study examined the impact of communication strategies on enhancement of student enrollment among private universities in Kenya. In his findings, universities should understand how relevant the character of marketing communication is by setting solid objectives for campaigns and promoting them and also ensuring that such integrates well with other marketing communication activities like the use social media and print media. But this study did not look into whether corporate reputation is affecting the student enrolment in the universities in Kenya.

In another study by Omingo and Mberia (2019), on the direct marketing and student enrollment in public universities in Kenya, the findings showed that there is a

significant association between direct marketing and student enrollment in public universities in Kenya. The direct marketing study shows that universities can incorporate mail and email advancements, indexes, and even use TV and radio to get direct reaction advancements. It is thus important that this study examine the impact of corporate reputation on student enrolment in Universities in Kenya. The findings in the can be crucial in informing both private and public universities in the county and beyond on how their reputation can impact on the student's enrolment.

Assumptions of the Study

The study was carried out under the following assumptions:

1. The Daystar University management would participate willingly in the study
2. The respondents would be honest in their answers
3. The Daystar University respondents would provide relevant information to the researcher

Scope of the Study

The researcher sought to conduct the study on students in Daystar University Athi River campus. This because the researcher is a student at Daystar University Valley Road campus, therefore this was to eliminate bias. Also, the parents of these students formed the scope of the study as they play a role in student decision making process

The study targeted the Corporate Affairs and Registrar's department of the Daystar University Athi River campus who constituted the research population. The data was collected from students and parents in the two levels namely: diploma, and undergraduate students as well as some members of the administration.

Limitations and Delimitations

The students and staff at the University were reluctant to participate in the study because the study nature and the sensitivity of the information seeking their views on how corporate reputation impacted on student enrolment at the university. The researcher assured the respondents that their names would not be written on the data collection instruments and that their feedback would be kept anonymous. The respondents were also assured that the information they give would be used for academic purpose only as stipulated in the National Council for Science and Technology (NACOSTI) and the Daystar University permits.

Definition of Terms

Corporate reputation: Is the observers' collective judgments of an [organization](#) based on assessments of the financial, social, and environmental impacts engaged with the corporation over time (Bhattacharya & Sen, 2006). This study retained the same meaning on a university context.

Student Enrolment: According to Dekkers and De-Laeter (2001) student enrolment refers to the number of students, regardless of age, signed up in all types of tertiary educational institutions in the locally, regionally and internationally, in public and private universities and all other institutions providing organized tertiary level educational programs. In this study it referred to the act of making someone officially a member of a group, society, or institution by registration.

University: According to Cribb and Gewirtz (2013) a university is a place where students come from every quarter for every kind of knowledge; where communication and exchange of ideas take place by means of personal interaction. It is also a place

where inquiry is pushed forward, discoveries verified and idealized, an error are exposed by the collision of mind with mind, and knowledge with knowledge. In this study it referred to a higher educational institution offering post-secondary education. It offers the highest level of formal education and training

An undergraduate: a student who is pursuing a degree level academic course at a college or university. After the completion of the relevant examinations, one can enter a third level institution as an undergraduate student (Adelman, Ewell, Gaston, & Schneider, 2011). In this study it referred to students who are undertaking diploma and degree courses in the institutions.

Undergraduate courses: According to Adelman, Ewell, Gaston and Schneider (2011) an undergraduate course is typically three- or four-years' duration. It is normally in form of a degree, diploma, or certificate course and when one undertakes an undergraduate degree, they benefit by obtaining a comprehensive introduction to their chosen area of study in the first year. This foundation is built on in subsequent years, advancing your knowledge and, depending on the course content; they can gain practical skills that will be required in your future career. In this study it referred to the courses in the university level of education that are undertaken by post-secondary students leading to award of bachelor's degree

Summary

This chapter presented the introduction and background to the study, the profile of Daystar University, research problem, the objectives, the research questions, and the justification. Moreover, this chapter presented the significance, key assumptions of the study and the possible limitations and the delimitations of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter the study assessed the effects of corporate reputation on student enrolment in universities globally, regionally, and locally. However, the literature that was reviewed was not limited to corporate reputation but endeavored to expose any other literature that was of thematic importance to the study and institutions of higher learning in general.

Theoretical Framework

This study was guided by the corporate identity theory and stakeholder theory. The Corporate Identity Theory (CIT) focuses on the branding of the companies in order to maximize profits. CIT ensures that an organizations' reputation is upheld through corporate design, corporate behavior, and corporate communication. Stakeholder theory on the other hand, focuses on the relationship between an organization and its internal and external publics. It defines what managers should do and how they should respond to interests and claims of stakeholders in a proper way.

Corporate Identity Theory

Corporate identity theory can be traced to the early 1920s, when Michigan Supreme courts in United States of America (USA) constantly held that organizations

directors' main and only duty was to maximize shareholder profits, even if it meant that this was a detriment of other stakeholders' interests. The USA then began to realize the advantages of considering the interests of their general stakeholders other than just focusing on the shareholders in the decision-making process and the inefficiencies created when the corporate boards make decisions based on profit maximization only (Shealy, 2016).

Corporate identity theory has been visibly manifested by the way companies brand their products for them to be perceived by their target audience or customers (Melewar & Jenkins, 2002). In today's corporate world, this theory has been manifested in the three main elements to create a business' corporate identity. These elements include corporate design, corporate behavior, and corporate communication.

Corporate design is the design theme of the channel; this includes color schemes, shapes, and the logo as well as the way it relates to the channel's target audience and ethos. Whereas corporate behavior is how the channel portrays itself to the target audience through its values, ethos, what they value and what programs they air and when they air them. Lastly, corporate communication is the way that the channels of communications are used to meet the target audiences or customers (Cornelissen, Haslam & Balmer, 2007).

Since then, many companies and corporate organizations have adopted the use of this theory to build an easily recognizable brand that employees, potential investors and potential customers can recognize and rely on in order to remain dominant in the markets and maximize profits. It is through a university's corporate design, corporate behavior and a university's ethics such as Christianity, hard work and excellence that a potential

client and in this case a student will be attracted and want to be part of its fraternity. This is because of what a university portrays to the external public through its staff and students. This in return will boost student enrollment and increase profits.

Critique of Corporate Identity Theory

Corporate identity management of an organization should not only be upheld when senior directors are threatened with a crisis (e.g. *reputational loss*) or during an external threat (e.g. *a hostile takeover bid*); or during a major institutional change (e.g. *the internationalization of the firm*). But the brand of an institution should be consistently visible in the corporate market. Hence corporate identity management should *not* only be used a senior management tool during major organizational changes but also come in recognition as the backbone of an organization's life and it is also an institutional characteristic. Therefore, corporate identity management and maintenance should be a senior management constant and should continuously be on all employee's agenda and radar. The identity of an organization should also be meaningful and attractive to customers and stakeholders, mindful of the need for bi-lateral stakeholder-company value.

Application of the Corporate Identity Theory in the Field of Communication

In this study corporate identity theory was used to establish how Daystar university uses their corporate identity, as demonstrated in their products, services, expressions and ethos, to conform to their values and needs with regard to quality,

reliability and social responsibility. Hence, the customers can often use their products, brands and services in defining 'universities themselves' (McAlexander, Schouthen & Koenig 2002). Still an organization's reputation is built from its own identity (communication, symbols behavior, ethics and culture) which reflects on its image and in the end build onto its reputation which is long term in nature. This theory can also aid universities to engender good relationships with external stakeholders, such as business partners, governments, other universities and the local community to have a positive and affirmative identification with them.

Stakeholder Theory

According to Freeman (2010) the stakeholder concept was initially proposed in 1963 in the internal memorandum at the Standard Research Institute where stakeholders were defined as groups of people, who support an organization into existence, meaning, once their support stops the organization ceases to exist. This theory underwent more development by Edward Freeman in 1980 that further defined stakeholders as individuals, groups, or organizations that have entered into a contractual agreement based on ethical, financial, or political interest or stake to support the existence of a particular organization (Freeman, 2010).

The stakeholder theory focuses on the relationship between a firm and other people in its internal and external environment. It moves further to examine how these links influence how a firm conducts its operations (Friedman, 2006). It defines what managers should do and how they ought to respond to interests and claims of stakeholders in a proper way. The stakeholder theory emphasizes on two important questions; the purpose of the organization and the duty of the leaders.

First, the questioning of the purpose of the firm encourages the organizational leaders to outline the values they create and share and give elements that bring their stakeholders together (Freeman, 2010). These elements drive the firm forward and allow it to produce great results, which are determined by its goals and its value in the marketplace.

Secondly, questioning on the duty of leaders to stakeholders pushes the leaders to analyze how they intend to conduct business and the types of connections they look to create with their stakeholders to meet on their goal (Freeman,2010). Leaders need to cultivate relationships that motivate their stakeholders by creating an enabling environment such that everyone tries to give their best to meet the values of the firm. It is by managing these relationships effectively that firms will survive for long and perform better than firms that do not manage their relationships. Shareholders are a key component and profits are important in this activity.

However, profit making is the outcome rather than the catalyst in value creation. According to this theory stakeholders can come from the inside or outside of a firm. Stakeholders in the hospital include the government, physicians, hospital administration, governing boards, nurses, pharmaceutical industries, health insurance programs, medical unions, local health authorities and the public (Freeman, 2010).

As much as the stakeholder theory emphasis on knowledge of stakeholders and making them a top priority and identifying the groups of people aligned to an organization, it does not provide a concrete basis for identifying who qualifies to be termed as a stakeholder in an organization. The concept of a stakeholder tends to vary,

and it may not only include persons but also non-persons of which some may not have a direct relationship with the organization (Key, 1999).

A Critique of the Stakeholder theory

The theory also does not guide the directors on how to determine which group of stakeholders is more important than others. However, because of lack of clear guidance under the theory it is a challenge for directors to identify which stakeholders have a greater significance than the others (Key, 1999).

Application of the Stakeholder Theory in the Field of Communication

Stakeholder theory is applicable in the communication practice in that it provides a theoretical basis for the communications specialist to increase their knowledge and understanding of how internal and external publics impact their organizations. It seeks to identify and manage the diverse needs, values and interests of various stakeholders and the potential communication tension between the groups.

The stakeholder theory was applicable to my study because it sought to support the corporate identity theory. This is because it moves further to identify the stakeholders who are a key aspect in an institution and describes their purpose and responsibility to the institution. In the context of this study, the stakeholders are to be understood because they will form the internal and external publics of the university. They include the curriculum for University Education, top management, departmental heads, students, lecturers, parents, donors, well-wishers, the church and the support staff. Through engagement of

internal and external stakeholders with the university there is an increase in stakeholder identification hence this interaction will give the university limelight, and this will capture attention hence boosting student enrolment.

General Literature Review

Corporate Reputation

There are different definitions of corporate reputation that integrate a component of history and time, [one of it being](#) how an organization is perceived based on the past action and future projections that describes the firm's overall appeal to all its key stakeholders when compared with other leading rivals (Fombrun, 2011). Corporate reputation can also be [referred to](#) as a stakeholder's [general assessment](#) of an organization over time. This assessment is [centred on the public's involvements](#) with the organization, any other form of communication and representation that gives information about the company's actions or a comparison of these actions with that of competitors (Gotsi & Wilson, 2001). Smidts (2001) argues that corporate reputation is a multi-stakeholder concept that is visible in the perceptions that stakeholders have of an organization. Reputation with different stakeholders interact, for instance, reputation with employees has proved to have an influence on reputation with customers and the communities (Carmeli, 2005). This means that, organizations should therefore consider their relationships with stakeholders and also monitor how they influence each other as this helps to manage their corporate reputation (Dutton et al., 2002).

Reputation is built within the stakeholder networks that surround organizations. Chen, Silverthorne, and Hung, (2006) pointed out that the link between the internal corporate communication team, peers and project team communication and employee

engagement is largely underexplored. This is because, there is a relationship between a team, project and peer internal communication, their internal corporate communication and employee engagement that has a potential for increase in employee engagement in all organizations. The main goal of internal corporate communication is promoting a sense of belonging and contributing to the commitment of an organization (Welch & Jackson, 2007).

Organizational Reputation

Brown (2006) stipulates that a question that reputation always probes is ‘What do others think about us? Reliant on divergent perceptions, reputation has been explained to be the collective view that different stakeholders hold about an organization’s capability to fulfill their expectations (Fombrun et al., 2000). Gotsi and Wison (2001) view it as the overall evaluation of a company by stakeholders based on their experiences with the company and any communication that they have had with it, given that different stakeholders may perceive a company’s reputation. A study by Grady and Men (2010), paid special attention to internal reputation by defining it as employees’ overall evaluation of the organization based on their direct experiences with the company. Grady and Men (2010) found out that the significance of employees as communication resources should be emphasized, particularly in today’s modern media setting. This can be referenced back to of social media, which is largely empowering employees to communicate with others and initiate conversations publicly. How the organization is perceived by the employees will determine what they speak of it publicly and their opinions will start to influence how others perceive the organizational reputation. In

addition, the friends and relatives of these employees can also act as third-party advocates for the organization (Stacks, 2016).

Therefore, it can be noted that employees' contribution towards corporate reputation cannot be ignored and it's always at no cost (Haywood, 2005). Moreover, a good reputation as perceived by internal stakeholders strengthens employee identification with the vision, mission, and values of the organization and this helps to foster employee loyalty, motivation, and engagement. This translates to improved work performance, and this contributes to effectiveness of the organization (Fombrun & van Riel, 2004).

Drivers of Organizational Reputation

From a lot of previous studies on reputation that have been conducted, it is evident that the following factors work towards improving organizational reputation: operative two-way communication, providing good value and quality products and services, effective CEO leadership and management, strong financial performance, workplace environment which refers to the quality of people, fair treatment of employee, social responsibility, accountability and quality interactions with strategic publics (Murray & White, 2005).

A close investigation can classify the above-mentioned elements into three main areas: strategic communication, corporate capabilities, and social accountability. Corporate capabilities comprise of leadership aspects, products and services, strategic management and capacity retention and they lay the foundation for a positive evaluation of the institution from its publics. On the other hand, social accountability relates to how ethically the organization behaves in relation to it being fair and honest and being in a position to demonstrate the organization as a good community citizen (Dowling, 2004).

To conclude, strategic communication cannot be ignored in protecting organization reputation and building positive opinions (Murray & White, 2005). Constant communication efforts tend to expand the organization's media and market presence, which is a precondition for reputation. Authentic and transparent communication can increase the chance of an organization's credibility and it being perceived as genuine (Stacks 2016).

Corporate Reputation from a University Student's Perspective

According to Sontaite and Bakanauskas (2011), various studies claim that corporate reputation particularly in the academic setting needs further exploration especially in the universities for sustainable long-term management. A study by Gur (2015) that was seeking to analyse the impact of students' understanding of corporate reputation in a higher education institution on the fiscal performance revealed that the apprehension of the students on corporate reputation of the university is at a relatively high level. In the same vein another study by Sontaite-petkeviciene (2015) tried to analyse the disparate perception of customers on corporate reputation management of Higher Education Institutions. The study used research approach where it employed the use of focus group discussions to point out the indicators of the reputation, followed by descriptive method via the survey method to collect data from the different stakeholders of four (4) Lithuanian universities. The outcome showed that the aspect of corporate reputation in Higher Education Institutions context was made up of behaviour, studies, emotional appeal, citizenship and social responsibility, leadership, performance, workplace, competition, career, and innovation. As highlighted above, the management

of Higher Education Institutions has to consider the attributes outlined when managing their repute.

Role of Corporate Reputation in Shaping an Institution

Lange, Lee and Dai (2011) stipulates that not all sectors can manage or amplify reputation, for instance in profession settings such as education, reputation can be managed but in other sectors such as business, the brand managers are tasked with seeking control throughout the supply chain process so as to ensure the customers purchase what suits them well and have a chance to enjoy the products. In the education sector, the graduate student can be referred to as the product and a newly enrolled student is equated to the raw material. In this regard, using the manufacturing analogy students are an institution's component whose personalities, performance and character or behavior together with that of the alumni help to shape an institution's reputation (Lange, 2011).

According to Dutton and Dukerich (2002), many organizations, education institutions included, tend to miss a mark as they strive to incorporate delivery locations, appealing to more diverse students, updating the curriculum, and creation of varied forms of delivery and teaching. This in turn makes it difficult for umbrella brands such as the brand architecture of colleges and universities to be managed. Chun and Davies (2006), argue that, *reputational assets normally begin* to be assigned to parts of the organization such as the research team and department at the expense of the whole and a merged rather than the bigger part of the brand *that advances nearly unnoticed*, regardless of the *utilization of a reliable and consistent* visual style. This is because whatever the "brand

gurus” tend to claim, reputation is in the minds of the stakeholders and cannot be controlled (Bakanauskas & Sontaite, 2011).

Fombrun and Van Riel (2007) postulate that, the quality of services being offered ought to be defined commonly and more so in education where students are seen as “part of the product” and is often neither a consumer nor a direct client in a financial sense because there is someone else involved in payment of fees. This means, the reputation of a certain university or college is influenced by the reputation and expectations allocated to all universities or all colleges and their anticipated behaviors and moral values. This then makes a university to be considered as a good fit in the eyes of their stakeholders. This helps to set the reputation reference point or norm by which all universities and colleges are evaluated from.

Alessandri (2006), argues that in the recent times the public perception of universities and colleges has changed. This is because all universities are perceived to be different in terms of their mission, scope of the curriculum, teaching methods, quality or they have different experiences and values. In addition, the reputations of these institutions are also shaped by other collective and mutual associations. For example, United Kingdom University’s reputation will be influenced by expectations associated with that country and their higher education system. Alves and Raposo (2007) stated that Society tends to interpret an organization’s character in part by reference to its neighborhood and location. However, different socio-demographic groups have different attitudes towards education thus expectations also vary.

Clardy (2012) concludes that Corporate Reputation is extremely important in the education sector and in combination this tends to explain why the market for education is

unique. He states that education is an intangible process and [therefore it is not easy to describe quality outrightly](#) or technical or quantitative terms. This means there are two parts of the product and reputation plays a critical part in creating value in both dimensions but particular to the latter. Clardy (2012) further explains that when a student enrolls in an institution, they get to transfer a part of the reputation of the institution to their Curriculum Vitae. [Essentially](#), the quality of students and staff recruited transfers reputational resources/assets in the institution.

Those students or guardians/parents that have decided to register in a certain institution rather than other clear alternatives are more likely to persist and succeed and become advocates of the institution. Thus, reputation through advocacy is created and reinforced when a provider operates in a [competitive field](#) where there are realistic alternatives for prospects to consider (Kheiry, Rad & Algari, 2012). Kheiry, Rad et.al (2012) argue that in a manufacturing industry such as a bakery, it is sensible to say a majority consumers are certain that the quality of the materials used or the ingredients used by a chef has a major impact on the finished goods, as well as the skills of the manufacturer. Hence the use of the term “quality in equals quality out”. This then explains why so much emphasis is given to admissions in an academic institution as a measure of standing and why exclusivity of entry based on academic merit is a key variable.

Ressler and Abratt (2009) stated that [profoundly](#) reputable academic institutions are [pioneers of effective change](#). It is not by chance that most prestigious universities are also the oldest. For example, Oxbridge University has been in existence for around 800

years and it is this fact combined with their collective ability to be the source of groundbreaking research and innovation that helps it maintain their reputation.

Empirical Literature Review

Despite the significance of corporate reputation (Balmer, 2011), previous research has greatly ignored corporate reputation and student enrolment in an institution. According to Rindova (2010), corporate reputation has enjoyed a wide exposure in the literature, with various writers and a school of thought arguing from different angles to understand corporate reputation and the impact it has on a firm.

A study by McCormick, in the United States of America in (2000) in Philips Graduate Institute on examining influential factors perceived by adult students in the selection of non-traditional graduate degree programs was conducted on twenty individuals who had each completed one of two non-traditional programs. The study employed a qualitative approach, and the respondents were interviewed to find what motivated them in their college selection process. Open ended questions were designed to solicit feedback on what attracted individuals to non-traditional programs of study, what prevented them from traditional programs of study and how they valued graduate education in general. The study found out that non-traditional programs were faster and lasted for at least 15 months.

Another study was conducted in 2010 in Xiamen University in China to examine how various variables influence students' satisfaction. These included academic aspects, non-academic aspects, costs, industry link, reputation among others and how each of the variables influences students' satisfaction. Questionnaires were used for data collection.

The outcome showed that students' satisfaction should be examined holistically in learning institutions since every service is vital in the overall students' satisfaction.

Similar research carried out by Rahim (2017) sought to demonstrate the linkage between customer satisfaction and loyalty in Nigeria in an airline industry. The study adopted correlation research design to elicit information via a questionnaire from 600 domestic air passengers drawn through convenience sampling technique. The study found out that frequent air travellers displayed more loyalty tendency towards airline carriers compared to non-frequent air passengers. This study showed that customer satisfaction leads to loyalty from current customers and prospect customers.

Another study by Kimani, Kagiria and Kendi (2011), sought to establish business students' perception on quality of service provided by public and private universities in Kenya. The comparison was between two public and two private universities situated in rural and urban locations in Kenya. A survey design was used to assess business students' perception on service quality. A total of 424 questionnaire were administered which contained statements on the overall quality of the institution such as the university administration, lecture halls, cafeteria, library, residential halls, student support, academic staff and students' welfare. The findings revealed that majority of university students were positive about the quality of services they obtained in their respective institutions as they were rated to be above average. From the above studies, it is clear that there is a huge relationship between a University's reputation and students' enrolment because the studies have revealed that students look for satisfaction while selecting or enrolling for a course in matters: course duration, services offered, facilities present, cost and their

welfare. All these combined make up a reputation of a University hence loyalty or student enrolment will be determined by them.

Conceptual Framework

Discussion of the Conceptual Framework

Creswell (2009) defined a dependent variable as those that depend on independent variables. Independent variables are further defined as those variables that (probably) influence or affect outcomes while intervening variables are defined as those variables that provides a link between the independent and the dependent variables and they reconcile the effects of these two variables (Creswell, 2009). The study is aimed at determining the impact of corporate reputation vis-a-vis student enrolment in universities.

The conceptual framework is illustrated in Figure 2.1.

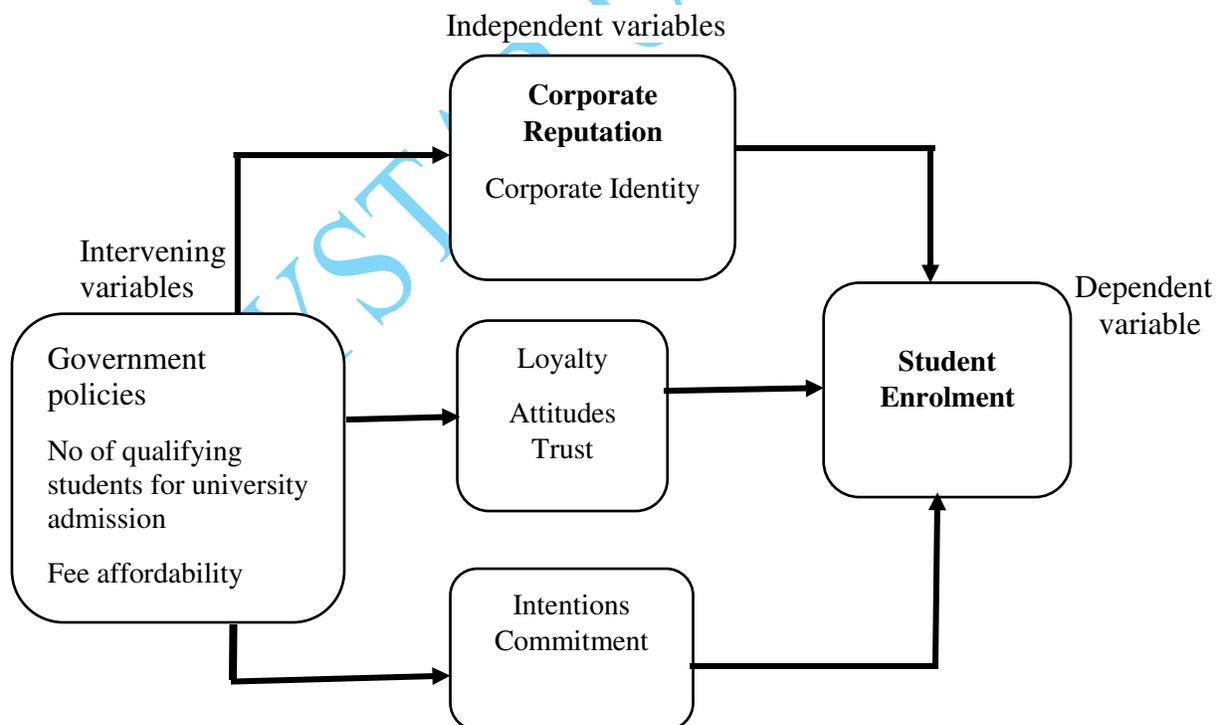


Figure 2.1: Conceptual Framework

Source: Researcher, (2021)

The framework model above depicts the relationship of corporate reputation as an independent variable, student enrolment as dependent variable. In regard to corporate reputation constructs including corporate identity, loyalty, trust, attitudes and commitments is hypothesized to have a direct impact on daystar university student's enrolment rate. However, intervening variables includes government policies, fee affordability and the number of qualifying students for university admission.

In this study, corporate reputation constructs adopted by Daystar University during the pre, and post enrolment is key in spurring the number of students. Communication policies, current state of corporate reputation and the role of corporate reputation are key propellers in enhancing of corporate reputation of an institution. Additionally, corporate reputation is pegged on the communication skills, consistency in messaging, transparency, values and beliefs, corporate identity (symbols, logos, corporate colours) and staff behaviour (trust, honesty, loyalty, and respect). Based on the variables, this study looked at the impact of corporate reputation on student enrolment at Daystar Universities.

Summary

The purpose of literature review is to provide a review of academic research on themes of the study. Literature reviewed revealed corporate reputation affects both organization's internal and external practices, which involve key stakeholders by engaging them in responsible decision-making and practices. The process of corporate reputation which includes communication and behavior of an organization helps the organization to link the various departments in order to enable them to engage in

responsible practices that aim at attracting and retaining more customers. Further information explored relevant theories like the Corporate Identity theory and Stakeholder theory that guided this study. Additionally, in this section an elaborate discussion was given on the empirical and conceptual frameworks. The empirical framework highlighted studies that have been done in relation to the subject of study whereas the conceptual framework engaged the dependent and the independent variables and shows their linkage.

DAYSTAR UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

Research methodology refers to the **procedure or sequence of events required** to plan what data will be analyzed. It provides a framework of how the study is to be **conducted** (Stevens & Clow, 2008). According to Kothari (2004) research methodology comprises of research designs, data collection procedures and data analysis to carry out the research study. Research methodology defined the research design used to determine the data collection procedures and analysis used for this study. Research methodology is a way of solving the research problem systematically. It may be understood as a science of studying how research is done scientifically. Various steps that a researcher generally adopts in studying the research problem are studied, along with the logic behind them.

Research methodology answers these questions: why a research study has been carried out, how the problem has been articulated, how and why the hypothesis has been formulated, what data has been collected, and what method has been employed. It also focuses on analysis and answers why a particular technique of analyzing data has been used concerning a research problem or study (Kothari, 2004). This chapter of the study covered the research approach adopted, including data collection, the rationale behind the methods and the validity and reliability of the chosen research methods. It also described the methodology adopted by the researcher.

Research Design

Research design is the procedure employed by the researcher to achieve the objectives of the research. It is a conceptual structure within which research is carried out

and constitutes the plan for collecting, measuring, and analyzing data (Kothari, 2004). In conducting this study, the research design specified the relationship between the corporate brand elements and the student enrolment at Daystar University. In addition, the research design outlined procedures for every research activity ranging from sampling procedures to data collection to analysis and presentation of the findings (Cooper & Schindler 2011).

Several designs are undertaken in research design: exploratory, descriptive, causal, experiments, survey, and case study (Bless, Smith, & Kagee, 2008). The study adopted a descriptive design utilizing mixed methods that is both qualitative and quantitative research data. This type of design focuses on describing the state of affairs existing since the researcher can't control the variables and can only explain what's happening (Kothari, 2004).

This descriptive research was used to justify the current Daystar University practice (Grove & Burns, 2012). Descriptive research served to observe, describe, and document aspects of Daystar University reputation and how it affected the consumers (Creswell, 2015). It did not specifically look for two relationships nor match up two or more variables. Instead, it aimed at obtaining a popular overview of the subject. The study examined the University's corporate reputation activities in relation to how students perceived the same.

Population

A population refers to the entire subjects or items in research. Mugenda and Mugenda (2012) define a population as comprising the whole group of items or people that research will be carried out on before sample size collection. Therefore, the

population must be carefully chosen and defined to come up with the best results. This is because a population that does not have characteristics of the study will lead to different results. For this study, the population was the communication students enrolled at Daystar University, 800 in total according to the Registrar's report (Daystar University, 2021) together with their parents or guardians (800). This is because the Communication course at Daystar University carries the majority of the students as most of them enroll for this course hence it was important to find out what inspired them to join the University in large numbers. The population also consisted of the Daystar University (diploma and undergraduate) communication students' parents. It was important to determine what motivated them to enroll their children at Daystar University because they are also key stakeholders in the decision-making process.

Target Population

The target population in the study refers to the set of units for which the study data are used to make conclusions. Therefore, the target population refers to the units for which the study findings are meant to generalize. This sets it apart from the whole population the study is interested in. Hence, it's often known as the accessible population (Mugenda & Mugenda, 2012). The target population for this study was the ongoing (January 2021 to May 2021) diploma and degree communication students and parents at Daystar University Athi river campus who are 289 according to Registrar's report (Daystar, 2021).

Daystar university communication students' parents' fraternity was 289 in number too according to the students' data which was significant of the parents' number.

Sample Size

A sample is a depiction of the population. It's also defined as a population subgroup for the population under survey (Stringer, 2008). Effective sampling in research for a whole population can be correctly done by collecting data from a small part of the whole population. Then, the results are generalized for the whole population. In order to make good conclusions from the study of a sample, it's crucial to use a study sample that is representative of the population from which it was selected in terms of age, sex, educational level, working experience, e.t.c (Stringer, 2008).

The study focused on day students and parents at Daystar Athi River campus which were sub-divided into diploma and undergraduate programs. The sample size was calculated based on Yamane's formula. This formula was preferred based on Gbegi and Adebisi's (2015) recommendation that it is suitable when dealing with a predetermined population.

$$n = \frac{N}{1+N(e)^2}$$

Where,

n= the sample size

N=the size of population (289)

e=the acceptable margin of error (10%)

95% confidence level and p=0.5 are assumed

Given that the target population (N) as 289 in Daystar University and assuming an error margin of 10%, and a confidence level of 95% the resulting sample size (n) is computed as:

$$n = \frac{289}{1+289(10\%)^2} = \frac{289}{290(0.1)^2} = 100$$

The researcher worked with a sample size of 200, 100 for students and 100 parents from the total number of 289 students and 289 parents. Based on the Daystar University population, the sample consisted of 22 diploma students and 78-degree students calculated using Yamane's formula. The Daystar University parents sample consisted of 22 diploma students' parents/guardians and 78-degree students' parents/guardians. This formed the sample to whom the questionnaires were administered.

Sampling Techniques

This study employed probability and stratified random sampling methods (Chandran 2013). In stratified random sampling every item under each stratum has an equal chance of being selected. Daystar University has students in different levels of programs including certificate, diploma, undergraduate, masters and PhD. According to this study, diploma and undergraduate students (with their parents/guardians) from communication department formed the sample of the study. Consequently, there were a total of 289 diploma and undergraduate communication students and 289 parents where the sample was to be drawn from. With stratified random sampling, the researcher partitioned the population (diploma and undergraduate students/parents/guardians) into groups (strata) to get a random sample from each group (stratum) and collect data on each sampling unit.

Convenience sampling was also employed in distributing the questionnaires as COVID 19 had affected the normal class schedules and during that period it was easier to access the respondents by this method. The students also took with them a copy of the parent/guardian questionnaire.

Purposive sampling technique was used to identify the various departments from Daystar University to be interviewed. The departments included: corporate affairs, marketing department and the office of the university registrar members.

DAYSTAR UNIVERSITY

Table 3.1: Composition of the Sample

Level	Category	Level of study	Actual	Sample
Communication Students	Daystar University Athi River Campus	Degree	227	78
		Diploma	62	22
			289	100
Communication Parents/Guardians	Daystar University Athi River Campus	Degree	227	78
		Diploma	62	22
			289	100
Total			578	200

Source: Daystar University Administrator's report (2021)

Data Types

This study utilized primary data which was obtained from the students and University's staff and parents. The information was primarily obtained within Daystar University and Daystar University parents. Data are the facts presented to the researcher from the study's environment; they include primary and secondary data. Primary data are the original works of research or raw data without interpretation or pronouncements that represent an official opinion or position (Chandran, 2004).

Data Collection Instruments

Data collection instruments according to Cooper and Schindler (2012), are tools used for collecting empirical evidence so as to gain new understanding about a situation and gives answers to questions that prompt the study that's being undertaken. They comprise of questionnaires, interviews, observations and focus group discussions. The type of data, either primary or secondary data greatly influences the data collection method (Kothari, 2004). This study used questionnaires to collect primary data because

they aid in collection of large amounts of information over a short period of time and data which has been quantified, it can be used to compare and contrast other research and may be used to measure change.

The data needed for this study was collected through the use of questionnaires and interviews. Questionnaires are a series of written questions on topics about which respondent's views or perceptions are sought (Mugenda and Mugenda, 2012). Chandran (2004) adds that open-ended questions or unstructured questions are those for which alternatives are provided while close-ended questions or structured questions do not provide alternatives for the respondents to choose from. The questionnaires in this research used both open and closed ended questions and were administered to respondents who were required to complete them. Chandran (2004), observes that use of self-administered questionnaires is the only way to elicit self-report on people's opinion, attitude, belief, value and questionnaires also allow for confidentiality of the respondents.

According to Bless, Smith and Kagee (2011), for better results, both qualitative and quantitative data types should be employed to a study because using both methods give tremendous insight into a study. Agreeing with these ideas, the researcher utilized both qualitative and quantitative methods, this was achieved through interviewing the Corporate Communications office staff and questionnaires for the students. Kothari (2004) describes Quantitative and Qualitative approaches as the major research approaches to management or organizational research. Qualitative data is based on words, collection of results while and it seeks to answer the question 'why' and not the 'how' of its topic through the analysis of unstructured information while quantitative data is derived mainly from numbers.

Data Collection Procedures

Questionnaires were distributed randomly according to the potential respondents in their respective classes. Those who qualified were explained to in detail the purpose of study, informed that their participation was voluntary, that they were at liberty not to write their names or any form of identification on the research tool, and that their responses would be confidential. The questionnaires were physically administered to the respondents by the researcher and her two assistants. They were submitted to the researcher by her assistants at the end of each day and kept safe before data analysis done. The interviews were physically conducted in the respective respondent's offices.

Pretesting

The questionnaire that was used in this study was pre-tested for its efficiency. The purpose of pre-testing is to identify weakness in the data collection instruments and techniques that will be used to conduct the survey. Mugenda and Mugenda (2012), points out that, pre-testing of data collection tools helps the researcher assess the instruments efficiency. Cooper, Donald and Schindler, (2012) explained that pre-testing allows for error identification and correction. It also used to train the research team prior to the actual data collection time. This research pre-tested the questionnaires to a similar population online at the Africa Nazarene University, which is also a Private University, in at least 10% of the population as supported by Kothari (2004). It was done at the Africa Nazarene University students on at least 3 respondents in each of the 2 programs to make it 6. The parent/guardian questionnaire was also pretested on their parents. The

pre-test data was not included in the final research. There were no amendments made on the data collection instruments since the validity and reliability of the instruments was established.

Data Analysis

Data analysis according to Bless et al. (2011), involves organizing, manipulating, and interpreting the data collected. Cooper and Schindler (2012) argued that data analysis is the process aimed at reducing gathered data to practicable size, creating summaries, checking for patterns, and use statistical techniques such as tables, charts, and percentages. This research integrated qualitative and quantitative methodology in order to derive meaning from the data collected. Statistical package for social sciences SPSS version 23 was used to analyze the quantitative data and presented through percentages, means, standard deviations and frequencies in graphical and tabular manner.

For qualitative data analysis, the software NVivo 11 was used. Interviews collected were transcribed and transferred to NVivo 11. Using the software, the researcher created themes and sub-themes for each research question presented in the interview guide.

Ethical Consideration.

There are ethical beliefs that make a distinction between acceptable and unacceptable behavior when conducting a research study (Crossman, 2012). According to Freaedrich and Ferrell (2008), ethics in research give emphasis to defining right or wrong during the study period. Ethics in research guide the researcher in following the right procedure in the collection and, analysis of data and recommendation of the research findings. Conversely, unethical undertakings are pervasive and include not following

non-disclosure agreements with the respondents who offer data for the research, breaking their confidentiality, misleading people, misinterpreting the results, dodging legal liability and not seeking consent

The researcher was transparent and made it clear to the respondents that the participation is voluntary and that the respondents were welcome to decline or withdraw any time during the research period. To avoid tracing the answers to the individuals, no identification was required.

The investigator avoided plagiarism at all the levels of the research. The researcher acknowledged other authors' works and give credit to their contributions. Participation from the students was voluntary and they were kept anonymous.

The researcher sought permission from the relevant authorities which included Daystar University students and parents, Ethics Review Board (ERB) and NACOSTI before the start of data collection process.

The researcher also maintained confidentiality which involved preventing the data collected from respondents from being accessed by a third party; this ensured privacy of information collected from the respondents.

Informed Consent Form

The researcher made it clear the respondents' participation was voluntary and that the respondents had a free will to decline or opt out of the study any time during the research period. No identification was required from the respondents to avoid tracing the answers to individuals.

Summary

This chapter provided an overview of the research design, source of data, population, target population and sampling method of the study. It also discussed the instruments, data collection and data analysis methods together with ethical considerations used in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Introduction

This chapter presents data that was collected from Daystar University students, parents/guardians, and the university administration through the admission of questionnaires and interview schedules. This research aimed at understanding the impact of corporate reputation on students in universities in Kenya: A case of Daystar University Communication students. The study was designed, and a report presented indicating the significance of the finding and the objectives of the study. The findings of this study are presented in the form of tables, pie charts, bar graphs and proses accompanied by a narrative of interpretation.

Analysis and Interpretation

Response Rate

This study had a target sample size of 200 respondents out of a target population of 578 students and parents/guardians. Out of the sample size, 100 of the respondents were students and 100 were parents/guardians who responded to the questionnaires. Interviews were conducted on three respondents who were members of the Daystar University Registrar's and the Corporate Affairs departments. After administering the

questionnaires, 59 parents /guardians returned their questions representing 59% response rate, 86 of the students returned their questionnaire representing 86% response rate and three of the five interviewee respondents to the interviews.

According to Allen (2017) and Lavrakas (2008) after employing a systematic and thorough sampling techniques for research on respondents, response rate is one of the most important parameters to measure the validity and reliability of a study. This study has a response rate of 86% for the students and 59% for parents questionnaire, indicating that the responses qualify for generalization and consideration for their validity and reliability. On the low response rate by parents (59%) showed that some students were sharing the same parent/guardian, whereas some students failed to return questionnaires they took home to be filled by parents. Again, some of the students stay alone off campus and did not travel home during the time when the questionnaires were administered, hence failed to give the questionnaires to parents.

The data analysis, presentation and interpretation for this study will be presented in three parts. The first part will be that of the students questionnaire, the second part will be that of the parents and the final part will be that of the interviews carried out among a select respondents from the Daystar University administration.

Student Demographic Distribution

Table 4.1 presents the sex distribution of the respondents from the study.

Table 4.1: *Gender Distribution*

Sex	Frequency	Percent
Male	40	47.1
Female	45	52.9
Non-response	1	1.2
Total	86	100

The data from this study indicates that one respondent, representing 1.2% of the respondents did not indicate their gender. Of those who indicated their gender, 47.1% were male and 52.9% indicated they identified themselves as female. This means there were slightly more female respondents than male.

The data also indicated that 1.2% of the respondents indicated their ages as 30-39 years old, 3.5% did not indicate their age and 95.3% indicated their ages as being between 20-29 years old. This indicates that a majority of the respondents were between the youthful age of 20 to 29 years old.

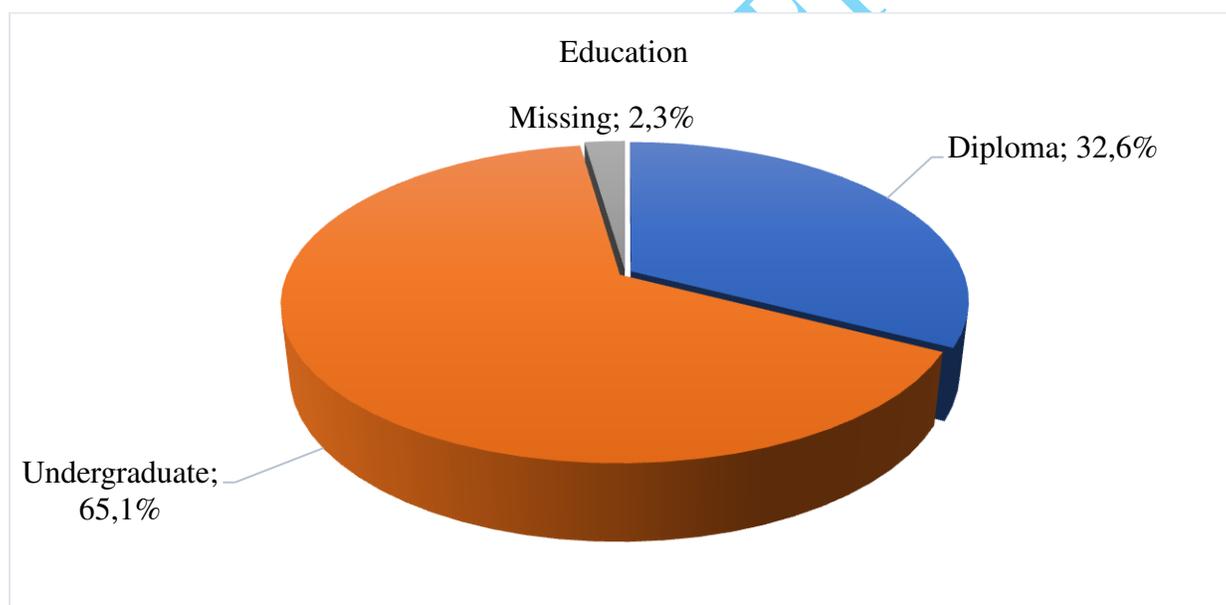


Figure 4.1: Level of Education

From this study, 2.3% of the respondents did not indicate the level of education they had registered for. Those who indicated, 32.6% indicated that they were enrolled for a diploma program while 65.1% indicated that they were enrolled for a degree program. This indicates that the study had more undergraduate student respondents than diploma students.

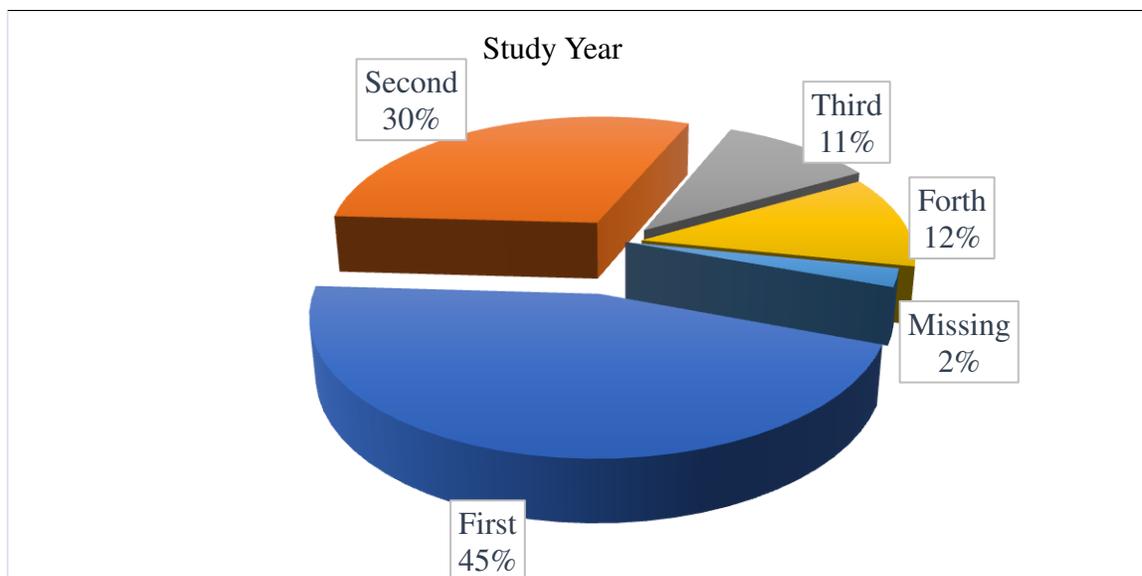


Figure 4.2: Year of Study

The respondents who did not indicate which year of study they were in were 2.3%. Out of those who indicated their year of study, 10.5% were in their third year of academic calendar study, 11.6% were in their fourth year, 30.2% were in second year and 45.3% were in their first year. This data indicates that majority of the respondents were in their first and second year of the academic calendar year of study.

Corporate Reputation on Enrolment

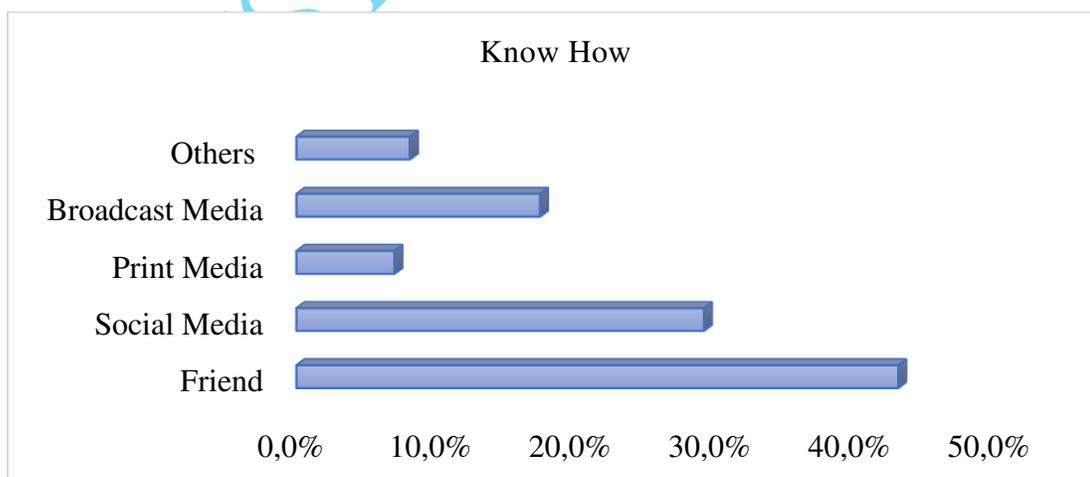


Figure 4.3: Know About the University

When respondents were asked how they got to know about the university, 7% and 8.1% indicated that they knew about the university through print media and others respectively. Those who came to know about the university through broadcast media were 17.4%, through social media 29.1% and through a friend 43%. This indicates that a majority of the respondents knew about the university from friends and social media while broadcast media came in third. Those who specified others as how they came to know about the university pointed out the corporate affairs department through their marketing activities at different institutions including high schools, family including siblings, parents and relatives, teachers, Daystar University alumni and others through the word of mouth.

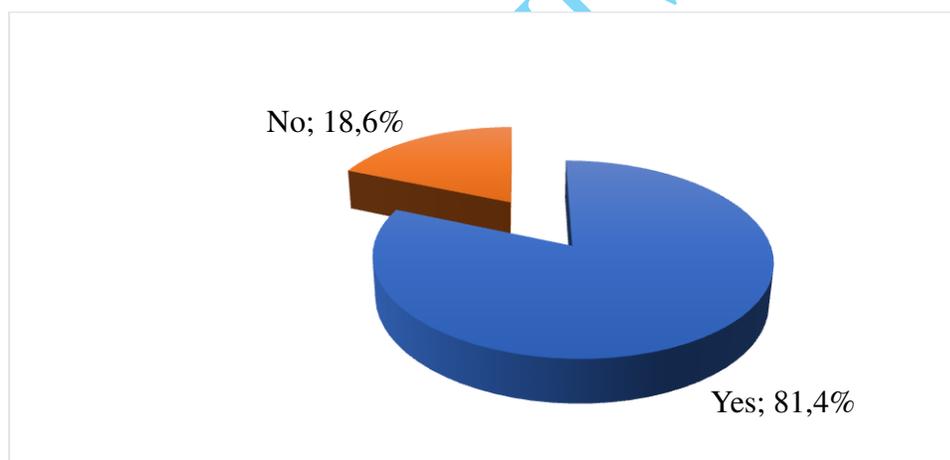


Figure 4.4: Influence on Daystar University Enrolment

When asked to indicate how the respondents came to know about the university and if this influenced their enrolment at their institution, 18.6% indicated that it did not while 81.4% indicated that it did. This demonstrates that majority of the respondents were influenced to enroll at the university based on how they came to know about it.

When asked to explain how the aforementioned influence happened, respondents indicated positive reviews with some pointing, “my father spoke greatly about the

university”, “my friend influenced me to join” and “my friend is in Daystar University, he is nice and supportive and so I decided to follow in his footsteps”. Others indicated that the corporate affairs team influenced them by asking them to join the university. The brochure and other literature material offered by the institution was also pointed out as a motivator to join the institution.

Other factors that influenced students to join the university include their attractive and captivating campaigns as one respondent pointed out that “the school looked very lively and captivating” while another pointed out that “the text was so captivating”. In addition, the courses on offer also influenced enrolment, a respondent pointed out that “they offered a course which I wanted to pursue”, another one said, “I wanted a university with a good reputation in communication courses” while another respondent claimed, “I did my own research and found that the university was good”. This indicates that the university not only offers courses that the students wanted but also, they found it attractive from multiple sources.

Additionally, respondents pointed out that the university had produced known personalities who had proceeded to carve a name for themselves thus motivating others to join it. Its Christian background was also cited as a reason some chose to enroll for the courses it offered. Students who indicated NO as their answer did not respond to this question.

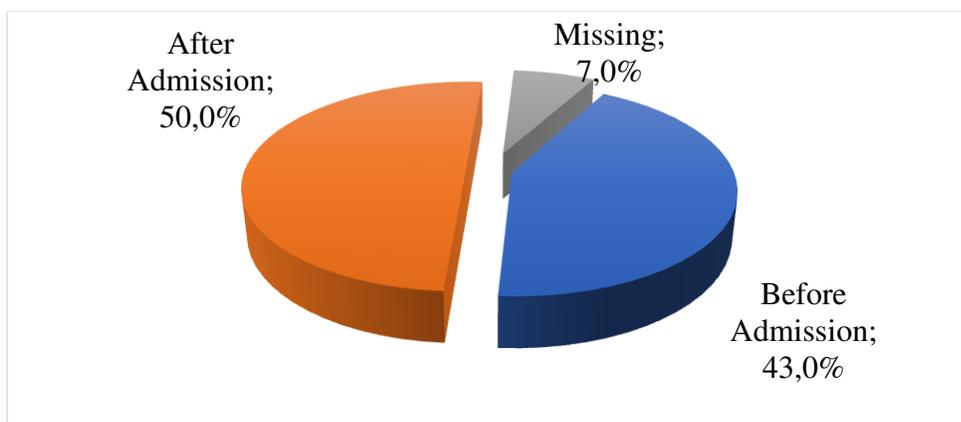


Figure 4.5: Communication of the University Brand

When asked to indicate at what point the university brand which includes vision, mission, core values, servant leadership and school discipline began communicating to the student, 7% of the respondents did not respond to this question. Out of those who did, 43% indicated that the university brand began communicating to them before admission into the institution while 50% indicated that it began communicating to them after admission. This indicates that slightly more respondents had the brand communicate to them after admission than those whom it communicated to before admission.

Table 4.2: Motivation for choosing Daystar University

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
The image and reputation of the university influenced me to enroll in the university	3.5	10.8	19.8	31.4	32.6
The size and age of the university influenced my enrollment decision	43	14	18.6	15.1	7
The location of the university influenced my enrollment decision	17.4	15.1	20.9	20.9	24.4
The courses on offer influenced my enrollment decision	9.3	5.8	14	30.2	38.4
The quality of studies influenced my enrollment decision	4.7	3.5	11.6	26.7	47.7
Tuition/fees played a large role in my choice of university	36	27.7	18.6	10.5	5.8
The quality of alumni in the job market influenced my enrollment decision	19.8	10.5	23.3	16.3	26.7
My family played a large role in my choice of university	26.7	11.6	19.8	11.6	27.9
I chose my current university because I had friends who are or were attending	62.8	10.5	8.1	7	10.5
The social status of my university means a lot to me	19.8	9.3	26.7	17.4	24.4
The number of social events/activities that take place is an important factor of my university experience	23.3	11.6	19.8	20.9	20.9
The possibility of gaining a scholarship influenced my choice of university	45.3	12.8	10.5	14	17.4
Would you recommend a prospective student to the University	2.3	4.7	16.3	30.2	46.5
Are you proud being associated with the University	1.2	4.7	9.3	19.8	65.1

The findings on Table 4.2 illustrate the rating for the criteria describing the motivation for choosing Daystar University. When asked image and reputation of the university influenced me to enrolments, 32.6% to a large extent agreed that the image and the reputation of the university had influenced their choice of university as opposed to 3.5% of the respondents who were not at all influenced. This data indicates that the image

and good reputation of the university plays an ambassadorial role in marketing the university hence its likeability. When asked if the size and age of the university influenced their enrollment decision, 43% of the student respondents were not at all influenced by the size and age of the university in comparison to 7% who were to a very large extent influenced by the size and age of the university. This data indicate that students are not after the age and size of a university but on what it offers and the reputation.

When asked if the tuition/fees played a large role in students' choice of university or if friends influenced their university choice and if the possibility of gaining a scholarship influenced their choice of the university, Majority of the respondents (including 36%, 42.8% and 45.3% respectively) reported that they were not at all influenced by the above mentioned. The data above indicates that the above-mentioned factors did not motivate student's enrolment to the university.

The findings on whether the location of the university influences student's enrollment decision or if the quality of alumni in the job market influences the student's enrollment decisions and if the family and social events/activities play an important role in influencing enrolment rates in the university, the responses showed that the above moderately influences enrolment rates.

When asked if the quality of studies, courses on offer influenced students' decision to join the university, the majority of the respondents (47.7% and 38.4% respectively) agreed that it does as opposed to (4.7% and 9.3% respectively) who were not all influenced. On whether the students would recommend a prospective student to the University and if they are proud being associated with the University, the majority of

the respondents indicated that they would recommend (46.5%) and are proud to be associated with the university (65.1%). The above findings indicated that majority of the students seem contented and satisfied with university offerings so far.

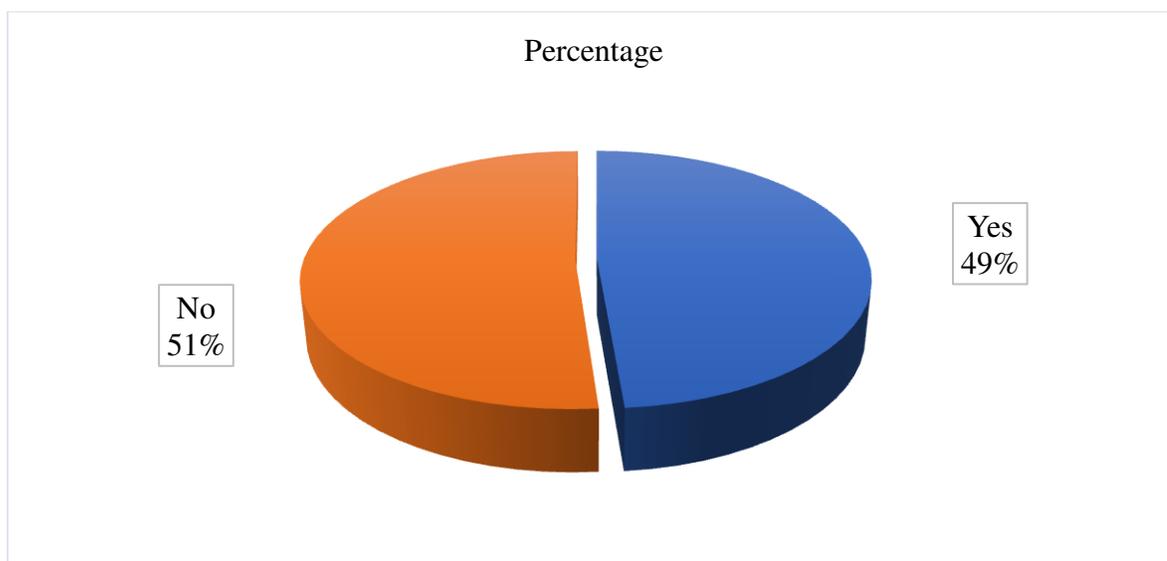


Figure 4.6: Infrastructure Influence on Decision to Join the University

When respondents were asked if the university infrastructure influenced their decision to enroll to join the institution, 48.8% indicated that it did, while 51.2% indicated that the university's infrastructure did not influence them to join the university. This indicates that joining the university on basis of its infrastructure is divided in the middle between those who joined because of it and those who did not.

When respondents were asked to mention some of the infrastructure that influenced them to join the university, the studio, auditorium, and the entire outlook of the DAC block featured prominently on the responses. Other infrastructure at the university that received mentions include the library, access to the internet, the computer laboratory, clean environment, well designed and impressive pathways, and the

university chapel. Students who indicated NO as their answer did not respond to this question.

When respondents were asked to point out what the university needs to do to attract more students based on their own assessment some respondents explained that there is a perception that Daystar University is perceived as rich parents' children university yet even parents from some of the rural areas can afford to pay for their children to join the university, therefore an outreach programs and workshops for rural areas should also feature prominently in the university's outreach campaign. This was in addition to respondents pointing out that the university needs to be more visible on different social media platforms.

The other ways pointed out included creating platforms for more extra curricula and talent activities like drama, singing and games like table tennis, pool, and darts. A respondent also pointed out the construction of a swimming pool would be with reasonable limits. Moreover, they also said that inviting alumnus to talk to them during orientation would be welcome, encourage staff members to be polite to students and enhance communication between the administration and the students.

The respondents also indicated that having hostels for Valley Road students, improving the studios, having additional courses and classes, and having subsidies for students taking online courses should be considered if the university was to attract more students. They also want the university to provide easy access links to potential employers through online platforms.

When respondents were asked to describe the state of the corporate reputation at the university, some pointed out that the university brand suffered some damage during

the 2018 student strike and the school bus running out of fuel mid journey forcing students to push it to safety. However, most respondents indicated that that the reputation was moderate to good but can be improved with consistency and proper engagement with the students.

When asked what strategy they would recommend to the university to adopt to enhance its reputation respondents indicated a multimedia approach including the use of social media platforms to engage students, creating adverts for mainstream media, and creating video awareness using students, student ambassadors and celebrities. In addition, updating the university website regularly to reflect the existing community of students was also pointed out. The respondents also wanted a students and student alumni get together organized even if it is on an annual basis. They also pointed out a reduction in administration bureaucracy, the employment of qualified and friendly staff having branches in other towns and having career counsellors that offer one on one engagements with students. Rural outreach campaigns would also benefit the university greatly was also recommended together with a preference to physical classes as opposed to online classes wherever possible.

Table 4.3: Quality of Learning as a Competitive Edge

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Is there a high employment rate of new graduates	17.4	18.6	45.3	14	2.3
Is there a high percentage of undergraduates pursuing further studies	7	5.8	36	34.9	14
Great Professional knowledge and capabilities of graduates in the job market.	7	0	29.1	38.4	18.6
Is the staff performance in teaching is great	1.2	7	17.4	46	24.4
Is the University culture is good	1.2	2.3	24.4	43	25.6
Does the University have great Community service involvement	8.1	10.5	32.6	33.7	12.8
Does the University offer great holistic education development	3.5	4.7	16.3	43	30.2

Parents/Guardians Demographic Distribution

Table 4.4: Parent/Guardians Gender Distribution

Sex	Frequency	Percent
Male	28	47.5
Female	28	47.5
Non-response	3	5.1
Total	59	100

Data from this study indicates that three parents/guardians, representing 5.1% of the total respondents who were parents/guardians of students at Daystar University did not indicate their sex. Of those who indicate the gender they identify with, there was an equal distribution of both male and female respondents at 47.5%. This indicates that there was an equal number of male and female respondents.

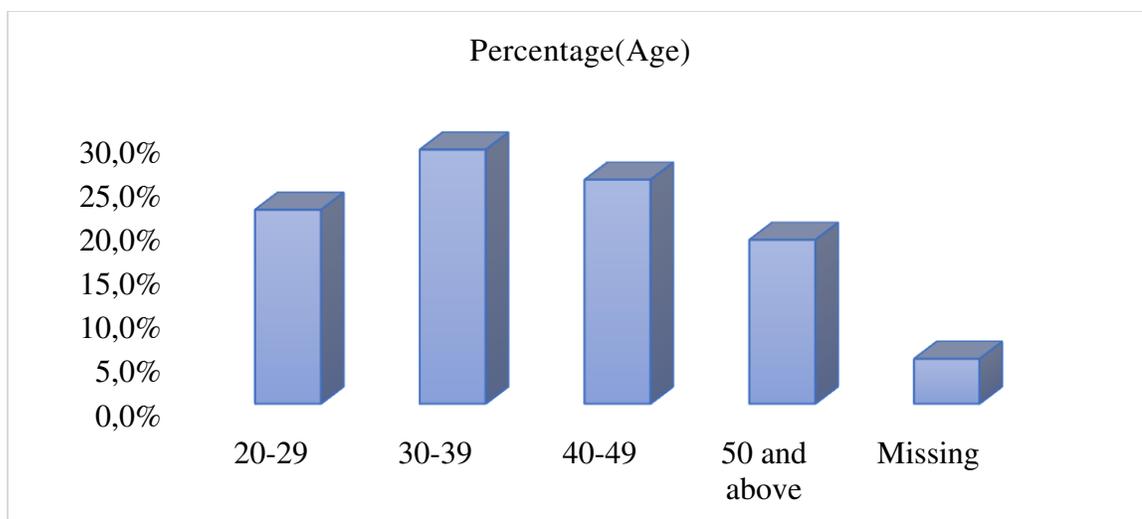


Figure 4.7: Parents/Guardians Age Distribution

When asked to indicate their ages, 5.1% of the respondents did not indicate their ages. Those who did indicate their ages, 18.6% indicated that they were above the age of 50 years old, 22% indicated that they were between 20 and 29 years old while those who indicated that they were between 40 to 49 years old and 30 to 39 years old were 25.4% and 28.8% respectively. This indicates that a majority of parents/guardians with students at Daystar University who respond to this study is between the ages of 40 to 49 years old and 30 to 39 years old.

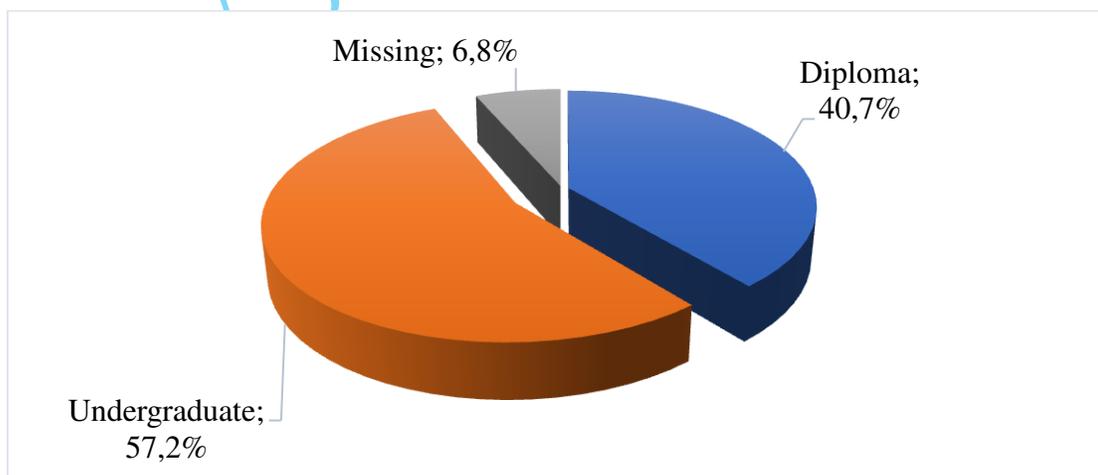


Figure 4.8: Child's Education Level

When the parents/guardians who were part of the respondents were asked to indicate the level of education their children were registered for, 6.8% of them did not indicate the level of education their children were registered for at the university. Those who did, 40.7% indicated that their child was registered for an undergraduate while 57.2% indicated that their child was registered for a diploma.

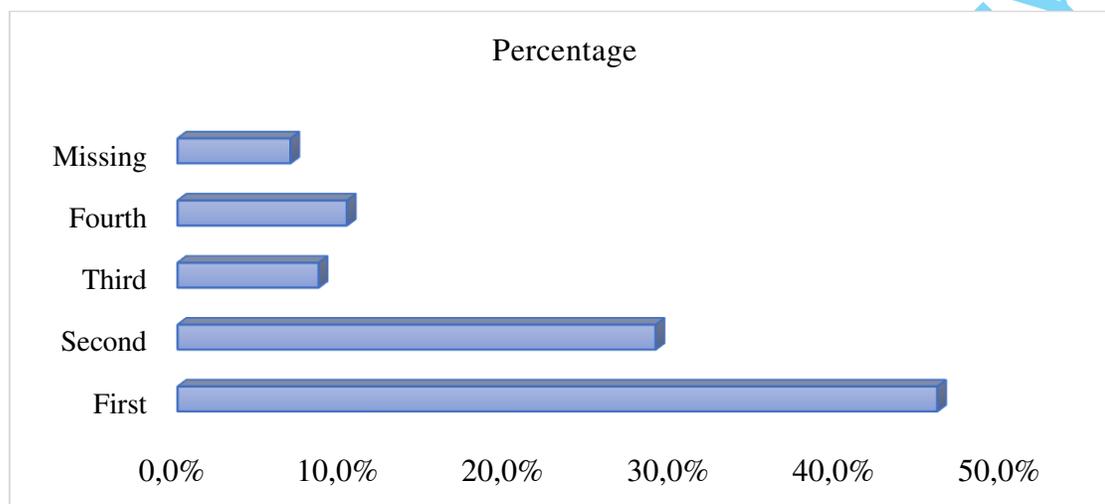


Figure 4.9: Child's Year of Study

When respondents were asked to indicate the year of study their children were at, 6.8% did not indicate the year of study. Those who did, 8.5% indicated that their child is in their third year of study, 10.2% indicated their child is in the fourth year of study, and those who indicated that their children were in their second year and first year of study were 28.8% and 45.8% respectively. This indicates that majority of the respondents have their children in the first and second year of study.

Corporate Reputation and Enrolment

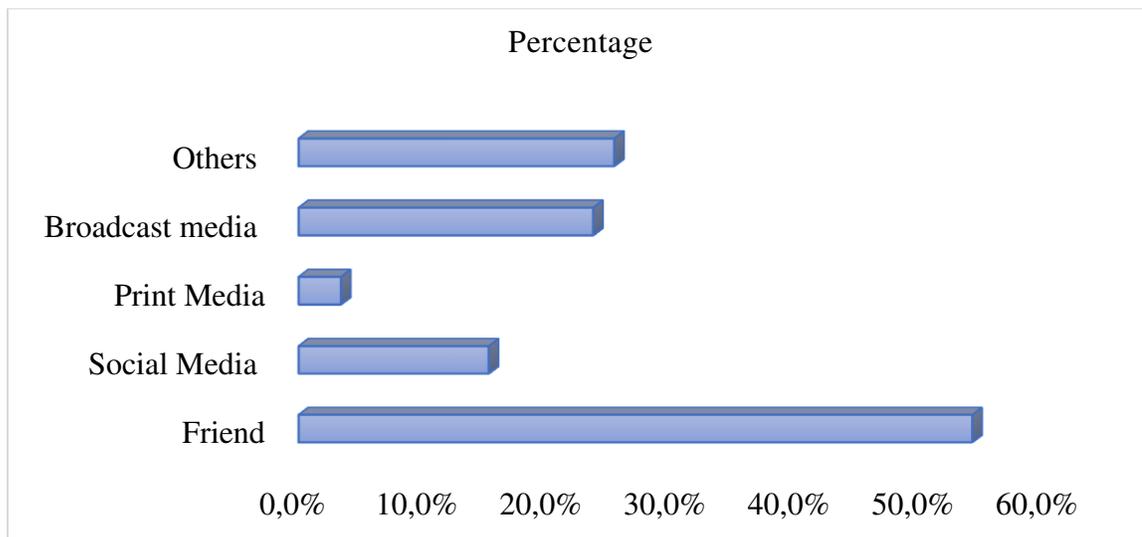


Figure 4.10: Know About the University

When asked to indicate how they came to know about the university, 3.4% of the parents indicated that they got the information from print media, 15.3% indicated social media as their source of information about the university, 23.7% indicated broadcast media as their source of information while 25.4% and 54.2% indicated others and friends as their source of information respectively. This data shows friends as the most prominent source of information about the university followed closely by others.

The parents/guardians who indicated others on the questionnaire were asked to specify. Out of those who did, some indicated they studied at Daystar University or have a sibling, friend or a relative who studied at the university. Others indicated that they have colleagues and friends who have their children or children whose education they are sponsoring at the institution. Additionally, other parents indicated they got to know about the university through the university fair.

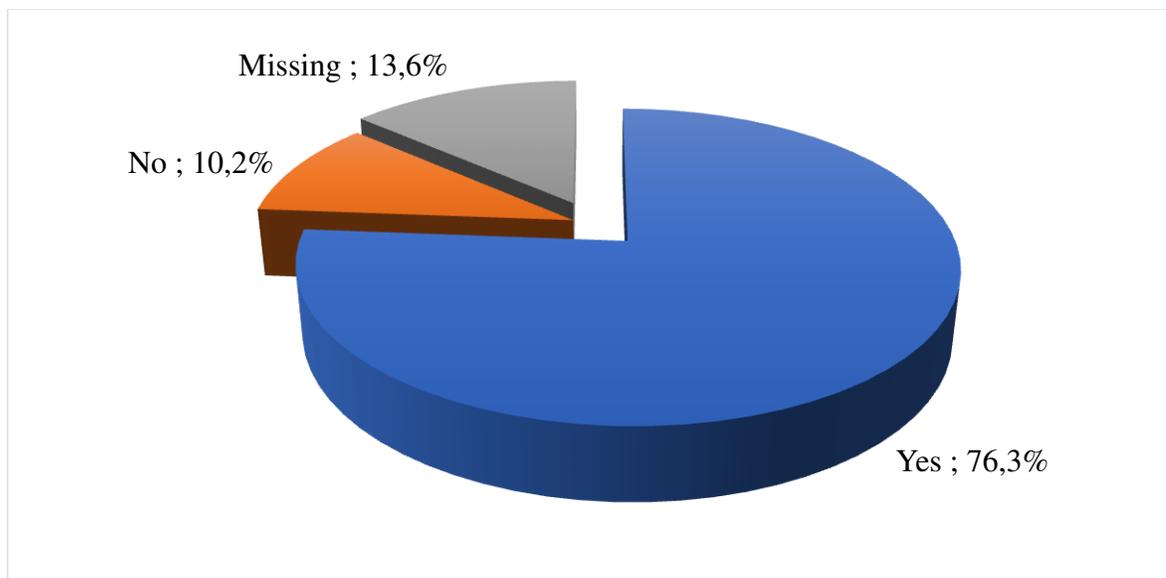


Figure 4.11: Influence of Source of Information on Enrolment

When asked to indicate if how they got to know about the university influenced their decision to enroll their child or children at Daystar University, 10.2% indicated that it did not while 13.6% chose not to respond to this question and 76.3% indicated that that their source of information about the university influenced their choice to enroll their child at the university. This indicates that majority of the respondents were influenced by their source of the information about enrolling their children to the university.

When asked if the source of information about the university influenced enrolling their children at the university, a respondent who indicated that No it did not, pointed out that they have to do their own independent research to ascertain that the information they were getting was factual. Another indicated that they already knew about the university since they had a relative who had graduated from the institution and was satisfied with its reputation, performance through experience.

Those who indicated that how they got to know about the university influenced the enrolment of their child or children to the university pointed out that the positive

feedback from their sources of information encouraged them to enroll their children to the university, some of the feedback included a respondent who said, “my friend had a child at Daystar University and that influenced me to take my child there as well.” While another one explained, “A friend told me that her daughter had graduated from Daystar University and the quality of education there was good.” While yet another said, “According to my friends, this is the best university, this encouraged me to bring my child here.”

Other factors that influenced the parents/guardians as explained in their responses were that it is ranked among the best private university in Kenya and Africa, it has produced some of the best communication students and media personalities in the country and it has high levels of professionalism and integrity. The university has also been cited as a Christian university with strong Christian moral values and background. A combination of these factors led one respondent to indicate that, “I attended the university’s fair with my son and after interacting with the university team, my son felt that the institution will help him achieve his ambitions and goals in life.”

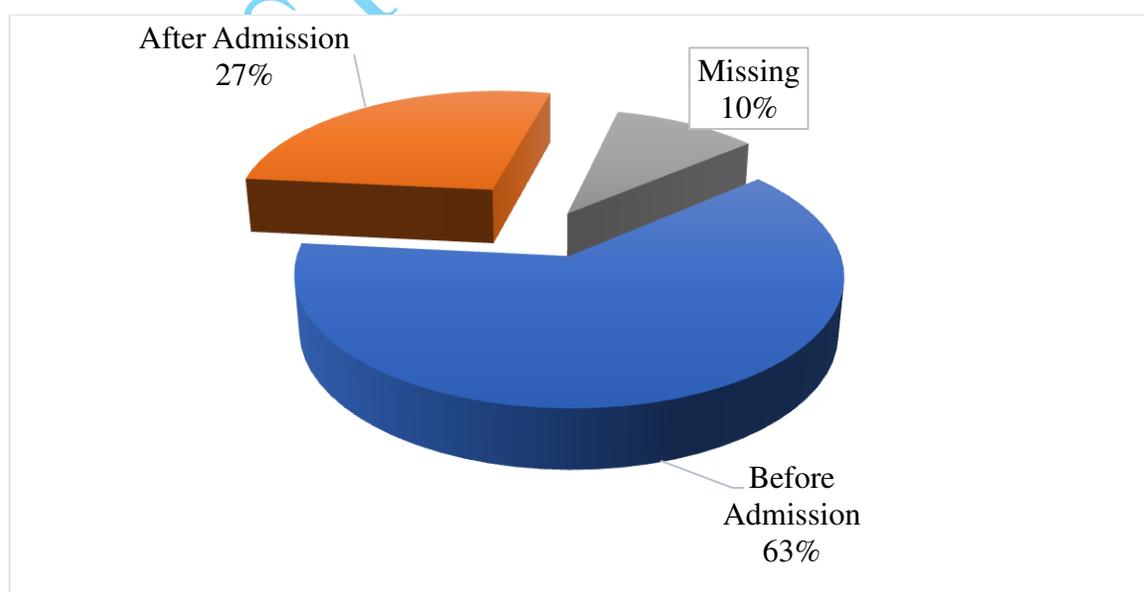


Figure 4.12: Communication of University Brand to Parents

When respondents were asked to indicate when the university brand, which includes the vision, mission, core values, servant leadership and schools' discipline, communicated to them, 10.2% of the respondents chose not to respond to this question. Out of those who responded, 27.1% indicated that it communicated to them after the admission of their children, while 67.2% indicated that this communication happened before their child or children's admission to the institution.

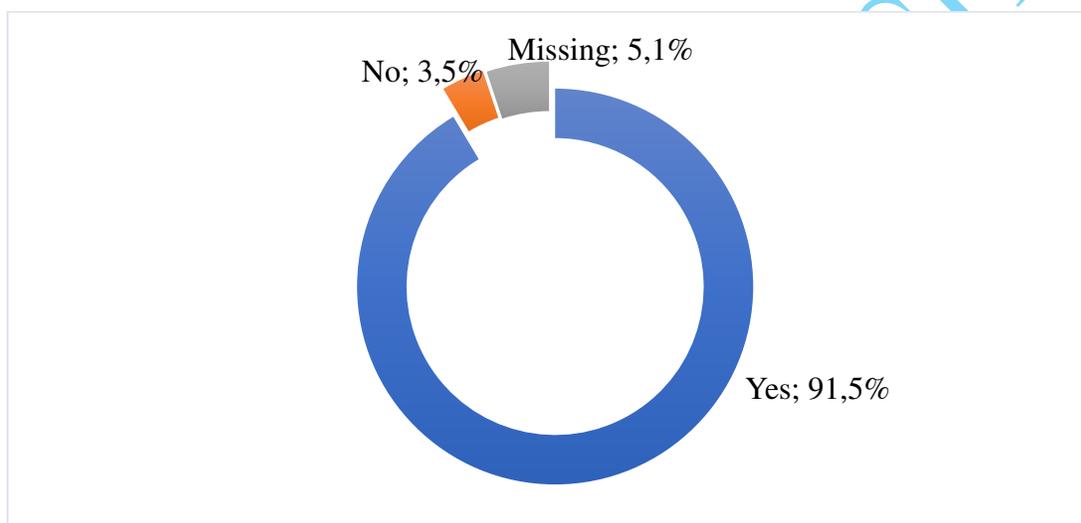


Figure 4.13: Daystar Comparison with other Private Universities

When asked if Daystar University's corporate reputation had given it a competitive advantage over other universities, 3.5% of the parents/guardians who were respondents to this study said no while 5.1% of them chose not to respond to this question and 91.5% pointed out that it had given the university a competitive position. This indicates that Daystar University has a strong corporate reputation.

When asked to explain how, in comparison to other universities, Daystar University corporate reputation in a competitive position, the respondents who indicated NO did not respond to this question. Those that indicated that YES it has pointed out

its strong Christian values background pointing out that, “The university has strong Christian values that are consistent with those of our faith,” another pointed out that “Daystar is regarded as the best when it comes to communication courses while at the same time upholding its Christian principles.” While another said, “Daystar University offers quality training based on biblical values.”

Others who answered YES pointed out that the value of education at the university is good and the institution is not lying to the public to attract students. Respondents also pointed out that other universities are also aware of Daystar University and the quality of its education and that the institution has set precedence in its course that attracts students. Respondents also noted the vigorous advertisement and marketing campaigns that attract the attention of would-be students and parents.

When respondents were asked to describe their observation about the current state of corporate reputation at the university, they explained that the university reputation was dented by the 2016 students strike although it seems to be recovering. Some said it was good while others termed it as excellent. Parents who were part of this study pointed out that the university is interactive, and this sets it apart from other universities. In addition, they also pointed out that the institution has the best orientation to studies and enrolment, and is value driven. They also noted its interactive nature that sets it apart from other universities. A respondent explained saying, “The University is very good, it has managed to keep up its good name and success in academics.”

In addition, 94.9% of the parents who were respondents to this study indicated that the university reputation had encouraged them to enroll their children to the university while 5.1% chose not to respond to this question.

When asked if the university's reputation had encouraged them to enroll their children at the university, parents who indicated NO did not respond to this question. Those who responded to this question had a number of points to make. A key point that emerged out of this was the Christian background which can be summed up by a respondent whose explanation was "being a Christian centered university, I thought it would be the best institution for my children." This is reinforced by respondents who pointed out high discipline among the students, the Christian values and holistic education as a priority for parents with children who are university students and the good teaching standards of the university.

In addition to this, respondents also pointed out that Daystar University is well known for its quality of education which has a positive impact on the employability of its graduates because its graduates are performing well in different sectors. Many employers, respondents noted, recognize the university as one of the best. It also has alumni who are impacting the society positively in different fields. This can be reflected in one of the parent's responses who stated, "You are made a star and receive world class education."

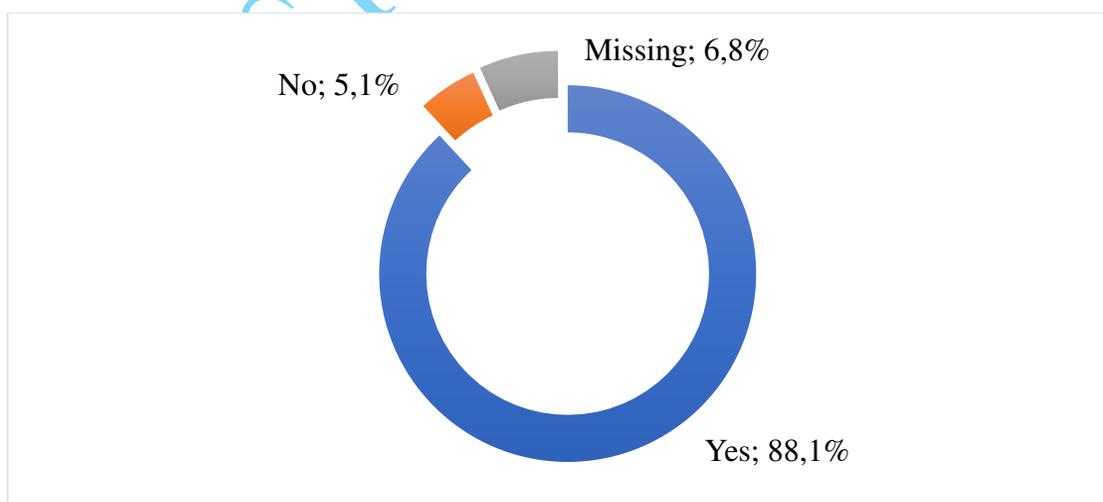


Figure 4.14: Influence of Corporate Reputation to Parents

When the parents/guardians who responded to this study were asked of corporate reputation played any role in prospective parents enrolling their children to the university, 5.1% indicated no that it does not while 6.8% abstained from responding to this question. The remaining 88.1% affirmed that corporate reputation does attract parents in admitting their student to the university.

When asked to explain if corporate reputation plays a role in attracting them as prospective parents to enroll their children, the parents who pointed out that it does not explain that university enrolment is a choice made by a student based on what they want to study and that there is more to university education than just corporate reputation. This can be reflected on a respondent who stated that, "It will depend on the quality of education my son receives and not corporate reputation."

Those who answered YES sighted different issues which included the culture of the university and strong perception of morals. Others pointed out employability and credibility of the university education while others pointed out that reputation is important because it is a form of an assurance for the parent on the institution, they enroll their child at. Respondents also noted that the corporate reputation was one of the factors to consider when deciding to enroll their children to any institution. This can be reflected on one of the respondents who explained that "Having a strong corporate reputation go ahead of an application to any institution is an advantage." It is also important to note that a respondent also noted that, "a few people say something bad about the school and the institution becomes questionable in regard to the 2016 strike which affect the reputation of the institution among different publics".

Parents who took part in this study were also asked what they would consider while choosing a university for their children based on their own assessment. The respondents indicated tuition fees, ongoing media events at the time of deciding availability of courses their children want to take consistency and the university's guiding principles as some of the important components to take into consideration. In addition, the parents also indicated that a stable university where learning was not constantly interrupted and the reputation of the university as key strengths in their decision-making process. They indicated that they wanted a university that is known and one that offers holistic education. A respondent described their own assessment by stating they would choose a university based on "its reputation in terms of how many people who have made it in life and went through the university."

When asked other than reputation, which other way universities can attract students and parents to enroll they're in the institution, the respondents had a number of suggestions. These include ensuring the university has good customer care, having scholarship base that transcends academics grades, community involvement on different disciplines reflecting the different spheres in life, having testimonials from graduates and alumni that encourage would be students and the application of Christian values in education. The respondents also indicated that the university should develop strong alumni programs and entrepreneurship skills for student. This can be reflected in a response that stated, "Emphasis should be laid on social values as part of customer value proposition".

Table 4.4: University Corporate Reputation in Context

	Not at all	To a small extend	To a moderate extend	To a large extend	To a very large extend
There is high employment rate of new graduate.	10.2%	28.8%	40.7%	11.9%	3.4%
There is a high number of undergraduates pursuing further studies.	3.4%	28.8%	28.8%	20.3%	8.5%
The university keeps tabs of its alumni in the job market	8.5%	28.8%	28.8%	15.3%	6.8%
The university offers a holistic education development	0	6.8%	30.5	39%	15.3%
The University culture is appealing	0	6.8%	28.8%	33.9%	23.7%

When asked for suggestions on strategies they would recommend to the university to use to enhance its reputation meaning; competitive strategies to position the university in the market, the respondents had several suggestions. They include more social media and mainstream media engagement, coming up with a program to reach grassroots and rural communities, joint venture for student exchange with universities abroad, have parents' testimonials as part of the university marketing strategies, offering scholarships and networking students with emerging opportunities. The respondents also pointed out some suggestion in technology including enhanced technological development, diversifying courses to include courses in ICT, Artificial Intelligence, Coding, Animation, and Climate Change Adaptation and STEM courses. This is captured in a respondent who's suggested, "Reposition Daystar University as a global education institution offering online education".

The above findings on whether Daystar University offers a holistic education development correlates with Cornelissen et al. (2007), that companies and corporate organizations build an easily recognizable brand that employees, potential investors and

potential customers can recognize and rely on in order to remain dominant in the markets and maximize profits. Consequently, it is through a university's corporate design, corporate behavior, and a university's ethics such as Christianity, hard work and excellence that a potential client and in this case a student will be attracted and want to be part of its fraternity. This is because of what a university portrays to the external public through its staff and students.

Clardy (2012) findings which explains that when a student joins a given university, they get to transfer a part of the reputation of that institution to their Curriculum Vitae. In the same way, the quality of students and staff recruited, has an influence on the reputational assets of the institution. Clardy's findings disagrees with this study where majority of respondents said that the university does not keep tabs of its alumni in the job market.

Interview Presentation and Analysis

Respondents from the interview session indicated that enrolment of students at the university has been increasing ever since the university got its chatter to operate with communication being the faculty that attracts the highest number of students. The interviewees also indicated that the university has never experienced few students report for any of its programs.

In addition to enrolment, the interviewees explained that majority of the students who enroll at the university complete their studies and graduate. However, this does not mean that the ones who registered at the same time complete their studies and graduate at the same time. However, the first interviewee reflected that, "less than 1% of the entire student population doesn't complete their studies. It might be for one reason or another.

This include them being discontinued from pursuing their course due to low grades, an ailment or other unforeseen challenges that crop up in the course of their studies.”

When asked to respond to on how enrolment rates affect the university’s management, the interviewees pointed out that the university ensures that there is enough capacity to handle the students who join the university. When asked to comment on what should happen in case of under enrolment, the second respondents contended that, “For under enrolment, it falls back to corporate affairs department where they have to ensure that they market the university more and include extra branding activities.” The respondents indicated that this was the specific role for corporate affairs since each department in the university had a well laid out mandate. The interviewee pointed this out by stating that, “our works is to receive students. On the other hand, they have to ensure that the activities they are involved in attract students.”

The above except by second respondent corroborates with Naude and Ivy (1999) assertions that changes that are experienced in the higher education sector due to less student application, have necessitated universities in identifying their own niche and to start aggressive marketing in order to increase their customer base and uphold their reputation.

The second interviewee described the branding activities in the universities by stating that the university uses banners whenever they visit any institution in order to announce their presence. The interviewee also pointed out that Daystar University has publicity campaigns on social media, advertisements on television, going to secondary

schools for career fairs. This is in addition to producing Daystar University merchandise and printing publications that help to increase the university's visibility.

When asked the average intake per semester the third interviewee indicate that the university has an average of 600 students per semester. These assertions were collaborated by the first interviewee. The third interviewee also pointed out that the factors that attract prospective students to the university include the campus facilities and resources, image, and reputation and sometimes the location of the campus they are registering to attend.

The interviewees also explained that in order to keep the university attractive and boost enrolment, there are internal and external factors which can be categorized as micro and macro factors. These include talking and reaching out to students and parents. Internally, the interviewee argued that it includes what the university does for the undergraduate and diploma students who are fresh from school. "The students always start on a happy note as we mentor them. We follow up on their GPAs and even call their parents whenever the student faces a challenge. This keeps both the parent and student happy and ensure they complete their studies."

The above interviewee excerpt agrees with Schumacher (2015) study which portends that role of marketing department is to create and sustain a university atmosphere where the efforts of the faculty and staff are more student-focused and make the students feel involved throughout their study period in the university. Consequently, the academic institutions must understand that the current students' enrolment in the university can provide a map for increasing the flow of student at any given institution.

When asked to discuss if reputation has been an important aspect of the university, the first interviewee explained that it has been important because even the students who register and then transfer to other universities has been less than 1% of the enrolled students. In addition, the interviewee pointed out that, “most of the new admissions we are getting are based on our reputation, our alumni’s good word about the university and the general outlook the university has managed to maintain.”

In addition, the second interviewee pointed out that the university takes pride in the reputation it has managed to create for itself. “From the feedback we have from our alumni and other stakeholders, I can confidently say that all Daystar University graduates and alumni are proud to be associated with the institution,” said the interviewee. These sentiments were also reflected in the assertions by the third respondent who pointed out that, “a positive reputation for the university leads to important stakeholders’ to perceiving it as a credible and reliable institution. It also plays an important role in attracting prospective students and retaining them.”

These findings from the excerpts above aligns with the contention by (Boyd, Bergh, & Ketchen, 2010) that the greatest difficulty organisations face, is how to quantify reputation and understand its exact impact on the business. Conversely, it has been shown that a good reputation gives numerous advantages to an organisation.

When asked how reputation attracts prospective students, the third interviewee said that Daystar University philosophy, belief and mission which incorporates servant leadership, and the Christian foundation gives its student and public confidence in the university. The respondent explained that “even the non-Christians believe what we stand for, our students are able to graduate as better people”. This interviewee also pointed out

that the university reputation had placed it in a competitive position with other universities, this, the interviewee pointed out, “daystar university values is pegged on servant leadership and the ability to nurture an all-rounded student. The fact the public is able to relate with so many alumni out there who are doing well also elevates the university’s position and gives us a competitive edge.” The returns from this reputation can be witnessed in the continuous increment of enrolment of student over the years.

Murray and White (2005) affirmed that there are several values that build up an organization’s reputation. These include transparency, provision of quality products and services, effective leadership, and management, strong financial performance, workplace environment and accountability. The above assertion by the interviewees partly agrees with the Murray and White findings that university values elevate them and give them a competitive edge

The first interviewee pointed out that, “ even with the corona virus pandemic facing the world the university has managed to integrate online classes quickly since it already had the platforms for online learning in existence”. This means the university did not lose any semester. The online classes have also seen student performance in coursework, assessments and examination improve, which is a great motivator to the students and the university’s reputation.

The findings above validate Allen, (2007) study which revealed that with the changing patterns of technology and economies in the global market, new age students are also concerned about the upgrading of courses and programmes provided by an educational institute to be up to date with the growing diversity of career options in the world market.

The interviewees also pointed out that to maintain and improve on its reputation, the university needs to keep reviewing and evaluating the courses it has on offer, create a better link with alumni since they also play an important role in addition to corporate branding. The interviewees indicated that corporate reputation is a responsibility of the entire management and the university staff members and not just the corporate affairs department.

Summary of Key Findings

When asked what strategies the University could adopt so as to enhance its reputation, majority of the respondents cited that the use social media platforms to engage students, to create adverts for mainstream media and to create video awareness using students, student ambassadors and celebrities could be most effective. In addition, some parents agreed that a strong alumni recognition and organization can also market the university to the world. Most of the respondents especially parents also cited that the rural outreach campaigns would also benefit the university greatly. Lastly, parents recommended that together with physical classes more online classes should be introduced for distant students.

The majority of respondents (43%) knew about Daystar University through a friend, while 29.1% through social media, 17.4%, through broadcast media, whereas 7% indicated that they knew about the university through print media, and lastly, 8.1% knew about daystar through the corporate affairs department via their marketing activities at different institutions including high schools, family including siblings, parents and relatives, teachers, Daystar University alumni and other word of mouth sources. This indicates that the Daystar university reputation was good, and many people are

comfortable to refer their friends and relatives to enrol for academic programs within the institution.

In regard to how the respondents came to know about the university influenced their enrolment at their institution, 18.6% indicated that it did not while 81.4% indicated that it did. This demonstrates that majority of the respondents were influenced to enrol at the university based on how they came to know about it.

On whether the Daystar University's corporate reputation has given it a competitive advantage over other universities, overwhelmingly 91.5% of parents pointed out that it has with 94.9% of these respondents cited this as the reason why they enrolled their children in the institution. This was cited by respondents to having been attributed because of the strong Christian values that are consistent with Christian faith and a popular belief that Daystar offers the best in communication courses. The vigorous advertisement and marketing campaigns that attract the attention would also be a reason why most students and parents' esteems Daystar so highly. This indicates that Daystar University has a strong corporate reputation.

Summary

In this chapter, the research data, its analysis, as well its interpretation, have been presented. The data has been presented in the form of charts and tables through descriptive statistics. The process of organizing and analysing the data was undertaken through SPSS, version 23. The next chapter delves into the discussion of the study findings, the study recommendations, conclusions, and finalizes with suggestions for further research.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study was guided by the following objectives: to examine communication policies put in place by the University to manage the reputation of Daystar University to have a competitive advantage; find out the current state of corporate reputation in Daystar University; and determine the role of corporate reputation on spurring students' enrolment Daystar University. This chapter provides a discussion of the study's key findings, conclusions and recommendations made by the study, and the suggestions for further research.

Discussion of Key Findings

Communication policies put in place by the University management

The first objective of this study was to examine communication policies put in place by the management of Daystar University in managing its reputation for a competitive advantage. The findings revealed Daystar University uses as a series of branding activities including the use banners in announcing their presence. The University is also involved in publicity campaigns on social media, advertisements on television, going to secondary schools for career fairs. Additionally, Daystar also produces print publications and merchandise for increasing its visibility.

Moreover, Daystar University is constantly engaging with students and parents. For example, the university does offer mentorship programs to both the undergraduate and diploma students who are fresh from school. The school also does follow ups on the students' performance and advises parents accordingly.

These findings corroborate with the Eccles (2004) who argued that in modern world universities run as corporate organizations and for this to happen effectively institutions of higher education should communicate their messages continually and consistently to make sure their values, ethos, vision, operations are understood amongst students and or prospective applicants both external and internal. As a result, universities have to apply marketing principles because they are faced with competition for the available places with other universities based on the courses on offer, fee structure, distance, reputation and discipline.

According to corporate identity theory, companies brand their products for them to be perceived by their target audience or customers (Melewar & Jenkins, 2002). In today's corporate world, this theory has been manifested in the three main elements to create a business' corporate identity. These elements include corporate design, corporate behavior, and corporate communication. The findings of this study indicated that Daystar University through the corporate affairs department ensures that there is enough capacity to handle the student's enrolment. The University also constantly involved in marketing and branding activities.

Additionally, the stakeholder theory focuses on the relationship between a firm and other people in its internal and external environment. It moves further to examine how these links influence how a firm conducts its operations (Friedman, 2006). The theory is also applicable in the communication practice in that it provides a theoretical foundation for public relations experts to expand their understanding of how individuals, groups and external organizations impact their organizations. The findings in this study revealed that 7% of the students' respondents knew about the university through print

media while 17.4% through broadcast media, 29.1% through social media and 43% through a friend. This indicates that a majority of the respondents knew about the university from friends and social media.

The current state of corporate reputation in Daystar University

In this second objective, this study sought to find out the current state of corporate reputation in Daystar University. The findings relating to this objective supported previous findings by Fombrun and van Riel (2004) that the current state of corporate reputation in good reputation in the eyes of employees reinforces employee identification with the mission, vision, values, beliefs, and objectives of the company and this helps to foster employee loyalty, motivation, and engagement.

Despite the Covid-19 disruption on education Daystar University admissions were not adversely affected due to its reputation. For example, less than 1% of the enrolled students transferred to other learning institutions. In fact, according to the interviewees most of the new admissions were based on the Daystar long-standing reputation, alumni good word about the university and the general outlook of the university. The University's philosophy, belief and mission that incorporates servant leadership and the Christian foundation has also given it an edge for student and public confidence.

These findings buttressed exploratory study by Sontaite-petkeviciene (2015) that the attribute of corporate reputation in Higher Education Institutions context comprised of behavior, studies, emotional appeal, citizenship and social responsibility, leadership, performance, workplace, competition, career, and innovation. Based on the above notion, the management of Higher Education Institutions needs to consider the attributes mentioned when managing their reputation.

Corporate Reputation and Students' Enrolment

The third objective of this study was to determine the role of corporate reputation on spurring students' enrolment at Daystar University. The findings agree with Simazine and Jucevicius (2010) study that the choice of an institution of higher learning can be influenced by the characteristics of the institution such as reputation and quality, cost, availability of field of study, and proximity to home as well as the individual's characteristics such as socio-economic background and gender.

This study's finding that most of the students' respondents (81.4%) were influenced to enrolment at Daystar based on how they came to know about it as shown in (Figure 4.5). This corresponds with their parents' responses 76.3% indicated that their source of information about the university influenced their choice to enroll their child at the university. Lee's (2011) study on factors influencing students' choice of the college in India found out that during the college selection process, the students were mostly influenced by their Interest in a Particular Major or Degree Program; Location; Cost; Institutional Prestige or Reputation, and Job Placement. These outcomes affirmed by Lee partly relates with this study findings. From student responses, Daystar University partly offers holistic education development (Table 4.2). Some of the students cited that high cost of fee and additional courses on top of the core courses were some of the reasons diminishing Daystar reputation. This means that University should consider reducing course load and fee to accommodate more students. From Table 4.5, the majority of the respondents also indicated that the university does not always keep tabs of its alumni in the job market.

Corporate Identity theory also incorporates corporate behavior, and it portrays itself to the target audience through its values and ethos; to meet the target audiences or customers (Cornelissen et.al 2007). Hence it is through a university's ethics such as Christianity, hard work and excellence that a potential client is attracted to be part of its fraternity. Daystar University prides itself in being an international Christian institution of higher learning that transforms the church and society.

Conclusion

The aim of this study was to examine the impact of corporate reputation on student enrolment at Daystar University among Communication Students. The result of the study shows that corporate reputation has enhanced student enrolment at the Daystar University. This shows that Daystar long standing reputation is influenced by its quick adaptability to the new norms like integrated online classes, corporate branding, corporate social responsibility, bringing onboard alumni organizations in the university's operations and constant advertising via televisions, radios and through high school visits.

Recommendations

Recommendations for Practice

Based on the findings obtained, the study makes various recommendations. To begin with, corporate reputation was found to have a strong effect on students' enrolment. The study thus recommends that universities should uphold to values and activities that can promote their reputation. The universities also need to encourage employees and alumni to have a sense of ownership and identity in order to play an ambassadorial role to the university; to improve students' enrolment. Universities should

also strive to maintain and improve on their reputation by constantly reviewing and evaluating the courses being offered to create better links with their clients.

The universities should strive to maintain and improve on their reputation by constantly reviewing and evaluating the courses being offered to create better links with their clients. This can be affected when alumni are also brought on to help in marketing their universities outside to the world. In addition to corporate branding. The corporate reputation is a responsibility of the entire management and university staff members and not just the corporate affairs department, thus every staff should be ambassador of their universities wherever they are.

Recommendations for Policy

The study recommends that the university needs to incorporate outreach programs and workshops for rural areas so that these areas can be incorporated in the campaign. This is because parents in some of the rural areas can afford to pay for their children to join the university. The study also recommends that universities need to be more visible on different social media platforms by incorporating a multimedia approach including the use of social media platforms to engage students, creating adverts for mainstream media, and creating video awareness using students, student ambassadors and celebrities. Additionally, the university needs to create platforms for more extra curricula and talent activities like drama, singing and games like table tennis, pool, and darts. Again, the universities also need to have additional courses and classes and have subsidies for students taking online courses so as to attract more students. Lastly, there is

Recommendations for Further Research

This study only examined the impact of corporate reputation on student enrolment at Daystar University among Communication Students. A further and in-depth comparative study on corporate reputation can be conducted across the country on both public and private universities. This would function as a means of developing suitable practical and creative methods for corporate reputation on student enrolment in education institutions applicable within the Kenyan context.

The research focussed on the impact of corporate reputation on the communication students of Daystar University, however it would be relevant to examine the impact of corporate reputation within various schools and departments of Daystar University.

DAYSTAR UNIVERSITY

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DAYSTAR UNIVERSITY

APPENDICES

Appendix A: Student Questionnaire

Dear Respondent,

My name is Selina Sumba, a postgraduate communication student at Daystar University. I am undertaking research on the impact of corporate reputation on student enrolment in Universities in Kenya: A case of Daystar University Communication Students. I am kindly requesting you to fill this questionnaire. The information provided will be handled confidentially and will be used strictly for academic purpose. Please do not write your name.

I (the respondent) do willingly participate in this study, the information I have given is voluntary and truthful. ----- (signature).

SECTION

Background Information

1. Gender

Male () Female ()

2. Age: 20-29 years () 30-39 years () 40-49 years () 50 years and above ()

3. What is your level of education?

Undergraduate Degree () Diploma ()

4. Which year of study are you in

1st year () 2nd year () 3rd year ()

4th year ()

SECTION B

5. How did you know about the University?

Through a friend () Through Social Media () Through Print media ()

Through Broadcast Media () Other (Specify)

6. Did your answer to the question (5) above influence you to enroll at the University?

Yes () No ()

Please Explain:

7. At what point did the University Brand (Vision, mission, core values, servant leadership, and school discipline) communicate to you?

Before admission ()

After Admission ()

8. For each of the statements, use the criteria listed to best describes what led you in choosing the university (Tick appropriately)

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
a). The reputation of the university influenced me to enroll in the university					
b). The size and age of the university influenced my enrollment decision					
c). The location of the university influenced my enrollment decision					
d). The courses on offer influenced my enrollment decision					
e). The quality of studies influenced my enrollment decision					
f). Tuition/fees played a large role in my choice of university					
g). The quality of alumni in the job market influenced my enrollment decision					
h) My family played a large role in my choice of university					
i) I chose my current university because I had friends who are or were attending					
j) The social status of my university means a lot to me					

The number of social events/activities that take place is an important factor of my university experience					
The possibility of gaining a scholarship influenced my choice of university					
Would you recommend a prospective student to the University					
Are you proud being associated with the University					

9a). Did the Infrastructure of the University influence your decision to choose the university?

Yes ()

No ()

9b) If the answer to question 9 is Yes, kindly mention some of these infrastructure

.....

.....

10. Based on your own assessment, what do you think the University needs to do to attract more students?

.....

.....

11. Based on your own assessment what do you think is the current state of Corporate Reputation in the University?

.....

.....

12) What strategies would you recommend the university to use to enhance its reputation (competitive strategies to position themselves in the market)?

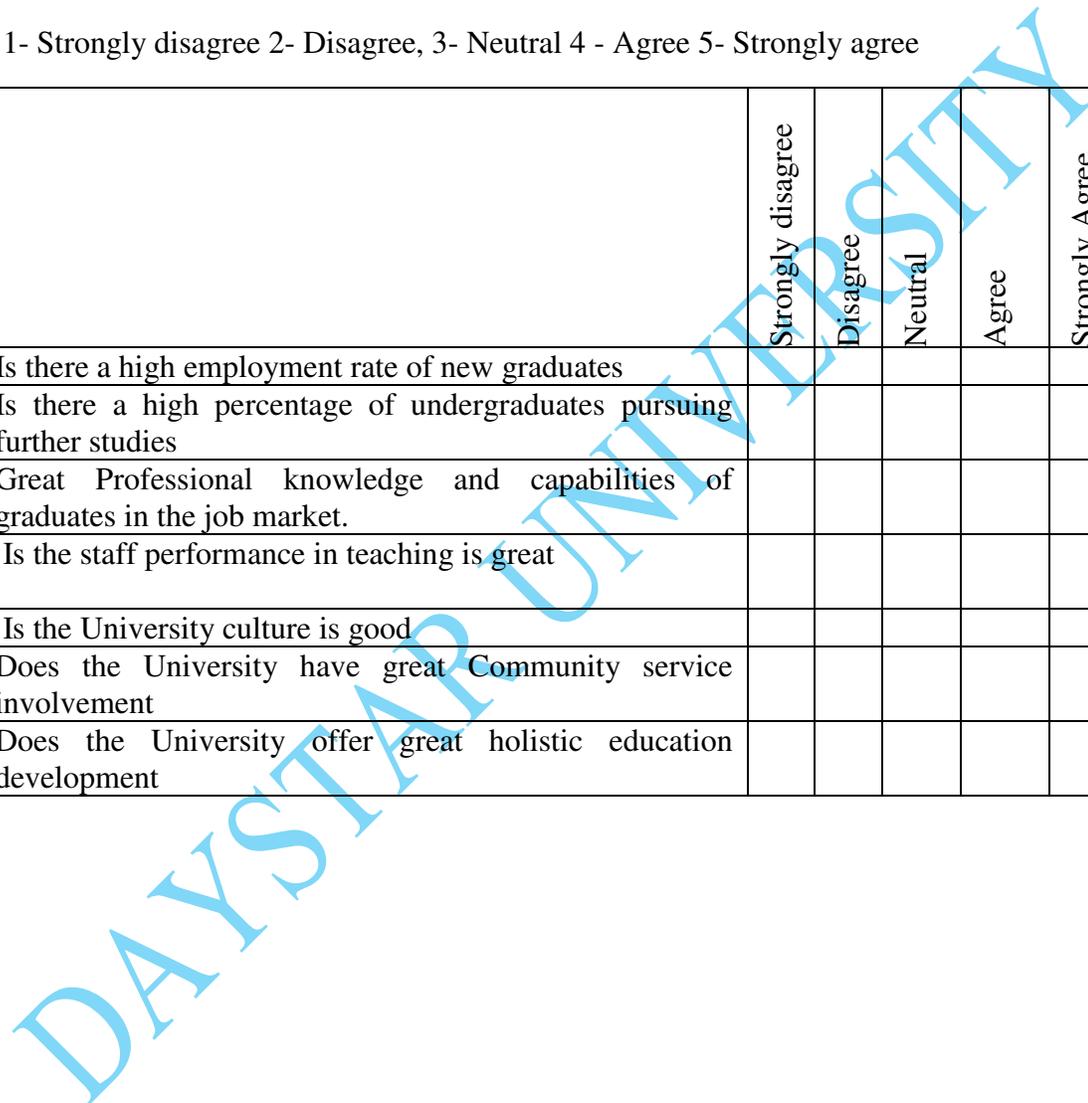
.....

.....

13). Please tick [√] or circle (O) the most appropriate option statements about the quality of your learning experiences at the university in striving for a competitive edge using the scale provided:

1- Strongly disagree 2- Disagree, 3- Neutral 4 - Agree 5- Strongly agree

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Is there a high employment rate of new graduates					
Is there a high percentage of undergraduates pursuing further studies					
Great Professional knowledge and capabilities of graduates in the job market.					
Is the staff performance in teaching is great					
Is the University culture is good					
Does the University have great Community service involvement					
Does the University offer great holistic education development					



Appendix B: Parents Questionnaire

Dear Respondent,

My name is Selina Sumba, a postgraduate communication student at Daystar University. I am undertaking research on the impact of corporate reputation on students' enrolment in Universities in Kenya: A case of Daystar University Communication students. I am kindly requesting you to fill this questionnaire. The information provided will be handled confidentially and will be used strictly for academic purpose. Please do not write your name.

I (the respondent) do willingly participate in this study, the information I have given is voluntary and truthful. ----- (signature)

SECTION A

Background Information

1. Gender

Male () Female ()

2. Age: 20-29 years () 30-39 years () 40-49 years () 50 years and above ()

3. What level of education is your child?

Undergraduate Degree () Diploma ()

4. Which year of study is your child?

1st year () 2nd year () 3rd year () 4th year ()

SECTION B

5. How did you know about the University?

Through a friend () Through Social Media () Through Print media ()

Through Broadcast Media () Other (Specify)

6. Did your answer to the question (5) above influence you to enroll the child at the University?

Yes () No ()

Please Explain:

7. At what point did the University Brand (Vision, mission, core values, servant leadership, and school discipline) communicate to you?

Before admission ()

After Admission ()

8. In comparison with other private universities, has the corporate reputation placed the University in a competitive position?

Yes () No ()

Please Explain:

9. In your experience as a parent what would you say is the current state of corporate reputation of Daystar University?

Please Explain:

10. Has the University's reputation encouraged enrolling your child in the institution?

Yes () No ()

Please Explain:

11. Does corporate reputation play a role in attracting you as a parent in admitting prospective students to the university?

Yes () No ()

Please Explain:

12. Based on your own assessment what factors do parents consider while choosing a university?

.....
.....

13. Rather than reputation which other ways can universities use to attract customers?

.....
.....

14. Is there a high employment rate of new graduates?

Not at all () .To a small extent () . To a moderate extent () . To a large extent () . To a very large extent ()

15. Based on your own assessment is there a high percentage of undergraduates pursuing further studies?

Not at all () .To a small extent () . To a moderate extent () . To a large extent () . To a very large extent ()

16. Does the university often keep tabs with its Alumni in the various job markets?

Not at all () .To a small extent () . To a moderate extent () . To a large extent () . To a very large extent ()

17. Does the university offer great holistic education development?

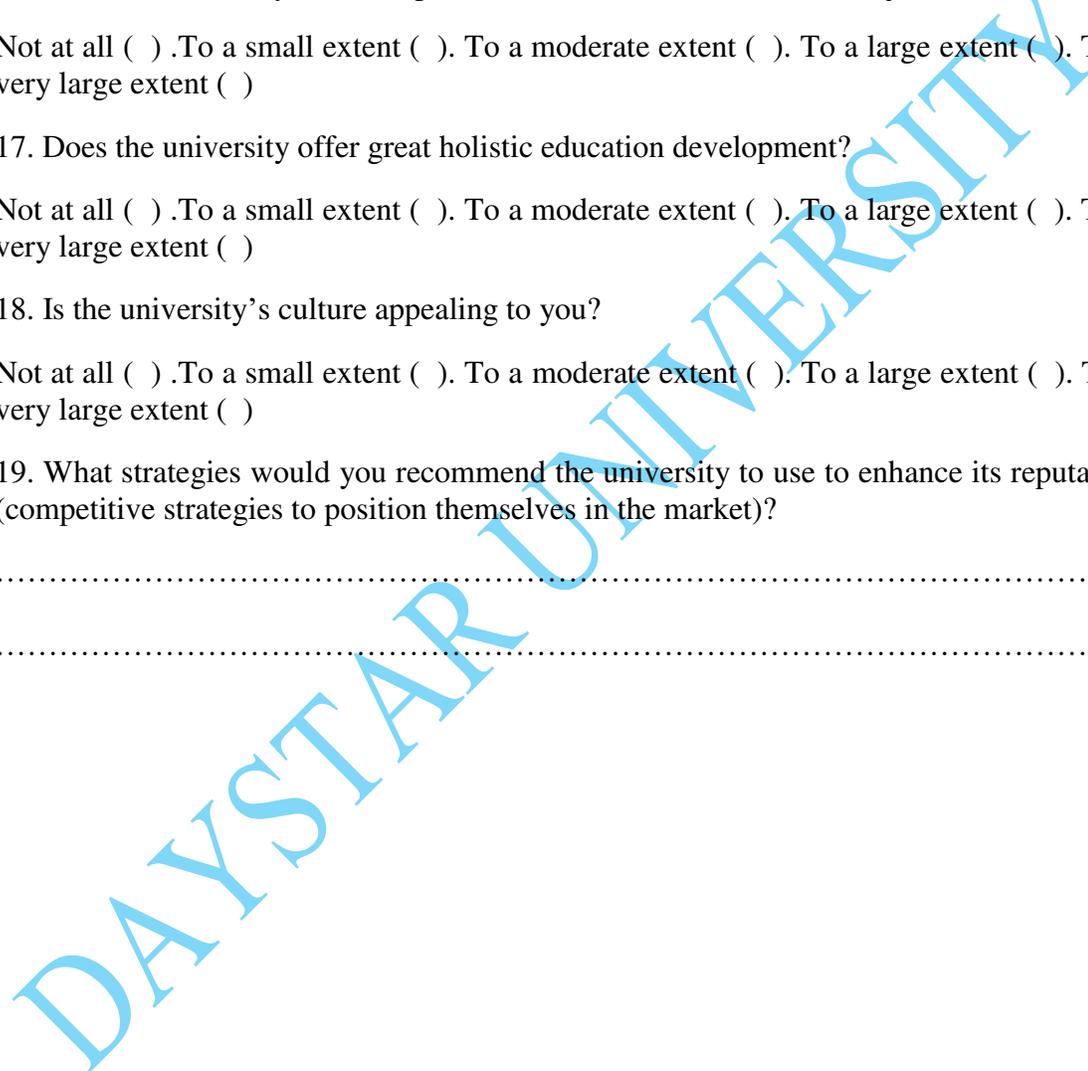
Not at all () .To a small extent () . To a moderate extent () . To a large extent () . To a very large extent ()

18. Is the university's culture appealing to you?

Not at all () .To a small extent () . To a moderate extent () . To a large extent () . To a very large extent ()

19. What strategies would you recommend the university to use to enhance its reputation (competitive strategies to position themselves in the market)?

.....
.....



Appendix C: Interview Schedule One

Interview Schedule for Communication School: The Head of Department & Dean School of communication

To find out the current state of corporate reputation in the University

1) In your experience in Universities or higher education what would you say is the current state of corporate reputation of a University?

.....

.....

2) What strategies would you recommend the university to use to enhance its reputation (competitive strategies to position themselves in the market)?

.....

.....

3. Is the university aiming for local, national, or international reputation?

Yes ()

No ()

4. For each of the statements, use the criteria listed to best describes the current state of corporate reputation in the University

(Tick appropriately)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Reputation has helped the institution with visibility.					
Reputation has helped to market the University					
Having a recognizable reputation for the University translates in all areas of education (website, lectures, and alumni, dressing).					

Reputation is part of the strategic plan in increasing student reputation at the University					
---	--	--	--	--	--

To examine the communication policies that are put in place by the management to manage reputation of the University to have a competitive advantage

1. Please tick [√] or circle (O) the most appropriate option statements about the quality learning experiences at the university in striving for a competitive edge using the scale provided:

1- Strongly disagree 2- Disagree, 3- Neutral 4 - Agree 5- Strongly agree

	Stro ngly	Disa gree	Neut ral	Agr ee	Stro ngly
There is a high employment rate of new graduates					
There is a high percentage of undergraduates pursuing further studies					
There is great Professional knowledge and capabilities of graduates in the job market.					
The University often keeps tabs with its Alumni in the various job markets					
The staff performance in teaching is great					
The University culture is good					
The University has great Community service involvement					
The University offers great holistic education development					

Appendix D: Interview Schedule Two

Interview Schedule for Administration

1. How has the student numbers varied since the University started?

(a) Has been increasing ()

(b) Has been constant ()

(c) Has been decreasing ()

(d) Don't know ()

(2a) In which program do you admit most students?

.....

(b) In line with (4a) how many students do you admit every year in that program?

.....

(c) Why are many students enrolled in the program you mentioned under 4a?

.....

3. Have you ever advertised a program and very few students report?

Yes ()

No ()

Do not know ()

4) In your opinion, how do you think the enrollment rates are affecting management? (Use the following table to provide your answer in relation to the current University enrollments)

a). Over enrollment

.....

b). Under enrollment.....

5. What advice would you offer to keep enrollment adequate?

.....

6. What do you consider during enrollment of students?

.....

7a) Do the students who enroll in the University complete their students

(i) Yes ()

(ii) No ()

7 b) Kindly give your comment on the above answer

.....

8. In your view do you think trademark attributed on the campus/site reflects the Reputation of the University?

.....
.....

9. Do you think all members of the University take pride in the University's reputation?

.....
.....

10. Do you think reputation has been an important aspect of the University?

.....
.....

11. From your own assessment has the University Reputation helped the institution with student recruitment?

.....
.....

12. Do you think the University's reputation has had a negative impact on retention of students?

.....
.....

13. Is the University's tagline synonymous with the University?

.....
.....

Appendix E: Interview Schedule Three

Interview Guide for Corporate Affairs/Marketing officer/Public Relations Officer

1. How many intakes do you have in a year?
2. What is the general university intake per semester?
3. Being the University's Corporate Affairs manager, how do you gauge the corporate reputation of the university?
4. What kind of branding activities has the University been involved in?
5. In comparison with other private universities, has the corporate reputation placed the University in a competitive position?
6. Has the University reputation brought about increase of students in your institution?
7. What is the role of corporate reputation in the university sector?
8. Does corporate reputation play a role in attracting prospective students to the university?
9. Based on your own assessment what factors do prospective students consider while choosing a university?
10. What kind of returns do universities get through having a good reputation?
11. Rather than reputation which other ways can universities use to attract customers?

Thank you!

Appendix F: Letter of Introduction

May 12, 2021

To Whom It May Concern:

Dear Sir/Madam,

SELINA SUMBA (STUDENT NO: 15-1220)

I am writing to confirm that the above mentioned is a Daystar student pursuing her Master's degree in Communication. Presently she is working on her thesis entitled *'The Impact of Corporate Reputation on Student Enrolment in Universities in Kenya: A Case of Daystar University Communication Students.'*

Any assistance given to her will be highly appreciated. Should you require further information, please do not hesitate to contact the undersigned.

Yours Sincerely,

 (For)

Dr. Kinya Mwithia
HOD, Strategic & Organizational Communication
jkinya@daystar.ac.ke



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Website: www.daystar.ac.ke

"...until the day dawn and the daystar
arise in your hearts"
2 Peter 1.19 KJV

Appendix G: Ethical Clearance

VERDICT: APPROVAL WITH COMMENTS

Daystar University Ethics Review Board

Our Ref: **DU-ERB/1/04/2021/000508**Date: 1st April 2021

To: Selina Sumba

Dear Selina,

**RE: THE IMPACT OF CORPORATE REPUTATION ON STUDENT ENROLMENT
IN UNIVERSITIES IN KENYA: A CASE OF DAYSTAR UNIVERSITY COMMUNICATION STUDENTS**

Reference is made to your ERB application reference no. 150221-02 dated 15th February 2021 in which you requested for ethical approval of your proposal by Daystar University Ethics Review Board.

We are pleased to inform you that ethical review has been done and the **verdict is to revise to the satisfaction of your Supervisors before proceeding to the next stage**. As guidance, ensure that the attached comments are addressed. Please be advised that it is an offence to proceed to collect data without addressing the concerns of Ethics Review board. Your application approval number is **DU-ERB-000508**. The approval period for the research is between **1st April 2021 to 31st March 2022** after which the ethical approval lapses. Should you wish to continue with the research after the lapse you will be required to apply for an extension from DU-ERB at half the review charges.

This approval is subject to compliance with the following requirements.

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Daystar University Ethics Review Board.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Daystar University Ethics Review Board within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Daystar University Ethics Review Board within 72 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of a signed one page executive summary report and a closure report within 90 days upon completion of the study to Daystar University Ethics Review Board via email [duerb@daystar.ac.ke].

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and other clearances needed.

Yours sincerely,



Sr. Prof. A. L. Lando PhD
Chair, Daystar University Ethics Review Board

Encl. Review Report



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Appendix H: Research Permit



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **810163**
Date of Issue: **20/May/2021**

RESEARCH LICENSE



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This is to Certify that Miss.. Selina Sumba of Daystar University, has been licensed to conduct research in Nairobi on the topic: The Impact of Corporate Reputation on Student Enrolment in Universities in Kenya: A Case of Daystar University Communication Students for the period ending : 20/May/2022.

License No: **NACOSTI/P/21/10647**

810163
 Applicant Identification Number


 Director General
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Appendix I: Plagiarism Report

Selina Sumba Thesis - 03rd Nov. 2021

ORIGINALITY REPORT

17 %	13 %	4 %	10 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Daystar University Student Paper	3 %
2	www.theknowledgepartnership.com Internet Source	1 %
3	link.springer.com Internet Source	1 %
4	ir-library.mmarau.ac.ke:8080 Internet Source	1 %
5	Submitted to University of Nairobi Student Paper	1 %
6	ruijass.com Internet Source	1 %
7	www.emerald.com Internet Source	<1 %
8	www.griffith.ie Internet Source	<1 %
9	ir.mu.ac.ke:8080 Internet Source	<1 %