

Legitimate wrongs and Marketing Communication Strategies of Universities in Nigeria

CHRISTIANA SHADE ADE-JOHNSON,
Adekunle Ajasin University, Akungba – Akoko, Ondo State, Nigeria.

Abstract. Studies have established the fact that marketing communication strategies have the opportunities and power to favourably reinforce or change the beliefs, attitudes, and intentions of target markets relative to the organisations whether or not such organisations have direct contact with the customer. However, in the process of differentiating and creating competitive edge over competitors, Nigerian Universities are said to be prone to corrupt practices. Therefore, the paper examines the legitimate wrongs committed in the application of marketing communication strategies by Nigerian Universities. Document analysis, observation, interview and questionnaires were used to gather data for the study. It was discovered that the university's claim of people as marketing communication strategy is effective. It was also found out that although the lecturers in some of the departments were professional, efficient and responsible, they were not up to the requirement and questionable ways were developed to meet NUC standard. Therefore, NUC is urged to stand up for what it is constituted to carry out as a watchdog in order to prevent the educational system and sector from intractably going down the drain like other

Key Words: Corruption, Marketing Communication, Strategy, Programme, People, Physical Facilities

1. Introduction

In recent time, scholarly attention has been drawn to practices in Nigerian educational institutions especially in universities. Scholars observe that these practices have the tendency to make universities fail to achieve their goal of developing and reforming students of competence and morally upright for the nation. As (Ibiade, 2016) puts it, the integrity in all ramifications of universities' students is paramount to

the sustainability and development of the society. Consequently, the alleged acts of corruption have the tendency to negatively influence the students who are affected by the acts.

There is also the tendency for the graduates to carry the animosities that results from the corruption experiences they encounter at school to their places of work to the detriment of the society and the innocent people that their work activities would affect. Put differently, the university aspires towards self-sustenance and therefore pressured to compromise certain qualities. In addition, the main goal of a university involves not only intellectual development, but also character formation. The problem here is, how to remain relevant and uncompromised as character formator in spite of the economic pressure among others especially when implementing marketing communication strategies of the institution.

Specifically, some studies have been conducted on the issue of corruption of academics and in educational institutions, for instance, Osipian (2008) investigated on corruption in Higher education focusing on universities from three countries while Nwankwo and Nweke (2016) only focused on effect of corruption on private secondary schools in Nigeria, very few research works have been carried out on legal wrongs in usage of marketing communication strategies in Nigerian Universities.

Secondly, it was discovered that literature on corruption did not provide sufficient data on the initiators of the alleged corrupt practices in academic institutions and the conditions that serve as fertile grounds for the acts to be perpetuated which would have invariably resulted into proffering effective solution to curbing such acts in the universities as well as the communication strategic profession. The

study, therefore, wishes to ascertain the various wrongful related activities in the usage of marketing communication strategies of Nigerian universities, the forms that such acts take and the conditions in the system as well as fashioned cogent policy suggestions to address the menace.

The findings of this paper will focus on providing answers to specific research questions as follow:

- What are the various wrongful related activities in the usage of marketing communication strategies?
- How are the wrongful acts in Nigerian Universities' usage of marketing communication strategies done?

For the most part of the rest of this paper, the research questions are intended to properly create a literary itinerary for discussion on legal corruption as forms legitimate wrongs in marketing within the context of Nigerian Universities. The work therefore involves making efforts to provide answers to the question raised above.

In sum, corruption, on the one hand, is believed to have eaten deeply into all aspects of Nigeria as a nation. (Adebayo, 2018). The literature is replete with scholarly voices on the extent of and panaceas to the corruption challenges of Nigeria. (Amini-Philips & Ogbuagwu, 2017). Many of these voices have acknowledged the exceptionality of the educational sector in some ways (Ololube, 2016; Otonko, 2012). This explains why many of them still look up to education as the way out of the social, political and economic woe called corruption. The implication of this is that the educational system should be refined in a manner that it allows it to take a leading role by example in its teachings and practices.

On the other hand, in today's highly competitive markets, keeping customers and retaining their loyalty is considered crucial in maintaining business. Nigerian universities are not left out in this race. Initially, developing marketing communication strategies was predominant among the private universities in order to attract and maintain customers, who majorly are students, academic staff, and other suppliers depending on their needs. In recent time, state owned universities have begun to feel the need to market their programmes due to reduction in enrolment following increment in their tuition and other fees.

While state owned universities now compete with private as many of them have increased their tuition and others fees and in tough competition with the

federal owned universities whose tuition fees are relatively insignificant compared to private and state owned universities. Finding themselves between the private universities that are highly and professionally marketed and the federal universities with low fees, the state owned universities are caught in the web of tight competition and costs of attracting new customers sharply looming like a colossus.

To put it in another way, Nigerian society is hunting for ways to deal with corruption and many look forward to education as the last standing messiah. Unfortunately, education is not immuned to corruption if not appropriately monitored in the midst of tight competition and use of marketing communication which is capable of opening up opportunities for sharp practices in some significant ways. This study therefore becomes not only necessary, but also urgent. First, it helps to revitalise some sense of trust and confidence that the Nigerian society reposes on education and its ability to ameliorate its corruption challenges. Secondly, the work helps to identify how the much-dreaded corruption can undermine the educational system through the usage of Nigerian universities' marketing strategies.

Before the findings of this work, there will be critical review of literature. The review is compelling for two specific reasons, first to evaluate previous similar studies, and secondly to clarify concepts and to identify the unattended literary space calling for scholarly attention and to which this study has to do some intellectual justice.

2. Marketing Communication Strategy

One of the reasons why marketing communication strategy has remained a conceptual enigma emanates from the fact that marketing itself as a concept has created a conceptually intractability in terms of providing a specific definition. It is pointless, rehearsing the numerous definitions in this work. However, for the purpose of this study marketing is about the competitive positioning of products and services in the minds of customers. Following the above choice of definition for marketing, marketing communication logically involves the transmission of messages and images (reflecting product and service positioning) as well as the means that are used to convey the messages and images to customers (Proctor, 2000).

Ade-Johnson (2017) defined marketing communication strategy as a deliberate act of choosing different set of activities to efficiently and effectively communicate a unique mix of value and

adequately deliver such value through key message with the goal of satisfying the current customers as well as attracting prospects in order to drive enrolment growth for a university. While Lamb, Hair, McDaniel, Boshoff and Terbalancle(2004) described marketing [communication strategy] as an activity that starts with distinguishing customer groups, detecting their requirements, blending such requirements with the organisation's offer and then effectively communicating and selling the offer to the customers. Therefore, besides implementing the needs of customers, marketing communication strategies must be such that the organisation has upper hand over the competition since most universities seem to offer similar products. It thus remains significant to retain the customers that might have been won as it is believed that it is far more expensive to obtain customers than to retain them. Succinctly put, customers won do not remain won forever (Ade-Johnson, 2017; Kotler, 1999).

Customers, especially students and parents in the case of universities, sometimes transfer their children or wards or programme of studies to another university. Such transfer might negatively affect the perception of other customers about such universities. This perhaps is the reason Nigerian universities especially private and state owned ones now develop and adequately deliver unique mix of their marketing ingredients and customers' requirements in order to have competitive advantage over other universities particularly the Federal government owned universities as well as attract new target customers and retain the existing ones which has invariably resulted to the use of service marketing mix coloured with some corrupted practices.

3. Marketing Communication Mix in the context of Nigerian University

The services marketing mix is an extension of the 4-Ps framework. The essential elements of programme, promotion, price and place remain but three additional variables – people, physical evidence and process – are included to the initial 4-Ps. All seven marketing mix instruments (price, service product, promotion, distribution, people, process and physical evidence) are expected to complement and reinforce one another in such a way that the student will prefer the institution's service offerings to that of competitors. For this study, three out of the seven service marketing mix were examined *vis-a-vis* the wrongful practice of the Nigerian universities. The selected ones are: programme, people and physical facilities.

Programme: Some describe programme in term of curricula and services, (Kotler and Fox, 2012). Others define it as it is evident that in services, the intangible element is dominant. The provision of education, although intangible, also contains tangible elements. Institutions are expected to provide service activities such as the teaching process and contact with customers (intangible element) as well as learning material such as textbooks (tangible element).

The curriculum must be appropriately developed and adapted to meet the needs of the students (Adam & Mamound, 2014). Universities have been discovered to adapt or develop curricula with evidence in their handbook without the approval of the University senates.' However, such unapproved handbooks are used by the staff and students of the school.

The duration of the programme as well as the security of the programme are also expected to influence university choice. Universities are expected to evaluate their academic programme and service product mix periodically, and particularly when considering modifications. Meanwhile, with incessant strikes of the universities, staff especially in government owned institutions, the duration of such programmes has been elongated without any official apology to the students and parents who are assumed should understand the situation. Quality of higher education institution (universities) services become important as a trigger for customer satisfaction (Kotler & Fox, 1995).

This if well utilised could aid referral from the existing students to the prospective students who may be seeking for information about the university. Gajic (2012) is of the opinion that "the essence of a service can be the base for the unique selling proposition...for differentiation and expectation." It could also have effect on perception as well as being a starting point for the systematic and successful marketing service (Bruhn & Georgi, 2006). Yet, universities have been claimed to turn out graduates some of whom are not employable due to exposure to "wrong" curriculum content or unsuitable mode of content delivery or both (Ajake, Oba & Ekpo, 2014). Ajake, Oba and Ekpo (2014) believed that universities would have to enrich their curriculum to enable them tackle the 21st century challenges. This can be achieved through innovation in content and delivery method, integration of practical skill acquisition (vocationalization) and practical application of information and communication.

People: Educational services are people-oriented and highly interactive in nature and because of the

simultaneity of production and consumption in services the staff occupy the key position in influencing customer 's perceptions of product quality. In fact, the service quality is inseparable from the quality of service provider. They could be teaching, administrative and support staff through which the service is delivered and customer relation built with the existing students (Adam & Mamound, 2014; Kotler & Fox, 1995).

Again, although the place of academic profiles should not be ignored, the efficiency of the academic staff lies in the ability to teach adequately. Eisner (2003) believed that "teaching involves reaching students, and that reaching students involves taking their frames of reference into account. Knowing where our students are coming from and meeting them there may increase the chance that students will absorb the information we seek to teach." The academic staff expected to know and use various types of teaching styles which includes learning styles of the students; the one that works for an individual in a particular situation.

Also, the administrative staff are expected to have appropriate interpersonal skills, aptitude, and service knowledge to provide successful service delivery as customers are constantly evaluating employees' quality based on interaction with them and the perception of the students about the staff reputation would play an important role in the choice process (Ivy, 2001; Soedijati & Pratminingsih, 2011). An important marketing task is to set standards to improve quality of services provided by employees and monitor their performance. Without training and supervision employees tend to be inconsistent in their performance leading to fluctuating service quality. Training is crucial so that employees understand the appropriate forms of behaviour and trainees adopt the best practices. In the case of universities, employees are either academic or non-academic. This study however, only focuses on academic staff.

4. Physical Facilities and Evidence

Physical facilities or evidence refer to all of the physical, tangible items an institution makes available to customers ranging from brochures to the infrastructure. Physical evidence is very important because of the intangible nature of the service offered by universities as it gives external picture of the kind of service the prospective students can expect. The environment in which the service is delivered, both tangible and intangible, help to communicate, perform and relay the customer satisfaction to the potential customer (Ivy & Fattal, 2010). Kotler,

Armstrong, Wong and Saunders (2008) indicated that physical evidence would give the first impression about the university and usually they see the building and facilities. Gibss and Knapp (2002) further added that the condition of the physical location contributes greatly on image of the institution. For example, technologies used, cleanliness of rooms, library, classrooms (number and size), hostels, health centres, toilet facilities, laboratories (Mutai, Shah, Khan & Faheem Khan, 2013).

It can therefore be strategically used to "positively influence perceived quality" and "represent service package affecting creation of expectations" because of its ability to give visual metaphor (Gajic, 2012). Hence, Veljković (2009) described it as an element in image building and in that sense, it sends a message, draws attention and provokes effects/reactions in users. However, Mutai, (2018) believed that the provision of these school facilities has dwindled over the years.

Corruption and others as Legitimate wrongs in usage of Marketing Communication Strategies

The term "corruption" has been used to refer to a wide range of illicit or illegal activities. Although it has no universal or comprehensive definition or what constitutes corrupt behaviour, the most prominent definitions emphasize the abuse or misuse of public power or position for personal benefit (Morgan, 1998). Supporting this, Azelama (2002) went further to describe corruption as "any action or omission enacted by a member of an organization, which is against the rules, regulations, norms, and ethics of the organization, and the purpose is to meet the selfish end of the member at the detriment of the organization." Yet, in the case of the implementation of marketing communication strategies by Universities, the wrongful activities that might arise is not to meet the selfish end of a member at the detriment of the organization as the organization is the one carrying out the activities.

Alatas (1990) developed an extensive typology definition of corruption. According to Alatas "corruption is the abuse of trust in the interest of private gain". He identified extortive, investive, supportive and transactive corruption. According to Alatas (1990), investive corruption involving the offer of benefits without an immediate link to a specific favour but in anticipation of a future situation in which a favour may be required; nepotistic corruption concerning favoured treatment of friends and relatives in appointment to public office; autogenic corruption occurring when a single individual profits from inside knowledge of a policy

outcome. In this case, it is the only investive corruption that is applicable.

Agreeing with Alatas, Heywood (1997) believed that such schema has the advantage of providing a straightforward definition of corruption that is “neither rule bound, nor tied to society’s prevailing moral conventions or norms” especially in the usage of marketing communication strategies by Nigerian Universities. At least, Huntington (1989) surmised that corruption is that which is considered corrupt at a certain place and at a certain time. He opined that “accepted norms” change over time. He further argues that corruption in general is wrong and claims corruption is not always a matter of black and white. The norms at a certain place and at a certain time are not shared by everyone. Also, Anti-Corruption Resource Centre (2014) explained corruption as a hidden transaction which the involved parties like to keep secret while Osipian (2008) described it as a concealed non-compliance act. By implication, the definition of corruption might be according to the time, place and how it is viewed which might be hidden in secret or a concealed non-compliance act.

Meanwhile, legitimate has been described as conforming to recognised principles and accepted rules and standards. The National Universities Commission (NUC) which is the regulatory body of the universities has rules and has created standards in which all universities in Nigeria must adhere. So, universities carry out marketing communication strategies to influence the perception of their stakeholders, attract and sustain relationship with them as well as create and maintain good image, so using their programmes, people like their staff’s qualification, style of teaching and physical facilities as stated in the rules and regulations of the NUC, to achieve their aims is legitimate. On the contrary, a legal wrong is referred to as something contrary to conscience or morality (Sweet & Maxwell,1960). Doing something against one’s conscience might not be illegal but definitely would be concealed. It might be facts with questionable acts which the perpetrators might want to keep as secret. Such questionable acts might be open to the public. Like surmised by Huntington (1989) about corruption, legitimate wrongs might not always a matter of black and white .Therefore, for this study, legitimate wrongs are questionable facts and (or) activities that are carried out in the secret, hidden or concealed which might not be compliant with the laid down rules and regulations of the university in the course of implementing marketing communication strategies. Meanwhile, for Idoniboye-Obu (2014), the perpetrators of corrupt practices need not accept the acts as corrupt for the practices to be so regarded. Thus, students might engage in some of the activities

described as corrupt without thinking of them as such.

Limitation to the Study: The study was initially meant to be carried out in six state universities located in the six geopolitical zones of the country but for ethical issues. The universities were not willing to disclose information needed for the study while those that were willing to do so were very reluctant to give consent document to back up the data. The researcher resulted to carry out the study in a state university. The name of the university in question will not be mentioned for confidentiality and ethical reasons.

5. Methodology

Document analysis, interview, observation and questionnaires were used to gather data for the study. There are six faculties in the studied university namely: Faculties of Arts, Agriculture, Education, Law, Social and Management Sciences and Science. Handbooks on undergraduate programmes from 2015 to date were collected. It was discovered that most handbooks were designed for two to three years at a time. Therefore, some of the faculties have new hand books covering 2015 to 2017 and 2017 to 2019. Two of them have 2012 to 2014 and 2015 or 2016 to 2018 or 2020 except one faculty that has only one handbook as the faculty is relatively new. Therefore, the study was only limited to the five faculties that have been established for the past five years. These handbooks were analysed to see if there were new topics.

Secondly, proposed number for academic staff for each department in each faculty by NUC as well as the required qualifications were also analysed alongside the actual number of the academic staff in each department with their qualification. Interview with some selected staff was done to know how wrongful activities are done while the departments or faculties implement the marketing communication strategies. It was also carried out to confirm the information gathered from the handbooks. Specifically, 250 copies of questionnaire were administered to two hundred and fifty respondents drawn from students of the five faculties that were selected by quota sampling. Selected students from 200 level to 500 level were also interviewed to corroborate the data gathered from the questionnaire. The selected students were not part of the respondents for questionnaire. They are made up of the governors, assistant governors, course representatives of 200 to 500 levels. Academic staff from each of the faculties were also interviewed. An

observation guide was used as check list on technologies used, cleanliness of rooms, library, classrooms (number and size), hostels, health centres, toilet facilities, laboratories. It was used to determine

the availability of resources in the schools. It was also used to collect data on relevant and adequate text books in the libraries as well as the arrangement of the sections books in the main library.

6. Presentation and Analysis of Data

Table 1: Demographic variables

Items	Options	Frequency	Percentage
Gender	Male	140	56
	Female	110	44
	Total	250	100
Level	200	80	32
	300	100	40
	400	56	22.4
	500	14	5.6
	Total	250	100

The respondents are between 200 and 500 Levels, leaving out the 100Level since they are just coming in.

What are the various wrongful related activities in the usage of marketing communication strategies?

Tables 1 to 5 are used to answer the research question

Table 1: Programme

Respondents	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
New courses were introduced to us in our handbook	86	100	15	-
It was very relevant to the field	100	91	-	5
Lectures are accompanied with practical experiences	25	41	55	15
Given of materials with small or no explanation	70	31	92	35
We are using handbook that has not been approved by senate	-	23	100	18
Our semesters and sessions are usually prolonged because of strikes and students' demonstrations	150	45	12	-

From the table, 185 students agreed that new courses were added in their new handbooks. The responses here confirmed the data from the document analysis. 191 out of 196 that responded to this agreed that the courses and course descriptions were relevant to the field. Also, 127 students said that lecturers did not just give course materials but also explained in details while 101 stated that the given materials do not usually come with explanation. These details were confirmed from the interview with class and course representatives. By implication, this is one of the wrongful activities of the programme.

Also, from the table, while 118 said they used hand books that have been approved by the University senate, 25 students disagreed. This is worrisome and it is implied to be a wrongful activity.

Table 4: People

Respondents	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Favouritism: preferential treatment	59	40	99	50
Lecturers take Bribery of all types and forms	20	13	80	120
They can teach very well/eloquent/ delivery skill	130	45	20	13
They mix lectures with field experiences	132	59	20	5
Irregular attendance at lectures by lecturers	45	23	115	20
Sexual harassment	10	21	67	123
They train us to develop self confidence in handling problems/issues	61	111	15	51
They help to solve challenges and issues that affect us	112	56	67	23

From the table, even though 149 students agreed that their lecturers were not displaying any favouritism while dealing with them, ninety-nine students believed that their lecturers showed preferential treatment in their activities with students. It can therefore be deduced that the show of favouritism while dealing with students is a wrongful

activity. Also, from the table, a lot of students agreed that their lecturers which formed the people in this study are professional and responsible. On the contrary, 68 students stated that lecturers do not come to class as and when due and 31 respondents confessed that some lecturers usually harass them.

Table 4: Physical Evidence

Respondents	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
We have lecture halls	110	140	-	-
We have classrooms	120	130	-	-
Our class rooms are big enough to contain us	61	40	35	28
We do not have toilets	85	24	40	51
We have toilets but are not functioning	55	27	90	43
The toilets are functioning but they are always dirty	126	101	11	-
We have departmental library	78	20	100	52
We have University library	121	113	-	-
No trending books and journals in the main library	50	69	54	49
There is E- library	100	91	--	-
There are laboratories	32	41	-	-
There are studios	35	-	-	-
The laboratories are not equipped	87	68	25	37
There is no adequate equipment in the studio	33	12	5	-
We have health centre	108	119	-	-
The pharmacy is not stored with drugs	87	77	45	32
There is no functional equipment in the laboratories of the health centre	18	49	39	10
No functional Xray machine	29	40	50	39
No adequate records of patient	-	28	80	10

From the observation guide, there were lecture halls scattered all over the campus but the lecture halls were not attached to any specific department. There were toilet facilities too at the class room areas as well as the lecture halls. However, some of the toilets were not functioning and those that were functioning were dirty and smelling at the time of gathering data. Most departments did not have libraries. The few that had libraries displayed updated books and journals. At the point of gathering data, the main library section was in disarray which means that students would find it challenging to easily locate any desired book to read. The E- Library was up to date. Some of the equipment in the studios and laboratories were working but outdated. Other equipment displayed were not working.

Some class rooms were small and so could not accommodate the students. Others that looked very presentable outwardly were hot, floor was tilted, ceilings were already removing.

How are the wrongful acts in Nigerian Universities’ usage of marketing communication strategies?

People:

As at the time of collation of the data, out of 18 academic staff in Criminology and Security Studies Department of the University under review, only two staff actually specialised in the course. For Faculty of Law, the NUC required 24 academic staff but the

faculty had 20. Nine academic staff were recorded for Mass Communication as against 20. When asked about how they were able to get accreditation for these courses without meeting the proposed number of academic staff, the interviewees said there are ways round the whole exercise. Some of these “ways” include, “borrowing” qualified staff from other universities for the accreditation exercise and paying them off after the exercise, reducing the number of students in order to be line with the standard of the NUC. Meanwhile, staff were always presented as professional, responsible and efficient.

Physical Facilities:

The study looked into the following facilities of the university: classrooms (state of the classrooms, sizes, numbers), Library (departmental library, Faculty library, University library – sections, arrangement of books, etc and E – Library), Toilet facilities, Health centre, laboratories, hostels. These facilities were always presented on the websites or on the media as adequate and accommodating with enticing words. This is actually contrary to the data gathered for this study

7. Discussion of Findings

The study found out that all the departments in the studied faculties included new courses in the new handbooks. The staff agreed that the curricula of the departments were adequately developed to meet both the professional and NUC requirements. They believed that such curricula would prepare the

students to be employable. Corroborating this, some of the 400 level students who had gone for industrial training, said that topics taught were really relevant to what they met at the field. This is quite in line with the opinion of Adam and Mamound (2014) that the curriculum must be appropriately developed and adapted to meet the needs of the students.

However, some of the students said the lecturers would just give materials to go read without adequate explanation or application to what is obtainable on the field. This act might not help the students to be adequately prepared for the future or field in the nearest future. Even though the university academic staff have enriched the curricula as suggested by (Ajake, Oba & Ekpo, 2014). Ajake, Oba and Ekpo (2014) in order to enable them tackle the 21st century challenges, yet the students might not still be employable as they claimed not to be well taught because of the mode of delivery.

While a lot of students agreed that there their lecturers which formed the people in this study are professional and responsible, some students stated that lecturers do not come to class as and when due; others confessed that some lecturers usually harass them. It was also claimed that there was favouritism in the dealings with the students by the lecturers. Such favouritism is said to be basically on friendship or relationship. This is usually concealed from the public. These “ways” could be implied as legitimate wrong in the use of marketing communication strategy.

However, the students agreed that their lecturers are innovative in their delivery of lectures. They claimed that some of their lecturers were able to carry the class along as they teach. Eisner (2003) believed that “teaching involves reaching students, and that reaching students involves taking their frames of reference into account. Knowing where our students are coming from and meeting them there may increase the chance that students will absorb the information we seek to teach.” It can therefore be inferred that, the lecturers of the university under study are able to reach out to the students in their classes by taking their frames of references into account and meeting the diverse students’ level of assimilation.

In the meantime, it was discovered that some of the departments in some faculties did not have the required staff. “Ways” which include, “borrowing” qualified staff from other universities for the accreditation exercise and paying them off after the exercise, reducing the number of students in order to

be line with the standard of the NUC were said to be the solution to the issue at hand. This is indeed against the morality of the society yet it seems the university did not regard it as a legitimate wrong. No wonder, such acts kept repeating itself. However, the available staff were discovered to be professional, responsible and efficient.

8. Conclusion

This discussion of this paper focused on the questionable acts or activities that universities usually carried out while implementing their marketing communication strategies. Legitimate wrongs might basically not be illegal but can be something against the moral of the society or against one’s conscience which most time are concealed from the public. The study discovered various activities that were hidden while promoting or creating the image of the university.

9. Recommendations

People, programme and physical facilities are very important aspects of marketing communication mix in Nigeria. Legitimate wrongs are conscious or deliberate efforts to do certain wrongs or unethical practices under the pretext of obeying the rules regulating marketing communication. The chief observation is that perpetuating legitimate wrong rather than legitimate competition in the process of marketing communication is as a result of the ignorance of the long-term effect. The last resort on this is the NUC. It is the recommendation that the NUC should stand up for what it is constituted to carry out as a watchdog in order to prevent the educational system and sector from intractably going down the drain like other. In addition, it is recommended that extra efforts are needed by the state owned universities to promote the subscription to their universities in the highbrow courses in an ethically appropriate standard. Lastly, more toilet facilities should be provided and the existing to be well maintained by the cleaners. It is therefore imperative for the institution to create monitoring team to check and maintain the state of the facilities of the school.

References

- Ade-Johnson, C. S. (2017). *Performance Audit of the Marketing Communications Strategies of Selected Private Universities in South-West Nigeria* (Doctoral thesis Babcock University Ilishan-Remo, Ogun State, Nigeria)

- Adebayo, A.A., (2018). A Review of Plea Bargain Concept in the Anti-corruption War in Nigeria. *Brawijaya Law Journal, UniversitasBrawijaya*, 5 (1), 2-4, available online at <https://lawjournal.ub.ac.id/index.php/law/article/view/105/pdf>.
- Ajake, U. E., Oba, A. N. &Ekpo, T. E. (2014). Enriching Higher Education Curriculum to Meet the Challenges of 21st Century in Nigeria. *Journal of Educational and Social Research*, 4(3), 22 -30
- Alatas, S. H. (1990). *Corruption: Its Nature, Causes and Consequences*. Aldershot: Avebury
- Amini-Philips, C. &Ogbuagwu, C.(2017). Corruption and Administration of Higher Education Institutions in Nigeria. *World Journal of Social Science*, 4(2), 12 - 17
- Anti-Corruption Resource Centre(2014).*Corruption in the Education Sector*. Bergen: Chr Michelsen Institute. Retrieved from www.u4.no
- Batin, M. &Geogi, D. (2006).*ServiceMarketing.Managing the Service Value Chain*. Harlow: Prentice Hall
- Eisner, S. P. (2003). The Class Talk Show: A Pedagogical Tool, SAM. *Advanced Management Journal*.1, 34-49
- Gajic, J. (2012). Importance of Marketing Mix in Higher Education Institutions. *Singidulum Journal*, 9(1), 29-41
- Goldsmith, R. E.(1999). The personalized market place: Beyond and the 4Ps. *Marketing Intelligence and Planning*, 17(4), 178-185
- Heywood, P.(1997). Political Corruption: Problems and Perspectives.[special issue] *Political Studies*.45(3),
- Huntington S, (1989). Modernization and Corruption. In Heidenheimer A & Levine V.(Eds)., *Political Corruption. A Handbook*. (pp.377-388) New Brunswick: Transaction Publishers
- Ibiade, C. (2016). Relevance, Challenges and Prospects of Higher Education. *Journal of Communication and Social Studies*,2, 19 -30
- Idoniboye-Obu, S. A. (2014). *Corruption in Higher Education in Nigeria: Prevalence, Structures and Patterns among students of Higher Education Institutions in Nigeria*. (Doctoral thesis, University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa)
- Kotler, P. & Fox, K. (2012).*Marketing Management*. New Jersey: Prentice Hall
- Kotler, P. & Fox, K. (1995).*Strategic Marketing for Educational Institutions*.New Jersey: Prentice-Hall.
- Lamb, C. W., Hair, J. F., McDaniel, C., Boshoff,C.&Terbalancle N. S. (2004). *Marketing management*. Oxford: Oxford University Press
- Morgan, M. (1998). *Corruption: Causes, Consequences and Policy Implications. A Literature Review*. A working paper presented at Asian Foundation
- Nwankwo, B. C. & Nweke, P. O.(2016). Effects of Corruption on Educational System: A Focus on Private Secondary Schools in Nsukka Zone. *Global Journal of HUMAN-SOCIAL SCIENCE: A Arts & Humanities – Psychology*,16(5), 58 - 67
- Ololube P. N (2016). Education Fund Misappropriation and Mismanagement and the Provision of Quality Higher Education in Nigeria. *International Journal of Scientific Research in Education*, 9(4), 333-349. Retrieved from [www.ij sre.com/assets/vol.-9\(4\)-Ololube.pdf](http://www.ij sre.com/assets/vol.-9(4)-Ololube.pdf).
- Osiopian, A. L. (2008). Corruption in Higher Education: Does It Differ across the Nations and Why? *Research in Comparative and International Education*, 3(4), 345-365.
- Otonko, J.(2012). University Education in Nigeria: History, Successes, Failures and the Way Forward. *International Journal of Technology and Inclusive Education* 1(2), 44 -48
- Palmer, A. (2005). *Principles of Services Marketing*,London: McGraw-Hill.
- Proctor, T. (2000).*Strategic Marketing An Introduction*. London: Routledge
- Soedijati, E.K., &Pratminingsih, S.A. (2011).The Impact of Marketing Mix on Students Choice of University Study Case of Private University in Bandung, Indonesia. *Proceeding of the 2nd International Conference on Business and Economic Research* 20, 255 - 270