Brand Promotion for Educational Leadership Program in Canadian Universities: Its Impact on Students’ Choice in Ontario’s Graduate School.

by

Annastasia Onyinyechukwuka Oraegbunem

A thesis submitted in conformity with the requirement for the degree of Master of Education in Educational Leadership and Policy

Graduate Department of Leadership in Higher and Adult Education,

Ontario Institute for Studies in Education | University of Toronto

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Abstract

**Objective:** This study investigated the brand promotion for educational leadership program in Canadian universities: its impact on students’ choice in Ontario’s graduate school, with the purpose to explore and compare brand promotion strategies that PSEIs apply to entice prospective students to their school of choice. Theoretical framework and related literature were reviewed as a preliminary response to the research questions. **Method:** A qualitative research, the participants were purposefully sampled, based on the five avowed Ontario universities that offer the mentioned program. Instruments for data collection and analysis were: interviews of five public relations officers, transcribed by Voice base software and questionnaire for twenty students constructed and analysed with survey monkey software. **Results:** The participants’ responses presented different educational brand promotional strategies and reasons for students’ school of choice. **Conclusion:** The data suggests that brand promotion strategies lure students to their school of choice and sustain the institution’s legitimacy.
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CHAPTER ONE

AIM OF STUDY

Introduction:

In today's post-secondary educational institutions (PSEIs) around the globe, there is significant evidence that brand promotion plays a crucial role in students’ school of choice. This has transformed the school system from what it used to be in the late 20th century (Schofer & Meyer, 2005). There is a continuous expansion in PSEIs due to brand promotional strategy which has encouraged globalisation, demographic shifts, labour market pressures and political rivalry from more economically developed countries (MEDC) (Clayton, Cavanagh, & Hettche, 2012; Constantinides & Zinck Stagno, 2011; Schofer & Meyer, 2005). Also, there is a general opinion that significant contributions from governments and sponsorships from affluent members of the society have a great impact on social stratification and competition amongst PSEIs, irrespective of branding initiatives. Society (family and community) along with labour market challenges have meant that schools are becoming business minded in the act of luring prospective students into their institutions (Slaughter & Rhodes, 2004; Lubiensk, 2009).

Notwithstanding the impacts on PSEIs by the factors already highlighted, there still exist various ways of measuring individual school learning outcomes, for example through institutionalized pedagogic frameworks and improved educational marketing strategies, which enable each institution to remain competitive (Hemsley-Brown & Oplatka, 2006; Margison, 2006; Kirp, 2009). Hence, universities with the best marketing teams deploy an ongoing brand promotion strategy to sustain their academic legitimacy and niche. These approaches, especially through multimedia, have been the crux of studies by various authors (e.g. Longden, Belanger, & Suchita, 2014; Morphew & Hartley 2008; Yearwood & Hite 2001).

The current study focuses on Canada, the second largest country in the world in terms of area, and eleventh in terms of economy, making it one of the wealthiest and an important nation for this kind of study. Canada has three territories (Northwest Territories, Yukon and Nunavut) and ten provinces (Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec and Saskatchewan). There are 98 universities with 86 graduate schools in the ten provinces, and 30 schools of graduate studies in Ontario alone.
Ontario has a population of about 35 million, of which 50% is comprised of international students and migrants, while about 20% of adults have completed tertiary education (Adamuti-Trache & Sweet, 2010; Picot, 2012). Canada is ranked as one of the top ten countries in terms of its school system, highlighting education improvement and high quality of life (Lepi, 2014). Ontario province has four kinds of PSEIs, including public universities, public colleges, private faith-based universities, and career colleges (Auld, 2005; Huisman & Pringle, 2011; Jones & Shanahan, 2007; Jonker, Weingarten, Hicks, & Liu, 2013; Leone & Hudak, 2013; Skolnik, 2004; Skolnik, 2009). In addition, it’s acknowledged by scholars like Davies & Hammack (2005) and Davies & Zarifa (2011) that Ontario PSEIs rank higher than other PSEIs in the country and in the global university ranking results based on yearly assessments.

In Ontario, educational leadership programs are currently offered at public universities only and a few of these schools offer advanced and professional programs in educational leadership (Canadian-University.net, 2016). Some are affiliated with other renowned universities for Masters and Doctoral studies (full time and part time learning). However, recent annual reports from UNIVCAN (2015) asserted that Canadian graduate schools are currently experiencing increased enrollment, which improves the country’s economic status, leading to developments in academic research and innovation. This enrollment growth has impacted the expansion and rebranding of graduate studies in the last few years, particularly in educational leadership programs. STATSCAN (2009) demonstrated that educational enrolment for these programs has multiplied by 15% since 2007. This growth in popularity has also influenced rebranding and promotional efforts by various universities, especially for their advanced programs—which includes: programs in educational administration and management or educational leadership. In addition, previous study by University of Toronto Performance Indicators (2014) reported a growth in enrollment of over 80% in Canadian graduate schools from 2004-2013. The skills acquired at these levels of academic and professional studies are not limited to the labour market (i.e. the educational sectors), but are also necessary for leading innovators. Obtaining a graduate degree has become one of the best human capital investments for educational leadership graduate students to stand out as leading social actors with high earning potential (Steven, Armstrong, & Arum, 2008).

Although, educational leadership program enrollment rate has increased but, most Canadian Universities that offer this program have not yet made it available to prospective working class
students in the province and around the world. This is because, the labour market is weak and there are few jobs available, many people return to school as an alternative to unemployment. Those who have employment are reluctant to give up their job to go to school elsewhere. Only a “leave” from work would enable prospective working class students to attend school (Mullin, Maniam, & Leavell, 2016).

Having highlighted the above points, McCrobie (2007) avowed that PSEI programs ought to consider online education as a tool to increase programs capability due to its effectiveness and efficiency, particularly for those who cannot travel to attend school. Recently, some Canadian University programs provides online education that will be accessible and affordable to prospective working class students around the world (Salyers, 2014).

Mullin, et al. (2016) agreed that online education could respond to the need for learning flexibility at post-secondary educational institutions. Canadian post-secondary educational Institutions ought to be aware that face to face learning is gradually fading away and being replaced with e-learning to suite students’ demand. Hence, while brand promoting in PSEIs, leaders should include students’ needs as part of their strategy for educational leadership programs because of its great impact on prospective students’ school of choice, especially in Ontario.

**Research Purpose:**

The aim of this study is to explore and compare various brand promotional strategies deployed by Canadian graduate schools, especially those offering programs in educational leadership. In addition, the researcher intend to understand more about the Canadian school system, especially educational leadership programs, since the researcher intends to pursue a career in educational leadership having migrated to Canada.

Canada is a country of immigrants and international students from all over the world, with diverse cultures and traditions. Students have different educational experiences from their home countries, especially those from developing countries. These new Canadians often face challenges in their choice of school due to insufficient information from their country of origin with respect to the Canadian education system. In addition, the competitive Canadian educational market with its enticing brand promotional qualities makes school of choice a daunting issue to tackle.
There is a growing concern about the reputation of the Canadian school system. Canadian PSEIs are among the world’s top ten education systems but, they still have matters that need to be resolved. Authors such as Davies & Quirke (2002) and Metcalfe (2010) confirmed that Canadian universities have been unable to improve the relative world ranking of individual universities. The cause of their inability to improve this ranking may be due to diminishing support from government. Thus, researchers like Hammack & Davies (2005) and Davies & Zarifa (2011) asserted that pressures to maintain world rankings had led Canadian PSEIs to recently dedicate more resources to brand promotional strategies. Such pressures for instance, come from matching the standards set by elite schools in countries like the United Kingdom (UK), United States of America (USA), France, etc. (Adamuti-Trache & Sweet, 2010). Considering this purpose of study, the researcher intend to explore the various brand promotional approaches among Ontario PSEIs, specifically in the growing field of educational leadership graduate programs.

**Research Questions:**

The aims of this study were achieved with these research questions:

**Question 1.**

What are the recruiting strategies that current Ontario graduate students perceive as having had the most active influence on their decisions for choosing Educational Leadership Graduate Programs?

**Question 2.**

Which methods of communication do graduate students find most useful in Educational Leadership Graduate Programs?

**Question 2i**

What are the marketing tools that universities rate most effective for Educational Leadership Graduate Programs?

**Question 3.**

What basic information do Canadian graduate schools display on their websites about Educational Leadership Graduate Program?
Question 4.

What is the percentage of educational leadership graduate program in Ontario that receive cultural orientation from the government for international, newly landed immigrants and refugees’ graduate students’?

The principal investigator chose to work on a qualitative study to get answers to the above-questions. The interviewees and students participating in this study responded to these questions based on their experiences and opinions.

Significance of Study:

This study will be relevant to PSEIs, government, and stakeholders to create awareness of issues of social stratification facing graduate students when choosing a university for educational leadership program. This study will also benefit the Canadian graduate schools and especially those in Ontario to consider and evaluate the most critical needs of prospective students in the mentioned program.

The beneficiaries of this study are in sub sections below:

Stakeholders:
Stakeholders are PSEIs’ internal and / or external investors who are greatly affected by returns on their investment. Sachs & Rühli (2011) confirmed that stakeholders experienced enormous changes from both business and the society in the past due to technological and scientific progress. These authors also highlighted the changes in social structures and globalization which results in fundamental challenges and negative effects caused by educational trending around the world. This study will enlighten PSEI investors on what to expect in the future and how to resolve challenges when they occurs (Marshall, & Ramsay, 2012).

Post-Secondary Education Institutions:
This study is directed to Ontario PSEIs, to acknowledge the recent demand of their prospective students and implementing this knowledge in their branding. In addition, the purpose of this study is to explore and compare the latest and the appropriate PSEIs brand promotional strategies that have the greatest effect on graduate students’ school of choice, so these institutions will have the opportunity to focus on, to boost their existence and reputation in Canada and around the world. PSEIs should be aware of what to include and exclude in their promotional strategies to entice the
right students and the potential investors. Beveridge, McKenzie, Vaughter, & Wright (2015) avowed that Canadian PSEIs ought to focus more on the broad-scale relationship between students and their institutions. The researcher also intend to explain the most effective suggestions that participants outlined in this study for brand promotional strategies and the impact it has on students for sustainable practices.

**Prospective students:**
This study would give clear understanding of what these students should focus on when selecting Post-secondary educational Institutions in Canada and around the world. Prospective students would be enlightened from the responds which draws from current studding. For example, accessing education from around the world regardless of the students’ restrictions can be accomplished through e-learning branding. So, this could be one of the factors that prospective students should look for when selecting school like, Prospective nursing mothers on maternity leave and or prospective working class on study leave or sabbatical leave aim to enhance their career with no restriction.

**Current students:**
Currents students are presently enrolled in PSEIs and have one or two reasons for choosing their school. This research in Ontario, will be beneficial to all recently enrolled students. However, this study will expose some of the PSEIs latest brand promotional strategies that influences their value in the labour market. These students will learn from the privilege bestowed on them by their school’s reputation through brand promotional strategies. Guay, Bishop & Espin (2016) confirmed that students benefit from the status of the program by being able to create their own niche. Consistent brand promotion in any PSEIs paves way for current students to transition into professional roles.

**Alumni:**
This study is useful to alumni because, exploring and comparing different brand promotional strategies will generate new knowledge that would be applied for the betterment of educational institutions. Implementing effective and efficient branding to support institutions will need alumni to encourage and entice prospective students, currently enrolled students and educational sponsors that intend to invest back to their Alma Mater (Tsao, & Coll, 2003; Terry, & Macy, 2007 and Tolin, 2008). There is great evidence that PSEIs have nurtured famous and reputable alumni that the institutions use to boost their brand (Ayers, 2002; Dial, 2012).
**Summary and Overview of the study:**
This study will direct readers through other subsequent chapters. The next section explained more about the theoretical aspect of brand promotional strategies in PSEIs.

**Chapter two:**
Theoretical framework: this chapter discussed the general principles of sociological structure of PSEIs and the origin of the purpose of this study.

**Chapter three:**
Literature Review: this section reviews the important related literatures on educational marketing, branding and promotion as well as what to include or exclude in the strategies.

**Chapter four:**
Methodology: the principal investigator describes all the strategies that were used to make this study successful and how the instrument was designed to gather the relevant information, in addition to how the data was collected and analysed.

**Chapter five:**
Presentation of Research Result: this chapter shows evidence of the research through the results analysed from the instrument used to collect data.

**Chapter six:**
Conclusion and Recommendation: the principal investigator concluded this study with the research questions and based on her limitations, recommended that other researchers would focus on if they intend to do a similar study.

**Appendices:**
The investigator showed the references that were reviewed and all the necessary documents used, including the conceptual framework.
CHAPTER TWO

THEORETICAL FRAMEWORK

Introduction:

This chapter shows relevant sociological theories, explaining how educational system around the world should be operated and guided by rules and regulation within a hierarchical order. Unfortunately, sometimes PSEIs emphasize brand promotion to such an extent that they deviate from the system rules and regulations and focus mainly on fulfilling labour market demand for new disciplines (De Grosbois, 2016).

Educational leadership program, is the same as leadership and Management studies in education or educational theory and policy around the world. This discipline became popularly recognised in the late 20th century from the United Kingdom then, gradually grew into American education system as a graduate program (Lowe, 2008 and Schofer & Meyer, 2005).

The purpose of this expansion of new disciplines was to increase the knowledge of school leaders who had obtained their school certificate before the earlier century. The new disciplines paved way for other branches of school leadership programs to further the roles of dean of faculty, superintendent, department chair, principal, head teacher, chief academic officer and so on (Lowe, 2008).

The underlying philosophy of education amongst PSEIs is for individual to be socialised, by networking with other people from different perspectives. In addition, learning at the university level on how to cope with all forms of diversity as communities increasingly become multicultural (Steven, et. al., 2008).

Sociologists (e.g., Davies & Zarifa, 2011 and Steven et al., 2008) have formulated fundamental theories on educational institutions including: on how students learn to relate effectively with each other and how to apply these principles as part of the human capital investment in labour market practices.

For students to be successfully socialised, PSEIs should provide more information on socialisation in their brand promotional strategies to enable prospective students to choose the school that gives them that best opportunity to realize their individual objectives. Winn, Leach, Erwin & Benedict
(2014) noted some strategic relevance of educational brand promotion in the US educational system that could be adapted to Canadian educational system, and indeed to Ontario graduate schools.

**New Institutional Theory (NIT):**

New Institutional Theory states that educational institutions are knowledge-based organisations with inherited bureaucratic structures, guided and regulated to retain their “corporate social responsibility” through standardised curriculum and assessment (Chandler & Werther, 2014; Davies & Zarifa, 2011). That is, organisational legitimacy depends on institutional possessing common characteristics. New PSEIs must adhere to certain common rules and regulations in their branding to establish legitimacy. What do new PSEIs have for new students in terms of human capital development to allow them to move into the labour market?

Ultimately, educators, policy makers, and stakeholders are to shape what happens within the educational system, by paying attention to prospective students’ perceived needs, interests, patterns, professional norms, and PSEIs pedagogical practices (Oplatka, 2007 and Moogan, 2011).

There are two major areas to discuss in this New Institutional Theory which are as follows:

**Isomorphism**

PSEIs in Canada and around the world should remain bureaucratically structured regardless of the organisation’s progressive transformation caused by high educational ranking. This is because, if any of these institutions decouple from the originally designed school system structure, this would create issues and challenges to the system, thereby causing it to lose its legitimacy (McNulty & Ferlie, 2004)

New institutions may borrow components from established elite schools without paying attention to their own niche. This cause them to be unable to establish their own brand (Seidl & Becker, 2006).

**Environmental**

The related point from organizational theory is that organizations are deeply entrenched within their social and political environments. That is, organizational practices and structures may sometimes be reflecting the responses to rules, beliefs, and conventions that are built into the wider environment (Michael & Popov, 2016).
Acciaro, (2013) stated that the location of a PSEI matters in terms of its accessibility to the disadvantaged students, institutional legitimacy is established when a school can ensure access for all students.

The pressure to become more accessible opens for more growth in the higher educational system. At the same time, some institutions deviate from NIT to only accept students with high socio-economic status.

**Summary:**

Only countries with sizeable funds for PSEIs can ensure universal accessibility. In such a view, different theories might apply to different countries at different times. The next chapter is the review of various related literatures.
CHAPTER THREE

LITERATURE REVIEW

Introduction:

This study will be underpinned by the following literatures on the sociology on higher education, educational marketing and the new subject matter which is brand promotion in higher education.

Some sociologists have demonstrated that PSEIs are the sector that socially nurture individuals to fit in the society and how to socially mobilise into the labour market through some process like orientation, examination, stratification, and certification.

Some sociologists (e.g. Steven et. al., 2008) have conceived that PSEIs are “knowledge factory”. These scholars have examined how university degree attainment impact individual with these four metaphors (sieve, incubator, temple, and hub).

The principal investigator discussed expansion of higher education as a related topic of study. This phase of literature review explains, the recent state of schooling from 19th century, its accessibility and affordability to encourage internalisations (Schofer & Meyer, 2005; Yu, & Delaney, 2016)

Another point is how this expansion in higher education have become a tool to school inequality issues with emphasis on how insufficient or an outstanding that brand promotional strategies can result to devaluing of some university’s certificates in the labour market (Padron, 2014).

The next literature review in this study is structural transformation, this is related to the changes that have occurred from expansion in higher education. Education system is usually a tight coupling and bureaucratic institution, but due to this expansion caused by educational trending, most of PSEIs structures around the world deviate and stand as a decoupling system (Boselovis, 2014; Nisha, 2010). Brand promotional strategies becomes a necessity to redirect these decoupled educational institutions to maintain their reputations while transforming their organisational structure.

In addition, this educational structural transformation has paved the way for alternative schools. Some governments around the world foresee these alternative schools as an aid to educate everyone,
but they served as a negative social label to individuals, therefore making PSEIs unequal (Butler, & Watt, 2007)

The last stage of this chapter is educational marketing, with an emphasis on brand promotional strategies for educational leadership graduate programs with the essential features that boost PSEIs around the world and their recruitment strategies.

Finally, the researcher provides a summary of the reviewed literature and how effective and efficient it is, in relation to for PSEI brand promotion.

**Sociology of Higher Education (Sieve, Incubator, Temple and Hub)**

Steven et al. (2008), perceived the above four metaphors in terms of the functions of higher education. For instance, the first metaphor claims that universities are like:

**Social sieves:**
This metaphor is crucial for societal learning and socio-economic mobilisation. Sociologists argued that social sieving is important in the selection and separation of individuals needed for a stable capital investment in an increasingly competitive labour market (Steven et al. 2008, pg. 129). This could be explained by the “meritocratic mechanism” that PSEIs apply for fashioning global leaders.

Many countries of the world place an emphasis on the educational accomplishments of exalted social positions such as: presidency and other bureaucratical positions, because they have been schooled and thus viewed as competent social actors able to create societal changes and development.

*Figure 1: University as a gate way to social mobility*
Furthermore, PSEI certification connotes that a student has gone through a developmental process to bear challenging leadership responsibilities. This is akin to immature infants that must stay within the care and warmth of an incubator.

**Incubator:**
This metaphor asserts that students in PSEIs are socially and culturally nurtured through the academic studies for the attainment of socio-economic status (Anderson & Day, 2005; Ashwin, 2005; Brint, 2000; Brint, Riddle, & Hanneman, 2006). Hence, PSEIs should give prospective students opportunity to enroll in higher educational institutions and at the same time provide access to cultural orientation. In addition to the point mentioned above, it is obvious that when students (international and newly landed immigrants or refugees) receive assistance to select the school of their choice as well as the school’s environment and culture, they cooperate easily with the rules and regulations of their learning environment (Bastedo, & Gumport, 2004). Thus, when students can choose their school knowingly, is also beneficial to the institutions as they have willing candidates in their classrooms. Furthermore, this metaphor is the critical imperative of branding as a strategy to get the right students for the institution, and the right institution for the prospective students—in what can be described as a mutual benefit that is, academic-choice-awareness strategy for learning, development, and labor market success.

**Temple:**
In the same vein, university represents an exalted place where willing minds are intellectually transformed through knowledge and acquisition of skills (Finch, Hamilton, Baldwin, & Zehner, 2013). This metaphor seems to be clear when viewing many PSEIs’ symbols and logos around the world which designate temple, as seen in the figure below.

*Figure 2: Higher education as a temple*
Hub:

PSEI certification becomes a gateway and the nexus in the expansion of knowledge to the various facets of human endeavours. This is realised when institutions seek knowledge, implement activities in some program or developmental offshoots that revolve around the PSEIs (Cribbin, 2010 and Shin, 2009). Infrastructural expansions within any PSEIs campuses provides students with easy access and a ticket to social mobility and thus to the labour market. Again, prospective students can only know about the existence of these structures and programs through information displayed in educational brand promotion.

**Figure 3: University as a hub**

Expansion of Universities:

The society is industrialised due to structural expansion of PSEIs, creating opportunities for economic growth and development. Sociologists like Steven et al. (2008) described university education as a place where humans experience are multifaceted and socialised.

There is a push within PSEIs to remain relevant in a globalized market place, which drives expansion and adoption of new teaching techniques. For example, data report from CUO, (2016) states that the number of international students that are attending Ontario universities from 2014 to 2015 are 48,608 which ranks 11% of the total Ontario university enrolments and that there has been a 96% growth for the past 10 years. 215 countries are represented in Ontario’s international student body. China is the largest source of international students followed by Saudi Arabia, Nigeria, South Korea and India. Data confirmed that in 2010, International students increased the Canadian economy by
$6.9 billion. This shows that “International education is a key driver of Canada’s future prosperity, particularly in the areas of innovation, trade, human capital development and the labour market” (CUO, 2016). As such, PSEIs focus on preparing individuals to their skills to different increasingly competitive labor markets (Schofer & Meyer, 2005).

Furthermore, data shows that graduate students’ research and innovation are the state of which Ontario PSEIs have expanded as follows:

- Ontario PSEIs receive greater funding than other provinces in Canada at around $750 million to $1 billion in their annual funding, which is around half of the total funding in provincial operating grants or tuition or a combination of these. Report from 2013 to 2014 for externally funded research dollars raised by the province is $2.6 billion.
- In terms of Ontario PSEIs funding per-student with an emphasis on grants, the province ranks 10th out of 10 provinces and if both grants and tuition are combined, then it ranked 9th. In Canada, there are 7 Ontario universities in the top 15 Research Institutions and 18 universities in the top 50.
- For tuition revenue, data confirmed that Ontario universities received less than 15% of revenue for each student as compared to the average of other provinces and 42% from federal research in 2014 (CUO, 2016).

Having outlined the above data for better understanding of the aim of this study, each PSEI needs an avenue to tell its own success story to prospective students and indeed the wider society maybe for ranking purposes which can be termed its primary market. That is, it is strategically relevant for PSEI brand promotional strategies to tell the important success story to the audience (prospective students and labor market).

**Structural Transformation:**

Educational institutions rely on a bureaucratic structure to function, implementing policies to direct the system by administrators. These institutions are divided into Private and public sector, but the educational trending has resulted in the transformation of its structure and functions in both sectors. Steven et al., (2008) asserted that there is growing evidence that the educational system is deviating to some hierarchical order of inequalities such as: stratification, competition, and accommodation, and these are linked to the critical issues of academic brand promotional strategies as follows:
**Stratification:**

This process ensures that students select their schools of choice based on the perceived socio-economic status and available resources. Therefore, students and the society neglect schools that are viewed as lower-ranked. This evidence is captured by “social sieve” concept as postulated by Steven et al. (2008), which leads to such scenarios as lead actors and even privileged social positions. In the same vein, PSEIs have inherently unique selling points (based on their perceived success stories and history) for prospective students, the labor market and their alumni.

**Competitions:**

This would ultimately enable them to sustain competitions within the labor market and amongst prospective students without border barriers between PSEIs. Therefore, academic stratification is a task that can be catalysed by brand promotional strategies.

Furthermore, PSEI rivalries and stratification are part of global competition (Brint et al., 2006; Kirp, 2004; Sauder & Espeland, 2007; Tuchman, 2009) that created the concept of accommodation as follow:

**Accommodation:** a strategic framework to eliminate social inequalities in academic certification and diplomas. This framework has not been successful in its primary objective of removing social inequality (Tuchman, 2009). Its success could be underpinned by institutional brand promotional strategies because, it provides an information opportunity for prospective students and the society by telling the success stories and the opportunities that are inherent in making a school choice selection for a desired program, for instance the “accommodation” framework. This is for the discounted instruction that is, “new survival strategies” to accommodate students in a school (Brint et al., 2006; Kirp, 2004; Sauder & Espeland, 2007; Tuchman, 2009) and the value attached to PSEIs diplomas and degrees becomes unequal.

The nature of global academic inequality where the labor market accepts graduates from the labelled “elite” institutions in preference to the not-so-endowed-institutions results in unequal society and misinformation for prospective students. In addition, academic legitimacy for certain diplomas varies from university to university. This ultimately has a significant impact on economic prosperity and social identity for individuals and nations (Davies & Zarifa, 2011 and Fursoval & Simons, 2014).
Programs such as accommodation and the introduction of programs designated to appeal to parents had tried to mitigate these imbalances (Loeb et al., 2011 and Hellström, 2004). As previously highlighted, brand promotional strategies could have a significant impact to achieving and sustaining success in this regard, since information aids to visibility of access and clarity of choices for prospective students and PSEIs.

Loeb et al., (2011) asserted that there are some efforts to counter-balance children with lower socio-economic status through “accommodation” and the introduction of programs designated to appeal to parents for improved teaching and to nurture their children (Hellström, 2004).

**Educational Marketing (school choice):**

As part of the expansion in the education sector, information technology introduced some effective tools for brand promotion, which play multifaceted roles in educational marketing strategies (Ruschman, Hayes, & Walker, 2009). Branding in educational marketing could be beneficial in creating, distributing and informing would-be students of academic opportunities, that are most relevant or close to reality. Meanwhile, there are public relations officers in the PSEIs that are always there to ensure that consumers (prospective students and the labor market) receive legitimate marketing materials in their brand promotional strategy (Zickuhr & Madden, 2011).

The figure below shows 2014 data from Council of Ontario Universities’ applications by choice preferences as a % of Total applications in each category as follows: First choice, second choice, third choice and greater than three choices from secondary schools and other institutional applications.

Among all the Ontario universities, Ontario College of Art and Design (OCAD) has the highest first choice from secondary school students at 48.5 %, followed by University of Toronto at 27.0%. This % connotes that, prospective students prefer these universities more than others. This is an evidence that these universities have a better brand promotional strategy to entice prospective students. The researcher suggests that PSEIs around the world ought to have quality brand promotional strategies to “drive unlimited traffics” to their institutions, as part of their educational marketing. For PSEIs to put this suggestion into practice, the researcher also advice that these institutions should employ professionally trained and competent educational brand marketers to promote their schools and reach higher volume of targeted audience (prospective students).
The other necessary data to review is the distribution of enrollment in Ontario universities, showing 42% of international students which is the highest % as seen in the figure below:

**Figure 5: Distribution of enrollment by geography (CUO, 2016)**

Figure 5 shows the previous international PSEI recruitment strategies which implies that Canadian higher educations should learn from other countries with a higher % of international students on how to improve their method of educational marketing. See below:
Figure 6: Previous global recruitment rates

Figure 6 shows Canadian’s PSEIs expectations for international students’ recruitment in 2020. To achieve this, the data below implies that their recruitment strategies need improvement.

Figure 7: Canadian international target for educational marketing in 2020

Educational marketing involves the following:

**Marketing Tools:**

The Graduate and Professional School Enrollment Management Corporation (GAPSEISMC) stated that PSEIs marketing could be improved by brand promotion. That is, by implementing relevant instruments and development plans as their campaign strategy to enhance their chances in the competitive global academic market place. For example, brand promotion would help PSEIs to
define and carve out their niche in today’s labor market. This would support the task of gathering and analysing demographic data of current students, so that they will be able to identify prospective students (Aldridge, 2010).

Also, data collection for graduates employment and the success stories of PSEI alumni in the market would be crucial in sustaining brand relevance and acceptability (Lewison & Hawes, 2007).

Communication:
Morphew & Hartley (2008) avowed that the approaches that PSEIs use to market their institutions have profound impact on public perception, especially their target audience. PSEIs’ promotional practices in MBA and Sociology programs were successful. Researchers like Argenti (2000); Pitt Abratt, & Opoku (2006) and Nadeau & Heslop (2010) suggested that Ontario PSEIs brand promotional strategies for educational leadership graduate programs should follow their footsteps (Winn, et al., 2014). That is, effective brand promotional strategy for educational leadership graduate program communications would be underpinned by technological tools and publicity (Constaninides & Zinck Stagno, 2011) and this idea, ultimately impacts student enrollment and target audience engagement. Figure 8 below shows the potential method of communication for PSEIs workplaces.

![Communication for a workplace](image)

**Figure 8: Communication for a work place**

The above concept map shows a popular method of communication that most Canadian PSEIs implement, and the same technology can be used as a marketing strategy to reach the target population and audience.

For example, utilising PSEIs email addresses allowed for achievement of prospective student target audience of 82% in 2010 (Nyangau & Bado, 2012). This could be surpassed by quality brand
promotion if effectively deployed in Ontario’s PSEIs. However, only a few studies have been published on PSEIs’ marketing brand promotional strategies for educational leadership graduate programs (Winn, et al., 2014).

In sum, there is a general perception that PSEIs are becoming an enormous industry around the world which calls for a focus on both the providers (administrators) and the consumers (students and labour market) (Kirp, 2004; Barnes & College, 2012; Good, & Stewart, 2016). Technology-enhanced brand promotion could play a crucial role in this objective as outlined in the approaches below:

**Enrol your brand websites for search engine optimisation:**
Most organisations that offer niche programs in PSEIs with different faculties and departments suggest that, to ensure that their programs reside at the top of all search engines for easy access, PSEIs should enrol their brand websites in search engines for optimization (Pitt et al., 2006 and Nadeau & Heslop, 2010).

The steps below highlights few procedures on how to create websites for any institution:

Step 1. Search for a google site with a google search engine, as seen in the figure below:

![Google Sites search](image)

*Figure 9: Search engine as a tool to find new knowledge*

Step 2: Follow the directions to the page below, then start your website creation after watching the instructions in the video link.
Step 3: Select the best template that suits your company brand. There are options to browse new templates if none from the list fits your need.

Step 4. Add your impressive brand contents and all the necessary corresponding software such as bulk mailer, email extractor and / or templates that will assist the email marketing campaign on the website. The figure below is a website in the building process that needs brand content before publishing.

Step 5. Publish your website after adding all the needed contents and software, then search for more suggestions on how to develop a website and particularly getting an audience.
Create an AdSense and AdWords for web analytics reports:
This ensures that programs like educational leadership graduate programs stand out in the web-based competitions amongst the target audience (Nadeau, & Heslop, 2010 and Nyangau & Bado, 2012). Creating AdSense and AdWords for web analytic reports are more expedient with the increasing use of sophisticated analytic software, in an environment of expanding availability of online information. For instance, Google receives about 6-10 billion adverts yearly because, they are the world’s largest online display advertising network with properties like: YouTube, Gmail, and Blogger. So, is advised to choose Google networks and software (GAPSEISMC, 2012).

Figure 13: Create and always check your AdSense, AdWords and analytic for brand growth

The deployment of this tool while branding could be a game changer for student enrollment and positive feedback from the labor market.
Registering products to social media:

In the 21st century, it is very common that almost every person in the PSEIs use social media, such as: Facebook, Twitter, LinkedIn, Google Plus, and Instagram accounts (Harris, 2008 and Hettche et al., 2012). GAPSEISMC (2012) suggested that there should be at least 6-12 contact tools like mail address, phone numbers, email address, social media, and special events calendar created before enrolling students in PSEI programs. It is beneficial, knowing that the deployment of an effective brand promotional strategy could enhance PSEI programs. This shows the uniqueness of its pedagogy and target audience. Madge, Meek, Wellens, & Hooley, (2009) reviewed that, more than 95% of higher education students are familiar with social media, particularly Facebook and they have already integrated their network with this format even before or during their PSEI enrolment. However, some PSEIs seem to overlook the impact that social media has on students by not considering it as part of their brand promotional strategies to entice students.

In addition, "Facebook" is important as part of the "social glue" that encourages students’ settlement into university life. PSEIs are advised to sign up their websites to these social media to promote their brands with most of these social media icons below:

![Social media icons](image)

*Figure 14: Social media icon*

Mobile development:

PSEIs are making greater investments with mobile presence like the technology “apps” linked from the institution’s website to the development of mobile-friendly course content (Winn et al. 2014). This is effective because, students and staff will be able to connect with their schools from anywhere.
that internet is accessible. Thus, PSEIs could enhance these applications by leveraging brand promotional tools with focus on their unique offerings to lure prospective students to their school.

Sabuncuoglu, Aybar & Gokaliler, (2011) confirmed that, developing mobile applications as part of institutional brand promotion is a necessity around the world because, almost all adults can easily access the internet through phone since, it is affordable and efficient. Also, promoting institutional brand through mobile internet seems to be very convenience and a “small form factor” to graduate students especially when personal computer (“PC”) becomes a burden sometimes (Yang, 2012). See example of education mobile application in the figure below:

![Mobile Application Development](image)

**Figure 15: Mobile application development**

The audience that will benefit most are the students who have unlimited access to internet for their distance education. With this viewpoint, Yang (2012) recommended that it is necessary to consider the use of large form factor like the “PC” with high data which permits e-mails in a “wireline broadband network”, for example (Cable modem) and small form factor for mobile devices (wireless Wi-Fi).

Furthermore, these outlined networks will enable the experts to be aware of the pro and con to differentiate data flow for upstream and downstream traffic because, it is achievable with mobile applications that run on 4G networks with a high data rates (Cox, 2011) as shown in the figure below:
Content Management System (CMS): This system is becoming increasingly important tools to attach data that are very bulky for historical student information and it can track any activity from prospective student outreach. Presently, higher education is expanding with more students and graduates intend to come back for their transcripts or to continue their studies from where they stopped. PSEIs are advised to consider implementing CMS in their brand promotional strategies to gather the students’ needs and to sustain their school reputation (Starkman, 2006) The outlined points below are the benefits of having a content management system if applied as brand promotional strategy:

- Does not permit piracy of the institutional contents
- Allow authorised streamlined process
- Increases turnaround time
- It is very consistent
- It helps website to be flexible and easy to navigation
- Consent approved decentralization is supported
- Promotes security of the institution
- Encourages development of the organisation with its sufficient capacity and
- Finally, safe cost for site maintenance

In addition to this, the author also suggested that some software is effective for content management system and have been used in schools and classrooms more than others, examples are: Savvy Software, CommonSpot, MindManager.
Another point is that, CMS is important for customers (parents or students) who always surf the web to seek the “elite” schools or top ranked universities of the year. Their idea is to make decisions when choosing school for a better human capital investment (Morphew & Hartley, 2008). These authors also suggested that, brand promotion tools could be incorporated with CMS to make them most apt in the objective of luring prospective students into the PSEIs.

Having stated the need for this system, Honeysett (2002) suggested that the acclaimed requirements for PSEIs after implementing CMS are as follows:

- Need to have a driven template (institution’s brand) that gives the institution an assured visual design consistency and differentiate brand design with the content that permits multiple users
- Only institutions that have professional Information Technologist who is also an expert in the use of HTML can value the need of CMS because, this knowledgeable person can create a medium by which non-HTML contributors assess the web content without difficulty.
- Easy navigation on how to get detailed content in the website will be determined by two steps which are assessable multi-program and concurrent-task process
- Updating file versions is a necessary knowledge to be acquired to be able to change various files
- Having the revise or rollback knowledge will help to publish any edition with its exact date even when it is passed
- It is also advisable to know how to use simple or advanced web architecture like iplanet, Java/Perl CGI applications, Unix server, Web servers, and Oracle databases, all sitting on a Novell network
- Virtualisation: The ability to see any changes or new content in the context of the entire website - before it is deployed
- Multiple Website Management: example, getty.edu and for our Intranet GO (Getty Online) (Honeysett, 2002; pg. 4-5)
- Being familiar with PC Cross-platform for clients’ contribution
- Deploying multiple channels like that of XML and WML delivery
- Website mechanics should always come from within to avoid intruders or pest and this will help in the development of the site
• Creating a stable vendor is the final step and is a vital knowledge for PESIs’ information technology departments to acquire because, it keeps the organizations updated with their economy

Customer Relationship Management (CRM):

It is important to note the role of CRM in Post-Secondary Educational Institutions’ brand promotional strategies (Bedigian, 2006) made the following suggestions:

• The system helps PSEIs to focus more on the needs of their clients as the most important in the brand promotional strategies and implementing those needs
• Implementing some infrastructural and cultural shifts internally is the driving force for promotion in higher education. Thus, applying this successfully for CRM principles entails effort at the central processes that will direct customers to the organization shared metrics, internal policy, staffing, and training.
• Having a technology that creates an integrated database system, efficiently manages data, shared analysis is permitted, it is easy to navigate, and it is accessible to customers (Bedigian, 2006, pg. 6).
• Helps the organization to know who their customers are and where they come from, thus building relationships is building capital.
• Integrating a cross-marketing strategy is consistent and having a core note that enclosed in a niche to targeted point, is a good method of publishing brands and relating to the customer’s needs (Okula, 2000 and Seeman, & O'Hara, 2006).

Recruiting Strategies

PSEIs are aware of recruiting strategies as part of the marketing process to enrol prospective students, new personnel, and research participants. This strategy involves three key steps that coincide with what Gërxhani, & Koster (2015) acclaimed as recruitment channels like:

• Outlining the organisation’s requirement and criteria to entice the right prospective students, this procedure in recruitment often scares or disqualifies the unfit applicants
• Sieving out the best fit (Candidates with “socially accepted behavior” and a reputable status) that corresponds with the aim of the position for the specific role or program of study, and finally
• Integrating the newly elected candidates, which can be done through cultural and social orientation

Having stated the above steps, it is necessary to remind PSEI recruiters that other schools or related organisations have similar needs to selecting the finest prospective students, thus making recruitment strategies competitive. However, it is ideal for PSEIs to implement brand promotional strategies like “adopting market-based language and practices” in the recruitment process and involving parents, community, and students’ attention (Jabbar, 2016).

The significance of involving these people is as follows. Firstly: parents seem to be the driving force behind students’ school selection because, they are supportive and directive of their children’s future. Therefore, persuading parents is sometimes the first step for individual social mobility (Jabbar, 2016; Jennings, 2010 and Lubienski, 2007).

Secondly, involving community in brand promotional strategy shows it is necessary to consider the immediate environment where prospective students are. This viewpoint shows that the socio-economic status of a person’s community often determines how effective and efficient information can be circulated or inspiring to individual dreams (Dineen & Soltis, 2011; Hsieh & Urquiola, 2006; Jabbar, 2015 and Johnsson & Lindgren, 2010). The above reviews, argue that, it is necessary for PSEIs to include their targeted community in their recruitment strategies.

![Diagram of Family and Community Involvement in Brand Promotion Strategies](image)

**Figure 17: Family and community involvement in brand promotion strategies**

The last key note is that PSEIs should consider the essential needs of prospective students in their recruitment strategies because, students are PSEIs’ clients and they are the ones that can easily identify their immediate needs when choosing any school.
There is a preferred form of interaction that will assist PSEI recruiters to reach the targeted audience and this is achievable through networking and tagging. One effective networking method is online advertising, based on the study carried out in educational leadership graduate program in United States (Winn et al., 2014). This study provided remarkable insight into students’ recruitment and its influence. The results of the research showed that students still preferred to be mailed as opposed to other approaches (Winn et al., 2014, p.9). This will be a crucial consideration for Ontario PSEIs’ brand promotional strategies because, it will ensure that they reach their target audiences and make great impact in the labor market competition.

Summary:

This chapter discussed the related literatures as a preliminary guide to the study. The researcher wants the reader to get more insight on what brand promotion means to educational marketing and how this important topic came into PSEIs. The following chapter will explain the strategies that the investigator applied to collect and analyse data.
CHAPTER FOUR

METHODOLOGY

Introduction:

In this chapter, the principal investigator explains how the research method was designed, followed by how participants were selected, then how the data were collected and analysed. The principal investigator also mentions the instruments that were used for data collection and analysis as represented in the research results.

Research Design

The preferred research methodology is qualitative. This is primarily determined by the previously highlighted research questions and purpose of the study, to gain more insights into educational leadership graduate programs in Canadian universities and to build upon the available knowledge and proficiency in this area. The investigator applied phenomenological approach to elucidate phenomena from participants’ perceptions and opinions (Creswell, 2015 and Groenewald, 2004).

In addition to the mentioned design, this study is an empirical study because, the research focused on observations to acquire more knowledge and experience in Ontario PSEIs. The qualitative value of the research was maintained because, of the principal investigator’s enthusiasm to acquire more experience in educational marketing, that is brand promotional strategies. Based on the little knowledge that the investigator already had as an educator for the past five years and her intention to establish her own institution as time permits. With this Paradigm of personal knowledge, the researcher thought of using a subjective approach that would emphasize participants’ interpretations and perspective. Therefore, phenomenological strategies such as: interviews, an online questionnaire, discussions, and participants’ observations are suitable towards achieving the goal (Groenewald, 2004).

As such, these approaches paved the way to gaining insights into people’s incentives and actions, that improved upon conventional wisdom. The results of this study will be outlined, detailing the essential knowledge that is needed in brand promotion for other prospective entrepreneurs.
Creswell (2015) avowed that the use of rich and subjective data is a precursor to successful qualitative research. So, the approach would ensure idiosyncratic responses as well as factual data. Furthermore, the study design used is to target participants with sufficient experience and they are also the beneficiaries of this research. Thus, educational leadership graduate programs students and their public relations officers’ (PROs) are expected to respond to the following issues:

- Challenges or considerations that led to their choice selection in Ontario graduate school (see Appendix I-Online questionnaire)
- The public relations officers’ views on what they feel about students’ school of choice for educational leadership graduate programs in preference to others, and what in their opinion or analyses attracted these prospective students (see Appendix H-Previewed interview questions)

**Data Collection:**

In this section of methodology, the principal investigator explains the procedures that were used to get the needed information from the volunteer participants. Upon the granting of a written approval by the educational research ethics board (EREB) as issued by the University of Toronto research services (UTRS) (Appendix D- Approved ethic review protocol). In addition to this approval, the investigator also attained a “certificate of completion” from the panel of an ethic review board (see Appendix C-Canadian Panel on research) because of the need to involve other PSEIs. The principal investigator obtained official participatory consents from respondents, i.e. public relations officers, and educational leadership graduate students. Consent information was written on official University of Toronto letter head to guarantee authenticity and secure the much-needed approval.

In the consent letters, the researcher mentioned the project title along with the purpose of the study to let the participants know who the other participants are and why they were selected in that manner. One of the most essential points that the principal investigator specified in the consent letters was that their participation is voluntary and as such will be well informed to be able to opt out at any time from the study (see Appendix F- informed consent letter).

Another point that the participants ought to have noted while going through the letter was the request for graduate students’ email addresses from their administrators (see Appendix E- Leadership consent letter). The informed consent letter was to convince the participants that this study will
maintain the due ethic review protocol. The principal investigator received the signed letter, thus receiving administrative consent and the informed consent before commencing the study. This was followed by sending web-based questionnaires to the graduate students’ email addresses which they could click the link below and respond with their opinions and perceptions (https://www.surveymonkey.com/r/RPB9WLD)

This online survey was made possible with the help of Survey Monkey software because, it is affordable and easy to navigate for both computer experts and the merely literate. The principal researcher could view the participants’ responses to check the skipped questions and resend it to the participants for proper response. In addition, this software is efficient to gather extensive data quickly, based on the principal investigator’s experience. The questions included ten questions with three sections: Section A was multiple choice questions, section B was open ended while section C was yes or no questions (see Appendix I-Online questionnaire).

Having collected online data from the participants, the principal investigator moved ahead with the remaining process of gathering detailed information from the targeted public relations officers. This set of participants seem to be the experts in study. They underwent the same ethical review procedure as described earlier (see Appendix G- consent letter for public relation officer) before participating in this study, to determine how educational marketing strategies influence students’ school of choice. The next step was choosing a convenient date and venue that suited both the participants and the investigator. The scheduled meetup was successful through calendar invitation that is, meeting suggestions from Boomerang software. In the process of fixing a meeting date, the principal investigator sent the participants semi-structured open-ended interview questions to preview before the interview (see Appendix H-Previewed interview questions).

On the D-day for the interview, the principal researcher came with an LG Android phone and used the audio recording mobile application to collect data, then uploaded the data gathered into “voice based” software for transcription. The researcher edited some words that the software could not recognise by listening to the audio taped interviews repeatedly, then sent the transcripts back to the participants to review before analysing the data.

The transcribed audio recorded data took about 30 seconds to extract keywords and produce the exact words from the participants which would take about 4-6 weeks to do with hand transcription. Also, replaying this data while editing it was another effective way to vet the transcribed data and
affordable to send to the participants for review. The reason for this review is for clear interpretation of the interviewee speeches during data analysis.

**Sample Selections**
This research used a purposeful sampling strategy and was carried out in Ontario for two significant reasons: Firstly, this province has the largest number of PSEIs in Canada. Secondly, the institutions were selected because, there were only five universities that offered educational leadership graduate program: University of Toronto, Nipissing University, University of Windsor, Brock University, and Western University (Canadian-University.net, Canada’s Higher Education & Career Guide, 2016).

The investigator sampled 5 public relations officers and 4 educational leadership graduate students from each of the selected Ontario graduate schools, which is approximately 20 graduate students (http://www.canadian-universities.net/Universities/Programs/Graduate-Studies-Educational_Leadership_and_Leadership-Ontario.html)

**Data Analysis**

The final step of the research methodology explains how the researcher used the collected data that is, how these data were analysed with the preferred instrument.

**Instruments and Approach to analysis:**
The approach in this qualitative research method began with a preliminary exploratory analysis to develop a general sense of the data. Then, the data were coded and thematically organised Creswell (2015; p. 237).

The approach applied here was turning field notes into a table. This table was used to put down the interviewee’s opinions, observations, and responses. The researcher coded each keyword from the participants responses to the interview questions. These keywords were extracted from the voice based transcription software, for example: list serve, social media (chapter five). This style was easy and provided useful information about public relations officer’s opinions.

The students that responded to web-based questionnaire indicated their status in Canada and other variables. This assessment was useful for coding because, the researcher could determine the percentage of respondents in each category.
Similar codes and redundant codes were used to form themes. The strategy was to write a qualitative detailed report rather than general information (Creswell, 2015; p. 244). Finally, the researcher also used this software to analyse the gathered data (chapter five-presentation of research results)

**Summary**

The approaches implemented in this methodology chapter described the data collection and data analysis with the help of the computer. This method of computer data analysis was the easiest and most accurate process of getting a qualified research study.

All the instruments used in this study are the most appropriate for a qualitative study. All that the researcher had to do, to be an expert was to follow the software instructions.

The next chapter is a narrative discussion of findings as follows; a review of how research questions were answered, interpretation and meaning of the data, personal views compared with the literature review, followed by limitations of the study and suggestions for future researchers in the subsequent chapter.
CHAPTER FIVE

PRESENTATION OF RESEARCH RESULT

Introduction

This chapter outlines the research findings based on the instrument used to collect data from the participants. These findings are summarized in themes constructed from the conceptual framework with emphasis on educational marketing (see Appendix B- concept map of six Ps of educational marketing). The collected data was analysed and presented with codes for the interviewee and web-based participants. Below is the analysed survey monkey data, showing educational leadership graduate students’ responses.

Results from Survey Monkey Online Questionnaire

Table 1: Questions 1-2
Table 1 above shows that 50.00% or 10 students who participated in this study were Canadian citizens, 25.00% or 5 students were permanent residents, 5.00% or 1 student was a refugee, 15.00% or 3 students were international students and 5.00% or 1 student was a visiting student.

Table 2: Questions 2-3

Table 2 above shows responses to question 2, that 60.00% or 12 students were enticed mostly by university position ranking, 20.00% or 4 students responded that they were enticed by
faculty/professor and alumni’s profile, 10.00% or 2 students responded to the age of the school, location and facilities, 5.00% or 1 student responded to enrollment and graduating statistics and 5.00% or 1 student gave other reasons.

Table 2 above also shows responses to question 3, that 35.00% or 7 educational leadership graduate students responded that their schools’ schedules were very flexible, 40.00% or 8 students responded were flexible and 25.00% or 5 students said were not flexible.

Table 3: Questions 4-5

Table 3 above shows responses to question 4, that 90.00% or 18 educational leadership graduate students preferred method of communication were contact through email from university/program
representative, 35.00% or 7 students preferred face to face information section, 5.00% or 1 student preferred online information section via social media (Facebook, Twitter, LinkedIn etc.), 5.00% or 1 student preferred, advertising in popular print sources (newspapers, educational-related trade journals and magazine), 5.00% or 1 student preferred, advertising in school community service centers and 5.00% or 1 student preferred, mailing information to your designated places.

Table 4: Questions 6-7

Table 4 above shows responses to question 5, which outlined educational leadership graduate students’ suggestions that public relation officers should consider implementing in their recruiting process (see Figure 18: Extracted Responses to Question 5).
To bear in mind that the need of the prospective students
10/18/2016 5:18 PM View respondent's answers

To mention the potential benefit for the prospective students
10/18/2016 5:05 PM View respondent's answers

To also include description of the program in the advertising,
10/18/2016 5:02 PM View respondent's answers

To specify the benefits for the prospective students
10/16/2016 8:39 AM View respondent's answers

Info to rural students
10/11/2016 7:14 AM View respondent's answers

To outline the benefit for the prospective students
10/11/2016 7:07 AM View respondent's answers

To elaborate the school prestige when recruiting
10/11/2016 7:04 AM View respondent's answers

To include the need of prospective students in the recruiting process
10/11/2016 6:59 AM View respondent's answers

Expand the selling points through more crucial selling avenues for the would-be students
10/10/2016 12:47 AM View respondent's answers

Mail or provide samples of previous graduate's work / research.
10/9/2016 9:56 AM View respondent's answers

Maybe more work needed related to assess the capability of the candidates
10/7/2016 16:11 AM View respondent's answers

I do not believe recruitment needs to be enhanced.
10/6/2016 8:11 PM View respondent's answers

Improve student services. Very difficult to find a reliable source to get information on programs
10/3/2016 16:48 PM View respondent's answers

Update the brochure for this program in time, make some campaign about students' life here.
10/3/2016 9:31 PM View respondent's answers

Not sure.
9/22/2016 12:54 PM View respondent's answers

Talk about student experiences, course selection, departmental student associations, conferences,
symposiums, and other extra curricular activities that students can be engaged in outside of the classroom.
Mentioning important studies done by faculty members and students, as well as research projects
9/20/2016 1:59 PM View respondent's answers

More information about graduation statistics and about possible career paths after finishing this program.
9/19/2016 1:32 PM View respondent's answers

Send representatives to different locations across the province to make presentations about OISE. Advertise widely on face book and twitter and through listserv.
9/15/2016 16:03 PM View respondent's answers

If prospective students can relate to faculty members and/or current students, it would be great to get
information directly from those who are in the program.
9/14/2016 8:48 PM View respondent's answers

Advertise more e-learning
9/14/2016 8:19 PM View respondent's answers

Figure 18: Extracted Responses to question 5
Table 4 above also shows responses of question 6 to what these students consider as benefit for studying in their various PSEIs (see Figure 19: Extracted Responses to Question 6).

Figure 19: Extracted Responses to Question 6
Table 5: Question 8-9

Table 5 above shows responses to questions 7, which reveals the challenges faced by educational leadership graduate students’ when selecting their Ontario school of graduate studies for their program (see Figure 20: Extracted Responses to Question 7).
Table 5 above also shows responses to questions 8, that 95.00% or 19 these students responded YES that they would recommend their schools to prospective graduate students and 5.00% responded NO.
Table 6: Question 10

The table 6 above shows the responses to question 9 that 50.00% or 10 educational leadership graduate students’ who participated in this study responded YES that their school website particularly, their program website was easy to navigate. 30.00% or 6 students responded NO and 20.00% or 4 students responded MAYBE with reasons for their responses.

The table 6 above also shows the responses to question 10, that 15.00% or 3 educational leadership graduate students responded YES that they received cultural orientation in their Ontario school of graduate studies, 70.00% or 14 students said NO that they did not receive and 15.00% or 3 students said MAYBE with reasons.
Results from the Interviews

Based on the previously asked research questions as a guide to this study, the researcher presents the keywords below, from PROs interviews responses that corresponded with the conceptual framework (see Appendix B- concept map of six Ps of educational marketing)

Themes: Topics & Keywords extracted from transcribed interviews by “voice base” software.

Higher Education:
University (5) Higher Education (journal) (21) College (11) Higher education (2) Student (29)
Education (18) Graduate school (17) School (12) Research center (5) Research (6) Graduation (15)

Academic Degrees:
Thesis (10) Higher education (2) Research center (19) Research (16) Graduate school (17)
University (15) Student (29) Coursework (10) College (9) Graduation (15) Education (18)
Continuing education (9) Adult education (30) Professor (5) School (12) Teacher (4)
Educational Institution (10) Master of Education (38) Communication (9) Technology (10)
Professional development (10) Institution (10) Reason (10) Publishing (20) Learning (4)
Marketing (19) Community (32) Office (9) Community development (19) Decision theory (29)
Non-profit organization (42) Alumni Association (57)

Types of university or college:
University (5) College (9) Higher education (9) Student (8) Education (18) Graduate school (5)
School (12) Research center (5) Research (6) Graduation (15) Teacher (40) Professor (5)
Continuing education (10) Alumni Association (7) Technology (10) Institution (10)
Adult education (3) Educational institution (10) Communication (2) Learning (4)
Master of Education (3) Marketing (11) Thesis (9) Professional development (7) Educational leadership (3) Coursework (4) Community (2) Non-profit organization (2) Social (2) Reason (3)
Cost of living (2) Internet (4) Office (5) Advertising (5) Publishing (2) Website (2)

Research:
Research center (11) Research (6) Experiment (2) Education (18) University (5) Communication (2)
Higher education (2) Reason (10) Decision theory (2) Marketing (11) School (12) Graduate school (17) Graduation (15) Internet (4) Advertising (5)
Graphic design:
School branding (19) Brand (16) Advertising (50) Marketing (19)

Educational Institutions:

Cognitive Science:

Military Tactics:

Academia:
**Professional Development:**

**Types of Organization:**

**Business:**

**Educational Stages:**

**Social Economy:**
Social economy (17)Non-profit organization (42)Community development (21)Educational leadership (3)Education (18)Research center (12)Research (6)Community (2)Recruitment (9)
Social (2) Higher education (2) Decision theory (2) Marketing (13) Communication (2) University (5) Advertising (5) Reason (11) Technology (31) Internet (4)

**Pedagogy:**
Interactivity (2) Learning (4) Interaction (2) Communication (2) Education (18) Research center (21) Research (6) Institution (13) Student (29) Technology (21) Social (2) Community (2) Graduate school (17) School (12) Graduation (15) College (11) University (5) Internet (4) Higher education (2) Teacher (4) Professor (5)

**School type:**

**Youth:**

**Academic Leadership:**

**Education:**

**Brand:**
School branding (19) Brand (6) Market (17) Marketing (19) Need (55)
Promotion (marketing) (39) Advertising (75) E-mailing (20)

**Political Science Terms:**
Leadership (4) Governance (41) Associationism (4) Institution (17) Social (27) Community (22)
Technology (61) Reason (17) University (50) Non-profit organization (27) Social economy (87)

**School Terminology:**
Graduation (28) Blackboard (9) Coursework (7) Student (9) Learning (4) University (5) Thesis (9)
Higher education (9) Teacher (4) College (8) Education (18) Professor (5) Internet (4) Publishing (9)

**Sociology of Culture:**
Gender (9) Community (8) Experience (8) Culture (12) Institution (13) Socialization (2) Social (22)
Learning (4) Communication (12) Education (18) Reason (11) Interaction (22) Obligation (13)
Research center (14) Research (6) School (12) Technology (14) Reputation (23) Adult
education (43) Student (29) Higher education (22) Continuing education (13) Teacher (9)
College (14) Marketing (9) Advertising (9) University (15) Graduate school (17) Internet (4)

**Computer Networks:**
LinkedIn (22) Internet (44) Facebook (34) Listserv (3) Twitter (15) Reputation (24) Website (32)
Communication (22) Interaction (23) Marketing (14) Technology (61) Advertising (45)
Recruitment (29) Community (25) Education (18) Professional development (51) Social (26) Non-
profit organization (26) Publishing (62) Research center (16) Research (65)

**Decision Theory:**
Decision (12) Policy (22) Decision theory (21)

**Communication:**
Interaction (42) Communication (20) Information (10) Question (13) Learning (24) Reason (13)
Research center (13) Research (61) Institution (10) Technology (12) Education (18)
Community (12) Marketing (91) Internet (14) Advertising (51) University (15)
Publishing (20) School (12)

**Advertising:**
E-mailing (20) Advertising (50) Marketing (10) Brand (9) Website (42) Communication (26)
Internet (44) Facebook (35) Publishing (24) Master of Education (3) Twitter (81)
Non-profit organization (23)
Android (operating system) software:
Twitter (14) Facebook (43) LinkedIn (25) Website (52) Internet (34) Advertising (55) Listserv (9)
Marketing (61) Reputation (72) Brand (36) Technology (71) Non-profit organization (52)

Psychology:
Personality (71) Mind (29) Other (7) Learning (4) Experience (22) Interactivity (82)

Social networking services:
Upcoming (5) LinkedIn (28) Friending (61) Twitter (71) Facebook (9)
Website (28) Internet (24) Advertising (51) Listserv (93)

Marketing:
Market (31) Marketing (10) Need (5) Promotion (marketing) (8) Advertising (75) E-mailing (92)

Internet:
Interknit (23) Internet (41) Interactivity (23) Website (25) Technology (14) Publishing (22)

Physiological Terminology:
Reason (13) Other (7) Existence (14) Thesis (51) Person (9) Experience (23) Being (19)

Promotion and Marketing Communication:
Promotion (marketing) (83) Advertising (25) E-mailing (32)

Economics Terminology:
Want (6) Resource (14) Institution (41) Need (75) Effectiveness (22)

Former National Capital:
Interknit (4) Internet (9) Interactivity (5) Website (4) Technology (4) Publishing (25)
To come (publishing) (4)

Institutes:
University (8) Institute (10) School (12) Market (19) Institution (61) College (51) Education (8)
Higher education (82) Research (6) Research center (51) Student (9) Technology (4)
Community (6) Social (42) Learning (54) Communication (42) Graduate school (7) Graduation (15)
Office (10) Teacher (4) Marketing (14) Professor (25)
Non-profit organization (22) Internet (54) Publishing (62)

Demography:
Immigration (14) Refugee (31) Cohort (statistics) (34)

Printing:
Publishing (29) To come (publishing) (32)
Answers to Research Questions

Research Q. 1. What are the recruiting strategies that current Ontario graduate students perceive as having had the most active influence on their decisions for choosing Educational Leadership Graduate Program

ANSWER

- Only 5% responded to Advertising
-5% students responded to publishing brands, news on social media and in media associations
-90% students responded to Email marketing
-35% responded to organising events (open houses, seminar, conferences etc.

Research Q. 2.

Which methods of communication do graduate students find most useful in Educational Leadership Graduate Programs?

ANSWER:

-90% responded to Emailing
-5% responded to Publishing news on social networking
-35% responded to Face to face communication
-5% responded to Mailing to addresses

Research Q. 2i.

What are the marketing tools that universities rate most effective for Educational Leadership Graduate Programs?

ANSWER:

-Advertising on social media and school websites
-Listserv (e-mail marking)
-Publishing and lunching journals, books, students research papers (thesis and doctoral studies) and articles

Research Q. 3.

What basic information do Canadian graduate schools display on their websites about Educational Leadership Graduate Program?
ANSWER:

- 80% publish Program career benefits and students’ study expectations
- 70% of PSEIs websites could navigate to other related links to the program of study
- Only 30% of PSEIs published Campus maps on their websites
- 90% PSEIs published Faculty and staff directories
- 50% PSEIs published News updates and frequently ask questions for students
- 95% PSEIs published About the school

Research Q. 4.

What are the percentage of educational leadership graduate program in Ontario that receive cultural orientation from the government for international, newly landed immigrants and refugees’ graduate students’?

ANSWER:

Based on the web-base survey result, 70% of students representing Ontario school of graduate studies did not receive cultural orientation institutions.

Summary:

The results presented above are based on the data that were collected and analysed. Only the extracted topics and keywords that were discussed are presented. This is so that the participant background and details should be protected. The summary of the whole results are shown in the table below and interpreted with the conceptual framework of this study in relation to the literature reviews as follows:

**Figure 21: Summary of Responses**
<table>
<thead>
<tr>
<th>Perception</th>
<th>Believe</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Communication</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Orientation</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Marketization</td>
<td>70%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Table 7: Summary of Responses*

Ontario Public relations officers’ perception are that their effort to PSEIs publication reach 90% of audience while the educational leadership graduate students believe that 80% of their schools’ publicity reach them but, the fact from these study shows that Ontario PSEIs publication reaches only 50% audience. This could be because of the PSEIs pricing (tuition and accommodation fees), (admission or recruiting) process and the promotional strategies (with social media and mobile app).

The same with Communication, Public relations officers’ perception are that their communicating tools reach up to 90% of their audience while students believes that 80% of their PSEIs information reach them but, the fact is that only 70% of audience in the program are reached. There should be adequate process like the technology “apps” that are linked from the institution’s website to the development of mobile-friendly course content (Winn et al. 2014). This could be a strategic funnel to filter, recruit and stratify students. This is effective because, students and staff will be able to connect with their schools from anywhere that internet is accessible.

There is no doubt that students receive orientation but, it is not cultural orientation. Public relations officers’ claim that orientation given in their PSEIs reach 25% of students but only 10% of student in this study are oriented. The fact is that there was no cultural orientation given to these students. PSEIs ought to socially and culturally nurture these students for the attainment of socio-economic status (Anderson & Day, 2005; Ashwin, 2005; Brint, 2000; Brint, Riddle, & Hanneman, 2006).

PSEIs need to improve their marketing strategies because, these results showed that only 50% of their educational marketing strategies reach their audience; this is the percentage of students that benefit from their PSEIs’ marketing. Although Public relations officers’ in this study perceived that their marketization reached 70% audience, this study suggests that the labour market received legitimate marketing products (students) from PSEIs at only 30% (Zickuhr & Madden, 2011).

The next chapter of this study is the conclusion and recommendations for further research based on the limitation of the study.
CHAPTER SIX

CONCLUSION AND RECOMMENDATION

This thesis reports on qualitative research on the brand promotion of educational leadership programs in Canadian universities: its impact on students’ choices in Ontario’s graduate schools. The principal investigator derived the above results and concludes that brand promotion and recruiting strategies have a great influence on students’ choice of school. The online survey shows that students selected their universities based on their ranking position and as such, this means that the famous schools with high ranking positions connote the best or “elite” school. Students’ reasons, based on their responses about the benefits they intend to receive from their selected schools were, “school certificates” that will be issued to them. That means that the credentials they hope to get from their school would pave the way for them in the labour market.

This study can create awareness for all PSEIs in Ontario Canada with the evidence that quality and adequate brand promotion strategies would entice more students to apply. The society believes that what any PSEIs brand promotions represent that is, if a school’s branding states that they are “the best” and or “the first” to their competitors, society would be convinced (Alserhan, 2013). So, with the above points, PSEIs and other institutions should publish what clients and sponsors like to see and hear, at the same time maintaining that status for long-established legitimacy in the marketing world.

It is concerning that so few students received a cultural orientation. In my own observation, another note for the government and shareholders is that foreign students need cultural orientation. I have seen how cultural orientation can work. This should be inculcated in all PSEIs in Canada and around the world, so that these students would adapt easily to the way of life in their environment. This suggestion would go a long way to help individuals value their environment and devote their knowledge, experience, and other needed resources that they brought from their country to boost the Canadian economy and resources (Ashwin, 2005). Although schools orient their newly enrolled students, this seems to be limited to their departments, faculties or campus and these places are the only locations that these students would get familiar with until they graduate.
One of the best approaches to inculcate this cultural orientation into PSEIs is that the government should sponsor schools so that they would take international students to tour around their provinces and or entire country during their summer breaks, or other applicable holiday. Some of these students may have limited funding for school fees and for their personal well-being and so could not afford to travel around the country or outside their school while on holiday. This suggestion should be considered because, if these students intend to settle down in the country where they attended PSEIs and are culturally orientated, they could be able to assess a suitable place for themselves (Enders, 2004). This would expand the nation’s economic growth when these students settle and invest in some of these lesser populated areas or provinces.

Furthermore, PSEIs should include this cultural orientation in their brand promotion strategies as one of the benefits for students. The approach to tackle this is by, displaying maps of the entire province and the country on their school websites and highlighting their PSEI campus(es) directions on the displayed map. The foreign students would read thoroughly through the school website from any location to know the number of states in the country and expand their knowledge of current affairs. Recently in 2016, PSEIs sent representatives to the airport, borders, and streets to direct their enrolled students to their school of choice and sometimes gave them a paper map for campus locations. This idea is a good start to welcome international students but, the outlined suggestions on cultural orientation should also be considered.

I believe that scheduling flexibility is critical for attracting students who do not live near PSEIs. PSEIs should consider implementing more of their programs instructions particularly the graduate programs in online or web-based study. Bearing in mind that students seek flexibility in their program of studies, the information about their program should be made easy for navigation. PSEIs should also include this aspect in their brand promotion strategies to attract the right students.

The final note in this study for the whole educational system is to encourage their students, professors, teachers, staff, and other personnel to get involved with media publications. This will expand the institutions’ brand promotion and would connote “school ritual” for sustainable PSEIs (Davies & Quirke, 2002). This point could be achieved by supporting talented or exceptional students (with leadership skills) to organise conferences, departmental students’ association or students’ club events, film productions, (entertainment or other talent) shows, consistent publishing of their assignments, in-house parties, articles, and journals with the school brand on them.
(Bevelander, 2012). This point is because students are the school products, representing what the school should offer and as such entice prospective students’ availability of opportunity for creativity at the school.

**Limitations of the study**

Due to time restrain and lack of funding for this study, the investigator interviewed participants only once, and only twenty students answered the online questionnaire, so the researcher would suggest further study that could involve many participants for covering a big area of study and consider two to three interviews for broader knowledge on brand promotion and recruiting strategies.
APPENDIX A

REFERENCES:


Fursova1, V., & Simons, G. (2014). Social Problems of Modern Russian Higher Education: The Example of Corruption. International Education Studies; Vol. 7, No. 10; ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education. URL: http://dx.doi.org/10.5539/ies.v7n10p25


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APPENDIX B

Concept Map of Six Ps for Educational Marketing

Educational Marketing Strategies involves

- **People**
- **Promotion**
- **Products**
- **Price**
- **Physical evidence**
- **Process**

**Figure 22:** Concept mapping for educational marketing 1
APPENDIX C

Canadian Panel on Research Ethics Certificate

Certificate of Completion

This document certifies that

ANNASTASIA ORAEGBUNEM

has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)

Date of Issue: 17 September, 2016
APPENDIX D

APPROVED ETHIC REVIEW PROTOCOL

PROTOCOL REFERENCE # 33412

September 12, 2016

Dr. Nina Bascia
OISE/UT: LEADERSHIP, HIGHER AND ADULT
EDUCATION
OISE/UT

Mrs. Annastasia Oraegbunem
OISE/UT: LEADERSHIP, HIGHER AND ADULT
EDUCATION
OISE/UT

Dear Dr. Bascia and Mrs. Annastasia Oraegbunem,

Re: Your research protocol entitled, "Brand promotion for educational leadership program in Canadian universities: It's impact on students' choice in Ontario's graduate school"

ETHICS APPROVAL

Original Approval Date: September 12, 2016
Expiry Date: September 11, 2017
Continuing Review Level: 1

We are writing to advise you that the Social Sciences, Humanities, and Education Research Ethics Board (REB) has granted approval to the above-named research protocol under the REB's delegated review process. Your protocol has been approved for a period of one year and ongoing research under this protocol must be renewed prior to the expiry date.

Any changes to the approved protocol or consent materials must be reviewed and approved through the amendment process prior to its implementation. Any adverse or unanticipated events in the research should be reported to the Research Oversight and Compliance Office - Human Research Ethics Program as soon as possible.

Please ensure that you submit an Ethics Renewal Form or a Study Completion/Closure Report 15 to 30 days prior to the expiry date of your current ethics approval. Note that ethics renewals for studies cannot be accepted more than 30 days prior to the date of expiry.

If your research is funded by a third party, please contact the assigned Research Funding Officer in Research Services to ensure that your funds are released.

Please note, all approved research studies are eligible for a routine Post-Approval Review (PAR) site visit. If chosen, you will receive a notification letter from our office. For information on PAR, please see http://www.research.utoronto.ca/wp-content/uploads/documents/2014/09/PAR-Program-Description-1.pdf.

Best wishes for the successful completion of your research.

Yours sincerely,

Matthew Brower, Ph.D.
REB Chair

Research Oversight and Compliance Office - Human Research Ethics Program
McMaster Building, 12 Queen's Park Crescent West, 2nd Floor, Toronto, ON M5S 1S8 Canada
Tel: +1 416 946-3273 ● Fax: +1 416 946-5763 ● ethics.review@utoronto.ca ● http://www.research.utoronto.ca/for-researchers-administrators/ethics/
LEADERSHIP CONSENT LETTER

The study involves the use of an online questionnaire (survey monkey software) in which participants will respond to their opinions, perceptions, and feelings associated with their school of choice for 20 universities. Participation is voluntary therefore, subjects will be well-informed about the nature of the study including the assurance that they may withdraw at any time. Participants will not be identified or identifiable, and all at review be at risk of harm. All information in this study will be anonymized. Data collected will be used for M.E.D. thesis and perhaps for subsequent research articles to be destroyed a year after the completion of the study.

Please feel free to request for the summary of the research findings, contact me at (416) 387-4656 or at anastasiagorngroten@hotmail.com and my supervisor Dr. Winna Rhee at 416-581-3104. Finally, you may also contact the University of Toronto Office of Research Ethics for questions about your rights as a research participant at ethics.review@utoronto.ca or (416) 828-3737. Thank you in advance for your cooperation and support.

Yours sincerely,

[Signature]

Name

Date

Anastasios Orungroten, M.Ed. Student,
Department of Leadership, Higher & Adult Education,
OISE - University of Toronto,
252 Bloor Street West,
Toronto, ON, M5S 1V6
(416) 978-4054
anastasiagorngroten@hotmail.com

Nina Rhee, Professor & Chair,
Department of Leadership, Higher & Adult Education,
OISE - University of Toronto,
252 Bloor Street West,
Toronto, ON, M5S 1V6
(416) 978-4054
nrahee@utoronto.ca

Department of Leadership: Higher and Adult Education, OISE Institute for Studies in Education, 252 Bloor Street West, 6th Floor, Toronto, ON, M5S 1V6, Canada.

www.oisesutoronto.ca
INFORMED CONSENT LETTER

The information obtained in the interview will be kept in strict confidence and stored in a secure location. All information in this study will be anonymized. Data will be used for the M.Ed. thesis and perhaps for subsequent research articles and will be destroyed one year after the completion of the study.

Please refer to the University of Toronto Office of Research Ethics for questions about your rights as a research participant. office.research@utoronto.ca or 416-946-3271.

Or

Office of Research Ethics

Name: stepped in

Date: 12/09/15

Address:

15 Queen Street West

Toronto, ON M5V 1J8

Fax: 416-946-3271

Thank you in advance for your cooperation and support.

Yours sincerely,

\[Signature\]

Date: Sept. 12, 2016

By signing below, you are indicating that you are willing to participate in the study, have received a copy of this letter, and you are fully aware of the conditions above.

\[Name\]

\[School\]

\[Signature\]

\[Date\]

Please initial if you agree to receive a questionnaire sent to your email address.

\[Initial\]

\[Email\]

Please keep a copy of this form for your reference.

\[Department of Leadership, Higher and Adult Education, Ontario Institute for Studies in Education, 252 Bloor Street West, 9th Floor, Toronto, ON M6S 3V3, Canada. www.oise.utoronto.ca/ps\]
CONSENT LETTER TO PUBLIC RELATION OFFICERS

OISE
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
UNIVERSITY OF TORONTO

Anastasios Ormogheon, M.Ed. Student,
Department of Leadership, Higher & Adult Education,
OISE, University of Toronto,
Rooms 6-100,
252 Bloor Street West,
Toronto, ON M5S 1V4,
(416) 946-4096
anastasios.ormogheon@utoronto.ca

Date:
Name: Title: Position:
Mailing Address:
Email Address:
Phone Number: Ext. fax:

Dear [This, Name],

CONSENT LETTER OF PARTICIPATION

I am a graduate student at Ontario Institute for Studies in Education (University of Toronto) from the Department of Leadership in Higher and Adult Education. I am writing to ask if you are willing to be interviewed, as part of a study on Brand Promotion in Educational Leadership Programmes in Canadian Universities: Its Impact on Students’ Choice in Ontario’s Graduate School.

The purpose of the study is to explore and compare various brand promotion of Canadian graduate schools, particularly in Ontario. I selected Five PublicRelation Officers from the schools that offer Educational Administration Graduate Programmes. University of Toronto, Western University, Simon Fraser University, University of Windsor and Brock University based on the published data from http://www.ontarioregistration.ca/UniversityPrograms/Education/EducationalAdministration

A pre-interview questions will be provided initially to collect background information. I intend to audio record the interviews that will take about 30 to 45 minutes of your time and it will be transcribed. I will need your transcript for review to avoid any misinterpretations. The information obtained in the interviews will be kept in strict confidence and stored in a secure location. All information will be anonymous and any data (i.e., transcripts, field notes) will be destroyed a year after the completion of the study.

Participation in this study is voluntary. Therefore, you may at any time refuse to answer a question or withdraw from the interview process. Please feel free to request further summary of the research findings, contact me at (416) 946-4096 or send an email to ormogheon@utoronto.ca and my supervisor, Dr. Nima Hesami at (416) 946-1971. Finally, you may also contact the University of Toronto Ethics Office for further questions about your rights as a research participant at ethicsinfo@utoronto.ca

Thank you in advance for your participation.
Yours sincerely,

Anastasios Ormogheon, M.Ed. Student,
Department of Leadership,
Higher & Adult Education,
OISE, University of Toronto,
252 Bloor Street West,
Toronto, ON M5S 1V4,
(416) 946-4096
anastasios.ormogheon@utoronto.ca

Signature:
Date: [Sept. 13, 2016]

School:

Date: [Sept. 13, 2016]

School:

By signing below, you are indicating that you are willing to participate in the study, you have received a copy of this letter, and you are fully aware of the conditions above.

Name:
School:

Signal:
Date:

Please initial if you will like a summary of the findings of the study upon completion.

Please initial if you agree to receive further questions relative to students’ email address.

Please keep a copy of the form for your reference.

Department of Leadership, Higher and Adult Education,
Ontario Institute for Studies in Education,
252 Bloor Street West, 6th Floor,
Toronto, ON M5S 1V4, Canada
www.oirsite.org

Department of Leadership, Higher and Adult Education,
Ontario Institute for Studies in Education,
252 Bloor Street West, 6th Floor,
Toronto, ON M5S 1V4, Canada
www.oirsite.org
APPENDIX H

PREVIEWED INTERVIEW QUESTIONS

4. Does educational Administration Graduate Program receive cultural orientation from the government for international, newly labeled immigrants and refugees graduate students?

5. Do you think that the commitment to the Educational Administration Graduate Program is increasing or declining due to the school’s financial position?

6. What factors do you think make students select this school for the program?

7. What are the factors that prevented graduates from your school?

8. Do you think that your recruiting strategies can be effective in attracting more students to enroll at your school? Explain your reason.

9. Are there suggestions that you will like prospective graduate students to bear in mind before choosing any educational Administration Graduate Program in Toronto?

10. Does your school have any scholarships or other financial assistance to assist Educational Administration Graduate Program prospective students, and alumni?

---

Annastasia Onyinyechukwu Oraegbunem