STUDENT ATTRACTION AND MARKETING STRATEGIES IN A TECHNICAL NATIONAL INSTITUTE: A BRAZILIAN CASE STUDY

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ABSTRACT

Purpose: This case study analyzes how management strategies for higher technical-vocational education are used to attract students, based on institutional marketing, and how they were put into practice in the MarketIFPI project of the FIPI-Campus Oeiras.

Method: This descriptive and interpretative investigation used participant observation, analysis of documents and field notes.

Results and Discussion: The main results indicate that the organizational culture, the involvement of the project team and the financial investment for institutional dissemination represented the main key points for the success of the project.

Research Implications: Actions that promote the interaction of potential students with the institution tend to generate a greater increase in the number of requests. Paradoxically, actions that involve a lot of effort on the part of civil servants tend to generate less commitment from them. In addition, the less the implementation of command-and-control mechanisms for employee performance, the less will be their involvement.

Originality/Value: This research provide important practical contributions for higher education institutions, especially public and campuses located in the interior, to develop and implement effective strategies for attracting new students and establish mechanisms for the management of institutional projects that keep their campuses competitive and do not impede the offering of their courses.

Keywords: Institutional Marketing, Institutional Management, Interpretive Research, Organizational Culture, Project Management, Team Management.

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ATRAÇÃO DE ESTUDANTES E ESTRATÉGIAS DE MARKETING EM UM INSTITUTO FEDERAL: UM CASO DE ESTUDO BRASILEIRO

RESUMO

Propósito: Este estudo de caso analisa como as estratégias de gestão do ensino técnico-profissional superior são utilizadas para atrair alunos, com base no marketing institucional, e como foram postas em prática no projeto MarketIFPI do IFPI-Campus Oeiras.

Método: Esta investigação descritiva e interpretativa recorreu à observação participante, à análise de documentos e a notas de campo.

Resultados e Discussão: Os principais resultados indicam que a cultura organizacional, o envolvimento da equipe do projeto e o investimento financeiro para a divulgação institucional representaram os principais pontos-chave para o sucesso do projeto.

Implicações da Pesquisa: As ações que promovem a interação dos potenciais alunos com a instituição tendem a gerar um maior aumento no número de solicitações. Paradoxalmente, ações que impliquem um grande esforço por parte dos servidores públicos tendem a gerar um menor empenho dos mesmos. Além disso, quanto menor for a implementação de mecanismos de comando e controle do desempenho dos servidores públicos, menor será o seu envolvimento.

Originalidade/Valor: Esta pesquisa traz importantes contribuições práticas para que as instituições de ensino superior, especialmente as públicas e os campi localizados no interior, possam desenvolver e implementar estratégias eficazes de captação de novos alunos e estabelecer mecanismos de gestão de projetos institucionais que mantenham seus campi competitivos e não inviabilizem a oferta de seus cursos.

Palavras-chave: Marketing Institucional, Gestão Institucional, Pesquisa Interpretativa, Cultura Organizacional, Gestão de Projetos, Gestão de Equipes.

ESTRATEGIAS DE ATRACCIÓN DE ESTUDIANTES Y DE MARKETING EN UN INSTITUTO FEDERAL: ESTUDIO DE UN CASO BRASILEÑO

RESUMEN

Finalidad: Este estudio de caso analiza cómo se utilizan las estrategias de gestión de la enseñanza superior técnica y profesional para atraer estudiantes, basadas en el marketing institucional, y cómo se han puesto en práctica en el proyecto MarketIFPI en IFPI-Campus Oeiras.

Método: Esta investigación descriptiva e interpretativa utilizó la observación participante, el análisis de documentos y notas de campo.

Resultados y Discusión: Los principales resultados indican que la cultura organizativa, la implicación del equipo del proyecto y la inversión financiera para la difusión institucional representaron los principales puntos clave para el éxito del proyecto.

Implicaciones de la investigación: Las acciones que promueven la interacción entre los estudiantes potenciales y la institución tienden a generar un mayor aumento del número de solicitudes. Paradójicamente, las acciones que implican un gran esfuerzo por parte de los funcionarios tienden a generar un menor compromiso por su parte. Además, cuanto menos mecanismos de mando y control se establezcan sobre la actuación de los funcionarios, menor será su implicación.

Originalidad/Valor: Esta investigación hace importantes contribuciones prácticas para que las instituciones de enseñanza superior, especialmente las públicas y los campus situados en el campo, puedan desarrollar y aplicar estrategias eficaces para atraer a nuevos estudiantes y establecer mecanismos institucionales de gestión de proyectos que mantengan la competitividad de sus campus y no imposibiliten la oferta de sus cursos.

Palabras clave: Marketing Institucional, Gestión Institucional, Investigación Interpretativa, Cultura Organizativa, Gestión de Proyectos, Gestión de Equipos.

1 INTRODUCTION

Rapid transformations in social, economic, political, and technological environments have had a considerable influence on the way people perceive, use, and evaluate a particular product or service. As a result of the near-instantaneous symmetry of information, made possible by the emergence and advancement of Internet-based media and social networks, customers have become increasingly more demanding, while moving past the simple concept of receptors of information to being active suppliers of feedback and knowledge to the community.

Educational institutions, currently characterized by offering courses and educational programs perceived at times as both products and services, need to use strategies that attract new students and retain current ones through a clear and strong image positioning. These strategies allow the institution to generate differentiation from its competitors and satisfying their educational needs by offering a quality education that promotes the full development of the student.

From this perspective, this research study aims to analyze the efficacy of institutional management strategies used to attract new students, based on institutional marketing, by analyzing the MarketIFPI project of the Federal Institute of Education, Science, and Technology of Piauí, campus Oeiras (FIPI-Campus Oeiras).

A priori, the intended results with the application of educational marketing were the development, implementation, and updating of strategies to attract new students. The starting point was to generate a positive positioning of the institutional image that reinforced and enhanced the differentiation of the FIPI-Campus Oeiras as an excellent teaching institution in the city of Oeiras and surrounding regions. For this purpose, the project was formally registered in the institution as an extension activity.

Most public educational institutions in Brazil are characterized as product-oriented, while for-profit institutions are characterized as being market-oriented or student-oriented. National institutions perceive themselves as producers of certain educational programs according to their goals, and not based on the community/society needs.

Considering that education can be seen as one of the central elements for the progress of a society - or for its stagnation (Baghirov, 2024), this misunderstanding of positioning in targeting an audience leads to a failed administration of academic institutions as they do not realize the real goal that a national education institution has, i.e., promoting the access to a good quality standard, free and accessible education for all (Kalenskaya, Gafurov, & Novenkova, 2013; Ferasso et al., 2016).

Regarding the FIPI-Campus Oeiras, it was verified that there is a low enrollment rate of students from the interior (rural areas) since the majority of enrolled students (70%) came from the urban zone. Thus, the current strategies used by the institution were to publicize the enrollment opportunities to become more effective regarding the covering of the targeted region. Another point that corroborates this statement, discounting quota students and low-income students, is the fact that there was a 36,30% reduction in the payment of registration fees for the Classification Exam during the periods of 2018.1 and 2018.2, allowing to infer that in the eyes of potential students, the FIPI-Campus Oeiras is not positioned as an institution of excellence capable of standing up to local municipal and state schools of recognized prestige.

Besides this introduction, the article is structured in five sections. The following section contains the main concepts that guide educational marketing, as well as the current importance of it, followed by the method used to develop all the research. Subsequently, one may find the milestones for the development and implementation of the project, the results found, and, last but not least, the final considerations and the references used.

2 THEORETICAL FRAMEWORK

2.1 EDUCATIONAL MARKETING

James and Phillips (1995) noted that changes in government policies established a kind of education market in England and Wales during the 1990s and that since education can be understood as a service provided, the marketing of services and their models can be applied to start a new strategic design, called educational marketing.

According to Trevisan (2002), Marketing can be understood as the ability to plan and manage a company's exchange relations with its target segment. In this perspective, it is undeniable that Marketing is essential for the survival of most companies, as well as for the educational institutions that have responsibility for education. Additionally, if the reason for

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being for most companies is their customers, schools are no different, without their students they would close their doors.

For Šramová (2015) Marketing aims to provide changes in the knowledge, attitudes, and behaviors of an individual or group concerning a product or service, to promote an influence that is beneficial to all parties involved.

In other words, the literature presents marketing as a means of providing products and services that meet consumer needs and simultaneously develop companies and the environment in which they operate (Bertuolo & Minciotti, 2022).

Concerning the educational field Sion, Costa Mercúrio, Tofoli and Vendrame (2011) point out that students no longer want just a diploma. They demand that educational institutions ensure the satisfaction of their needs concerning the development of skills that place them in relative superiority to compete in the labor market. Within this context, Scaglione (2011) points out that Education, in general, has come to be seen in recent years as a product to be offered, and educational institutions should spend efforts to develop the most varied ways of attracting customers (students), best supported by the use of educational marketing.

According to Perfeito, Becker, Silveira, and Fornoni (2004), educational marketing can be understood as the use of marketing techniques to maintain and conquer students in the selected target markets. The growing competition in the education sector has generated a great diversity of educational institutions, making it necessary for educational institutions to identify the market segments of their interest, the characteristics, and needs of their potential students, and how they can serve them (Martins, Teixeira, & Silva, 2009).

In other words, there is a need to develop a clear and unambiguous image that is capable of placing the teaching institution as unique in the minds of potential and current students.

Glava and Glava (2015) state that the image of the school is structured according to the information that the community possesses and uses about the quality and quantity of its services and educational products, so it is essential that educational institutions deliberately act in favour of the construction of a positive image amidst the community, being able to use educational marketing.

2.2 EDUCATIONAL MARKETING IN THE CURRENT CONTEXT OF EDUCATIONAL INSTITUTIONS

For Mahdi, Nassar, and Almsafir (2018) modern times require that organizations develop and cultivate knowledge to keep ahead of other organizations, as knowledge becomes

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a source of competitive advantage. From this perspective, educational marketing can provide an institution with valuable information that can, if properly worked, be transformed into knowledge to leverage the image and performance of a teaching institution as a whole.

According to Uncles (2018) important concepts and principles of marketing, such as customer value, participation, engagement, satisfaction, segmentation, heterogeneity, etc. which have been used in other contexts are no less important for higher education, offering not only a rich educational agenda, but also a precious source of research and innovation, and the same is valid for other educational levels.

Corroborating this fact, Zancajo (2018) states that educational institutions have drastically changed the management processes of schools based on educational marketing policies as a result of the constant changes in the environment. For the aforementioned author, educational marketing has become an increasingly important strategy to attract new students; however, their study and application in elementary and secondary schools seem under-analyzed.

More strictly, one can consider the use of educational marketing as an important organizational innovation, as oftentimes scholars may erroneously believe that courses will "sell themselves". A study by Sitthisomjin, Somprach, and Phuseeorn (2018) in high schools in Thailand has brought statistical evidence that the use of organizational innovations influences the performance of schools as a whole. Accordingly, the development and application of educational marketing concepts and strategies can bring results that go beyond the boundaries of educational institutions, since, as the institution's performance improves as a whole, all those involved in the relationship school-students-society are directly or indirectly benefited.

However, for an adequate implementation of educational marketing strategies, some factors should be considered, such as the elaboration of a project in which its parameters are clearly stated (Corrêa & Corrêa, 2000; Keeling, 2017); the development of tasks that promote integration and commitment among the members of the project, considering that this is a group activity (Hackman & Oldham, 1980; Burnes, 2004).

3 RESEARCH METHODS ADOPTED IN THE PAPER

The present investigation is based on the interpretative epistemological paradigm. This paradigm is based on the assumption that the derivation of constructs by a researcher comes not from a predefined set of constructs or instruments to measure reality, but from the fieldwork

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itself, in which it is possible to capture what is more significant, based on the perspective of the people in the researched context (Saccol, 2009).

Besides, this research followed the presuppositions of the referred paradigm, that is, the social world was conceived as a process, a result of the activity of individuals so that the generated knowledge passes through the understanding of reality through the interpretations made by the actors (Birochi et al., 2012). In the case in question, the actors understood the members of the project developed and implemented at FIPI-Campus Oeiras.

This research is descriptive in character since it seeks to describe the characteristics of phenomena and the establishment of relations between variables, being this specific character one of the most suitable for researchers to solve practical problems (Gil, 2008).

The data were collected through three different data collection techniques: participant observation (Oliveira, 2008), documents (Prior, 2008), and field notes (Tessier, 2012).

The participant observation was fundamental for the perception of the reality in which the students that were the target of the project were inserted, consubstantiated in visits to 7 (seven) municipal schools and 1 (one) state school, chosen because they have students in school stages (9th Grade and High School Students) following the courses offered in the institution's classification exam. During this phase, actions were carried out such as motivational lectures and presentation of the courses and the institution.

The analysis of documents made it possible to obtain information on enrollment by course, per campus, the demand for each course, and the number of registrations confirmed after the payment of the registration fee or exemption from the fee, periodically reported in 103 registration reports issued in the period from September 28, 2018, to November 27, 2018, by the General Committee of Classification Exam 2019.1, instituted by the Rectory of the Federal Institute of Education, Science, and Technology of Piauí (FIPI).

As for the field notes, their usability resided in the description of the activities performed, recorded in a field diary during the period from September 11, 2018, to November 14, 2018, which included information about visits to schools, participation in audiences in the city council of Oeiras-PI, dissemination actions through the participation in scientific and civil society events, interviews given to local radios, the posting of posters in large circulation points of the city, the planning of meetings and meetings with municipal authorities of the education, industry and commerce sectors, as well as the computation of the hours allocated to each action, contributing later, together with the other techniques of data collection, to a coherent and close interpretation of the researchers' perspective.

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The period of data and evidence collection used in the present research was greater than the time of project realization, that is, from September 2018 until January 2019. At first, the authors collected information present in reports of inscriptions of the first and second semesters of 2018 to subsidize and justify the development of the project with the Extension Coordination of the referred Federal Institute. As the project was implemented, the initial data collection was enriched through consecutive data collections during project implementation.

The data were analyzed according to the interpretive approach (Wright & Losekoot, 2010), which is commonly used in conjunction with participant observation, allowing the contact and immersion of the researchers with the studied context, facilitating the understanding of the meanings of the actions and the situations observed. According to the three techniques of data collection used and previously described, it was possible to establish a meta-inference of the data (Teddlie & Tashakkori, 2009), which enriched the analyses present in this research. The analyses were established from a synthesis perspective, to emphasize the main empirical evidence found.

The analytical generalizations resulting from the meta-inference of the data allowed the construction of theoretical propositions (Demeulenaere, 2012), which are found in the discussion section of the results. These propositions were constructed following the assumptions of the inductive method, having as a fundamental concern not only the development of new superficial concepts (incremental innovation, if one may call it that) but the development of new persuasive theoretical propositions (Gioia & Pitre, 1990; Thomas, 2006) (or more far-reaching innovation).

As limitations, this research focuses on a project developed at one of FIPI's campuses in a period stipulated throughout the development of this project. Although such limitations occur, similar cases can draw lessons for successful project management as well as contribute to the higher education management of National Institutes of Higher Education that are in contexts similar to the case studied. Case studies do not seek to be generalizable but rather show in-depth and rich descriptions of certain contemporary environments.

4 PRESENTATION OF THE MAIN MILESTONES DURING PROJECT DESIGN

4.1 PROJECT PLANNING AND RATIONALE PHASE

The epistemological paradigm that guided the development and execution of the project was based on the transversal approach, which according to (Carneiro, 2015), recommends that

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the development of knowledge about a given area may be possible through the use of a transversal approach, that allows reflection on the past, the construction of concepts and ideas over time and that considers its historical context, being able to elicit lines of thought, discussions, and research that encourage reflection.

Accordingly, transversality was built through the development and application of central concepts and educational marketing strategies to promote a reflection and update on the mechanisms that have been used by FIPI-Campus Oeiras. These strategic actions were established to reinforce its positioning and brand image, differentiating FIPI-Campus Oeiras as an excellent teaching institution, to generate benefits such as increased funding and increased student retention. From this perspective, the actions planned in the project were:

a. Promotion of guided visits to the dependencies of the FIPI-Campus Oeiras to students who fulfilled the educational profile in line with the levels and modalities of teaching offered in the institution, to increase their interest and willingness to enter the institution;

b. Encouragement to contact with society in general through the execution of global actions to provide services in public squares and dependencies that integrate and bring the FIPI closer to the local community;

c. Presentation of lectures, mini-classes, and thematic seminars in schools with students with educational profiles in line with the levels and modalities of teaching offered in the institution for dissemination, valorization, image placement, and differentiation of FIPI-Campus Oeiras;

d. Development of publicity actions that allowed the establishment of a clear and unambiguous image positioning, generating a positive impact through the use of Outdoors and Busdoors, to be installed in the most popular places of the target audience, communications in the traditional media such as radio and television, as well as videos and banners in the main social networks, in which the current students could report their positive experiences in the institution; and

e. Conception, in partnership with the Audiovisual Coordination of the institution, of publicity material such as banners on the institution's teaching staff, its services, and potentialities, with the primary purpose of divulging the institution as a barn of skills and good practices for the broad development of the students.

The actions foreseen in this project were elaborated to reach the different publics with which a potential student interacts and is influenced, directly (parents) or indirectly (teachers and friends), since according to Sion et al. (2011) family, partners (husband/wife), boyfriend and friends are factors that influence the choice of an educational institution. In this way, peer

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influence was included in the choices of young people, and this influence is commonly defined as a way in which peers influence the attitudes, thoughts, and behaviors of another individual (Bristol and Mangleburg, 2005).

Besides, peer relationships are more intense in adolescence (Albert, Chein, and Steinberg, 2013). Moschis (1987) further points out that children learn patterns of behavior through various socialization agents, including parents, peers, and schools. Accordingly, the planned strategies were strongly related to the influence of the environment in which the subjects were inserted socially.

5 DISCUSSION OF THE RESULTS

5.1 PROJECT IMPLEMENTATION AND DIFFICULTIES ENCOUNTERED

The modus operandi for the implementation of actions to publicize the Qualifying Examinations on the interior campuses of FIPI is defined by the General Organization Committee established by the Rectory. The said General Committee requests that the General Directorate of the campuses indicate two servers to compose the local Committee of the Classifier, using as a criterion of inviolable choice, participation in past editions of at least one of the members (generally chosen as a local coordinator), who will be remunerated for the participation in the local actions of the disclosure.

This procedure has had two fundamental problems:

a. the implemented actions have followed a heuristic of judgment based on recall and familiarity (Higham & Vokey, 2000) that, judging by the recent results, have lost effectiveness, taking into account the decrease in enrollment during the semesters of 2018;

b. The civil servants of the institution feel free to contribute to the dissemination actions since they understand that the members chosen by the Board are remunerated for this purpose.

Accordingly, to meet the need for a greater systematization of the process of developing strategies to attract new students, as well as obtaining support from other members of the institution to carry out the planned actions, the Project consisted of five teachers, two technical-administrative civil servants in education and four students of the Bachelor of Business Administration course.

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Table 1 summarizes all the planned actions, the status of their implementation, and their implementation difficulties.

Table 1

Planned Actions, Execution Status, and Implementation Difficulties

Planned Actions	Execution Status	Implementation Difficulties
Guided visits to the institution.	Done Partially.	Absence of funds to cover the transfer of students.
Global actions of integration with society.	Not done.	Absence of resources and precarious involvement of the team.
Lectures and mini-classes in schools.	Accomplished	Mobilization of the members, the difficulty of logistical support for visiting the schools.
Disclosure Shares.	Partially Performed	Limitation of resources to cover the implementation of Outdoors.
Advertising Design	Partially Performed	Limitation of resources and precarious involvement of other sectors of the institution.

Although the Project was developed and formally registered in the Campus Extension Coordination, its effective implementation proved to be complex. Of the total of eleven members, only two contributed effectively.

Within this scenario, actions that required greater integration and commitment by the civil servants could not be carried out, such as the integration actions between civil society and the institution, and actions that would be based on technical support from other sectors, such as the Coordination of Audiovisual resources.

Given the restrictions found, the project proponents undertook actions to publicize the classificatory in four local radios, as well as by posting posters of the Classificatory in places of great circulation and lectures and presentations in the schools visited.

Of all the actions planned in the Project, the one which unequivocally generated a greater impact was the Guided Tour, although, of the total of eight schools, only one visited the project, which happened due to the support of the Municipal Department of Education of the Municipality, which made available the transfer of students to the institution. Compared to school visits, average results show that guided visits contributed to an increase in enrollment requests by 39%, while actions taken in the schools themselves led to an increase of only 12% in requests.

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Even because of the bias of project execution, the most fruitful and perspicuous result was the fact that the actions undertaken generated a substantial number of applications, in the order of 832 requests, the highest number of requests in 5 years of operation of the institution. In addition to this, another result worth mentioning was the number of confirmed and paid registrations, representing a total of 57% of all requests, something remarkable, if compared to the previous period, regarding the 250 applications for entries, only 29% of them were paid and confirmed.

These results are in agreement with the findings of Sitthisomjin, Somprach, and Phuseeorn (2018) when they point out that organizational innovations better exemplified in the adoption of educational marketing strategies can bring about an increase in the performance of educational institutions, as pointed out by Scaglione (2011). Education, in general, has come to be seen in recent years as a product to be offered, and thus educational institutions must expand efforts to develop the most varied forms of customer acquisition (students), better embodied by the use of educational marketing.

In short, federal educational institutions need to regard their courses such as private educational institutions do, which sell a product (courses) to their clients (students). In this perspective, federal institutions, to remain competitive in the market, need to consider the same disclosure strategy used on a large scale by private institutions.

The researchers attributed the partial implementation of the Project to the following factors:

a. The low involvement of the members in the execution of the actions proposed in the Project, a fact that may have been caused by the failure to develop a Work Breakdown Structure (WBS) (Corrêa & Corrêa, 2000), which would have made it clear from the outset what the Project implementation would involve;

b. The lack of identification of all of the Project's civil servants and members with the work itself and the impact it would have on the institution as a whole (Hackman & Oldham, 1980);

c. The difficulty in obtaining internal resources and the low involvement of members in the search for alternatives to attract external resources;

d. The lack of clear establishment of the parameters of the project, especially of the resources to be applied (Keeling, 2017);

e. The behavior pattern of the members supported by the organizational culture of the institution that favors non-involvement in the institution's Projects (Burnes, 2004).

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In these terms, the reality found discourages the effective participation of the civil servants in the development and implementation of projects within the institution, mitigating actions that promote the implementation of ideas, processes, and strategies that assist in the accomplishment of the institutional mission, which advocates the fulfillment of social demands with excellence.

5.2 FORMAL GENERALIZATIONS

Given the evidence found, and following the postulates for the construction of theoretical propositions (Demeulenaere, 2012), the following propositions are presented:

P_1: Actions that involve a great effort on the part of civil servants tend to generate a lower commitment by the same individuals;

P_2: Actions that promote the interaction between potential students and the institution tend to generate a greater increase in the number of enrollments;

P_3: The greater the commitment of the civil servants in the implementation of the project, the greater the chance of success;

P_4: The lower the implementation of mechanisms to monitor the performance of civil servants, the less will be their involvement.

6 CONCLUSION AND FINAL REMARKS

The present research had the objective of analyzing the development and implementation of university management strategies used to attract new students.

The empirical evidence found that the development and implementation of strategies for attracting new students to the FIPI-Campus Oeiras is a complex task, which necessitated the implementation of simpler actions due to the low involvement of the members, the difficulty in finding adequate internal resources, the low commitment to search and capture external resources, the lack of identification by the civil servants about the work that must be developed, and by the behavior pattern supported by the institution's organizational culture that enhances its non-involvement in institutional actions.

The results were found to provide important practical contributions for higher education institutions, especially public and campuses located in the interior, to develop and implement effective strategies for attracting new students and establish mechanisms for the management

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of institutional projects that keep their campuses competitive and do not impede the offering of their courses. Accordingly, the researchers advance the following suggestions:

a. At the project design stage, establish a Work Breakdown Structure that clarifies the roles, timelines, and responsibilities of each member in a project, as well as a clear definition of all parameters (results, time, and resources);

b. Design tasks that involve a greater variety of functions, autonomy, identity, and meaning with the tasks, to increase the involvement of the members in a project;

c. Establish mechanisms to monitor the performance of each member to reduce the variability of negative behaviors;

d. Stimulate the formation of multidisciplinary teams aimed at attracting external resources in for-profit and non-profit entities.

As theoretical contributions, we highlight the propositions (Demeulenaere, 2012) formulated through the analytical generalizations resulting from the meta-inference of the data elaborated in the previous section.

As limitations, this research focuses on a project developed in one of the campuses of a Brazilian federal higher education institution, during a period stipulated throughout the development of this project.

As for future investigations, it is suggested that the coordinators of similar projects attend to the case studied and described in this research to improve project management within the institution. One should also seek to provide subsidies for good institutional management in terms of incentive and institutional support (material and personnel), for the successful execution of student recruitment and maintenance of the institution's courses offering.

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