

CHAPTER 4: FACTS AND FINDINGS

4.0 Introduction

In this chapter the results and findings of the study will be described. The Nine Move structure for straight-sell advertisements as proposed by Kathpalia (1992) is employed as the system for analysis.

4.1 Headlines

4.1.1 Description, Occurrence and Location

The Headline in advertisements on private Institutions of Higher Learning is identified as the segment in the most prominent print that occurs at the top, middle or bottom of the advertisement. It appears in bold print and the language is brief, concise and memorable. Visuals are equally important as Headlines and pictures are the features that attract and capture reader attention. According to Kathpalia (1992) most readers rarely read the body copy but only stop to look at the picture and Headline.

The data indicates that the Headline is an obligatory move (100% occurrence). This shows that it is a most significant move in the attempt to capture the reader's attention to an advertisement. The Headline therefore serves to attract and capture at first sight a reader's attention and sustain the reader's interest long enough to create the need or desire to read on the fine prints in the main body.

According to Kathpalia (1992) in the Headline, the most crucial information about an advertisement is packed into a brief and concise phrase, clause or statement. This makes it the most difficult task. To resolve this, some advertisements have an Over Line or Sub Headline to extend the message of the Headline. An Over Line is on top of the Headline and Sub Headline is below the Headline. In advertisements on Institutions of Higher Learning, features of Over Line and Sub Headline are identified and they are illustrated in the following samples:

| | | |
|-----------|--|--------------|
| Sample C: | <i>The College of Achievers</i> | Over Line |
| | <i>Get HELP for a</i> | Headline |
| | <i>Good Australian 3+0 Programme</i> | Sub Headline |
| Sample S: | <i>361 top students choose</i> | Over Line |
| | <i>Taylor's College,</i> | Headline |
| | <i>and they brought along 3,144 A's!</i> | Sub Headline |

Kathpalia (1992) and Howe (1995) mention the function of the Over Line and Sub Headline but no frequency counts are done. Teh (1999) however does the frequency count of the Headline and Sub Headline. In this study the frequency count of the Over Line, Headline and Sub Headline are recorded and are summarised in the following table.

| Over Line | | Headline | | Sub Headline | |
|-------------|------------------|-------------|------------------|--------------|------------------|
| Frequency % | Prominence Level | Frequency % | Prominence Level | Frequency % | Prominence Level |
| 40 | Slightly Strong | 100 | Most Strong | 60 | Quite Strong |

Table 4.1: Frequency of Over Line, Headline and Sub Headline in Advertisements on Private Institutions of Higher Learning

From the table above, advertisements on private Institutions of Higher Learning show a most strong prominence level (100 %) in the Headline move. It means that it is an obligatory move. The Over Line however occurs at a slightly strong level (40 %) while the Sub Headline is at a quite strong level (60 %).

These findings are similar to those of Kathpalia (1992), Howe (1995) and Teh (1999). Kathpalia's (1992) study of promotional texts shows that the Headline move is an essential 'move' in print advertisements of her study. The frequency of occurrence is 98 %.

Howe's (1995) study of printed car advertisements in newspapers also shows the importance of the Headline and even classifies another type of Headline realisation, 'Curiosity Headline'. A 'Curiosity Headline' is a Headline that does not contain information about the product/service. It arouses curiosity in the readers causing them to wish to read on and find out more about the product/service.

Teh's (1999) study reveals that the Headline has a frequency of occurrence of 100% most strong prominence level. Her study also comes up with two categories; the Sub Headline and the Over Line. The Sub Headline is also found to appear at a most strong prominence level of frequency, 80 %. The Over Line however has a frequency occurrence of only 40 %.

In terms of location, the results of this study indicate that the Over Line, Headline and Sub Headline are most of the time assigned the opening position in an advertisement. The Over Line is located above the Headline and the Sub Headline is below the Headline. This finding is similar to that of Teh's (1999).

In advertisements on private Institutions of Higher Learning it is found that besides the Headline, the name of the private Institution of Higher Learning is found to be the most outstanding feature. It is often indicated in a very catchy abbreviation like **APIIT** for **Asia Pacific Institute of Information Technology** as in sample A.

The name of the college is also often blended neatly into the Headline in a very effective pun or play of words as in the following example:

Get **HELP** for a ...

Sample C

The word **HELP** has a dual meaning as for *aid* or for the name of the institution, **HELP Institute (Higher Education Learning Programmes Institute)**.

In another example,

SPREAD YOUR WINGS

Sample I

'WINGS' can suggest that you take off to a successful career and to do that, the vehicle to take is **LimKokWing Institute of Creative Technology (LICT)**.

The logo and trademark of this institute is a bird with its wings extended. In the background of the logo is a triangle which renders the 'wings' more prominent as a symbol of an excellent take off point in your academic career. The founder of this institute is **Lim Kok Wing**, thus the choice of a bird with its *wings* extended as a symbol in its logo seems appropriate and is perhaps the intentional objective of the college.

In the data of this study, a graphic symbol in the form of a logo, emblem or crest of the college/university is thus found to be an important feature. Sometimes the emblems or crests of foreign universities to which the institution is affiliated or associated are presented. It is not always the most

prominent in size but its graphic quality gives it the advantage to make it stand out and capture the attention of the reader

Besides **LimKokWing Institute of Creative Technology (LICT)**, it is discovered that all the other samples of the advertisements on private Institutions of Higher Learning have a logo, emblem or crest of their own institution. This accounts for a 100 % occurrence of frequency and makes it an obligatory element. The logo, emblem or crest is the symbol and identity of the college or university and it plays a vital role as a visual to attract readers' attention just as the brand name of a product/service.

As in the logo of **LimKokWing Institute of Creative Technology** (sample I), which is created based on a graphic symbol of a bird, another college as in sample A (**APIIT**) uses a picture of a globe surrounded by 3 circles inter-cutting each other to form a kind of global network. This can symbolise the international standard of the institution as well as the global networking a good education in the **Asia Pacific Institute of Information Technology** can provide.

The logo is also found to be graphically designed from a combination of the abbreviation of the college as in **NIIT** for **National Institute of**

Information Technology (sample K), *NC* for Nilai College (sample L) and a graphic shape of *S* and *C* for Sunway College (sample Q).

A frequency count of the location of the logo is recorded and is summarised in the table below.

| Top Position | | Middle Position | | Bottom Position | |
|--------------|------------------|-----------------|------------------|-----------------|------------------|
| Frequency % | Prominence Level | Frequency % | Prominence Level | Frequency % | Prominence Level |
| 20% | Not Strong | 0% | Not Strong | 80% | Most Strong |

Table 4.2: Frequency of Logos in Advertisements on Private Institutions of Higher Learning

The data shows that the logo is significantly located at the bottom of the advertisements on private Institutions of Higher Learning with a most strong prominence level (80%). The frequency of the logo at the top position indicates a not strong prominence level (20%) while at the middle position there is no occurrence (0%).

In this study, it is also found that the name of the Institution of Higher Learning is indicated either in its abbreviated form or in its full name. However, it appears in differing positions in the advertisements. It is positioned above, inside, alongside or below the visuals to capture the attention to create interest in the readers.

In sample A for example, the abbreviated name of the institute ***APIIT*** (**Asia Pacific Institute of Information of Technology**) is strategically arranged in a spread out manner on the top position of the advertisement. Below it is a visual portraying a smiling, confident, young face against a slightly blurred background picture of an aeroplane with indication of Monash University (Australia) as its ultimate destination. The full name of **Asia Pacific Institute of Information Technology** appears in very small print just below the abbreviation ***APIIT*** to help remind readers the correct full name of the institute.

In sample S the name of the college, ***Taylor's College*** is very effectively used inside the visual together with the Headline. The visual is a magnificent photograph of academic excellence portrayed by a huge group of smiling and waving college students (supposedly 361 one of them). This visual of academic excellence is further supported by a staggering figure of ***3,144 A's***. These are effective efforts to impress readers with a distinct message that since ***361 top students choose Taylor's College*** it is the right choice for them too.

In sample D the abbreviated name of the university, ***IMU*** (**International Medical University**) is placed majestically alongside the visual

which comprises a photograph of the IMU Clinical School in Seremban. The usage of the abbreviation ‘U’ gives the impression that it is definitely a university like any other university and on top of that it is also an international university. This university status is important to this institution as it has only acquired it in 1999 (IMU prospectus 1999/2000).

In sample T, the full name of **Universiti Tun Abdul Razak** is indicated in very bold, solid and outstanding print just below the visual at the bottom of the advertisement page. In fact, the full page visual of a handsome young man in a business suit is arranged sitting on the big bold caption of the word **UNIVERSITI**. This visual effect gives the idea that this university is very solid and can provide the sound foundation for the young man’s tertiary education needs. The abbreviation **Unitar** appears in much smaller print just beside the logo at the bottom right hand corner.

The frequency count of the location of the name of the institution is made and can be summarised in the table that follows.

| Top Position | | Middle Position | | Bottom Position | |
|--------------|------------------|-----------------|------------------|-----------------|------------------|
| Frequency % | Prominence Level | Frequency % | Prominence Level | Frequency % | Prominence Level |
| 55% | Quite Strong | 15% | Not Strong | 30% | Slightly Strong |

Table 4.3: Frequency of Location of Name of Institution in Advertisements on Private Institutions of Higher Learning

Table 4.3 shows that the frequency of location of the name of the institution at the top page has a quite strong prominence level (55 %), making it not obligatory that the name of the Institution of Higher Learning should occur at the top of the page. The bottom position indicates a slightly strong prominence level of frequency 30%). The middle position however shows a not strong prominence level of frequency (15%).

4.2 Targeting the Market

4.2.1 Description, Occurrence and Location

i. By indicating explicitly the targeted group.

The Targeting the Market move can be realised by pinpointing the particular market segment at which the advertised product is aimed. Below are some of the examples of the targeted group and the samples where they are identified.

| | Targeted Group | Realisation | Location | Sample |
|---|---|--|-----------|--------|
| A | People who want to be or think they are intelligent. | <i>Welcome to the world of INTelligence</i> | Over Line | F |
| B | Those who appreciate individuality and creativity. | The idea of presenting the 'confessions' of Cenfad students with their photographs in a fun way. | Headline | B |
| C | Peer group (young people) | <i>...we both knew it would be NIIT</i> | Headline | K |
| D | The high performers who will attain high accomplishments. | <i>College of Achievers</i> | Over Line | C |

**Table 4.4: Illustration of Targeting the Market Move
(Method 1: By indicating explicitly the targeted group)**

Example (a.) in Table 4.4, the advertisement's target group is explicitly indicated by the welcoming line in small print, "*Welcome to the world of **INTelligence***". This is also another example where the name of the college is utilised (as discussed in section 4.1.2 to capture attention in the Headline, Over line or Sub Headline). The name of **INTI** College is cleverly matched into a smart marriage with the second part of the word Intelligence (*'lligence'*). The result can give the impression that the institution is one for people who want to be intelligent or think they are intelligent. It is explicitly indicated that this is a place for people with brains. In fact, a small drawing of a brain is the supporting visual, which underlies the word '**INTelligence**'. The web site of the college is appropriately provided just below this phrase. Besides serving as an essential contact number and source of more information, it shows that this college is up to date in Information Technology also known as 'Artificial Intelligence'

Example (b) in Table 4.4 is a very creative method of indicating explicitly the target group. Art colleges generally appeal to and are suitable for young individuals who are talented and creative. A creative and unusual advertisement will of course attract the attention of the potential target group, the young and talented. Therefore, the idea of presenting the '**Confessions**' of **Cenfad** students in a fun way together with their personal photographs, makes the advertisement unique. It shows that the college is a happy place to

study and develop one's creativity and talent like the young men and women portrayed. This can arouse enough curiosity and interest, especially among those who appreciate individuality and creativity. This category of creative individuals, in fact, are exactly the type that the college targets at.

Example (c) in Table 4.4 shows that the target group is not only young people, but also their peer group. Peer group has a strong influence on decision making among young people especially when they come to crossroads in life. Teenagers face tremendous pressure in making decisions and finding answers to such questions as; 'Which area of study do I choose?' 'Which career path should I take?' 'Which college/university do I enrol in?' It is therefore natural that they go to their peers for advice and comfort as their peers face similar problems and they understand each other. This advertisement explicitly targets at these young peers with the phrase "***we both knew it would be NIIT***". The advertisement is trying to place into the reader's mind this imaginary dialogue shared by two happy friends who have decided on the choice of a college for them, that is NIIT.

In example (d) to illustrate the first method of Targeting the Market, by indicating explicitly the target group, the expression '***College of Achievers***' (Sample C) implies that the advertisement is targeted at the upper echelon of students, that is the high performers who will attain high accomplishments. It defines explicitly that the college is for '***high achievers***' (Sample C). After

capturing the attention of the reader, the Targeting the Market move helps to sustain the attention by indicating that the institution is for the top performers. This can explain the location of this move in the Over Line as it can serve as a supplementary point to back up the Headline.

This frequency count shows that Method 1: By indicating explicitly the target group occurs at 30 %, slightly strong prominence level.

ii. By appealing to the human self-perception.

The second method for the Targeting the Market move, by appealing to the human self-perception, plays with psychological factors in human behaviours. People like to think of themselves being special and different from others. It is this need for people to have the self-importance and pride of oneself.

The advertisement on a private college/university targets at the perception of the reader of the advertisement of his/her own image as a particular type of individual who associates him/herself with the characteristics or requirements (which are evidently always very positive traits) of the particular private institution or university. The following are some illustrations.

| | Targeted Group | Realisation | Location | Sample |
|---|--|---|-----------|--------|
| a | Those ambitious individuals. | <i>Helping you aim high</i> (in bold and larger print) | Headline | H |
| b | Those who want a creative and distinguished career. | <i>Build an innovative and illustrious career</i> | Headline | J |
| c | Those who believe in themselves. | <i>We Bring Out The Best In You.</i> | Headline | L |
| d | Those first rate students who think they can obtain First/Top Grade results. | <i>many PRIME students obtain <u>First</u> Class Honours</i> | Over Line | M |
| e | Those who want to think of themselves as intelligent. | <i>Welcome to the world of INTelligence</i> | Over Line | F |
| f | The elite class of students. | <i>Be SMART</i> | Over Line | G |

**Table 4.5: Illustration of Targeting the Market Move,
(Method 2: By appealing to the human self perception)**

For example (a) of Table 4.5, the phrase, '*Helping you aim high*' in bold print is targeted at the ambitious individuals who are aiming high to attain great achievements in their careers. School leavers who are interested enough to read an advertisement on an institution of higher learning are most probably the ambitious ones who want to secure a good career by way of a tertiary education. The message of the advertisement of **KDU (Kolej Damansara Utama)** is it will help these ambitious individuals to set high goals to reach the top (of their career). The heights that this college is suggesting is appropriately supported by an impressive visual of some of the most important sky scrapers in Kuala Lumpur such as the Petronas Twin Towers and the Kuala Lumpur Tower. The pinnacles of these symbols of corporate success are even highlighted by dotted circles with arrows in anti clockwise direction. It is as if the college is saying "*We are there for you to prepare you to reach these heights*".

Similarly, in example (b), the phrase '***Build an innovative and illustrious career***' targets at creative and ambitious students who want to pursue their studies in engineering and prepare themselves to become famous and distinguished professionals who are ever ready to invent or apply new methods or ideas in the engineering field.

Example (c) uses an encouraging sentence "***We bring out the best in you***". This is an illustration of an appeal to the positive self-concept of the readers, that is, they see and believe themselves as people with potentials waiting to be developed and groomed. The advertisement says that **Nilai College** has the ways and means to tap these potentials to the maximum. This is a motivating message, which is also the motto of the college.

Example (d), the advertisement employs the sentence "***many PRIME students obtain First Class Honours***" which exploits the word '***Prime***' to communicate its message. The message targets at students who see themselves as students who are *first rate or first in quality and value*. These students achieve **First/Top grades** when they become students in **PRIME College**.

Example (e) shows another manner of exploitation of the human psychological factors that people like to think of themselves as intelligent

people who plan to go to college. This can be illustrated in the following attempt where INTI College is indicated as a '*world of intelligence*' as represented by the word '*INTelligence*'.

Welcome to the world of INTelligence

Sample F

Example (f) attempts to appeal to the elite class of students by using expressions like '*Be SMART*' (*Systematic, Motivated, Analytical, Resourceful and Technically Sound*) (in Sample G).

A frequency count of the data of this study shows that method 2 occurs at a frequency of 20 %, not strong prominence level.

iii. Through the use of the second person pronoun '*you*'

The use of the second person pronoun '*you*' in the Targeting the Market move or any other move targets not just any individual or person on the street but specific individuals as the primary audience, that is the reader. It is addressed to '*you*' that is, the reader of the advertisement. This usage of '*you*' in various forms gives a very personalised touch to the language of the text in the form of spoken discourse as if the advertisement is actually speaking to the reader. It is an attempt to make it even more persuasive to the reader.

The following are examples where the different forms of '*you*' are used.

| No. | Form | Realisation | Sample |
|-----|--------|---|--------|
| A | 'you' | <i>So where did you say you graduated from?</i> | T |
| B | 'you' | <i>Takes you to Top Australian Universities</i> | F |
| C | 'u' | <i>KDU + U</i> | H |
| D | 'your' | <i>SPREAD YOUR WINGS</i> | I |

- a. 'you': the subject form
- b. 'you': the object form
- c. 'u' : the short form
- d. 'your': the possessive form

**Table 4.6: Illustration of Targeting the Market Move,
(Method 3: Through the use of the second pronoun 'you')**

The Collins English Dictionary (1992:506) defines ellipsis as omission of parts of a word or sentence. The *ellipsis* form of '*you*' is also used in expressions in the Targeting the Market move. The function of the *ellipsis* form of '*you*' is as if the pronoun '*you*' is there, that is the person being addressed to but the word '*you*' itself does not appear. The message is still a strong advice or persuasion to the reader that what is offered in the advertisement is for his/her benefit. The omission of the pronoun '*you*' renders it even more personalised as if an elder or more experienced person is giving good solid advice. This can be illustrated in the following examples.

| Realisation | Message | Sample |
|-----------------------------------|-----------------------------------|--------|
| ... <i>Spend 2 years at APIIT</i> | <i>You spend 2 years at APIIT</i> | A |
| ... <i>Enrol at KBU</i> | <i>You enrol at KBU</i> | C |

**Table 4.7: Illustration of Targeting the Market Move,
(Method 3: Through the use of the second pronoun, the ellipsis 'you')**

In contrast to the usage of the *ellipsis* form of '*you*', it is found that the plural first person pronoun '*we*' is employed in expressions like the following:

we need e-education (Sample E)

This '*we*' functionally includes '*you*' and '*I*' and it softens the tone of an otherwise "***you need e-education***".

This quality of the *ellipsis* '*you*' allows the realisation of the expression to stand by itself, without the pronoun and yet the communication purpose is very clearly a message conveyed to the person addressed to, as in Sample A;

Spend 2 years at APIIT to mean ***YOU spend 2 years at APIIT***.

On the other hand, the expression "***Need e-education***" cannot stand by itself making the plural first person pronoun '*we*' an obligatory element.

For method 3 of Targeting the Market move : Through the use of the second person pronoun '*you*', the findings of the data reveals a quite strong prominence level of 70 %.

iv. **The Unique Selling Point**

The Unique Selling Point concept is defined as the need of every advertised product to make a proposition of the unique and specific benefit obtainable upon purchase of the product (Bolen 1984).

Choo (1999) in her study of advertisements on properties finds that the Unique Selling Point move is realised most commonly by the listing of prices. In contrast to her findings, this study of advertisements on private Institutions of Higher Learning reveals that the Unique Selling Point move is not realised by price listing. Instead, the unique concept of the institution or university or its special feature or facility is highlighted as the Unique Selling Point. This is illustrated in the following examples:

| No | Realisation | Institution | Sample |
|----|---|---------------|--------|
| a | <i>105 acre campus</i> | NILAI College | L |
| b | <i>Recognised degree programmes</i> | PTPL | N |
| c | <i>The virtual university</i> | UNITAR | T |
| d | <i>The first International Medical University</i> | IMU | D |

**Table 4.8: Illustration of Targeting the Market Move
(Method 4: The Unique Selling Point)**

Thus, the '*105 acre campus*' of Nilai College (Sample L) makes it exceptional when compared to other colleges. The **Pusat Teknologi dan Pengurusan Lanjutan (PTPL)** offers '*recognised degree programmes*' (Sample N) which gives it the unique feature.

This makes advertisements on Institutions of Higher Learning different from other types of advertisements. There is an absence of indication of price listing or the fee structure. It is because the fee structures are quite complex and fees vary according to the programmes and courses registered for each different semester. Moreover, education is considered to be a noble service

offered to the community. An emphasis on the monetary element would downgrade the noble image of the profession.

The above findings account for the low occurrence of the Unique Selling Point concept method for the Targeting the Market move which is a score of only 15 %, not strong prominence level.

From the aspect of occurrence of the overall Targeting the Market move, Choo (1999), Howe (1995) and Teh (1999) discover that all the samples in their studies contain this move. Similar to the above findings, this study reveals that the Targeting the Market move appears in all the samples (100 %) most strong prominence level, making it an obligatory move. This move however, appears in four different methods and the frequency of their occurrence is summarised in the following table.

| Method | Frequency % | Prominence Level |
|--|-------------|------------------|
| 1. By indicating explicitly the target group. | 30 | Slightly Strong |
| 2. By appealing to the human self perception. | 20 | Not Strong |
| 3. Through the use of the second pronoun 'you' | 70 | Quite Strong |
| 4. Unique Selling Point | 15 | Not Strong |

Table 4.9: Frequency of Targeting the Market Move (the 4 Methods) in Advertisements on Private Institutions of Higher Learning

Table 4.8 shows that among the four methods of Targeting the Market move, method 3; Through the use of the second pronoun 'you' scores the

highest frequency level of occurrence, 70 % (quite strong). The three other methods are not as significant in their prominence level.

In terms of location, the position of the 4 methods can be summarised in the following table.

| | | | |
|---|---|---|--|
| Method 1: By indicating explicitly the target group | Method 2: By appealing to the human self perception | Method 3: Through the use of the second pronoun | Method 4: Through the Unique Selling Point Concept |
| in the Headline in the Over Line | in the Over Line, Headline or next to visuals | in the Over Line, Headline, Sub Headline or body | in the Headline or Sub Headline |

Table 4.10: Location of the 4 Methods of the Targeting the Market Move

From Table 4.9, it can be seen that the location of all the four methods is in the Headline, Over Line or Sub Headline. This can be explained by the fact that these moves aim to catch the attention of the reader who is the target of the advertisement. Method 2: By appealing to the human self perception is also located next to visuals which as shown in examples presented earlier are effective support systems to the move. Method 3: Through the use of the second pronoun ‘*you*’ is located in all the positions; Headline, Over Line, Sub Headline or main body copy. The extensive location of this pronoun can be due to the versatility of its usage to target at the market group.

4.3 Justifying the Product/Service

4.3.1 Description, Occurrence and Location

i. Indicating the importance of the product/service.

In advertisements on private Institutions of Higher Learning, this method of the Justifying the Product/Service move (Indicating the importance of the product/service is realised by indicating the utmost importance of the institution as the key to a successful career in a particular field as illustrated in sample A:

The key to a successful career in IT is education ... APIIT is Malaysia's premier Business and IT institution...

ii. Indicating the availability of facilities

Advertisements on private Institution also highlight the availability of their facilities and more so as of '*State of Art*' quality (Sample G). Likewise they emphasis the conducive educational environment as in

'...medical students are trained in an innovative educational environment that involves...' (Sample D).

This helps to elaborate the point that they are so modern and well equipped that they claim to be '*...the university for the 21st century...*' (Sample D).

iii. Indicating the Flexibility of programmes

The twinning (3+0) programmes and flexible programmes add to the features of the private Institutions of Higher Learning. The main attractions of

students to a private college or university are the programmes offered. The chance to obtain a recognised degree from a local or foreign university is a main feature that will make it worthwhile to enrol in a particular institution.

The main function of the Justifying the Product/Service move is to persuade the potential students/parents that this institute and the programmes offered are important enough and thus provide them a reason/reasons to enrol here.

From the aspect of occurrence, the Justifying the Product/Service move is found to be non obligatory in the studies of Kathpalia (1992), Howe (1995), and Teh (1999). Kathpalia's (1992) study on print advertisements states only a frequency of 16 %. Howe's (1995) study on car advertisements reveals only statistics of 10 % (Small cars), 15 % (Normal cars) and 20 % (Luxury cars). Similarly Teh (1999) has only 30 % occurrence in her study of Home advertisements. She suggests that the low occurrence of the Justifying the Product/Service move in her study may be explained by the possibility that the function of the Justifying the Product/Service move is performed by other moves and may be redundant if performed here. However Choo's (1999) study on property advertisements indicates strong levels of prominence: Bungalows: 85 %, Semi D/Terrace Houses: 95 %, Condominiums: 90 %, Apartments: 85 %.

In this study, the frequency of occurrence of the Justifying the Product/Service move is 75%, a most strong level of prominence. The occurrence is relatively high compared to other moves. This is probably because education is a life long investment and the prospective student must be convinced that the particular private Institution of Higher Learning can really meet his/her academic and co-curricular needs.

The frequency of occurrence of this move according to the 3 methods is summarised in the table below:

| Method 1 | | Method 2 | | Method 3 | |
|-------------|------------------|-------------|------------------|-------------|------------------|
| Frequency % | Prominence Level | Frequency % | Prominence Level | Frequency % | Prominence Level |
| 25 | Slightly Strong | 55 | Quite Strong | 45 | Slightly Strong |

Table 4.11: Frequency of Justifying the Product/Service Move (the 3 Methods) in Advertisements on Private Institutions of Higher Learning

Method 1. Indicating the importance of the product/service.
 Method 2. Indicating the availability of facilities.
 Method 3. Indicating the flexibility of the programmes and courses.

According to Table 4.10, this study discovers a frequency occurrence of 25 % (slightly strong prominence level) for Method One, 55 %, (quite strong) for Method Two and 45 % (slightly strong) for Method Three. On the whole, the Justifying the Product/Service move is found to be an obligatory move having a frequency of 75 % (most strong).

Regarding the aspect of location, the Justifying the Product/Service move is usually located in the beginning of the main body. The twinning (3+0) facility is found to appear in three possible locations as in the following table.


| Location | Realisation | Sample |
|---------------------------|---|--------|
| 1. As part of SHL | <i>Good Australian 3+0 Programme</i> | C |
| 2. In the body copy | <i>... 5 year programme totally ... in Malaysia ...</i> | D |
| 3. Separately in a circle |  | F |

Table 4.12: Location of Justifying the Product/Service Move in Advertisements on Private Institutions of Higher Learning

4.4 Appraising the Product/Service

4.4.1 Description, Occurrence and Location

Appraising the Product/Service move is found to be an obligatory move scoring 100 % occurrence (most strong). All of the sub moves suggested by Kathpalia (1992) are identified in the data of this study.

i. Product Identification

Identification of the product/service is achieved in the initial clause as in the Headline or even as a special bold heading. The Product Identification of the private Institution of Higher Learning is obviously the name of the institution and is very distinctly indicated. Another significant method of Product Identification utilised by the private colleges/universities is the use of a

graphic symbol such as logo, emblem or crest of the college. This is described and illustrated in Section 4.1.2 Headline. These are very important and effective in projecting the identity of the institution. The data shows an occurrence of 100 %, which makes Product Identification an obligatory move.

ii. Product Description

Product Description is achieved by highlighting the exclusivity of the private Institution of Higher Learning as in the illustrations below.

... Details of Specialisation in Bachelor of Computing

Twinning Degree

Sample A

... professional degree courses such as ...

Sample B

... great emphasis on hands on computer experience in

in all courses ...

Sample K

Product Description for advertisements on private Institutions of Higher Learning include the listing of facilities and programmes offered as all these features make up the institution.

This study records a frequency of 85 % for Product Description which makes it a significant move in advertisements of private Institutions of Higher Learning. This move is located deep in the main body copy in small print. This move thus requires effort on the part of the reader to gather the information required. The characteristic of this move can be explained by the fact that it

gives a substantial amount of essential information to convince the reader that the institution advertised is of high appraisal standards in terms of facilities and programmes.

iii. Product Evaluation

Product Evaluation is shown by the usage of adjectives to describe the different and special features and aspects of the private Institution of Higher Learning as in the examples below.

| | |
|--|----------|
| ... <u>highest</u> quality and recognised... | Sample A |
| ... <u>world</u> class events ... | Sample C |
| ... <u>competent</u> lecturers ... | Sample N |
| ... <u>top</u> students ... | Sample S |

In advertisements on private Institutions of Higher Learning, if there is indication of the programme structure, the degrees offered, the universities to which the Institution of Higher Learning is affiliated and the facilities available, it helps to provide more information on the features and aspects of the Institution of Higher Learning. The main function of this move is thus to promote the college or university. The institute advertised is given the image as one of

- i. international standard and recognition
- ii. undeniable reliability in terms of the education offered and
- iii. impeccably up-to-date facilities.

The main message to the reader is that this institute has everything you need to gain access to all that you want in your future.

The frequency of occurrence of the Product Evaluation is 95% (most strong prominence level) making it a significant move in advertisements for private Institutions of Higher Learning. This move is also located deep in the main body copy and in small print.

The three sub moves of Appraising the Product move thus appear to be significant moves in this study. Their high occurrence of frequency is summarised in the table that follows:

| Product Identification | | Product Description | | Product Evaluation | |
|------------------------|------------------|---------------------|------------------|--------------------|------------------|
| Frequency % | Prominence Level | Frequency % | Prominence Level | Frequency % | Prominence Level |
| 100% | Most Strong | 85% | Most Strong | 95% | Most Strong |

Table 4.13: Frequency of the 3 sub moves of Appraising the Product/Service in Advertisements on Private Institution of Higher Learning

From table 4.12, it can be seen that Product Identification has a frequency of 100 % making it an obligatory move to sell the identity of the IHL. Product Description has a frequency of 85 %, most strong level of prominence and Product Evaluation has a frequency of 95 %. These figures show that Product Description and Product Evaluation are also obligatory moves. This can be explained that the ultimate purpose of the advertisement is the promotion of the private Institution of Higher Learning and that students

enrol in the Private Institution of Higher Learning advertised. To gain the confidence of the prospective student, all the various features of the private Institutions of Higher Learning are listed as done in the Product Description sub move. The Institution of Higher Learning is also given high evaluation to enhance the Product Description move with intention to reinforce the confidence of the students in the private Institution of Higher Learning.

4.5 Establishing Credentials

4.5.1 Description, Occurrence and Location

According to Kathpalia (1992), the function of Establishing Credentials move is to promote the company that manufactures the product or supplies the service in order to build consumer faith in the reliability, integrity and skills of the maker. This function is achieved by building conviction in its value by presenting evidence in terms of the company's standing in the market. To achieve this communicative purpose, different belief devices are employed. The **belief devices** used in advertisements to enhance the reputation of the private Institution of Higher Learning are as follows with examples.

i. Stating Identification of the Company using phrases like

*CSU and HELP, the pace setters...
from the e-College
Monash experience*

Sample C
Sample E
Sample J

- ii. **Stating the Company Profile** in an attempt to sketch the institution's profile in terms of its commitment, reputation, experience, infra structure, policies and basic philosophy.

| | |
|--|----------|
| <i>Commitment is given ...</i> | Sample A |
| <i>... World wide accolade ...</i> | Sample C |
| <i>... unique international partnership...</i> | Sample D |

- iii. **Stating the Range of Products** by providing a list of the programmes and specialisation offered.

*Bachelor of Computing
Twinning Degree
with Specialisation in:
Object-Oriented Systems Development
Distributed Computing Systems
Database Technology
Programming Systems
Computer Systems*

Sample A

- iv. **Stating Details of Company's Licence (Licence Number)** Sample C

- v. **Presenting Logos or Crests of other established universities**
to which the institution is affiliated. Sample G

The frequency of occurrence of the Establishing Credential's move is 85 %, most strong prominence level. The location of Establishing Credential is in different positions and in different forms, as part of the Sub Headline, as part of the body copy or at the bottom in small print just below the name of the institution as in the form of the company licence number.

For this move, researchers have different findings. Kathpalia (1992) in her study of promotional texts, has a frequency of 22 %, Howe (1995) reveals

15 % in her study of car advertisements and Choo's (1999) records between 20 % - 50 % for her study of advertisements on property. These are relatively low occurrences of the move. Teh (1999) however, finds Establishing Credentials to be an obligatory move with a frequency of 100 % for her study of both categories of homes (Terraced Homes and Country Homes).

This study of advertisements on private Institutions of Higher Learning produces a frequency of 70 %, quite strong prominence level for the Establishing Credential move. This is probably because of the nature of the financial commitment on the part of the consumer that it is necessary to provide enough information to the interested reader. By listing out the details of the institution like the company licence, this serves to gain the prospective students' confidence in the institution's credibility. Logos or crests of the institution and other established institutions to which it is affiliated are added to credentials. Reference to and affiliation or association with other universities, local or foreign is a common strategy to relate the institution with the established names in education and thus increase their credibility and recognition.

4.6 Endorsements/Testimonials

4.6.1 Description, Occurrence and Location

In private Institutions of Higher Learning advertisements this move is realised by providing evidence of endorsement by official bodies like the seals

of the *MSC (Multimedia Super Corridor)* status (as in Sample F) or membership in *MAPCO (Malaysian Association of Private Colleges)* (as in Sample H).

In Sample K, an attractive visual of two happy friends supported by an imaginary testimonial *"We both knew it would be NIIT"* is an attempt to create a testimonial of fictional consumers.

The family member's testimonial (genuine or fictional) can tell readers that a particular college/university is highly reliable. This is illustrated in Sample Q where a heart-warming photograph of a father at his son's graduation vouches for the point that *Sunway College's committed teaching staff and excellent facilities provided the best foundation for his son's education*. This testimonial is even supported by the name of the proud father and son who on top of everything is winner of a Sunway College Scholarship. The advertisement gives the message that "it is a wonderful package that we offer you".

The examples above show that the function of the Establishing Credential move is thus to attempt to add credibility and reliability to the advertisement.

The frequency of occurrence of Establishing Credential move in private Institutions of Higher Learning advertisements shows a relatively low occurrence of 45 % slightly strong prominence level. The relatively low occurrence of this move can be due to the possibility that one single person's testimonial is not convincing enough as the choice of a private institution depends on several other factors which appeal differently to different individuals.

4.7 Offering Incentives

4.7.1 Description, Occurrence and Location

In advertisements on private Institutions of Higher Learning these appear as in the following examples.

Special Discount ... student card ...

Sample M

Scholarships

Sample Q

The function of the Offering Incentives move is to give additional reasons for the reader to decide to choose the private college or university which is advertised and take some prompt action in response to the advertisement. The Offering Incentive move is located deep in the body copy.

From the point of occurrence, Kathpalia (1992) finds Offering Incentive to be a non obligatory move in her study with only 12 % frequency. Howe (1995) records frequencies of 55 %, quite strong prominence level

(small cars), 55 %, quite strong (Normal cars) and 15 %, not strong prominence level (Luxury cars). Teh (1999) has frequencies of 50 % quite strong (Terraced Homes) and 60 % quite strong (Country Homes).

In this study, the results show a frequency of 25 % slightly strong prominence level. This can be explained that education is perceived as a life long investment. It is thus a decision that requires careful thought and consideration and not one that can be easily tempted by offerings of small frills.

4.8 Pressure Tactics

4.8.1 Description, Occurrence and Location

Teh (1999) in her study of Home advertisements, finds a frequency of 30 % slightly strong for Terrace Homes and 70 % most strong for Country Homes. However, in this study of advertisements on private institutions of higher learning this is found to be a non obligatory move with a 0 % occurrence.

An explanation for the findings of 0 % occurrence of the Pressure Tactic move is that the Institution of Higher Learning is not a tangible product and that it requires careful planning and thorough consideration on the part of the purchaser before making a commitment. Least of all, it has no room for compromises or small frills.

4.9 Urging Action

4.9.1 Description, Occurrence and Location

According to the investigations of this study, the direct realisation of Urging Action is in the form of persuasive or almost imperative expressions like:

| | |
|---------------------------|----------|
| <i>Call today ...</i> | Sample C |
| <i>... visit us now</i> | Sample C |
| <i>Kindly contact ...</i> | Sample D |

The indirect realisation of Urging Action appears as part of the Headline or Sub Headline as in expressions like:

| | |
|-------------------------|----------|
| <i>Enrol at ...</i> | Sample G |
| <i>... aim high ...</i> | Sample H |

It is also found that other *essential information and particulars* of the Institution of Higher Learning are provided to urge customers to take action to contact the institute. These do not appear as forceful urges but they are very handy information in case the reader of the advertisement needs them. The information is as below.

- i. Telephone Number
- ii. Fax Number
- iii. Address
- iv. E-Mail Address

v. Web-site Address

vi. Cut out Coupon

The Urging Action move in this study appears in different forms and shows an obligatory frequency of 100 %. The following table summarises the occurrence of the Urging Action move according to the seven differing forms of realisation.

| Form of Realisation | Frequency (%) | Prominence Level |
|----------------------|----------------|------------------|
| i. Expressions | 70 | Quite Strong |
| ii. Telephone Number | 95 | Most Strong |
| iii. Fax Number | 85 | Most Strong |
| iv. Address | 95 | Most Strong |
| v. E-Mail Address | 85 | Most Strong |
| vi. Web-site Address | 90 | Most Strong |
| vii. Cut out Coupon | 50 | Quite Strong |

**Table 4.14: Frequency of Urging Action Move in
Advertisements on Private Institutions of Higher Learning**

In terms of location for the Urging Action Move, there is no fixed position. It can appear in the body, at the bottom or at the side of the body copy or visuals.

For the Urging Action move, Kathpalia (1992) records a frequency of 78 % in her study of Promotional Texts. Howe (1995)) in her study of cars finds frequencies of 65% (Small cars), 75 % (Normal cars) and 60 % (Luxury

cars). Teh (1999) in her study of Home advertisements, reveals frequencies of 50 % (for Terrace Homes) and 60 % (for Country Homes).

In this study of private Institutions of Higher Learning advertisements the occurrence of Urging Action is significant compared to Pressure Tactic. This is probably because the process of enrolling in an Institution of Higher Learning is a long and complex process that requires considerable thought and planning. Making unsuitable decisions may result in frustration and waste of time and money. The prospects need to first identify their own personal career interests and aptitudes before they can identify their tertiary education needs. To do this they may need to discuss with their friends, parents, teachers or student counsellors. Then, they need to explore the education opportunities by gathering all the information they require on this aspect.

If the reader of the advertisement on Institution of Higher Learning is interested enough to reach the stage of Urging Action he/she is probably just about ready to collect information on the institution advertised. So this move will be just right for him/her. This can thus explain the overall high frequency of occurrence of this move. Urging Action move makes up for the lack of Pressure Tactic move in Institutions of Higher Learning advertisements. This move urges the reader to take action to gather more information on the institution advertised. This however, does not absolutely result in a decision

making that will lead to the action to clinch the deal as defined by Kathpalia (1992).

4.10 Conclusion

The following table shows the overall results and prominence level classification for each of the 9 moves.

| | Moves | Frequency (%) | Prominence Level |
|--------|--------------------------------|---------------|------------------|
| Move 1 | Headlines | 100 | Most Strong |
| Move 2 | Targeting the Market | 100 | Most Strong |
| Move 3 | Justifying the Product/Service | 75 | Most Strong |
| Move 4 | Appraising the Product/Service | 100 | Most Strong |
| Move 5 | Establishing Credentials | 85 | Most Strong |
| Move 6 | Endorsement/Testimonial | 45 | Slightly Strong |
| Move 7 | Offering Incentives | 25 | Not Strong |
| Move 8 | Pressure Tactics | 0 | Not Strong |
| Move 9 | Urging Action | 100 | Most Strong |

4.15: Frequency Levels of the Nine Moves in Advertisements on Private Institutions of Higher Learning

From Table 4.15 it is observed that six of the moves analysed indicate a most strong prominence level. They are Headlines, Targeting the Market, Appraising the Product/Service, Urging Action, Establishing Credentials and Justifying the Product/Service. The first four moves, that is Headlines, Targeting the Market, Appraising the Product/Service and Urging Action score frequency level of 100 % making them obligatory moves in advertisements for private Institutions of Higher Learning. The next two moves, namely

Establishing Credential and Justifying the Product/Service show prominence levels of 85 % and 75 % respectively. Endorsement/Testimonial indicate a slightly strong prominence level with a score of 45 %, while Offering Incentives indicate only 25 % occurrence, not strong prominence level. Pressure Tactics, however, does not appear in any of the samples.