Examining the Validity and Reliability of Measuring Advertising Believability Effectiveness in Egyptian Higher Education Market

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Theoretical Background

The effectiveness of using IMC mix and its tools has become a vital issue due to the magnitude investment and marketing agenda allocated to it. Arguably advertising still stands as the most heavily adopted poll IMC tools with its consideration as the largest single cost item in most market budgets. Thus effectiveness of advertising campaigns and modes across various media has become a highly seductive yet challenging and controversial issue. This considerable research on finding more valid and reliable methodologies for ensuring the effectiveness of advertising in different industries on a number of well-known dimensions, namely message, delivery, believability, and liking. It can be argued that advertising believability represents the most influential yet the most difficult to measure advertising effectiveness dimensions. The Egyptian higher education industry is one of the fastest growing marketing industries with intensive design and implementation of immense advertising campaigns and evidence. All purposes of advertising reflected in its effectiveness criteria are perused by Egyptian universities for it's under graduated, post graduate and professional programs. Therefore, there is a clear an academic and research interest to validity and reliability judge the effectiveness of advertising to be used as basis for future marketing planning and budgeting.

This proposed research focuses on advertising as one of the most common used and expensive IMC tools. The Egyptian higher education market has witnessed significant deregulation and accelerated competition and subsequently adaptation of effective and modern market tools. Egyptian higher education institutions are devising more and more advertising campaigns that are launched for a variety of strategic market goals like Branding, Differentiation, Globalization, Marketing ROI, and relationship marketing (Kortam and Hassan, 2002).

Accordingly this research will aim to explore and reach some conclusive findings on realizing and improving the quality of measuring validity and reliability the effectiveness of advertising campaigns by higher education institution operating in Egypt with the special reference to universities.

Literature Review

The following research studies cover all contemporary issues catering for the two main streams of this research which are:

1- Validity and reliability of measuring the effectiveness of advertising believability as IMC mix variable.
2- Marketing and advertising practices of the Egyptian higher education market.
Publicists and advertising agencies seek to produce effective advertising and search for new strategies in the same time they are worry about persuading the audience and how to reach their message to the public in effective way (Muehling et al.1990; Barry, 1993).

The higher education industry and market within Egypt was selected as the institutions context and empirical field for addressing advertising believability effectiveness for various reasons revealed by review of literature on marketing of higher education.

First, the industry of higher education in general and the Egyptian one in particular have witnessed significant changes that has increased the intensity of competitiveness and differentiation among higher education institution especially universities. These changes are mainly globalization of the higher education market, deregulation of higher education industry through removing entry barriers and liberating trading rules, drastic changes in customer bases and accelerated application of advanced market techniques by universities (Baldwin, 2006 and Bok, 2013).

Second, the quest by universities for building and sustaining marketing-based competitive advantage has motivated all kind of universities to design and implement a purpose-built integrated marketing strategy which created and interesting platform for answering important marketing questions within the unique concept in the higher education industry (Bok, 2013, Ivy, 2010, Kortam and Mourad, 2011).

Third, these marketing initiative and endeavors have given birth to a new discipline of marketing for higher education as a context that generates new marketing knowledge in vital marketing topics such as branding, market segmentation targeting and positioning market orientation and integrated market communications (Mourad, Ennew and Kortam, 2012) and (O’cass and Griffin, 2006).

Fourth, advertising has proved to be the most adopted marketing tool to help in achieving the reach marketing agenda of universities. Due to the significant of the contribution assigned to advertising and the relatively large amount of resources allocated to it along with its recent heavily adoption in the industry created and impetus to measure and evaluate its effectiveness (Baldwin, 2006, Berger and Wallingford, 2008, Bok, 2013).

Fifth, the challenge of judging advertising effectiveness is farther complicated by two important issues: (Gotlib and Serel, 2013, Beltramini, 2013 and Mahrous and Kortam, 2012).

1. The great variety of stakeholders which are addressed by university advertising which leads to numerous concepts and dimensions of advertising effectiveness which might actually contradict each other.

2. the research on university and program selection has shown that advertising in several media and its content are among n to join a specific university or a specific program depending on the extent to which it is believed or persuasive

Sixth, though advertising believability effectiveness evidently stood out to the rest of advertising effectiveness in higher education, the three other dimensions of
advertising effectiveness still proved to be relevant to important marketing objectives of universities there for conceptual and empirical links must be established among advertising believability effectiveness and advertising effectiveness in terms of delivery, message, and liking (Maloney, 1999, Ivy, 2010, Delighton, 2004 and Gotlieb and seral, 2013).

To wrap up the validity and reliability of measuring advertising believability effectiveness in higher education which is highly untapped so far. The above review of literature reflects that most of research in the area focused on contextual comparisons and consequences of Advertising Believability respectively with relatively limited emphases on operationalizing and measuring the essence and underlying dimensions. Nevertheless, it can be argued that the relative importance and methodological rigor of validly and reliability of measuring advertising Believability out-weights any of the other three highly profiled research venues. This is mainly because a valid and reliable determination of Advertising Believability level is instrumental to underlying rationale of its causal factors and conducting meaningful contextual comparisons.

Apart from that, there is very little evidence research efforts to integrate the concept of advertising Believability with other important pillars of advertising quality and effectiveness, crucial cornerstones of advertising viability and effectiveness emphasized by academic literature and are advertising delivery, advertising messages and advertising liking. The research examination of mutual relationships between Advertising Believability and its counterpoints milestones of advertising management and integrating these relationships into managing Advertising Believability is expected to have a significantly positive impact on pursuing the concept and mechanisms of advertising believability academically and managerially.

Exploratory Research

The exploratory evidence in this research composed to two main methodologies:

Analysis of secondary data

It included review and analytical examination of a sample of universities advertisements in different media (Outdoors, Newspaper, Magazine, TV, Radio and Face Book) three tentative conclusions were reached. The first clear conclusion is that all universities use a carefully selected portfolio of media with special emphases on national newspaper, teen and professionals magazine, social media specially face book, outdoors near their headquarters, radio and television in very few cases. The second conclusions is that university have regular time during the year to release their advertising campaigns at the start of new programs and/or new intakes the level of intensity varies in terms of using multi-media and repetition of advertisement depending on the familiarity of the market with the institution and the program. The third conclusion is that university advertisement addresses increasingly new categories of stakeholders including employers, parents, sponsors, research users, and accreditation bodies, ranking organizations and governmental regulators in addition to their first prime concern with students.

Qualitative Research
This methodology has relied on conducting ten semi-structured in-depth interviews with higher education customers (student, parents, and employers). These genuine factors are expected to provide new insights into the underlying dimensions of advertising believability effectiveness to improve the academic understanding and managerial practice of the levels of such vital marketing phenomena. Four genuine factors that reflect arguably new underlying dimensions of advertising Believability Effectiveness and were coins as academia graphics; namely:

1. Employers or parents or sponsors preferences for the nature level and intended learning outcomes of the program and institution.
2. Level and kind of program i.e., undergraduate-post graduate and academic-professional.
3. Career path and objectives reflecting the life time value of the customer (in this case the students)
4. The brand equity of the advertising university and the college-school, department-unit and the major-study tracks.

Conceptual Framework

The following figure (1) depicts the relationships proposed by the conceptual model resulting from the above analysis.

Figure (1) the proposed conceptual model

The model hypothesizes that examining the synergy between advertising believability and the other three dimensions of advertising effectiveness should be expected to improve the levels of construct validity and internal consistency reliability when measuring advertising believability effectiveness in the Egyptian higher education market. Furthermore the model argues that the new profiles of Egyptian higher education customer bases referred to academia graphics (Employer- Career Path- Advertiser Brand- Program) are expected to provide new underlying dimensions of advertising believability effectiveness that should improve the construct validity and
internal consistency reliability of its measurement. Altimetry the model concludes that improved levels of construct validity and internal consistency reliability of measuring advertising believability out to result in actual high levels of advertising effectiveness in the Egyptian higher education market.

Accordingly the following hypotheses have been formulated to express the main arguments put forward by the above conceptual model:

**R.1:** There is a significant and positive relationship between the synergy among advertising believability and other dimensions of advertising effectiveness (message-delivery-liking) and the validity & reliability of measuring advertising Believability Effectiveness in higher Egyptian education.

**R.2:** There is a significant and positive relationship between the academia graphics of higher education customer bases and validity & reliability of measuring advertising believability effectiveness in Egyptian higher education.

**R.3:** There is a significant and positive relationship between construct validity of measuring advertising believability and its effectiveness level in Egyptian higher education.

**R.4:** there is a significant and positive relationship between internal consistency reliability of measuring advertising believability and its effectiveness level in Egyptian higher education.

**Proposed Methodology**

This research paper has mainly adopted an exploratory research methodology. This methodology has triangulated three exploratory investigation:- (1- an analytical and critical review of literature on advertising believability effectiveness and integrated marketing communications in higher education, 2- analysis of secondary data in the form of analytical review of university advertising and 3- qualitative research adopting semi-structured in-depth interviews with target audiences of universities). A conclusive descriptive design will be employed to empirically test the research propositions as hypothesis. As the target audience of universities is an indefinite heterogeneous population, a non-probability quota sample will be used and a structured questionnaire will be distributed based on a single cross sectional design. Hypothesis testing will rely on path-analysis and confirmatory factor analysis to examine the new underlying dimensions of advertising believability effectiveness, the synergistic between other kinds of advertising effectiveness and advertising believability and the relationships between advertising believability ant the overall effectiveness of advertising and explain the relationship between advertising believability and overall effect of advertising.

**References**


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