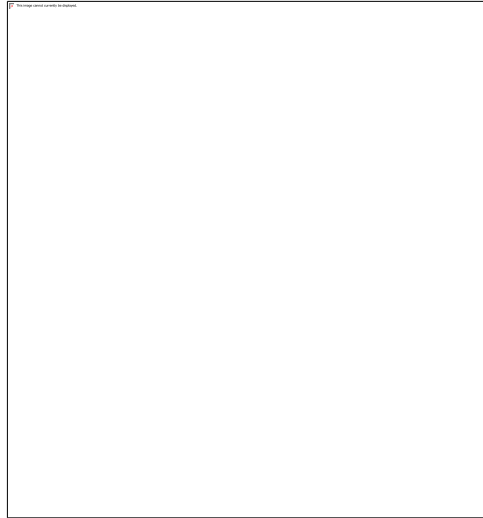**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY OF COMMERCE**

**DEPARTMENT OF MARKETING**

**RESEACH TOPIC**

**ETHICAL CONSIDERATIONS IN MARKETING EDUCATIONAL SERVICES AT TERTUARY COLLEGES IN ZIMBABWE**

**SUBMITTED BY          NYASHA CHINGARA**

**REGISTRATION NUMBER:      B222730B**

**A DISSERTATION IS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF CORMMERCE HONOURS DEGREE IN MARKETING OF BINDURA UNIVERSITY OF SCIENCE EDUCATION IN THE FALCULTY OF COMMERCE.**

**SUPERVISOR: MR CHIRIMUBWE**

**JUNE 2025**

i

# RELEASE FORM

**NAME OF STUDENT : NYASHA CHINGARA**

**PROJECT TITLE:** ETHICAL CONSIDERATIONS IN MARKETING EDUCATIONAL SERVICES AT TERTIARY COLLEGES IN ZIMBABWE**.**

**DEGREE TITLE** **:** Bachelor of Commerce Studies Degree in Marketing

**YEAR GRANTED** **:** 2025

Permission is hereby granted to the Bindura University of Science Education Library to produce single copies of this dissertation and to lend or sell such copies for private, scholarly or scientific research purpose only. The author does not reserve other publication rights of the dissertation nor may extensively extracts from it be printed or otherwise reproduced without the author's written permission.

**SIGNED**…BY..NYASHA CHINGARA ..DATE… 14 …. /08…/…2025…..

**RESIDENT ADDRESS**: Mudzudzu Village Goromonzi

APPROVAL FORM


The undersigned certifies that the Marketing Department has supervised, read and recommended to the Bindura University of Science Education for acceptance a dissertation entitled: ETHICAL CONSIDERATIONS IN MARKETING EDUCATIONAL SERVICES AT TERTIARY COLLEGES IN ZIMBABWE submitted in Partial fulfillment of the requirements of the Bachelor of Commerce Studies Honors Degree in Marketing.


**STUDENT'S SIGNATURE**

…….…………………….. …………………………………./.…14…/…08…/…25…...


**SUPERVISOR'S SIGNATURE**

………………………………………………………………./15…/08…/25………………


*MukuchaP*…/15/…08…/25……….

**CHAIRPERSON'S SIGNATURE  DATE**

i

# ABSTRACT

The study serves to Ethical considerations in marketing educational services at tertiary colleges in Zimbabwe. The purpose of the study to achieve the following objectives: To investigate the influence of transparency in communication on student trust, To determine the effect of authenticity in communication on student trust, To explore the effect of educational technology in communication on student trust, To investigate the influence of student rights and well being in communication on student trust .The researcher used online research and 384 sample size was used. The researcher used electronic questionnaire to collect data, using measurement scales adapted from International Centre for Academic Integrity for transparency multiple regression analysis was used to test the hypothesis. Hypothesis testing showed that there is a positive relationship between the independent variables (transparency, authenticity, educational technology, students' rights and wellbeing) and the dependent variable (student trust). The research findings from the study indicated that Transparency in communication has a statistically significant effect on student trust, There significant positive relationship between , transparency in communication and student trust, Educational technology in communication has a significant impact on student trust, There is a significant positive relationship between prioritizing students' rights and wellbeing in communication and student trust

## ACKNOWLEDGEMENTS

My gratitude goes to God for granting me courage, health, focus and inspiration that was essential for the study. My special thanks go to my supervisor, **Mr. Chirimubwe**, lecturer of the marketing department, who despite his busy schedule was always readily available to advice and guide me professionally throughout the study. My special gratitude also goes to family, friends and respondents to the study for their valuable time, support and encouragement during the period of this project. It is my hope that their sacrifice has finally paid off.

## DEDICATION

I would like to thank God for his omnipresent throughout. I dedicated this project to my family, relatives and friends for always being in support of my full academic life.

# TABLE OF CONTENTS

Contents

# LIST OF TABLES

## LIST OF FIGURES

**ABBREVIATIONS**

**LMS- LEARNING MANAGEMENT SYSTEM**

**SET – SOCIAL EXCHANGE THEORY**

**TAM – TECHNOLOGY ACCEPTANCE THEORY**

**SCT – SOCIAL COGNITIVE THEORY**

**PAF – PRINCIPAL AXIS FACTORING**

**KMO – KEISER –MEYER-OLKIN**

**CHAPTER 1**

**INTRODUCTION**

## 1.1 Introduction

This chapter introduces the research study on ethical considerations in marketing educational services at tertiary colleges in Zimbabwe. It provides an overview of the study's background , problem statement , objectives , hypothesis , assumptions ,significance of the study , delimitations definition of key terms and layout of the study .This study explores the ethical considerations in marketing educational services at tertiary level .This chapter sets the stage for the subsequent sections

## 1.2 Background of the Study

The global education sector has witnessed a surge in competition and commercialization over the past two decades. Institutions increasingly market their services to attract students and remain competitive. However, marketing educational services poses unique ethical challenges, as education is not just a commodity but a public good with long-term societal implications.

Scholars argue that ethical marketing in education must prioritize transparency, authenticity, and trust (Hemsley-Brown and Oplatka, 2020). Misleading advertisements, exaggerated claims, and withholding critical information about program quality or outcomes undermine student trust and can lead to dissatisfaction or legal challenges (Baker and Molesworth, 2021). With students and their families investing substantial resources in education, ethical considerations are imperative to protect their interests and promote equity in access to quality education

The rise of digital marketing has amplified these challenges. Institutions often use social media, influencers, and targeted advertising to reach prospective students. While effective, these strategies raise concerns about authenticity and potential manipulation of vulnerable audiences (Kotler 2021). Thus, this study focuses on addressing these ethical challenges to promote responsible marketing practices in educational services.

Education is universally recognized as a fundamental driver of social and economic development. With increasing demand for quality education, educational institutions have turned to marketing strategies to differentiate themselves in a competitive landscape. These strategies often emphasize their programs' uniqueness, facilities, and potential benefits. However, the commercialization of education has brought ethical challenges, particularly in how institutions communicate their offerings to students and their families.

1

Ethical considerations in marketing educational services revolve around providing accurate, transparent, and reliable information that aligns with the institution's capabilities and values. Transparency involves the clear communication of all aspects of educational services, such as admission requirements, tuition fees, program quality, and career outcomes (Hemsley-Brown and Oplatka, 2020). Authenticity, on the other hand, requires institutions to stay true to their mission and values while ensuring their marketing materials reflect the actual experiences and opportunities available to students. These elements are critical in building and sustaining trust, which is a cornerstone of the educational experience.

The transition to digital marketing and the increased use of social media have introduced both opportunities and challenges. While these platforms allow institutions to reach a wider audience, they also raise ethical concerns. For example, the use of influencers or targeted ads can create a false sense of urgency or exclusivity, potentially misleading prospective students (Chonko, 2021). Furthermore, there have been instances where institutions have exaggerated claims about employability, international recognition, or campus facilities, leading to dissatisfaction and distrust among students (Soutar and Murphy, 2020).

Recent studies emphasize the importance of ethical marketing in protecting students' interests and upholding the integrity of the educational sector. For instance, Baker and Molesworth (2021) argue that misleading marketing practices can have long-term consequences, including reputational damage and legal challenges. In addition, they highlight how ethical lapses can disproportionately affect vulnerable students, such as those from lower socioeconomic backgrounds, who may lack the resources to verify claims.

The global COVID-19 pandemic further highlighted the need for ethical considerations in educational marketing. During this period, many institutions marketed online programs as equivalent alternatives to traditional in-person education, raising concerns about the quality and value of such offerings. Transparency became even more critical as students faced unprecedented uncertainties about the future of their education and careers (Kotler et al, 2021).

Ethical marketing is also crucial in maintaining institutional credibility. Students and their families often make significant financial and emotional investments in education. Institutions that fail to deliver on their promises risk alienating their target audience and damaging their reputation.

2

Conversely, ethical marketing can foster trust, encourage positive word-of-mouth, and strengthen long-term relationships with students and alumni. (Hemsley-Brown and Oplatka, 2020)

In summary, the background of this study highlights the pressing need to address ethical challenges in marketing educational services. By focusing on transparency, authenticity, and trust, institutions can not only enhance their competitiveness but also contribute to a more equitable and student-centered education system. This study aims to provide actionable insights to help institutions navigate these challenges while upholding their ethical responsibilities

## 1.3 Problem Statement

Despite the growing emphasis on ethics in education, many institutions face difficulties aligning their marketing practices with ethical principles. Cases of exaggerated claims about employment outcomes, misrepresentation of program quality, and opaque fee structures have eroded student trust. (Soutar and Murphy, 2020)

Moreover, the lack of comprehensive guidelines on ethical marketing in education has left institutions with varying interpretations of transparency and authenticity. These inconsistencies not only harm students but also tarnish the reputation of the educational sector. Addressing these gaps is critical to fostering a sustainable and student-centered education system.

This research seeks to explore the ethical challenges and considerations in marketing educational services, with a focus on promoting transparency, authenticity, and student trust. By identifying best practices, the study aims to guide institutions toward more ethical marketing strategies.

## 1.4 Research Objectives

The research objectives include:

To investigate the influence of transparency in communication on student trust

To determine the effect of authenticity in communication on student trust

To explore the effect of educational technology in communication on student trust

To investigate the influence of student rights and well being in communication on student trust

## 1.5 Research Hypothesis

H1 Transparency in communication has a statistically significant effect on student trust

H2 There significant favorable connection between transparency in communication and student trust

H3 Educational technology in communication has a major effect on
 Student trust in colleges

H4 There is a significant favorable connection between
 Prioritizing students' rights and wellbeing in communication and student trust

## 1.6 The study's assumptions

The following presumptions form the basis of the study :educational institutions aim to balance

profitability with ethical responsibilities ,students value transparency and authenticity in

marketing communications and institutions are willing to improve their marketing practices if

provided with actionable insights

## 1.7 Importance of the study

 To the Student

Promoting educational services raises several ethical considerations that can have a significant impact on students. By prioritizing transparency and authenticity in marketing practices, institutions can empower students to make informed decisions about their educational investments. This, in turn, can lead to better academic and career outcomes, as students are more likely to choose programs that align with their interests and career goals. Moreover, transparent marketing practices can protect students from exploitation by institutions that prioritize profits over student interests (Soutar and Murphy, 2020).

To Society

The implications of addressing the ethical considerations in marketing educational services extend beyond individual students to society as a whole. By promoting transparency and authenticity in marketing practices, institutions can contribute to a culture of accountability and responsibility in the education sector. This, in turn, can support economic growth and development, as an educated and competent workforce is necessary for driving innovation and productivity. Furthermore, institutions that prioritize transparency and authenticity in their marketing practices can build trust and credibility with employers, who are inclined to employ graduates from schools known for their integrity and academic excellence.
 (Kotler et al, 2021).

To Educational Institutions

Institutions that prioritize transparency and authenticity in their marketing practices can reap

numerous benefits. By providing accurate and transparent information, institutions can increase

4

student satisfaction and retention rates, ultimately leading to improved reputation and financial sustainability. Moreover, institutions that prioritize transparency and authenticity can build trust and credibility with students, employers, and the broader community. This, in turn, can lead to increased enrollments, improved graduate outcomes, and a stronger reputation in the education sector. By prioritizing transparency and authenticity, institutions can promote a more student-centered approach to education and establish themselves as leaders in the education sector (Hemsley-Brown and Oplatka, 2020).

## 1.8 Delimitations of the Study

The topic, Discuss ethical challenges and considerations in marketing educational services focusing on transparency, authenticity and student trust focuses on the marketing practices of higher education institutions, specifically universities and colleges. The geographic scope is limited to institutions operating in Zimbabwe, and the research primarily examines ethical considerations related to transparency, authenticity, and student trust .The study will be conducted over six months.

## 1.9 Definition of key terms

Ethical considerations

Ethical considerations in marketing educational services refer to the moral principles and values that guide an institution's marketing practices and decisions. It involves taking into account the potential impact of marketing efforts on students, stakeholders, and the broader community, and ensuring that marketing practices are fair, honest, and respectful.

Transparency

Transparency in marketing educational services refers to the clear and accurate disclosure of information about program offerings, costs, outcomes, and other relevant details. This includes providing prospective students with truthful and unbiased information, avoiding misleading or deceptive claims, and being open about the institution's policies and procedures (Hemsley-Brown and Oplatka, 2020)

Authenticity

5

Authenticity refers to the genuine and honest representation of an institution's values, mission, and identity. This involves presenting a true and accurate image of the institution, without exaggeration or manipulation, and being consistent in words and actions. (Soutar and Murphy, 2020)

Educational technology

The use of digital tools, platforms, and resources to enhance instruction, learning, and evaluation in educational contexts is referred to as educational technology. This includes a wide range of technologies, such as learning management systems, online courses, educational software, mobile apps, and multimedia resources (Baker and Molesworth 2021).

Student rights and well-being

Student rights and well-being involve creating a supportive learning environment that promotes students' autonomy, dignity, and self-expression, while ensuring their physical, emotional, and psychological safety and security (Brown and Oplatka, 2020).

Student trust

The confidence and faith that students feel in an institution's capacity to deliver top-notch instruction and support is referred to as student trust. It involves building a relationship based on mutual respect, open communication, and a commitment to serving the best interests of students. (Brown 2020).

**1.10 Layout of the Study**
There are five chapters in this research:
In Chapter One, the study is introduced, its background is described, and the research's foundation is established.
Chapter Two reviews relevant literature, focusing on ethics in educational marketing and the concepts of transparency, authenticity, and trust.

Chapter Three describes the research methodology, including the research design, data gathering strategies, and analysis approaches.
Chapter Four present findings and discusses their implications in relation to the research objectives.

Chapter Five provides conclusions, comments and recommendations for additional research

**1.11Chapter Summary**

6

This chapter looks at the ethical considerations in marketing educational services with a specific focus on tertiary colleges in Zimbabwe. the marketing of educational services raises unique ethical challenges as institutions must balance their promotional efforts with the need to provide accurate and truthful information to prospective students .It explores the role of authenticity in building student trust including the importance of genuine and honest communication .this chapter considers the implications of these ethical considerations for marketing practice highlighting the need for institutions to prioritize transparency , authenticity and student trust in their marketing efforts .

## 2.0 Introduction

This chapter gives a summary of the theoretical and conceptual underpinnings that support the research., examining ethical considerations in marketing educational services .The chapter reviews existing literature on authenticity, transparency, student trust, educational technology, and student rights and wellbeing and gap analysis.

## 2.1. Theoretical Framework

A theoretical framework is a vital component of research study, providing a conceptual structure that outlines the relationships between variables, concepts and theories relevant to the investigation. Theoretical frameworks plays a crucial role in educational research , guiding investigations into teaching methods , learning outcomes and educational policies .They provide a conceptual structure for understanding complex educational phenomena ensuring studies are systematic.

### 2.1. 1 Social Exchange Theory (SET) (Emerson 2015)

Social Exchange Theory (SET), developed by Emerson (2015), provides a comprehensive framework for understanding the dynamics of exchange relationships. In the context of educational marketing, SET is particularly relevant as it explains how students and educational institutions engage in reciprocal relationships. According to Emerson (2015), SET posits that social relationships are founded on the principle of reciprocity, where individuals exchange resources such as goods, services or information to achieve mutual benefits. This theory suggests that the exchange process involves four key elements that is resources, reciprocity, norms and power. Resources refer to the valuable assets exchanged between parties such as knowledge, skills or credentials (Emerson, 2015). Reciprocity entails the expectation of mutual benefit where each party receives something of value in return for their contributions. Norms govern the exchange process establishing expectations and guidelines for behavior (Homans, 2016). Power dynamics influence the exchange as parties with great resources or control may exert more influence over the relationship.

## 2.1.2 Trust theory (Mayer, 2016)

Trust theory, as articulated by Mayer. (2016), provides a comprehensive framework for understanding the dynamics of trust in interpersonal and organizational relationships. The theory identifies three core components that contribute to the development of trust: ability, benevolence, and integrity. The first component, ability, refers to the perceived competence and skills of the institution in delivering quality education. Students are more likely to trust institutions that demonstrate a strong track record of academic excellence, qualified faculty, and successful alumni outcomes. For example, when an institution showcases its accreditation, faculty credentials, and student achievements, it enhances its perceived ability, thereby increasing student trust. This trust is essential for attracting new students and retaining existing ones, as students seek assurance that they are investing their time and resources in a reputable institution. Benevolence, the second component of Trust Theory, pertains to the institution's perceived intention to act in the best interest of its students. When educational institutions prioritize student welfare, provide support services, and engage in ethical marketing practices, they foster a sense of benevolence. For instance, institutions that actively listen to student feedback and make adjustments based on their needs demonstrate a commitment to their students' success. This perception of benevolence is crucial for building trust, as students are more likely to engage with institutions that they believe genuinely care about their educational experience and personal growth. The third component, integrity, relates to the adherence of the institution to moral and ethical principles. Students are more likely to trust institutions that are transparent in their communications, uphold ethical standards, and deliver on their promises. For example, if an institution markets a program with specific outcomes, it must ensure that those outcomes are met. Failure to do so can erode trust and damage the institution's reputation. By consistently demonstrating integrity in their marketing and operational practices, educational institutions can cultivate a strong foundation of trust, which is essential for fostering long-term relationships with students. Trust Theory provides valuable insights into the factors that influence student trust in educational services.

## 2.1.3 Technology Acceptance Theory, Davis (2016)

Technology Acceptance Model (TAM), developed by Davis (2016), is a theoretical framework that explains how users come to accept and use technology. Technology acceptance theory

9

explores factors affecting technology adoption. TAM identifies two primary variables which include ; perceived usefulness (effectiveness , utility ) and perceived ease of use (simplicity , clarity ) .By understanding these variables , TAM provides insights into how students and educators adopt and use technologies The Technology The model posits that two primary factors perceived ease of use and perceived usefulness , significantly influence users' attitudes toward technology adoption.  TAM provides insights into how students evaluate and trust educational technologies, such as online learning platforms and digital resources... When educational technologies are user-friendly and intuitive, students are more likely to adopt them, leading to increased trust in the institution that provides these resources. For example, if an online learning platform is designed with a straightforward interface and accessible navigation, students will feel more confident in their ability to engage with the content. This confidence can translate into a higher level of trust in the institution, as students perceive that the institution values their learning experience and has invested in effective tools to support their education. Perceived usefulness, on the other hand, relates to the degree to which a student believes that using a technology will enhance their learning outcomes. When students recognize that educational technologies contribute positively to their academic success, such as improving their understanding of course material or facilitating collaboration with peers, they are more likely to trust the institution that offers these technologies. For instance, if an institution provides robust online resources that lead to improved grades or skill acquisition, students will associate their success with the institution's commitment to their education, thereby strengthening their trust.

**2.1.4 Social Cognitive Theory (SCT) (Bandura, 2018)**

Social Cognitive Theory (SCT), developed by Albert Bandura, emphasizes the role of observational learning, imitation, and modeling in the learning process. According to Bandura (2018), individuals learn not only through direct experience but also by observing the behaviors of others and the outcomes of those behaviors. This theory posits that learning occurs in a social context and is influenced by the interactions between personal factors, environmental influences, and behavior. In educational settings, this means that students can acquire new skills and knowledge by observing their peers and educators, which can significantly impact their trust in the educational environment. A key component of Social Cognitive Theory is the concept of self-

efficacy, which refers to an individual's belief in their ability to succeed in specific situations. Bandura (2018) argues that self-efficacy influences motivation, learning, and performance. In the context of education, students with high self-efficacy are more likely to engage in challenging tasks, persist in the face of difficulties, and ultimately achieve better academic outcomes. The interplay between self-efficacy and trust is particularly relevant in educational contexts. When students trust their educators and the learning environment, they are more likely to develop a strong sense of self-efficacy. Bandura (2018) suggests that positive reinforcement and constructive feedback from teachers can enhance students' confidence in their abilities. Conversely, a lack of trust can lead to feelings of insecurity and doubt, which may hinder students' willingness to take risks in their learning. Therefore, fostering a trusting relationship between students and educators is essential for promoting self-efficacy and enhancing overall educational outcomes. Social Cognitive Theory provides a valuable framework for understanding the dynamics of learning and trust in educational settings. By emphasizing the importance of observational learning and self-efficacy, Bandura's theory highlights how students can develop trust in their educational environment through positive interactions with their peers and educators. This understanding underscores the need for educators to create supportive and transparent learning environments that foster trust, thereby enhancing students' motivation and engagement in their educational journeys.

# CONCEPTUAL FRAMEWORK

Figure 1: Constructs in the conceptual model.
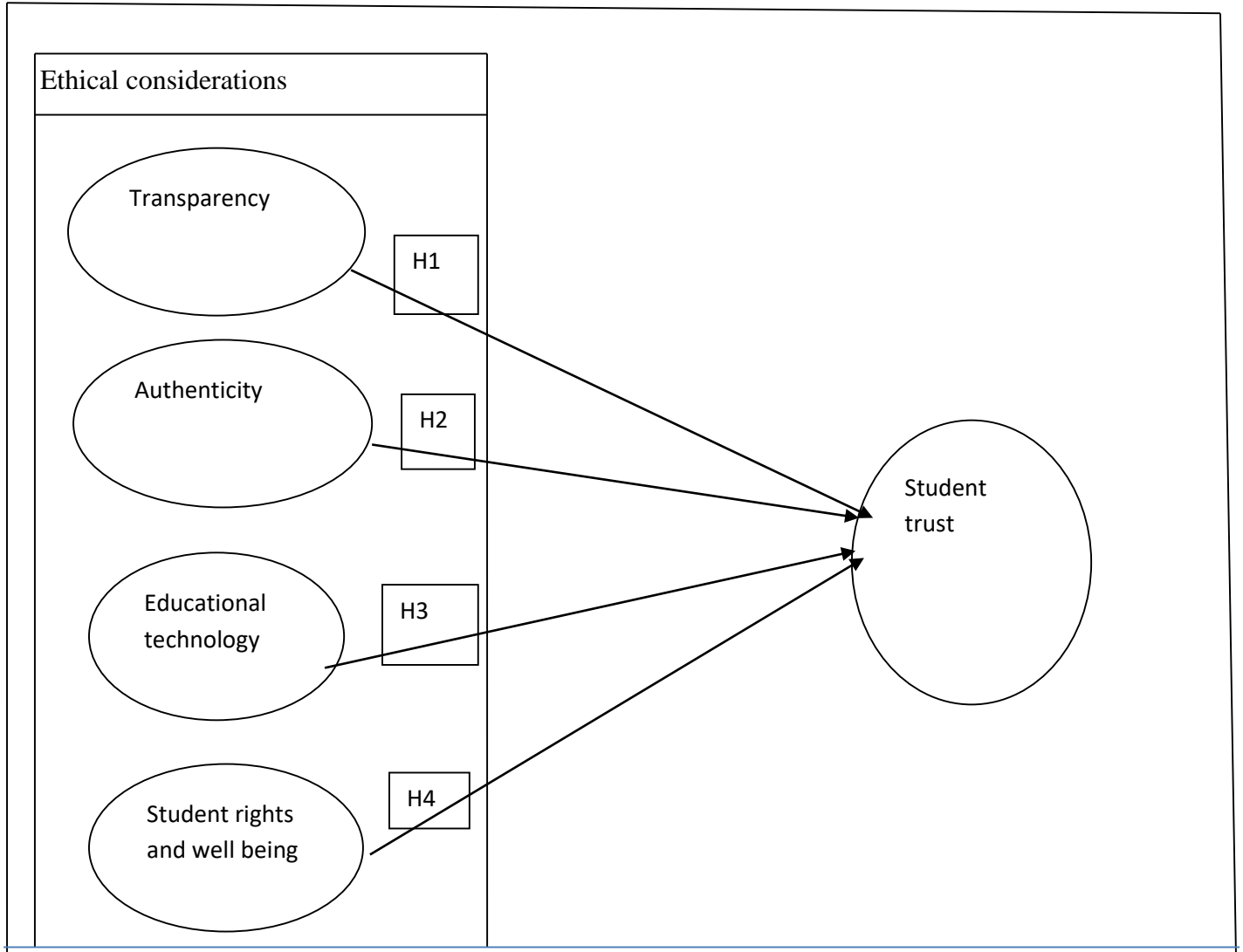


Key: H = header

The conceptual framework illustrates the relationships between the key ethical considerations, transparency, authenticity, and trust and their influence on student trust in marketing educational services. This framework serves as a theoretical guide for understanding how ethical marketing

practices impact the perception of educational institutions and their ability to build long-term trust with students.

### 2.2.1 Ethical considerations

Ethical considerations involve moral principles guiding marketing practices (Brennan, 2016; Singh and Singh, 2018; Giroux, 2015).Ethical considerations in educational marketing involve honesty in advertising, fairness in admissions, respect for diversity and protection of student data. Ethical considerations in education refer to the moral principles guiding educational practices and decision-making. According to Strike and Solti's (2015), ethical considerations are essential for ensuring fairness and equity in educational settings. Similarly, Geert (2016) emphasizes that ethical considerations help educators navigate complex dilemmas and promote the well-being of students. Nodding (2015) argues that ethical considerations are fundamental for fostering caring relationships within educational environments.

### 2.2.2 Transparency

Transparency involves open communication about educational services (Kotler and Keller, 2016; Cornelissen and Harming, 2016; Sharma and Singh, 2020). Transparency requires institutions to disclose information about their programs, policies and procedures enabling informed decision making (Kotler and Keller, 2020). Transparency is the openness and clarity with which information is shared within educational contexts. According to McCafferty (2019), transparency fosters trust and accountability in educational institutions. Similarly, McKinsey & Company (2020) emphasizes that transparency enhances stakeholder engagement and decision-making processes. Lastly, McMillan (2021) argues that transparency is crucial for creating an inclusive learning environment, as it allows students to understand institutional policies and practices.

### 2.2.3 Authenticity

Authenticity refers to the genuine representation of educational services (Maringe and Sing, 2015; Brennan, 2016; Singh and Singh, 2018). Author such as Maringe and Sing (2015) emphasize authenticity's importance in building trust with students. Brennan  (2016) highlight its roles in maintaining institutional credibility .Authenticity is about  presenting educational services in a truthful and accurate manner , avoiding misleading or deceptive information (Kotler and Keller ,2020). It emphasizes transparency, honesty, and consistency in communication with prospective

13

students and stakeholders. By clearly conveying the strengths and weaknesses of their educational services, including course content and faculty qualifications, institutions can build trust and credibility. Engaging current students and alumni to share their authentic experiences further enhances this trust, as prospective students are more likely to connect with real success stories. Adhering to ethical marketing practices and avoiding misleading claims is crucial in maintaining authenticity. As noted by Burch and Gunter (2015), authenticity in educational marketing not only fosters stronger relationships with the audience but also enhances the institution's reputation, ultimately leading to improved student attraction and retention.

## 2.2.4 Educational Technology

Educational technology encompasses digital tools and platforms used in education (Kotler and Keller, 2016; Cornelissen and Hireling, 2016; Sharma and Singh, 2020).The tools and platforms include social media, digital resources, mobile applications, online courses and learning management systems. Educational technology in the context of marketing educational services use digital tools, platforms, and resources to enhance the promotion, delivery, and management of educational offerings. This includes leveraging online marketing strategies, social media, learning management systems (LMS), and data analytics to reach potential students, engage with them, and improve the overall educational experience.

## 2.2.5 Student rights and well being

Student rights and wellbeing prioritize student needs and interests (Giroux, 2015; Maringe and Sing, 2015; Singh and Singh, 2018). It ensures access to support services, safe learning environments, protection from discrimination and opportunities for growth and development. Effective use of educational technology is crucial in building student trust .By providing personalized learning experiences , facilitating communications and increasing access to resources ,technology enhances the learning process .Students trust and wellbeing are fundamental to establishing trust . Student rights and well-being encompass the entitlements and support systems that promote students' physical, emotional, and academic health. According to the United Nations Convention on the Rights of the Child (2015), students have the right to education, protection, and participation. Similarly, Shapiro and Stefkovich (2016) emphasize that student rights are integral

to fostering a safe and supportive learning environment. Freire (2017) argues that recognizing student rights is essential for empowering learners and promoting social justice.

## 2.2.6 Student trust

Student trust refers to the confidence in educational institutions (Maringa and Sing, 2015; Singh and Singh, 2018; Pardo and Easley, 2017). Student trust is a significant predictor of student satisfaction, influencing overall educational experience (Singh and Singh, 2020).Student trust represents student's confidence by factors such as academic quality, communication, ethics, support services and institutional reputation. According to Tschannen-Moran (2018), trust is foundational for effective educational relationships and influences student engagement. Similarly, Bryk and Schneider (2015) highlight that trust among students and educators is essential for fostering a positive school climate. Additionally, Hoy and Tschannen-Moran (2015) assert that trust enhances collaboration and communication, ultimately leading to improved educational outcomes.

## EMPERICAL REVIEW

## 2.4 Relationship between authenticity and student trust

The relationship between authenticity and student trust is a critical aspect of fostering a positive educational environment. Authenticity in education refers to the genuine and transparent interactions between educators and students, where teachers are true to their values and beliefs while engaging with learners. According to Burch and Gibbons (2017), when educators demonstrate authenticity, they create a safe space for students to express themselves, which significantly enhances trust. Students are more likely to engage in the learning process when they perceive their teachers as sincere and relatable, leading to stronger student-teacher relationships.

Research has shown that authentic teaching practices can lead to increased student trust and engagement. For instance, a study by Dwyer and Cummings (2018) found that students who perceived their teachers as authentic were more likely to trust them, which in turn positively influenced their academic motivation and participation in class activities. The authors argue that

15

authenticity fosters a sense of belonging and community within the classroom, encouraging students to take risks in their learning and seek help when needed. This trust is essential for creating an environment where students feel comfortable sharing their thoughts and ideas, ultimately enhancing their educational experience.

Authenticity is closely linked to the concept of relational trust, which emphasizes the importance of interpersonal relationships in educational settings. According to Tschannen-Moran and Hoy (2018), relational trust is built on the foundations of respect, competence, and integrity. When educators exhibit authentic behaviors, such as being open about their teaching practices and acknowledging their own vulnerabilities, they cultivate relational trust with their students. This trust is crucial for promoting a collaborative learning environment where students feel empowered to engage actively in their education.

The relationship between authenticity and student trust is characterized by the positive impact of genuine interactions on students' perceptions of their educators. By fostering authenticity in their teaching practices, educators can build trust with their students, leading to increased engagement, motivation, and overall academic success. As highlighted by recent research, the importance of authenticity in establishing trust cannot be overstated, as it serves as a foundation for meaningful student-teacher relationships and a supportive learning atmosphere.

## 2.6 Relationship between educational technology and student trust

The relationship between student trust and educational technology has garnered significant attention in recent research, highlighting the pivotal role that technology plays in shaping students' perceptions of their educational institutions. Kotler and Keller (2016) conducted a comprehensive study in the USA, emphasizing that effective marketing strategies that incorporate educational technology can significantly enhance student trust. It was conducted with 1000 students using a survey methodology ,found a positive correlation between technology use and student trust and highlighted the importance of technology integration in enhancing student trust .They argued that when institutions leverage technology to provide clear, accessible, and relevant information, students are more likely to perceive the institution as trustworthy. This trust is crucial, as it

16

influences students' decisions regarding enrollment and engagement with the institution's offerings.

Cornelissen and Harmeling (2016) explored this dynamic in South Africa, revealing that the integration of technology in communication and service delivery positively impacts student trust , It identifies technology as a trust building factor , it emphasized the research conducted with 400 students using focus groups and for educational institutions to leverage technology to build trust. Their research highlighted that transparency in technological processes, such as the use of online learning platforms, fosters a sense of reliability among students. When students feel that they can access information and support through technology, their confidence in the institution's commitment to their education increases. This finding underscores the importance of not only implementing technology but also ensuring that it is used transparently and effectively to build trust.

Pardo and Teasley (2017) conducted a study in the USA that examined trust and engagement in technology-enhanced learning environments. It was conducted in USA with 500 students using in-depth interviews , found that technology integration influences student trust and emphasized the need for educational integration .Their findings indicated that students who interacted with user-friendly educational technologies reported higher levels of trust in their institutions. The authors noted that effective use of technology enhances learning experiences and builds trust through consistent and reliable interactions. This suggests that the design and functionality of educational technologies are critical factors in fostering a trusting relationship between students and their institutions.

Sharma and Singh (2020) contributed to this discourse with their research in the India, which demonstrated that educational technologies prioritizing user experience and accessibility significantly enhance student trust. It was conducted in India with 800 students using a mixed methods approach. The theory highlighted technology 's role in enhancing student trust and emphasized the importance of educational technology integration in educational institutions .Their study concluded that when students feel supported by technology ,whether through intuitive interfaces, responsive support systems, or engaging learning tools, their trust in the institution increases. This heightened trust not only leads to greater satisfaction but also encourages deeper engagement with the educational process. Collectively these studies shows the essential role of

17

educational technology in fostering student trust, emphasizing that institutions must strategically implement and communicate their technological offerings to build and maintain this trust effectively.

**2.7 Relationship between student rights and wellbeing and student trust**

The relationship between student rights, well-being, and student trust is fundamental to creating a supportive and effective educational environment. When students feel that their rights are respected and upheld, they are more likely to develop trust in their educational institutions and the individuals within them. According to the United Nations Convention on the Rights of the Child (2016), students have the right to education, protection, and participation, which are essential for their overall well-being. When schools actively promote and protect these rights, they create an atmosphere of trust where students feel safe and valued, leading to enhanced engagement and academic success.

Research has shown that the protection of student rights is closely linked to their emotional and psychological well-being. A study by Shapiro and Stefkovich (2016) found that when educational institutions prioritize student rights, such as the right to express opinions and participate in decision-making, students report higher levels of trust in their educators and the institution as a whole. This trust is crucial for fostering a positive school climate, as it encourages students to voice their concerns and seek support when needed. Furthermore, when students perceive that their rights are being upheld, they are more likely to feel a sense of belonging and connection to their school community, which is vital for their overall well-being.

The relationship between student rights and well-being extends to the promotion of inclusive practices within educational settings. According to a study by McMahon et al. (2019), schools that actively promote inclusivity and respect for diverse student rights create environments where all students feel valued and trusted. This inclusivity not only enhances student trust but also contributes to their emotional and social well-being. When students see that their rights are respected, they are more likely to engage positively with their peers and educators, fostering a collaborative and supportive learning environment.

18

The relationship between student rights, well-being, and student trust is characterized by the positive impact of respecting and promoting student rights on their overall educational experience. By prioritizing student rights and well-being, educational institutions can cultivate an atmosphere of trust that enhances student engagement, motivation, and academic success. As indicated by recent research, the importance of upholding student rights cannot be overstated, as it serves as a foundation for building trust and fostering a supportive educational environment.

## 2.8 Gap analysis

This study addresses the gap in existing research by exploring the intersection of authenticity, transparency, student trust, educational technology and ethical considerations in Zimbabwe's educational sector. This research is different from past studies because it focusing specifically on the interplay between ethical considerations, transparency, authenticity, and student trust in the context of educational marketing. While previous research has explored these concepts in isolation, this study aims to combine them into a cohesive framework that addresses the ethical implications of marketing practices in education. Additionally, it emphasizes the role of educational technology as a mediator in building student trust, an area that has received limited attention in existing literature.

## 2.9 Summary

The relationship between student trust and educational technology is explored in part 2.5 , highlighting five studies that demonstrates a positive correlation between technology use and student trust .These studies conducted in USA ,India , South Africa utilized the various methodologies including surveys , focus groups , case studies and in-depth interviews .Key findings reveal that technology integration enhances student trust by increasing accessibility ,improving communication ,enhancing engagement and supporting personalized learning . Educational institutions are advised to prioritize technology integration, ensure digital literacy, provide technical support and ensure technology accessibility to foster trust. The studies emphasize the importance of leveraging technology to build trust with technology integration influencing student trust positively. Effective technology integration can promote trust and create a positive learning environment underscoring the significance of educational technology in contemporary

19

educational setting. The theoretical framework has outlined relevant theories that inform the relationships between these concepts, while empirical evidence has demonstrated their interconnectedness. The gap analysis highlights the unique contributions of this research, paving the way for further exploration of ethical marketing practices in education.

<p style="text-align:center;">**CHAPTER THREE**</p>

<p style="text-align:center;">**RESEARCH METHODOLOGY**</p>

## 3.1 Introduction

This chapter outlines the research methodology for the research study which includes an overview of the research philosophy which was utilised in the research process as well as strategy, the targeted population, sampling technique utilised and the source of the data for the research. The chapter also provides the data analysis techniques used for manipulation of the field data and the research limitations together with research ethics. The chapter was divided into the following sections; research philosophy , research design , target population, sampling techniques and sample size    determination, research instrument ,measurement scales for the construct , validity and reliability , pilot study data collection procedures , data Analysis and presentation ,ethical issues and chapter summary.

## 3.2 Research Philosophy

This study was guided by a positivist research philosophy, which consists of positivist paradigms. A positivist is a researcher who adheres to the philosophy that knowledge can be acquired through observation and collection of data with the goal of developing laws and theories that explain and predict phenomena (Bryan 2016) .From a positivist perspective, the study seeks to measure the extent of ethical challenges using descriptive research, it seeks to understand the lived experiences and subjective interpretations of participants, particularly students and marketing professionals. This dual focus ensures a holistic understanding of the research problem

## 3.3 Research Design

Commenting on the importance of a research design, Zikmund cited by Pandey and Pandey (2015:18) defines a research design "as a master plan for analysing the needed information". This research employs descriptive research design .O' leary (2017) asserts that descriptive approach is an approach to research highly reliant on quantified data (numerical data as well as concepts we code with numbers). Denzin and Lincoln (2019) define descriptive research as a methodology that makes useful descriptions of observed phenomena and explains the possible associations amongst

descriptive surveys designs. By way of a descriptive approach, confirmations are thus evaluated and also theories are refined and tested (O'Leary, 2017). Descriptive research design can be experimental or non-experimental (Pandey, 2015). According to Creswell (2015), descriptive methods involve the process of collecting, analysing, interpreting, and writing the results of a study. Therefore, a descriptive research design was relevant for this study as it explores the subject matter in question. This study aim to discuss challenges and considerations in marketing educational services focusing on transparency authenticity and student trust using descriptive research design.

## 3.4 Target Population

Target population is the total collection of all units of analysis, which a researcher wishes to consider for specific intended study (Rugenyi and Bwisa, 2016). Population is a complete set of components, persons or objects that have some common features well-defined by sampling ways put in place by the researcher. For the purpose of this research, the population constitutes marketing professionals, educators and students at tertiary, university and colleges.

## 3.5. Sampling Techniques

Purposive sampling was used in selecting the sample size. A purposive sample is a non-probability sampling technique where participants are selected based on their relevance to the research study rather than randomly .The researcher deliberately chooses participants who possess specific characteristics , experiences or expertise that align with the research objectives (Bryman, 2013). In this study the researcher sampled university students and college students to provide a student's perspective on the topic , marketing professionals who have worked in various educational institutions in Zimbabwe and educators to offer unique perspective on the marketing of educational services in Zimbabwe .

## 3.5 .1 Sample Size

A sampling frame refers to the list or database of individuals, household's 0r organizations from which a sample is drawn for a research study (Beazley 2017).The sampling frame for this study was a diverse range of marketers who have interest in the marketing of educational services in the country. The sampling frame also includes students from reputable universities such as University

of Zimbabwe, National University of Science education and Technology, Bindura University and students from colleges and educators. The sample size used by researcher is 384 with confidence interval of 5%.The study adopted formula by Raosoft (1991) to determine sample size requirements for different population sizes, confidence level of 95 percent and margin of error using Raosoft's sample size calculator

## 3.6 Research instrument

The data was obtained using electronic questionnaires. According to Kumar (2019), electronic questionnaire is a type of survey electronic instrument that consists of a series of pre-formulated, standardized questions that are designed to gather specific information from respondents in a systematic and consistent manner. Electronic questionnaire saves time and is an inexpensive way of surveying large section of people. The electronic questionnaire was created using Google forms. The questionnaires were distributed online by the researcher and data was collected in a three months' period. The literate respondents completed the questionnaires by themselves in the comfort of their homes. The survey contained closed-ended questions, which are ones that require respondents to select from a specific list of predetermined answers, like yes/no questions. The questionnaires benefited the researcher in a way that they could translate the research objectives into specific questions for respondents to answer in a large volume of information. The literature analysis in Chapter 2 served as a reference for the questionnaire's content, and uniformity in distributing the questionnaires to each participant guaranteed the study's content validity. The purpose of the electronic questionnaire was to guarantee data credibility by means of a peer review procedure.

## 3.7 Measurement scales for the construct

A measurement scale for a construct is a standardized system of numbers or categories used to quantify and describe the characteristics of a concept or phenomenon, providing a common language and framework for measurement and comparison (Hair, Hult, Ringle and Sarstedt 2017). To measure transparency and authenticity , the researcher adopted a scale by International Centre for Academic Integrity (ICAI 2021) , to measure educational technology , the researcher adopted a scale by International Society for Technology in Education (ISTE 2020 ) , to measure students' rights and well-being , the researcher adopted a scale  by United Nations Educational Scientific and Cultural Organization (UNESCO 2020) and to measure  student trust the researcher adopted a scale by International Society for Technology in Education (ISTE 2020) .

## 3.8 Validity and Reliability

23

According to O'Leary (2017), validity is the degree to which the research findings are thought to have accurately depicted what is actually occurring on the ground or in the context being studied. Validity can be compromised by subpar samples, flawed research methods, and imprecise measurement (Kothari, 2020). According to Denzin and Lincoln (2019), a questionnaire's validity is evaluated based on its construct, criterion, and content. The degree to which a test or measurement tool accurately assesses the theoretical construct it is designed to assess is known as construct validity (American Psychological Association 2020). The construct validity was tested through convergent validity and discriminant validity. Convergent validity is the validity of a measure ought to be gauged by comparing it to measures of the same concept develop through other methods and discriminant validity entails ensuring that when a measure is used for one construct , it is different in terms of its content from a measure used to measure another construct (Bryman and Bell, 2015). Discriminant validity is present when the average variance extracted (AVE) for the two constructs is more than their squared correlation value, but convergent validity is present when the AVE for all the variables is greater than 0.5 .The researcher used Cronbach's Alpha coefficient and Cronbach's Alpha value to measure validity .

The degree to which the questionnaire produces consistent study findings is the definition of dependability, according to Denzin and Lincoln (2019). It has to do with the findings' legitimacy (O'Leary, 2017). Consistency or recurrently during a period of study is what reliability entails. Consequently, consistent results should be obtained when employing the same study tool. The results ought to be consistent irrespective of the study's settings or assessors (Creswell, 2017). Because respondents are anonymous, the researcher reduces participant bias. Additionally, the researcher minimized bias by using an electronic questionnaire for each respondent.
. A reliability test using Cronbach's alpha was performed on each construct. Poor results were defined as those that were less than 0.6, "those within the range of 0.7 were considered satisfactory while values above 0.8 are good." Adam, 2020.


**3.9 Pilot study**

A pilot study, as defined by Flick (2018), is a small-scale investigation carried out prior to a larger study to identify flaws in the research strategy. The researcher conducted a pilot test to assess face validity, or whether the questionnaire seems reasonable. According to O'Leary (2017), a pilot test allowed for the evaluation of the questions, validity, and reliability of the data. .The researcher used 3 marketers, 3 students, 3 educators from different colleges and universities

.All the 3 groups were able to understand and to finish the questionnaire within the given time. No

adjustments were made on the questionnaire .The researcher created a Google account and signed

in to Google form. The researcher created a questionnaire using the Google forms and published

it online .The researcher also put her email for feedback purposes.

**3.10 Data collection procedures**

The researcher created a Google account and signed in to Google form. The researcher created a questionnaire using the Google forms and published it online .The researcher also put her email for feedback purposes. The researcher received 391 responses from the respondents and selected 384 which were usable.

## 3.11Data analysis and presentation

The statistical software for social sciences was used to collect and analyze the data. (SPSSV20) software .The study used multiple regression to test the hypothesis. The data was presented using descriptive statistics, inferential statistics, graphs and tables.

## 3.12 Ethical issues

A collection of research ethics serve as the foundation for ethical considerations, and they also serve as a guide for research. Moral obligations to the participants and the social work profession are echoed by this. Before beginning the research, the investigator obtained informed consent and authorization from the appropriate authorities. Participants were treated with dignity, fairness, and respect after being fully told about the purpose of the study. There are ethical issues with every study procedure, such as the right to confidentiality or privacy. The researcher informed the respondents that participation will be voluntary and were ensured that they have right to withdraw at any point of time. In the study the subjects assured both confidentiality and privacy concerning the data provided. Prior to conducting the study, the researcher had to obtain approval from the Marketers Association of Zimbabwe and the college registrar. Respondents were informed by the researcher that they might choose to participate or not. The research questionnaire did not include any personal information.

## 3.13 Summary

The chapter explains the dissertation's research design by outlining the research philosophy, the data gathering technique, and the approach taken to analyze the data gathered. Additionally, the chapter describes the pilot study that will be conducted. Electronic survey questionnaires will be used to gather data for the study, and SPSS will be used for analysis. In addition to discussing strategies that would be employed to guarantee data authenticity and dependability, ethical aspects that were noted throughout the data collection process were also covered.
.

# CHAPTER IV: DATA ANALYSIS, PRESENTATION AND DISCUSSION

## 4.0 INTRODUCTION

Data analysis, presentation, and discussion of the research are covered in this chapter. Multiple linear regression analysis was used to examine and present the data gathered from the surveys. The chapter begins by displaying the percentage of questionnaire responses, which is followed by demographic data such as age, gender, marital status, occupation, and level of education. The study's goals—transparency and student trust, authenticity and student trust, educational technology and student trust, and the relationship between students' rights and well-being and student trust—were connected to the results that were produced. The study's sample size is 384 respondents, and the data was analyzed using SPSS version 20.

## 4.1QUESTIONNAIRE RESPONSE RATE

In all, 384 electronic surveys were sent online to Zimbabwean educators, marketers, and students. Nine questions were not returned, while 384 questionnaires were received and completely completed. This showed a 98% response rate, which was good. The table below displays the respondents' response rate.
:

|  | Frequency | Rate |
|---|---|---|
| Questionnaires distributed | 384 | 100% |
| Questionnaires returned | 375 | 98% |

*Simulation from SPSS output*

According to the American Journal of Pharmaceutical Education (AJPE) (2014), a quantitative study is considered satisfactory if the response rate is at least 70%. With a 98% response rate, the study is good enough to draw conclusions from. Because educators and students of marketers were willing to fill out the computerized questionnaires, the response rate was high.

### 4.1.1 Demographic Profile of Respondents

Information on the demographics of the respondents in Zimbabwe is covered in this section. These attributes consist of age, sex, education, work status, location, level of income and ethnicity/race.

**TABLE 3: Presents Profile of respondents**

| Demographic Information | Number | Percentage (%) of the sample |
|---|---|---|
| **Age** | | |
| Under 18 | *34* | 9.0 |
| 18 to 24 | *45* | *11.9* |
| 25 to 34 | 91 | 24.0 |
| 35 to 44 | 121 | 31.4 |
| 45 to 54 | 70 | 18.3 |
| 54 to 64 | *20* | *5.4* |
| Total | 381 | 100.0 |
| **Gender** | | |
| Male | 97 | 25.8 |
| Female | 174 | 45.8 |
| Non-binary/third gender | 73 | 19.5 |
| Prefer not to say | 33 | 8.9 |
| Total | 377 | 100.0 |
| **Educational level** | | |
| High school or equivalent | 81 | 20.8 |

| | | |
|---|---|---|
| Bachelor's degree | 131 | 33.8 |
| Master's degree | 121 | 31 |
| Doctorate or professional degree | 40 | 10.3 |
| Other | 16 | 4.1 |
| Total | 383 | 100.0 |
| **Employment status** | | |
| Employed full-time | 61 | 15.6 |
| Employed part time | 113 | 29 |
| Unemployed | 61 | 15.6 |
| Student | 83 | 21.5 |
| Retired | 19 | 4.9 |
| Self employed | 40 | 10.3 |
| Other | 12 | 3.1 |
| Total | 383 | 100.0 |
| **Location** | | |
| City/town | 171 | 45.6 |
| State/province | 163 | 42.5 |
| Other | 45 | 11.9 |
| Total | 379 | 100.0 |

| Level of income | | |
|---|---|---|
| Under $500 | 141 | 36.7 |
| $500 to $2500 | 102 | 26.6 |
| $3000 to $5500 | 118 | 30.7 |
| $6000 to $8500 | 22 | 5.9 |
| Total | 380 | 100.0 |
| **Ethnicity/race** | | |
| White | 49 | 14 |
| Black/African | 230 | 59.7 |
| Asian | 49 | 12.5 |
| Other | 53 | 13.8 |
| Total | 381 | 100.0 |

*Source: SPSSv20 Output*

The profile of respondents reveals a diverse range of demographics with the majority of respondents 31.4%   falling within the 35 to 44 age range, closely followed by the 25 to 34 age range 24%. The 18 to 24 age group accounts for 11.9% of respondents, while the youngest age group under 18 makes up 9%of the respondents and the oldest group 45 to 54 accounts for a relatively small proportion 5.4%.This age distribution shows that the majority of respondents are likely to be established in their careers and have a certain level of maturity which could influence their perspective and opinions on the ethical considerations and challenges in marketing educational service.

The gender distribution was showing a higher proportion of female respondents (45.8%) compared to male respondents (25.8%) with a significant proportion of respondents identifying as non-binary

or third gender (19.5%). This diversity in gender identity was notable and it may reflect a more inclusive and accepting attitude among the respondents. In terms of educational level, the majority of respondents have a bachelor's degree (33.8%) or a master's degree (31%) indicating a high level of education attainment among the respondents. The employment status of respondents reveals that the majority are ether employed part-time (29%) or students (21.5%), which could proves that many respondents are balancing work and other responsibilities.

The respondents income levels vary with (36.7%) earning under 500\$ , 26, 6% earning between \$500 to\$ 2500 and 30.7% earning between 3000\$ to 5500\$. The ethnicity or race distribution shows a majority of respondents identifying as black or African (59.7%), The White category accounts for a relatively small proportion (14%) of respondents. Overall, the profile of respondents suggests a diverse and dynamic group of individuals with varying backgrounds, experience and perspective which provide rich insights into the ethical considerations in marketing educational service.

## 4.2 Measurement Scale Validation

Principal Axis Factoring which makes use of SPSSv20 software was used to conclude the validation of the measurement scale. The statistical method known as Principal Axis Factoring (PAF) divides observable variables into a smaller number of unobserved variables called factors in order to find the underlying link between variables. (Joseph and hair.2019). This study wanted to determine the variables that have an impact on Ethical considerations and challenges in marketing educational service focusing on transparency, authenticity and student trust. The Keiser-Meyer-Olkin (KMO) test (Keiser, 2016) is used to determine the degree of correlation between an item and the other items in the EFA correlation matrix. The sample size was confirmed by the researcher to be sufficient for factor analysis. According to Anderson (2019), the KMO correlation is between 0 and 1, with a factor of 0.50 being considered acceptable. Furthermore, Netemeyer et al. (2016) said that a KMO of greater than 0.6 is considered sufficient for evaluating the EFA yield. Table 5 below displays the KMO results for this research investigation, which indicate a link of 0.901.

**Table 4: KMO and Barlett's Test Results**

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .901 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 4902.369 |
| | Df | 1378 |
| | Sig. | .000 |

*Source: SPSS v 20 output*

The study's KMO, as shown in table 5 above, is 0.901, which is excellent and suggests strong sample adequacy. Given that the p-value is.000, the Bartlett's test of sphericity indicated that the correlation matrix had a substantial correlation.The significance coefficient that is below 0.05 shows that data gathered is nearly multivariate normal and suitable for further analysis (Tabachnick 2016).

### 4.3 Scale-Dimensionality Analysis

As weight and volume are simply approximations of the actual results, scale dimensionality measures aspects of the study that cannot be assessed exactly, according to Rensis Likert (2015). Measuring each measurement independently was appropriate in order to precisely and fairly capture the variances.

### 4.3.1 Factor analysis for Transparency

In the research, transparency was one of the constructs in the ethical considerations and challenges in marketing educational service. The International Centre for Academic Integrity (ICAI) 2021 approved the scale's eight components, which make up transparency. The factor analysis results for transparency are displayed below.

**Table 5: Factor analysis findings for Transparency (N=8)**

| SCALE ITEMS | FACTOR LOADINGS |
|---|---|
| Admission requirements are transparent | .554 |
| | .675 |

31

| | |
|---|---|
| There is transparency in accreditation disclosure | |
| The program outcome is transparent | .587 |
| There is transparency in faculty qualification disclosure | .601 |
| The curriculum is transparent | .589 |
| Tuition and fees disclosure are transparent | .556 |
| The financial aid is transparent | .567 |
| There is transparency in conflict of interest disclosure. | .530 |
| Variance explained | 73.33% |
| Eigen value | 2.933 |
| The Kaiser –Mayer-Olkin measure of sampling adequacy | .833 |
| The Bartlett's test of sphericity | .000 |
| Reliability | .877 |

*Source: SPSSv20 output*

.The total variance of 73.33%was explained using single factor and the total variance indicates the strength of the principal components in the factor analysis. The Cronbach's reliability was 0.877 which indicated a good internal consistency of the scale.

### 4.3.2 Factor analysis findings for Authenticity (N=8)

Authenticity refers to the genuine and honest representation of an institution's values, mission, and identity. This involves presenting a true and accurate image of the institution, without exaggeration or manipulation, and being consistent in words and actions. (Soutar and Murphy, 2020 as a component of Ethical considerations and challenges in marketing educational service it

32

comprises of 8items found on the scale by the International Centre for Academic Integrity (ICAI 2021) the factor analysis's findings are displayed below.

**Table 6: Factor analysis findings for Authenticity**

| SCALE ITEMS | FACTOR LOADINGS |
|---|---|
| There is authenticity in the accuracy of Marketing materials. | .583 |
| There is authenticity in curriculum alignment with industrial needs Authenticity in fairness grading. | .628 |
| | .512 |
| There is authenticity honest in program outcome | .617 |
| There is authenticity in integrity of conduct. | .627 |
| There is authenticity in disclosure of conflict of interest. | .650 |
| There is authenticity of student work. | 589 |
| There is authenticity transparency of assessment criteria. | 351 |
| Variance explained | 84.61% |
| Eigen value | 2.478 |
| The Kaiser –Mayer-Olkin measure of sampling adequacy | .734 |
| The Bartlett's test of sphericity | .000 |
| Reliability | .894 |

*Source: SPSSv20 output*

The scale dimensionality of authenticity was examined using principal factor analysis, as indicated in table 7 above. The data was appropriate for factor analysis since the Kaiser-Mayer-Olkin measure of sampling adequacy was 0.734 and the Bartlett test of sphericity was significant

33

(p<0.001). One component was able to account for 82.61% of the total variance. Cronbach's dependability was 0.894, indicating that the scale has strong internal consistency.

### 4.3.3 Factor analysis findings for Educational Technology (N=10)

The term "educational technology" describes the application of digital tools, platforms, and resources to enhance instruction, learning, and evaluation in learning environments. This includes a wide range of technologies, such as learning management systems, online courses, educational software, mobile apps, and multimedia resources. It comprises of 10items derived from the scale by International Society for Technology in Education (ISTE 2020).The following are factor analysis results for Educational technology.

**Table 7: Factor analysis results for Educational Technology**

| SCALE ITEMS | FACTOR LOADINGS |
|---|---|
| Educational technology supports data privacy and security. | .629 |
| Educational technology supports digital citizenship education. | .636 |
| Educational technology support accessibility of digital resources. | .697 |
| Educational technology support transparency of EdTech policies | .678 |
| | .662 |
| Educational technology support equity in access to technology. | |
| | .551 |
| Educational technology support cyber bullying prevention. | |
| | .589 |
| Educational technology support intellectual property rights. | |
| Educational technology support online safety monitoring | .635 |
| Educational technology support digital literacy and critical thinking | .519 |
| Educational technology support response use of Artificial intelligence and automation. | .154 |
| Variance explained | 77.80% |
| Eigen value | 2.364 |
| The Kaiser –Mayer-Olkin measure of sampling adequacy | .729 |

| | |
|---|---|
| The Bartlett's test of sphericity | 000 |
| Reliability | .865 |

*Source: SPSS output*

The scale dimensionality of educational technology was examined using principal factor analysis, as seen in table 8 above. Because the Kaiser-Mayer-Olkin measure of sample adequacy was 0.729 and the Bartlett test of sphericity was significant (p<0.001), the data was appropriate for factor analysis. One factor accounted for 78.80% of the total variation. The scale's strong internal consistency was shown by the Cronbach's reliability of 0.865.

**4.3.4 Factor analysis findings for Students rights and wellbeing (N=10)**

Student rights and well-being involve creating a supportive learning environment that promotes students' autonomy, dignity, and self-expression, while ensuring their physical, emotional, and psychological safety and security. It comprises of 10 items derived from the scale by United Nations Educational Scientific and Cultural Organization (2020). The results of the factor examination are illustrated below:

**Table 8: Factor analysis findings for Students rights and wellbeing**

| SCALE ITEMS | FACTOR LOADING |
|---|---|
| Student Rights and Well-being help protection from exploitation. | .602 |
| Student trust and well-being help support for children with disabilities. | .620 |
| Student trust and well-being help in freedom of expression. | .652 |
| Student trust and well-being helps in student autonomy and agency | .662 |
| Student trust helps in physical well-being | .686 |
| Student trust and well-being helps in mental health support. | .636 |
| Student trust and well-being helps on protection from harassment | .662 |

35

| SCALE ITEMS | FACTOR LOADING |
|---|---|
| Student trust and well-being helps in academic freedom. | .637 |
| Student trust and well-being helps on the rights to privacy | .611 |
| Student trust and well-being helps on freedom from discrimination | .632 |
| Variance explained | 88.43% |
| Eigen value | 2.683 |
| The Kaiser –Mayer-Olkin measure of sampling adequacy | .758 |
| The Bartlett's test of sphericity | .000 |
| Reliability | .940 |

*Source: SPSS v20 output*

As indicated in table 9 above, the scale dimensionality of students' rights and well-being was examined using principal factor analysis. Because the Kaiser-Mayer-Olkin measure of sample adequacy was 0.758 and the Bartlett test of sphericity was significant (p<0.001), the data was appropriate for factor analysis. One factor accounted for 89.44% of the total variation. The scale's strong internal consistency was shown by its Cronbach's reliability of 0.940.

### 4.3.5 Factor examination findings for Student trust (N =10)

Students' faith and confidence in an institution's capacity to deliver top-notch instruction and support is referred to as student trust. It involves building a relationship based on mutual respect, open communication, and a commitment to serving the best interests of students. The scale was derived from International Society for Technology in education (ISTE 2020) with 10items. The results of the factor analysis are shown below where 10 items out of 14 where analyzed.

**Table 9: Factor examination findings for Student trust**

| SCALE ITEMS | FACTOR LOADING |
|---|---|
| | |

| | |
|---|---|
| There is student trust on transparency of institutional policies. | .663 |
| There is student trust on clearness of program requirements | .705 |
| There is student trust on accountability in addressing misconduct | .651 |
| There is student trust on academic freedom autonomy. | .704 |
| There is student trust on confidentiality of student records. | .710 |
| There is student trust on accuracy of course information | .641 |
| There is student trust on faculty support and guidance | .691 |
| | .655 |
| There is student trust on perceived fairness in grading | .635 |
| | .656 |
| There is student trust on responsiveness of student concerns. | |
| Variance explained | 45.28% |
| Eigen value | 6..916 |
| The Kaiser –Mayer-Olin measure of sampling adequacy | .916 |
| The Bartlett's test of sphericity | .000 |
| Reliability | |
| | .895 |

*Source: SPSSv 20 output*

The scale dimensionality of student trust, as indicated in table 10 above, was investigated using principal factor analysis. Because the Kaiser-Mayer-Olkin measure of sample adequacy was

37

0.916 and the Bartlett test of sphericity was significant (p<0.001), the data was appropriate for factor analysis. One factor accounted for 46.28% of the total variation. The scale's strong internal consistency was demonstrated by its Cronbach's reliability of 0.895.

**4.4 Reliability Test**

Cronbach's Alpha was used to test the instrument and determine its reliability. The reliability test was carried out on Ethical considerations in marketing educational services at tertiary level in Zimbabwe with four constructs that are Transparency , authenticity ,educational technology , students' rights and well-being as well as student trust scale. According to Schindler (2015), a study should have an acceptable reliability of at least 0.7, with 0.8 being good and 0.9 being highly trustworthy.

Table 10 **Reliability test.**

| Constructs | Cronbach's Alpha | Scale Items |
|---|---|---|
| Transparency | 0.877 | 8 |
| Authenticity | 0.894 | 8 |
| Educational technology | 0.865 | 10 |
| Students' rights and well-being | 0.940 | 10 |
| Student trust | 0.895 | 10 |

*Source:  SPSS output*

**4.4.1 Convergent Validity**

Both discriminant and convergent validity tests were performed on the electronic questionnaire. To determine whether a test intended to assess a specific construct has a strong correlation with order tests used to establish the same concept, convergent validity is used. Factor loadings are displayed for each scale item of the constructs in the research measurement model in table 12.
**Table 11: Pattern Matrix**

**Pattern Matrix**[a]

| | Factor |
|---|---|

38

|      | 1    | 2    | 3    | 4    | 5 |
|------|------|------|------|------|---|
| ST5  | .843 |      |      |      |   |
| ST2  | .840 |      |      |      |   |
| ST4  | .839 |      |      |      |   |
| ST7  | .831 |      |      |      |   |
| ST1  | .814 |      |      |      |   |
| ST8  | .809 |      |      |      |   |
| ST10 | .809 |      |      |      |   |
| ST3  | .807 |      |      |      |   |
| ST6  | .801 |      |      |      |   |
| ST9  | .798 |      |      |      |   |
|      |      |      |      |      |   |
| T2   |      | .821 |      |      |   |
| T4   |      | .775 |      |      |   |
| T5   |      | .768 |      |      |   |
| T3   |      | .776 |      |      |   |
| T7   |      | .753 |      |      |   |
| T6   |      | .746 |      |      |   |
| T1   |      | .745 |      |      |   |
| T8   |      | .728 |      |      |   |
| A6   |      |      | .806 |      |   |
| A2   |      |      | .793 |      |   |
| A5   |      |      | .792 |      |   |
| A4   |      |      | .786 |      |   |
| A7   |      |      | .768 |      |   |
| A1   |      |      | .763 |      |   |
| A3   |      |      | .716 |      |   |
| A8   |      |      | .592 |      |   |
| ET3  |      |      |      | .835 |   |

| | | | | |
|---|---|---|---|---|
| ET4 | | | .823 | |
| ET5 | | | .814 | |
| ET2 | | | .798 | |
| ET8 | | | .797 | |
| ET1 | | | .793 | |
| ET7 | | | .767 | |
| ET6 | | | .743 | |
| ET9 | | | .721 | |
| ET10 | | | .392 | |
| SRWB 6 | | | | .828 |
| SRWB 1 | | | | .814 |
| SRWB 7 | | | | .813 |
| SRWB 8 | | | | .807 |
| SRWB 3 | | | | .798 |
| SRWB 5 | | | | .798 |
| SRWB 1 | | | | .791 |
| SRWB 9 | | | | .787 |
| SRWB 2 | | | | .781 |
| SRWB 10 | | | | .776 |

*Source: SPSS v20 output*

Table 12 above demonstrates that there is evidence of convergent validity for this study because each of the visible indicators heavily relies on its specific latent components (Hair et al., 2016 Anderson and Gerbing, 1988).

### 4.4.2 Discriminant Validity

In defining a latent concept, Hair et al. (2016) defined it as the difference obtained from item measures. It guarantees that the non-overlapping elements in the study don't overlap. When the correlation between each pair of latent variables is smaller than 0.85, discriminant validity is attained (Byrne and Kline 2015). The factor correlation matrix, which illustrates the relationship between factors and variables, is displayed in the table below.

**Table 12: Discriminant validity**

**Factor Correlation Matrix**

| Factor | 1 | 2 | 3 | 4 | 5 |
|--------|--------|--------|--------|--------|--------|
| 1 | 1.000 | -.054 | -.189 | -.275 | .174 |
| 2 | -.054 | 1.000 | .077 | -.129 | .382 |
| 3 | -.189 | .077 | 1.000 | -.168 | -.242 |
| 4 | -.275 | -.129 | -.168 | 1.000 | -.239 |
| 5 | .174 | .382 | -.242 | -.239 | 1.000 |

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

*Source: SPSSv20 output*

Table 13 above demonstrates that the study has discriminant validity because the variables are less than 0.5.

### 4.4.3Descriptive statistics

**Table 13: Descriptive statistics**

**Descriptive Statistics**

| Variable | Number (N) | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Transparency | 384 | 1.00 | 5.12 | 3.6134 | 1.03813 |
| Authenticity | 384 | 1.00 | 4.66 | 2.6998 | 1.23770 |
| Educational technology | 384 | 1.00 | 5.01 | 3.2966 | 1.18765 |
| Students rights and well-being | 384 | 1.00 | 5.00 | 3.2030 | 1.39105 |
| Student trust | 384 | 1.79 | 4.72 | 3.6459 | .76344 |
| Valid N (listwise) | 384 | | | | |

*Source: SPSSv20 output*

Based on the descriptive statistics in table 14, Ethical considerations and challenges in marketing educational service use transparency value of (mean =3.613, standard deviation =1.038) meaning respondents are willing to communicate and build relationship. Authenticity in ethical considerations and challenges is unstable (mean=2.699, standard deviation =1.238).Moreover, Educational technology in marketing educational services indicated average benefits (mean=3.29 7, standard deviation=1.188) and students' rights and wellbeing in marketing educational service also gave favorable results (mean=3.203, standard deviation=1.391).The communication and relationship from students, educators and professional marketers was positive as the means were above the average. Student trust was positive and favorable (mean=3.646, standard deviation =0.763)

### 4.5 Hypothesis testing

This section aims to analyze the study's hypothesis. The study's statistical presumptions include normality, homoscedasticity, and linearity. The SPSS was used to obtain the results.

### 4.5.1 Linearity

Multi regression analysis makes this statistical assumption. Determining the connections between independent and dependent variables is its goal. To demonstrate a linear relationship, the significant deviation value needs to be higher than 0.05. There isn't a linear relationship between the independent and dependent variables if the significant deviation is smaller than 0.05.

**Table 14: Linearity for Use Transparency and student trust**

**ANOVA Table**

|  |  |  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Student trust * Transpa rency | Between Groups | (Combined) | 7.260 | 16 | .454 | .770 | .714 |
|  |  | Linearity | .319 | 1 | .318 | .543 | .461 |
|  |  | Deviation from Linearity | 6.940 | 15 | .462 | .786 | .693 |
|  | Within Groups |  | 196.735 | 333 | .588 |  |  |
|  | Total |  | 203.994 | 350 |  |  |  |

*Source: SPSSv20 output*

Transparency and student trust have a linear connection, according to ANOVA output table 15, where the significant deviation from linearity is 0.694, above 0.05, p<0.001.

**Table 15: Linearity for Authenticity and Student trust.**

**ANOVA Table**

|  |  |  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Studen t trust * Authe nticity | Between Groups | (Combined) | 16.963 | 11 | 1.544 | 2.794 | .003 |
|  |  | Linearity | 8.087 | 1 | 8.088 | 14.656 | .000 |
|  |  | Deviation from Linearity | 8.875 | 10 | .888 | 1.603 | .102 |
|  | Within Groups |  | 187.034 | 337 | .551 |  |  |
|  | Total |  | 203.995 | 349 |  |  |  |

*Source: SPSSv 20 output*

43

Since the variance from linearity is 0.102 in the ANOVA output table, it can be concluded that there is a linear relationship between authenticity and student trust. This is due to the fact that it is statistically significant (p<0.001) and more than 0.05.

**Table 16: Linearity for Educational technology and Student trust.**

**ANOVA Table**

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Student trust* Educational technology | Between Groups | (Combined) | 16.612 | 11 | 1.384 | 2.496 | .004 |
| | | Linearity | 10.972 | 1 | 10.973 | 19.793 | .000 |
| | | Deviation from Linearity | 5.641 | 12 | .512 | .925 | .515 |
| | Within Groups | | 187.382 | 337 | .553 | | |
| | Total | | 203.997 | 351 | | | |

*Source: SPSSv 20 output*

Given that the results are statistically significant where p<0.001 and the value significant deviation from linearity is 0.516, which is greater than 0.05, it can be said that there is a linear relationship between student trust and educational technology.

**Table 17: Linearity for Students rights and well-being and Student trust**

**ANOVA Table**

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Student trust * Students rights and well-being | Between Groups | (Combined) | 21.194 | 12 | 1.765 | 3.265 | .000 |
| | | Linearity | 12.988 | 1 | 12.988 | 24.015 | .000 |
| | | Deviation from Linearity | 8.205 | 11 | .745 | 1.379 | .181 |
| | Within Groups | | 182.801 | 337 | .541 | | |
| | Total | | 203.996 | 349 | | | |

*Source: SPSSv 20 output*

The aforementioned ANOVA result table indicates a linear association between student trust and their rights and well-being. This is predicated on the 0.181 departure from linearity. This is due to the fact that it is statistically significant (p<0.001) and more than 0.05, indicating the presence of a linear relationship.

**4.5.2 Homoscedasticity**

The Levene test for variance equality was used to check for homogeneity in the assumption. The Levene test is used to assess whether or not the data comes from a non-normal distribution test and whether or not variances are roughly equal for all samples.

**Table 18: Homoscedasticity**

**Test of Homogeneity of Variances**

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Transparency | 3.247 | 35 | 312 | .000 |
| Authenticity | 3.393 | 35 | 312 | .000 |
| Educational technology | 5.143 | 35 | 312 | .000 |
| Students' rights and well-being | 4.213 | 35 | 312 | .000 |

45

Table 19's output indicates that there was no homogeneity of variation between student trust and transparency, with a.000 value. This is because there was homogeneity because the level of significance was less than 0.05. There was no homogeneity of variance between Authenticities which indicates .000.Furthermore there is a significant result of .000 between Educational technologies which is less than .05 meaning there is no homogeneity of variance. The same goes with Students rights and well-being, the significant result is less than .05 which means there is no equal variance assumed.

### 4.5.3 Normality Tests

The Shapiro-Wilk test was used to analyse the data to determine whether the data was normally distributed. The test was conducted using SPSSv20 for four variables in this study, and the results are shown in table 20. Byrne (2016) states that a normality test determines whether the data from the sample respondents was taken from a population that is normally distributed. This is because normal data is a necessary assumption in parametric testing (Hair et al., 2018), and the normality of the data set depends on the graphs and absolute values of skewness and Kurtosis (Byrne 2016).

**Table 19: Normality test**

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Transparency | .142 | 384 | .000 | .893 | 384 | .000 |
| Authenticity | .193 | 384 | .000 | .878 | 384 | .000 |
| Educational technology | .228 | 384 | .000 | .853 | 384 | .000 |
| Students rights and well-being | .238 | 384 | .000 | .798 | 384 | .000 |

a. Lilliefors Significance Correction

The data was not regularly distributed among the variables, as seen in Table 20. The results are all showing significant value of p>.001which is less than 0.05.

**Table 20:  Normality Test after removal of outliers**

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Transparency | .143 | 384 | .000 | .894 | 384 | .000 |
| Authenticity | .194 | 384 | .000 | .877 | 384 | .000 |
| Educational technology | .229 | 384 | .000 | .852 | 384 | .000 |
| Students rights and wellbeing | .236 | 384 | .000 | .797 | 384 | .000 |

a. Lilliefors Significance Correction

*Source: SPSS output v 20*

Table 21 above indicates the normality test results after the researcher had removed outliers (265; 275; 297; 288; 313) within the data set used. Therefore it shows there was no normal distribution between independent variable (transparency, authenticity, educational technology, students' rights and wellbeing) and dependent variable (Student trust)

**Table 21:  Normality test after transformation**

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | df | Sig. |
| TR | .212 | 384 | .000 | .804 | 384 | .000 |
| AU | .171 | 384 | .000 | .891 | 384 | .000 |
| ET | .280 | 384 | .000 | .785 | 384 | .000 |

47

| | STW | .265 | 384 | .000 | .787 | 384 | .000 |
|---|---|---|---|---|---|---|---|

*Source: SPSS output v 20*

Table 22 above indicates the normality test results after the researcher had transform the data set used. Therefore it shows there was no normal distribution between independent variables (transparency, authenticity, educational technology, students' rights and well-being) and dependent variable (Student trust). Multiple regression analysis parametric tool was to be used to analyze the data since the study has one dependent variable and many independent variables. The analysis has assumptions which are linearity, homoscedasticity normality and multicollinearity.

### 4.5.4 Multicollinearity

In a multiple regression model, multicollinearity is the presence of high inter-correlations between two or more independent variables. All variables have a variance inflation factor below 10, indicating that there is no collinearity.

**Table 22: Multicollinearity**

### Collinearity Diagnostics[a]

| Dimension | Eigen value | Condition Index | Variance Proportions | | | | |
|---|---|---|---|---|---|---|---|
| | | | (Constant) | Transparency | Authenticity | Educational technology | Students rights and wellbeing |
| 1 | 4.620 | 1.000 | .00 | .00 | .00 | .00 | .01 |
| 2 | .185 | 5.013 | .00 | .00 | .33 | .25 | .00 |
| 3 | .119 | 6.266 | .01 | .06 | .034 | .03 | .95 |

48

| 4 | .048 | 9.948 | .02 | .65 | .60 | .49 | .02 |
| 5 | .032 | 11.889 | .98 | .32 | .03 | .26 | .02 |

a. Dependent Variable: student trust

*Source: SPSSv 20 output*

### 4.6 Hypothesis Testing

In order to interpret the results, the researcher used regression analysis to test the hypotheses and determine the relationship between the variables. There are 4 independent variables which are transparency, authenticity, educational technology, students' rights and well-being and the dependent variable student trust. The relationship between the independent variables and dependent variable was shown though hypothesis testing.

### 4.6.1 Multiple Regression analysis

Multiple regressions is a statistical technique that is used to analyze the relationship between one dependent variable and multiple independent variables (Hair et al 2010).Multiple regression analysis was used to look at the relationships in this study. The multiple regression models for each and every independent variable which are transparency, authenticity, educational technology and students rights and well-being is highlighted in the coefficient table.

### 4.6.2 Model summary

The strength of the correlation between the model and the dependent variable is represented in the model summary table 23

**Table 23: Model summary**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .385[a] | .149 | .138 | .70875 |

49

*source :SPSS version 20 output*

The results indicated that R –squared of 0.149 which is 14.9%. This means that independent variables (transparency, authenticity, educational technology, students' rights and well-being) have a 14.9% impact on student trust.

### 4.6.3 ANOVA

Kenton 2020 states that analysis variance (ANOVA) is a statistical analysis in which the significance of data sets is determined by comparison and measurement. ANOVA shows the F-statistic value, which is the ratio of the mean squares treatment to the mean squares error. The ANOVA table is presented on table 24 below.

**Table 24: ANOVA**

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 30.189 | 4 | 7.547 | 15.085 | .000[b] |
| | Residual | 173.807 | 346 | .502 | | |
| | Total | 203.996 | 350 | | | |

a. Dependent Variable: Student _trust

b. Predictors: (Constant), Transparency , Authenticity , Educational Technology ,
 Students _Rights _And _ Well-being

*Source: SPSS version 20 outputs*

The model was significantly $(4,346) =15.085$ (F-value), $p>0.001$ which is positive with a significant value indicates that the model was fit to explain the dependent variable, customer

relationship management. It indicated that the model was significantly in analyzing ethical considerations and challenges in marketing educational educational service focusing on transparency , authenticity , educational technology , students' rights and well-being  and student trust .

**Table 25: Coefficients**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.745 | .181 | | 20.642 | .000 |
| | Transparency | .082 | .043 | .102 | 1.984 | .048 |
| | Authenticity | .073 | .038 | .110 | 1.983 | .048 |
| | Educational technology | .142 | .036 | .234 | 4.127 | .000 |
| | Students rights and wellbeing | .149 | .029 | .289 | 5.126 | .000 |

a. Dependent Variable: Student _ Trust

*Source: SPSSv20 Output*

From table 26, transparency showed a statistically significant effect on student trust with standardized regression coefficient β=0.102 at p=0.04, t=1.984. Therefore H1 there is a positive relationship between use transparency and student trust is accepted.

The table also shows authenticity had a statistically significant effect on student trust with standardized regression coefficient β=0.110 at p=0.04, t=1.983. Therefore H2 there is a positive relationship between authenticity and student trust is accepted

Furthermore, educational technology had a statistically significant effect on student trust with standardized regression coefficient β=0.234 at p=0.000, t=4.127. Therefore H3 there is a positive relationship between educational technology and student trust is accepted

51

In addition, students' rights and well-being had a statistically significant effect on student trust with standardized regression coefficient β=0.289 at p=0.000, t=5.126.Therefore H4 there is a positive relationship between students' rights and well-being and student trust is accepted.

## 4.7 Discussion of findings

The study aims to discuss ethical considerations in marketing educational services focusing on transparency, authenticity, educational technology, students' rights and well-being and student trust. A case study of tertiary colleges in Zimbabwe. The findings of the research study are discussed to investigate that are the results similar with past research or they differ and major conclusions between the present results and the previous results.

### 4.7.1 H1: There is a positive relationship between transparency and student trust.

Study's results demonstrated a positive relationship between transparency in marketing educational services and student trust. The results findings indicated that the tertiary colleges provides a valuable case study on the importance of transparency in building trust with students. By prioritizing transparency, authenticity and student well-being, the university was able to establish a strong reputation and attract high quality students. This notion was greatly supported by the past study conducted by Ahmad et al. (2020), he talked about social exchange theory. According to social exchange theory, relationships are built on reciprocal exchanges of value .In the context of educational institutions transparency was seen as a form value exchange where students receive accurate. Signaling theory further supports the importance of transparency in educational marketing. Education institutions that priorities transparency can signal their commitment to student's success and wellbeing building trust with prospective students. Research in higher education and marketing has constantly shown that transparency is a key factor in building trust and credibility with student's .Studies have found that transparency in higher education can lead to increased students satisfaction, trust and loyalty. By prioritizing transparency, educational institutions like tertiary colleges can built strong relationships with students, improve student's outcome and enhance their reputation.

### 4.7.2 H2: The second hypothesis focused on establishing whether authenticity has effect on student trust. The research findings of this hypothesis revealed that authenticity has a significant effect on

student trust. This means that a positive relationship was indicated between Authenticity and student trust. According to this theory, authenticity is a key component of building trust with students. By being genuine and transparency in their marketing efforts, the tertiary colleges can establish a strong reputation and foster trust with prospective students. This is supported by the Social Exchange Theory which suggests that individual's tent to participate in activities that they find beneficial, while refraining from activities that are excessively costly (Homans, 2014). Additionally, Self – Determination Theory and Trust Building Model also support this hypothesis, highlighting the importance of authenticity in building trust and loyalty. According to Bai et al., (2021), authenticity can lead to increased student engagement, retention and advocacy, ultimately driving institutional success. Authentic marketing efforts can also help institutions differentiate themselves from competitors and establish the unique identity. Moreover, students are more likely to perceive institutions as trustworthy when they demonstrate authenticity in their communication, policies and practices. By embracing authenticity, institutions can create a positive feedback loop, where trust be gates loyalty and loyalty reinforces trust. This, intern\n can lead to long term relationships and strong institutional reputation.

**4.7.3 H3: The** third hypothesis was to determine whether Educational technology has effect on student trust. The results revealed that educational technology have a positive impact on student trust role in influencing on customer relationship management. The hypothesis that there is a positive relationship between educational technology and student trust can be linked ethical marketing theory , which emphasizes transparent , authenticity and student well-being .According to this theory , institutions that priorities educational technology can built trust with students by providing convenient , accessibility and personalized learning experience . This is supported by the Social Exchange Theory which suggests that students trust institutions that provide valuable experiences. Studies have shown that educational technology can enhance student engagement and motivation (AI-Emran et al, 2018), facilitate personalized learning (Kiliarska, 2020), and promote deeper learning. By prioritizing educational technology and using it in a transparent and authentic way, institutions can promote positive outcomes and built strong relationships with students.

**4.7.4 H4:** The fourth hypothesis was to determine whether students' rights and well-being has effect on student trust. The results indicated that student's rights and wellbeing has effect on

53

customer relationship management. The study results are agreeing with the arguments of past studies (Faust 2021; Bailey et al, 2020, Allen et al 2014) that Students trust and wellbeing plays a significant role in influencing student trust. The hypothesis that there is a positive relationship between students' rights and well-being and student trust can be linked ethical marketing theory, which promises transparency, authenticity and student well-being. According to this theory institutions that priorities students' rights and well-being can built trust with students by demonstrating g a genuine commitment to their success and satisfaction. This is supported by Self-Determination Theory which suggests that students have fundamental needs for autonomy competence and relatedness (Deci and Ryan, 2015) When institutions priorities students' rights and wellbeing, they can foster a sense autonomy, competence and relatedness leading to increased trust and loyalty. By prioritizing students' rights and well well-being, institutions can promote positive outcomes, including increased students trust, loyalty and satisfaction (Harrigan et al 2020).

## 4.8 Summary

This chapter dealt with presentation, analysis of data and discussing the findings of the study. It illustrated the profile of demographics which in tells the total number of gender showing that there was an even representation of the population. Statistical assumptions of multiple regressions were noted and hypothesis test were done to ascertain the relationships that exist between independent and dependent variable. It was noted that there is a positive relationship that exist variables and a discussion was made on the obtained results.

# CHAPTER 5
## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.0 Introduction

The chapter concentrates on the summary of the research results, conclusions, recommendations, limitations and suggestions.

### 5.1 Summary

The main goal of the study was to discuss Ethical considerations in marketing educational service at tertiary level was the case study of the research. The objectives used in the research study were to determine whether transparency has effect on student trust, to establish whether Authenticity has effect on student trust, to investigate whether Educational technology has effect on student trust and to determine whether students' rights and wellbeing has effect on student trust. In the literature review, theories for marketing educational services which were Social Exchange Theory (SET) Social Cognitive Theory (STC) (Bandura, 2018) , Technology Acceptance Theory, Davis (2016), Trust theory (Mayer, 2016) change theory and Student trust  supported the research. The researcher used casual research design and 384 sample size was used. The researcher used electronic questionnaire to collect data and were all based on a 5-point Likert scale. Multiple regression analysis was used to test the hypothesis. Tables were used to present and explain data. The research findings from the study indicated that H1 Transparency in communication has a statistically significant effect on student trust this could be positive correlation of transparency and student trust.  ,H2 There significant positive relationship between   ,transparency in communication and student trust ,H3 Educational technology in communication has a significant impact on student trust ,H4 There is a significant positive relationship between prioritizing students' rights and wellbeing in communication and student trust  transparency and student trust.. This simply shows through in order to gain Student trust, their rights and wellbeing should be a priority.

### 5.2 Conclusions

 The study concluded that transparency has a significant effect on student trust meaning the more transparent the educational service can be, the higher the changes of student trust .There was a significant relationship between transparency and student trust in tertiary colleges. When colleges

55

are transparency about their policies, procedures and outcomes, students are more likely to trust them. Transparency helps build credibility and demonstrates a commitment to honesty and accountability .Colleges that clearly outline their academic programs, graduation rates and job placement statistics can help students make informed decisions and build trust in the college's ability to deliver on its promises

Authenticity is also a crucial aspect in building trust with students. When institutions are genuine and sincere in their marketing efforts, students are more likely to perceive them as trustworthy. Authenticity can be demonstrated through the use of real student's testimonials, accurate presentation of campus life and honest communication about the institutional strength and weaknesses. By being authentic, institutions can establish a strong reputation and foster trust with prospective students.

The study concluded that, Educational technology can play a significant role in building trust with students. When institution invest in digital tools and platforms that enhance the learning experience students are more likely to trust the institutions commitment to their success. Institutions that use learning management systems to provide students with easy access to course materials, grades and feedback can demonstrate a commitment to student success and built trust with students.

The study also concluded that prioritizing students' rights and well; being is essential in building trust with students. When institutions demonstrate a genuine commitment to student well-being, students are more likely to trust the institution's ability to support their academic and personal needs. This can include providing access to mental health resources and pestering a sense of community on campus. By prioritizing student well-being, colleges can establish strong foundation for trust and promote positive outcomes for students.          `

## 5.3 Recommendations

To address the ethical considerations in marketing educational service at tertiary level, institutions should priorities   transparency, authenticity and students well-being. Recommendations include providing clear and accurate information about programs and outcomes, using authentic student testimonials and insuring that educational technology is used in a way that enhances the learning experience. Institutions should also priorities student's rights and wellbeing by providing support

services and resources and fostering a sense of community on a campus. By building trust with students through transparent and authentic marketing practices, tertiary colleges can promote positive outcomes and establish a strong reputation. Regular review and assessment of marketing strategies can also help insure that they are align with college's values and priorities.

To determine whether transparency in marketing educational services has a positive impact on students trust, the tertiary colleges provides valuable insights. The researcher recommends that educational institutes priorities transparency by providing clear and accurate information about their programs, outcomes and policies. This can be achieved through regular updates on social media, online platforms and institutional websites. Additionally, institutions should engage in two-way communication with students, providing opportunities foe feedback and questions. By hosting online live shows, Question and Answer sessions and creating platforms for student's engagement, institutions can build trust with students and demonstrate a commitment to transparency and accountability. This approach can help built a positive relationship between students and colleges, ultimately leading to increased student trust and loyalty.

To determine whether authenticity has an effect on student trust, the researcher recommended that the tertiary colleges priorities genuineness and sincerity. This can be achieved by showcasing real students experience, highlighting institutional strengths and weaknesses and providing honest information about programs and outcomes. The tertiary colleges should also use authentic student's testimonials and avoid manipulative marketing tactics. By being authentic, the tertiary colleges can build trust with students, establish a strong reputation and foster a sense of credibility .This approach will help to create a positive relationship between the colleges and its students, ultimately leading to increased student loyalty and satisfaction.   .

To investigate whether educational technology has an effect on student trust, the researcher recommended that the tertiary colleges priorities the use of technology to enhance transparency, accessibility and student engagement. This can be achieved by leveraging digital platforms to provide students with relevant information, resources and support services while also ensuring data protection and privacy. By using educational technology in a way that is student-centered and responsive to their needs, the tertiary colleges can build trust with students and demonstrate a commitment to their success.

To determine whether students' rights and wellbeing have an effect on student trust, the researcher recommended the tertiary college's priorities student approaches that promote

students wellbeing, safety and rights. This can be achieved by providing support services, fostering a sense of community and insuring that student's voices are heard. B y demonstrating a genuine commitment to student's wellbeing and rights, the tertiary colleges can build trust with students and establish a positive reputation. This approach will help to create a positive learning environment, promote students satisfaction and ultimately lead to increased student trust and loyalty.

## 5.4 Limitations of the study

The research was carried out for a short period of time. The research only focused on respondents from students, professional marketers and educators. The data was not normally distributed .This resulted in the researcher continuing with multiple regression analysis after removing all the outliers and transforming the data.

## 5.5 Suggestion for further research

The study focused on discussing ethical considerations in marketing educational service at tertiary colleges in Zimbabwe. It can be noted that for future research other platforms of social media such as Facebook , twitter , Snapchat , tiktok , telegram  can also be used to understand the relationship between transparent , authenticity ,educational technology , students' rights and well-being ( independent variables ) and student trust (dependent variable ) .The study utilized a sample size of 384 because of the time pressure faced .It was proposed that, in the future; a bigger sample size should be used to enhance the accuracy of the study findings.

Furthermore, since the study was only carried out  only on students , professional marketers and educators , there is need for change for further studies to be carried out to others  for examples the society , community or region as a whole .

**REFERENCES PAGE**

Adler, R. (2014). Social media marketing. New York: Pearson.

Alalawneh, A., Al-Omar, H., & Alkahatib, A. (2022). The impact of social media on purchase decisions: A comparison between Jordan and the United Arab Emirates. *Journal of Research in Interactive Marketing*, 16(3), 278–294. https://doi.org/10.1108/JRIM-05-2020-0088

Allen, M. S., Walter, E. E., Swann Jr, W. B. (2014). Personality and values as predictors of self-esteem trajectories. Personality and Social Psychology Bulletin, 40(8), 1045-1056.

Alshawabkeh, N. (2023). Strategic benefits of green marketing. *International Journal of Sales, Retailing, and Marketing, 2(1), 24–32.*

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. Psychological Bulletin, 103(3), 411-423

Astuti, R. S., & Putri, W. S. (2018). Green product knowledge and environmental benefits as antecedents of green product purchase intention. *International Journal of Energy Economics and Policy*, 8(4), 154–18.

Awang, Z. (2015). SEM made simple: a gentle approach to learning structural equation modeling. MPWS Rich Publication.

Adan, R. (2020)

Ahmad et al. (2020)

Al-Emnan et al. (2018)

American Psychological Association. (2020)

Anderson, D. (2019).

Bai, W., Li, D., Ma, Z., Song, X., & Chen, W. (2021). The impacts of consumer environmental concern and corporate environmental responsibility on consumer purchase intention: Evidence

from China. *Journal of Environmental Management*, 293, 112944. https://doi.org/10.1016/j.jenvman.2021.112944

Bailey, E. (2020). The impact of corporate culture on firm innovation capabilities. *Journal of Business Research*, 118, 52-64.

Bailey, K. D. (2000). Methods of social research. Simon and Schuster.

Bhandari, R. (2020). The impact of organizational learning on innovation in service firms. *Journal of Business Research*, 120, 308-318.

Botha, D. (2017). The impact of human resource management practices on employee retention in the banking sector in South Africa. Southern African Business Review, 21(1), 296–318.

Bryman, A. (2013). Social research methods (4th ed.). Oxford University Press.

Bryman, A., & Bell, E. (2015). Business research methods. Oxford University Press.

Buss, D. M., & Begorgis, J. E. (2015). Evolutionary psychology and mental health. *Journal of Social and Political Psychology*, 3(2), 150–170. https://doi.org/10.5964/jspp.v3i2.410

Byrne, M. (2016). Structural equation modeling with Amos: Basic concepts, applications, and programming. Routledge.

Bailey et al. (2020)

Bai et al. (2017)

Baker, J., and Molesworth, M. (2021)

Bandura, A. (2018).

Bearley, W.L. (2017)

Churchill, G. A. (1997). Marketing research: Methodological foundations. Ntc Business Books.

Cooper, D. R., & Schindler, P. S. (2003). Business research methods (8th Ed.). McGraw-Hill.

Creswell, J.W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Demers, J. (2010). Social media metrics: How to measure and optimize your marketing investment. John Wiley & Sons.

Eaglen, A., & Schofield, P. (2021). Understanding the challenges and opportunities of managing innovation in SMEs: *A dynamic capabilities perspective. Journal of Business Research*, 126, 572-583.

Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. Journal of Computer-Mediated Communication, 13(1), 210-230.

Emerson, R. M. (1976). Social exchange theory. Annual Review of Sociology, 2(1), 335–362. https://doi.org/10.1146/annurev.so.02.080176.002003

Frow, P., & Payne, A. (2009). A stakeholder approach to relationship marketing strategy*:* The development and use of the "six markets" model. *European Journal of Marketing*, 43(9/10), 1152–1167. https://doi.org/10.1108/03090560910971970

Gathegi, J. (2014). APA style simplified: Writing in psychology, education, nursing, and sociology. Peter Lang.

Greenberg, J. (2009). Emotion-focused therapy: Coaching clients to work through their feelings. American Psychological Association. http://dx.doi.org/10.1037/11873-000

Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (1995). Multivariate data analysis (3rd ed.). Macmillan.

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). A primer on partial least squares structural equation modeling (PLS-SEM). Sage.

Hair Jr, J. F., Wolfinbarger Jr, M. F., Ortinau, D. J., & Bush, R. P. (2010). Essentials of marketing research (3rd ed.). McGraw-Hill Education.

Halji, M. (2014). Factors Affecting Social Media Adoption for Small Businesses. International Journal of Business and Social Science, 5(10).

Harrigan, P., Miles, M.P., Fang, E., & Roy, S. (2020). Corporate entrepreneurship, social responsibility, and social innovation: A conceptual synthesis. *Journal of Business Research*, 113, 1-8.

Hasa, A. N. (2019). The influence of social media advertising on consumer buying behavior. *International Journal of Business and Management Invention*, 8(6), 68-77.

Heinrichs, J.H., Lim, J. &Lim. K. (2011) Influence of social networking site and user accessmethod on social media evaluation .Journal of Customer Behaviour, 10(6):347-355.

Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597–606. https://doi.org/10.1086/222355

Kalakota, N. A. (2001). Social responsibilities of scientists. Current Science, 80(5), 605–606.

Kaltcheva, V. D., Patino, A., Laric, M. V., Pitta, D. A., & Imparato, N. (2014). Customers' relational models as determinants of customer engagement value: Journal of Product & Brand Management, 23 (1):55-61.

Kaltcheva, V. D., Weitz, B. A., & Pandya, S. P. (2014). Making the case for effective preventive health services: *The role of a commitment strategy. Journal of Marketing*, 78(4), 61–83. https://doi.org/10.1509/jm.13.0442

Kaplan, A. M. & Haenlein, M. (2010). "Users of the world, unite! The challenges and opportunities of Social Media ".Business Horizons 53(1):59-68.

Katz, D. (1974). The social psychology of organizations (2nd ed.). Wiley.

Keiser, L. R. (1970). The inside story of the Warren report. Signet.

Khan, R., Arif, N. A., & Waseem, A. (2016). Impact of organizational justice on job satisfaction: Employee commitment as mediator. Journal of Business Ethics, 135(3), 569-581.

Khan, Z., Lewis, K., Sherwani, Y., & Qureshi, M. A. (2016). A systematic literature review of the state-of-the-art in agile systems development practices and challenges. *Journal of Systems and Software*, 117, 235–261. https://doi.org/10.1016/j.jss.2016.03.051

Kline, R. B. (2015). Principles and practice of structural equation modeling. Guilford publications.

Kothari, C.R. (2004). Research methodology: Methods and techniques. New Age International.

Kumar, R. (2012). Research methodology: A step-by-step guide for beginners. Sage Publications.

Lehmkuhl, C., & Trainor, K. J. (2014). Social media in financial services: A win-win for customers and firms. *Journal of Financial Services Marketing*, 19(3), 161-170.

Lund, P. (2012). Massively Networked: How the convergence of social media and technology is changing your life, PLI Media.

Lund, N. F. (2012). Measuring social media ROI: Making the case for investment. Journal of Digital & Social Media Marketing, 1(2), 111-118.

Mangold, W. G., Faulds, D. J., & Trainor, K. J. (2009). Social media: The new hybrid element of the promotion mix. Business Horizons, 52(4), 357-365.

Martin, B. A. S. (2010). Social media and marketing: Evolution or revolution? Journal of Research in Interactive Marketing, 4(2), 175-179.

Maslow, A. H. (1970). Motivation and personality (2nd ed.). Harper & Row.

McKinsey. (2018). beyond the hype: Capturing value from social media and big data.

Moreno, A., Morales, J.A., King, D.N., & Lockett, A. (2020). Entrepreneurial orientation and innovation in family firms: *Exploring the moderating role of family. Journal of Business Research*, 116, 240-251.

Moreno, J. L. (1930). Principles of sociometry. Beacon House.

Nesrine, B. (2021). Factors facilitating innovation in the workplace: A qualitative study of employees' perceptions. *Journal of Business Research*, 131, 327-336.

Netemiyer, R. G., Bearden, W. O., & Sharma, S. (2003). Scaling procedures: Issues and applications. Sage.

Ngure, R. M., Kihoro, J. M., & Waititu, A. G. (2015). Influence of macro-economic environment on financial reporting by microfinance institutions in Kenya. International Journal of Economics, Commerce and Management, 3(4), 1-15.

Orehek, E., & Human, L.J. (2016). Automated text analysis in psychology: Methods, applications, and future developments. Social and Personality Psychology Compass, 10(12), 679-691.

Raab, J., Aligner, W., & Gollner, H. (2008). Perception and trust: A model for interaction in business relationships. Journal of Business Ethics, 82(4), 1015–1026. https://doi.org/10.1007/s10551-007-9576-9

Rozzet, K. (2011). Reforming the pension industry in the Kyrgyz Republic: A blueprint for reform (Issue Brief). The World Bank.

.

Rozzet, K., & Remo, V. (2010b). Better pensions, better jobs: A blueprint for reforming occupational pensions in Nigeria. The World Bank.

Saunders, M, Lewis, P, and Thornhill, A (2005) .Research methods for business students. Pearson Education Limited. Harlow, England

Saunders, M., Lewis, P., & Thornhill, A. (2016). Research methods for business students. Pearson.

Saunders, M.N.K., Lewis, P., & Thornhill, A. (2019). Research methods for business students. Pearson Education Limited.

Segars, A. H. (1997). Assessing the unidimensionality of measurement: A paradigm and illustration within the context of information systems research. Omega, 25(1), 107-121.

Sekaran, U., Bougie, R., & Cramer, D. (2013). Business research methods. John Wiley & Sons.

Singh, N. (2020). *Journal of Business Research and Management*, 4(2), 52-62.

64

Systrom, K. (2010). Instagram.

Trainor, K. J. (2012).: A review and research agenda. Journal of Research in Interactive Marketing, 6(4), 268-287.

Trainor, K. J. (2021). Understanding social media as a strategic marketing tool. Journal of Marketing Education, 43(1), 6-20.

Van Tilburg, W. A., & Igou, E. R. (2012). On boredom and social identity: A pragmatic meaning-regulation approach. Personality and Social Psychology Review, 16(2), 97-115.

Wallace, J., Torres, A., Augusto, M., & Stefuryn, E. (2021). Fostering sustainable innovation in local government: The role of leadership, organizational culture and stakeholder engagement. *Journal of Public Administration Research and Theory*, 31(1), 93-107.

Wang, Y., Fine, S., & Cai, Y. (2008). Relationship marketing and customer loyalty: *Evidence from China. Journal of Marketing*, 72(5), 111–124. https://doi.org/10.1509/jmkg.72.5.111

Wasserman, S., & Faust, K. (1994). Social network analysis: Methods and applications. Cambridge University Press.

West, C., & Turner, L. H. (2007). Introducing communication theory: Analysis and application (3rd ed.). McGraw-Hill Higher Education.

Whelan, I., Islam, M. K., & Brooks, B. (2020). Understanding user acceptance of gratification in mobile services: Evidence from a developing country setting. Information Technology & People, 33(3), 835–859. https://doi.org/10.1108/ITP-02-2018-0069

Zeenat, K. (2020). Exploring the relationship between transformational leadership and employees' innovative behavior: A targeted investigation in the hospitality industry. *International Journal of Hospitality Management*, 91, 102673.

Zikmund, W.G., Babin, B.J., Carr, J.C., & Griffin, M. (2012). Business research methods. Cengage Learning.

APPENDIX 1: CODED QUESTIONNAIRE
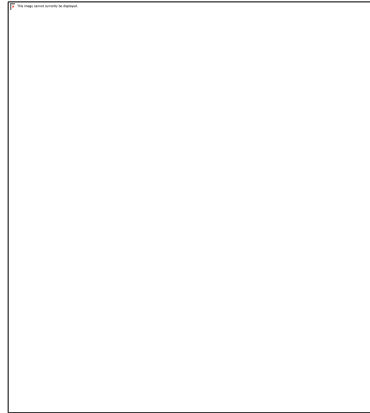
BINDURA UNIVERSITY OF SCIENCE EDUCATION

Dear participant:

You are invited to participate in an academic research study conducted by Nyasha Chingara (Reg number B222730B)

Bachelors of Honors degree in marketing student from the Faculty of Commerce,

Department of Marketing at the Bindura University of Science Education (BUSE).

The topic under study is: ETHICAL CONSIDERATIONS IN MARKETING EDUCATIONAL AT TERTIARY LEVEL IN ZIMBABWE.

CONSERT

Please note the following:

* This research is for educational purposes and the information provided will be used for the educational research only.
* Names will not be included and the information will be as anonymous

* Your participation is voluntary and you may withdraw at any time without penalty

* If you have any questions or concerns, please feel free to ask

* By anticipating, you consent to the use of your responses for research purposes

* Your feedback will help improve educational services for students in the future

* Your input is valuable and appreciated

* Please answer all questions honestly and to the best of your ability

* Your participation will contribute to the advancement of knowledge in the field of Marketing and education

Contact details

Phone number: 0783304397 or 0719606338

Email:  nyashachingara130402@gmail.com

Please tick your honest response in the box provided

SECTION A: DEMOGRAPHICS

Question 1: PLEASE INDICATE YOUR AGE

| AGE | |
|---|---|
| Under 18 | 1 |
| 18 to 24 | 2 |
| 25 to 34 | 3 |
| 35 to 44 | 4 |
| 45 to 54 | 5 |
| 55 to 64 | 6 |

Question 2: PLEASE INDICATE YOUR GENDER

| GENDER | |
|---|---|
| Male | 1 |
| Female | 2 |
| Non-binary /third gender | 3 |
| Prefer not to say | 4 |

Question 3: PLEASE INDICATE YOUR EDUCATIONAL LEVEL

| EDUCATIONAL LEVEL | |
|---|---|
| High school or equivalent | 1 |
| Bachelor's degree | 2 |
| Master's degree | 3 |
| Doctorate or professional degree | 4 |
| Other | 5 |

Question 4: PLEASE INDICATE YOUR EMPLOYMENT STATUS

| EMPLOYMENT STATUS | |
|---|---|
| Employed full-time | 1 |
| Employed part-time | 2 |
| Unemployed | 3 |
| Student | 4 |

| | |
|---|---|
| Retired | 5 |
| Self employed | 6 |
| Other | 7 |

Question 5: PLEASE INDICATE YOUR LOCATION

| LOCATION | |
|---|---|
| City/town | 1 |
| State /province | 2 |
| Other | 3 |

Question 6: PLEASE INDICATE YOU LEVEL OF INCOME

| INCOME | |
|---|---|
| Under $500 | 1 |
| $500to$2.500 | 2 |
| $3000 to $5.500 | 3 |
| $6000 to$8.500 | 4 |

Question 7: PLEASE INDICATE YOUR ETHINICITY/RACE

| RACE | |
|---|---|
| White | 1 |
| Black /African | 2 |

| | |
|---|---|
| Asian | 3 |
| Other | 4 |

## SECTION B:  THE 5 DEPENDENT VARIABLES

TRANSPARENCY

Transparency refers to openness, clarity and honesty in which information, actions and decisions or processes are easily accessible and understandable to others without hidden agendas or motives

*Please indicate your vote (HOW FAR DO YOU AGREE) to the following assertion. Where 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5= strongly agree*

| Code | Transparency Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| T1 | Admission requirements are transparent. | 1 | 2 | 3 | 4 | 5 |
| T2 | There is transparency in accreditation disclosure. | 1 | 2 | 3 | 4 | 5 |
| T3 | The program outcome is transparent | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| T4 | There is transparency in faculty qualification disclosure. | 1 | 2 | 3 | 4 | 5 |
| T5 | The curriculum is transparent. | 1 | 2 | 3 | 4 | 5 |
| T6 | Tuition and fees disclosure are transparent. | 1 | 2 | 3 | 4 | 5 |
| T7 | The financial aid is transparent. | 1 | 2 | 3 | 4 | 5 |
| T8 | There is transparency in conflict of interest disclosure. | 1 | 2 | 3 | 4 | 5 |

## AUTHENTICITY

Authenticity refers to the quality of being genuine, real or true to the original nature or intent

*Please indicate your vote (HOW FAR DO YOU AGREE) to the following assertion. Where 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5= strongly agree*

| Code | AUTHENTICITY STATEMENT | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| A1 | There is authenticity in the accuracy of Marketing materials. | 1 | 2 | 3 | 4 | 5 |

71

| A2 | There is authenticity in curriculum alignment with industrial needs. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| A3 | Authenticity in fairness grading. | 1 | 2 | 3 | 4 | 5 |
| A4 | There is authenticity honest in program outcome. | 1 | 2 | 3 | 4 | 5 |
| A5 | There is authenticity in integrity of conduct. | 1 | 2 | 3 | 4 | 5 |
| A6 | There is authenticity in disclosure of conflict of interest. | 1 | 2 | 3 | 4 | 5 |
| A7 | There is authenticity of student work. | 1 | 2 | 3 | 4 | 5 |
| A8 | There is authenticity transparency of assessment criteria. | 1 | 2 | 3 | 4 | 5 |

EDUCATIONAL TECHNOLOGY

Educational technology is the use of technology - hardware, software and digital resources in the context of education to enhance teaching and the learning process.

Please indicate your vote (HOW FAR DO YOU AGREE) to the following assertion. Where 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5=strongly agree

| Code | EDUCATIONAL TECHNOLOGY STATEMENT | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|---|

| ET1 | Educational technology supports data privacy and security. | 1 | 2 | 3 | 4 | 5 |
|-----|-----|---|---|---|---|---|
| ET2 | Educational technology supports digital citizenship education. | 1 | 2 | 3 | 4 | 5 |
| ET3 | Educational technology support accessibility of digital resources. | 1 | 2 | 3 | 4 | 5 |
| ET4 | Educational technology support transparency of EdTech policies. | 1 | 2 | 3 | 4 | 5 |
| ET5 | Educational technology support equity in | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | access to technology. | | | | | |
| ET6 | Educational technology support cyber bullying prevention. | 1 | 2 | 3 | 4 | 5 |
| ET7 | Educational technology support intellectual property rights. | 1 | 2 | 3 | 4 | 5 |
| ET8 | Educational technology support online safety monitoring. | 1 | 2 | 3 | 4 | 5 |
| ET9 | Educational technology support digital literacy and critical thinking. | 1 | 2 | 3 | 4 | 5 |

| Code | | 1 | 2 | 3 | 4 | 5 |
|------|------|---|---|---|---|---|
| ET10 | Educational technology support response use of Artificial intelligence and automation. | 1 | 2 | 3 | 4 | 5 |

## STUDENT RIGHTS AND WELL-BEING

Student rights: The entitlement and freedoms that students possess within the educational system.

Student's well-being: The physical, mental, emotional social health of students

Please indicate your vote (HOW FAR DO YOU AGREE) to the following assertion. Where 1= strongly disagree, 2 = disagree, 3 =neutral, 4 = agree, 5=strongly agree

| Code | Students Rights and well-being Statement | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|------|------|------|------|------|------|------|
| SRWB1 | Student Rights and Well-being help protection from exploitation. | 1 | 2 | 3 | 4 | 5 |
| SRWB2 | Student trust and well-being | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| | help support for children with disabilities. | | | | |
| SRWB3 | Student trust and well-being help in freedom of expression. | 1 | 2 | 3 | 4 | 5 |
| SRWB4 | Student trust and well-being helps in student autonomy and agency. | 1 | 2 | 3 | 4 | 5 |
| SRWB5 | Student trust helps in physical well-being | 1 | 2 | 3 | 4 | 5 |
| SRWB6 | Student trust and well-being helps in mental health support. | 1 | 2 | 3 | 4 | 5 |
| SRWB7 | Student trust and well-being helps on protection | 1 | 2 | 3 | 4 | 5 |

| Code | | | | | | |
|------|--|--|--|--|--|--|
| | from harassment. | | | | | |
| SRWB8 | Student trust and well-being helps in academic freedom. | 1 | 2 | 3 | 4 | 5 |
| SRWB9 | Student trust and well-being helps on the rights to privacy | 1 | 2 | 3 | 4 | 5 |
| SRWB10 | Student trust and well-being helps on freedom from discrimination. | 1 | 2 | 3 | 4 | 5 |

## SECTION C: DEPENDENT VARIABLE

STUDENT TRUST - student trust refers to the confidence, faith and belief that students have in their educational institutions, educators and the learning process.

Please indicate your vote (HOW FAR DO YOU AGREE) to the following assertion. Where 1= strongly disagree, 2 = disagree, 3 =neutral, 4 = agree, 5=strongly agree

| Code | Student trust statement | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|------|-------------------------|-------------------|----------|---------|-------|----------------|
| ST1 | There is student trust on transparency of institutional policies. | 1 | 2 | 3 | 4 | 5 |
| ST2 | There is student trust on clearness of | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| | program requirements. | | | | | |
| ST3 | There is student trust on accountability in addressing misconduct. | 1 | 2 | 3 | 4 | 5 |
| ST4 | There is student trust on academic freedom autonomy. | 1 | 2 | 3 | 4 | 5 |
| ST5 | There is student trust on confidentiality of student records. | 1 | 2 | 3 | 4 | 5 |
| ST6 | There is student trust on respect for student diversity. | 1 | 2 | 3 | 4 | 5 |
| ST7 | There is student trust on accuracy of course information. | 1 | 2 | 3 | 4 | 5 |
| ST8 | There is student trust on faculty | 1 | 2 | 3 | 4 | 5 |

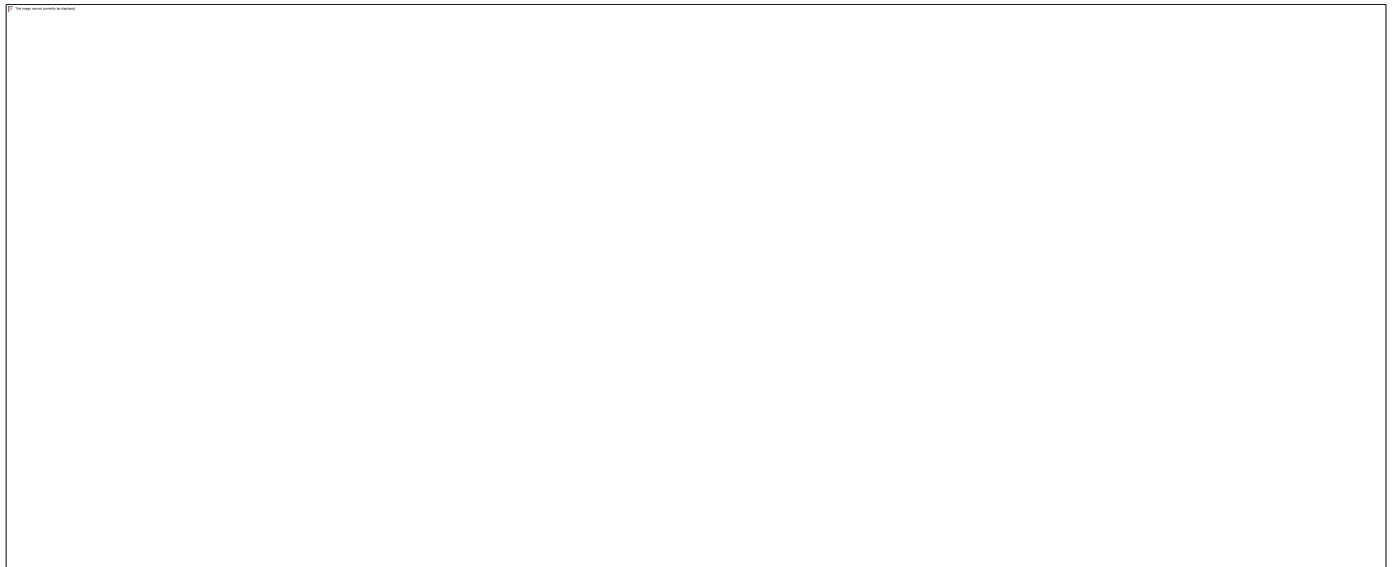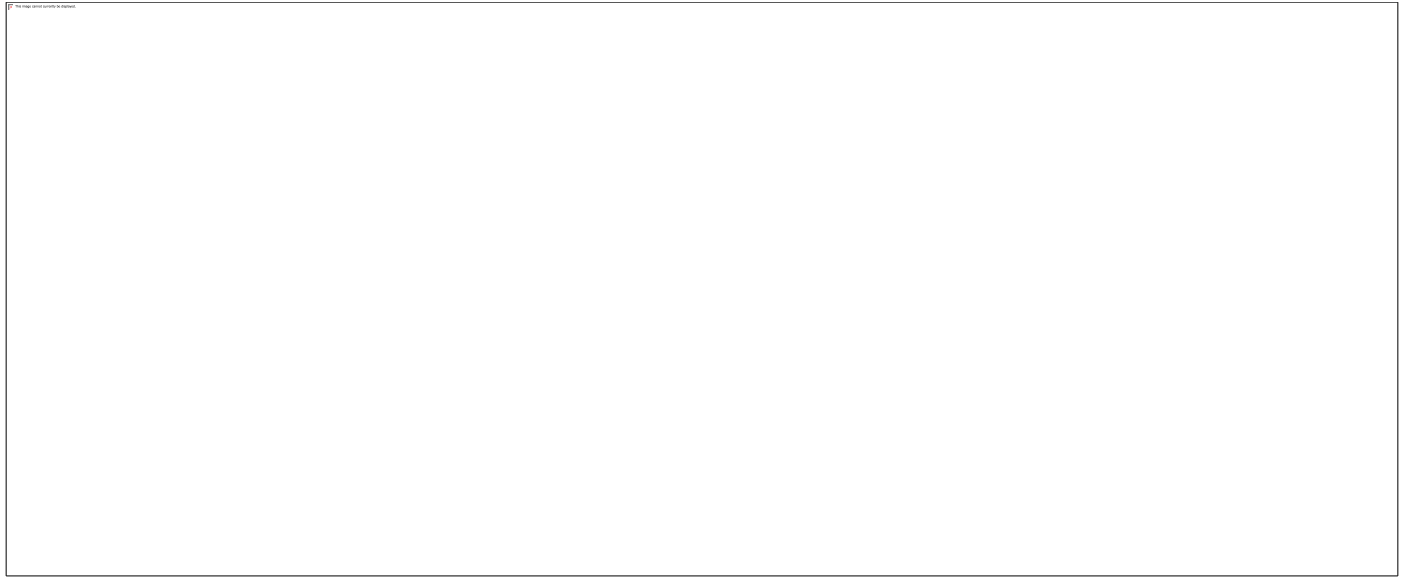| | | | | | |
|---|---|---|---|---|---|
| | support and guidance. | | | | | |
| ST9 | There is student trust on perceived fairness in grading | 1 | 2 | 3 | 4 | 5 |
| ST10 | There is student trust on responsiveness of student concerns. | 1 | 2 | 3 | 4 | 5 |

**THANK YOU**

**THE END**

80

81

83