

Effective brand positioning of
universities in the ethnic Chinese
community: A New Zealand perspective

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Research questions

- i) How Chinese student's values influence their choice of study destinations?
- ii) Which are the most effective brand positioning statements (promotion messages) in drawing ethnic Chinese students to New Zealand?
- iii) Which communication media are effective channels for university promotion in Chinese society?

Hypotheses development

Hypothesis one: Chinese cultural values have a positive influence in student's choice of tertiary education

- *McCort & Malhotra (1993); Bednall & Kanuk (1997)*
- Values have direct influence on the success of direct selling in China (Luk, Fullgrabe & Li 1999)
- Paternalism, group orientation and relationship are some of the prominent characteristics in Chinese society (Bond 1991; Luk et al. 1999)

Hypothesis two: Effective Brand positioning statements are contingent on assurance content

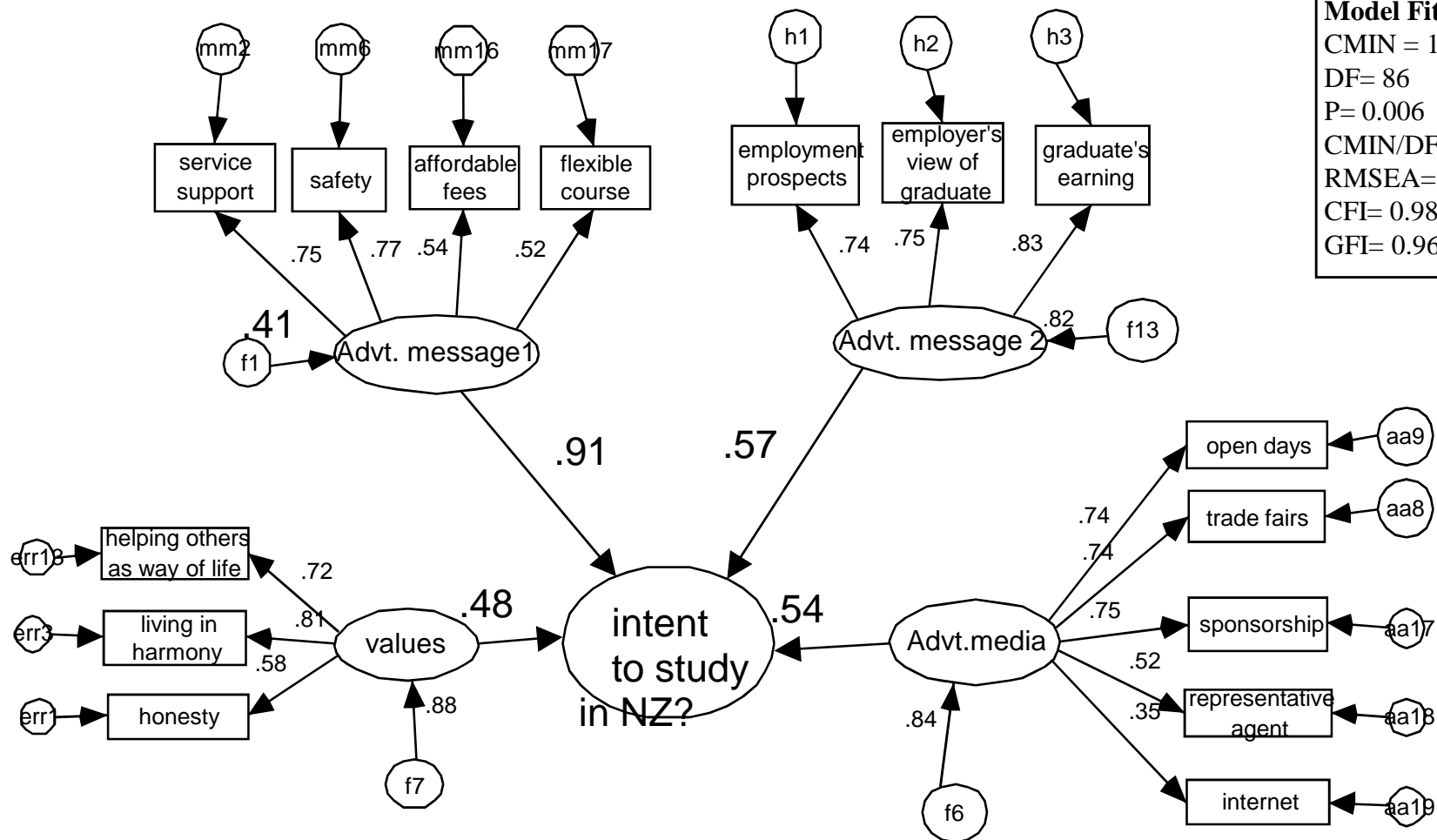
- Branding contributes to a reduction of uncertainty (or perceived risk) in consumer purchases (Garbarino & Mark 1999) and helps to reduce social/psychological risks associated with ownership of the wrong product (Berthon, Hulbert & Pitt 1997).
- A brand's positioning sets out who and what the brand is, and what it offers (Rossiter & Percy 1991)
- New Zealand offers itself as safe, welcoming and fun destination for foreign students
- Brand positioning statements focussed on quality service support, wonderful hospitality, easy access to one of the world's most beautiful natural environments, low cost quality education)

Hypothesis three: An effective advertising channel reflects the high Context nature of Chinese culture

- Members of low Context cultures have less personal contact with each other, and therefore, communications within this culture are very detailed, explicit and direct, often by way of written texts (Hall 1976).
- Members of high Context cultures have closer and more familiar contact with each other, where information is frequently shared via indirect communication, often based on symbols and pictures. Who says it and when, how, and where it is said can be more important than what is said in high-Context culture (Hall and Hall 1987).

Methodology

- Mall intercept survey
- *Sampling*: High school and junior colleges students in Singapore (300) and Malaysia (KL, JB, Penang: 150 each city)
- Out of the 674 questionnaire collected, 258 questionnaires were rejected due to respondents not being interested in New Zealand tertiary studies. Out of the remaining questionnaires, 205 were collected in Singapore and 211 from Malaysia



Model Fit summary
 CMIN = 122.39
 DF= 86
 P= 0.006
 CMIN/DF= 1.423
 RMSEA= 0.032
 CFI= 0.980
 GFI= 0.962

Standardised regression weight	Estimate
Advt Message1 → intent to study in NZ?	.91
Advt Message2 → intent to study in NZ?	.57
Values → intent to study in NZ?	.48
Advt med → intent to study in NZ?	.54

Measurement scale	C. alpha
Advt Message 1	0.739
Advt Message 2	0.814
Individual value	0.732
Advertising media	0.752

Limitations of research

- Survey sample focused only in Peninsula Malaysia (Sabah and Sarawak were left out), so findings could not be generalised to whole of Malaysia
- High rejection rate of samples (416 out of 750 distributed)

Thank you