Student Recruitment in the Higher Education Sector of New Zealand: Comparison of Traditional versus Social Media Marketing

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# Content

GRAPHS ......................................................................................................................... 9  
FIGURES ........................................................................................................................... 12  
TABLES .............................................................................................................................. 13  
Abbreviations ................................................................................................................. 14  
Definitions ......................................................................................................................... 15  
Abstract ............................................................................................................................. 17  
CHAPTER 1 ....................................................................................................................... 18  
INTRODUCTION ................................................................................................................ 18  
1.1 Traditional marketing ................................................................................................. 18  
1.2 New Marketing .......................................................................................................... 19  
1.3 Web 2.0 ...................................................................................................................... 20  
1.4 Digital marketing ....................................................................................................... 20  
1.5 Social Media ............................................................................................................. 20  
1.6 Use of traditional media ............................................................................................ 21  
1.7 Higher Education integration of social media marketing ........................................... 22  
1.8 Research Objectives ............................................................................................... 23  
1.9 Introduction of the three Higher Education Institutes .............................................. 24  
1.9.1 The University of Auckland ................................................................................... 24  
1.9.2 The Auckland University of Technology ................................................................. 25  
1.9.3 Unitec Institute of Technology .............................................................................. 27  
Chapter Summary ........................................................................................................... 27  
CHAPTER 2 ....................................................................................................................... 29  
LITERATURE REVIEW ..................................................................................................... 29
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Marketing</td>
<td>29</td>
</tr>
<tr>
<td>2.2 Use of social media marketing?</td>
<td>30</td>
</tr>
<tr>
<td>2.3 What type of business is Higher Education?</td>
<td>32</td>
</tr>
<tr>
<td>2.4 “Net Geners” or “Digital Natives”</td>
<td>33</td>
</tr>
<tr>
<td>2.5 Competition amongst Higher Education Institutes</td>
<td>33</td>
</tr>
<tr>
<td>2.6 International market for student recruitment using social media</td>
<td>39</td>
</tr>
<tr>
<td>2.7 Facebook</td>
<td>40</td>
</tr>
<tr>
<td>2.8 YouTube</td>
<td>40</td>
</tr>
<tr>
<td>2.9 Twitter</td>
<td>41</td>
</tr>
<tr>
<td>2.10 LinkedIn</td>
<td>41</td>
</tr>
<tr>
<td>2.11 The University as a Business Model</td>
<td>42</td>
</tr>
<tr>
<td>2.12 Universities using social media platforms for marketing</td>
<td>43</td>
</tr>
<tr>
<td>2.1.3 Limitation</td>
<td>49</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>49</td>
</tr>
</tbody>
</table>

CHAPTER 3 ........................................................................................................ 51

DATA COLLECTION AND ANALYSIS ........................................................................ 51

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Methodology</td>
<td>53</td>
</tr>
<tr>
<td>3.2 Data Collection Method</td>
<td>54</td>
</tr>
<tr>
<td>3.3 Conceptualising the Research Thesis</td>
<td>54</td>
</tr>
<tr>
<td>3.4 Interview</td>
<td>55</td>
</tr>
<tr>
<td>3.5 Semi-structured interviewing</td>
<td>56</td>
</tr>
<tr>
<td>3.6 Social Media Data Collection</td>
<td>56</td>
</tr>
<tr>
<td>3.7 Printed Material</td>
<td>56</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>3.8</td>
<td>Obtaining research and ethics approval</td>
</tr>
<tr>
<td>3.9</td>
<td>Cultural Considerations</td>
</tr>
<tr>
<td>3.10</td>
<td>Recruiting Participants</td>
</tr>
<tr>
<td>3.11</td>
<td>Sample Profile</td>
</tr>
<tr>
<td>3.12</td>
<td>Conducting the interviews</td>
</tr>
<tr>
<td>3.13</td>
<td>Transcribing the interviews</td>
</tr>
<tr>
<td>3.14</td>
<td>Coding and Analysis of Interview Data</td>
</tr>
<tr>
<td>3.15</td>
<td>Security of Data</td>
</tr>
<tr>
<td></td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

**CHAPTER 4**

**ANALYSIS AND RESULTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Twitter</td>
<td>61</td>
</tr>
<tr>
<td>4.1.2</td>
<td>LinkedIn</td>
<td>68</td>
</tr>
<tr>
<td>4.1.3</td>
<td>YouTube</td>
<td>69</td>
</tr>
<tr>
<td>4.1.4</td>
<td>Facebook</td>
<td>75</td>
</tr>
<tr>
<td>4.2</td>
<td>Section 2</td>
<td>84</td>
</tr>
<tr>
<td>4.2.1</td>
<td>What are the reasons for using social media?</td>
<td>84</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Social media platforms that participants used</td>
<td>84</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Social Media Platforms that Participants Used</td>
<td>85</td>
</tr>
<tr>
<td>4.2.4</td>
<td>The age group of the participants</td>
<td>85</td>
</tr>
<tr>
<td>4.2.5</td>
<td>How many times did you check social media platforms?</td>
<td>86</td>
</tr>
<tr>
<td>4.2.6</td>
<td>Did you use HE Portal for information?</td>
<td>86</td>
</tr>
</tbody>
</table>
4.2.7 Did you look at social media platforms or added yourself into any social media platforms? .......................................................... 87
4.2.8 How many participants used printed material or social media ......................... 87
4.2.9 Did you use Agents for information? .......................................................... 88
4.2.10 What other ways did you gather information, apart from online and printed material? 89
4.2.11 Did any participants pay attention to the advertisements? ................................ 89
4.3 Section ........................................................................................................... 90
4.3.1 Analysing Printed Undergraduate Prospectus for the three Higher Education Institutes 90
4.3.2 Analysing Portal for the three Higher Education Institutes .................... 94
Chapter Summary .............................................................................................. 95

CHAPTER 5......................................................................................................... 96
FINDINGS AND DISCUSSION............................................................................ 96
5.1 How many students use social media in general? ........................................ 97
5.2 What were the common social media platforms used preferred by participants? .............................................................................................................. 97
5.3 Did the participant use another method to get information?.............. 98
5.4 Did students “Add” or “Like” on any social media platforms? .......... 98
5.5 Did you use Higher Educations Portal? ....................................................... 99
5.6 Which platforms were popular? ................................................................. 99
5.7.1 Comparison of printed materials of the three HEs ................................. 103

CHAPTER 6......................................................................................................... 105
CONCLUSION ........................................................................................................ 105
CHAPTER 7......................................................................................................... 108
SCOPE FOR FUTURE RESEARCH ................................................................. 108
REFERENCES ..................................................................................................... 109
Appendix ................................................................. 121
Appendix A ............................................................... 121
Appendix B ............................................................... 122
Appendix C ............................................................... 123
Appendix D ............................................................... 125
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GRAPHS

Graph 1: Twitter Followers at the three Higher Educations Institutes

Graph 1.a: Twitter Tweets at UoA

Graph 1.b: Twitter Tweets at AUT

Graph 1.c: Twitter Tweets at Unitec

Graph 2: Twitter Following at the three Higher Education Institutes

Graph 2.a: Twitter Following at UoA

Graph 2.b: Twitter Following at AUT

Graph 2.c: Twitter Following at Unitec

Graph 3: Twitter Followers at the three Higher Education institutes

Graph 3.a: Twitter Followers at UoA

Graph 3.b: Twitter Followers at AUT

Graph 3.c: Twitter Followers at Unitec

Graph 4: LinkedIn

Graph 5: YouTube Views by Three Higher Education Institutions

Graph 5.a: YouTube Subscribers at UoA

Graph 5.b: YouTube Subscribers at AUT

Graph 5.c: YouTube Subscribers at Unitec
Graph 6  YouTube Views for the three Higher Education institutions
Graph 6.a  YouTube Views at UoA
Graph 6.b  YouTube Views at AUT
Graph 6.c  YouTube Views at Unitec
Graph 7  YouTube videos uploaded by the three Higher Education institutions
Graph 7.a  YouTube videos uploaded by UoA
Graph 7.b  YouTube videos uploaded by AUT
Graph 7.c  YouTube videos uploaded by Unitec
Graph 8  Facebook talking about the Higher Education institutes on Facebook
Graph 8.a  People talking about UoA
Graph 8.b  People talking about AUT
Graph 8.c  People talking about Unitec
Graph 9  People checked in on Facebook at the three Higher Education Institutions
Graph 9.a  People checked in on Facebook at UoA
Graph 9.b  People checked in on Facebook at AUT
Graph 9.c  People checked in on Facebook at Unitec
Graph 10  Total pages like at the three Higher Education Institutions
Graph 10.a  Total pages like at UoA
Graph 10.b  Total pages like at AUT
Graph 10.c  Total pages like at Unitec
Graph 11  Total percentages of pages liked from the last week by the three Higher Education Institutes

Graph 12  New pages likes at the three Higher Educations Institutes

Graph 12.a  New pages likes at UoA

Graph 12.b  New pages likes at AUT

Graph 12.c  New pages likes at Unitec

Graph 13  New pages likes at the three Higher Education Institutes
FIGURES

Figure 1. What are the reasons for using social media?

Figure 2. Social media platforms that participants used

Figure 3. Social Media Platforms that Participants Used

Figure 4. Participants Ages

Figure 5. How many times did the Participants checked social media during the day?

Figure 6. Used Portal

Figure 7. Added/Looked at Social Media

Figure 8. How many participants used printed material or social media

Figure 9. Did you use Agents for information?

Figure 10. Printed material vs Social Media Usage?

Figure 11. International Student Using Agents.

Figure 12. Contacted Institutions for extra Information.

Figure 13. Participants who noticed outdoor advertising.
**TABLES**

Table 1. Analysing Printed Undergraduate Prospectus for the three HEIs.

Table 2. Analysing Portal for the three HEIs.
Abbreviations

1. HE - Higher Education
2. HEI - Higher Education Institute
3. HEIs Higher Education Institutes
4. UoA - the University of Auckland
5. AUT - The university of Technology
6. QS - Quacquerelli Symonds
7. NZIA - New Zealand Institutes of Architects
8. ICT - (check AUT)
9. ITIP - Institutes of Technology of Polytechnic
10. ITS - Information Technology Services
11. PBRF - Performance Based Research Fund
12. WUN - Worldwide Universities Network
13. USB Universal Serial Bus
Definitions

1. **Web 2.0**: the second generation of the World Wide Web in which content is user-generated and dynamic and software is offered that mimics desktop programs. Web 2.0 encourages collaboration and communication between users.

2. **Following**: someone means you will see their tweets.

3. **Followers**: are people who receive other people's Twitter updates.

4. **Tweets**: A Tweet may contain photos, videos, links and up to 140 characters of text.

5. **Likes**: Simply means at some point, someone clicked the "like" button ONCE. Either directly on a Facebook page or on a website that was promoting that Facebook page.

6. **Talking about this**: This is the actual number of people who are 'engaged' and interacting with that Facebook Page. The people who actually come back to the page after liking the page. This includes activities such as comments, likes to a post, shares, etc. by visitors to the page.

7. **Subscribers**: A subscriber on YouTube is someone who has subscribed to your videos, and every time you upload a video the subscribers will be first to be notified of the uploading.

8. **Views**: You can see the number of people who viewed your Page in the Page Views section of Page Insights.

9. **Insights**: Clear or deep perception of a situation.

10. **Total People Who Viewed**: Post reach is the number of people who have seen your post. Your post counts as reaching someone when it's shown in News Feed.

11. **People Checked**: To view someone's profile, click on their name. You just have to be their friend on Facebook and then you can view their profile.

12. **Facebook "Like"**: a feature that allows users to show their support for specific comments, pictures, wall posts, statuses, or fan pages.

13. **Networking**: a supportive system of sharing information and services among individuals and groups having a common interest.

14. **Browsing**: Exploration of the World Wide Web by following one interesting link to another, usually with a definite objective but without a planned search strategy.

15. **Following News**: Following someone on Twitter means: You are subscribing to their Tweets as a follower.
14. Chatting: exchange messages online in real time with one or more simultaneous users of a computer network

15. Reviews: site is a website on which reviews can be posted about people, businesses, products, or services.

16. Web 2.0: techniques to gather review from site users or may employ professional writers to author reviews on the topic of concern for the site.

17. Portal: a website that functions as an entry point to the Internet, as by providing useful content and linking to various sites and features on the World Wide Web.

18. Added: When you add someone as a friend, you automatically follow that person, and they automatically follow you. This means you may see each other's posts in News Feed. When you follow someone who you're not friends with, you'll see posts that they've shared publicly in your News Feed.

19. International Agents: guide students through the application process and into the institution that will best suit their specific needs.

20. Academic Advisor: is an opportunity to exchange information designed to help students reach their educational and career goals.

21. Microblogging: is a combination of blogging and instant messaging that allows users to create short messages to be posted and shared with an audience online.

22. Twitter: Twitter is one of the oldest and most well-known social platforms to be put under the "microblogging" category. While the 140-character limit still exists today, you can now also share videos, articles links, photos, GIFs, sound clips, and more through Twitter Cards in addition to regular text.

23. Tumblr: Tumblr takes inspiration from Twitter, but has less limitations and more features. You can certainly post a lengthy blog post if you want, but most users enjoy posting lots and lots of individual posts of visual content like photosets and GIFs.

24. Instagram: Instagram is like a photo journal for wherever you go. Rather than uploading multiple photos to an album the way we used to do via the desktop web on Facebook or Flickr, Instagram lets you post one photo at a time to show where you are and what you're doing.

25. Blogs: a regularly updated website or web page, typically one run by an individual or small group that is written in an informal or conversational style.

26. Touchpoints: can be defined as any way a consumer can interact with a business, whether it be person-to-person, through a website, an app or any form of communication.

27. Fan: someone who admires and supports a person, sport, sports team, etc.
Abstract

Higher Education is increasingly using both traditional media and social media, and this thesis compares the effectiveness of specific traditional media and social media platforms (Facebook, Twitter, LinkedIn and YouTube) used by New Zealand Higher Education to recruit students. The social media platform has become the new trend for marketing especially in the younger generation. Customers gather information in order to make decisions on final purchasing by looking at the number of likes or content on reviews. Higher Education needs to be aware of this trend in order to use the right tool to market and compete for local and international students at a minimal cost especially when it comes to using traditional media.

This research focuses on the implementation of social media marketing and investigates what students are using to source information to make their final choice on which HE to pursue their studies. The research approach uses both qualitative and quantitative to investigate this. Three HE institute from the Auckland region were chosen for this research. The data gathering took place in three parts: 1. semi-structured interview of twelve students; two local and two international students were approached from each of the three HE; 2. trends on Facebook, LinkedIn, YouTube and twitter usages from the three HE was gathered; 3. printed material was physical collected from the three HE’s open days and was compared with their online portal.

The findings of this research offer a significant insight on how new students gather information before enrolment into a particular HE. What were the preferred medium of gathering information? How HE can use this information to boost their marketing tactics and minimize their cost? The research suggests that the potential of social media marketing has yet to be truly realized in the HE sector as there is still a reliance on traditional marketing as the primary or even sole source of information.
CHAPTER 1
INTRODUCTION

The advent of digital information and communication has changed the way people and businesses sell their product or service and communicate with one other. Businesses are required to keep up-to-date with dynamic marketing trends and stay relevant in today’s competitive market. The marketing concept dates started from the mid-1950. The goal of marketing is not to find the right customer for their product but to find the right product for the customers (Kotler & Keller, 2012). The core concept about marketing holds the key to achieve an organisation’s goals and to be more effective than its competitors in creation, delivering and communicating superior customer value to the target market (Kotler & Keller, 2012).

Marketing is a societal process by which individuals and groups obtain what they need and want through creating, offering and exchanging products and services of value freely with others (Talloo, 2000). For any type business, that could be either profit or non-profit, it is important to understand the concept of buying behaviour of a customer. Marketing (management) is the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering, and communicating superior customer value. (Taloo, 2000).

To be successful in marketing a business proper understanding of creating, delivering, capturing and sustaining customer value is required. A marketing plan is essential to coordinate and direct a coherent and targeted marketing effort. How do you market your product or service? Increasingly, businesses now have the option of two forms of marketing that is traditional and digital.

1.1 Traditional marketing
Traditional media is heavily dependent on the one-to-many paradigm; the brand creates a message and transmits that message to a mass audience through broadcast, print, radio, or signage. Traditional media is a one-way communication system that does not create engagement or work towards promoting word-of-mouth (Hausman, 2014). The traditional media method of marketing includes advertising, public relations, branding and corporate communication (Belch & Belch, 2003). This form of marketing communication is used to
influence an audience to take the desired action in relation to either a product or service in a local market. The purpose is to drive consumer behaviour by selling a product’s unique value. This method is when advertisers seek to increase consumption by stating and repeating the brand message to its target market. Advertisers control the message and the brand by prevailing through one-way communication with their target customers (Murphy, 2010).

Traditional media advertising effectiveness can be through recall, attitude change, and brand choice. However, this method of advertising limits to what the consumer does, or with advertising material (Pavlou & Stewart D, 2001).

1.2 New Marketing
Social marketing has become the new rival to traditional media marketing; therefore there has been a shift in the marketing trend. Traditional media does not have tools to generate word of mouth advertising and becomes hard to control, develop and measure.

The new media is the future of advertising where consumers and businesses utilize social media to find relevant information. New media is referred to when information is easily accessed by using digital media. Businesses with new media have the ability to reach consumers and other businesses in less time.

Consumers use the internet to find information, making new media advertising pertinent for any type of business. However, at the same time, consumers also use traditional media, while listening to the radio when driving, at home by watching TV or sitting at reception areas reading magazines. Everyone is still using some form of traditional advertising in their daily lives. Traditional media does not allow users to respond and requires advance time for publication this information can sometimes be outdated. Printing becomes expensive and less environmental friendly, any information once printed cannot be altered without printing the information all over again. Advertising messages on Traditional media are much more limited when compared with digital media.

Social media can reduce marketing costs by using multiple social media platforms without paying. Social media can be measured by the number of likes, visits or comments posted by customers.
1.3 Web 2.0
When Web 2.0 was introduced, it changed the way people communicated. Web 2.0, is an internet-based media platform that supports social networking, video sharing, syndication of content through RSS feeds, Twitter, blogging, wikis, or photo/slides sharing and other forms of social interaction (Gosseck G., 2009). Social networking websites have allowed individuals to interact and build relationships virtually, whereas businesses use social media to communicate with their customers directly in a similar manner.

1.4 Digital marketing
Social media allows the two-way communication system between customer and seller. Rather than getting brand messages as in traditional media, customers receive recommendations from friends in the form of likes, re-shares and recommended posts, which de-commercializes the brand message (Hausman, A, 2013). De-commercialization, while a mouthful of a word simply means that brand messages no longer carry the patina of the brand, but reflect the endorsement of your friends” (Hasuman, 2014).

1.5 Social Media
A social media is a new form of online media that promote participation, openness, conversation, community and connectedness, interactivity, collaboration and information sharing (Nyekwere & Okoro, 2014).

Social media platforms are relatively new but they are fast-growing online interactive platforms amongst the young generation. Social media interaction gives users more autonomy than traditional methods and engages customers, this will be discussed later in the research. The social media platforms enable businesses to review customers’ feedback and improve on the quality of the business delivery.

Higher Education Institutions (HEIs) in New Zealand have recently started to use social media for marketing, with the most commonly used platforms being Facebook, Google+, Skype, Instagram, YouTube, Blogs, LinkedIn, and Twitter. The main purpose of incorporating social media platforms into Higher Education Institute (HEI) has to compete with other HE locally and international. Social media is an instant medium as it can reach millions of people all around the world through likes and sharing links. Higher Education (HE) is tapping into this medium which allows them to reach a global audience. HEI’s are using social media to increase their enrolment numbers at their respective institutions and this will be discussed later.
Integrated marketing communication is a guideline that organisations follow to communicate with their target markets (Mangold & Faulds, 2009). This attempts to coordinate and control numerous elements of the promotional mix such as advertising, personal selling, public relations, publicity, direct marketing and sales promotions, to incorporate customer-focused message to achieve organisational objectives.

According to Solis (2008) social media is comprised of different types of activities that allow individuals to socialize and network by using words, photos, or videos. Social media is redefining how we relate to people and how people relate to the businesses that serve them.

1.6 Use of traditional media

What is the consequence of the digital shift? Has traditional marketing died? There has been a shift in marketing approach by incorporating traditional and digital media for advertising for instance printed material has social media and portal links for further information. Both traditional and digital advertising is essential for a better return on investment. Each marketing media style has its own purpose and objective within the marketing mix. For instance, a print advisement could be used for long-term brand awareness, but Twitter might be used for customer service dialogue, or a radio campaign could advertise a time-limited offer, and search engine optimization could be used to drive new visitors to a website. Traditional media is highly effective for local advertising whereas social media can be used to market internationally (Michelaq, 2011).

Education is a special type of service due to the intensity of contact between its customers which are students and the service provider which is a Higher Education (HE) brand (Khanna, Jacob, & Yadav, 2014). According to Voss & Zomerdijk (2007) Education is classified as an experiential service.

The education service is seen as a journey that spans a long period of time and consists of multiple components and multiple touchpoints. These touchpoints need to be carefully designed and managed. The journey perspective implies that a customer experience is built over an extended period of time, starting before and ending after the actual sales experience or transaction. The customer journey perspective clearly shows the central role of the customer in innovation and design areas that directly or indirectly influence the customer experience: the physical environment, the service support. However, one of the difficulties of innovation of experiential services is predicting the outcome in financial terms and in term
of common measures including footfall, dwell time, revenue growth, customer satisfaction and customer loyalty.

1.7 Higher Education integration of social media marketing
Social media has changed the way it is being marketed in the HE environment, social media is instant and active engagement and compliments its existing traditional advertising within the business. The Social media platform is an interactive communication source in a growing market. Businesses are integrating this method of advertising through their marketing programme. Although unlike traditional marketing tools such as print medium, the social media marketing process does not end once the audience is reached. Social media networks are a living entity that needs to be managed beyond the initial point of contact. According to Constantinides & Stagno (2011). Higher Education institutions have increased interest in adopting social media as part of their marketing programme. The purpose of this research is to understand how social media platforms attract future students and how potential students and parents use social media and what social media’s role is in the decision-making process while students choose their HE. Students and their parents’ “liking” or “commenting” on a social media platform while seeking information, their contribution on social media platforms promotes businesses by reaching to a larger audience in less time and at a lower cost compared to traditional media. Audiences with similar interest can take advantage of additional comments or reviews placed by others while obtaining information.

Student recruitment has become competitive amongst universities, forcing them to find efficient and effective means of providing information to its potential students. Printed media and social media, are both being used for marketing. This study is aimed at finding out which platform is the most effective method for Higher Education (HE) marketing and which medium plays a primary role in the student’s life while making the decision on which HE to choose.

Although the New Zealand tertiary education is predominantly government funded, the institutions are typically expected to have a 3% financial return as a surplus, in accordance with the requirements of the Tertiary Education Commission, New Zealand (Haggart, 2011). The surplus obtained from profit is used to meet the universities operational budget. New Zealand tertiary education provides service to students, students pay for their Higher Education seen as customers (Eagle & Brennan, 2007).
Government deregulation and an increase in global competition have made universities acknowledge the fact they must market themselves locally and globally, thus traditional marketing no longer fulfils are the needs of higher education (Gibbs, Kraemer, & Dedrick, 2003). Institutions now have to compete with other service providers in the sector for potential students locally and internationally in order to survive. This brings to the fore the need for competitive strategies to be formulated that satisfy the needs of potential students who want to enrol.

Given the competitive higher education environment, HE’s are forced to compete more effectively for international students, as international students generate more income compared with local students. Hence the use of effective marketing techniques for effective communication channels between HE and the potential student is vital. Thousands of students travel aboard to study and it is important that students have sufficient information to make an informed decision when choosing an HE institute.

1.8 Research Objectives
There is one research objective for this research, to explore whether students use social media or traditional media to seek information whilst choosing for a higher education institution.

Social media has grown and continues to grow as the preferred platform through which both domestic and international students seek information when selecting an institute. The findings from this research will provide HE marketing departments with a useful understanding to develop market areas and discuss various options and opportunities about how to engage social media as effective marketing tools.

The common media social networking is one form of social media where individuals are in communities that share ideas, interest or are interested in meeting people with similar ideas or interests. This research is focusing on four major social media platforms used for marketing in the three HEs chosen for this research. The research will examine data collection from Facebook, LinkedIn, Twitter and YouTube.

There are five sections to this thesis research. The limited scope of this research must be acknowledged. The University of Auckland (UoA), the Auckland University of Technology (AUT) and Unitec Institute of Technology were approached for the access and insight into their marketing processes, in an effort to compare and contrast different approaches and potentially form the basis of a best practice guide. However, UoA and AUT declined to
participate in this research, hence this research is unable to incorporate specific measures and analytical information, or draw upon marketing practitioner experiences and insights. This reluctance to grant research access to in-house marketing practices may go some way towards explaining why the current research in this area, in New Zealand in particular, remains sparse.

The methodological approach was revised after being declined by UoA and AUT in order to attempt to get similar answers to questions by using different sets of data. The data was compiled from the sources that were accessible to the public and require no special research consent from the institutions of interest. The first chapter of this research explains the definition and the purpose of this research topic. Chapter two examines the literature relating to the relevant areas. The third chapter examines the methodology and data collection from the public domain of UoA, AUT and Unitec’s portal and common social media platforms, the collection of printed materials and semi-structure interviews. The fourth chapter will provide a transcription and analysis of the interviews with local and international students. The fifth chapter will present the findings of the research with chapter six providing the conclusion and future areas for research.

1.9 Introduction of the three Higher Education Institutes

The following provides an overview of the three HEs chosen for the research, and also highlights how they compare to each other in terms of size, research, rankings and programme offering.

1.9.1 The University of Auckland

The Mission of UoA is a research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serving its local, national and international communities (The University of Auckland, 2015).

The University of Auckland has for more than a century, been dedicated to its mission to nurture scholars who will contribute to society by advancing knowledge and imparting it to new generations of students. Staff, students and supporters take pride in having contributed to the University of Auckland's reputation as New Zealand's flagship, research-led university, known for the excellence of its teaching, its research, and service to its local, national and international communities (The University of Auckland, 2015).
The University of Auckland (UoA) was founded in 1883 and is New Zealand’s leading university in comparison with the other seven universities. UoA is the highest ranked NZ University in both the Quacquerelli Symonds (QS) World University Ranking and the Shanghai Jiao Tong Academic Ranking of World Universities. The University of Auckland has 35% of the top ranked academic researchers and has an international standard university with academics from all around the world. UoA has the highest proportion of international staff and students and has published the highest number of publications. UoA is ranked 19th in the Times Higher education list of the world’s top most international universities. The university has 42,000 students in total, out of which 36,000 are domestic and 6,000 international. There are 5,000 staff in total, 2,160 academics and 2,840 professional staff. UoA sources 29% of its budget from government tuition subsidies, 16% from domestic student’s fees, and 34% from international student fees (The University of Auckland, 2015).

There are 10 Faculties in total and some have Times Higher education published ranking that comprises of top 400 universities each year. The UoA’s current ranking is 164th place, it is the seventh highest of all Australian and New Zealand universities. There are 7 campuses around the region: City campus, Tāmaki, Newmarket, Epsom, Grafton, Tai Tokerau campus, Leigh Marine Laboratory, including Manukau, Waitemata Health campus, South Auckland Clinical School, and Waikato Clinical School (The University of Auckland, 2015).

The University of Auckland also has extensive linkages with international higher education networks with an agreement with 161 universities in 39 countries which attract high-quality undergraduate and postgraduate international students from over 110 countries (The University of Auckland, 2015).

1.9.2 The Auckland University of Technology
AUT is a contemporary New Zealand university focused on providing exceptional student opportunities and learning experiences, and graduate success in a context stimulated by impactful research and industry connectivity. (AUT, Auckland University of Technology, 2014).

AUT claims to create a unique institute amongst New Zealand’s universities, as being responsive, contemporary and engaged, its heritage is reflected in its core activities by delivering advanced education that produces sought-after graduates. It is conducting research with impact; building partnerships and creating knowledge exchange with business,
industry and the community. AUT is a catalyst for community transformation through wider participation in higher education (AUT, Auckland University of Technology, 2014).

AUT was established as the eighth University in New Zealand in 2000. AUT has more than 27,000 students enrolled in undergraduate and postgraduate programmes in 4 faculties. They are based at North Shore, City, South and Millennium. AUT has 900 staff in total in the three campuses (AUT, Auckland University of Technology, 2014).

AUT was ranked in the top universities worldwide by international quality agency QS and received a 4-star rating overall, and 5-star ratings in the categories of teaching, employability, internationalization, facilities, and inclusiveness. AUT’s Business School was ranked in the top 100 institutions in the world for Accounting and Finance (AUT, Auckland University of Technology, 2014).

AUT has won the best architecture awards in the categories of Education, and Planning & Urban Design, with the citation applauding AUT’s “informed and ambitious approach to architecture” at the New Zealand Institute of Architects (NZIA) Awards. AUT also received recognition for the quality of its information technology, winning the Supreme Award at the Microsoft Tertiary ICT Awards for the Schools’ Scorecard, and has become first in the IT Benchmark Student Survey for student satisfaction with IT services amongst Australian and New Zealand universities. AUT is highly commended in the Public Sector category of the Energy Efficiency and Conservation Authority Awards. Eleven AUT graduates were offered to undertake internships in 2015 with businesses including Saatchi & Saatchi New York, Paramount Recording Studios Los Angeles and BMW of North America in New Jersey (AUT, Auckland University of Technology, 2014).

In the QS World Universities Rankings, QS awarded the University with a 5-star rating for internationalization. AUT was the only university outside the USA and Europe to make a successful bid to host a Brasilia without Borders programme. AUT received the first intake of foreign government-sponsored Ph.D. students from Thailand and Vietnam respectively under the Office of the Civil Service Commission and the Ministry of Education and Training. The University teaches its undergraduate courses in China, Indonesia, Thailand, and Vietnam. In 2014, AUT University received funding and grants to provide education and research from the Tertiary Education Commission up to $152.4 million compared to $150.0 million in 2013 (AUT, Auckland University of Technology, 2014).
1.9.3 Unitec Institute of Technology
Unitec is the largest Institute of Technology and Polytechnic (ITP), and the largest non-
university tertiary provider in New Zealand.

Unitec’s primary focus is on the associate professional, advanced trades and technology
sectors of industry skills and is the largest provider of architecture, construction and
computing skills compared with other ITPs in New Zealand. Unitec also is the largest ITP
provider on the basis of its degree-level graduates and delivers 78% of ITP masters
graduates. Unitec is the only ITP in New Zealand that offers doctorate-level programmes,
offering the Doctor in Computing, and Education (Unitec, Strategic Plan, 2015).

Unitec offers 149 programmes ranging from foundation education, community skills
certificates to doctorate programmes. Unitec employs 2,000 staff in total, around three
campuses which are based at Mt Albert, Waitakere, and Northern campus. Unitec delivers
a combination of business and creative sector programmes, including internationally
recognised architecture and performing arts qualifications. Unitec launched a partnership
with IBM in February 2013. The IBM Delivery Centre at the Mt Albert campus offers more
than 200 job opportunities to students and 11 scholarship awards. The relationship between
Unitec and IBM will integrate industry with teaching and learning. This will allow students
to benefit from sustained access to IBM’s specialists and to learning with IBM as a real-
world experience. In 2013, Unitec generated $23.3 million from international students’ fees,
the source of 16.1% of Unitec’s revenue. Unitec is the first ranked Information Technology
Services (ITS) in Performance Based Research Fund (PBRF) assessment (Unitec, Annual

Chapter Summary
Chapter one gives an overview of the research and outlines the different types of marketing and
the importance of marketing in the Higher Education business. Higher education institutes are
businesses providing educational services to their customers. New Zealand HE institutes are
integrating social media to compete with other universities to recruit the best students locally
and internationally. The institutes in New Zealand are predominantly funded by the
government, and are expected to produce returns to meet their operational budgets.

The chapter further discusses the objectives, the limitation and methodological approach for
this research. A brief description of the three HE Institutes that were chosen for this research
is given with an outline provided of the differences among the three HEs, in terms of size, research and programmes.
CHAPTER 2
LITERATURE REVIEW

This chapter relates to literature that will review research areas that is covered in this research. The broad topics are thoroughly discussed and presented in the context of HE recruitment goals and vision. The relevant literature and past research from this will be integrated into the findings of this research project. The objective of this chapter is to provide an understanding of the effectiveness of digital marketing strategies compared with the traditional media. How social media is used by first-year undergraduate students when they are seeking information and making a decision on choosing an institute for their Higher Education.

2.1 Marketing
Marketing is used to sell any product or any service in today’s world. In any marketing activity, there are sets of institutions and processes for creating communication, delivering and exchanging offerings that have value for customers, clients, partners and society. In a marketing mix of 4’P: product, price, promotion and place, the introduction of social media marketing, a 5th “P” has been added to the marketing mix called Participation (Tuten & Solomon, 2014). In the current marketing environment, there is a surge of advertising channels for shopping to attract and satisfy customers’ needs. In doing so, businesses are incorporating both digital and traditional advertising to reach to their target market. Traditional media is used to target markets within the country and digital marketing is used to target markets locally and abroad, especially for online shopping.

According to Kotler (2011), the marketing concept holds the key to achieving organisational goals, it consists of determining the needs and wants of businesses target market audience, including of delivering the desired satisfaction effectively and efficiently than competitors. Boone (2001) explains that incorporated marketing communication attempts to coordinate and control numerous components of the promotional mix, such as advertising, personal selling, public relations, publicity, direct marketing and sales promotion.

However, the communication towards customers has changed since the emergence of social media. The social media encompasses a wide range of online, word-of-mouth forum
including blog, discussion board and chat rooms, consumer-to-consumer, email, rating websites, forums, microblogs, and social networking websites. (Ghauri & Maqsood, 2011).

2.2 Use of social media marketing?
Social media has rapidly integrated into our everyday lives personally and professionally. Consumers and company brands are seeing massive benefits and changes due to social media. Social Media marketing has transformed the way businesses are interacting with their clients, customers, suppliers and other stakeholders. With few barriers to entry, social networking has numerous advantages. Social media puts all companies on a level playing ground irrespective of whether it is a small company or multinational. The benefits of Social Media campaigns in comparison with conventional marketing strategies:

- Online platforms are free to use and reach thousands of people at a fraction of the cost using social media than of television, billboards or email.
- Social Media is free, it costs nothing for businesses to set up social media accounts. The only cost to a business is the time and resources. Apart from this, organisations can create social media policy and an online reputation management strategy, set up the sites, update websites with fresh and the latest information, monitor and update the sites regularly, promote the sites to find new fans, likes and followers.
- Businesses can have one-on-one interactions, Social Media marketing allows companies to interact with the customers and can respond to customers’ comments, feedback and posts and change the way business operates.
- Social media marketing drives pre-qualified traffic to the website. People express their interest either by “following” or “liking” social platforms. This will indicate that people are interested in the business. Through posting regular updates, or running exclusive promotions interested people will visit the website.
- Flexibility with campaigns, once a sign-off is done on traditional marketing campaigns such as print, radio or television advertising, there are limitations, or no changes can be made without incurring huge costs. However, Social Media marketing has the flexibility and adaptability to add or delete promotions or make changes to the campaigns via the networking sites with minimal changes and with no cost.
- Social media exists to create word of mouth advertising by encouraging re-shares of postings, that is not only amplifying their messages (thus increasing reach), but make brand claims more believable. It is known that word of mouth is much more
powerful than traditional brand messages. According to Nielsen, 92% of consumers believe word of mouth more than traditional advertising, cited (Whitler, 2014).

Ever since social media have been introduced into business, they are able to measure results from each network’s analytic software, for instance, Facebook Insights or via Google Analytics. Information from Metrics reports on how many people clicked on links or shared links with their community and what network refers the highest traffic to your site. The success of conventional offline campaigns such as public relations or advertising may be harder to measure. Possibly best of all, social media provides analytics difficult to get from traditional media. When a brand broadcasts a message on network TV, they have little idea how well it worked. When a brand sends a message through social media, it is known how many people saw the message, how many shared or endorsed the message, and how many sales resulted from social media efforts. This control and accountability alone make social media a valuable tool for brands. Organisations have seen the benefits of social media and more companies have started to invest in social media. According to the 2011 State of Digital Marketing Report (Webmarketing, 2012), 60 percent of the overall 500 respondents said they plan to increase their budget for social media marketing (Webmarketing, 2012).

Web 2.0 was introduced in 1999, as an internet-based media platform that supports social networking, video sharing, syndication of content through RSS, Twitter, Blogging, Wikis, or photo/slides sharing and other forms of social interaction (Gosseck G., 2009). The social networking websites have allowed individuals to interact and build relationships virtually, whereas businesses use social media to communicate with their customers directly.

Social media platforms are relatively new but they are fast-growing online interactive platforms especially amongst the younger generations. Social media interaction gives users more autonomy and customer engagement than traditional methods. They also enable businesses to review customers’ feedback allowing them to improve the quality of their business delivery.

New Zealand HE institutions have recently started to use social media for marketing, with the most commonly used platforms being Facebook, Google+, Skype, Instagram, YouTube, Blogs, LinkedIn, and Twitter. Social media platform is incorporated in marketing to compete with other higher education providers to increase their student enrolment numbers at their respective institutions. The social media innovation and development has forced institutes to restate an effective and sustainable way to communicate with current and
potential customers. HEIs are using social media as part of their marketing tools to attract
top achieving students locally and internationally. HEIs used Education Intelligence which
hears about students’ point of views on international marketing. The insight from the
international students and communities can be utilised to attract more international students
to apply from their own home country (Robert, et al., 2014).

Ever since social media has been introduced there has been a major change in consumer
behaviour including awareness, information acquisition, opinions, attitude, purchase
behaviour, post-purchase communication and evaluation, where institutes are trying to
benefit as well. However, the popular business and academic literature offer very little
guidance on incorporating social media into the current business market especially in the
higher education environment. Thus there is a lack of the business strategy and skills to
appreciate the full capacity of the social media’s roles into business promotion (Mangold &
Faulds, 2009). The globalization in HE education is spreading into the major English-
speaking countries such as Canada, USA, Australia, UK and New Zealand and the higher
educational institutions are recognising that they need to market themselves globally
(Hemsley-Brown, 2006). Marketing internationally to recruit students from overseas is
becoming acceptable by the higher education sector and therefore places renewed emphasis
on the need to market to both domestic and international students. This includes key
concerns such as how to market globally, whether traditional marketing was enough to meet
these goals or how social media platforms can be used to disseminate information to potential
students.

2.3 What type of business is Higher Education?
Businesses deal in the trade of goods and services to consumers in exchange for other goods
and services or currency, with the goal of creating surplus or profit. Not for profit
organisations have the key distinction of not being motivated by the desire to create the
surplus for profit. Higher education in New Zealand can largely be classified as a non-profit
business that is providing service. However, the ‘business model’ does not necessarily mean
that an organisation need be solely designed to maximise profit. It can also be linked to an
organisation that meets people’s need, operates and organises itself to produce a service and
manages to make enough profit to remain commercially viable.

Although New Zealand tertiary education is predominantly government funded, the
institutes are typically expected to have a 3% return as a surplus in accordance with the
requirements of the Tertiary Education Commission, New Zealand (Haggart, 2011). The
surplus obtained from profit is used to meet the universities operational budget. New Zealand tertiary education is a service provider to students who pay for Higher Education and they are referred to as customers (Eagle & Brennan, 2007). HE is seen as a service provider, therefore, it can apply its service for marketing to attract local and international students. HE as a service provider regards students as their direct and immediate customers. The report from Pew Internet and American Life Project (Roblyer, McDaniel, Webb, Herman, & Witty, 2010) indicates that there has been an increase of the social roles into lives of ‘Net Geners’, who use the Internet and instant messaging as part of their everyday lives.

2.4 “Net Geners” or “Digital Natives”
“Net Geners” or “Digital Natives” is used to refer to the young generation of internet users who are born after 1980. They are known to be computer savvy and very high users of social media as part of their lives (Bennett, Maton, & Kervin, 2008). In order to communicate with “Net Geners”, businesses tend to increasingly favour social media platforms as the best means of communication. Recently there has been an increased trend of usage of Web 2.0 within the New Zealand education system for content creation and marketing locally and internationally to target “Net Geners” to increase enrolments.

In the current market, higher education mainly focuses on two types of target customers; firstly the high school leavers falling into the age category from seventeen years and secondly on students from non-English countries. “Net Geners” happen to fall into the HE target markets category; therefore students applying for HE are no longer inactive consumers, they use social media to become informed consumers by making rational choices on selecting higher education.

2.5 Competition amongst Higher Education Institutes
Universities recently started to develop and update their websites to provide marketing information to students, alumni and other stakeholders (Klassen, 2002).

Competition among higher education institutes has increased dramatically and currently, the market has become saturated locally and internationally.

Higher education marketing emerged in the mid-1980s as an offshoot of the field of health care marketing, the idea of marketing being accepted. Universities are using social media to compete for funding by increasing more students enrolments. Different authors reach the conclusion that theoretical funding perspectives in marketing literal provide insights that
may be useful to universities in planning their market relationship and responses to current market dynamics (Filip, 2012).

HE has started to use social media platforms as one of their main means of communication to market their brand. They have a significant presence on most of the popular social media platforms for networking to broadcast announcements or communication to target market. Some of the common social media used by the three HEs that this approach is focused on the use Facebook, Twitter, LinkedIn, and YouTube. Social media and social media networking are the new trends that is used as an interchange mechanism by public and members to network. Social media platforms websites offer products or services information that allow users review and use as social networking (Perryman, 2011). Social media is a new trend for communication and is the fast-growing category of online interactive applications. The applications are based on user-generated content rather than supplier-generated content where it allows peer-to-peer communication and user-participation. The social media is becoming the primary method of finding information by future students to make their choice on HE compared to the traditional communication channel (Constantinides, Stagno, & March, 2011).

Social networking is now accepted by most of the HEs in New Zealand to promote their service. Social media is and can be used as a recruitment tool to reach potential students, who might not be accessible via traditional recruitment methods. Domestic students can be reached through high school visits, posters, flyers, and information sessions, course and careers days and as for international students, HEs participates in educational expositions in overseas. However, there is an increased presence of social media in our daily personal and in our professional lives, now day’s students are curiosity about how higher education providers promote themselves when competing with other institutions locally and internationally. Potentially using social media in addition to traditional means of recruitment might give the HEs a competitive edge in what is a multi-billion dollar industry in New Zealand (Bureau, 2013).

Government deregulation and increase in global competitions has made institutes acknowledge the fact they must market themselves locally and globally thus traditional marketing no longer fulfils the needs of higher education (Gibbs P., 2002). Institutions now have to compete with other service providers in the sector for potential students in order to survive. There is a need for competitive strategies to be formulated that satisfy the needs of potential students who want to enrol. Higher education needs to become more market
oriented to obtain competitive advantages (Conway, Mackey, & D, 1994). The sector is changing and evolving from the established model in order to meet customer expectations and incorporate new technology towards providing efficiency and quality information to inform customers’ purchasing decisions (Rubin M., 2015). There is a marked shift amongst students since social media has become embedded in their lives, and how they are increasingly aware of their rights and expectation as customers.

According to Hemsley-Brown et al. (2006), universities have sustained funding cuts from the government, therefore universities are forced to look at other sources for funding. Tertiary institutions have found that recruiting foreign students provides a valuable source of income. As a result, there is increased competition for recruiting international students within the education sector especially amongst English speaking countries, and particularly targeted at countries such as India and China where an overseas based study is a popular alternative to the domestic higher education sector. The marketization of higher education globally and the use of business terminology is compelling the higher education sector to turn to business models and strategies to adapt to the changing landscape (Hemsley-Brown et. al., 2006).

HE institutes are making use of marketing as an effective tool for recruiting students. However, there is little to no academic research about the advantages and the real potential of such strategies. There is no concrete research on such strategies done in New Zealand HE Institutes to date. There is also very little known about the way future students are using HE institutes’ websites, social media platforms, or what their preferred media is when networking and communicating to help them choose their preferred institute (Stagno et. al., 2011).

Gray et. al. (2003) and Constantinides et. al. (2011) support my observations on the limitations of existing research about the influence of social media positioning higher education brands despite the awareness that HE Institutes are increasingly competing for overseas students. It is essential for universities to position themselves strategically when competing with other HE Institutes both locally and internationally. Positioning could be difficult as the academic product being marketed is in the form of a service. Nevertheless, higher education institutions and the sector as a whole can use their brand and reputation as a marketing tool and strength. For instance, the University of Auckland (UoA) uses its brand to promote itself locally and internationally. UoA emphasises its world ranking status as an institute with a reputation for academic and research excellence, fostered within a supportive
learning environment. These are some of the different features that are used to sell the institute in the global higher education market.

According to Gray et al. (2003), most institutes that have a preference or need to attract overseas students will need to acquire brand strategies in order to compete. Brands form an integral part of the broader strategy for attracting customers and competing globally, and incorporating targeted strategies of marketing to address different segments. Expansion into global markets should recognise the power and seriousness of discussions being carried on by the consumers using social media. The internet is becoming a mass media vehicle for consumer-sponsor communication. The consumers are turning away from the traditional sources of advertising, they require on-demand and immediate access to information at their own convenience (Rashtchy & Jaffray, 2007).

The target markets for higher education institutions are now seeking various types of social media to communicate their information to support the purchasing decision (Mangold & Faulds, 2009). Social media platforms such as YouTube and blogs provide “virtual” tours that allow students to have a first-hand chance to evaluate their decision making towards choosing their higher education provider. UoA, AUT and Unitec are using several such forums to communicate; they use websites, social media platforms such as Facebook, YouTube videos, LinkedIn, Twitter and printed materials. They have overseas agents and representatives that facilitate application to the HE institutes and provide potential consumers with the brochures and information needed to make informed choices. This includes information on the process involved in moving to a new country to study, issues like student visas, meeting the English language requirements and finding accommodation (The University of Auckland, 2014).

Internationalisation has become a key factor shaping and challenging the HE sector in countries around the world (Knight, 2011). According to Atltbach (2004), approximately two million students study outside of their home countries, therefore for those countries that are targeting international students, this has become a big business. In the U.S market each year, the top five countries from which international students are recruited are from India, China, South Korea, Japan and Taiwan. Bodycott (2009) argues that students are looking for the best choice of higher education, internationalizing campuses. Students around the world are seeking quality international education, brand names, reputation, enrich campus and programs with culture, social and academic contributions, and institution’s research and innovation profiles. According to Mazzarol and Soutar (2002), universities should market
their brand based on specific and targetable “pull” factors, factors that make another country attractive to students to enrol. ‘Push’ factors are those that operate within the country and initiate a student’s decision to undertake study aboard.

Similar research was done by Barnes and Lescault (2011) on the usage of social media by colleges and universities in the US, exploring the online behaviour that can have an impact on the young generation toward their decision making. Additionally, universities are moving away from traditional marketing and demonstrating a strategic approach to their online communications. Social media platforms such as LinkedIn are used as professional networking sites, where academic profiles can be viewed providing additional information towards decision making. Where multiple platforms are used, information is not merely replicated but adapted for the platform and the audience. Barnes and Lescault (2011) also emphasized on two-way communication when using blogs. Through the blog, students, or their parents are looking to have a conversation with someone online about a particular university. Blogging can be used to interact online, this can source can increase in interaction with others to find answers and support towards making a decision in choosing HE.

Tibnurg University has adapted an online forum to recruit international students and the University of Twentee has introduced a live chat forum to communicate with targeted students (Constaninides & Stagno, 2011). Khan (2013) stated that New Zealand is a recent addition to the countries that offer international education as a global destination and has promising opportunities in implementing a social media marketing strategy. Khan (2013) also mentions that tougher competition from other global markets has made it difficult for New Zealand HE institutes to increase international student numbers. This may result in New Zealand HE institutes losing comparative advantages. He suggests that New Zealand needs to find ways to make a paradigm shift to reach their potential customers and secure a share in the global education market. Despite the current and potential impact of social media in this area recognising how to embed the use of social media platforms in New Zealand HE will be beneficial. There has been very limited research done in New Zealand. This research will contribute towards filling the gaps in the current knowledge as well as help better understanding of how to utilise social media platforms to compete in a global market.

Universities are struggling for extra funds to provide quality education to students, fee increases are a recurrent event and institutions may still be forced to charge much more for fees if the government is unwilling to invest enough to keep universities competitive in the global market (Jones N. , 2014).
Fee deregulation or a similar system would allow universities to set their own fees and would likely lead to increases well above the current annual maximum of 4 per cent (Jones N., 2014).

Professor McCutcheon, Vice-Chancellor of the University of Auckland, has stated that deregulation or a similar option would be similarly controversial, but hard decisions had to be made which often means increasing fees to survive (Jones N., 2014).

The international rankings released show that New Zealand universities are losing ground or deteriorating (Townend, 2013). The University of Auckland is the country's top-placed university’s at 175 on the Times Higher Education rankings, but has slipped 11 places since the previous year. Such league tables are the main way international student’s judge quality, offering a measure by which to compare institutions across countries, and the downward trend further places the funding of universities at risk (Jones N., 2014). International student is the other option for extra funds as they pay higher fees than the local students. International students are becoming increasingly important, institutions are attempting to increase numbers in their international recruitment.

According to Professor McCutcheon, the funding available to NZ universities on a per-student the basis is comparatively very low and it is difficult for universities to run efficiently and remain competitive on this funding alone. However, if the government does not increase it substantially, universities will be required to seek alternative funding options (Jones N., 2014).

Tertiary Education Minister, Steven Joyce, flatly ruled out a move to fee deregulation or to allow increase of 4 per cent. He disagreed with Professor McCutcheon's analysis of the available options. More government funding was being put into the sector, he said, including a 24 percent rise over five years at the University of Auckland (Jones N., 2014). However, the diminishing strength and buying the power of government funding disadvantages universities from research, retaining good academic staff and upgrading campus standards. The Quacquarelli Symonds (QS) world ranking can be affected.

AUT and Massey settled on a 4 percent rise for fees domestic students in 2014 - the maximum allowed by the Government (Jones N., 2013). All universities will increase the need to figure out what their market position is and what fees they can and should charge to take account of the cut in the Government contribution for student fees and make up the shortfall (Jones N., 2014).
However, deregulation may impact student enrolments. The increase in tuition fee is one of the ways universities can generate additional funds, and these funds can be utilised towards strengthening campus services and allow individual campuses to achieve its objectives. Deregulation will result in a tuition fee increase, however, that will reduce access to universities by students who are from the low-income background (Flores & Shepherd, 2003).

2.6 International market for student recruitment using social media
The trend of recruiting international students is changing fast and adapting to new trends is challenging for universities. There are lots of pressures for universities to keep up with the highly competitive market, and to be prompt and efficient in achieving their objectives lest they fall behind or lose momentum relative to their competitors. Apart from this, the pressure to maintain high rankings in the global annual QS ranking is more difficult in an environment of decreasing budgets and increasing competition.

Universities are spending more time and funds towards open days, social media, improving prospectuses and developing university web pages (The Guardian, 2014). In terms of traditional marketing, higher education provides service to the society by training and building specialist skills or knowledge sets in specific fields. Universities are responsible for providing skills and knowledge that is transferred to the community as graduates, professionals and human development (Filip, 2012). Universities are using various tools to market their education, showing exhibits, open days, school visits, direct mail, open days, web pages and social network; this can be applied in all regions (Filip, 2012).

According to research in American universities, the traditional marketing strategies such as direct mail is the most effective means to recruit students compared to magazines, newspaper, radio, television, transit and outdoor advertising (Burdenski & Shanklin, 1987). Universities compete for students not only internationally but domestically. In New Zealand, all universities are in competition for Auckland school-leavers as they are struggling to meet enrolments within their area. Victoria, Lincoln and Canterbury universities have expanded their offices in Auckland to compete with the University of Auckland, AUT and Massey University’s Albany campus in accessing and recruiting from this student population (Jones N. , 2014).

There are many different social media platforms that have been acquired or utilised by the tertiary education providers around New Zealand. Social networking is one such form of
social media; individuals participate in online communities that share ideas, interest or are interested in meeting people with similar ideas and interests. This research focuses on four major social media platforms used for marketing in the three HEIs being compared (Reuben, 2012). Some of the social media platform available and used by some are not used by other universities, or not to any great degree. For comparison of social media metric, only the common platforms will be only looked into.

2.7 Facebook
Facebook was launched in 2004 by Mark Zuckerberg from Harvard University. Facebook connects people with friends, workmates, classmates and other social connections. Facebook is used to keep up with friends, upload photos, share links and video. Facebook has six major components: personal profiles, status, updates, networks, groups, applications and fan pages. The fan page is used by many businesses. The walls, posts discussion boards, photos, video, likes page and other applications allow business to communicate with fans through direct and targeted messages like fan in specific groups and view insights (Sundem, 2015). Detailed statistics on the usage of the organisations page can be obtained by Google analytics. Today it seems almost mandatory for any form of business or tertiary education to have a Facebook presence. Universities use Facebook to broadcast messages to passive audiences, despite digital natives who are the majority of the target market that are active on social media preferring more interactive communication. Facebook page that is created by students for instance of a particular course or club, the potential students can add themselves to that Facebook page and use it to connect with enrolled students or read what have been posted on the page for information.

The idea is to give students insight into life at the institution and giving them a way to connect with existing students, hence Facebook provides a path to support an active student community that potential students can join and get desired information.

2.8 YouTube
YouTube is the leading online video sharing system used worldwide. YouTube allows people to upload and share videos through websites, mobile photos, blogs and email. Businesses, including universities, are making videos and uploading them to the market to aid recruitment of students.

HEIs use students to make videos and post it on YouTube. The videos from students are visual insights which can be used to address any issues that may be of concern to
international students. The video can address on various topics such as life in the tertiary environment and community and reassure that the interested international student will not be alone and will be supported. They also provide useful ‘hint and tips’ for their future lives at an institute. Posting a video, empowers students and universities to deliver information and insight that is honest, authentic and relevant, and more likely to resonate with potential students (Blog, 2014).

2.9 Twitter
Twitter is a popular micro-blogging service. Users post short messages with an average of 11 words per message. Users can follow the updates of friends and send them a direct message, reply publicly to friends, or just post questions and comments of their current status (Consortium, 2015). Business can use Twitter for brand awareness, promotion content, fast feedback, finding new audiences and marketing.

2.10 LinkedIn
LinkedIn is very similar to "Facebook” but more of careers related social media. Anyone can join, or join groups, add contacts, and view profiles of people such as online CV and their organizations. LinkedIn is seen as a key global professional networking site and can be a helpful tool for students to network with alumni, academics and recruiters. Many employers have started using LinkedIn as a recruitment tool (Rouse, 2015).

LinkedIn member’s profile page, mainly highlights employment history and education, and has professional network news feeds. Basic membership for LinkedIn is free. Network members are called “connections.” In order to use LinkedIn, it requires connections to have a pre-existing relationship. The basic membership allows its members to only establish connections with someone he has worked, or has gone to school with, this is known as professional connections (online or offline). Connection up to three degrees away as part of the member's networking is shown, but the members are not allowed to contact them through LinkedIn without an introduction. Premium subscriptions can be purchased to provide members with better access to contacts in the LinkedIn database.

LinkedIn enables potential students to connect with alumni and discuss issues regarding the desired study areas with an HE. It automatically generates the listing of an alumni’s employment, which highlights their experience, potential and to connect for discussion about issues related to the university. LinkedIn also connects students with academics, where they can find information on academics and their research areas. This can potentially be a
powerful tool for international marketing aimed at promoting universities and their staff (Blog, 2014).

2.11 The University as a Business Model
According to Haggart (2011), businesses deal in the trade of goods and services to consumers in exchange for other goods and services or currency, with the goal of creating surplus or profit. Non-profits have the key distinction of not being motivated by this desire to create a surplus. Higher education in New Zealand can largely be classified as a non-profit business providing service. However, the ‘business model’ does not necessarily mean that an organisation need be solely designed to maximise profit. It can also be linked to an organisation that meets people’s need, operates and organises itself to produce a service and manages to make enough profit to remain commercially viable.

Although the New Zealand tertiary education is predominantly government funded, the institutes are typically expected to have a 3% return as a surplus in accordance with the requirements of the Tertiary Education Commission in New Zealand Haggart (2011). The surplus obtained from profit is used to meet the universities operational budget. New Zealand tertiary education provides services to students who pay for Higher Education and they are referred to as being customers (Eagle & Brennan, 2007).

Government deregulation and an increase in global competition has made universities acknowledge the fact they must market themselves locally and globally thus traditional marketing no longer fulfils the needs of higher education (Gibbs, 2002). Institutions now have to compete with other service providers in the sector for potential students in order to survive, bringing to the fore the need for competitive strategies to be formulated that satisfy the needs of potential students who want to enrol.

Higher education needs to become more market oriented to obtain competitive advantages (Conway et al. 1994). The sector is changing and evolving from the established model in order to meet customer expectation and incorporate new technology to provide efficiency and quality information to customers purchasing decisions (Rubin B., 2015). There is a marked shift amongst students since social media has become embedded in their lives, and how they are increasingly aware of their rights and expectation as customers.

According to Hemsley-Brown et al (2006), Universities sustained funding cuts from the government, therefore universities are forced to look at other sources for funding. Universities have found recruiting students from overseas provides a valuable source of
income. There is increased competition for recruiting international students within the education sector especially amongst English speaking countries, the marketization of higher education globally and the use of business terminology is compelling the higher education sector to turn to business models and strategies to adapt to the changing landscape (Hemsley-Brown et al, 2006).

2.12 Universities using social media platforms for marketing
The marketing concept holds the key to achieve organisational goals, it consists of determining the needs and wants of businesses’ target market audience, including the delivering of the desired satisfaction more effectively and efficiently than competitors. (Kotler, 2011)

The traditional marketing methods used by the universities are through printed materials, billboards, newspapers, radio, and TV advertisements. Most HE holds open days, where potential students and their parents come and visit. Open day provides an opportunity for students and parents to see the physical environment and have direct face-to-face communication with the academics and programme advisers. Universities also visit high schools to promote their institutions to school leavers, where they discuss entry requirements, programme pathways and application processes.

The study by Oplatka (2007) focuses on printed communication. Students were provided with information in the form of booklets, prospectuses and study guides, though gaps were found in the printed materials. If printed materials items gets omitted full information will not be provided to help potential students towards their final decision on choosing the best Higher Education. The traditional method can provide sufficient information for domestic students or older students who are not familiar with accessing online resources to make a decision on choosing higher education. Traditional methods can also support students to get information where there are fewer internet services.

The marketization of higher education necessitates institutions publicizing themselves as much as any other business providing goods and services to discerning consumers. Marketing material used to ‘sell’ HE includes print advertisements and marketing material used to promote institutions. An example is the prospectus, both informational and promotional (Osman, 2008). Social media is recognised as dynamic medium through which to promote HE but research has shown that even the traditional print advertising medium has not remained stagnant (Fairclough, 1993).
Some universities in New Zealand are using networks of education agents around the world who provide professional advice and service to students on behalf of the universities. An education agent is an individual, company or organisation that provides educational advice support and placement to students from a local market who are interested in studying abroad (Clark, N, 2010). Students and parents use agents to seek guidance towards the admissions process in the best institutions and academic programmes based on a student’s abilities and desire. The international offices provide a high level of on-going support for the agents, including visiting the agents, providing training to staff, conducting student interview sessions and discussing business proposals. The number of international students referred and placed by agents has grown recently (Clark, N, 2010).

The University of Auckland webpage has around 290 plugins into various social media platforms enabling the easy integration for its users. Amongst the commonly used platforms are Facebook, YouTube, LinkedIn and blogs. These platforms can support social media marketing in various ways, including creating a ‘brand image’ and ‘brand stories’. Many universities are creating Facebook pages to take an advantage of marketing. Facebook features include wall posts, discussion boards, photos, videos etc. People who view the page can choose to become ‘fans’ of an organisation, this shows on their personal profile page and can be seen by their friends. When friends see that one of their friends is a fan of an organisation, they are likely to be interested and also become a ‘fan’.

Facebook offers organisations a portal through which to communicate with their ‘fans’ or ‘followers’, using direct and targeted messages. Organisations can use view insight as a statistic on the usage of the organisation page, that is, the number of likes and views. Apart from creating a Facebook page for the business, they can use Facebook to advertise the awareness and popularity of the brand. New Zealand higher education has started to create Facebook pages for their Universities, students are creating Facebook pages for their clubs at the university, and academics are creating Facebook pages for the paper they are teaching. Facebook members who are interested in a particular university can search on the Facebook of their higher education institute of interest, this will lead them to the wall of their choice.

Searching for the University of Auckland on Facebook, the search engine delivers approximately 14,400,000 results related to the university, including pages that can lead to University websites, walls where students have options to AskAuckland. AskAuckland is an online frequently asked questions area and is available 24 hours a day, 7 days a week, if
students require help with signing in, applying, enrolling or advice (The University of Auckland, 2014)

YouTube which provides a forum for people to connect, inform, and inspire globally and acts as a distribution platform for original content creators and advertisers large and small. YouTube allows people to easily upload and share video clips through websites, mobiles, blogs and emails. Many universities have been making videos about the university, life at the university, testimony from current students and alumni which have made it easy for universities to distribute videos to a wider audience across the globe. A search for the University of Auckland on YouTube nets around 87,800 search results. The University web page itself has various features and content that links to social media platforms such as YouTube, Facebook, blogs etc. The videos range from the life of students, experiences, what the university has to offer, and including academic profiles. Aside from having several official YouTube channels, including a primary general-focused one, the University also maintains several other channels that specifically, focus on particular areas, such as the Accommodation UoA channel centred around student life on campus and AkldUni4Schools channel which targets school leavers.

The University also uses YouTube to host many of the promotional and informational videos it has on its website. Such videos have the opportunity to reach broader audiences using visual effects. Twitter is a social networking and microblogging service that allows you to answer the question, "What are you doing?" by sending short text messages 140 characters in length, called "tweets", to your friends, or "followers" (tweeternet, 2015). Twitter is a cross between instant messaging and blogging that allows users to send short updates.

Twitter can be used for awareness, and marketing. HE is using twitter for advertising by micro-blogging about life at the universities, student’s blogging about course papers or students can follow academics. Twitter has also emerged as a tool for disseminating the intellectual work produced by universities and its researchers (Priego, 2011). LinkedIn also focuses on marketing the HE institutions using one of its primary resources, its academic and teaching staff and their professional achievements and reputation. Auckland University has a web page for academics to publicise their research which can lead to greater visibility and discoverability for both those within and outside the field of expertise which helps them to share/track their publications on social networking such as academia.edu, LinkedIn, research blogs and Twitter.
As part of social media platforms Blogs are a form of the online journal; in most blogs readers can post comments in response to an article or post. Universities use current students to blog about their lives on campus as a recruiting initiative of increasing admissions. According to Rudolph’s (2007) research she found that it was the key that the bloggers selected the best that represented a full spectrum of interests and status and that they have a clear understanding of the purpose of recruitment through their blog posts.

The Auckland University has policies in place to protect its students and staff from some of the hazards of social media used at the university (University of Auckland, 2014). There are several laws that the university has to protect itself and its usage when using social media. Some of the laws that can be used for consumer protection, such as the Fair Trading Act, Defamation Act that protect reputation, Copyright Act, Patents Act, Trademarks Act to protect intellectual property, Privacy Act, Tort of Privacy, Crimes Act, Harassment Act to protect from harm, Films Videos and Publication Classification Act to protect public goods.

HE institutions are making use of marketing as an effective tool for recruiting students. However, there is very little academic research about advantages and the real potential of such strategies and no concrete research on such strategies have been done in New Zealand universities to date (Khan, 2013). There is also very little known about the way future students are using university websites or social media platforms, or what is their preferred media when networking and communicating to help them choose their preferred institute (Stagno et al, 2010). Studies by Gray et. al. (2003) and Constantinides et al. (2011) support the observance on the limitations of existing and current research about the influence of social media for positioning higher education brands despite the awareness that universities are increasingly competing for overseas students. The goal of this research is to explore these uncharted areas and assess the potential for further research that can inform stakeholders on how social media platforms can be best utilised.

According to Baldwin et.al. (2000) HEs in most countries fall within the non-profit sector, which would suggest the business model, or marketing concept that is applied to business where the primary goal is to make a profit is not relevant here. HE is seen as a service provider, therefore, it can apply its service towards marketing to attract local and international students. HEs as a service provider regard students as their direct and immediate customers. The report from Pew Internet and American indicates:
“The 21st century is witnessing an explosion of Internet-based messages transmitted through these media. They have become a major factor in influencing various aspects of consumer behaviour including awareness, information acquisition, opinions, attitudes, purchase behaviour, and post-purchase communication and evaluation. Unfortunately, the popular business press and academic literature offer marketing managers very little guidance for incorporating social media into their IMC strategies. Therefore, many managers lack a full appreciation for social media’s role in the company’s promotional efforts”. (Mangold & Faulds 2009: pg. 358)

While the embedded nature of social media is well acknowledged in areas such as communication, and its use is becoming widespread and an essential part of marketing in practice, this is not well reflected in the business press, industry standards or even academic literature. As a consequence of this, although social media is not being engaged with haphazardly, there are no industry standards that can offer guidance to marketers or that would promote the use of social media tools to industry professionals.

The globalization in HE education is spreading into the major English speaking countries such as Canada, the USA, Australia, UK and New Zealand, the higher educational institutions are recognising that they need to market themselves globally (Hemsley-Brown & Oplatka, 2006). International marketing to recruit students is becoming acceptable by the higher education sector and therefore places renewed emphasis on the need to market to both domestic and international students. This includes the key concerns such as how do you reach your target market globally, whether traditional marketing will be enough to meet these goals and how social media platforms can be used to disseminate information about providers to potential students.

Companies are forced to adopt marketing in order to differentiate their offering from its competitors. Service industries such as HEs are facing intense competition from other HEs around the world, therefore HEs must now understand what the target market wants (Ford, Joseph, M, & Joseph, 1999). It is essential for universities to position themselves strategically when competing with other universities locally and internationally, however positioning could be difficult as an academic product is in the form of service. Branding is a key marketing the concept, a brand is a “name, term, design, symbol, or any other feature
that identifies one seller's good or service as distinct from those of other sellers” (Cohen, 2011). The brand is a likely preference influenced by customers’ and HEs should use a brand strategy to market in order to attract better students or increase enrolments.

“Auckland University’s strategy plan set-up for 2013 to 2016, is to “Brand Positioning”. The university aims to broaden the relevance of their brand positioning to that of ‘Successful, globally confident students’; Provide clear differentiation from other New Zealand universities; Capture the essence and themes of both history and future” (The University of Auckland, 2015).

According to the website, the University of Auckland emphasizes that it has a “strong international focus and is the only New Zealand member of Universitas 21, the Worldwide Universities Network (WUN), and the Association of Pacific Rim Universities – international consortia of research-led universities. The University has 4,000 international students from 93 countries, while the University’s 360° Auckland Abroad Student Exchange programme enables New Zealand students to spend one or two semesters at one of the University’s more than 90 university exchange partners around the world” (University of Auckland, 2014). This strong and known reputation is what the University builds upon as the keystone of its brand reputation.

Khan (2013) stated that New Zealand has been competing too in offering international education as a global destination. New Zealand universities have good opportunities to implement a social media marketing strategy to market their brand globally. Khan (2013) also mentions that tougher competition from other global markets has made it difficult for New Zealand universities to increase international student numbers. This may result in New Zealand universities losing comparative advantages. New Zealand should find ways to make a paradigm shift to reach their potential customers and secure a share in the global market. However despite the current and potential impact of social media in this area and recognising how embedded the use of social media platforms is - in New Zealand HEs, there has been very limited research done. This research seeks to rectify that and fill the gaps in the current knowledge as well as help us understand better how to utilise social media platforms to compete in a global market.
2.1.3 Limitation
An initial search of the academic literature found there has been very little research done to date around the effectiveness of social media platforms as a recruitment tool, and this dearth of research was especially marked in relation to New Zealand, where almost no discussion of how effective recruitment via social media in the higher education (HE) system in New Zealand. The lack of research means it is difficult to ascertain the effectiveness and usefulness of social media platforms in facilitating recruitment in the universities’ core and target markets. Given how embedded social media is in other areas of the university brand and marketing campaign, it is important to understand the potential of recruitment via social media. There is a need to question and identify the benefits of using social media, possible constraints and hurdles already experienced or that may arise, and also the associated risks when using social media, a sometimes uncontrollable force, to further the aims of the university.

This researcher was denied access to interview staff and students at two of the three chosen institutes. The University of Auckland and The Auckland University of Technology denied approval of interviewing their staff and students, they stated that my research was too commercially sensitive and no information can be shared. Twelve students were used for this thesis for in-depth interview, each interview was between one to two hours. The data obtained from the interviews was rich data. Apart from the interviews, the researcher used three HEs social media webpages. The data collected showed the behavioural interest on social media and finally the three HEs webpage information and printed materials were compared.

This research was limited to obtaining information on the number of printed materials, geographical distribution, domestic school visits information, social media method, how it is managed, what were the strategies used and analytical data on each of the social media platforms. Analytical is a software that generates metrics, that would have given access measure to visits, unique visitor, cost per ad, cost per unique visitors, page impressions/views, advertising impressions, time spent, clicks or click-through, click-through rate, conversion rate, bounce rate, returns visits (Viglia, 2014).

Chapter Summary
This chapter reviews literature on marketing and how social media is now dominating the traditional media approach. Since social media was introduced. The marketing mix of 4P’s: product, price, promotion and place have incorporated another “P” called participation. The
customers buying behaviour has changed especially since Web 2.0 was introduced. The young generation called “Net Geners” have incorporated social media into their lives and HEs can take advantage of using social media to market their HEs using varies platforms as traditional media are fading.

The chapter defines the businesses that HEs provide to its customers and the importance of making a profit that contributes towards the operational budget. The social media platforms used for this research are introduced; each platform in brief describes the importance of incorporating into HE institute marketing and social media platforms can provide additional advantages to HEs when recruiting students especially in international marketing where traditional media is least effective.
CHAPTER 3
DATA COLLECTION AND ANALYSIS

To conduct research on a particular phenomenon or aspect, it is necessary to identify the appropriate research method. There are several methods to conduct such research. Qualitative research has a primarily exploratory research focus to uncover meaning rather than fact. This typically involves non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships, such as field research and historical research. The data comes in the form of photographs, written words, phrases, actions and events in social life. It is used to gain an understanding of the underlying reasons, opinions, and motivations behind the target of the inquiry. One of the strengths of qualitative research is that it provides insight into the problem or helps to develop ideas or hypotheses for potential quantitative research. It can be used as a precursor to quantitative research in this manner when the subject of inquiry is relatively new or unknown as it provides an inductive approach (Bryman, 2012).

Qualitative research is also used to uncover trends in thought and opinions, and often the depth of inquiry offered by qualitative research offers detailed descriptions and rich data for analysis. Qualitative data collection methods include using unstructured or semi-structured techniques that offer adaptable and intuitive inquiry. Some common methods include focus groups (group discussions), individual interviews, and participant observation. The sample size is typically small, and respondents are selected to fulfill a given quota of desired demographics, but while the sample size may limit the generalizability of any research findings, this weakness is usually outweighed by the potential to access a rich depth of data, especially in new and exploratory research (Bryman, 2012).

Quantitative research on the other hand is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. The numerical data represents and manipulates the observation into describing and explaining the observations. It is used to quantify attitudes, opinions, behaviors and simplify them into results from a
larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research.

Quantitative data collection methods are much more structured than qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations. However qualitative and quantitative research need not be mutually exclusive, and often the strengths of each approach can be harnessed by taking a mixed methods approach which incorporates elements of both qualitative and quantitative research (Bryman, 2012).

Triangulation involves the use of different research approach methods and techniques in the study. It is possible to increase the strength and rigor of research by adopting a research design that uses a mix of methodological approaches (Easterby-Smith, Thorpe, & Lowe, 1991). Greater use of triangulation procedures are recommended as a weakness of one set of methodologies is compensated by the strength of the other and vice versa (Deshpande, 1983). It can be used to verify the veracity of data and findings when the results can be supported by both qualitative and quantitative methodologies.

This research will take a primarily qualitative approach. Initially, a mixed method approach was considered; however following an initial literature search, it can be seen that while some aspects of this research is well represented in the existing research literature, the specific questions this research seeks to answer are relatively novel and there is no existing research to guide quantitative the inquiry which would allow the creation of relevant and targeted questionnaires or surveys. For one part of this research, semi-structured interviews were deemed the most suitable research tool as it will allow the conducting of an inquiry to provide a rich description. Initial data will feedback to refine subsequent interviews, encouraging participants to share knowledge unanticipated by the researcher rather than constrain potential responses (Bryman 2012: 403).

This chapter analyses the interview transcripts, data collection from the social media platforms and physical collection of the printed materials to pursue themes of this research. Analysis will be guided by a grounded theory approach adapted from the work of Glaser and Strauss (Glaser & Strauss, 1967), an inductive approach which involves analyzing data and
assigning codes to categorize themes in the data and constant comparison to identify emerging categories with the aim of achieving theoretical saturation (Bryman 2012).

Qualitative data collection methods include using unstructured or semi-structured techniques that offer adaptable and intuitive inquiry. Some common methods include focus groups (group discussions), individual interviews, and participant observation. The sample size is typically small, and respondents are selected to fulfill a given quota of desired demographics. Although the sample size may limit the generalizability of any research findings, this weakness is usually outweighed by the potential to access a rich depth of data, especially in new and exploratory research (Bryman, 2012). As one of the parts of this research employed the semi-structured interviewing, which stroked a good balance between giving greater breadth of coverage (Bryman 2012) and was able to direct the focus of the research at specific issues (Silverman, 1993). The research was participatory, whereby interviewer and interviewees were both data sources and data creators (Curtis & Curtis, 2012).

To investigate the effectiveness of social media as a marketing tool as used by the higher education sector in New Zealand, a qualitative case study based methodology is suitable for this research since it is dealing with data relating to a small number of entities with some features being common (Gardner, Sheridan, & White, 2002).

The data collection methods used was semi-structured, face to face interviews was undertaken and with online data collection from the social media platforms and printed materials collected during the open day from the three Higher Education Institutes was undertaken by the researcher. The interview data was recorded and transcribed. The numerical data collected was analysed using Excel, Pivot Tables and Charts. The printed materials were compared with online data by the researcher.

### 3.1 Methodology

This chapter outlines the conceptualisation and operationalization of this research thesis which followed the narrative descriptive methodology. The level of details on the narrative description may go beyond the ordinary format of the methodology chapter. This research has strongly influenced by a number of factors, where information was enabled to understand the research and its findings in the context of how the research was carried out and how it influenced the outputs. The chapter outlines three methods of data gathering, that were carried out in the following manner:
1. The data was collected from UoA, AUT and Unitec’s websites, Facebook, Twitter, YouTube and LinkedIn pages once a week between 14th March to 18th July and the data was analysed using Excel.

2. How the participants were recruited including how face to face interviews was conducted.

3. Printed material was collected from the three HEs during the open days and was compared against the HE’s websites.

### 3.2 Data Collection Method

The research did not seek to create generalisations or assign meaning to participants’ responses, however, it has drawn upon the meaning participants themselves assigned to their interpretations (King & Horrocks, 2010). This inductive approach is reflected in the metrological framework of this research, the procedures used and the manner in which interview data was analysed is explained in later in the chapters. A qualitative approach also aligned with the exploratory nature of this research, and allowed for this research to reasonably evolve as it progressed as one of the major parts of this research.

The second part was the quantitative analysis that involved the systematic recording of data gathered from the three tertiary institutions common social media platforms. The data was collected from Facebook, Twitter, YouTube and LinkedIn. All the data was compared with similar or different patterns on social media. The printed data that was collected during the open days of the three HE, the materials were compared based on different patterns amongst the hard copies itself and with the portal, the data will then be compared based on similarities and differences between the two media. The data collected from the social media platforms and printed material was sorted by various explanations, discussion and description patterns (Neuman, 2012).

### 3.3 Conceptualising the Research Thesis

The aim for this research was to investigate the comparison between the traditional media and social media. The research explores which media is most effective in attracting students locally and internationally into New Zealand universities.

Interviewing first year students gave strengths and advantages of the knowledge about how new students search for information for the first time. This is compared to interviewing second or third year students who are exposed to a wide range of information and experience in the second and third-year.
Measuring marketing effectiveness can be challenging. According to Viglia (2014) research and analysis give a significant competitive advantage, and businesses should invest time and money to understand the results of the consumers. Web metrics are used for the performance measure of the websites, this gives information such as time spent on page views per visit and information on visitors or the cost.

Social media is evolving at an incredible pace these days and the data generated can be measured using Web Analytics. Part one of the methodology is carried out by the distinct social media metrics, this measurement is based independently of the social channel in which people participate (Vigilia, 2014).

Farris et al. (2006) described metrics as a measurement system that quantifies static or an active characteristic. For any business to measure social media success it requires a collection of metrics, such as likes, followers or views (Peters, Chen, Kaplan, Ogniben, & Pauwels, 2013). It is important to keep track of social media platforms by using web analytics. A single metric is any single variable that gets measured such as the number of posts, tweets, fans, etc. (Neiger BL, 2012).

3.4 Interview
This is a small research project constructed on exploratory and qualitative data and focused on individual perspectives rather than attempting to encompass the wide range of viewpoints. Representativeness was not a goal of sampling and indeed not realistically feasible given the time and resource constraints. For practical purposes and as a reflection of the grounded theory approach taken, one of the aim at the sampling stage was to obtain a diverse research sample that could offer a broader spectrum of perspective. The targeted sample size was 12 individuals, this was sufficient to gather information for this case study. The small sample size was to focus on diversity and intended to capture as much variation in experiences and perspectives as possible.

Data collection procedures during the interviews placed emphasis on participants’ experience and knowledge on social media usage to choose their HE. The rationale behind the shift from traditional media to social media analysed was clear. This research sought a subjective and interpretative understanding of how individual students experienced the obtaining of information to make their final choice to enrol into higher education.
3.5 **Semi-structured interviewing**

Semi-structured interviews helped to cover a wide range of areas around the research. It typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview guide but is able to vary the sequence of questions. The questions are frequently somewhat more general in their frame of reference from that typically found in a structured interview schedule. The interviewer usually has some latitude to ask further questions in response to what are regarded as significant replies (Bryman, 2004).

The interview agenda is designed to broaden the research topic without any restriction to the discussion. The agenda served as a guideline to focus on objectives of the research during the discussion. The interview agenda supported as a checklist, ensuring key issues relating to the research were covered during discussion. The discussion during the interview was highly influenced by participant responses rather than the interviewing agenda. This enabled the interview to follow naturally and dynamically. The method allows to investigate the participant’s issues in depth and to provide a better understanding of their responses.

3.6 **Social Media Data Collection**

A quantitative approach was taken as part of the research. Facebook, Twitter, LinkedIn and YouTube were observed and numerical data was collected. The time-series design measurement method was adopted as the researcher visited the three HE portals once a week to collect data from 3rd March and 27th June, 2015 on the following basis:

1. Facebook: number of likes, how many people talking about, how many people checked here (university), and how many liked new page likes
2. YouTube: how many subscribed, how many videos uploaded, and number of views
3. Twitter: how many tweets, how many following, and how many followers
4. LinkedIn: how many subscribers

3.7 **Printed Material**

The researcher, visited Open Days at the three HEs to obtain printed material and observe face to face advertising. The AUT’s open day visit was on 5th May, Unitec’s open day on the 27th August, and UoA’s open day on 30th August. The researcher randomly collected printed materials displayed to provide information to potential students. Materials were mainly focusing on attracting domestic students. Students visited Open Days from all around the nation for this event. The printed material was collected and compared.
Printed materials from each HE was compared for similarities and differences with each other and also with the HE’s portal. A comparison with each institute’s portal was investigated to see how convenient it was to navigate to obtain information between printed and online material.

The prospectuses and other printed marketing and informational material targeted at new students was collected from each of the three HEs during their most recent ‘open days’. The AUT’s open day was on 5th May, the Unitec’s open day was on 27th August, and the UoA’s open day was on 30th August. Each of the three HEs is large institutes offering a wide and varied range of courses and study options, each with multiple printed promotional material from prospectuses to flyers. The textual analysis will compare all the printed material collected marketing ‘social sciences’. The framework used here to analyse university online portals and printed promotional material draws upon Osman’s (2008) research which used structural analysis and textual analysis to analyse how higher education institutions brand themselves, and (Yang, 2013) analysis of university websites used to tell potential consumers, ‘why choose us?’ Yang’s (2013) analysis of university websites offers a useful framework with which to interrogate both online portals and printed materials. Yang divides the components of information being provided into six major categories: Teaching, Research, Resources and support, Opportunities, Quality control, and Community.

3.8 Obtaining research and ethics approval
An application for ethical approval was made to the Unitec Human Ethics Committee (UAHPEC), External Research Committee. Ethics approval was obtained from the UAHPEC on 29 January 2015, ID: nand 2014-1109.

3.9 Cultural Considerations
This research did not specifically target any particular ethnicity or cultural background when recruiting participants. The research design sought to be culturally appropriate. Semi-structured interviewing was an appropriate approach as this not only allowed for greater detail in responses but also involved face-to-face conversations.

3.10 Recruiting Participants
Stage one of this process involved the selecting of recruitment sites. Based in Auckland city and working full-time, there was limited opportunity to travel out of Auckland to interview. The geographical area was limited to the Auckland region with travel being short distance. The three chosen HEs main campuses are based within Auckland. A relatively small
population of participants was sampled, with a focus on the protecting of participants’ anonymity.

Flyers were advertised outside the geographical areas of the three campuses to attracted 12 students, 4 from each HE. Cafes outside the campus were used to advertise. The flyers did not attract many students, and a snowball method sampling was used to recruit participants. Snowball sampling is also known as the network, chain referral or reputational sampling. The participants were verbally advertised through friends and families and using Facebook.

Snowballing allows the number of participants to grow from small to large as it is rolled on wet snow and picks up additional snow. It begins with one, or a few people, and spreads out on the basis of links to the initial number. The crucial feature is that each person is connected with another through either direct or indirect, or individual linkage. However, this does not mean that each person knows interacts with or is influenced by another person in the network (Neuman, 2007). The snowballing method was used to obtain participants for this research. After the first participant was recruited, the participant gave few names and emails of potential participants that were interested in this research. The first set of the email was sent out to the potential participants with details outline and objectives of this research. Once the participants agreed to take part, an email of an invitation was send, the email also included the meeting venue which would be nearby café to make an appointment, as the numbers of participant grew and a similar process was used until 12 students were recruited.

Participants were issued with informed consent prior to participation and if they agreed to participate they were required to sign a consent form. The consent was required to ascertain the participant’s willingness to participate in this research. The research process and procedures, as well as potential risks and procedures to minimise risk, were discussed with each participant prior to starting the interviews. The participants were given time to look over the documents provided.

3.11 Sample Profile

The target participant sample size was 12, all students were interviewed as part of this research project. Six domestic and 6 international students from the three HEs were successfully recruited, that is 2 domestic and 2 international from each HE.

The size of the sample was constrained by a number of factors, time limits, not having permission to advertise to recruit students on campus. Face-to-face semi-structured interviews are more time intensive than self-administered questionnaires or surveys but
semi-structured interviews provide a higher scope to allow for in-depth information to be gathered.

Despite the small sample size, there was diversity in the sample population. The students participated from different ethnic backgrounds and different countries and had different experiences with social media and traditional media.

3.12 Conducting the interviews
Interviews were organised to fit in and around the schedules of the participants, and some of them required to be rescheduled once or more than once. Selecting venues for the interviews was influenced by convenience for the participants.

3.13 Transcribing the interviews
The interview audio recordings were transcribed by the researcher. The audio recording was transcribed, the output was instantaneously edited where necessary as the software was not able to create entirely accurate transcripts. Finished transcripts were checked against the audio recordings to ensure accuracy. Where keywords could not be accurately ascertained, the participant was contacted via email and asked for clarification. None of the participants had indicated during signing consent that they wished to verify their responses.

3.14 Coding and Analysis of Interview Data
The coding involved looking at the individual transcripts and identifying the key themes related to the research question. The nature of the research methodology and the grounded theory approach was taken did deliver rich discussions of several relevant ideas and themes that came out of the broad questions modelled that were asked during the interview along with data collected from social media platforms and from printed materials. The analysis took a qualitative, grounded theory approach that involved a number of levels of coding of the data.

For numerical data collection on Excel spreadsheet was used with individual sheets for each platform.

3.15 Security of Data
The data collected will only be accessed by the researcher and primary supervisor, and anonymity of the participant, in relation to their data, will be preserved in all instances. Data will be kept secure from unauthorised access for at least 5 years following the conclusion and/or publication of the study, all data will be scanned and stored on the USB and protected.
by password at Unitec. Paper copies will be physically destroyed after the digital copies have been produced, and will not be used other than for the purpose originally conveyed to the participants.

**Chapter Summary**

This chapter gives an overview of how the research has been conducted by introducing the research method approaches undertaken and the limitations for this research. The methodology outlines the conceptualization and operationalization of this research.

Three approaches were used for data collections: 1: The data was collected from the UoA, AUT and Unitec websites; the social media platforms were Facebook, Twitter, YouTube and LinkedIn pages, and the Institutes were visited once a week for data collection, 2: A total of twelve participants, four each from UoA, AUT and Unitec were chosen based on snowballing method and were interviewed, 3: Printed materials were collected from the open days of the three institutes and were compared with the HE’s portals.

The chapter concludes with an explanation of the coding and analyzing of interview data, and the security of the data.
CHAPTER 4
ANALYSIS AND RESULTS

4.0 The research objective for this research was to explore whether students use social media or traditional media to seek information whilst choosing for a higher education institution.

This chapter presents results of:

1. Data collected from the social media platforms from the three Higher Education Institutes,
2. Interviews and
3. Comparison of webpages and printed materials

Results are presented systematically for each platform, illustrated with a line chart.

4.1.1 Twitter
Analysing results from the three HEs

The Twitter tweets at the three HE are compared in one chart (Graph 1). The charts indicated that the three HEs are using Twitter to communicate with their customers, as one of their source of communications. The pattern on the graph clearly shows that the tweet increased each week for AUT and Unitec except for UoA. The UoA had a slight drop from 20\textsuperscript{th} May but started increasing from 20\textsuperscript{th} June. Out of the three HEs tweets, Unitec was the minimum user of Twitter and AUT had the highest number of tweets. Table 1.a, 1.b, and 1.c will illustrate individual HE graphs and its growing patterns.
The UoA’s tweets increased by 214 tweets between the periods of 7th March to 30th May (Graph 1.b). Tweets dropped by 244 tweets during week of 30th May. The tweets increased from the week of 6th June onwards. The researcher was unable to determine why there was a drop in the week of 30th May, but note that less has been pointed out about the graph clearly, as this is something the UoA staff should investigate.

AUT tweets increased between 7th March and 27th March (Graph 1.b). The illustration shows that tweets were increasing at a much higher rate after the 2nd May.
Unitec tweets increased from the month of March to June (Graph 1.c). Tweets increased at a quite a high rate between the week of 11th May till 27th June.

The three HEIs Twitter following patterns indicate that AUT and Unitec had no changes between the months of March to June (Graph 2). UoA indicated a drop from 5th May to 23rd May, but tweets increased from 31st May onwards.
The UoA ‘Twitter Following’ pattern indicates that the range of followers were within 5,500 figure range (Graph 2.a). The only change shown by the graphs was from 8th April till 23rd, there was a drop in “Following” numbers but then the numbers increased from 23rd April onwards.

AUT Twitter Following indicates that there was a constant grown from the month of March to June (Graph 2.b). From 4th May the Following grew and then there was slight drop on the week of 26th April. The overall graph showed a growing pattern from 7th March to 27th June.
The Twitter Following on the Unitec graph above shows that there was a gradual growth from 7\textsuperscript{th} March up until 20\textsuperscript{th} June (Graph 2.c). During the week of 20\textsuperscript{th} June, the Following grew by 40.

Comparison of the Twitter Followers at the three HEs, all three HEs show growth (Graph 3). UoA has the highest number of Followers followed by AUT and Unitec.
The Twitter Followers at UoA grew from the month of 7th March to 27th June (Graph 3.a). The numbers started from 14,115 for Followers and grew up to 17,001.

AUT Twitter Followers grew by 843 Followers from the week of 7th March to 27th June (Graph 3.b). Between 20th June to 26th June the numbers were growing but at a very slow pace.
Unitec Twitter Followers indicated growth from the week of 7th March to 27th June (Graph 3.c). The Followers overall increased by 246 Followers.
4.1.2 LinkedIn
Analysing results from the three HEs

LinkedIn is used by all three HEs as another method of communicating. The number of members grew from 7th March to 27th June in all three HEs (Graph 4). UoA has the highest numbers of LinkedIn members, followed by AUT and Unitec. The LinkedIn members are mainly Alumni.
### 4.1.3 YouTube

Analysing results from the three HEs

![YouTube Views by three Higher Education Institutions](image1)

**Graph 5**

The three HEs use YouTube for uploading videos. The Subscriber numbers grew in all three (Graph 5). However, there is not much change in the pattern of growth. UoA had a weakening in subscribers on the week of 20\(^{th}\) June.

![YouTube Subscribers at UoA](image2)

**Graph 5.a**

UoA ‘YouTube subscriber’s’ numbers grew between 7\(^{th}\) March and 13\(^{th}\) June (Graph 5.a). The numbers declined by 195 subscribers during the week of 20\(^{th}\) June to 27\(^{th}\) June.
AUT YouTube Subscribers shows a constant growth from the week of 3\textsuperscript{rd} March to 27\textsuperscript{th} June (Graph 5.b). There is a huge increase in numbers from week of 9\textsuperscript{th} May, the growth was by 69 subscribers.

Unitec YouTube Subscribers increased from the 3\textsuperscript{rd} March to 27\textsuperscript{th} June (Graph 5.c). The overall increase in numbers was not as high compared with the two other HEIs. The Subscriber numbers remained within the 600 figures.
The three HEIs YouTube Views showed an increase throughout from 7th March to 27th June (Graph 6). Unitec has the highest numbers of Views compared with UoA and AUT.

Graph 6.6

UoA YouTube Views indicates that the views increased from 7th March till 27th June (Graph 6.a). However, there was a slight decrease around 25th April. The graph shows that the views increased in numbers from the week of 13th June onwards.
AUT ‘YouTube Views’ showed that the numbers increased from the month 3rd March to 27th June (Graph 6.b). There was a steep climb of views during 18th April to 25 April. The numbers became steady after the week of 25th April till 16th May.

Unitec YouTube Views showed that the views increased from 3rd March to 27th June (Graph 6.c). The views on 27th June were 1289154, the total numbers had increased from 3rd March to 27th June by 77,230. The Views had increased hugely from 30th April onwards.
The three HEIs YouTube videos showed that videos were posted every month. UoA has uploaded the most videos compared to the AUT and Unitec. Unitec posted the least videos out of the three.

**Graph 7.a**

UoA YouTube Videos uploaded were increased from 7\textsuperscript{th} March to 27\textsuperscript{th} June (Graph 7.a). Many more videos were uploaded from the months of 30\textsuperscript{th} May onwards.
AUT YouTube videos uploaded showed that videos were uploaded through 3\textsuperscript{rd} March till 27\textsuperscript{th} June (Table 7.b). However, overall not too many videos were uploaded, the numbers of upload range from 245 to 280.

Unitec YouTube videos uploaded were not too many. The total number of videos updated was 71 (Graph 7.c). There was an increase in uploads on 13\textsuperscript{th} March and became constant from 4\textsuperscript{th} April until 27\textsuperscript{th} June.
4.1.4 Facebook
Analysing results from the three HEs

The three HEs People talking on Facebook indicated that the peak talking time for AUT was during April and for UoA was in May (Graph 8). Unitec seems to be not as popular on Facebook talking compared with UoA and AUT. AUT have the highest number of People talking about the institute compared with UoA and Unitec. The graph fluctuated throughout the 3 months, except for Unitec, where there was not much change in numbers.

Table 8.a
The Facebook “People talking” at UoA indicated that the numbers fluctuated through the 4 months (Graph 8.a). The peak time where people were talking was during the month 2nd
May till 9\textsuperscript{th} May, there was a huge drop in numbers after the weeks of 9\textsuperscript{th} May till 16\textsuperscript{th} May. The graph became constant from the weeks 23\textsuperscript{rd} May till 27\textsuperscript{th} June.

\begin{center}
\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{graph.png}
\caption{People talking about AUT}
\end{figure}
\end{center}

\textbf{Table 8.b}

The AUT People Talking graph showed fluctuation throughout the 4 months (Graph 8.b). However, the peek weeks were from 27\textsuperscript{th} March until 4\textsuperscript{th} April. There was a steep drop starting from 4\textsuperscript{th} April to 11 April.

\begin{center}
\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{graph2.png}
\caption{People talking about Unitec}
\end{figure}
\end{center}

\textbf{Graph 8.c}

The Unitec’s People Talking fluctuated throughout the 4 months (Graph 8.c). From the 16\textsuperscript{th} to 30th April showed the highest increase in People Talking.
The three HEIs “People checked Facebook” indicated that UoA had the highest number of people who checked it (Graph 9). The most peak time for the UoA was 2th May, and there was a dropped in numbers after 2nd May. AUT did not show many changes during 3 months, however there was an increase in number on 16th May but the numbers dropped again in the following week. Unitec did not show any change.

UoA’s “People Checked” showed that 7th May was the highest week when people checked Facebook (Graph 9.a). Otherwise before and after that period the figures remained around 49900.
AUT’s People checked indicated that the numbers were around the 25000 range (Graph 9.b). However, from 9\textsuperscript{th} April to 16\textsuperscript{th} April was the highest number of people checked on Facebook and the numbers were raised to 30838.

Unitec’s People checked indicated the numbers ranged around 3800 and there was not much change (Graph 9.c). The biggest drop in the numbers were around the week of 23\textsuperscript{rd} April, however the numbers increased from 20\textsuperscript{th} June onwards.
The total pages liked by the three HEIs indicated that there was a growth throughout the three months. UoA has the highest number of likes followed by the AUT and Unitec.

Graph 10

UoA’s Total pages liked indicated growth throughout 7th March to 27th June (Graph 10.a). There was a drop in numbers on 20 March but numbers increased from the following week. The numbers were quite high on 12th June.
Table 10.b
AUT’s Total pages liked indicated a growing pattern from 7th March to 27th June (Graph 10.b). There was a drop in numbers during 20th March and 13th June.

Table 10.c
Unitec’s Total pages liked indicated that the numbers dropped around 20th March week (Graph 10.c). However, there was not much change shown until 24th April. The total pages liked numbers increased from 9th April week onwards.
The three HE’s overview on Total percentages pages liked from last week percentage range from 0 to 2.5 (Graph 11). The percentages fluctuated throughout the 4 months. The highest growth shown was for Unitec that went over 3.5 percentage during around 13th June.

The New pages liked for the HEs indicated that all three HE numbers ranged over 1000, the highest likes were at UoA, the graph showed fluctuation throughout the three months. Unitec did not show changes compared with the other two HEs.
The UoA’s “New pages likes” shows that 2\textsuperscript{nd} April and 9\textsuperscript{th} April weeks were the highest number of likes (Graph 12.a). The graph fluctuated throughout the 4 months. The lowest Likes on Facebook was on week of 11\textsuperscript{th} April.

AUT’s “New pages” of graph for AUT indicated that the graph fluctuated throughout the 4 months (Graph 12.b). The highest numbers of likes was on week of 4\textsuperscript{th} April.
Unitec’s “New pages” likes indicated that numbers did not move during the 4 months (Graph 13.c). The range was within 0 to 150. The highest likes took place on the week of 7th March.

The New Percentages pages like for the three HE’s indicated that Unitec’s percentage likes were 219 during the week of 25th April. UoA and AUT’s highest numbers of likes was during the week of 20th March.
4.2 Section 2
This section analyses the Interview Questionnaire responses from the 12 participants.

4.2.1 What are the reasons for using social media?

![Figure 1](image1)

About 40% of the participants use social media for networking, 20% participants used it for reviews, browsing, shopping and information was used by 7% of the participants, comparing prices, following news, chatting, blogging, playing games and communication were used by 3% of the participants.

4.2.2 Social media platforms that participants used

![Figure 2](image2)

The most common platform used by the participants was Facebook. The results showed that 11 out of 12 participants used Facebook, which was 22%, 16% of participants used Twitter, 10% of participants used Instagram, Snapchat, and YouTube, LinkedIn participants use was by 8%, Viber
and Watsapp was used by 6% of the participants, Tumblr and Blogger were used by 4% of the participants, Pinterest and Path was used by 2% of the participants.

### 4.2.3 Social Media Platforms that Participants Used

Social Media Platforms used by the participants showing in the bar graph.

### 4.2.4 The age group of the participants

The participants were between the age group of 18 to 21 years. Three participants were 18 years, 5 participants were 19 years, 3 participants were 20 years and 1 participant was 21 years.
4.2.5 How many times did you check social media platforms?

Out of the 12 participants, 7 participants checked social media all the time, 1 participant checked 1-3 times, 1 participant checked 2-3 times and 1 participant checked 3-4 times. 1 participant’s social media usage was dependent on whether there was free Wifi internet access available.

4.2.6 Did you use HE Portal for information?

All 12 participants used Portal for information.

“I found both websites and facebook, youtube, blogs helpful. Online is easy to use and you can go from one place to another to look for further information. There is more information online and most is updated. Helps with the links to do more research and get information”.
4.2.7 Did you look at social media platforms or added yourself into any social media platforms?

![Added/Looked at Social Media](image)

Figure 7

9 participants joined HE's Facebook and 3 participants just looked at HE's Facebook page, 1 participant joined twitter and 8 participants looked HE's YouTube videos

4.2.8 How many participants used printed material or social media

![Printed Material vs Social Media Usage](image)

Figure 8

48% of the participants used social media only for information, 32% used printed material only and 20% used both social media and printed material together to source information.
“I used google to see what all universities are in Auckland, as I wanted to study in Auckland. I surfed for information and used social media links to look at pictures and reviews and blogs. I added myself into Unitec Facebook, Twitter and looked at the YouTube at the videos to learn more about what is going on around the campus” (Participant 1).

“I did not use any printed materials apart from the print even though I picked some at open days. My parent did looked at it. Social media was good to get information especially on students life, Unitec Facebook pages which helped me to see what students were doing and life at the campus and courses and options of programmes etc. Apart from that I used websites to look at programs etc. I added myself into Facebook account and also liked some post” (Participant 1).

“Facebook as it has more influence from people’s daily lives. It is like people use Facebook to write their experience about their courses or programmes they enjoy. I think online is more use to find more stuff than printed material, printed material are good if you want to know about one thing’. (Participant 10).

4.2.9 Did you use Agents for information?

Out of the 6 international participants, only 25% used agents to choose an HE and 75% did not use agents.
4.2.10 What other ways did you gather information, apart from online and printed material?

![Chart: Contacted Institutions for Extra Information]

The students did reach for extra help apart from using social media and portal, 5 participants called the Call Centre, while 5 participants did not contact anyone for extra help, 4 participants visited Open Days, 2 participants contacted Agents in their country, 1 participant contacted international office of an institution, 1 contacted an Academic Advisor and 1 visited an International Expo.

4.2.11 Did any participants pay attention to the advertisements?

![Chart: Participants who noticed outdoor advertising]

Out of 12 participants, 10 participants noticed advertisements online, 6 participants noticed outside billboards including bus stops, 5 participants noticed advertisements on local newspapers, radio and at cinemas 1 participant noticed in the overseas newspaper, and 1 student did not notice any advertisements.
4.3 Section
This section compares the three HE’s undergraduate prospectus that were collected during the open day were compared against each other.

4.3.1 Analysing Printed Undergraduate Prospectus for the three Higher Education Institutes

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>UoA</th>
<th>AUT</th>
<th>Unitec</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-structured curriculum</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Qualified staff</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Attentive supervision</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
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</tr>
<tr>
<td>Ranking</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Leading researchers</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td><strong>RESOURCES &amp; SUPPORT</strong></td>
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<td></td>
</tr>
<tr>
<td>Student testimonials</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Incentives</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Scholarships &amp; financial support</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Yes</td>
<td></td>
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</tr>
<tr>
<td>Pastoral Care</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td><strong>OPPORTUNITIES</strong></td>
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</tr>
<tr>
<td>Affiliated organisations</td>
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<td>Yes</td>
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<tr>
<td>Employer testimonials</td>
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<tr>
<td>Future employability</td>
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<td>Yes</td>
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<tr>
<td>Internships &amp; job experience</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>QUALITY CONTROL</strong></td>
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<td></td>
</tr>
<tr>
<td>Accreditation</td>
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<td></td>
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<tr>
<td>International recognition</td>
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<td><strong>COMMUNITY</strong></td>
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<tr>
<td>Learning environment</td>
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<td>Yes</td>
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<tr>
<td>Campus life</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Clubs, events, etc</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Heart of the city'</td>
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</tr>
<tr>
<td>Social Media Links</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Student Guides/Ambassador</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Detailed information on Websites</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 1

Yes – indicates the materials had information according to subtopics
Analysing of Undergraduate Prospects from the three HEs by subtopics.

**TEACHING**

Information provided advertised a well-structured curriculum – all 3 HE gave very detailed information about their programmes that included descriptions, duration and pathway.

*Qualified Staff* – UoA is the only HE indicating that they have academic staff who are researchers and who are the leaders in their field nationally and internationally.

*Attentive Supervision* – all three HE indicated that they support students to choose the programme to study, or support to settle for international students to study. All three HE’s indicated that their lecturers and tutors provide guidance or personal support to students and they make sure that students understand the course.

**Research**

*HE Ranking* - UoA is the only HE that advertised on their achievement on QS World University Rankings by Subject, Times Higher Education and National Tertiary Teaching Excellence Awards that was won by the lecturers.

*HE Researchers* – UoA in the only HE that advertised as “the first rate research reputation and the largest number and highest concentration of top-ranked researchers of any New Zealand university”, which gives benefits to students (The University of Auckland, 2015).

**RESOURCES & SUPPORT**

Student Testimonials – were provided by all three HE’s.

*For example in the testimony in the AUT prospectus student mentioned that said that.* Throughout the degree you develop close working relations with your lecturer and fellow students – it’s was like a family and a fantastic base to go out into the workforce with. The Student would recommend AUT for people interested furthering their fashion career” (AUT, Undergraduate Prospectus, 2015)

“For example in the testimony in the Unitec prospectus, the student mentioned that Unitec has a feel community, having smaller classes and lecturers who showed a genuine interest in their students” – Unitec Student (Unitec, Undergraduate Prospectus, 2015)

For example in the testimonial at UoA prospectus the student mentioned that Academically it’s just really good to have great teachers show you the way and teach you the right stuff
and the right things to practice. Sometimes when students are alone it can be hard to get that experience and those connections” – UoA Student (UoA, 2015)

Incentives
UoA – provides workshops to students for extra support and Service and Leadership award.

AUT – have experience on industrial projects for some degrees, where students work for real clients.

Unitec – gives Youth Guarantee Scheme for 16 or 17 years students who could study free for a year, and START IBM Awards towards tuition fees, childcare or transport support.

Scholarship and Financial support
All three HE talked about financial support and how to apply for the study loan.

Accommodation
Only UoA gave full information about their accommodation facilities.

Pastoral care – all three HE talked about their pastoral care for international students.

Opportunities
Affiliated organisations – all three HE have partnerships with other Universities. AUT and Unitec advertise on their partnership relationship with organisations to bring real life experience to students.

Employer testimonials – UoA and AUT have employers’ testimonials on their prospectuses. For example, an AUT prospectus highlighted practicums: A student had worked for two months’ work placement with us allowed him to demonstrate his technical abilities and enthusiasm to learn and develop. We were looking for someone proactive and with excellent interpersonal skills, a high technical skill level, a willingness to learn and an ability to hold others accountable. The student had AUT degree gave him a good breadth of knowledge across both finance and marketing, Kayes Kennard, Senior Finance Manager, Unilever (AUT, Undergraduate Prospectus, 2015)

Future employability – all three HE’s have career options listed in their prospectus

Internships & job experience – AUT and Unitec are the two HEs that have listed industrial experience while studying.
QUALITY CONTROL

International recognition - UoA was the only HE that listed their reputation in the international market and their recognition

COMMUNITY

All three HE portals advertised that they have a learning environment for students, Campus life, Clubs, and events. UoA and AUT promoted its social media websites in the prospectus

UoA has student guides to help students for directions

UniGuides: “As a new student it can be challenging to find your way around, meet new people and feel settled in University life. To make your first semester easier, the UniGuide Programme connects you with specially selected and trained senior students from your faculty. The programme is free and gives you the opportunity to take a tour of campus, receive a newsletter designed just for you new students, attend campus events and meet others in a small group situation. The programme runs for the first four weeks of the semester and begins at your faculty orientation day. For further information visit: www.auckland.ac.nz/uniguide”.

AUT has a student Ambassador to support new students throughout the year. All three HE gave their website links to every subtopic for further information and for more detailed information and how to apply online for enrolments
### 4.3.2 Analysing Portal for the three Higher Education Institutes

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<td>Attentive supervision</td>
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*Table 2*

*Yes – indicates the materials had information according to subtopics*

The same subtopics were chosen to compare results with printed prospectus and the HE’s portal. The Portal from the three HE’s had more information compared to the printed information. Printed material has brief information, whereas the portal has detailed
information with related links to the subject matters. The subtopics that were analysed for UoA, AUT and Unitec. More information was provided on the portal than in the prospectus for the subtopics that were examined.

Chapter Summary
This chapter articulates the data for this research, over three sections. The first section represents graphs from data that were collected from UoA, AUT and Unitec’s social media platforms from 7th March to 30th May. The second section, analyses the interview questionnaire responses from the twelve participants, i.e. four from each of the three HEs. The third section compares the printed materials information that was collected from the open days of UoA, AUT, and Unitec’s open days, and from the three HE institutes websites.
CHAPTER 5
FINDINGS AND DISCUSSION

This chapter discusses the findings of this research, which are based on results in the previous chapter. The results comprise the three areas in which data was collected. The main objectives of this research were to compare the four common social media platforms that are used by the three chosen education institutes in the Auckland region of New Zealand. Specifically, the three HEs were the University of Auckland, Auckland University of Technology and Unitec Institutes of Technology. Three areas were analysed for this research. The first area was four social media platforms that were Facebook, Twitter, LinkedIn and YouTube, second areas were 12 semi-structured interviews, and the third area was the printed prospectus from each of the three HEs. The social media platforms have become the new trend for marketing today and they allow customers to gather information in order to make a decision on their final purchasing.

For this research, no particular country was focused when choosing the international students. The interview participants were solely based on the snowballing method which was from any part of the world. Microblogging and status updating on social networks have replaced the old-style of “macro-blogging” for many teens including adults. (Lenhart, 2010).

First-year undergraduate students are considered to be known “Digital Natives” or “Net Geners”. They spent most of their lives with digital communication. This research was purely focused on the age group that falls into “Net Geners” or “Digital Native” age group. The age of students who were interviewed for this research ranged from 18 to 21. The participants in this research were engaged with some social media while some were constantly engaged. The students enrolling into HE have expectations that social media platforms are available as part of their educational engagement and share of experiences especially when finding information. It is important to consider most prospective students are falling into “Net Geners” age group. They are bound to use social media as part of their research about HE before choosing which HEs to attend. The survey revealed that 100% recruited participant fell into this age group.
The data has the very limited scope to explore and analyses patterns, however, the data collected from the 3rd March to 27th there are visible trend changes Facebook, YouTube, Twitter, and LinkedIn. The data collected during the 4 months is a snapshot in time and the trends seen cannot be expanded beyond the 4 months of data collection. The lack of access to institutional data such as the events, promotions and the yearly academic planner means any linkage drawn between the data trends and events or promotions in the cycle for potential students could be speculations. This is however, a question that can be explored by the future research.

**5.1 How many students use social media in general?**

It was clearly shown that all participants used social media platforms to some degree. The results showed that the majority of the participants were logged on to social media all the time and constantly checked it when they had time. None of the participants were “not login” though they were logged in at some point during the day. This gives a clear indication that prospective or current students are always logging in onto social media platforms. This gives a clear indication that the best way to reach students is through social media, as students keep checking social media platform and any updates by HEs, which can be reached instantly.

**5.2 What were the common social media platforms used preferred by participants?**

The finding on the common social media that was preferred by the participants showed that everyone had Facebook account except for one participant who did not have an account. Twitter was the second favourite platform followed by Instagram. Students also use other platforms as MySpace, Twitter, Goggle+, YouTube, Pinterest or Instagram that is used by the HEs to recruitment online, these includes preliminary information when searching for information (Chen & Zimitat, 2006). It is very important for Higher Education to update their social media platforms regularly and keep it current as students are always logged on to social media and check platforms of their interest. Social medial platforms provide instant delivery of messages effectively and save costs on printing that takes longer to process. Three areas of Facebook data were analysed, first one was on “People talking about”, the results showed that for AUT and UoA the popular time on this was during the month of May. This took place when the students start looking for information to apply before next semester. The 2015 second semester usually closes in July.
The second area was “People checked” this was not very popular except for UoA Facebook, this showed that the highest “People checked” numbers was in May as well. The third area was “Total pages like” this was popular where people expressed their feelings like “Liking the page”.

“YouTube Views” data also indicated that people looked at the videos uploaded by the HE to obtain visual information. There was no data collected on the number of “likes” on each uploaded video. People looked at Twitter for information, this was the third highest social media preferred by the respondents for information. Results showed that Twitter tweets were not as common on social media compared to Facebook and YouTube. However, Twitter Tweets were very popular at AUT compared to UoA and Unitec. The data showed that people were interested in updates by “Following” options to keep themselves up to date.

### 5.3 Did the participant use another method to get information?

The respondents were asked if they used any extra help to get more information

- 36% of the participants did not use any other form of information,
- 36% of the participants used Call Centre to obtain the additional information,
- 14% of the participants used Agents supports towards their application,
- 7% of the participants contacted the International Office,
- The Majority students navigated information using social media and portal and contacted Call Centre.

### 5.4 Did students “Add” or “Like” on any social media platforms?

Students who “Liked” or “Added” pages were expecting to find information about admissions, events, information about courses and programmes, newsfeed updates, contacts, videos, event photos interface with other people who “Liked” the pages, and reviews. International students turn to social media to gather information to help them decide which HE is suitable for them (Morris, 2015). This research showed that student’s basic facts on how to enrol into programmes, courses offered and the university’s life updates.

The data gathered on “People checked Facebook” at the three HEs indicated that people checked Facebook regularly. The “Total Page Liked” numbers at the three HEs showed growth each month in the number of Likes”. The University of Auckland and Auckland University of Technology’s “Total pages liked” were higher during the month of May to June compared to Unitec. However, AUT’s also showed numbers dropped around 13th July but numbers continued to increase thereafter. Most HE enrolments for semester 2 close
around in July. The pattern clearly indicates that students look at Facebook before classes began, as the numbers increased quite rapidly.

5.5 Did you use Higher Educations Portal?
All 12 respondents used HE websites to find information.

“I did look at the university website and from that got an idea of the courses and programmes offered and also looked at how it compared with other universities I was considering, I also got email contact information for advisers and I emailed a couple to find out more about the programme and how it would fit with my study to date at my overseas institution” (Participant 9).

“The UoA website was bit intimidating because it took me a while to figure out where to find the information I needed and also it has a lot, like a huge amount of information. It was a lot to go through. Each page had links to more pages and it was a lot to take in and sort through” (Participant 9)

5.6 Which platforms were popular?
Amongst the four common social media platforms, Facebook was the most favourite and was used to search for information before choosing a HE. Twitter was the second and third option was YouTube used for finding information. When asked if respondents add themselves to social media, 9 respondents added themselves into HE’s Facebook, and 3 respondents checked it out but did not add. Out of the 12 participants only 1 respondent joined twitter for information and 8 just looked at YouTube videos for information.

The YouTube videos subscribers were not as popular as adding to Facebook. If someone subscribes to a particular channel or user on YouTube that means instant updates can be received whenever new content is uploaded from that source. This also allows you to view activity from that user, such as videos that have been named "favorites", ratings and comments from people (Nield, 2015).

The videos were uploaded by the HE on a regular basis. Most videos were uploaded by UoA and Unitec had the least uploaded videos. The uploaded videos were “Views” between the months of 7th March to 27th June. The numbers at UoA increased from 1010021 to 1101695, AUT increased from 801003 to 845817 and Unitec increased from 1211021 to 1289154 during this period. Unitec had the least video updates but had the highest number of views.
The world is changing more rapidly than ever before due to increasing technological advances. A decade ago, YouTube did not exist, today it is reshaping how people communicate. This includes allowing educational institutions and for-profit and non-profit organisations to readily engage new and large audience and share valuable information. YouTube can be a helpful learning tool and those who value learning should take the time to explore the site and see content fits their specific need in order to enhance their educational experience” (Meehan, 2012).

The Twitter Tweets was another social media platform used by the three HEs to communicate with people. Twitter was not a common platform compared to Facebook and YouTube. The number of tweets generally increased from 7th March to 27th June. The only drop in numbers was shown by the UoA around 16th May. The Twitter “Followers” numbers grew constantly during the 4 months of data gathering. YouTube “Viewed” numbers were higher in terms of numbers compared to Facebook and Twitter.

Twitter can connect businesses to their customers on a more personal level than any other digital too. It is that personal connection that builds trust and loyalty (Dugan, 2015).

“Facebook as it has more influence on people’s daily lives. It seems like people use Facebook to write their experiences about their courses or programmes they enjoy. I think online is more use to find more stuff than printed materials, printed material is good if you want to know about one thing. Online materials are update, more quality and helps from one link to another to get more information” (Participant 10).

“I preferred using social media because it’s very easily accessible and its one platform I can use for a lot of different purposes. And when I was for researching my universities options I was overseas and printed materials were not very accessible to me” (Participant 9).

University websites had most of the details. The contact information of the staff particularly helped in directly getting in touch reciprocating the interest and refines my programme according to their expectations “(Participant 12).

Yes, I read insight blogs and YouTube videos to learn about the University’s life and what other international students had to say about the University “(Participant 12).
The data collected from the 7th March to 27th June, the number of likes on the Facebook and the number on YouTube showed that the two platforms were popular. UoA Facebook likes were higher compared to the number of YouTube views. AUT and Unitec’s YouTube video views were higher than the Facebook likes. Unitec had the highest view numbers of views compared with the three HEs and UoA had the highest number of likes on Facebook.

The number of tweets on Twitter was higher than the number of videos uploaded on YouTube from the data collected from 7th March to 27th June. Twitter tweeting was popular compared to the number of videos uploaded by the three HEs.

The LinkedIn members were higher compared to the subscribers on YouTube from the data collected from the 7th March to 27th June.

All three platforms had different data to compare, however, LinkedIn has the least data that was useful for this research.

Out of 12 respondents, 2 students were aware of LinkedIn and only 1 student used LinkedIn for information. LinkedIn’s majority members were also Alumni members. The past students career information advertises success of their qualification, research and sharing experience and knowledge adds value towards marketing. The first year students are not interested in using LinkedIn as it is mainly for the professional market. However, as part of this research participants were asked if parents were involved in choosing the HE, 7 participants’ parents were heavily involved and 3 parents provided support that included paying fees. Heavily involved parents could be educated and wanting their children to also achieve a higher standard in education. The working parent’s maybe alumni’s and a LinkedIn member who checked LinkedIn information regarding their children educational choice.

Educated parents want their children to have a good education - Parental educational level is an important predictor of children’s educational and behavioral. The majority of research on the ways in which parental education shapes child outcomes has been conducted through cross-sectional correlational analyses or short-term longitudinal designs in which parents and children are tracked through the child’s adolescent years. Our main goals in the current study were to examine long-term effects on children’s educational and occupational success of their parents’ educational level while controlling for other indices of family socioeconomic status and the children’s own intelligence, and to examine possible mediators.
of the effects of parents’ education on children’s educational and occupational outcomes” (Dubow, Boxer, & Huesmann, 2009).

“My parents are paying my fees and I had to sit with them and show all options and ranking of the universities. They were happy with AUT and programme that I wanted to do (Participant 5).”

Students were asked whether or not they used traditional media. The use of social media only was 48%, followed by 32% were participants used both resources, 20% participants used printed material only.

“I did not use any printed material, just flipped through it. Printed material stuffs are also online as well so I don’t see any reason to have printed material” (Participant 1).

“Online material are updated, more quality and helps from one link to another to get more information. Printed materials are what is already online” (Participant 9).

“Prefer traditional media which is easy to navigate and read where as I use social media mostly for networking and asked questions with others regarding universities and lecturers” (Participant 12).

“Our overseas agents and representatives can help with your application to the University of Auckland and provide you with the brochures and information you need to make an informed choice. They can also provide you with information on the process involved in moving to a new country to study including issues like student visas, meeting English language requirements and finding accommodation” (Auckland, 2015).

For additional information students did reach out for extra help apart from using social media and portal,

- participants called the Call Centre,
- participants did not contact anyone for extra help,
- participants Visited Open Day,
- participants contacted Agent in their country,
- 1 participants called contacted international office,
- 1 contacted the Academic Advisor and
- 1 visited International Expo.
All the students use some sort of extra support, this indicated that Portal, social media or printed material did leave some gaps where students had to use other methods to obtain the information.

5.7 Advertising
In comparison between social media and traditional media, social media sites are seen as accessible and instant compared with traditional media. Social media is very attractive nowadays and unlimited potential of social media reaches out to potential students instantly both locally and internationally with less cost and is a huge advantage to HEs as they are battling for extra funds. Social media marketing encompasses all marketing concepts and theories that highlight the value and use of social networking including links with other media.

HEs use a range of marketing technics to advertise internationally and locally to attract and recruit potential students. The traditional mode of advertising that HEs incorporate are printed materials, broadcasting, outreach activities, such as visiting high schools, visual displaying, such as billboards, movies advertisements, exhibitions, recruitment agents or an expo to have a greater human touch. Some traditional marketing does make people notice. Out of the 12 respondents, only one did not notice any form of marketing, whereas 10 respondents noticed online advertising, 6 noticed outdoor advertising, and 6 respondents noticed information on newspapers. This indicates that traditional market still serves its purpose, and makes people aware of the advertisement. However, none of the respondents indicated that the traditional media was their main source of information that influenced them to choose their HE. The major source of information was online or social media.

Another method of traditional marketing used was by 4 respondents who visited open days at the campus itself, 1 respondent visited an international expo in their own country, and 5 used the call centre for information.

5.7.1 Comparison of printed materials of the three HEs
The analysis of the printed materials suggests that print materials do not deliver all the information, compared to an alternative resource such as the portals. Printed material was
very specific and provided brief information on the subject. Links for further information were provided including social media by each prospectus.

Four major areas were analysed based on these topics: Teaching, Research, Resources and Support and Opportunities. All three HE provided Well Structured curriculum and Attentive supervision. UoA covered every topic in their prospectus expect for the Internship which they do not do. AUT focused mostly on their Resources and Support and Opportunities. Unitec also focused as Resources and Support and Opportunity.

Portal had answers to everything. All areas were covered with detailed information with links to extra information. Unitec had an option for the prospectus to be posted including a printed application. UoA and AUT enrolments are online only. UoA and AUT also have a special page for parents for information. All three HEs had social media links for extra sources of information. Even if an applicant was not a computer savvy, everyone was expected to apply online. Knowledge of computer skills and use of online was expected by HEs. Unitec was the only HE out of the 3, where students could apply on a paper form.

Portal is divided into two groups, 1. horizontal portals, HEPs (Horizontal Enterprise Portals, also called megaportals), and 2. vertical portals, or VEPs (Vertical Enterprise Portals). A horizontal portal is a public Web site that attempts to provide its users with all the services they might need. HEPs include shopping, news, weather, news, search engines etc, and they all urge you to make their page the first page you see when you use the Web. They allow you to personalize the page you see by selecting what you’d like, choosing news sources you’d like to display, altering the appearance of the Web page, and more. HEPs include advertising that pays for the portal, and their goal is to attract as many viewers as possible. HEPs do not give academic or corporate employees access to everything they really need on the Web. Much of what an employee is require completing in their role (Khan, 2013).

Students, for example, need to see their course and examination schedules, the books they have borrowed from the library, their grades and grade point average, their financial aid status, information about their extracurricular activities, and so forth. Prospective students, their parents, the parents of enrolled students, alumni, faculty members, scholars from other institutions, and vendors to the university all have very different needs for Web information from the same organization (Katz & Associates, 2002).
CHAPTER 6
CONCLUSION

The objective of this research was to explore whether students used the social media platforms or traditional media to seek information whilst choosing for a higher education institution. With the data collected for this thesis, it was evident that students used social media platforms to seek information whilst choosing for a HEI. The webpages and social media platforms were more popular compared with printed materials.

The main difference between online and traditional media is that online platforms are more accessible and instant compared with traditional media. Traditional media is less effective and costly to Higher Education Institutes. Once the traditional media is printed, the information cannot be revamped. Social media can be changed at any time and reaches a large audience without any additional cost. Social media encourages participation, engagement, collaboration. Social media is unlimited and reaches potential students especially international students. This feature makes highly it beneficial to HE when pursuing to establish their relationships with potential students. Social media enhances strong communication strategies and marketing practices. Additionally, social media is effective amongst ‘Net Geners’ or ‘Digital Natives’ and promotes the establishing of brand names. The ‘Net Geners’ or the ‘Digital Natives’ are computer savvy and are very high users of social media and is part of their lives. The best means to communicate with them is by using social media platforms. Most first year students fall under the ‘Net Geners’ or the ‘Digital Native’ group, HEIs using social media platforms is the best method of marketing for this target market. Having social media networks sites linked to university portal provides extra support in improving the image of universities by posts on events, achievements, updates, or new programmes.

The budget cuts by the government forces universities to escalate and enhance their marketing strategy to attract the best international students. Social media network provides universities an effective mode of using different techniques and continuous improvement to cater for markets needs to attract students. Students expect HEs to have social media platforms for additional information and share their experience. Social media provides life interaction and experience, and can be used to expand networking. For example,
international students make contact with other international students or from the same country.

In this research, Facebook and YouTube were the most favourable social media platforms. The researcher was unable to obtain confirmation as to whether the three HEs sued Google Analytical for monitoring the data on their social media platform. The use of Google Analytical gives HEI information on:

Data Consolidation is a Data collection and management with Google Analytics provides a single and accurate view of the customer that can be customized to your needs and shared across the organization (Naficy, 2015).

Data Analytics & Reporting, reports can be segmented and filtered to reflect the needs of businesses. Real-time views let businesses know which new content is popular, how much traffic today’s new promotion is driving to your site, and which tweets and blog posts draw the best results (Naficy, 2015).

The Data Activation makes smarter marketing decisions. Google Analytics allows you to seamlessly activate your data to improve marketing campaigns and experiment with new channels and content’ (Naficy, 2015).

The research shows that printed material is no longer required by the students. HEs can be saving thousands of dollars on printed material. UoA and AUT provide freebies such as pens, bags or Flash Drives with their logo during their open days. They could minimize on their printed material by printing postcards together with flash drives with information instead of printing materials which can be very costly. This could be a video or softcopy materials given to potential students.

New smart technologies like smart phones, tablets, laptops and computers operating systems are designed to support applications (apps) from market shops (Anroid) and Apple shop (IOS devices). Smart technologies support different Apps to provide information that has changed the way local and international students find information to decide where to study. Since social media has unlimited use and can cater for information that can be valuable to students and the HEIs. From the information gained from the small sample of semi-structured interviews, the young generation likes to be logged in with the social media platforms all the time to be updated to news and feeds.
For the international students and countries with language barriers were using agents to help them apply to an HE including the offering of a visa. Otherwise, all information is provided on universities website for students used the portal to find information and apply an online. HE experts all students to do online application, therefore all students are expected to be computer savvy and have access to the internet. If everything is provided online, printing of materials could be an unnecessary expense. Due to limitations the researcher was unable to obtain the number of copies that HEs printed and how many are not used.
CHAPTER 7
SCOPE FOR FUTURE RESEARCH

Future studies can be perused by gathering information using different demographics especially from the major recruiting countries that is target by the HEs. This study was based on only three HEs where more international students from multiple countries can be interviewed to see wide trends of usage of online material verse agents. This would be particularly useful to see the preferences of different countries which will help HEs to have a better understanding of utilizing their capitalization on preferred trends by country.

In additional, universities should consider unitization of the Goggle Analytical on social media and online data that gives more in-depth results on the usage of social media and portal used by domestic and international students. The analytic report can also determine the how students and non-students have visited each platform. The number of printed materials and distribution cost can be questioned. The numbers and the cost can then be obtained by materials distributed to domestic students. To minimize the cost on printed material HEs would use incentives for using the online material.

The result looked at the First Year students and not older students returning to an HE locally and internationally. Moving completely online will impact older students as may be not savvy with technology what may require the HEs to make the decision to continue using printed materials or not. To eliminate the printed material it would be important to identify if older students access information differently.

The data were captured for only four months. Capturing the data on social media platforms for a year, covering summer school, semester one and two would give a clear pattern on use of social media. The data can also be compared with the details on promotions, events or full academic year planner that would take place at the HEIs to see if the events or any specific event including promotion has any influence on the social media pattern. Further exploration is required on what time and types of event and promotion activities that takes place for domestic and international students.
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Appendix

Appendix A

Consent Form for Interview Participants

Research Project Title: Student Recruitment in the New Zealand Higher Education Sector: Comparison of Traditional versus Social Media Marketing

Name of Researcher: Yogita Nand

I have read the Participant Information Sheet, have understood the nature of the research and why I have been selected.

- I agree to take part in this research and understand that my participation is voluntary.
- I understand that this will involve me participating in a face-to-face interview that could last 20-30 minutes.
- I understand that I am free to terminate the interview at any time, and to withdraw any data traceable to me up to 2 weeks after the interview.
- I understand that my responses will be kept confidential and the researcher will endeavour to maintain my anonymity, and I understand that any publications that may arise from this research will not contain any details that may identify me.
- I agree / do not agree to have my interview audio-recorded.
- I understand that data will be kept for 5 years, after which they will be destroyed.

Name ___________________________  Signature ______________________ Date ____________

________________________
Appendix B

UREC REGISTRATION NUMBER: 2014-1109 Nand

This study has been approved by the UNITEC Research Ethics Committee from 29th January, 2015 to 29th January, 2015. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 8551). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

From: Dr Hu [mailto:huhana@gmail.com]

Sent: Thursday, 29 January 2015 4:24 p.m.

To: Yogita Nand; Unitec Research Ethics Committee

Subject: 2014-1109 Nand

Tena Koe Yogita

I attach you letter of approval. I have also attached the admin who can then be able to confirm your research is approved. I wish you all the best in your research and that it has a successful outcome. All the very best.

Nga Mihi nui

Huhana

Primary reader
-Dr Huhana (Susan) Hickey MNZM
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P.O. Box 23326
Hunters Corner
Auckland 2155
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PARTICIPANT INFORMATION FORM

My name is Yogita Nand. I am currently enrolled in the Master’s in Business degree in the School Marketing and Management at Unitec New Zealand and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The aim of my project is:

The main objective of this research is to compare specific social media platforms used by the university (Facebook, Twitter, LinkedIn and YouTube) with traditional marketing used by New Zealand Higher Education to recruit students. The social media platform has become the new trend for marketing, and where customers can gather information in order to make a decision on final purchasing. There appears to be a need and place for social media in recruitment, however the veracity of this statement can only be evaluated with research. Other questions to be considered are whether these platforms are effective, and what the implications are for using social media platforms to assist informed consumer decisions.

I request your participation in the following way:

1. I agree to take part in this research
2. I understand that the data collected by the researcher will be used in her Master’s thesis. In additional the researcher may use to present the result at the University of Auckland’s Staff Development Office.
3. I understand that I am free to withdraw from participation at the any time without giving a reason, and to withdraw any data traceable to me up to two weeks after the interview.
4. I understand that the researcher cannot guarantee my absolute anonymity but will try to do so by using pseudonyms and removing identifying data.
5. I agree to be audio taped.
6. I understand that I will not be offered the audio-tape or digital file of my transcript.
7. I understand that there is no third party involved in this research and the researcher herself will transcribe and translate the audio tapes.
8. I understand that the data will be stored for 5 years after its collection, and then will be destroyed.
9. I understand that participation is voluntary.

10. I wish/do not wish to receive a summary of findings

Neither you nor your organisation will be identified in the Thesis. The results of the research activity will not be seen by any other person in your organisation without the prior agreement of everyone involved. You are free to ask me not to use any of the information you have given, and you can, if you wish, ask to see the Thesis before it is submitted for examination.

I hope that you will agree to take part and that you will find your involvement interesting. If you have any queries about the research, you may contact my principal supervisor at Unitec New Zealand.

My supervisor is: Helen Mitchell phone: 815-4321 ext. 5171 or email: hmitchell@unitec.ac.nz.

UREC REGISTRATION NUMBER: 2014-1109 Nand

This study has been approved by the UNITEC Research Ethics Committee from (date) to (date). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix D

Questionnaires for Interview

1. What age group: do you identify with - give a range in group form.

2. Are you a Citizen, PR, or Visa (if Visa, which type) Are you a New Zealand citizen, Permanent resident or on a Visa (if Visa, which type)

3. How many times do you use social media in a day: How many times in a day do you use social media?

4. What do you use social media for? e.g. networking, shopping, browsing. other

5. What social media platforms do you use? Which social media platforms have you used?.

6. Which social media platforms do you use regularly?

7. What sources did you use to find out about universities? Additional question: what kind of information where you looking for? Explain, which universities, Did you compare knowledge with your peers?
   Traditional: printed material

8. Did any listed adverts that were of particular interest to draw your attention: radio ads, newspaper ads, TV ads, billboard?

9. Social media adverts such as on Facebook?
10. Which of the social media platforms have you used to find information about university courses and providers?

11. Which platform do you think provided the best information, and why?

12. What was different about this social media compared to other platforms that you used?

13. Which types of traditional media sources do you usually use? What are your preferences Traditional or social media (why)?

14. Did you find the university’s portal (official website) helpful, compared to social media or

15. Which source provided you with the best information or influenced you to make a decision on which university to choose?

16. What other methods did you choose:

1. Local students:
   a. Did you visit open days?
   b. Did you contact call centres for information?
   c. What method did you use to contact the call centre, did you use phone, email, or chat?
   d. Did you download a phone app for information?
   e. Did you contact the Undergraduate adviser for more information?
2. International students:

a. Did you visit an expose?

b. Did you consult any agents? Explain your experience?

c. Did you find them helpful? Yes/no (WHY)

17. What influence did your parents have on which university you choose?

18. Did your friends and family influence you to make a HE choice?
USE OF THESIS/DISSENTATION/RESEARCH PROJECT

Full name of author: Yogita Kisin

Full title of thesis/dissertation/research project: **Student Recruiting in Higher Education Sector of New Zealand: Comparison of Traditional versus Social Media Marketing**

Department of: **Business**

Degree: **Masters**

Year of presentation: **2016**

EITHER:

(1) I agree to my thesis/dissertation/research project being lodged in the Unitec Library (including being available for inter-library loan), provided that due acknowledgement of its use is made. I consent to copies being made in accordance with the Copyright Act 1994.

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OR:

(2) I wish to apply for my thesis/dissertation/research project to be embargoed for a limited period as per Unitec Guidelines Presentation and Publication of Student Research

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Date: 18/12/2016

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