

**DURBAN UNIVERSITY OF TECHNOLOGY**

**THE INFLUENCE OF MARKETING COMMUNICATION ON STUDENTS'  
DECISIONS TO ENROL AT TECHNICAL VOCATIONAL EDUCATION AND  
TRAINING COLLEGES IN KWAZULU-NATAL**

**Freedom Clement Vezi**

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**THE INFLUENCE OF MARKETING COMMUNICATION ON STUDENTS'  
DECISIONS TO ENROL AT TECHNICAL VOCATIONAL EDUCATION AND  
TRAINING COLLEGES IN KWAZULU-NATAL**

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**A dissertation submitted in fulfilment of the requirements for the degree**

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## **DECLARATION**

I, Freedom Clement Vezi, hereby declare that this research dissertation is my own work and that all sources I have used or quoted to the best of my knowledge have been indicated and acknowledged by means of complete references.

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Mr F C. Vezi

## **ABSTRACT**

Marketing higher education is a growing field of expertise in many developing countries. However, little research has been done on marketing Technical Vocational Education and Training (TVET) Colleges in South Africa. Evidence suggests that it may suffer from a lack of expertise to provide direction to the practical aspects of marketing TVET Colleges. Most of the marketing practices of Higher Education are underdeveloped and lack a strategic focus when it comes to Technical Vocational Education and Training (TVET). For TVET Colleges marketing communication plays an important role in students' recruitment.

The aim of this study is to analyse the influence of marketing communication towards students' decisions to enrol at Technical Vocational Education and Training Colleges (TVET). The objectives of this study is to determine factors that influence students in the selection of a TVET College. Additionally, the study strives to identify students' perceptions towards TEVT Colleges, and investigate marketing communication practices that contributes toward improving students' perceptions at TVET.

The study was conducted in KwaZulu-Natal where the targeted TVET colleges are based. This is a quantitative, descriptive, and cross-sectional study conducted among a sample of 400 TVET College students. Data was analyzed using SPSS.

The results of this study reveal the need for marketing communication in TVET Colleges to be addressed urgently in order to improve public perception and enrolment rates at TVET Colleges.

Both students and TVET Colleges will benefit from the study because marketing and communication as a source of information will assist when selecting a college of choice. In addition, this will also assist TVET Colleges in the selection of appropriate marketing communication media to enable proper allocation of marketing budget and resources

The findings of this study will then act as guidelines to determine a more appropriate marketing communication strategy to improve the public perceptions of TVET Colleges to make TVET Colleges a students' first choice.

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# **CHAPTER ONE**

## **INTRODUCTION TO THE STUDY**

### **1.1 INTRODUCTION**

The challenges represented by the restructuring of higher education through a National Plan for Higher Education in South Africa and the implementation of the National Qualification Framework have created new opportunities and challenges for tertiary institutions (Jones 2002: 2). The National Higher Education Framework aims to provide students with opportunities such as mobility and easy access to education and training (National Plan for Higher Education 2001: 5). Higher Education Institutions are now faced with the challenge to respond quickly and decisively to the changes that are happening in the higher education sector. Due to these changes, Higher Education Institutions are faced with the challenges such as competition, a decrease in government funding, an increase in marketing costs, student's not paying fees and repositioning their primary product (National Plan for Higher Education 2001: 5). According to Goff, Patino and Jackson (2004: 10), there is a visible growth in marketing communication, advertisements, promotions, and other promotional mix elements all geared toward influencing student's decision making.

This chapter highlights the rationale for this study and provides an overview of the research problem, objectives and the research methodology that guides the study.

### **1.2 CONTEXT OF THE STUDY**

Higher education in South Africa is facing many challenges including the most recent proposed transformation of Public TVET Colleges (South Africa 2012: 15). The main driving force behind these changes is to maintain a uniform standard of education and an increment of student enrolment. Eulalie (2011: 04) reports that enrolment rate at universities are three times higher than those of TVET Colleges. According to Nkosi (2013:02) students need to be encouraged to take courses from TVET Colleges because many prospective students fear that TVET qualifications will deprive them of good job opportunities. Whyte (2001: 27), state that Higher Education (HE) all over the world is undergoing considerable changes such as focusing on the global market and increased competition.

The Department of Higher Education and Training (DHET) wishes to turn the system around and increase student enrolment for TVET Colleges to one million by the year 2014 and up to four million by 2030 (South Africa 2012: 15). According Du Plessis (2012: 06) the Higher Education system must be flexible and easily accessible to students. In order to achieve the 2030 goal of 4 million enrolments at TVET Colleges far-reaching marketing communication must be implemented at these institutions. A strategic marketing framework for marketing TVET Colleges must be designed which will entail establishing a positive image and positioning to encourage students to take courses offered by TVET Colleges.

### **1.3 RESEARCH PROBLEM**

Higher Education marketing is a growing field of expertise, but suffers from lack of theoretical discourse. Most marketing practices on Higher Education are underdeveloped and lack a strategic focus, therefore, creating a need for marketing communication strategies in higher education (Gibbs and Murphy 2009: 10).

Altman (2010: 04), states about 500 000 to 700 000 high school leavers aged between 15-24 enter labour market every year with little or no training at all. About 50% of these individuals are unable to access Higher Education Institutions due to lack of information available. The government's introduction of statutory bodies and publication of documents to transform the TVET education sector concentrates extensively on quality issues with little guidance on how to market and communicate these programmes to prospective students.

According to Bonnema (2007: 20), little is known about prospective students' information needs when deciding which college to attend. Due to the competitive environment, the changes in the higher education landscape and limited financial resources, Higher Education Institutions are forced to evaluate and review their marketing strategies in order to attract more students.

TVET Colleges are located widely across all nine provinces and have wider geographic reach and are usually lower in unit cost compared to universities, but the number of student enrolment is very low compared to universities and other tertiary institutions (Du Plessis 2012: 06).

Many prospective students fear that TVET qualifications will not open the doors to jobs that offer good pay (Nkosi 2013:02). A high school leaver (whether completed or not) needs to be encouraged to study at TVET Colleges (Eulalia 2011: 04). TVET Colleges in KwaZulu-Natal have not yet adopted and implemented marketing communication strategies to serve as a source of information to prospective students when searching for colleges to enrol at. TVET Colleges have also not explored the role played by marketing communication and the influence it has on college choice this is evident by the low student enrolments in TVET Colleges. Furthermore, very little is known about the role played by the location, availability of financial aid, employability and friends and family in influencing the students' decision of enrolling at a particular TVET College (Eulalia 2011: 04).

The reason for this study is to evaluate the role that marketing communication can play in realising the value of TVET colleges in KwaZulu-Natal.

## **1.4 STUDY AIM AND OBJECTIVES**

The aim of this study is to determine the influence of marketing communication on students' decision to enrol at TVET Colleges.

### **OBJECTIVES**

- To determine factors that influence the selection of a TVET College.
- To identify students' perceptions towards TVET Colleges.
- To investigate marketing communication practices that contribute to improving students' perceptions at TVET Colleges.

## **1.5 RESEARCH METHODOLOGY**

### **1.5.1 STUDY TYPE**

This is a quantitative study aimed at quantifying the relationship between marketing communication and the influence it has on student's choice of TVET Colleges. Descriptive, quantitative and cross-sectional method is used. Zethaml, Bitner and Gremler (2006:269) state that quantitative data collection is important to assess and improve customer services.

### 1.5.2 TARGET POPULATION

According to Welman, Kruger and Mitchell (2005:46) population is a study object which may be made up of individuals, groups, organisations, humans, products and events. The target population for this study are first year student at public TVET Colleges. A total of nine TVET Colleges in KZN were identified. Four TVET Colleges were selected from the list obtained based on the geographic location. The location is important, because it provides a wider selection for the target population and sampling. These Colleges are geographically located in Durban Central, Midlands, North Coast and South Coast of KZN.

### 1.5.3 SAMPLE SELECTION

Judgmental sampling also known as purposive sampling was used. This is a non-probability sampling technique. The process involves handpicking individuals from the population based on the researcher's knowledge and judgment (Castillo 2009:06). Using judgmental sampling four TVET Colleges in KZN were selected.

### 1.5.4 SAMPLE SIZE

A proportional sample of 100 first year students will be selected from each college making a total 400 respondents. Sekaran (2003:294) states that this sample is sufficient to represent a large population of over one million. Hopkins (2008:12) also agrees that a descriptive study usually needs a larger sample. It is further highlighted that the larger the sample size the greater it reflects the population.

• EThekwini TVET College – Durban	100
• Esayidi TVET College– Port Shepstone	100
• UMgungundlovu TEVET College – Pietermaritzburg	100
• Umfolozi TVET College – Richards Bay	100
	<hr/> 400 <hr/>



### **1.5.5 DATA COLLECTION**

Permission to conduct the study was granted by the Department of Higher Education and Training (Annexure 2). The questionnaire and data collection will be administered by the researcher. Students will be asked to remain in lecture rooms to participate in the study on a voluntary basis.

### **1.5.6 QUESTIONNAIRE DESIGN**

The questionnaire for this study is made up of 27 closed-ended multiple-choice questions and 4 open-ended questions. The questionnaire was developed based on the study objectives. It consisted of three sections, A - biographical data, B - marketing communication and C - decision making (Annexure 3).

### **1.5.7 VALIDITY**

Validity determines whether the research truly measures what it was intended to measure (Galafashani 2003: 598). The questionnaire will be reviewed by both the supervisor and the statistician to establish validity. A total of 12 questionnaires will be piloted at EThekweni College in Durban.

### **1.5.8 RELIABILITY**

Welman, et al. (2008:109) state that reliability measures the ability of the data collection instrument and method used to obtain logical data. In this study the reliability statistics of Cronbach's Alpha will be used.

### **1.5.9 DATA ANALYSIS**

The data collected from the respondents will be analysed using the SPSS version 23.0. The results that will be obtained will be expressed as descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that will be collected. Inferential techniques include the use of correlations and chi-square test values; which are interpreted using the p-values in chapter four.

### **1.5.10 DELIMITATIONS**

- The study will only be conducted at four TVET Colleges in the greater KwaZulu-Natal Namely Ethekeini TVET College, Umgungundlovu TVET College, Esayidi TVET College, and Umfolozi TVET College. Therefore, the study may contain information relevant only to Colleges in KwaZulu-Natal. Thus the results cannot be generalised to Colleges in other Provinces
- The findings of this study may not be the representative of the entire population.

## **1.6 CHAPTER OUTLINE**

The study is made up of five chapters. These chapters will cover the following areas:

### **CHAPTER 1: INTRODUCTION**

This chapter explains the background to the study with reference to marketing communication and student's perception of TVET. The aim, objectives, problem statement and the research method is introduced.

### **CHAPTER 2: LITERATURE REVIEW**

The literature review provides an overview of a theory and practices of marketing communication in higher education. This chapter examines various marketing communication mediums applicable to Higher Education in South Africa. This chapter also discusses and evaluates public behaviour and the general perceptions of TVET Colleges. Higher Education transformation and policies are also discussed.

### **CHAPTER 3: METHODOLOGY AND RESEARCH DESIGN**

The research methodology chapter demonstrates how the data was collected. This chapter provides insight into the sampling methods used, the questionnaire, and various other techniques used to analyse the results. It also contains a review of the validity and reliability of the research investigation, indicating areas where errors might have occurred.

## **CHAPTER FOUR: STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA**

The findings of the study are presented and discussed in this chapter. Detailed analysis of the findings accompanied by numerical tabulations are presented. Data is processed into meaningful results so that the reader is able to interpret and understand the significance of the findings.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents a summary and conclusions from the literature review in chapter two, followed by conclusions from the research study. The recommendations and suggestions for further research are also offered.

### **1.8 CONCLUSION**

Chapter one focused on the background of the study. This chapter also provided the rationale for investigating marketing communications on students' decision to enrol in TVET Colleges. This chapter also highlighted the research methodology and the overall overview of the study.

The next chapter presents the literature study relating to marketing communication and the influence it has on students' decision to enrol at TVET Colleges in KwaZulu-Natal. This chapter also evaluates the proposed transformation by the department of Higher Education to the TVET sector and as well as South African policies in Higher Education.

## **CHAPTER TWO**

### **LITERATURE REVIEW: MARKETING COMMUNICATION AND STUDENTS' CHOICE OF A TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGE**

#### **2.1 INTRODUCTION**

Every year thousands of South African youth from underprivileged rural areas find themselves trapped in a cycle of unemployment and poverty as they successfully complete their schooling but are limited from going any further, due to a lack of information available (Battling FET Colleges 2009).

Today everybody wants to get a university degree, and as a result, the enrolment rates at universities are three times higher than those of TVET Colleges (Du Plessis 2012: 06). The increased rate of university students has resulted in a critical shortage of mid-level skills as every school leaver is getting a university degree. Students who do not meet university entrance requirements face an uncertain future because attending public Technical Vocational Education and Training in South Africa are perceived as very poor (South Africa 2012: 15).

Public TVET Colleges are located countrywide across all provinces, and have greater geographic contact with communities than universities. TVET Colleges are generally less costly than universities, which means that a significant increase in access can be achieved with less investment than the subsequent increase in university enrolment. Mzimela (2002:01) explains that the director general of the TVET Steering Committee, Professor M. Metcalfe, stated that the Department of Higher Education has embarked on a journey in which they are committed to changing the public perception of TVET Colleges as second-choice institutions into institutions of excellence (Mzimela 2002: 01).

### **2.1.1 TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)**

TVET Colleges provide education and training opportunities that are responsive to human resource requirements for a diversified economy. The education and training offered by TVET Colleges forms a vital post-school education and training opportunities alongside universities. This means that there are greater more diversified education and training options for school leavers (Nkosi 2013:02).

TVET Colleges make education available for different types of students and their individual learning and training needs. Firstly there are those students who require preparation to enter the workplace, then, there are those who wish to start their own businesses, while some seek to obtain a university degree and there are also those who need re-skilling or up-skilling from present competency levels and lastly there are those who need to start a new career pathway due to personal or circumstantial reasons (South Africa 2011:04). Whatever the student's need or motivation to study is, TVET still seems to offer all flexible ways to meet with students' needs to study (Mzimela 2002: 01).

In order to understand TVET one has first to understand the conflict that once existed between Further Education and Training (FET) and Higher Education and Training (HET). What exactly does FET offer (Education at Universities 2012)? Most people used to think that FET Colleges were lower-level versions of high skills, others believed they were higher-level versions of low skills or they exist somewhere in between (Eulalia 2011:04).

The solutions to these conflicts are crucial to understanding the role and the purpose that TVET plays within the broader array of education and training in South Africa (Maluleka 2011:08). Some of these roles are:

- To meet learning needs and aspiration of individual through development of intellectual abilities and aptitude;
- To provide labour market with high level competencies and expertise; and
- To engage in creating, transmitting and evaluating knowledge by ensuring continual pursuit of intellectual enquiry in all field of human understanding through research and teaching.

Maluleka (2011:08) reports that TVET acts as a catalyst in the economic upliftment of people by rendering appropriate education and training. It was also indicated that education is one of the most important activities organized in modern societies (South Africa 1996: 04). Education creates a demanding but rewarding environment in which individuals may realize their creative and intellectual potential, Education equips people with the necessary knowledge and skills to become effective citizens.

Eulalia (2011:4) states Technical Vocational Education and Training Colleges offer courses that are vocational or occupational by nature, meaning that the student receives education and training with a view towards a specific range of jobs or employment possibilities. At a TVET College one can enrol for a vocational training course or qualification if they have passed Grade 9, any NQF level 1 qualification or a Grade 12 certificate. TVET also offers National Certificates, 'N' courses which combined with practical work, lead to a qualification as an artisan. Under certain conditions, some students may qualify for admission to a University of Technology to continue their studies at a higher level in the same field of study as they were studying at a TVET College.

Maluleka (2011:08) reports that programmes at TVET Colleges are intended to address the priority skills demands of the South African economy. They are customized and responsive to the needs of learners and industry, and the careers they encourage are essential for economic upliftment. Students who studied at a TVET College are armed with practical and theoretical knowledge thus, a full qualification at a lesser price than they would have paid at a university. However, many school leavers who intend studying further, still rush to universities and regard TVET Colleges as second choice (South Africa 2009:08).

A key challenge facing TVET Colleges in KZN is that they need to grow as rapidly as possible and to be accessible to both young people and adults. This can be achieved easily because TVET Colleges are well positioned to contribute to the critical shortage of middle-level skills. The crisis which has resulted from the perception that TVET Colleges are poor in terms of performance and students' employability after finishing their studies (Maluleka 2011:06).

According to McGrath and Akoojee (2007a: 301-321) TVET Colleges must expand their horizons and see the world beyond individual institutions and campuses, whilst at the same time not losing sight of building each institution as a centre of excellence. The main objective is to increase enrolment of youth and adults and production of quality artisans is one of the key goals. Subsequently, increasing TVET access would have the social benefit of including young people currently not in education, employment or training in opportunities to participate by studying in work-oriented programmes (South Africa 2012: 56).

It is further highlighted that TVET Colleges plays a pivotal role in addressing South Africa's skills shortages and they need to continue and expand in order cater for a wide spectrum and growing numbers of students (South Africa 2012: 57).

### **2.1.2 TRANSFORMATION POLICIES IN SOUTH AFRICAN HIGHER EDUCATION**

The Department of Education sights any educational institution providing higher education, whether it's a University, College, University of Technology or a subdivision of the three, as role players in higher education (McGrath and Akoojee 2007a: 301-321). A new political and economic environment has emerged in the higher education landscape. The National Plan for Higher Education was designed to address geopolitical minds of apartheid planners. The plan specified that inequalities and inefficiencies are still an infection in the higher education system. The higher education landscape has changed as a result of how certain institutions have deduced the white paper, the nature of responses of Higher Education Institutions (HEIs) and the development of the private higher education sector (Higher Education Act 1997:18).

The restructuring of the higher education landscape in South Africa has been influenced by policy development which includes the following: National Commission on Higher Education Report (NHCE 1996), the Education White Paper (EWP 1997), the Council on Higher Education Report (CHE 1997), and the National Plan for Higher Education (NPHE 2001).

According to Anon (2008:11) the South African Government is setting enrolment, performance, and programme targets for the Higher Education sector based on national goals and for TVET Colleges on their capacity. Waghid (2003: 91) states that the primary aim of policy development is to ensure that the higher education system

is planned, governed and funded as a single national coordinated system as well as to enhance the transformation of the whole education system.

### **2.1.3 THE TRANSFORMATION OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING**

The South African Higher Education landscape has been going through major restructuring over the years. The National Plan for Higher Education provides a structure for the transformation of the higher education system to achieve the goals for transformation in the Higher Education system as outlined in the white paper (Higher Education 1997: 3). South Africa's tertiary institution sector has experienced a number of major changes in the past 10 years. Since 2000 and 2004, Technikons were gradually transformed to Universities of Technology and some HEIs were merged. The task team appointed by the former Minister of Education, Kader Asmal, was given a clear mandate to transform higher education to responds to the needs of students of all ages and their intellectual challenges of the 21<sup>st</sup> century. The task team was also expected to share a passionate belief in the crucial importance of higher education to democracy, social justice and the economic and social development of South Africa (Council on Higher Education Size and Shape Task Team 2000: 25). Furthermore, the landscape of higher education was also aimed at promoting sharing of resources including academic staff and library resources, eliminating duplication and promoting synergies between disciplines, universities and communities.

The proposed transformation presented on the National Plan for Higher Education will create a great opportunity for the TVET sector to emerge to a global market and adapt to an increased competition from private colleges and universities. But it also represents a threat and a challenge because TVET Colleges have become more creative and innovative to keep up with trends set out in the National Plan for Higher Education. In order to successfully implement the plan, HEIs are required to develop new marketing communication strategies (Jones 2002: 2). HEIs are now left with the challenge to respond quickly and decisively to the changes in the higher education sector.



Jones (2002: 3) states that due to these changes, HEIs are threatened by increased competition, a decrease in government funding, an increase in marketing costs, non-payment of student fees and changing the ways they traditionally produced and packaged their primary product. Due to restricted financial resources, HEIs have to re-evaluate their marketing and recruitment strategies in order to attract the anticipated first year students. Marketing communication strategies of these Higher Education Institutions must be designed in a way that will appeal to diverse markets. According to Goff, Patino and Jackson (2004: 795), there is a noticeable evolution in advertisements, promotions, and other marketing elements. The biggest challenge is to influence the decision making process effectively. According to Espinoza, Bradshaw, and Hausman (2002: 20) in order to respond to the pressures created by the changes in the higher education sector, institutions must make efforts to influence the decision making process of prospective students effectively.

The Department of Higher Education and Training (DHET) announced an entire transformation of South Africa's Higher Education system. DHET wants to increase the current enrolment of students at TVET Colleges to reach a total of 4 million by the year 2030 (Du Plessis 2012: 04). It was further reported that the Department wants to transfer more powers to College Councils which have the capacity to govern them while weaker colleges will be supported centrally by the Department (South Africa 2012: 13).

According to the Department of Education (2008: 15) increasing student numbers and improving access to higher education for previously disadvantaged black communities are considered as the key to overcome inequalities created by the apartheid government, creating a stable society, and producing the high level skills needed to drive economic growth. TVET Colleges are required to enrol many more students of all race groups and build a student body that reflects the new South Africa. These developments will promote open, critical, and intellectual debates that contribute to a vibrant and engaged civil society and increase the opportunity of participating in decision making. The higher education environment has experienced a new education landscape with a change in shape, and shape of HEIs (mergers), the change in autonomy and accountability, and the nature of higher education providers (Wiese 2008: 41). The aim of transforming the South African Higher Education landscape was

to maximize integration and diversity, and promote equity and quality (Council on Higher Education Size and Shape Task Team 2000: 13). According to Du Plessis (2012: 04) the Minister of Higher Education and Training Blade Nzimande state that persuasion alone would not change the perception of TVET Colleges and that incentives were needed.

It was also stated that the following challenges are facing the TVET sector in South Africa and if DHET wants to change anything it must first pay attention to the following:

- Most of the 50 TVET Colleges in South Africa are weak institutions;
- The completion rate of national certificate offered by TVET Colleges is very poor and only 4% of the class that start the certificates graduate;
- There is a significant shortage of trained lectures in TVET Colleges, the majority of lectures working in TVET Colleges have limited knowledge and limited work experience; and
- The Department has to contend with a general public perception of TVET Colleges as being sub-par institutions when compared to University (South Africa 2012: 13).

Du Plessis (2012: 04) reports that Professor Ian Scot of the Centre of Higher Education at the University of Cape Town commented that growing the TVET sector would be a massive challenge “there are only two possible outcomes of unplanned growth, one is an increased failure and other is reduced quality standards” (Du Plessis 2012: 04). According to Du Plessis it was not impossible to grow the TVET sector, but it would require political commitment to successfully implement the plan (Du Plessis 2012: 04).

As DHET is embarking on a journey to create a new image of TVET Colleges and to increase the capacity of FET Colleges, McGrath and Akoojee (2007a: 301-321) state that in order to achieve this increase, TVET Colleges have to become more responsive to their external environment in order to keep up with international trends in public Vocational Education and Training (VET). The best mechanism in which this can be achieved is to market TVET and communicate more extensively to potential students, build a strong relationship with employers and reputation within communities in which TVET Colleges are located (McGrath and Akoojee 2007a: 301-321).

## **2.2 MARKETING HIGHER EDUCATION**

Marketing is an organizational strategy aimed at creating and delivering value to its customers (Maringe and Gibbs 2009: 161). Ramachandran (2010: 544) states that marketing in the past was a thing of the business world, an alien to HEIs. In the United Kingdom marketing higher education can be traced back at least 40 years, mostly being practiced by Private HEIs (PHEIs) and it is only recently that marketing has taken an important role in public education in other countries including South Africa (Ramachandran 2010: 545). In the past, the role of HEIs was to serve the community, teach students, and equip them with knowledge and skills that are useful in their work places. In SA, this strategy can be directly linked to the economic and political transformation after 1994 and increased number of PHEIs (Ramachandran 2010: 546).

Jones (2002: 41) explains that most HEIs are utilizing marketing communication tools to offer courses in order to gain market share. In order for TVET Colleges to market themselves commendably, they must know who their customers are, understand the communication process, the elements of the marketing communication mix and the decision making process. Bok (2003: 79-80) points out that strategic marketing is an instrument that creates local, national and international marketing opportunities for HEIs.

McGrath and Akoojee (2007a: 421) state that marketing is one way in which the value of TVET education can be exchanged and delivered; therefore, the higher education system needs to embrace it as an integral part of its development and transformation. Since education is an important element of societal development, failure to deliver value to members of the society is a violation of human right. The constitution of South Africa (Act 108 of 1196) states that basic education, adult education and further education and training is a right of everyone (South Africa 1998).

Kotler and Keller (2006: 6) describe marketing as the analysis of appropriate opportunities, choosing the right target markets, developing appropriate marketing mix and managing the marketing effort. Lamb, Hair, McDaniel and Terblanche (2004: 5) view marketing as a process that focuses on identifying the target markets, researching the needs and wants, matching the organizations' offer and the customer

needs, followed by effectively communicating and selling to the customer. Belch and Belch (2007: 8) maintain that marketing is a function in an institution aimed at developing and interacting with customers more than any other business function. In simple terms, marketing primarily strives to recognise and fulfil customers' needs. It is critical for marketers to segment the market, select the appropriate target market and develop customer value. Thus, marketing activities are crucial for creating competitive advantage (Doyle 2000: 18).

Hemsely-Brown and Oplatka (2008) explain that in order for HEIs to gain competitive advantage they must relate to marketing theories and practices, which have been effective in business. Jones (2002: 16) states that HEIs have already adopted marketing principles. Although many HEIs engage in marketing activities, the philosophy of marketing, is made up of three core elements; namely, customer orientation, the total company effort and long-term profitability. Kotler (2003: 56) states that the implementation of marketing strategy is very critical to ensure that organisations achieve competitive advantage. Clearly, HEIs are expected to identify the target markets, understand their needs and wants, and communicate with them directly to encourage interaction. In higher education, the target market has many clients, students, employers and the society (Maringe 2006).

### **2.2.1 BENCHMARKING**

Benchmarking is a measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers (business dictionary: 2016). The objectives of benchmarking are:

- to determine what and where improvements are called for;
- to analyse how other organizations achieve their high performance levels; and
- to use this information to improve performance

According to McGrath and Akoojee (2008b: 132) in the United Kingdom, the 1992 Further and Higher Education Act patented the raise of public educational marketing as colleges and universities were encouraged to become more responsive to multiple markets and stakeholders. However, in South Africa it is only in the current decade

that marketing has emerged as part of the transformation (Further Education and Training Act 1998; New Institutional Landscape 2001).

Law (2002: 4), agrees that HEIs in South Africa are starting to change their approach from “marketing is promotion” to emphasis on positioning and strategic planning. The targeted customers are the heart of the HEIs marketing strategy. Furthermore, Jones (2002: 17) states that institutional stakeholders must understand and support dynamic marketing strategies. According to Mzimela (2002: 2) the nature of South Africa’s political history, which gave rise to various socio economic levels of South Africans, has created a market place where student recruitment practitioners create marketing strategies that are equally informed and diverse. Positioning and differentiation strategies in HEIs are also important as it provides institutional image and develop their position in the minds of the students.

From the researcher’s perspective, it is imperative that the scarce skills shortage in the country necessitates that marketing strategies in TVET Colleges are boosted in order to provide access to the vast numbers of students who can help to improve the economy through entrepreneurial activities after graduating.

## **2.2.2 RELATIONSHIP MARKETING**

According to Gibbs (2009:10), higher education marketing is a growing field of expertise, but it still suffers from a lack of marketing theory as applicable to education. Even though there is growing literature on marketing, very little seems to have been developed for public education institutions. Most marketing practices on higher education are underdeveloped and lack a strategic focus (Foskett 1995:49). In the past most HEIs were concerned with attracting students to enrol at their institutions. Now, they realize that these students can be lifetime customers. In future years, former students can be donors of funds and services. Alumni students are often the potential source for money making seminars, workshops and advanced degrees that most HEIs are currently promoting. Therefore, relationship marketing is crucial for HEIs as they help to promote good relationships with students and uphold the image and standard of the institution (Gibbs 2009:10).

According to Litten (2001: 05) marketing higher education is more than just a simple institutional presentation and the generation of information. It is also the development and delivery of educational and auxiliary services for which there is a desire and a need or preferably both, at a price and under financing arrangements that permit the intended beneficiaries to take advantage of the services offered by an Institution. It is further explained that development is as important as institutional presentation in the marketing of a college or a university.

### **2.2.3 THE EMERGENCE OF MARKETING COMMUNICATION IN HEIS (HEIs)**

Higher education in South Africa has been characterized by change in size and shape. The landscape of higher education changed when institutions were merged. According to Wyngaard and Kapp (2004: 185), the National Commission on Higher Education (1996) and the Higher Education Act (1997) became the policy platforms for the development of Higher Education in South Africa. The former Minister of Education, Kader Asmal (2002), announced the government's proposal of restructuring the South African Higher Education sector. The South African government viewed the merger as an important step for restructuring. Three types of institutions were formed, namely: traditional' research focused universities, universities of technology, and new 'comprehensive' universities that combine academic and vocational-oriented education and are aimed at enhancing opportunities and market responsiveness (Wyngaard and Kapp 2004: 185).

In the early 1990s, marketing of HEIs was interpreted with a narrow view which lacked market orientation and customer focus (Gatfield, Barker and Graham 1999: 73). Marketing provided by HEIs was very limited with limited information to assist students in making informed decisions when deciding on which college to choose. According to Ancil (2008: 18) in the past fifteen years the world of higher education has changed drastically for institutions to position themselves not only as educational institutions, but as both educational and business institutions.

Hsuan-Fu Ho and Chia-Chi Hung (2008: 329) state that HEIs have to take certain steps to develop sound marketing strategies. HEIs have to adapt managerial and

market oriented strategies in order to penetrate the market and achieve a competitive advantage.

According to Strehl, Reisinger and Kalatshan (2006: 24) HEIs are expected to fulfil market oriented tasks such as promoting education as product and providing more information on their marketing communication thus assisting students to make more informed choices. Maringe and Gibbs (2009: xiii) also agree that higher education has become commoditised in many parts of the world and is increasingly being perceived as a product. Consequently, HEIs need to adopt a market orientated strategy commonly used to market commercial products.

McGrath and Akoojee (2008b: 133) explain that marketing in business is driven by the commercial imperatives to increase profitability by retaining, and expanding, a consumer market which is considered to be elementary to enterprise survival and sustainability; to gain competitive advantage and increasing market share by ensuring that existing customers (or clients) are satisfied. This strategy is achieved by providing either a superior product or outstanding service and ensuring the provision of better value. This strategy can, therefore, be translated into the educational context to provide superior education and ensure employability of students (Strehl, Reisinger and Kalatshan 2006: 24).

Kotler, Armstrong, Saunders and Wong (2013: 161) identify the need for organisations to strategically penetrate the market by focusing on a specific market segment and to constantly being aware of the changing needs of the customer. The 'know your customer' philosophy ensures responsiveness to the external environment of the organisation (Kotler, *et al.*, 2013: 161).

Naturally, there are clear merits in the still relatively new TVET Colleges becoming far clearer about who they are to serve and how to serve them. Thus, a marketing function could bring about a far richer institutional understanding of local communities and economies. Equally, it is also uncontroversial to argue that the identities of the colleges are still in formation and that internal marketing and communications could play a crucial role in building the new colleges. Therefore, effective marketing and communications strategies could support the emergence of strengthened institutions that are able to plan more strategically and deliver more effectively. In turn, such

college improvement would contribute both to the public value of the TVET College brand and to the overall national development objectives (McGrath and Akoojee 2008b: 133).

However, Gravatt and Silver, (2003:145) state that there are also potential dangers in the move to marketing. One could be that TVET Colleges will adopt an aggressive marketing strategy which may result in learners being badly advised about the suitability of the programmes, leading to problems of motivation, satisfaction, retention and throughput. TVET Colleges should rather be excessively market-responsive than aggressive and must offer programmes that are in demand regardless of their relationship to staff capabilities, institutional strategic visions or national development objectives. In both cases, growing enrolments and income become the ultimate goals of the institution rather than local education needs and developmental mandates.

It is, therefore, envisaged that the findings of this study will emphasise the importance of clear marketing and communication channels specifically geared to the educational sector for improved recruitment.

#### **2.2.4 MARKETING COMMUNICATION IN HIGHER EDUCATION (HE)**

HEIs are expected to meet the requirements of the National Plan on Higher Education. HEIs not only face competition from other public HEIs, but also need to compete with an increase in the number of private institutions. While all organizations need strategies to accommodate customer needs and changing markets, gaining competitive advantage becomes increasingly difficult. According to Kotler and Armstrong (2003: 86) integrated marketing communications (IMC) is a strategy for gaining competitive advantage. IMC in an institutional environment, incorporates and organises many communication media to convey accurate, reliable and influential messages about its organization and its offerings (Kotler and Armstrong 2003: 86). Mangold and Faulds (2009) are of the view that marketing communication changed radically after the emergence of social media.

Kotler and Keller (2015:172) define marketing communication as an instrument used by organizations to inform, persuade and remind customers, it is a voice by which a college can establish a dialogue and build relationships with students. Marketing



communication plays an important role in a student's choice of a college, it shows them (students) how the product (course) can be of benefit to them and it also allows institutions to link their brand to people, creating brand equity and brand recognition (Shimp 2010: 156). Marketing communication plays a crucial role in strategic planning, as the strategic plan guides the marketing function, which must be dependable on other functions in the organization to achieve its overall objectives. IMC is about analysing the desires and priorities of stakeholders and then tailoring marketing and communication programmes that address these needs and priorities. The strategic focus of the marketing communication function is based on customer need satisfaction (Enslin 2003: 23). Furthermore, the relationship between the marketing plan and the strategic plan shows the importance of strategic planning at HEIs.

Redmond (2010: 29) explains that marketing communication plays a vital role in the development of brands and it is a mean by which products become brands. It determines how customers differentiate a product and understand brand value. Gray, Fam, and Llanc (2003: 113) concentrated mainly on branding in a more holistic problem identification approach on their study of marketing communications. These authors investigated the media that prospective students used to gain information about tertiary institutions, concluding that the marketing strategies like online advertising and print media were perceived as the most important sources of information about universities. Marketing communication is also defined as promotion in the traditional four Ps of the marketing mix. Marketing communication helps communicate unique features about the institution, highlight strength and create competitive differentiation. Temple and Shattock (2007:111) warn that marketing communication applied in other sectors is not directly transferable to higher education. HEIs need to create both internal and external communication channels.

Schuller and Rasticova (2011: 59) state that HEIs must develop a marketing and communication strategy that will enhance its corporate brand or image. In addition, this strategy will also inform prospective students about the characteristics that will make it attractive for enrolment. The marketing function aims at effectively allocating and coordinating marketing resources and activities. Schuller and Rasticova further suggest that HEIs, who aim to address prospective students efficiently, must have a clear knowledge of their target audience. According to Kotler and Fox (2001: 18), an

institution markets itself by designing the organization's offerings according to the needs and desires of the target audience as well as using effective pricing, communication and distribution to inform, motivate and service its market. Marketing communication, therefore, requires all personnel involved in student recruitment to understand the HEI's marketing strategy and its promise to students. The marketing communication strategy for HEIs should involve all stakeholders: employee, students, alumni and the community (Jones 2002: 45).

For colleges to develop strong marketing and communication plans, they need to be more strategic in their planning and to be more responsive to their multiplicity of potential students. This requires them to have both capacity and autonomy. Clearly both have developed in the seven years since the new institutional landscape was announced. At the college level, strong councils and senior managers are particularly required (Jackson, Banwell, and Proud 2003: 36).

In the researcher's opinion, if the new TVET Colleges are to succeed, then it is essential that they strengthen their strategic responsiveness to economic and social demand. They must build new and broader external relationships. They must also grow internal relationships and, ultimately, construct new college identities that have value for both by internal and external stakeholders.

An intelligent approach to college marketing, therefore, can play an important role in building the college brand in substantive ways (Higher Education South Africa 2000:113).

## **2.2.5 THE RELEVANCE OF MARKETING COMMUNICATION IN HIGHER EDUCATION**

In South Africa it can be argued that marketing communication in higher education has received an unavoidable response. Mzimela (2002: 01) highlights that HEIs in South Africa up to the late 1980s have operated under a regulated environment with a guaranteed state subsidy and predictable student enrolment. As a result, marketing communication was not regarded as being relevant to higher education, it was viewed as a theory that can only be applied to commercial organizations.

Understanding the South Africa's political history and due to the changes in the educational landscape, marketing and marketing communication needed to be developed (Mzimela, 2002:1-2). The socio-economic conditions of different South Africans have developed a marketplace where HEIs marketing communication consultant now have to come up with informed and diverse strategies.

Anctil (2008: 19) states that HEIs can use marketing communication to better align organizational goals to be more responsive to stakeholders and become adaptive rather than prescriptive to negotiate community's needs and expectations of Further Education and Training. Ivy (2005: 95) argues that the image portrayed by HEIs plays a critical role in how the institution is perceived by its stakeholders including its competition and rivals.

Foskett and Hemsley-Brown (2001: 32) state that HEIs require a more focussed marketing approach to increase their influence on consumer choice, as the prospective student becomes better informed, the role of marketing becomes imperative to steer students choice of college. It is further explained that informed marketing communications would not only influence the decision-making process but may positively influence choices made. This suggests implementation of informed focussed marketing strategies in HEIs in South Africa

Marketing communication practitioners at TVET Colleges need to be aware of the fundamentals of consumer choice, developing an understanding of how these affect their target audience. Understanding consumer behaviour means that the marketing messages may be created to match the cognitive needs of the intended audience. Perceptions or attitudes may, as a result, be modified in such a way that communication with prospective students is more likely to be successful in persuading them to enrol.

Du Plessis (2012: 04) reports that the spokesperson for Ekurhuleni West College (EWC), Jomo Jacobs, advised that the College is experiencing a higher volume of registration this year when compared to last year. This increase was attributed to the increased marketing campaigns in local radio stations and community newspapers which were distributed free to residences in the area.

The literature on the relevance of business marketing strategies for the educational environment become more evident; thereby justifying the need for such a study.

## **2.3 MARKETING COMMUNICATIONS**

Marketing communications (MC) uses different marketing channels and tools in combination. For example, personal and non personal communication channels can be used for marketing communication. A marketing communication tool can be anything from: advertising, personal selling, direct marketing, sponsorship, communication, promotion and public relations (Best and Coney 2004: 19).

A study conducted by Gray, Fam, and Llanes (2003: 113) focused mainly on branding in a more holistic problem identification approach to their study of marketing communications. They researched the medium that prospective students used to get information about universities and colleges, concluding that the Internet or the World Wide Web and tabloid or print media were apparently the most important sources of college information. Marketing communications can be defined as the promotion criterion in the 4 Ps of the marketing mix (Gray, *et al.* 2003: 113).

### **2.3.1 THE MARKETING COMMUNICATION MIX**

According to Hawkins, Best and Coney (2004: 19) the elements and of a promotion mix or marketing communication mix is advertising, personal selling, public relations, packaging, and other activities that the organization engages in to promote their products. According to Du Plessis, Jooste and Strydom (2001: 341), the elements of a promotion mix should be determined by the information needed by the prospective student, nature of product or service being offered and the capacity of the institution. All the elements of the promotional mix should blend together and be consistent, so that it is not diluted in the consumer's mind. Additionally, HEIs must be able to identify the communication mix that will meet the needs of the target audience and also achieve the institutions objectives.

- **Advertising**

Kotler and Keller (2009:510) define advertising as any payment for non-personal communication about an organization's product service or idea by an identified

sponsor, using mass media to convince the audience. With regard to marketing higher education as a service, it is important to focus on using recognizable symbols, trademarks, credible spokespersons and the use of testimonials from successful students who studied at these institutions.

Advertising, involves the buying of space and time in mass media to communicate messages to bigger audiences. The increase in higher education competition has resulted in advertising becoming one of the most important tools to create student awareness of HEIs. However, it must be noted that designing and advertising programme requires careful planning, to ensure that the right message is conveyed by the appropriate media to reach their target audience (Enslin 2003: 24).

Furthermore, Kitchen and De Pelsmacker (2004: 43) state that HEIs must invest more in advertising as competition increases.

- **Public Relations**

According Fourie (2014: 09) public relations is a management function aimed at managing relationships and communications between the organisation and its public to create common goodwill and maintain good reputation of the organisation. Public relations also endeavour to research the available media, identify the media contacts, brief the contacts and provide them with the institutional information (Jones 2002: 62). Many HEIs spend a substantial amount of money in trying to create a positive public image (Fourie 2014: 09). Jones (2002: 61) highlights that public relations can play a role in HEIs as it involves strategic thinking, a close relationship with the overall integrated marketing plan and publicity about the institution.

- **Direct marketing**

Koekemoer (2004: 14) defines direct marketing as the use of mail, telephone, fax, email, and other non-personal tools employed to correspond directly with specific consumers to obtain a direct response. According to Du Plessis and Rousseau (2005: 343), direct marketing is an important element within the communicational mix, as it utilizes specific media to target specific consumers. HEIs can utilize mail and telemarketing as a direct marketing tool (Wiese 2008: 104). The advantage of direct

marketing is that an organization develops a relationship with the target audience on a named individual basis with the projected message and the response easily measurable.

- **Personal selling**

Personal selling occurs when an organization communicates with a prospective buyer in an attempt to influence the buyer to make a purchase. Personal selling involves a two-way flow of communication between a prospective buyer and the marketer with the objective to influence the purchase decision. According to Jones (2002: 58), the role of personal selling at HEIs is twofold, namely: the servicing of established accounts (registered students) and looking for new accounts (prospective students).

According to Wiese (2008: 308) open days, social events, career exhibitions, winter or summer schools are successfully used by HEIs which strive to improve and maintain the relationship with prospective students. The findings made by Wiese (2008:11) show that students rated open days and career exhibitions at first place as the most useful sources of information. HEIs have a responsibility to build strong relations with the students from the first day they attend to the time they complete their studies. HEIs must treat each student as a valued customer so that they can become satisfied alumni to recruit students for the institution and also donate funds to the institution.

A study conducted by Wiese, Cornelius, Van Heerden and Jordaan (2009: 1291) reveal that prospective students search for information from brochures, websites, social media, talking to friends and attending open days at HEIs. HEIs must implement a cohesive tactic so that the message can be conveyed effectively. Kotler and Keller (2006: 558) state that in order for personal selling to be more effective, it must be integrated with traditional elements of the promotional mix.

- **Sales Promotion**

Sales promotion is an incentive that runs for a limited period of time to stimulate the consumer to buy. Similar to advertising, it offers the advantage of attaining customer details and information for the purposes of an integrated marketing communication

plan. From the HEIs perspective, sales promotion takes the form of specific events to persuade students to register for a specific course. According to Bonnema (2007: 69) in education, promotions like competitions are utilized to obtain customer lists of students who have an interest in enrolling at HEIs, with details of their career interests. Sales promotion must be implemented in such a way that it backs the brand identity and image of the institution.

- **Electronic media**

Electronic refers to the use of the internet, emails and mobile technology. This type of media is commonly used by consumers who have the financial means to get it, or consumers who are exposed to environments where these tools are readily available e.g. work. A study conducted by Redmond (2010: 72) reveals that the majority of respondents (96%) indicated that they use the internet to gather information about the choice of college. Blomster and Nyberg (2005: 24) explain that organizations that use internet as a marketing tool have an advantage over their competitors and this tool is also beneficial to the consumers as it provides 24-hour access and it is available seven days a week.

However, HEIs should be careful in using these communication mediums, TVET Colleges must first establish whether the students are interested in receiving information and what sort of information they would like to receive. Electronic media also plays a crucial role in relationship building, as it gives the marketer the opportunity to exchange information with the target audience (Hasouneh 2010: 48).

### **2.3.2 MARKETING COMMUNICATIONS: PRODUCTS BECOMING BRANDS**

Marketing communications play an imperative role in the development of brands as it is the way by which products become (Gray, Fam, and Llane 2003: 113). Marketing and communication determines how the customer differentiates a product and understand what that brand stands for and what its values are. The way in which marketing communications are used to build brands is determined strategically by the role that the brand is expected to play in achieving an organisational objective (Kotler and Keller 2009: 510).

A product is any physical item or service offered to a consumer by an organization to satisfy the consumer's need. The courses and programmes offered by HEIs are actual products. Courses and programs offered within the higher education industry vary and encompass a broad range of disciplines and level. Additionally, HEIs must strive to establish interactive marketing communication.

Jones (2002: 43) states that interactive marketing communication involves the messages that the staff relay to students through personal selling, which involve exhibitions, school visits, classroom interaction and customer service centres. According to Brennan, Felekis and Goldring (2003: 155) the shortfall of interactive marketing by TVET Colleges is that it is mostly performed by members of the college who are not marketing specialists and had never received any marketing training before.

Historically, college brands have taken decades, or even centuries, to develop. It is no accident that many of the most prestigious universities in the United States can trace their origins to the eighteenth century. A college or university that wants to build its brand today cannot afford to take the organic approach that worked for Harvard and Yale (Jones 2002: 43).

First, the college's brand must attract the necessary quantity and quality of students while still operating in the traditional college/university style. Online learning, advanced technology and other disruptive influences may be coming and gaining acceptance, but TVET colleges still have to operate as they have while managing this transition. To make this more challenging, they will have to compete for a somewhat pool of applicants, due to a combination of student demographics and cost pressures (Hasouneh 2010: 48). This means branding the in-person experience and differentiating it from competing institutions.

The second branding imperative is to begin building an identity that surpasses the physical campus. As more courses are delivered electronically, some of the branding factors that set the school apart will not work. The attractive campus, the mild climate, the hip urban environment a few steps away, etc. won't matter a bit to the student thousands of miles away (Lamb, Hair and McDaniel 2015: 125)



### **2.3.3 CONCEPT OF HIGHER EDUCATION BRANDING**

Branding in education is based on characteristics of experience, community, and future employability. Capturing the permanent connection between student and service has historically posed a challenge for markets. For decades, basic channels such as flyer distribution remained the status quo, while the early 2000s witnessed a shift towards the use of the internet, today the education sector is deploying a new online medium to reach broader target audiences. Education brands are still just beginning to take advantage of opportunities on digital platforms, despite the fact that their audiences spend a majority of media consumption time on the web and mobile applications. Social media, for example, is one such area in which educational institutions can work to establish a strong brand presence and connect with users. In 2014, more than 68% of college students reported that social media conversations influenced their enrolment decision (Smith 2015:06).

By being proactive about establishing a brand presence on these key channels, marketers can help to facilitate this discovery process and engage with potential students.

There are a number of studies that look at the image and reputation of HEIs, for example: The marketing of public FET colleges in South Africa: issues for policy and practice- McGrath and Akoojee (2008), but the concept of branding has hardly made its mark in TVET colleges. It is a debatable concept that the role of brand-based marketing communications is to remind prospective students of the positive influence criteria of higher education and reinforce their perceptions in order to defend the college's market share (Ehrenberg, 1972).

Whatever the role of marketing communications may be, one major element that relates to all institutions is the extent of the financial resources that are available. Advertising is the primary media choice in which a brand name association is shaped. The brand itself will not need to be related to the function or use experience of the brand as the advertising will be used to create and maintain brand associations and awareness with prospective students (Kotler and Keller 2009: 510).

When financial resources are limited, a below-the-line approach is necessary. In particular, the brand name will need to be closely related to the function (education) and experience use (qualification provides employment) of the product, while packaging (reputation and quality of tuition) will also play a significant role in building brand associations (Wæraas and Solbakk 2009: 186).

#### **2.3.4 MARKETING COMMUNICATION PRACTITIONER'S ROLE AT A TVET COLLEGE**

Students are the lifeblood of a college. Without them the college will not operate. De Chernatony and Dall'Omo Riley (1998: 89) highlight that there are several roles that the marketing communication practitioner plays in strategic branding and development. The authors further stressed out, that the role of a marketer is to position the college brand to show prospective students, how they will benefit from enrolling at a particular college. It may also be that some of the problems experienced are due to a brand positioning strategy being inadequately presented and not being correctly sustained by marketing communications consultants, or that insufficient budgets may have resulted to a slight shift away from the core brand values (Benady 2001:22).

According to Fill, (2003:58) the higher education sector, through programme development, is reflecting a reputable business practise, e.g. the development of product lines, product extensions, raising brand awareness, brand recognition and brand recall. This is where marketing communications practitioners can assist in developing a strong college brand.

Akoojee and Mcgrath (2009a:11) identify three marketing elements that can be used by TVET marketing practitioners as either internal, external or interactive:

- Internal marketing are the internal processes leading to a successful client transaction (student enrolment). It is further explained that the importance of staff buy-in is considered critical to complement external marketing strategies employed by many institutional which allows employees to recognise their collective role within an institution by ensuring more attention is paid to the role of each employee.

- External marketing is the information that is available for students who consider enrolling at a particular college consisting of academic programmes, qualification and general learning experience. Increased marketing and increased students' enrolment is therefore considered as the tool to measure the effectiveness of the campaign. The main objective of external marketing is to increase brand awareness (lings, Miller, Kennet and Supornpraditchai, 2004:91).
- There are two essential marketing strategies that can be applied in a service environment: conventional and interactive marketing. Akoojee and McGrath (2009:16) state that conventional marketing can be applied at the stage of generating consumer or student interest, which eventually leads to an enrolment or a purchase.

According Keling and Krishnan (2008: 92) the role of a marketing communication practitioner at a TVET College must include the following:

- Marketing communication practitioners must develop marketing plans which will outline promotional activities that they will utilize to attract the target market;
- The Department of Higher Education should develop strong bonds with the marketing communication practitioner from TVET Colleges in order to form a powerful partnership that will lead to the successful implementation of marketing and promotional tools; and
- Marketing communication practitioners must receive training to enable them to effectively promote and sell the services of the institution.

### **2.3.5 BENEFITS OF MARKETING COMMUNICATION**

Marketing communication is an important tool that can be used to either maintain or alter attitudes held by stakeholders, customers or prospective students. Although shifting and altering attitudes are not the only way of determining the attitudes about a college. Basics such as tuition fees, location and employment the rate of employment after completing qualification plays an important role in influencing the decision making or student choice process (Fill 2002: 80).

Marketing communications plays a critical role in transmitting each of the following aspects to the target audience or prospective students (Pickton and Broderick 2012: 89):

- Enhanced ability to design a more refined marketing mix;
- Better understanding that allows relationship marketing implementation;
- Better and more focused branding; and
- Strong brand position

Marketers find the advantages evident and immediate, namely that; an enhanced ability to design a more refined marketing mix; a better understanding that allows relationship marketing implementation; better and more focused branding provide the brand with a strong position. Beyond these, HEIs are better equipped to redefine their role, aims and means at a strategic marketing management level (Vrontis, Thrassou and Melanthiou, 2007: 979).

The use of education branding, through the promotional mix, may be applied to influence attitudes in a steady manner in order to sustain a college brand. Basically, there is a common thread between attributes, attitudes and positioning. Attributes provide a means of distinction and positions are shaped as a consequence of the attitudes that result from the way people interpret the associated marketing communications (Fill, 2002:80).

The student choice model of Hanson and Litten (1989:73) shows that the decision-making process of prospective students may be influenced by race and family culture, quality and social structures of high school, parents and counsellors, self-image and personality, economic conditions of the environment, available financial aid, recruitment activities of colleges, size and programmes offered by the HEIs. By being informed of the various influencing factors of each subgroup, as identified by Bonnema and Van der Waladt, (2008: 324) the strategic plan may be defined to shift perceptions to favour the dynamic of a particular TVET college. The environment impacts on the attitudes people hold towards particularly a product and a service. Maringe and Gibbs (2009:6), state that higher education should become a product delivered by service providers.

According to Patterson, Romm and Hill, (1998: 137) higher education is a pure service, categorized as such by larger amounts of relation contact, complexity, divergence, and customisation than in any other service businesses. Binsardi and Ekwulugo (2003: 320) point out that when bearing in mind the principal benefits, prospective students are not buying degrees but are buying the benefits that a degree can provide them, in terms of employment, status and lifestyle, among others.

Fill (2002: 80) states that marketing communication influences the consumer moderately through the way consumers reflect or interpret the messages surrounding them, partially through their direct experience with or the use of the product or service and partially as a result of the informal messages they receive from family, friends and other credible sources of information. Jointly all these messages motivate the decision-making process from the way communication strategies position products and services to how prospective students understand and interpret the messages in relation to the competing products. Managing attitudes towards a brand is, therefore, essential to back up the brand. Marketing communications play an important part in changing, maintaining and sustaining attitudes (Pickton and Broderick 2012: 92)

### **2.3.6 IMPLEMENTING MARKETING COMMUNICATION FOR TVET COLLEGES**

Fill (2002: 80 - 81) mentions seven stages which may be applied to TVET Colleges and identifies a number of techniques which can be implemented. These include components from changing the physical product or service to changing the number of attributes used in marketing campaigns. For the purpose of this study the following five stages were identified as relevant to the research objectives:

#### **2.3.6.1 BUILD CREDIBILITY**

Marketing communication would be required to develop more sustainable attitudes towards TVET and building sufficient devotion to determine a convincing decision to study at a specific college. This can be achieved through the use of an educational strategy designed to build trustworthiness. Developing TVET brand reputation and promotion via face-to-face school liaison is an effective strategy which TVET Colleges may use to build trustworthiness with prospective students (Fill 2002: 80 - 81).

### **2.3.6.2 CHANGE PERFORMANCE BENEFITS**

Binsardi and Ekwulugo (2003: 320) discuss the vital significance of pricing, product and promotional variables in developing and marketing higher education mix where the focus of their study interrogated the student's perceptions about further education and performance of TVET in the market of their choice. Theories assumed by potential students about TVET Colleges and the performance qualities of a TVET College qualification may be adjusted through suitable strategic shifts in positioning marketing communications. For example, by changing the perceptions held about the attributes, it is possible to change the attitudes about TVET (Binsardi and Ekwulugo 2003: 320).

### **2.3.6.3 CHANGE ATTRIBUTE PROPERTIES**

Through the use of marketing communications, the comparative significance of the diverse characteristics and evaluations of the qualification offering may be reformed. Thus, a strategy to highlight a competitively different attribute in a specific TVET Institution may effect a decision to transform the influencing approach of the prospective student, from studying at a university to studying at a TVET College. Gray, *et al.* (2003, 111) state that by stressing the significance of geographical location and the convenience of financial assistance or the availability of computer laboratories including other learning material such as sporting facilities may result in change of student attitude. The significance of these qualities in the minds of potential students may give TVET an advantage over its rivals.

According to Gray, *et al.* (2003, 115) a College learning environment (including excellent staff, facilities and resources), reputation (including brand name, achievements and high standard of education graduate career prospects (including graduates' employment prospects, expected income and employers' views of graduates), destination or geographic image (including political stability, safety and hospitality) and cultural integration (including religious freedom and cultural diversity) all enforce the decision to choose a particular Higher Education Institution to study at.

Fill (2002: 81) proposes that opportunities may exist for marketing communications practitioners to introduce a uniquely different and/or previously unexploited characteristic to influence the prospective student in their decision making process. This provides means for a clear differentiation until competition emerges and catch up.

For example, TVET students engage in Work-Integrated Learning (WIL), where they are introduced to the real working environment which is an essential practical component to obtain a qualification. The introduction of this feature provides the prospective student with the ability to be easily integrated into the working environment once qualified.

The in-service training experience provides TVET graduates with an advantage over graduates from other institution thus making them more employable.

#### **2.3.6.4 CHANGING PERCEPTION OF COMPETITOR PRODUCTS**

Fill (2002 89) states that by changing the technique, competitor products are observed making it possible to distinguish your own brand. By changing the perception of prospective students or changing the association of their perceptions with the brand, TVET may gain a competitive advantage. This could be achieved by using messages that differentiate TVET from universities and private colleges. According Redmond (2010:33) using celebrities or spokespersons, advises that a change or introduction of new brand associations may be established with whom the target audience can identify or recognise on an emotional basis rather than relying on attributes on their own to influence prospective students' decision making processes.

#### **2.3.6.5 USE CORPORATE BRANDING**

Fill (2002 89) highlights that various influencing factors can be determined amongst prospective students through their socio-economic background, and the choice of college where they choose study. In some marketing communication circumstances there is little to differentiate competitive brands or develop credible scope to attribute-based attitudes. According to Redmond (2010:33) marketing practitioners should appreciate how customers process information, with the understanding that the brands they promote may still depend on a single attribute as a means of providing a point of differentiation. It was further detailed that, two or even three attributes are often joined with strong emotional relations in order to provide a point of variation and a set of benefit-orientated brand values.

## **2.4 FOCUSED MARKETING APPROACH**

A study conducted by Redmond (2010:24) reveals that HEIs require a more focussed marketing approach to increase their influence on consumer choice as the prospective student (the purchaser of tertiary education) becomes better informed, so the role of a focused marketing approach is imperative to directing the choice of decision toward justification for choices made. Effectively informed marketing communications would not only influence the decision-making process but may positively influence choices made. This suggests implementation of informed focussed marketing strategies, through reliable marketing intelligence and a prediction of choice (Foskett. *et al.* 2001: 32).

Through personal experience, the researcher noted that the key marketing approach that seems to work with most Higher Education institution is to visit learners from schools. This allows a college to communicate more effectively with the audience and explain colleges offering. The researcher also noted that public TVET Colleges have not yet adopted to the current trend that is employed by most institutions.

### **2.4.1 BUILDING TVET'S REPUTATION**

The only way in which marketing and communication departments in HEIs can truly assist their college is to “make markets”. The concept of creating new markets is extremely significant in the higher education sector, given that academic reputation is one of the factors that influence the prospective student's choice (Biggin 2000: 14).

Kotler and Fox (1995: 75) state that a college's actual quality is often less important than its reputation for quality, because it is the college's perceived quality which guides the decisions of prospective students and learners. Bearing in mind that offers of employment and regional/government agencies awarding grants as influencing criteria when selecting a college.

Whilst established universities may well rely on the perceived reputations, newer universities, universities of technology and TVET Colleges, with a specialized or occupational focus, are faced with emerging reputations in rapid time frames, as their freshly made markets come and go very quickly in today's society. The predictors of student choice can assist the marketing communication practitioners in developing



dynamic specialist strategies which are used to target specific subgroups (Briggs 2006: 708).

## **2.5 CONSUMER BEHAVIOUR AND CONSUMER CHOICE**

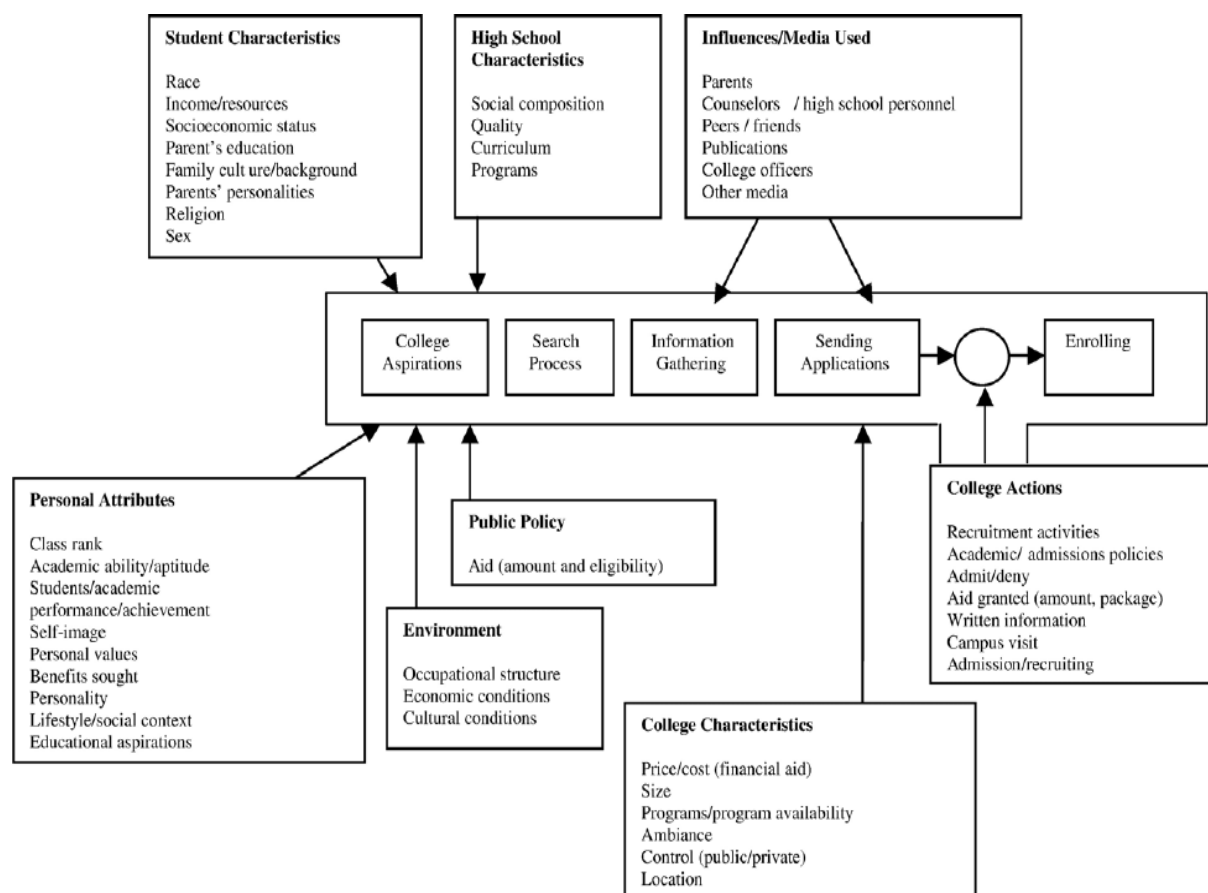
Consumer behaviour is the activity that prospective students undertake in order to select a higher education product/service (Redmond 2010: 09). According to Fill (2002: 80) a cognitive theory provides an insight into the manner in which consumers, or prospective students in this study used a range of influences to determine their choice of college. Fill (2002:81) states that these influences are personality, perception, learning, attitudes and aspects relevant to the wider environment.

Gray, *et al.*(2003:113) studied the media that prospective students used to gain information about universities, concluding that the World Wide Web and print media were perceived to be the most important sources of university information. The decision to purchase higher education or to enrol in a tertiary institution to gain a higher qualification, lead the researcher to consider the elements of the choice process adopted by prospective students.

According to Brown (1999:56) although students base their college choices on predisposition and work within social and cultural frames of references, most young people rely on marketing information provided by colleges to justify their choice. A case study conducted by McGrath and Akoojee (2007:25) on colleges was more focused on external than internal stakeholders. The study reveal that the role of staff as marketers had been given little thought and that there was no real sense of the importance of linking marketing with quality assurance, curriculum development and staff development. Generally, understandings of marketing in educational contexts were weak. Nonetheless, it seemed likely that marketing was going to become increasingly important for colleges. Many of the issues with marketing reflected the broader challenges faced by South African TVET Colleges at the time of fieldwork. Colleges had been merged between 2001 and 2003 out of formerly racially-separate technical colleges. These mergers were inherently complex but the new institutions faced a new set of challenges regarding their purpose (McGrath and Akoojee 2007:26).

The purchase situation is intrinsic to the programmes offered in HEIs, the standard of education in respect to the qualification acquired upon completion, the reputation of the Higher Education Institution and the employment opportunity the qualification offers the successful student. These influences are identified in the external influences and occur in the socio cultural environment of the integrated generic higher education student-choice model of Vrontis, *et al.* (2007) which provides a descriptive, contemporary basis for a new marketing direction, incorporating all factors into a single model, therefore assisting marketing communication practitioners in their marketing efforts (Vrontis, *et al.* 2007: 986). Figure 2.1 shows the individual influential factors, and external influential factors as well as the steps through the choice process. The two external factors which hold the utmost influence in this study are: the Higher Educational Institution Actions and the Higher Educational Institution Characteristics.

**Figure 2.1 Student-choice model**



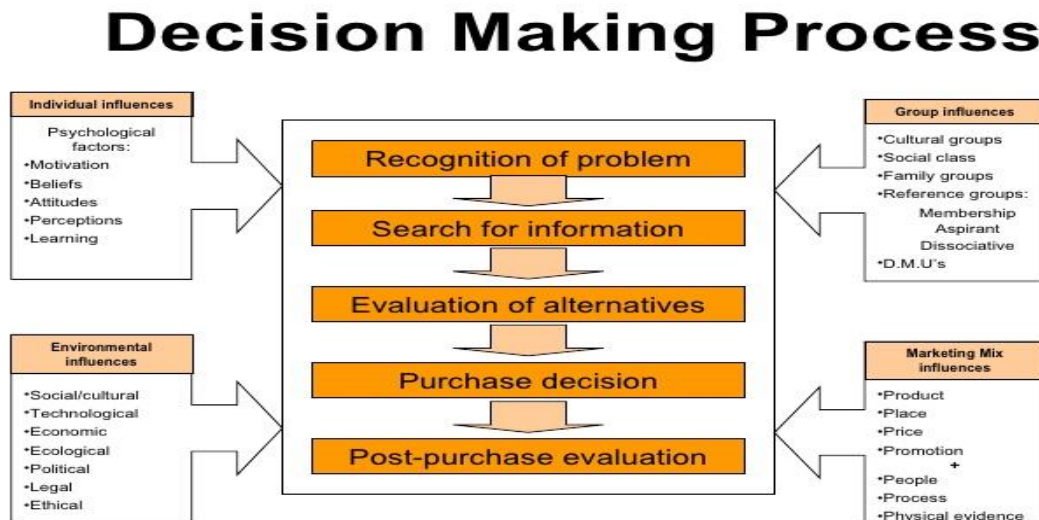
Source: Vrontis, *et al* (2007:981)

In Figure: 2.1, the student choice model would move the prospective student from the aspiration stage, through the search process and into the information gathering stage. Through the strategic influence of marketing communication, at the stage of searching and information gathering, the Higher Education Institution marketing practitioner has a greater effect on the prospective students' need recognition (Vrontis, *et al.* 2007: 983). By placing all the information via the correct media at the correct time before the targeted prospective students, the practitioner may be able to ensure the recruitment desired by the Higher Education Institution. As a result of technological accessibility, the intensity of marketing communications and increased options for prospective students, the search for information is more complex, efficient and effective (Vrontis, *et al.* 2007 983).

### **2.5.1 CONSUMER DECISION MAKING PROCESS**

Consumer decision making is a process where consumers evaluate between two or more products and choose the alternative that will best satisfy their needs. The consumer decision making process is a critical area of study with respect to consumer behaviour. Prospective students go through an extensive decision making process when applying for higher education (Solomon, Russell-Bennett and Previte 2012:132). This process takes place before the actual purchase and after buying the product (before enrolment and after registration).

**Figure 2.2 Consumer decision making and environmental influences**



Source: Solomon, Russell-Bennett and Previte 2012:136

There are five stages of the consumers making decision making process, namely: problem recognition, information search, evaluation of alternative, choice and post-acquisition. Students need to make decisions in order an attempt to achieve their future goals. According to Jones (2002: 68), the process of decision making begins in Grade 9 when learners have to choose a course stream which will be carried until matric. Jones (2002: 69) maintains that learners enquire about institutions and course programmes when they reach Grade 12. This process is often complicated, risky and has lasting effects on their lives (Pegoraro 2006: 5).

### **2.5.1.1 Problem Recognition**

Solomon, *et al.* (2012:132) state that most decision making starts with some sort of problem. The consumer develops a need or a want that they want to be satisfied. The consumer feels like something is missing and need to address it to get back to feeling normal. If you can determine when your target demographic develops these needs or wants, it would be an ideal time to advertise to them. For example, when a prospective student realises the importance of obtaining a qualification (certificate or diploma) that might open up future career possibilities.

According to Weise (2008:12) a student senses the difference between what he would like to be compared to and his current situation. It can then be predicted that a prospective student sees a difference between being educated and not being educated. Once the student has realised the need for education the student will then acquire information about the product that may fulfil his/her need for education and training. Once the need has been recognized, the student will have to search for information to solve the problem. When the student recognizes the need for higher education, HEIs can use their marketing mix to solve the recognized problem. Every year high school learners always identify the need to enrol at a higher education after matriculating. It is after the need has been recognized that the student will start searching for information.

#### **2.5.1.2 The Search Process**

In the searching phase a consumer or a prospective customer searches for products or services that can satisfy his or her needs and wants. Search engines have become a primary research tool for answers. It is an instant and easy way to find out what you are looking for. Once the learner is aware of the need for education, he/she will search for an institution. As students may have no experience when choosing a Higher Education Institution, they will search for information. Du Plessis and Rousseau (2005: 87) describe this stage as the search advances and the individual's frame of reference begins. The student can gather information from both internal and external sources.

Solomon, *et al.* (2012:132) highlight that friends and families all have had many different experiences and can offer recommendations. In most cases, recommendations from actual people instead of search engines are preferred. You have more of a trust factor with people close to you than a computer program. During this stage, prospective students search for information from brochures, websites, talking to friends and attending open days at HEIs. The Higher Education Institution must ensure that sufficient information is available as, at this stage, the prospective student is looking for answers in order to solve the identified problem. Information search activity requires the availability of sources of information that can be utilized by prospective students. At this stage prospective students also begin risk management assessment e.g. pro's vs. con's. People often do not want to regret making a decision so extra time, put into managing risk, may be worth it. People also remember bad

experiences over good ones which marketing practitioners should take into account (Weise 2008:12).

### **2.5.1.3 Evaluating Alternatives**

When evaluating alternatives, students will first identify all the colleges they wish to study at and then evaluate each using a specific criteria based on their needs. Prospective students gather information on various colleges, evaluate them and then start the elimination process. Once the student has determined what will satisfy their need, they will begin to seek out the best offer. This may be based on price (tuition fees), quality (qualification and employability), or other factors that are important for them. Customers read many reviews and compare prices, ultimately choosing the one that satisfy most of their parameters (Solomon, *et al.* 2012:132).

According to Weise (2008:12) this stage requires a student to evaluate available information. The student then selects an institution that is more likely to fulfil his needs. A prospective student may use this stage to compare features and characteristics for a specific need. Once the student is satisfied with the choice he then moves to the fourth stage when he registers at a certain college.

### **2.5.1.4 Selection/ decision Stage**

Brown (2003:56) states that after adding up all the criteria for the decision the student now decides on what qualification and which college to enrol at. At this stage the student have already taken the risk into account and is definite about which college to register with. They may have had prior experience with this exact decision or maybe they succumbed to advertising about this product or service and want to give it a try.

At this stage, a student makes a decision regarding the Higher Education Institution for enrolment. After the decision has been taken, the purchase transaction is the key point when college and student come together in the economic system. Once the consumer is in the outlet, competitor's products may also seem more attractive and the HEI marketing mix must ensure that the product is accessible and easily found (Weise 2008:12).

Enrolment is a beginning of a long-term process between the student and the institution. The process has to go through a number of stages before the actual

purchase takes place. The stages will include the completion of an application form, data capturing, application screening, interviews and testing, submission of results, orientation and pre-registration and, lastly, enrolment (Jones 2002: 81). After the prospective student has chosen the institution, the final step in the decision making process will be the post choice assessment.

### **2.5.1.5 Evaluation of decision**

The final stage in the decision making process is post purchase, which consists of four components: dissonance, purchase evaluation, service product use and product disposition. Weise (2008:13) emphasises that the decision making process should be a learning lesson and experience for students. Consumers may experience doubts and anxiety after purchasing a product. Reducing post purchase dissonance is a crucial component of post purchase evaluation since consumers try to convince themselves that they have made a right choice

Once the purchase has been made, does it satisfy the need or want? Is it above or below your expectations? The goal for marketing practitioners is not for a one-time customer but a repeating lifetime customer. One bad experience of students' remorse and the college perception could be tarnished forever. On the other hand, one superb experience can lead to a brand loyal student and may even become a brand evangelist for the college (Solomon, *et al.* 2012: 132).

### **2.5.2 CHOICE FACTORS THAT STUDENTS CONSIDER IN THE SELECTION PROCESS**

Morgan (2012:181) speculates that if universities and colleges were to satisfy students' needs for higher learning they must be well informed of their own qualification offering and how the market perceives their offerings. Colleges must be knowledgeable of factors influencing college selection process and the impact it has on students' life. It is further described that course specifics and learning environment are the major factors in student decision making process. Coetzee and Liebenberg (2004: 71) reveal that students identified academic reputation, image, sporting facilities, friends studying at the Higher Education Institution and location, as the most important factors when selecting an institution. The mode of study, residence, fees and the fact that the parent studied there, were less important factors. According to

Imenda and Kongolo (2002:11) the image and academic reputation are critical factors in South Africa.

A research conducted by Mills (2004: 29) reveals that the majority of students devoted a high level of importance to financial aid offered by the HEIs. Additionally, Hoyt and Brown (2003: 3) state that students with great academic potential devote a higher level of importance to academic reputation, quality and scholarships when compared with academically challenged students. Black students were more concerned about the cost of education; therefore, financial aid was a critical choice factor for them. Older and part-time working students were more concerned about the location of the institution and vocational training than the other students (Konyana 2013: 56). According to McGrath and Akoojee (2007:36) the following are amongst factors that prospective students look at when selecting a college:

- Helpfulness and accessibility
- Research activities and output
- Social opportunities and sports
- Economic factors
- Size of college
- Safety
- Location and travelling
- Financial aid and bursaries
- Status
- Reputation
- Pass rate
- Alumni, family and friends
- Employability

The literature review has established that there is ample information on colleges, their product offerings as well as their staff and teaching and learning facilities. The best source of information about a college does not always come from the college itself. The problem with information that comes from a college is obvious. It tends to have a natural positive prejudice toward the institution. That makes sense, because when a college has a problem with its teaching facilities, there will not be any mention of the



problem in communication that comes from the college. There may be a statement that mentions the fact of a new laboratory in the works, but there will not be an admittance by the college or university that a problem exists (McFadden:2015).

## **2.6 STUDENTS' PERCEPTION OF TVET COLLEGES**

Fill (2010:340) defines consumer perception and behaviour as activities that a prospective student undertakes in order to select a Higher Education institution. According to Kotler and Keller (2006: 186) perception refers to the way an individual select, organizes, and integrates stimuli into a meaningful and coherent picture. Perception differs from person to person as each person perceives things in his/her fashion.

The perception of the quality of TVET education is believed to have considerable impact on the student decision making process. As a result, many school leavers who intend studying further rush to universities and regard TVET Colleges as second or last choice (Maluleka 2011:06). Ceza (2008: 02) states that TVET is often perceived by most parents and students as an institution for students that are not academically intelligent but rather practically gifted. Very often TVET colleges are regarded as second choice or a poor man's choice. As a result many prospective students fear that TVET qualifications will not open the doors to jobs that offer good pay. Maluleka (2011:10) states that a major challenge that is facing the country is that students need to be encouraged to study at TVET Colleges. Another problem that still needs to be addressed is the access into the labour market after studying at a TVET College.

Eulalia (2011:03) states that TVET Colleges are being undermined, they are often referred to as "glorified" high schools with resource and credibility issues. The problem is that our communities have few role models in their immediate environment whom they can look up to who have studied at a TVET College. TVET Colleges must therefore, realize the significance of knowing and understanding the kind of media that prospective students are exposed to, how they scrutinize the information they receive, and what captures their attention and what their perceptions are about TVET Colleges.

According to education analyst Professor Kobus Maree (2010), young people have no clue what careers entail, but they hear that being a doctor or a chartered accountant

means having a high status and high income. They set their minds on becoming a doctor or an accountant, not realizing that it takes years of arduous study and a lot of money in study fees to obtain those professions. Du Plessis (2012: 04) reports that the Deputy chief executive of the Central Applications Office (CAO), George Van Der Ross, said that TVET Colleges and some private colleges had good relationships with universities of technology, which provided an alternative route into commercial and technological careers. The CAO believes there is a desperate need to make TVET Colleges more acceptable to students. The CAO is working on creating a database known as the clearing house in which TVET and Private Higher Education Institutions will have access to. This will be created for unsuccessful university applicants to be loaded onto the system. One may find that there is a similar course being offered elsewhere or that other HEIs have space. To extend studying opportunities to applicants, the CAO has also included TVET Colleges in their brochures.

The potential students in the South African environment want to know information about the actual product or institution offering (e.g. academic recognition, employability, quality and follow-up services) and prices (e.g. fees, scholarships, perceptions of value). Debates includes a number of proposals on how to best come within reach of the process of developing and executing marketing efforts and in terms of the 4 Ps of the marketing mix: product, price, place and promotion (Higher Education South Africa 2000:121).

Usually promotion would be classified as the marketing communications. In the marketing process, Products would be the programme offering, fees become the price paid for education received (Eagle and Brennan, 2007: 44).

The place becomes the geographical location and promotion becomes the number of marketing communication and initiatives geared towards informing prospective students what the college offers, its reputation, its financial support and scholarship availability as well as other information, which may influence the student's choice to study at a particular TVET institution.

## **2.7 MARKETING TVET COLLEGES AS NON-PROFIT ORGANISATIONS**

For the purpose of this study, a non-profit organisation can be viewed as educational institutions that operate in the interest of the public. Non-profit organisations operate differently as compared to profit making organisations. According to Weise (2008:06) non-profit organisations attempt to achieve other objectives other than profit. This does not mean that they are not interested in income, as they have to generate some revenue to stay in business; however, their goal is not economic, rather it is to provide quality TVET education.

TVET Colleges mostly depend on government funding through the National Student Financial Aid Scheme (NSFAS) and other government funding. Nevertheless, the need to generate income is increasing. TVET Colleges must show how the community can benefit from their qualifications and meet customer expectations (Higher Education South Africa 2000). It is crucial for TVET colleges to understand how prospective students view them and know the processes involved when making a choice. TVET colleges also need to be aware that it may not be every student who knows about the institution. Creating awareness about TVET at all times by developing constant communication strategies may be of advantage to the colleges (Bonnema, 2007: 46).

According to McColl-Kennedy (2003:61) there are many differences in marketing procedures employed by profit making organisation which can be applied to non-profit organisations. Because education is a service rather than a product, service related marketing can be employed in TVET Colleges. A service can be defined as an act of, performance, and experience that creates benefits for customers. Based on this definition TVET Colleges can be classified as places with benefits that offer services for sale. McColl-Kennedy (2003:65) explains that marketing services is different than marketing goods. The following are unique characteristics by McColl-Kennedy that distinguishes education from goods with physical appearance:

- You cannot touch, feel or asses the quality of education except by evaluating infrastructure and fees. This make it them more difficult to promote and sell than a product. A service is more about selling a relationship and the value of the relationship between the buyer and seller of the service. For example, a car is

something a buyer can touch and see as well as use. A service, such as education, lifestyle coaching, for example, is not tangible.

- Service cannot be separated from consumption, they are inseparable.
- Measuring the quality of a product is easier than measuring that of a service. If a customer buys a cleaning product to clean the kitchen sink and it does not do the job, the customer knows the value of the product is zero. On the other hand, it is harder to measure the quality of a service. If a customer purchases a product and it does not work as it is supposed to, the customer can return the product for their money back or at least to receive a store credit. A service is consumed as it is offered, so it lacks the return factor that a product has. Some service providers overcome this by offering money-back guarantees. If a student enrolls at a college and does not get a job, they cannot get their money back (McColl-Kennedy 2003:66).

These characteristics impose a new challenge which TVET Colleges must overcome in order to be more market oriented and become acceptable to communities they serve. By adopting market oriented strategies TVET Colleges will be able to overcome other challenges like reduced funding from Government. To achieve this TVET Colleges must collaborate with other departments, monitor new trends and competition, and better understand the market or the environment they are operating in (McColl-Kennedy 2003:66).

## **2.8 SERVICE MARKETING**

According to Waise, Van Heerden, Jordan and North (2009:3), it is commonly accepted that marketing is vital to all kinds of profit-driven as well as non-profit organisations. A marketing orientation which may also be referred to as the marketing concept is the basis of modern marketing thinking. It is based on an understanding that the social and economic explanation of a college or university's existence is to supply quality education and render services that will satisfy students' needs.

Education is classified as a service. Kotler and Armstrong (2008:213) state that services can be defined in various ways. A service can be a place, a person, an activity or an Idea with benefits for sale that cannot result in ownership of anything. Therefore, TVET Colleges can be defined as places with benefits that sell services. Lamb *et al.*

(2004:11) state that services have unique characteristics, for example, their immaterial nature (cannot be tasted or touched); the fact that they cannot be stored (perishability); and the fact that the production and consumption thereof often take place concurrently (inseparability) makes service marketing more challenging than marketing a physical product. Because of these factors TVET Colleges are facing a challenge. In order for TVET to overcome these challenges they must be market oriented and understand the environment they are operating in.

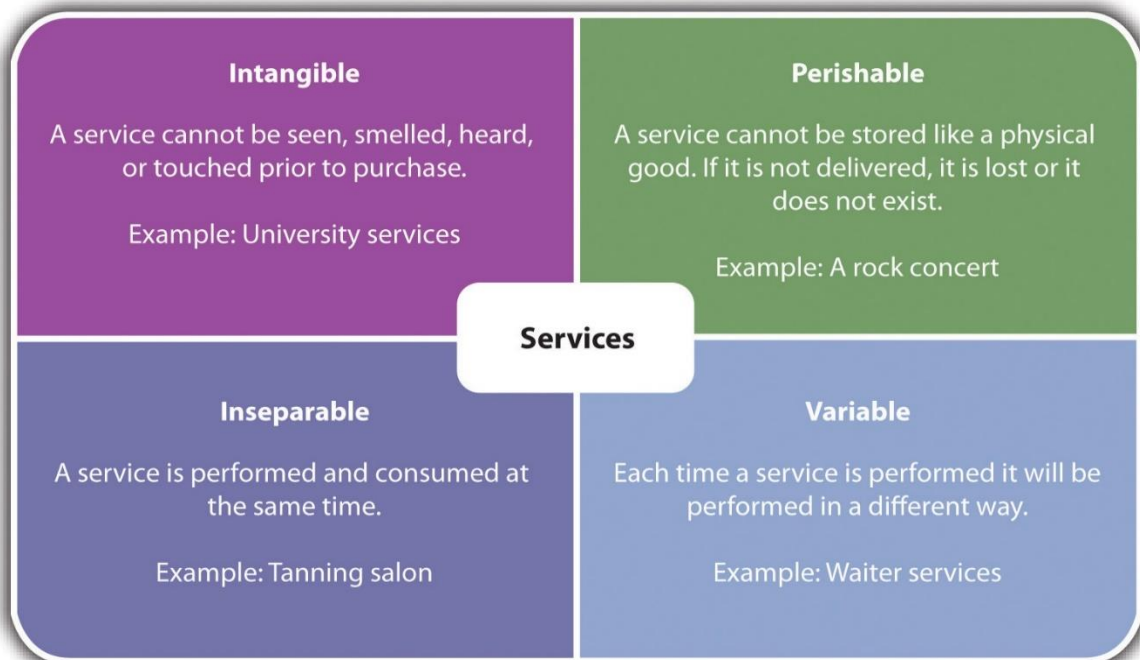
Kotler and Armstrong (2008:213) state that when marketing a service, the standard four Ps or fundamentals of the marketing mix for a product (product, place, price and promotion) must to be extended to include three more Ps, viz. people, processes and physical evidence. For the purpose of this study, the added marketing mix elements can be applied as follows:

- People- may be referred to the lecturers that work together with students;
- Processes- may include all the administrative activities and processes taking place behind the scenes when a student is registered, and
- Physical evidence should comprise of characteristics such as infrastructure.

## 2.8.1 CHARACTERISTICS OF SERVICE MARKETING

Coldren (2012) states that service marketing has the following characteristics:

**Figure 2.3 characteristics of service marketing**



Source: Schmitz 2012: 135

### Intangibility

According to Coldren (2012) services are not physical and cannot be "possessed." Because they cannot be seen, touched, or made tangible in any way, furthermore, assessing their quality and value is difficult. A services client will never know how good the service is until after he receives it. In a case of education, it actually may be months or years before a trigger event occurs to activate the service, at which time the client hopes to experience the promised service quality e.g. it may take months for a student to get employment. Coldren further explains that services marketing professionals must determine how to effectively communicate the services process, deliverables, and benefits in order to build client confidence. Tangible signals that indicate services quality and value come from personal interaction, trusted recommendations, clear communications, equipment used or processes followed, pricing, and the physical environment in which the business operates (Coldren 2012).

- **Perishability**

According to Olufisayo (2011) services last a specific time and cannot be stored like a product for later use. If you study at a particular college the service will only last the duration of the completion of the qualification. The service is developed and used almost simultaneously. Again because of this time constraint consumers demand more. Marketing departments of TVET Colleges therefore have to focus on the issue of dealing with the perishability of their services.

- **Inseparable**

Services cannot be separated from the service providers. A product when produced can be taken away from the producer. However a service is produced at or near the point of purchase. When you register at a TVET college teaching is all part of a service, college staff, libraries and college restaurants are inseparable (Olufisayo 2011).

- **Variable**

According to Coldren (2012) services quality and consistency are subject to great variability because they are delivered by people, and human behaviour is difficult to control. Personal performance and quality can vary by time of day. Coldren further explains that services marketing professionals can particularly overcome variability by developing special service packages. In the case of higher education, this may be in the form of part-time learning, distance learning and e-learning. When promoting services, marketers can overcome client concerns about service consistency in two ways—through team introductions and through positive referrals. The marketing communication practitioners at a TVET college should make it clear that a qualified team will work with the client, and schedule face-to-face introduction and consultation sessions to smooth the learning process (Coldren 2012).

## 2.8.2 SERVICE MARKETING MIX

The service marketing mix is also known as an extended marketing mix and is an integral part of a service blueprint design. The service marketing mix consists of 7 P's as compared to the 4 P's of a product marketing mix. The extended service marketing mix places 3 further P's which include People, Process and Physical evidence. All of these factors are necessary for optimum service delivery. Let us discuss the same further.

**Figure 2.4 Service marketing mix**



Source: Kotler and Armstrong (2010:256)

- **Product**

The product in service marketing mix is intangible in nature. Like physical products such as a soap or a detergent, service products cannot be measured. The education industry is an excellent example. At the same time service products are heterogeneous, perishable and cannot be owned. The service product thus has to be designed with care. Generally, blue printing is done to define the service product. For example – a restaurant blue print will be prepared before establishing a restaurant business. This service blue print defines exactly how the product (in this case the



restaurant) is going to be (Maringe 2006: 150). In a similar vein, TVET Colleges need to pay specific attention to detail when designing their marketing materials (brochures, prospectus, magazines, flyers etc.).

- **Place**

Place in the case of education determines where the service product is going to be located. A place where there is a significant demand for education and training.

- **Promotion**

Promotions have become a critical factor in the service marketing mix. Services are easy to be duplicated and hence it is generally the brand which sets a service apart from its counterpart. Today you will find a number of colleges promoting themselves rigorously. This is because competition in this service sector has increased significantly over the past few years by the private education providers. For public colleges to survive it is necessary to place themselves above the rest by advertising or through promotions (Eagle and Brennan 2007: 44).

- **Pricing**

Pricing in the case of services is rather more difficult than in the case of products. For example a restaurant owner cannot only price people food, but must also consider the nice ambience for customers and the band for music when costing. Generally, service pricing involves taking into consideration labour, material cost and overhead costs. By adding a profit mark-up, the final service pricing can be determined (Bhasin 2016). A similar principle applies with reference to educational institutions, the price for a qualification includes study materials, a tablet or a personal computer, lecturers and assessments.

- **People**

People are one of the elements of service marketing mix. People define a service, as in a restaurant where the chef and the service staff defines it (Bhasin 2016). In case of education, lectures and college staff define the college. In service marketing, people can make or break an organization. Today many companies are more interested in getting their staff trained in interpersonal skills and customer service with a focus towards customer satisfaction. Many companies have to undergo accreditation to show that their staff is better than the rest, for example SABS standards (Bhasin 2016).

- **Process**

Service process is the way in which a service is delivered to the end customer e.g. McDonalds thrive on their quick service and the reason they can do that is their confidence on their processes (Eagle and Brennan 2007: 44). On top of it, the demand of these services is such that they have to deliver quickly without a loss in quality. Thus, the process of a service company in delivering its product is of utmost importance. It is also a critical component in the service blueprint, wherein before establishing the service, the company defines exactly what should be the process of the service product reaching the end customer (Bhasin 2016). In a similar vein, TVET Colleges need to pay specific attention to detail when implementing their registration processes; they must make it a pleasurable experience.

- **Physical Evidence**

The last element in the service marketing mix is a very important element. As mentioned before, services are intangible in nature. However, to create a better customer experience, tangible elements are also delivered with the service. Take an example of a lecture room which has only chairs and tables, inadequate lighting and lacks a data projector. Students will not be happy to sit in a cold, poorly lit lecturer room. Students will prefer a lecture room with the proper equipment and conducive atmosphere. That is physical evidence. More often physical evidence is used as a differentiator in service marketing. Just like a private college and a government college. A private college will have plush offices and well-dressed staff. . Thus physical evidence acts as a differentiator in the choice of a TVET College (Bhasin 2016).

## **2. 9 CONCLUSION**

Most HEIs especially private institutions are already using business marketing practices to market their institutions. This can be seen through the literature studied that now is the time for TVET Colleges to employ marketing communications strategies commonly used by private institution and business. It is through marketing that the public perception of public TVET Colleges can be changed. It is through marketing and communication that the value and the significance of public TVET Colleges can be recognised. It is through marketing and communication that the 2030 goal of 4 million enrolments as stipulated in the green paper can be achieved.

It is also noted that the traditional marketing approach currently employed at TVET Colleges can be revamped with various marketing tools and practices in order to meet expectation of every community where a TVET College is located. For TVET Colleges to be able to market the programme offerings proactively to prospective students, the marketing communication practitioners in TVET Colleges must understand the students' decision-making process and their value perception that particular TVET College provides.

The factors that influences and drive prospective students' choice of college at which to study must be well understood. Through literature studied it can be noted that education is a service and TVET Colleges are service rendering institutions and should be marketed as service delivering organisations. Because TVET Colleges are funded by the public they can also be viewed as non-profit organisation which means that strategies employed by non-profit and service organisation can be adapted to TVET Colleges.

The aim of TVET Colleges is to effectively combine marketing mix and communication strategies geared towards informing high school students about TVET qualifications. This aim will require developing an appropriate marketing communication strategy to convey TVET message to the right target audience in order to create awareness influence the prospective student's decision-making process. Selecting suitable media options and the communication mix is subject to the marketing strategy and objectives of college. This objective should be to recruit top performing students to provide a

constructive basis for sustainability. Furthermore, in order to meet prospective students' needs relevant, reliable information must be provided in the preferred media.

The literature reviewed in this chapter focussed on the aim of this study which is to determine the influence marketing communication has on students' choice of college in order to meet the demands of various communities which TVET Colleges are located in and to improve enrolment and competitive advantage.

The next chapter presents the methodology that was designed to meet the objectives of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

Research is gathering, exploring and interpreting of information which provides grounds for informative decision making. Weise (2008: 178) states that researching the consumer decision making patterns helps the organisation understand the environment which it is operating in and ascertain challenges and opportunities in order to develop a strategy to achieve the organisation objectives. Gates (2006:11) also highlights that a study in connection with consumer behaviour focuses on the analysis of purchase drivers, lifestyles, brand equity, perception in socio economic factors. For the purpose of this study the main focus area is the factors that influence consumer decision making when selecting a college to study.

Chapter 1 of this study identified the research problem and the objectives of the study. Secondary research was conducted which helped as the basis for formulating the research problem and identifying the research objectives. This chapter describes the research methodology employed for this study. According to Waise (2008:178) research methodology provides knowledge and expertise required to solve a problem. This section will address the research design, sample description, data collection and data analysis. The researcher employed variables that have been identified in the literature as factors which determined students' choice of a college.

This is a quantitative study. According to Al-malood (2007:99) quantitative research is a tool to investigate relationships between one thing and other.

The objectives of this study are:

- To determine factors that influence the selection of a TVET College.
- To identify students' perceptions towards TVET Colleges.
- To investigate marketing communication practices that contribute to improving students' perceptions at TVET Colleges.

### **3.2 RESEARCH DESIGN**

The research design clarifies the structure of the study in a way that will address research questions and objectives. According to Cooper and Schilinder (2006: 146 and 762) the research design is made up of the structure of design, focus, time dimension and conditions. This study adopts a quantitative approach in which data collection was carried out through secondary data and questionnaires. Torriola (2006:231) describes data collection sources such as oneself, literature, observations, interviews and questionnaires as data triangulations. For the purpose of this study, only two data sources were used, literature and questionnaires. The secondary data consisted of textbooks, journal articles, newspapers, internet searches and research reports. The literature viewed the landscape and the transformation of higher education in South Africa, the consumer decision making process, the emergence of marketing communication in higher education, the relevance of marketing communication in higher education as well as the factors that influence students' decision and source of information

This study has a descriptive focus to find out about the factors that influence student choice of a college and appropriate marketing communication medium that colleges should use to reach targeted students. The survey approach was embraced as it is the most convenient for collecting data from a large number of respondents within a limited time frame. A structured questionnaire was distributed to selected first year students at selected TVET Colleges in KwaZulu-Natal (KZN)

### **3.3 STUDY TYPE**

Primary data was collected in this study using the survey method. A questionnaire consisting of three sections and 30 questions was used to gather the required information.

Gates (2010:07) defines survey as a method of collecting data based communication with the sample of individuals. It provides a snapshot at a given point in time and have a high rate of usage in marketing research. Zikmund and Babin (2007:187) state that a survey provides a quick, inexpensive, efficient and accurate means of assessing information about the targeted population. Recent studies reveal that the survey is the

most common source of research information used by 94% of companies (McDaniel Gates 2010:07)

The questionnaire is made up of 3 sections. Section A and B consists of closed-ended questions. Section C of the questionnaire provides a few alternative choices and allows respondents to give comments. This is a quantitative study aimed at quantifying the relationship between marketing communication and the influence it has on student's choice of TVET Colleges.

### **3.4 TARGET POPULATION**

The population is defined as the entire group of people about whom the researcher wishes to obtain information from. McGiven (2006:274) defines population as any complete group of people e.g. people, shops, organization that share some common set characteristics. According to Cooper and Schindler (2006: 146), the population means the overall number of elements/unit of analysis from which the researcher wishes to draw conclusions.

The target population identified for the purpose of this study, are registered first year TVET college students. This population comprises of Public TVET Colleges which exclude Private Institutions. A total of nine TVET Colleges in KZN were identified. Four TVET Colleges were selected from the list based on their geographic and demographic profile. These colleges are geographically located in Durban central, Midlands, North Coast and South Coast of KZN.

### **3.5 SAMPLE SELECTION**

Gates (2010:35) define a sample as a portion of a larger population that the researcher has selected to obtain information. The researcher then takes the results obtained from the sample and makes a calculated guess about the characteristics of the group. Schmidt and Hollensen (2006: 156-160) state that sampling involves the identification of a group of individuals or households who can be contacted by mail, by telephone or in person and have the information that is relevant to solve a marketing problem. There are two ways of sampling: probability sampling and non-probability sampling.

Probability sampling ensures that each member of the population has a definite chance of being selected. In non-probability sampling, there is no guarantee that each member of the population has a chance of being included (Diamantopoulos and Schlegelmich 2000: 11-13).

A decision on which sampling method is applied in a study depends on the research question being addressed. According to Tustin, *et al.* (2005: 361), a non-probability method has no statistical formula for prior calculation of the size of the population. Non-probability sampling refers to a sampling method selected on the basis of convenience (Kent, 2007:231). Researchers generally use this sampling method to obtain large numbers of completed questionnaires quickly and economically.

A non-probability or Judgmental sampling also known as purposive sampling was used. This is a non-probability sampling technique. The process involves handpicking individuals from the population based on the researcher's knowledge and judgment (Castillo 2009:06). According to Tustin, *et al.* (2005: 344), a major challenge of using this sampling method is that sampling error cannot be undertaken. Convenience sampling was chosen for this study as it involves voluntary participation by respondents. Using judgmental sampling from the nine TVET Colleges in KZN the following colleges were selected with a target of 100 respondents per college:

• EThekwini TVET College– Durban	100
• Esayidi TVET College – Port Shepstone	100
• UMgungundlovu TVET College – Pietermaritzburg	100
• Umfolozi TVET College – Richards Bay	100
	<hr/>
	400
	<hr/>

The researcher is of the view that these colleges are a fair representation of KZN TVET students. Sampling allows the researcher to gain information from a small number of respondents who will represent the total population, thus ensuring shorter timescale for research and lessen expenses.



### **3.6 SAMPLE SIZE**

Once a sampling method is selected, the next step is to determine the appropriate sample size. Kent (2007:236) states that any kind of quantitative analysis, a minimum sample size of 100 is needed to be able to calculate simple percentage for each variable.

A convenience sample of 100 students was drawn from each college with a combined total of 400 respondents. Sekaran (2003:294) states that this sample is sufficient to represent a large population of over one million. Hopkins (2008:12) also agrees that a descriptive study usually needs a larger sample. It is further highlighted that the larger the sample size the greater it reflects the population.

### **3.7 DATA COLLECTION**

Primary data collection refers to data constructed specifically for the research at hand (Kent, 2007:569). The role of primary data is to generate data to address needs in relation to a problem or need (McGivern 2006:6).

Data was gathered using a survey method. According to Kent (2007: 568), a quantitative survey is aimed at collecting data through questionnaires, interviews, normative surveys, job analyses and developmental studies. Quantitative methods are systematic and structured, and seek to obtain information from respondents in a direct, open manner. Wiese (2008: 193) states that quantitative methods have a potential of producing results that have a high degree of accuracy and are easily quantifiable. According to Tustin (2005: 184), a self-administered questionnaire is a traditional paper questionnaire used for surveys. Measures to avoid errors associated with self-administered questionnaire were followed by ensuring the availability of field workers to assist the students to complete the questionnaire. The questionnaires were administered to students in the classroom and then the field researcher explained how to complete the questionnaire and the aim of the study. The collection of data using questionnaires is fast, cheap, convenient and easy to process and the response rate is usually high.

Self-administered questionnaires were given to the sample population to ascertain their views about the factors that influence their choice of college in KwaZulu-Natal.

Self-administered questionnaires allow respondents to complete the questionnaire themselves. (Tustin, Ligthelm, Martins and Van Wyk 2005: 184). The researcher administered all questionnaires. The participant's letter of information and consent form was presented and explained to the respondents. Furthermore, the participants were made aware that the questionnaire consisted of three sections. The questionnaire and its content were carefully discussed and reviewed with the respondents. The respondents were made aware that their participation was purely voluntary and responses would remain anonymous. Thereafter students were given the consent forms and questionnaires to complete. Each completed questionnaire was checked to ensure completion of all fields.

Secondary data was collected and presented in chapter two. Du Plessis and Rousseau (1999: 280) state that secondary data looks at present customer feedback and reports, existing company information on sales and distribution figures, previous research findings, information from government structures such as the Bureau of Statistics and information obtained from magazines, newspapers and other literature. The secondary data looked at the landscape of South African Higher Education, academic articles, previous research studies, textbooks, journals and articles.

Permission to conduct the study was obtained from the Department of Higher Education and Training KZN Head Office in Pietermaritzburg prior to the commencement of the research project. Also the management of each TVET College selected for this study was informed and made aware when the questionnaire was to be administered.

### **3.8 QUESTIONNAIRE DESIGN**

The questionnaire design refers to a set of questions designed to generate the data required to carry out the objectives of the study. They are also referred to as the survey instrument. Morales and Ladhari (2011:253) state that the self-administered questionnaires is the most commonly used technique of collecting data. All forms of research or surveys require a questionnaire so that all respondents are asked exactly the same series of questions (Lamb, Hair, Mcdaniels, Boshoff and Terblanche 2008:138). In simple terms questionnaires organise the data collection process so that data obtained is consistent (Kent 2007:152).

The questionnaire was developed using the following guidelines by Struwig and Stead (2001: 89-90), the questionnaire:

- Must provide clear instructions on how to fill in the questionnaire or answer questions;
- Be divided into logical sections by subjects;
- Start with questions that are easy to respond to;
- Move to specific questions;
- Ask sensitive or personal questions at the end; and
- Minimize the number of questions to avoid participant's fatigue.

Lamb, *et al.* (2008:138) state that, questions in a questionnaire are designed in a manner that generates data that is necessary to provide answers to the objective of the research study. According to Webb (2002: 89) a questionnaire is designed for the four following purposes:

- To maximize the accuracy and relevancy of information to be obtained;
- To facilitate the gathering of information;
- To meet research objectives; and
- To maximize the participation of relevant elements in the sample.

The questionnaire for this study is made up of closed-ended multiple choice questions and open-ended questions. Kotler and Amstrong (2001:111) state that closed-ended questionnaires include all possible answers and the respondents make choices among them. The questionnaire was developed based on the study objectives. It consisted of three sections, A, B and C (see annexure). According to Schmidt and Hollensen (2006: 151), two types of questions can be identified. The first type of questions are open-ended questions which require unstructured responses whereby respondents can freely answer questions. The challenges associated with this kind of responses is the coding and processing of responses as the questions could have confused the respondents.

The bulk of the questionnaire contained close-ended questions in which respondents had to make a choice from the alternatives provided. The close-ended questions have structured closed-ended responses. Response categories provided for such questions should be mutually exclusive and exhaustive. A Likert scale was used to structure

questions because Likert scales are easy to administer, tabulate and analyse. Structured responses provide more appropriate responses and also make it easy to compare responses from students. According to Aaker, Kumar and Day (2009: 317), comparability of responses is a critical step for the use of analytical methods. The fixed alternative question is useful mostly when possible responses are known, limited in number and straight to the point. The heading on the questionnaire ensured that all respondents understood the nature and the purpose of the research and consent letter was signed by the participants.

### **3.9 DATA ANALYSIS**

This is the first step after the data has been collected. Data analysis is the process whereby the researcher takes the data that has been entered into the data matrix and creates information that can be used to deal with the objectives of the study (Morales and Ladhari 2011:253). Raw data is meaningless until it has been summarised and a range of conclusions are drawn from it. Ary, Jacob and Razavieh (2008: 465) state that data analysis is a process in which researchers systematically gather data and arrange it in order to enhance their understanding of the subject matter and also be able to present the data to the public and stakeholders. There are various survey methods, such as personal interviews, telephone interviews, mail surveys, questionnaires and fax surveys (Aaker, *et al*; 2005: 233). Quantitative surveys can be utilised in any kind of situation as they are very flexible and can be used to address any research question. According to Du Plessis and Rousseau (2005: 28), quantitative methods can collect data on the following:

- Attitudes, interests, and opinions: effectiveness of promotional tools at HEIs;
- Past, previous and intended behaviour: consumer decision making process of students was investigated; and
- Classification of demographic variable such as: age, sex, home language, course of study and institution, were determined.

A self-administered survey questionnaire was used. Data collection, through written questionnaires provided the opportunity for the participants to respond to the questions in writing. Non-response rate and participants not understanding the questions are highly associated with this type of survey method. Punch (2003: 42) recommends that

researchers must try to obtain a response rate of 60 percent. 400 questionnaires were distributed for this study and 356 questionnaires were completed and returned. All questionnaires were administered by the researcher.

According to Zikmund and d' Amico (2001: 142), the process of data processing consists of three sections: editing, coding and cleaning.

- **EDITING**

This is the process of checking completed questionnaires for omissions, incomplete, or otherwise unusable responses, illegibility, and obvious inconsistencies. The researcher checked all the questionnaires to ensure that all the questions were properly filled and completed. Questionnaires found to be invalid were withdrawn reducing the completed questionnaires from 384 to 356.

- **CODING**

According to Weise (2008:211) data is coded in order to ease the capturing process. After the data was coded it was the captured into a statistical software package (SPSS). The captured data was then assessed to determine completeness and accuracy.

- **CLEANING**

This stage is performed after data entry and before data analysis to identify omissions and errors that could have occurred during data entry. Data cleaning is necessary and very important as it ensures that no mistakes happened.

After the data was processed it was analysed using the latest Statistical Package for Social Science (SPSS) which presents data as graphical representations. Frequency tables were used to contribute the accuracy and efficiency of data processing. According to Zikmund and Babin (2007:515) SPSS is a user friendly data analysis software. SPSS is a program used to perform statistical entries and analysis and to create tables and graphs. The programme is capable of handling large amounts of data entries and can perform all of the analyses covered in the text. SPSS is commonly used in the Social Sciences and in the business world. Marketing researchers traditionally use SPSS more than any other statistical software (Weise 2008:211).

- **Correlation analysis**

Correlation is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured, continuous variables (e.g. height and weight). Bivariate correlation was performed on the (ordinal) data.

### **3.10 PILOT STUDY**

The questionnaire was pre-tested outside eThekweni College. The pre-test population was identified by the researcher as representatives of the study population. Respondents were requested to provide feedback on the content of the questionnaire and the clarity of the questions, and to indicate any challenges that they may have experienced during the study. A total of 10 questionnaires were used for the pre-testing exercise.

The respondents took between 10-15 minutes to fill in the questionnaire. The respondents indicated that the language used in the questionnaire was easy and understandable. It was noticed that respondents spent more time on section C which consisted of opened-ended questions. Question 28 (What is your general perception of TVET Colleges in KZN) seemed to have confused students as they often asked for clarity and as well as question 30 (In your opinion do you think that the marketing and communication practices employed by TVET Colleges in South Africa can change the general public perception of TVET education) most respondents were unsure of their answers. The researcher then decided to explain both these questions to the respondents to ensure the questions were answered appropriately.

### **3.11 VALIDITY AND RELIABILITY**

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”. Cronbach’s alpha testing was used to measure the internal consistency and 0.7 was used as a cut-off point (Cooper and Schindler, 2006: 349; Field 2005: 668).

### **3.11.1 VALIDITY**

Torriola (2006:32) explains that validity as the extent to which a test or instrument measures what it is supposed to measure and that particular measure is free from systematic random errors. The question of validity expresses the researchers concern with accurate measurement (Zikmund and Babin, 2007:323). Torriola (2006: 32) also recommends that validity is the degree to which the researcher obtains access to the respondent's knowledge and experience on the subject. According to Zikmund and Babin (2007:323) there are three basic approaches to establish validity:

- Face or Content validity: a scale's content logically appears to reflect what the researcher wished-for;
- Construct validity: Exists when a measure consistently measures and truly represent a distinctive concept; and
- Criterion validity: this is the ability of the measure to show a relationship with other standards instruments of similar construct or established criteria.

The questionnaire used to obtain data was appropriate for the study purpose and it was approved by the supervisor and co-supervisor. The instrument administration practices were standardized to ensure the content validity of the information gathered from the questionnaire. Torriola (2006: 32) states that validity addresses conclusions about casual relations, such as when a link between variables yields a statically significant coefficient of correlation.

### **3.11.2 RELIABILITY**

According to Welman, Kruger, and Mitchell (2005:145) reliability measures the ability of the data collection instrument and method used to obtain logical data. Reliability is the extent to which an instrument gives similar results for similar inputs of repeated trials. Reliability also refers to the degree of uniformity from one administration to the next by the same participants. More precisely, alpha is a lower bound for the true reliability of the survey. Reliability is computed by taking several measurements on the same subjects. Therefore, the results of reliability should be consistent results. When measurements are repeated, reliability is concerned with consistency, accuracy and predictability of the results (Torriola 2006: 32). In this study the reliability statistics of *Cronbach's Alpha* was used which is the most common measure of internal

consistency. It is most commonly used when a researcher has multiple Likert questions in a study or a questionnaire that forms a scale and a researcher wishes to determine if the scale is consistent (Cronbach's Alpha using SPSS 2013).

### **3.12 FACTOR ANALYSIS**

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors (Welman, *et al.* 2005:145). For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting issues at the local, state and national level. Each question, by itself, would be an inadequate measure of attitude towards environmental policy, but together they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. While factors actually exist in order to perform a factor analysis, in practice these factors are usually interpreted, given names, and spoken of as real things (Welman, *et al.* 2005:145). Exploratory Factor analysis was used in this study to draw conclusions.

### **3.13 CONCLUSION**

This chapter highlighted the research methodology used to measure the influence of marketing communication on students' decision to enrol at TVET Colleges in KZN. The purpose was to analyse the data and identify the gaps that seems to exist between marketing communication and student's perception of TVET Colleges in KZN. The study findings are discussed in chapter four.



## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA**

#### **4.1 INTRODUCTION**

In chapter three, the research design, data collection methods and questionnaire were discussed. This chapter presents the results and discusses the findings obtained from the questionnaires in this study. The questionnaire was the primary tool that was used to collect data and was distributed to students at four TVET Colleges in KZN. The data collected from the responses was analysed with SPSS version 23.0. The results are presented in the form of graphs, cross tabulations and other figures to represent the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values.

#### **4.2 THE SAMPLE**

In total, 400 questionnaires were despatched and 357 were returned which gave an 89 % response rate. The rate for response was good and is sufficient to represent the target population

**TABLE 4.1 SAMPLE COMPOSITION**

	Distributed	Frequency	Percent
Umgungundlovu TVET	100	100	28.0
Umfolozi TVET	100	100	28.0
Esayidi TVET	100	98	27.5
eThekwini TVET	100	59	16.5
Total	400	357	89

The poor response rate at eThekwini TVET College was attributed to the absence of a large number of students as well as refusal to participate in the survey.

### 4.3 THE RESEARCH INSTRUMENT

The research instrument consisted of 31 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 3 sections which measured various themes as illustrated below:

**TABLE 4.2 QUESTIONNAIRE COMPOSITION**

A	Biographical Data
B	Marketing Communication Media
C	Decision making

### 4.4 VALIDITY AND RELIABILITY

As discussed in the previous chapter, the two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”. Cronbach’s alpha testing was used to measure the internal consistency and 0.7 was used as a cut-off point (Cooper and Schindler, 2006: 349; Field 2005: 668).

The table below reflects the Cronbach’s alpha score for all the items that constituted the questionnaire.

**TABLE 4.3 RELIABILITY AND VALIDITY**

	Number of Items	Cronbach's Alpha
B6 - B12	7 of 7	.767
B13 - B19	7 of 7	.718
C20 - C27	8 of 8	.710
Overall	22 of 22	.836

The above table shows that the overall reliability score exceeds the recommended Cronbach’s alpha value of 0.700. This indicates a high degree of acceptable, consistent scoring for the various sections of the research.

Each of the individual; sections also have high reliability scores meaning that the data collection instrument and method used to obtain logical data is valid and reliable.

## 4.5 FACTOR ANALYSIS

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test (Table 4.4). The requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components divided into finer components. This is explained below in the rotated component matrix.

**TABLE 4.4: KMO AND BARTLETTS TEST**

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
B6 - B12	.758	663.851	21	.000
B13 - B19	.742	442.345	21	.000
C20 - C27	.726	543.901	28	.000

All of the conditions are satisfied for factor analysis. That is, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value should be greater than 0.500 and the Bartlett's Test of Sphericity sig. value should be less than 0.05.

**TABLE 4.5 ROTATED COMPONENT MATRIX**

B6 - B12	Component	
	1	2
TV	.842	-.010
Radio	.873	.021
Newspaper	.746	.301
Magazine	.658	.393
Social networks	.288	.579
School visits	.222	.749
Word of mouth	-.128	.795

B13 - B19	Component	
	1	2
School visit, send staff from college College to visit school	.130	.664
Advertise on radio station	.672	-.042
Advertise on TV	.709	.089
Use poster and flyers	.741	.230
Advertise in newspapers	.688	.319
Use social networks	.296	.706
Show us successful TVET graduates	-.024	.819

C20 - C27	Component	
	1	2
Location	.143	.543
Entry requirements	.099	.793
Tuition fees	-.080	.742
Financial aid	.115	.652
Programmes offered	.566	.413
Employability	.789	.184
Friends, family and relative studying at TVET College	.792	-.023
Image of TVET College	.798	-.001

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a

number of questions with a small number of hypothetical factors. With reference to the above tables:

- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
  - Factor analysis/loading show inter-correlations between variables.
  - Items of questions that loaded similarly imply measurement along a similar factor.
- An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components. It is noted that the variables that constituted the different sections loaded along 2 components (sub-themes). This means that respondents identified different trends within the sections.

## **4.6 SECTIONAL ANALYSIS**

The section that follows analyses the scoring patterns of the respondents per variable per section. Where applicable, levels of disagreement (negative statements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements). The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

### **4.6.1 SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA**

This section summarises the biographical characteristics of the respondents. The objective of collecting demographic data is to give an understanding of the respondent groups. The tables and graphs that follow below are a summary of the demographic data of the sample.

Table 4.6 describes the overall gender distribution by age.

**TABLE 4.6 BIOGRAPHICAL DATA**

			Gender		Total
			Male	Female	
Age	15 – 24	Count	62	122	184
		% within Age	33.7%	66.3%	100.0%
		% within Gender	40.3%	60.1%	51.5%
		% of Total	17.4%	34.2%	51.5%
	25 - 29	Count	54	59	113
		% within Age	47.8%	52.2%	100.0%
		% within Gender	35.1%	29.1%	31.7%
		% of Total	15.1%	16.5%	31.7%
	30 - 34	Count	36	19	55
		% within Age	65.5%	34.5%	100.0%
		% within Gender	23.4%	9.4%	15.4%
		% of Total	10.1%	5.3%	15.4%
	35 and above	Count	2	3	5
		% within Age	40.0%	60.0%	100.0%
		% within Gender	1.3%	1.5%	1.4%
		% of Total	0.6%	0.8%	1.4%
Total		Count	154	203	357
		% within Age	43.1%	56.9%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	43.1%	56.9%	100.0%

Table 4.6 reveals the age and gender of respondents. Overall, the ratio of males to females is approximately 2:3 (43.1%: 56.9%). It appear that females are more likely to participate in this study than males.

Within the age category of 15 to 24 years, 33.7% were males and 66.3% were females. Within the gender category, 40.3% were males and 60.1% were females between the ages of 15 to 24 years.

Within the age group 15 to 24 years, the majority were females 66.3% and males only constituted 33.7%. Age group 25 to 29 years 52.2% were females; within the age category of 30 to 34 years, 65.5% were males. Within the category of males (only), 23.4% were between the ages of 30 to 34 years. This category of males between the ages of 30 to 34 years formed 10.1% of the total sample. And lastly the age group of 35 years and above 60% were females. Thus it can be concluded that age and gender plays a role when student are choosing a college. This is information can be used to tailor make or structure certain qualification to meet certain age group and gender.

Since TVET Colleges also enrol students on a Recognition of Prior Learning (RPL) basis; there is a marked difference amongst the ages of the students. TVET also offer skills and technical programmes for those student who need up-skilling or re-skilling

**Figure 4.1: Education Level**

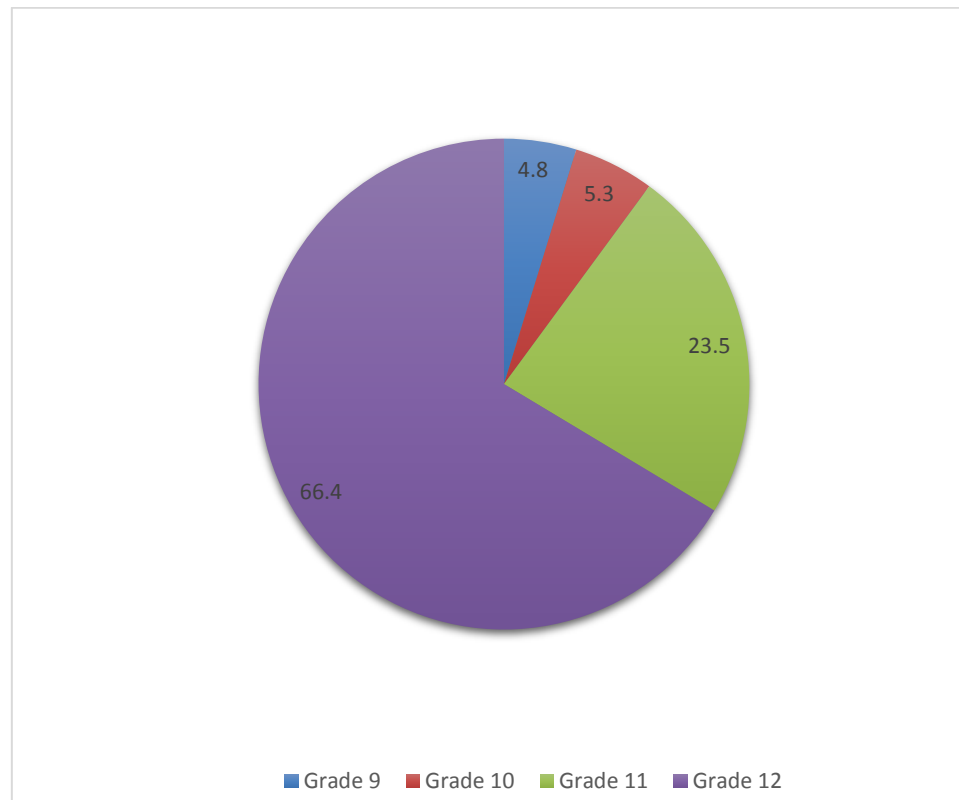


Figure 4.1 indicates the education levels the respondents completed before enrolling at TVET College. This was significant because TVET Colleges also accept student who do not complete grade 12.

Although TVET Colleges accept students without grade 12, the findings above indicate that the majority of students (66.4%) have completed grade 12. It is also noticed that the older students who are mostly males (Table 4.2) completed a lower level of schooling.

**TABLE 4.7 EDUCATION LEVEL VS AGE**

			Highest level of education completed before enrolling at TVET College				Total
			Grade 9	Grade 10	Grade 11	Grade 12	
Age	15 – 24	Count	5	4	24	151	184
		% within Highest level of education completed before enrolling at TVET College	29.4%	21.1%	28.6%	63.7%	51.5%
	25 – 29	Count	3	12	47	51	113
		% within Highest level of education completed before enrolling at TVET College	17.6%	63.2%	56.0%	21.5%	31.7%
	30 – 34	Count	9	3	10	33	55
		% within Highest level of education completed before enrolling at TVET College	52.9%	15.8%	11.9%	13.9%	15.4%
	35 and above	Count	0	0	3	2	5
		% within Highest level of education completed before enrolling at TVET College	0.0%	0.0%	3.6%	0.8%	1.4%
	Total	Count	17	19	84	237	357
		% within Highest level of education completed before enrolling at TVET College	100.0%	100.0%	100.0%	100.0%	100.0%

The minimum entry requirement in TVET is a pass in grade 9. From the above table it can be noted that only 4.8% had grade 9 while the majority which is constituted by mostly younger people between 15 and 24 years had completed matric as indicated



in the table. As discussed in Chapter two, TVET Colleges cater for different needs and skills development of students; hence, a possible contributing factor to the disparity in age.

#### **4.6.2 SECTION B:**

##### **4.6.2.1 COMMUNICATION MEDIA THAT TVET COLLEGE STUDENTS ARE EXPOSED TO ON A REGULAR BASIS.**

This section concentrates on marketing and communications mediums

**TABLE 4.8: COMMUNICATION MEDIA**

	Count	Percent
Mass media (e.g. radio/TV)	255	71.43
Direct marketing	48	13.45
Print Media (e.g. news papers)	91	25.49
Online marketing (e.g. social networks)	192	53.78
Outdoor media (e.g. billboard)	23	6.44
Other	7	1.96

Table 4.8 indicates the media that TVET College students are exposed to on regular basis. The findings illustrate that TV, radio and social networks are the predominant forms of media that college students are exposed to. The table also reveals that other media such as billboards less appeal to students looking to study at a TVET College. This finding, therefore, is very useful as the literature study suggests that marketing practitioners from TVET Colleges must understand what communication media most appeals to prospective students look for a college to study. This will allow for effective communication medium selection.

The following were rated as having had an influence in the respondent enrolling at a TVET College. Table 4.9 summarises the scoring patterns.

**TABLE 4.9 COMMUNICATION MEDIUMS SCORING**

B6 - B12	Disagree		Neutral		Agree	
	Count	Row N %	Count	Row N %	Count	Row N %
TV	124	35.2%	48	13.6%	180	51.1%
Radio	96	27.4%	55	15.7%	200	57.0%
Newspaper	88	25.3%	53	15.2%	207	59.5%
Magazine	101	29.3%	87	25.2%	157	45.5%
Social networks	57	16.7%	83	24.3%	202	59.1%
School visits	76	22.2%	66	19.2%	201	58.6%
Word of mouth	59	16.8%	54	15.3%	239	67.9%

From table 4.9 the following patterns are noticed:

In all instances the levels of agreement exceed those of disagreement for each media type; while the average level of agreement is 56.95%. This finding concurs with the views of Jones (2002:410 and McGarth and Akoojee (2007a: 421) who impress upon the need for marketing communications strategy at TVET Colleges.

The findings reveal that word of mouth receives the highest level of agreement at 67.90%. This finding supports the view of Jones (2002: 58) who stresses the need for personal selling between peers.

The findings reveal that respondents indicate higher levels of agreement for mass communication media and social networking; thereby corroborating the findings of Redmond (2010:72) that the majority of students generally surf the Internet in search of appropriate colleges of education.

It is not surprising that there are lower levels of agreement for print media. Students are more technology savvy and regard the print media as traditional media(Enslin 2003).

The findings reveal that the communication media that students are exposed to on a regular basis is more likely to influence their decision-making when choosing a college. Radio, newspapers and school visits by college have a great influence on student's decision (Eagle and Brennan 2007; Bhasin 2016).

In order to determine whether the scoring patterns per statement were significantly different per option, a chi square test was done. The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time). The alternate states that there is a significant difference between the levels of agreement and disagreement.

#### **4.6.2.2 COMMUNICATION MEDIUMS WHICH RESPONDENTS THINK THAT TVET COLLEGES SHOULD USE TO COMMUNICATE WITH THEM**

**TABLE 4.10 COMMUNICATION MEDIUMS TVET SHOULD USE**

<b>B13 - B19</b>	<b>Disagree</b>		<b>Neutral</b>		<b>Agree</b>	
	Count	Row N %	Count	Row N %	Count	Row N %
<b>School visit, send staff from college to visit school</b>	37	10.5%	51	14.5%	263	74.9%
<b>Advertise on radio station</b>	46	13.1%	35	10.0%	270	76.9%
<b>Advertise on TV</b>	49	14.1%	39	11.2%	259	74.6%
<b>Use poster and flyers</b>	49	14.2%	46	13.3%	251	72.5%
<b>Advertise in newspapers</b>	28	8.1%	52	15.0%	266	76.9%
<b>Use social networks</b>	40	11.5%	56	16.1%	252	72.4%
<b>Show us successful TVET graduates</b>	18	5.1%	42	12.0%	290	82.9%

From table 4.10 it can be seen that the levels of agreement exceed those of disagreement for each media type. The average level of agreement is 75.88%. Meaning that the majority of respondents agree with most of the given options that TVET Colleges should use to communicate with them.

Respondents indicate the higher levels of agreement for successful graduates, newspapers and radio stations. This implies that TVET Colleges must show successful

graduates (alumni) in the marketing campaigns which is supported by the literature study.

The lower levels of social networks at 72.41% is also observed, which is supported by the literature study that the use of internet to gather information about the choice of college have shown a significant increase over the past few years (Enslin 2003).

From these findings it can be concluded that majority (82.86%) of students want to be shown successful TVET graduates and advertisement on radio stations, newspapers, TV, use posters and flyers, and as well as social media. Showing successful TVET graduates will aid in building TVET reputation which is one of the factors student consider when selecting a college. These findings concur with the views of Smith (2015:11) who stresses the need for effective branding of TVET Colleges through successful graduate marketing campaigns; advertisements as well the use of social media. This finding collaborate with the view that amongst factors which influence the choice of college, prospective want to be shown successful TVET College Graduates

#### 4.6.3 SECTION C

This section is concerned with the factors that influence choice of college. Student were asked if any of the given options influenced their decision when searching for a college to study. The following findings were observed

**TABLE 4.11 FACTORS INFLUENCING CHOICE OF COLLEGE**

C20 - C27	Disagree		Neutral		Agree	
	Count	Row N %	Count	Row N %	Count	Row N %
Location	85	24.4%	93	26.7%	170	48.9%
Entry requirements	70	20.1%	78	22.4%	200	57.5%
Tuition fees	39	11.3%	75	21.7%	232	67.1%
Financial aid	44	12.8%	67	19.4%	234	67.8%
Programmes offered	35	10.2%	93	27.1%	215	62.7%
Employability	67	19.6%	93	27.2%	182	53.2%
Friends, family and relative studying at TVET College	106	31.1%	60	17.6%	175	51.3%
Image of TVET College	76	22.0%	81	23.5%	188	54.5%

Table 4.11 indicates that the the levels of agreement exceed those of disagreement for each media type. Respondents indicate higher levels of agreement for tuition fees

and Financial aid support as having been a major influential impact when selecting a college. This comes as no surprise, the literature study also reveals that student will look at the availability of financial aid when selecting a college to study.

It is observed that the location of TVET Colleges has lower levels of influence this is supported by the literature where it is highlighted that most are older students who are concerned about the location of the College.

Table 4.11 reflects friends, family and relatives who also have a great influence on student decision to study at a TVET College. This finding is supported by McGrath and Akoojee (2007:36)

These patterns illustrate that financial aid is the most important factor determining the selection of a college. Students will enrol at colleges if they are provided with bursaries and given discounts. This finding concurs with the views expressed in Battling FET Colleges (2009) which indicates that the poor students are not afforded to pursue higher education after grade 12. This study supports the report by Du Plessis (2012). It is for this reason that Mzimela (2002) stresses the need to change the perception and product offerings at TVET Colleges.

#### 4.6.3.1 THE GENERAL PERCEPTION OF TVET COLLEGES IN KZN

**TABLE 4.12: GENERAL PERCEPTION OF TVET COLLEGES IN KZN**

		Frequenc y	Perce nt	Valid Perce nt	Cumulativ e Percent
Valid		169	47,3	47,3	47,3
	Affordable quality education	1	,3	,3	47,6
	Advantage to students who don't qualify	1	,3	,3	48,2
	Affordable and close to townships	1	,3	,3	48,5
	Affordable and are situated close to community	1	,3	,3	48,7
	Affordable and convenient	1	,3	,3	49,0
	Affordable and good education	1	,3	,3	49,3
	Affordable and more training skills are obtained	2	,6	,6	49,9
	Affordable education and provides financial aid	1	,3	,3	50,1
	Affordable college	4	1,1	1,1	51,3
	Affordable education	1	,3	,3	51,5
	Affordable to study	2	,6	,6	52,1
	Centre for skills and training	3	,8	,8	54,9
	College for Townships	1	,3	,3	55,2
	Convenient and can study while you work	1	,3	,3	56,3
	Convenient education for the poor	1	,3	,3	56,6
	Convenient education for the poor	7	2,0	2,0	58,5
	Convenient short terms are offered	1	,3	,3	58,8
	Education is not good enough	1	,3	,3	59,7
	More convenient and affordable	1	,3	,3	72,5
	More Government support is needed	1	,3	,3	73,1
	More qualified and experienced due to practicals	1	,3	,3	73,7
	Not well recognised after completing studies	1	,3	,3	78,4
	Noted for strikes and students bunking classes	1	,3	,3	78,7

When students were asked about their perception of TVET Colleges in KZN the following patterns were gathered from Table 4.12:

The majority of students perceive TVET Colleges as institutions that offer good education. This is supported by the literature study that TVET colleges offer qualifications that are relevant to reduce the shortage of skills in the country (Akoojee and McGrath 2009:16).

It also found that student perceive TVET colleges as affordable and convenient education for the poor. TVET is often perceived by most parents and students as an institution for students that are not academically inclined but rather practically gifted. Very often TVET Colleges are regarded as second choice or the 'poor man's choice' (Maluleka 2011:10).

TVET colleges are perceived as glorified centres for basic skills programmes. Eulalia (2011:03) supports this finding by stating that TVET colleges are being undermined, they are often referred to as "glorified" high schools with resource and credibility issues. The author also indicates that our communities have few role models in their immediate environment whom they can look up to who have studied at a TVET college.

#### **4.6.3.2 THE PERCEPTION OF TVET QUALIFICATION IN THE JOB MARKET**

**TABLE 4.13: THE PERCEPTION OF TVET QUALIFICATION IN THE JOB MARKET**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	Yes	288	80,7	83,7	83,7
	No	56	15,7	16,3	100,0
	Total	344	96,4	100,0	
<b>Missing</b>	System	13	3,6		
<b>Total</b>		357	100,0		

Respondents were asked whether they think that TVET qualification will give them a competitive edge in the job market, the following results and patens were noticed. The majority (80.7%) of students agree that TVET qualification will give them a competitive advantage in the job market and only 15.7% feel that they will not stand a chance against graduated from other institutions. This is a very interesting finding because it differs with the literature study which indicated that students do not believe that TVET qualification will give them better chances in the job market as "many prospective

students fear that TVET qualifications will not open the doors to jobs that offer good pay” (Maluleka 2011:10).

The observed pattern also indicates that a significant number of student believe that through in-service training they stand better chances of employment. The finding also highlights that because their qualifications are practical in nature it gives them an added advantage in the job market.

#### **4.6.3.3 STUDENTS OPINION ON MARKETING COMMUNICATION PRACTICES EMPLOYED BY TVET COLLGES IN SOUTH AFRICA**

**TABLE 4.14: STUDENTS OPINION ON MARKETING COMMUNICATION PRACTICES EMPLOYED BY TVET COLLGES IN SOUTH AFRICA**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	Yes	170	47,6	50,0	50,0
	No	42	11,8	12,4	62,4
	I don't know	128	35,9	37,6	100,0
	Total	340	95,2	100,0	
<b>Missing</b>	System	17	4,8		
<b>Total</b>		357	100,0		

When students were asked their opinion on whether the marketing and communication strategies employed by TVET colleges in the county can change the public perception that TVET Colleges are poorly resourced. The following pattern was noticed:

- 47.6 % were in favour of the marketing and communication strategies of TVET colleges. Though this is a great percentage, it is noticed that TVET colleges can do a lot better in improving their marketing strategies.
- 11.8% were not in support of the marketing and communications strategies of TVET colleges. This indicates that there is room for improvement in the marketing of TVET Colleges.



- 35.9% said they do not know if the marketing and communications strategies of TVET colleges were suitable enough. The majority of these student were not exposed to any communication by TVET Colleges.

Amongst the comments made by students the following were observed:

- TVET colleges must strategise their marketing efforts.
- TVET colleges must advertise on a broader capacity targeting various forms of media.
- TVET colleges must communicate with the communities in which there are located
- TVET must create job opportunities for students after graduation, thus can be achieved through memorandum of understanding with industry.
- TVET must shift the negativity by the general public about TVET into positive through community engagements

The summary of findings above clearly illustrates the need for TVET colleges to engage in aggressive marketing and branding strategies. These findings concur with the views of Smith (2015); Council on Higher Education, (2000); Du Plessis and McGarth and Akojee (2007a). In addition, the product offerings must be enhanced as per the views of Hemsely-Brown and Oplatka (2008) if TVET colleges desire to gain a competitive edge.

#### 4.6.3.4 STUDENTS' SUGGESTION ON HOW TO IMPROVE MARKETISATION OF TVET EDUCATION

**TABLE 4.15: STUDENTS' SUGGESTION ON HOW TO IMPROVE THE MARKETING OF TVET EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		225	63,0	63,0	63,0
	Advertise more on social networks	6	1,7	1,7	65,0
	Advertise on social media	2	,6	,6	65,8
	Advertise on TV	2	,6	,6	66,4
	College should be in par with other universities	2	,6	,6	69,5
	Conduct more surveys about TVET collegesn locations	2	,6	,6	70,0
	Improve advertising	2	,6	,6	72,8
	Improve marketing	3	,8	,8	74,5
	Improve marketing and communication	3	,8	,8	75,4
	Improve resources and proper training of marketing staff	3	,8	,8	77,9
	Improve sporting activity	2	,6	,6	79,3
	More advertisements are needed	2	,6	,6	82,6
	More advertisements are needed over radio and tv	2	,6	,6	83,2
	More communication	6	1,7	1,7	85,7
	More recognition must be given to TVET graduates	3	,8	,8	88,5
	Offer more career courses	4	1,1	1,1	92,2
	Provide electronic equipments	2	,6	,6	95,2
	Provide more resources	2	,6	,6	96,4
	Use pamphlets to advertise	2	,6	,6	100,0

According to findings of this study TVET colleges should employ the following marketing strategies in order to improve their marketing and communication:

- Advertise on social networks
- Communicate more effectively with students and prospective students
- Improve marketing communication strategy
- Build institutional reputation
- Engage with communities in which they are located
- Conduct surveys and research in communities
- Advertise on television and radio
- Improve employability after graduation

The above suggestions by students concur with the views of Jones (2002); Smit (2015); Council on Higher Education, (2000); Du Plessis and McGarth and Akojee (2007a).

It is prudent to advise that all the findings are consistent with the views expressed by the theorists in that TVET Colleges need to engage in aggressive marketing and branding strategies to gain competitive advantage (Smith 2015; Kottler and Keller 2009; Lamb et al., 2004; Maringe and Gibbs 2009).

## 4.7 CORRELATIONS

Correlation analysis is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured, continuous variables. Correlations are useful because they can indicate a predictive relationship that can be exploited in practice. Table 4.16 summarizes the correlations that were explored in this study.

**TABLE 4.16: CORRELATION SUMMARY**

			Correlations																					
			TV	Radio	Newspaper	Magazine	Social networks	School visits	Word of mouth	School visit, send staff from college to visit school	Advertise on radio station	Advertise on TV	Use poster and flyers	Advertise in newspapers	Use social networks	Show us successful TVET graduates	Location	Entry requirements	Tuition fees	Financial aid	Programmes offered	Employability	Friends, family and relative studying at FET college	Image of TVET college
Spearman	TV	Correlation Coefficient	1,000																					
		Sig. (2-tailed)																						
	Radio	N	352																					
		Correlation Coefficient	.629 <sup>**</sup>	1,000																				
	Newspaper	Sig. (2-tailed)	.000																					
		N	349	351																				
	Magazine	Correlation Coefficient	.418 <sup>**</sup>	.575 <sup>**</sup>	1,000																			
		Sig. (2-tailed)	.000	.000																				
	Social networks	N	346	345	348																			
		Correlation Coefficient	.448 <sup>**</sup>	.392 <sup>**</sup>	.472 <sup>**</sup>	1,000																		
	School visits	Sig. (2-tailed)	.000	.000	.000																			
		N	343	342	339	345																		
	Word of mouth	Correlation Coefficient	.178 <sup>**</sup>	.112 <sup>*</sup>	.272 <sup>**</sup>	.371 <sup>**</sup>	1,000																	
		Sig. (2-tailed)	.001	.039	.000	.000																		
	School visit, send staff from college to visit school	N	339	338	336	334	342																	
		Correlation Coefficient	.117 <sup>*</sup>	.196 <sup>**</sup>	.335 <sup>**</sup>	.307 <sup>**</sup>	.278 <sup>**</sup>	1,000																
	Advertise on radio station	Sig. (2-tailed)	.030	.000	.000	.000	.000																	
		N	340	339	337	334	331	343																
	Advertise on TV	Correlation Coefficient	.012	-.010	.099	.148 <sup>**</sup>	.244 <sup>**</sup>	.370 <sup>**</sup>	1,000															
		Sig. (2-tailed)	.828	.857	.067	.006	.000	.000																
	Use poster and flyers	N	349	348	345	342	341	341	352															
		Correlation Coefficient	-.046	.018	.027	-.052	.153 <sup>**</sup>	.181 <sup>**</sup>	.220 <sup>**</sup>	1,000														
	Advertise in newspapers	Sig. (2-tailed)	.394	.739	.620	.337	.005	.001	.000															
		N	349	348	345	343	338	339	348	351														
	Use social networks	Correlation Coefficient	.239 <sup>**</sup>	.330 <sup>**</sup>	.240 <sup>**</sup>	.182 <sup>**</sup>	.115 <sup>*</sup>	.113 <sup>*</sup>	.150 <sup>**</sup>	1,000														
		Sig. (2-tailed)	.000	.000	.000	.001	.035	.037	.034	.005														
	Show us successful TVET graduates	N	349	348	346	343	340	339	348	349	351													
		Correlation Coefficient	.125 <sup>*</sup>	.175 <sup>**</sup>	.204 <sup>**</sup>	.184 <sup>**</sup>	.174 <sup>**</sup>	.141 <sup>**</sup>	.171 <sup>**</sup>	.173 <sup>**</sup>	.296 <sup>**</sup>	1,000												
	Image of TVET college	Sig. (2-tailed)	.021	.001	.000	.001	.001	.010	.001	.001	.000													
		N	345	344	341	340	335	337	344	344	345	347												
	Friends, family and relative studying at FET college	Correlation Coefficient	.128 <sup>*</sup>	.179 <sup>**</sup>	.223 <sup>**</sup>	.201 <sup>**</sup>	.189 <sup>**</sup>	.205 <sup>**</sup>	.206 <sup>**</sup>	.178 <sup>**</sup>	.276 <sup>**</sup>	.338 <sup>**</sup>	1,000											
		Sig. (2-tailed)	.017	.001	.000	.000	.001	.000	.000	.001	.000	.000												
	TVET college	N	344	343	341	339	334	335	343	343	344	345	346											
		Correlation Coefficient	.064	.095	.242 <sup>**</sup>	.183 <sup>**</sup>	.188 <sup>**</sup>	.162 <sup>**</sup>	.192 <sup>**</sup>	.163 <sup>**</sup>	.230 <sup>**</sup>	.308 <sup>**</sup>	.572 <sup>**</sup>	1,000										
	TVET college	Sig. (2-tailed)	.234	.080	.000	.001	.001	.003	.000	.003	.000	.000	.000											
		N	342	341	338	337	333	333	341	341	342	342	342	346										
	TVET college	Correlation Coefficient	.013	.010	.075	.146 <sup>**</sup>	.301 <sup>**</sup>	.126 <sup>*</sup>	.122 <sup>*</sup>	.330 <sup>**</sup>	.109 <sup>*</sup>	.246 <sup>**</sup>	.282 <sup>**</sup>	.391 <sup>**</sup>	1,000									
		Sig. (2-tailed)	.817	.860	.168	.007	.000	.021	.023	.000	.043	.000	.000	.000										
	TVET college	N	345	344	341	340	335	336	345	344	345	345	344	342	348									
		Correlation Coefficient	-.163 <sup>**</sup>	-.147 <sup>**</sup>	-.093	-.108 <sup>*</sup>	.088	.100	.212 <sup>**</sup>	.399 <sup>**</sup>	.068	.117 <sup>*</sup>	.190 <sup>**</sup>	.252 <sup>**</sup>	.435 <sup>**</sup>	1,000								
	TVET college	Sig. (2-tailed)	.002	.006	.084	.046	.107	.066	.000	.000	.209	.029	.000	.000	.000									
		N	348	347	344	342	337	338	347	347	347	346	345	343	346	350								
	TVET college	Correlation Coefficient	.135 <sup>**</sup>	.162 <sup>**</sup>	.042	.078	.046	.066	.055	.279 <sup>**</sup>	.144 <sup>**</sup>	.220 <sup>**</sup>	.150 <sup>**</sup>	.112 <sup>*</sup>	.175 <sup>**</sup>	.107 <sup>*</sup>	1,000							
		Sig. (2-tailed)	.012	.003	.444	.150	.405	.229	.306	.000	.007	.000	.005	.039	.001	.046								
	TVET college	N	346	345	342	341	336	336	345	345	346	344	343	341	344	346	348							
		Correlation Coefficient	.074	.138 <sup>*</sup>	.077	.060	.104	.173 <sup>**</sup>	.118 <sup>*</sup>	.234 <sup>**</sup>	.199 <sup>**</sup>	.187 <sup>**</sup>	.087	.048	.196 <sup>**</sup>	.137 <sup>*</sup>	.421 <sup>**</sup>	1,000						
	TVET college	Sig. (2-tailed)	.168	.010	.154	.265	.057	.001	.028	.000	.000	.108	.379	.000	.011	.000								
		N	346	345	342	341	336	336	345	345	346	344	343	341	344	346	347	348						
	TVET college	Correlation Coefficient	.001	-.020	.028	-.063	.108 <sup>*</sup>	.000	.059	.168 <sup>**</sup>	.018	.099	.095	.004	.175 <sup>**</sup>	.162 <sup>**</sup>	.261 <sup>**</sup>	.451 <sup>**</sup>	1,000					
		Sig. (2-tailed)	.982	.711	.604	.250	.049	.998	.276	.002	.741	.067	.081	.944	.001	.003	.000	.000						
	TVET college	N	344	343	341	338	334	334	343	343	344	341	340	338	341	344	344	344	346					
		Correlation Coefficient	-.033	.005	.052	-.030	.060	.074	.146 <sup>**</sup>	.204 <sup>**</sup>	.085	.095	.063	.049	.215 <sup>**</sup>	.127 <sup>*</sup>	.104	.316 <sup>**</sup>	.380 <sup>**</sup>	1,000				
	TVET college	Sig. (2-tailed)	.537	.923	.344	.585	.277	.179	.007	.000	.117	.079	.247	.370	.000	.019	.053	.000	.000					
		N	343	342	339	338	333	333	342	342	343	341	340	339	341	343	343	340	345					
	TVET college	Correlation Coefficient	.067	.148 <sup>**</sup>	.145 <sup>**</sup>	.096	.081	.178 <sup>**</sup>	.170 <sup>**</sup>	.148 <sup>**</sup>	.159 <sup>**</sup>	.173 <sup>**</sup>	.127 <sup>*</sup>	.103	.169 <sup>**</sup>	.057	.154 <sup>**</sup>	.253 <sup>**</sup>	.109 <sup>*</sup>	.345 <sup>**</sup>	1,000			
		Sig. (2-tailed)	.221	.006	.008	.081	.141	.001	.002	.006	.003	.001	.019	.061	.002	.296	.004	.000	.045	.000				
	TVET college	N	340	340	336	335	329	332	340	340	339	338	338	335	338	340	340	338	336	343				
		Correlation Coefficient	.159 <sup>**</sup>	.175 <sup>**</sup>	.193 <sup>**</sup>	.239 <sup>**</sup>	.212 <sup>**</sup>	.277 <sup>**</sup>	.152 <sup>**</sup>	.197 <sup>**</sup>	.182 <sup>**</sup>	.119 <sup>*</sup>	.243 <sup>**</sup>	.250 <sup>**</sup>	.245 <sup>**</sup>	.113 <sup>*</sup>	.225 <sup>**</sup>	.199 <sup>**</sup>	.042	.119 <sup>*</sup>	.373 <sup>**</sup>	1,000		
	TVET college	Sig. (2-tailed)	.003	.001	.000	.000	.000	.000	.005	.000	.001	.029	.000	.000	.000	.038	.000	.000	.447	.029	.000			
		N	339	338	336	335	330	329	338	338	339	337	337	336	337	339	340	340	337	336	334	342		
	TVET college	Correlation Coefficient	.207 <sup>**</sup>	.200 <sup>**</sup>	.185 <sup>**</sup>	.301 <sup>**</sup>	.197 <sup>**</sup>	.248 <sup>**</sup>	.197 <sup>**</sup>	.097	.151 <sup>**</sup>	.173 <sup>**</sup>	.270 <sup>**</sup>	.222 <sup>**</sup>	.065	-.019	.103	.062	-.032	.040	.264 <sup>**</sup>	.456 <sup>**</sup>	1,000	
		Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	.074	.005	.002	.000	.000	.238	.725	.059	.259	.556	.464	.000	.000		
	TVET college	N	339	337	334	333	329	330	337	337	338	335	334	333	335	332	338	338	335	334	332	331	341	
		Correlation Coefficient	.156 <sup>**</sup>	.141 <sup>**</sup>	.185 <sup>**</sup>	.256 <sup>**</sup>	.243 <sup>**</sup>	.286 <sup>**</sup>	.214 <sup>**</sup>	.178 <sup>**</sup>	.149 <sup>**</sup>	.150 <sup>**</sup>	.228 <sup>**</sup>	.162 <sup>**</sup>	.193 <sup>**</sup>	.162 <sup>**</sup>	.066	.106 <sup>*</sup>	.055	.098	.305 <sup>**</sup>	.481 <sup>**</sup>	.498 <sup>**</sup>	1,000
	TVET college	Sig. (2-tailed)	.004	.009	.001	.000	.000	.000	.000	.001	.006	.006	.000	.003	.000	.003	.225	.049	.306	.070	.000	.000	.000	

Bivariate correlation was also performed on the (ordinal) data. The results are presented in the Table 4.18. The results indicate the following patterns:

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a \* or \*\*.

For example, the correlation value between “Employability” and “Advertise in newspapers” is 0.448. This is a directly related proportionality. Respondents indicate that the chances of employability increases when the college uses newspaper adverts, and vice versa.

## **4.9 CONCLUSION**

The results of the study are presented and analysed in this chapter through the use of descriptive and inferential statistics. The results were presented in the form of charts and tables which helped to provide a detailed analysis.

A comparison of marketing communication and the influence it has on student decision when selecting a college in Durban, KZN Midlands, South Coast and North Coast are determined and presented. General perceptions of TVET colleges were also presented. Specific literature was cited to justify the need for enhanced communication channels which support the current findings.

The next chapter contains the conclusions and recommendations of the study.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The previous Chapter focused on the analysis of data from 357 questionnaires using SPSS, version 23.0. This chapter takes an in-depth look at the results and findings in relation to the objectives of the study. The limitations of this study and important recommendations for implementing an effective marketing communication strategy for TVET are also discussed. In addition, recommendations for future studies in the TVET Education sector are also made.

Chapter 1 introduced the research problem and the objectives of the study. The study aimed at determining the influence of marketing communication on students' decision to enrol at TVET Colleges. The delimitations and assumptions of the study are also discussed. The structure of the research project and the methodology are also explained.

Chapter 2 gave an overview of the South African Higher Education landscape that has been going through a major restructuring over the years. The chapter is aimed at revealing the transformation of South African Higher Education landscape and the government policies that led to the transformation. Marketing communication strategies for higher education and previous research findings are also discussed. The communication processes for HEIs are explored. It is revealed that HEIs operate as businesses with marketing challenges and that students are customers and, therefore, HEIs have a responsibility to understand their customers and their decision making process. Previous research studies are explored as part of the literature to reveal the common trends and considerations in the consumer decision making process. Internal and external factors influencing the consumer decision making process are discussed. The psychological, situational and social factors that influenced decision making are also explored.

Chapter three provided a description of the research design and method utilised for the study. The research instrument and the sampling method were identified. A questionnaire was designed to collect data from the students at the eThekweni TVET

College, Umfolozi TVET College, UMgungundlovu TVET College and Esayidi TVET College.

Chapter 4 presents the analysis of data and explores the research findings. The chapter discusses the influences that the respondents identified as factors that play a role in their decision making process.

## **5.2 SUMMARY OF THE LITERATURE REVIEWED**

The focus of this study was to understand the role and the purpose that TVET colleges plays within the broader array of education and training in South Africa with the objective of providing the DHET with greater insight into improving the marketing of TVET colleges which may lead into a significant improvement of new student's registrations in KZN.

TVET colleges make education available for different types of students and their individual learning and training needs. For example there are those students who require preparation to enter the workplace. Then, there are those who wish to start their own businesses, while others seek to obtain a university degree. There are also those who need re-skilling or up-skilling from present competency levels and those who need to start a new career pathway due to personal or circumstantial reasons (South Africa 2011:04).

The literature also reveals that there seems to be confusion that exists between TVET and HET colleges many people think that TVET colleges are lower-level versions of high skills, others believe they are higher-level versions of low skills or that they exist somewhere in between (Eulalia 2011:04). Furthermore, chapter two tackled the key challenges facing TVET growth. TVET colleges in KZN need to grow as rapidly as possible and to be accessible to both young people and adults.

The literature reviews also reveals potential marketing communication strategies that can be implemented by TVET colleges to shift the public perception that they offer lower levels of higher education and are for those students with low levels of intelligence quotient (IQ). The mediums that prospective students use to gain information about tertiary institutions, including marketing strategies like online advertising and print media are also discussed. It is also noted that many school

leavers who intend studying further rush to universities and regard FET as a last option.

The literature also reveals that HEIs in South Africa have up to the late 1980s operated under a regulated environment with a guaranteed state subsidy and predictable students enrolment (Mzimela 2002:01). As a result, marketing was not regarded as relevant to HEIs. It was viewed as a concept only applicable to commercial organizations however that perception still remains in many TVET colleges in the country.

The literature review discusses very interesting factors affecting TVET Colleges in KZN and suggests solutions to these factors for example the role of marketing staff in a TVET college, the concept of education branding, focused marketing approach, building the TVET reputation, prospective students behaviour and as well as students decision-making processes.

From the literature it is also noted that prospective students do not prefer studying at TVET colleges and that registration at TVET colleges are less when compare to universities. Ceza (2008: 02) states that the TVET sector is often perceived by most parents and students as an institution for students that are not academically intelligent but rather practically gifted. Very often TVET colleges are regarded as second choice or the poor man's choice as a result many prospective students fear that TVET qualifications will not open the doors to jobs that offer good pay.

### **5.3 SUMMARY OF THE EMPIRICAL STUDY**

In Chapter four, the results of the study are analysed, interpreted and presented. This study is quantitative in nature. A total 400 questionnaires were distributed to students studying at the four selected TVET colleges in KZN, of which 357 were completed and analysed for this study. The results reveal very important areas of marketing TVET colleges to communities within which these colleges are located. The results of this study has also reveal the need for marketing communication in TVET colleges to be addressed urgently to improve public perception and enrolment rates at these colleges.



## 5.4 REALISATION OF THE RESEARCH OBJECTIVES

The objectives of the study provided the support for the whole project. A discussion of the realization of the study objectives are discussed below

- **To determine factors that influences the selection of TVET colleges.**

Chapter two provided the literature and understanding of the FET education sector. An in-depth literature study was conducted to understand influential factors when students are selecting a college to study. According to Morgan (2012:181) course specifics and learning atmosphere are the major factors in student decision making process. However, the study also reveal marketing by TVET colleges has a major impact on students making uninformed decisions when deciding on which college to choose (Gatfield, Barker and Graham 1999: 73).

The study reveal that it is only through marketing that the value of TVET colleges can be recognised. And it is through the information provided by the TVET colleges through marketing communication media which has the potential to influence the students' choice of college. Marketing communication plays a vital role in the development of brands and it is a means by which products become brands. It determines how customers differentiate a product and understand brand value (Redmond 2010: 29).

- **To identify students' perceptions towards TVET colleges.**

As indicated in the literature review, many school leavers who wish to further their education regard TVET colleges as second or last choice. Furthermore, the study reveals that TVET colleges are regarded as the poor man's choice as a result many prospective students fear that TVET qualifications will not open the doors to jobs that offer good pay. The general public perceive TVET colleges as poorly resourced. The findings of the study in chapter four however shows an improvement in the general perception that TVET offer lower standards of higher education. When students were asked about their perception of TVET colleges in KZN it was observed that the majority of students perceived TVET colleges as institution that offer good education. This is supported by the literature study that TVET colleges offer qualifications that are relevant to reduce the shortage of skills in the country.

## **To investigate marketing communication practices that contributes to improving students' perceptions at TVET colleges.**

The results reflects the finding and measurements of the data collected from 357 respondents. The analysis in chapter four shows that communication medium that students are exposed to a regular basis is more likely to influence their decision when selecting a college of choice e.g. television, radio and social networks. The majority (82.86%) of students want to be shown successful TVET graduates as well as advertisements on radio stations, newspapers, television and the use of posters and flyers and social media which have greater chances to shift the current perception of TVET colleges. The findings also show that school visits by colleges play a huge role in a student's mind. In the latter part of this chapter recommendations on how to improve student's perception of TVET colleges are presented, therefore, this objective has also been achieved.

### **5.5 LIMITATIONS**

The limitations were:

- The study was conducted at four TVET colleges in KwaZulu-Natal; namely EThekweni TVET College, UMgungundlovu TVET College, Esayidi TVET College, and Umfolozi TVET College. Therefore, the study may contain information relevant only to colleges in KwaZulu-Natal. Thus the results cannot be generalised to colleges in other provinces of South Africa.
- The findings of this study may not be the representative of the entire population.

### **5.6 RECOMMENDATIONS**

By comparing marketing communication with the student perception the researcher was able to identify gaps that exist between public TVET colleges and the communities they serve. Marketing and communication is the only way in which the value of TVET colleges can be recognised. Implementing marketing and communication practices commonly used by the business world can improve enrolment rates and change the

current perception about TVET colleges. In order to improve marketing communication of public TVET colleges the following recommendations are suggested:

- **Implement marketing and communication strategy**

The results of this study indicate a number of communication mediums that TVET college students are exposed to on a regular basis which are TV/ radio - 71.43%, and online marketing - 53.78%. Furthermore, the results show that students also want to be shown successful TVET graduates (82 %) to encourage them to study at a TVET college therefore TVET colleges must show successful TVET graduates in their marketing and advertising campaigns.

- **Develop a Focused Marketing Approach**

TVET colleges require a more focused marketing approach to increase their influence on student choices. A focused marketing communication will not only influence the choice of college but may also positively influence the choice of qualification.

- **Build Reputation**

TVET colleges must establish themselves as players in higher education and build a reputation. As per the literature review on chapter two college's actual quality is often less important than its reputation for quality, because it is the college's perceived quality which guides the decisions of prospective students. Chapter four of the study also tells us which medium TVET colleges should use to build their reputation.

- **Effective use of marketing communication**

Marketing communications is an important tool that can be used to either maintain or alter attitudes held by stakeholders, customers or prospective students. Basic information such as tuition fees, location and employment rate after completing qualification plays an important role influencing the decision making or student choice process. Therefore TVET colleges must include these factors in their marketing and communications.

- **Realising the role of the marketing communication practitioners in TVET colleges**

There are several roles that a marketing communication practitioner can play in developing a marketing communication strategy and branding of a TVET college for example, the role of a marketer is to position the college brand to show prospective students, how they will benefit from enrolling at a TVET college. Therefore it is recommended that the marketing practitioner must be thoroughly conversant with TVET requirements when designing the marketing campaign.

- **Buy in from college employees**

It is recommended that all TVET staff must positively engage in marketing campaigns. If all staff continuously engage in marketing TVET colleges this will improve their reputation and shift the public perception of TVET colleges.

## **5.7 SCOPE FOR FUTURE STUDY**

It is suggested that further studies be conducted to include all the TVET colleges in the province. This will enable the DHET to understand how students and communities in geographical regions perceive public TVET colleges in their respective areas. This should be done annually so that it will allow the DHET to draw yearly comparisons and determine how marketing communication have influenced students to enrol at TVET.

This study focused more on external marketing communication of TVET colleges. Future studies should focus on the internal strategy formulation. This will ensure that a proper and effective marketing communication strategy is developed that will ensure that enrolment targets are met.

## **5.8 CONCLUSION**

This study highlights the influence an effective marketing communication strategy will have on students' decision making when selecting a college to study in greater KwaZulu-Natal. Issues relating to marketing TVET colleges are discussed in chapter two and the findings of the study are presented in chapter four. The results of the research provide marketing practitioners at HEIs with information as to which communication tools to use for student recruitment. The findings of the study reveal how the implementation of an effective marketing communication strategy will position the TVET institutions ensuring competitive advantage. The findings illustrate the need for an interactive marketing strategy through social media.

Undeniably there are numerous players in the higher education sector. For example, private colleges and universities are all competing for an increased market share. The importance of marketing communication, therefore, becomes of paramount importance to increase the enrolment at TVET colleges.

The competition in the higher education sector is fierce. Implementing the correct marketing communication strategy can provide TVET with a competitive advantage. It is envisaged that this study will have a positive impact on developing an effective marketing communication strategy for TVETs which will in turn lead to an improvement in enrolment.

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## **ANNEXURE 1: LIST OF ABBREVIATIONNS AND ACRONYMS**

DHET : Department of Higher Education and Training

FET : Further Education and Training

HE : Higher Education

HEIs : Higher Education Institutions

MC : Marketing Communication

PHEI : Private Higher Education and Training

TVET : Technical Vocation Education and Training



## ANNEXURE 2: LETTER OF INFORMATION



### INSTITUTIONAL RESEARCH ETHICS COMMITTEE IREC

#### LETTER OF INFORMATION

**Title of research study:** THE INFLUENCE OF MARKETING COMMUNICATION ON STUDENTS' DECISIONS TO ENROL AT FURTHER EDUCATION AND TRAINING COLLEGES IN KWA ZULU NATAL

**Principal researcher:** Freedom Vezi (M-Tech: Marketing student)

**Supervisor/s:** Prof D Penceliah HOD Marketing. Mr S. Docrat Marketing lecture

**Brief introduction and purpose of the study:** I am currently conducting a study as part of my Master Degree at the Durban University of Technology. The study aims to determine the influence of marketing communication on students' decision to enrol at FET Colleges.

**Outline of the procedure:** I would appreciate it if you could take time and fill this short questionnaire as honestly as possible. The questionnaire is made up of close ended and open ended questions to ascertain students' views about the factors that influence their choice of college. Research questions are simply structured making them easy to understand. A total of 400 questionnaires will be completed for this study. The questionnaire shall be completed in class. Your participation is completely voluntary and respondents will remain anonymous as no personal information is needed.

**Risks to the participant:** No foreseeable risks as a voluntary participant

**Benefits:** The findings of this study will act as a guideline to determine a more appropriate marketing communication strategy to transform the public perception of FET Colleges thus establishing FET as students' first choice.

**Reasons why participants may withdraw from the study:** Participation is voluntary and you can withdraw from the study at any time.

**Remuneration:** none

**Confidentiality:** as a participant you will remain anonymous and all information will be treated strictly confidential. Your personal information regarding sex, age etc. will be anonymously processed into a study report. Responses will be analysed with the strictest confidence

**Persons to contact in the event of any query:** Please contact the researcher, Mr Freedom Vezi (0847526186), My Supervisor Prof D. Penceliah (031 373 5425)/ Mr S. Docrat (031 373 5392), the Institutional Research Ethics Committee (031 373 2900). Complaints can be reported to the DVC: TIP, Prof F. Otieno on (031 373 2382)

## ANNEXURE 3: CONSENT LETTER



### INSTITUTIONAL RESEARCH ETHIC COMMITTEE IREC CONSENT

#### Statement of agreement to participate in the research study

- I hereby confirm that I have been informed by the researcher, Mr Freedom Vezi about the nature, conduct and benefits of this study
- I have also received, read and understood the above written information (participant letter of information) regarding this study.
- I am aware that the result of the, including personal details will be anonymously processed into a study report
- In view of the requirements of the research, I agree that the data collected can be processed in a computerised system
- I may at any stage without prejudice, withdraw my consent and participation in the study
- I have had sufficient opportunity to ask questions and (of my free will) declare myself prepared to participate in the study

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
of participant                      Date                      Time                      Name  
signature

I, Freedom Clement Vezi (researcher) herewith confirm that the above participant has been fully informed about the nature and conduct of this study

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Freedom Clement Vezi                      Date                      Name  
of Researcher                      signature

\_\_\_\_\_/\_\_\_\_\_  
Name of witness                      Date                      signature

## ANNEXURE 4: QUESTIONNAIRE

My name is Freedom Vezi from Durban University of Technology studying towards a Master's Degree in Marketing. This questionnaire forms part of my research study concerning: **THE INFLUENCE OF MARKETING COMMUNICATION ON STUDENTS DECISION TO ENROL AT TVET COLLEGES IN KZN.** I would appreciate it if you could take time and fill this questionnaire. All data collected will be treated confidential.

### Section A: biographic profile

1. Please indicate your college  
☐ EThekweni TVET ☐ Esayidi TVET  
☐ UMgungundlovu TVET ☐ Umfolozi TVET
2. Gender  
☐ Female ☐ Male
3. Age  
☐ 15 – 24 ☐ 25 -29 ☐ 30 -34 ☐ above 35
4. Please indicate highest level of education completed before enrolling at TVET College  
☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

### SECTION B

5. Which of the following communication mediums are you exposed to on a regular basis?  
☐ Mass media (e.g. radio/TV) ☐ Online marketing (e.g. social networks)  
☐ Direct marketing ☐ Outdoor media (e.g. billboard)  
☐ Print Media (e.g. newspapers) ☐ Other (List) \_\_\_\_\_

Do you think the following had an influence on you enrolling at TVET College? Please Mark with an X the answer that suits your opinion. (**SD** strongly disagree, **D**-Disagree, **N** Neutral, **A**- Agree, **SA** - Strongly Agree)

		SD	D	N	A	SA
6	TV					
7	Radio					
8	Newspaper					
9	Magazine					
10	Social networks					
11	School visits					
12	Word of mouth					

Which of the following communication mediums do you think TVET Colleges should use to reach you? Please Mark with an X the answer that suits your opinion (**SD** strongly disagree, **D**-Disagree, **N** Neutral, **A**- Agree, **SA** - Strongly Agree)

		SD	D	N	A	SA
13	School visit, send staff from college to visit school					

14	Advertise on radio station					
15	Advertise on TV					
16	Use poster and flyers					
17	Advertise in newspapers					
18	Use social networks					
19	Show us successful TVET graduates					

### SECTION C

Did any of the following influenced you decision to study at TVET. Please Mark with an X the answer that suits your opinion. (**SD** strongly disagree, **D**-Disagree, **N** Neutral, **A**– Agree, **SA** - Strongly Agree)

		SD	D	N	A	SA
20	Location					
21	Entry requirements					
22	Tuition fees					
23	Financial aid					
24	Programmes offered					
25	Employability					
26	Friends, family and relative studying at FET college					
27	Image of TVET college					

28.What is your general perception of TVET Colleges in KZN?

Comment \_\_\_\_\_

29. Do you think that a TVET qualification will give you a competitive advantage in the job market?

☐ Yes

☐ No

Comment \_\_\_\_\_

30. In your opinion do you think the marketing and communication practices employed by TVET Colleges in South Africa can change the public perception of TVET?

☐ Yes

☐ No

☐ I don't know

Comment \_\_\_\_\_

31. If you were to suggest something on improving marketing and communication on TVET Colleges, what would you suggest?

***Thank you for time and cooperation***

## ANNEXURE 5: PERMISSION LETTER



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/396

Mr Freedom Clement Vezi  
AA 977 Boyi Simelane Avenue  
UMLAZI  
4031

Dear Mr Vezi

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **THE INFLUENCE OF MARKETING COMMUNICATION ON STUDENTS DECISION TO ENROL AT FURTHER EDUCATION TRAINING COLLEGE KWA ZULU NATAL**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 April 2013 to 30 April 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools and institutions in Kwazulu Natal Department of Education.
  1. ETHEKWINI FET COLLEGE
  2. UMGUNGUNDLOVU FET COLLEGE
  3. ESAYIDI FET COLLEGE
  4. UMFOLOZI FET COLLEGE

Nkosinathi S.P. Sishi, PhD  
Head of Department: Education  
21 May 2013

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa  
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612  
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;  
WEBSITE: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)

...dedicated to service and performance  
beyond the call of duty

## ANNEXURE 6: STUDY FINDINGS

### FREQUENCIES

#### College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Umgungundlovu TVET	100	28.0	28.0	28.0
	Umfolozu TVET	100	28.0	28.0	56.0
	Esayidi TVET	98	27.5	27.5	83.5
	EThekweni TVET	59	16.5	16.5	100.0
	Total	357	100.0	100.0	

#### Gender

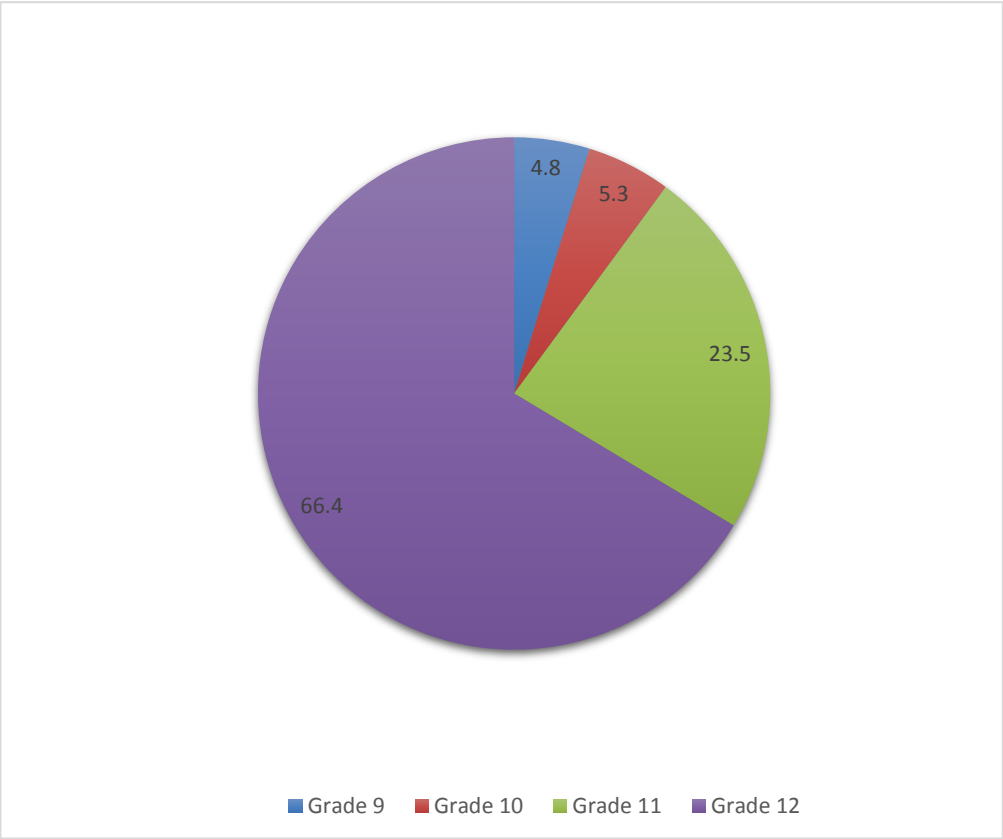
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	154	43.1	43.1	43.1
	Female	203	56.9	56.9	100.0
	Total	357	100.0	100.0	

#### Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 – 24	184	51.5	51.5	51.5
	25 - 29	113	31.7	31.7	83.2
	30 - 34	55	15.4	15.4	98.6
	35 and above	5	1.4	1.4	100.0
	Total	357	100.0	100.0	

#### Highest level of education completed before enrolling at TVET College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 9	17	4.8	4.8	4.8
	Grade 10	19	5.3	5.3	10.1
	Grade 11	84	23.5	23.5	33.6
	Grade 12	237	66.4	66.4	100.0
	Total	357	100.0	100.0	



**Mass media (e.g. radio/TV)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	255	71.4	100.0	100.0
Missing	System	102	28.6		
Total		357	100.0		

**Direct marketing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	13.4	100.0	100.0
Missing	System	309	86.6		
Total		357	100.0		

**Print Media (e.g. news papers)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	25.5	100.0	100.0
Missing	System	266	74.5		
Total		357	100.0		

**Online marketing (e.g. social networks)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	192	53.8	100.0	100.0
Missing	System	165	46.2		
Total		357	100.0		

**Outdoor media (e.g. billboard)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	6.4	100.0	100.0
Missing	System	334	93.6		
Total		357	100.0		

**Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	2.0	100.0	100.0
Missing	System	350	98.0		
Total		357	100.0		



**TV**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	17.1	17.3	17.3
	Disagree	63	17.6	17.9	35.2
	Neutral	48	13.4	13.6	48.9
	Agree	121	33.9	34.4	83.2
	Strongly Agree	59	16.5	16.8	100.0
	Total	352	98.6	100.0	
Missing	System	5	1.4		
Total		357	100.0		

**Radio**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	10.4	10.5	10.5
	Disagree	59	16.5	16.8	27.4
	Neutral	55	15.4	15.7	43.0
	Agree	139	38.9	39.6	82.6
	Strongly Agree	61	17.1	17.4	100.0
	Total	351	98.3	100.0	
Missing	System	6	1.7		
Total		357	100.0		

**Newspaper**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	8.7	8.9	8.9
	Disagree	57	16.0	16.4	25.3
	Neutral	53	14.8	15.2	40.5
	Agree	141	39.5	40.5	81.0
	Strongly Agree	66	18.5	19.0	100.0
	Total	348	97.5	100.0	
Missing	System	9	2.5		
Total		357	100.0		

**Magazine**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	12.6	13.0	13.0
	Disagree	56	15.7	16.2	29.3
	Neutral	87	24.4	25.2	54.5
	Agree	107	30.0	31.0	85.5
	Strongly Agree	50	14.0	14.5	100.0
	Total	345	96.6	100.0	

Missing	System	12	3.4		
Total		357	100.0		

#### Social networks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	7.3	7.6	7.6
	Disagree	31	8.7	9.1	16.7
	Neutral	83	23.2	24.3	40.9
	Agree	113	31.7	33.0	74.0
	Strongly Agree	89	24.9	26.0	100.0
	Total	342	95.8	100.0	
Missing	System	15	4.2		
Total		357	100.0		

#### School visits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	7.3	7.6	7.6
	Disagree	50	14.0	14.6	22.2
	Neutral	66	18.5	19.2	41.4
	Agree	103	28.9	30.0	71.4
	Strongly Agree	98	27.5	28.6	100.0
	Total	343	96.1	100.0	
Missing	System	14	3.9		
Total		357	100.0		

#### Word of mouth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	3.4	3.4	3.4
	Disagree	47	13.2	13.4	16.8
	Neutral	54	15.1	15.3	32.1
	Agree	117	32.8	33.2	65.3
	Strongly Agree	122	34.2	34.7	100.0
	Total	352	98.6	100.0	
Missing	System	5	1.4		
Total		357	100.0		

**School visit, send staff from college to visit school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	4.8	4.8	4.8
	Disagree	20	5.6	5.7	10.5
	Neutral	51	14.3	14.5	25.1
	Agree	139	38.9	39.6	64.7
	Strongly Agree	124	34.7	35.3	100.0
	Total	351	98.3	100.0	
Missing	System	6	1.7		
Total		357	100.0		

**Advertise on radio station**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.8	2.8	2.8
	Disagree	36	10.1	10.3	13.1
	Neutral	35	9.8	10.0	23.1
	Agree	122	34.2	34.8	57.8
	Strongly Agree	148	41.5	42.2	100.0
	Total	351	98.3	100.0	
Missing	System	6	1.7		
Total		357	100.0		

**Advertise on TV**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	7.0	7.2	7.2
	Disagree	24	6.7	6.9	14.1
	Neutral	39	10.9	11.2	25.4
	Agree	147	41.2	42.4	67.7
	Strongly Agree	112	31.4	32.3	100.0
	Total	347	97.2	100.0	
Missing	System	10	2.8		
Total		357	100.0		

**Use poster and flyers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.3	5.5	5.5
	Disagree	30	8.4	8.7	14.2
	Neutral	46	12.9	13.3	27.5
	Agree	151	42.3	43.6	71.1
	Strongly Agree	100	28.0	28.9	100.0

Total		346	96.9	100.0	
Missing	System	11	3.1		
Total		357	100.0		

#### Advertise in newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.9	4.0	4.0
	Disagree	14	3.9	4.0	8.1
	Neutral	52	14.6	15.0	23.1
	Agree	155	43.4	44.8	67.9
	Strongly Agree	111	31.1	32.1	100.0
	Total	346	96.9	100.0	
Missing	System	11	3.1		
Total		357	100.0		

#### Use social networks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	5.3	5.5	5.5
	Disagree	21	5.9	6.0	11.5
	Neutral	56	15.7	16.1	27.6
	Agree	143	40.1	41.1	68.7
	Strongly Agree	109	30.5	31.3	100.0
	Total	348	97.5	100.0	
Missing	System	9	2.5		
Total		357	100.0		

#### Show us successful TVET graduates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	1.4	1.4	1.4
	Disagree	13	3.6	3.7	5.1
	Neutral	42	11.8	12.0	17.1
	Agree	134	37.5	38.3	55.4
	Strongly Agree	156	43.7	44.6	100.0
	Total	350	98.0	100.0	
Missing	System	7	2.0		
Total		357	100.0		

**Location**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	10.4	10.6	10.6
	Disagree	48	13.4	13.8	24.4
	Neutral	93	26.1	26.7	51.1
	Agree	97	27.2	27.9	79.0
	Strongly Agree	73	20.4	21.0	100.0
	Total	348	97.5	100.0	
Missing	System	9	2.5		
Total		357	100.0		

**Entry requirements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	4.5	4.6	4.6
	Disagree	54	15.1	15.5	20.1
	Neutral	78	21.8	22.4	42.5
	Agree	130	36.4	37.4	79.9
	Strongly Agree	70	19.6	20.1	100.0
	Total	348	97.5	100.0	
Missing	System	9	2.5		
Total		357	100.0		

**Tuition fees**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.1	3.2	3.2
	Disagree	28	7.8	8.1	11.3
	Neutral	75	21.0	21.7	32.9
	Agree	144	40.3	41.6	74.6
	Strongly Agree	88	24.6	25.4	100.0
	Total	346	96.9	100.0	
Missing	System	11	3.1		
Total		357	100.0		

**Financial aid**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.9	4.1	4.1
	Disagree	30	8.4	8.7	12.8
	Neutral	67	18.8	19.4	32.2
	Agree	134	37.5	38.8	71.0
	Strongly Agree	100	28.0	29.0	100.0

Total	345	96.6	100.0	
Missing	12	3.4		
Total	357	100.0		

#### Programmes offered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	3.1	3.2	3.2
Disagree	24	6.7	7.0	10.2
Neutral	93	26.1	27.1	37.3
Agree	134	37.5	39.1	76.4
Strongly Agree	81	22.7	23.6	100.0
Total	343	96.1	100.0	
Missing	14	3.9		
Total	357	100.0		

#### Employability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	21	5.9	6.1	6.1
Disagree	46	12.9	13.5	19.6
Neutral	93	26.1	27.2	46.8
Agree	94	26.3	27.5	74.3
Strongly Agree	88	24.6	25.7	100.0
Total	342	95.8	100.0	
Missing	15	4.2		
Total	357	100.0		

#### Friends, family and relative studying at FET college

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	11.2	11.7	11.7
Disagree	66	18.5	19.4	31.1
Neutral	60	16.8	17.6	48.7
Agree	73	20.4	21.4	70.1
Strongly Agree	102	28.6	29.9	100.0
Total	341	95.5	100.0	
Missing	16	4.5		
Total	357	100.0		

### Image of TVET college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	6.2	6.4	6.4
	Disagree	54	15.1	15.7	22.0
	Neutral	81	22.7	23.5	45.5
	Agree	70	19.6	20.3	65.8
	Strongly Agree	118	33.1	34.2	100.0
	Total	345	96.6	100.0	
Missing	System	12	3.4		
Total		357	100.0		

### What is your general perception of TVET Colleges in KZN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		169	47.3	47.3	47.3
	Affordable education	1	.3	.3	47.6
	100% pass rate	1	.3	.3	47.9
	Advantage to students who don't qualify	1	.3	.3	48.2
	Affordable and close to townships	1	.3	.3	48.5
	Affordable and college are situated close to community	1	.3	.3	48.7
	Affordable and convenient	1	.3	.3	49.0
	Affordable and good education	1	.3	.3	49.3
	Affordable and more training skills are obtained	2	.6	.6	49.9
	Affordable and provides financial aid	1	.3	.3	50.1
	Affordable college	4	1.1	1.1	51.3
	Affordable education	1	.3	.3	51.5
	Affordable to study	2	.6	.6	52.1
	Bad	1	.3	.3	52.4
	Better chance of getting employment	6	1.7	1.7	54.1
	Centre for skills and training	3	.8	.8	54.9
	College for Townships	1	.3	.3	55.2
	Colleges are situated close to townships	2	.6	.6	55.7
	Continue doing what's best for students	1	.3	.3	56.0
	Convenient and can study while you work	1	.3	.3	56.3
	Convenient education for the poor	1	.3	.3	56.6
	Convenient education for the poor	7	2.0	2.0	58.5
	Convenient short terms are offered	1	.3	.3	58.8
	Don't know	2	.6	.6	59.4
	Education is not good enough	1	.3	.3	59.7
	Excellent	1	.3	.3	59.9
	Failures offered a second chance to study	1	.3	.3	60.2

Flexible and practicals are an advantage	1	.3	.3	60.5
Gain experience through in-service training	2	.6	.6	61.1
Gain lots of experience	1	.3	.3	61.3
Gain more knowledge and skills	2	.6	.6	61.9
Gain skills	2	.6	.6	62.5
Get more motivation to study	1	.3	.3	62.7
Good and permanent employment	1	.3	.3	63.0
Good college	2	.6	.6	63.6
Good education, poor management	1	.3	.3	63.9
Good opportunity for students without grade 12	1	.3	.3	64.1
Good quality education	12	3.4	3.4	67.5
Great and outstanding	1	.3	.3	67.8
Have a guaranteed bursary scheme	1	.3	.3	68.1
Helps to achieve one's goals	1	.3	.3	68.3
Improve on modern technology	1	.3	.3	68.6
Increase more TVET college for employment	1	.3	.3	68.9
Influenced by motivation	1	.3	.3	69.2
It's the centre of basic skills programmes	7	2.0	2.0	71.1
Lack of transport allowances	1	.3	.3	71.4
Learn better skills	1	.3	.3	71.7
Lots more to be done	1	.3	.3	72.0
More chances of getting employment	1	.3	.3	72.3
More convenient and affordable	1	.3	.3	72.5
More effort needed for achievements	1	.3	.3	72.8
More Government support is needed	1	.3	.3	73.1
More opportunities to develop different skills	1	.3	.3	73.4
More qualified and experienced due to practicals	1	.3	.3	73.7
More recognition must be given to TVET graduates	1	.3	.3	73.9
Most students are unemployed	1	.3	.3	74.2
Motivated to study	2	.6	.6	74.8
Motivation	1	.3	.3	75.1
Need more professional and qualified teachers	1	.3	.3	75.4
No funds given	1	.3	.3	75.6
No organisation	1	.3	.3	75.9
Not enough financial aid	3	.8	.8	76.8
Not organised	1	.3	.3	77.0
Not well organised	2	.6	.6	77.6
Not well recognised	2	.6	.6	78.2
Not well recognised after completing studies	1	.3	.3	78.4
Noted for strikes and students bunking classes	1	.3	.3	78.7
Nothing	3	.8	.8	79.6
Offer good education	2	.6	.6	80.1
Offers free education	1	.3	.3	80.4
Offers good education	28	7.8	7.8	88.2
Offers good quality education	4	1.1	1.1	89.4
Offers standard qualification	1	.3	.3	89.6



Opportunity for students who fail in matric	1	.3	.3	89.9
Opportunity to further studies and have a bright future	3	.8	.8	90.8
People have negative perceptions	2	.6	.6	91.3
Perfect college	1	.3	.3	91.6
Poor education	1	.3	.3	91.9
Poor quality education	1	.3	.3	92.2
Prefer studying at a normal university	1	.3	.3	92.4
Produce successful people	1	.3	.3	92.7
Provide affordable fees	1	.3	.3	93.0
Provide more bursaries and transport allowances	1	.3	.3	93.3
Provides bursaries and skills	1	.3	.3	93.6
Provides financial support	2	.6	.6	94.1
Provides opportunities as other universities	1	.3	.3	94.4
Provides quality education	1	.3	.3	94.7
Qualifications are same as other universities	1	.3	.3	95.0
Should be in par with university level	1	.3	.3	95.2
Still needs more recognition in employment sector	1	.3	.3	95.5
Strikes and bunking	1	.3	.3	95.8
Students gain more knowledge and experience	1	.3	.3	96.1
Studies can be completed faster	1	.3	.3	96.4
Successful college	1	.3	.3	96.6
To gain knowledge and get a diploma	1	.3	.3	96.9
To gain more knowledge and skills	1	.3	.3	97.2
To study	2	.6	.6	97.8
Too many graduates, too little employed	1	.3	.3	98.0
TVET is run by ANC	1	.3	.3	98.3
Very helpful to the community	1	.3	.3	98.6
Very successful education	1	.3	.3	98.9
Well recognised and provides skills	3	.8	.8	99.7
Well recognised college with a good image	1	.3	.3	100.0
Total	357	100.0	100.0	

**Do you think that a TVET qualification will give you a competitive advantage in the job market?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	288	80.7	83.7	83.7
	No	56	15.7	16.3	100.0
	Total	344	96.4	100.0	
Missing	System	13	3.6		
Total		357	100.0		

**Comment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	230	64.4	64.4	64.4
3 years and no experience	1	.3	.3	64.7
Be competitive all the time	1	.3	.3	65.0
Because of the experience	1	.3	.3	65.3
Better chance of employment through practicals and theories	1	.3	.3	65.5
Better chance of getting employment through in-service training	1	.3	.3	65.8
Better chance of getting employment	15	4.2	4.2	70.0
Better opportunity of getting a job	3	.8	.8	70.9
Collegoffers more practicals and theories	2	.6	.6	71.4
Depends how hard you work	2	.6	.6	72.0
Gain diploma on completion of studies	1	.3	.3	72.3
Gain experience and diploma	1	.3	.3	72.5
Gain experience through 18 months of practicals	1	.3	.3	72.8
Gain experience through doing practicals	1	.3	.3	73.1
Gain experience through in-service training	10	2.8	2.8	75.9
Gain experience while studying	1	.3	.3	76.2
Gain more experience	1	.3	.3	76.5
Gain more skills	1	.3	.3	76.8
Gain skills and experience	1	.3	.3	77.0
Gain through practicals and theories	1	.3	.3	77.3
Gain through skills and knowledge	1	.3	.3	77.6
Gain through training and practicals	1	.3	.3	77.9
Get 18 months of studying and 18 months working experience	2	.6	.6	78.4
Get 18 months of training	1	.3	.3	78.7
Get employment quicker through in-service training	2	.6	.6	79.3
Good feedback from lecturers	2	.6	.6	79.8
Good quality education given	4	1.1	1.1	81.0
Graduates have good experience when employed	2	.6	.6	81.5
Has great study skills in marketing	2	.6	.6	82.1
If one meets ones requirements	1	.3	.3	82.4
Introduce more programmes and skills	1	.3	.3	82.6
It's a Government institution	2	.6	.6	83.2
Lower qualification compared to other universities	1	.3	.3	83.5
Many skills are available and more chances of employment	6	1.7	1.7	85.2
Marketing is good	1	.3	.3	85.4
More employment opportunities opened because of experience	1	.3	.3	85.7
More employment opportunities	3	.8	.8	86.6

More employment opportunities opened because of experience	7	2.0	2.0	88.5
More qualified to get a job	1	.3	.3	88.8
Most of graduates are employed	1	.3	.3	89.1
Motivation	1	.3	.3	89.4
Not a private college, it's a government institution	1	.3	.3	89.6
Offer good quality education	2	.6	.6	90.2
Offer training	1	.3	.3	90.5
Open more opportunities	3	.8	.8	91.3
Poor education	1	.3	.3	91.6
Practicals are an advantage	10	2.8	2.8	94.4
Produce good results	1	.3	.3	94.7
Qualifications are same as other universities	1	.3	.3	95.0
Quality of education is higher compared to other schools	1	.3	.3	95.2
Quality of education is not as high as other universities	1	.3	.3	95.5
Same as other universities	1	.3	.3	95.8
Same training given as other universities	1	.3	.3	96.1
South Africa requires people with skill programme	1	.3	.3	96.4
Standard of education is lower than DUT	1	.3	.3	96.6
Students gain more experience and skills	1	.3	.3	96.9
Students progress after completing level 4 and N6	1	.3	.3	97.2
Take advantage of what's provided	1	.3	.3	97.5
Teachers don't understand courses	1	.3	.3	97.8
Too many people doing the same studies	1	.3	.3	98.0
Training and experience is an advantage	2	.6	.6	98.6
TVET college are well recognised by companies	1	.3	.3	98.9
Well recognised institution	1	.3	.3	99.2
Well trained to get employment	2	.6	.6	99.7
Will become productive depending on how well you do	1	.3	.3	100.0
Total	357	100.0	100.0	

**In your opinion do you think the marketing and communication practices employed by TVET Colleges in South Africa can change the public perception of TVET?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	170	47.6	50.0	50.0
No	42	11.8	12.4	62.4
I don't know	128	35.9	37.6	100.0
Total	340	95.2	100.0	
Missing System	17	4.8		
Total	357	100.0		

**Comment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	270	75.6	75.6	75.6
Advertise more on social networks	2	.6	.6	76.2
Advertise on radio and tv	1	.3	.3	76.5
Be more skilled	1	.3	.3	76.8
Better chance of getting employment	1	.3	.3	77.0
Bringing about a change	1	.3	.3	77.3
By applying knowledge gained can change perceptions	1	.3	.3	77.6
Can change through advertisements and services	1	.3	.3	77.9
Communication and marketing are very strong tools	1	.3	.3	78.2
Communication is not effective enough	1	.3	.3	78.4
Effective and efficient communication will build professionalism	1	.3	.3	78.7
Encourage the youth to study	1	.3	.3	79.0
Everyone is encouraged and advised to study	1	.3	.3	79.3
Everyone has a goal to work hard to achieve success	1	.3	.3	79.6
Gain experience after studies	1	.3	.3	79.8
Gain experience through in-service training	1	.3	.3	80.1
Gain practical skills	1	.3	.3	80.4
Gain skills	1	.3	.3	80.7
Gains skills and experience	1	.3	.3	81.0
Good communication	1	.3	.3	81.2
Good communication is developed at TVET colleges	1	.3	.3	81.5
Good communication to public	2	.6	.6	82.1
Good quality education	1	.3	.3	82.4
Higher Education offers bursaries	1	.3	.3	82.6
If students fare well in their studies	1	.3	.3	82.9
Improve market strategies	1	.3	.3	83.2
Improve marketing	2	.6	.6	83.8
Improve more marketing	1	.3	.3	84.0
Improve quality education	1	.3	.3	84.3
Introduce more marketing strategies	5	1.4	1.4	85.7
Introduce more programmes and skills	1	.3	.3	86.0
Lots of changes	1	.3	.3	86.3
More communication in marketing is necessary	1	.3	.3	86.6
More effective communication is practiced	1	.3	.3	86.8
More experience gained	1	.3	.3	87.1
More job opportunities open after graduating	2	.6	.6	87.7
More qualified and experienced due to practicals	1	.3	.3	88.0
More respect is needed for candidates who qualify	1	.3	.3	88.2
More school visits and advertising is necessary	1	.3	.3	88.5
More training needed in skills and experience	1	.3	.3	88.8

More visits and encouragement needed	1	.3	.3	89.1
Motivated to study	2	.6	.6	89.6
Motivated to study because its free education	1	.3	.3	89.9
Not much marketing done	1	.3	.3	90.2
Not well recognised college	1	.3	.3	90.5
People are still doubtful about education quality	1	.3	.3	90.8
People think negative of TVET college	3	.8	.8	91.6
People will acknowledge its high quality education	1	.3	.3	91.9
People will be motivated to go to college	1	.3	.3	92.2
People will not think negative of TVET College	2	.6	.6	92.7
Poor information	1	.3	.3	93.0
Practicals are an advantage	1	.3	.3	93.3
Produce best students	3	.8	.8	94.1
Produce successful candidates after studying	1	.3	.3	94.4
Promote advertising	1	.3	.3	94.7
Provide accommodation	2	.6	.6	95.2
Provide accommodation, bursaries and transport allowances	1	.3	.3	95.5
Provide good knowledge	1	.3	.3	95.8
Recognise graduates who are employed as their ambassadors	1	.3	.3	96.1
Same qualifications as other universities	1	.3	.3	96.4
Should be employed in other departments	1	.3	.3	96.6
Students are well trained to perform duties	1	.3	.3	96.9
Students come from different backgrounds	1	.3	.3	97.2
Successful candidates qualify	1	.3	.3	97.5
They have high qualifications	1	.3	.3	97.8
Well experienced in what they do	1	.3	.3	98.0
Will acknowledge TVET results	2	.6	.6	98.6
Will create a good image of college	2	.6	.6	99.2
Will encourage more people to study	1	.3	.3	99.4
Will encourage more people to study and reach goals	2	.6	.6	100.0
Total	357	100.0	100.0	

**If you were to suggest something on improving marketing and communication on TVET Colleges what would you suggest?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	225	63.0	63.0	63.0
Advertise in newspapers throughout the country	1	.3	.3	63.3
Advertise more on social networks	6	1.7	1.7	65.0
Advertise on radio, tv and newspapers	1	.3	.3	65.3
Advertise on social media	2	.6	.6	65.8
Advertise on TV	2	.6	.6	66.4
Advertise on tv and radio	1	.3	.3	66.7
Advertise on tv and social networks	1	.3	.3	66.9
Advertise through posters	1	.3	.3	67.2
Advertising and word of mouth	1	.3	.3	67.5
All must follow code of conduct at college	1	.3	.3	67.8
Attend workshops based on this course	1	.3	.3	68.1
Better chance of opening own business	1	.3	.3	68.3
Build more institutions	1	.3	.3	68.6
Change standard of education and improve practicals	1	.3	.3	68.9
College should be in par with other universities	2	.6	.6	69.5
Conduct more surveys about TVET Colleges in locations	2	.6	.6	70.0
Do not employ foreign teachers	1	.3	.3	70.3
Encourage more students to study marketing	1	.3	.3	70.6
Encourage the youth to study	1	.3	.3	70.9
Expose successful candidate that's already employed	1	.3	.3	71.1
Extend time for training students in practicals	1	.3	.3	71.4
Free education	1	.3	.3	71.7
Hire loyal and trustworthy people	1	.3	.3	72.0
Improve accommodation and transport	1	.3	.3	72.3
Improve advertising	2	.6	.6	72.8
Improve communication and share ideas	1	.3	.3	73.1
Improve communication skills	1	.3	.3	73.4
Improve education	1	.3	.3	73.7
Improve marketing	3	.8	.8	74.5
Improve marketing and communication	3	.8	.8	75.4
Improve marketing and qualified teaching staff	1	.3	.3	75.6
Improve on lectures	1	.3	.3	75.9
Improve on marketing staff and advertising	1	.3	.3	76.2
Improve on sports and studying equipment	1	.3	.3	76.5
Improve practicals and communication	1	.3	.3	76.8
Improve practicals and science studies	1	.3	.3	77.0
Improve resources and proper training of marketing staff	3	.8	.8	77.9
Improve security	1	.3	.3	78.2

Improve skill level and employ more qualified lecturers	1	.3	.3	78.4
Improve skills	1	.3	.3	78.7
Improve sporting activity	2	.6	.6	79.3
Improve sports	1	.3	.3	79.6
Improve study methods	1	.3	.3	79.8
Improve study patterns	1	.3	.3	80.1
Improve studying resources	1	.3	.3	80.4
Introduce importance of education	1	.3	.3	80.7
Introduce more programmes and skills	1	.3	.3	81.0
Introduce more skills programme	1	.3	.3	81.2
Keep it up!	1	.3	.3	81.5
Lecturers must motivate English in colleges	1	.3	.3	81.8
Mass media and online marketing	1	.3	.3	82.1
More advertisements are needed	2	.6	.6	82.6
More advertisements are needed over radio and tv	2	.6	.6	83.2
More advertisements are needed through radio and tv	1	.3	.3	83.5
More advertising	1	.3	.3	83.8
More advertising is necessary	1	.3	.3	84.0
More communication	6	1.7	1.7	85.7
More effective communication	1	.3	.3	86.0
More improvement in presentation	1	.3	.3	86.3
More input from lecturers	1	.3	.3	86.6
More market days	1	.3	.3	86.8
More market days and improve communication	1	.3	.3	87.1
More punctuality of teachers	1	.3	.3	87.4
More qualified teachers needed	1	.3	.3	87.7
More recognition must be given to TVET graduates	3	.8	.8	88.5
More teaching time required	1	.3	.3	88.8
Must be no favouritism from management	1	.3	.3	89.1
Must offer transport allowances ,learners cannot afford it	1	.3	.3	89.4
Nothing	3	.8	.8	90.2
Offer bachelors programmes	1	.3	.3	90.5
Offer extra tuitions	1	.3	.3	90.8
Offer maths instead of maths literacy	1	.3	.3	91.0
Offer more career courses	4	1.1	1.1	92.2
Offer more practicals than theories	1	.3	.3	92.4
Offer more text books	1	.3	.3	92.7
Offer residence	1	.3	.3	93.0
Offer school visits and stationery	1	.3	.3	93.3
Offer text books rather than computers	1	.3	.3	93.6
Open more opportunities	1	.3	.3	93.8
Peoples perceptions must change, qualifications are the same	1	.3	.3	94.1
Professionalism is essential	1	.3	.3	94.4
Provide computers and tuition	1	.3	.3	94.7

Provide electronic equipments	2	.6	.6	95.2
Provide financial support	1	.3	.3	95.5
Provide more electronic equipment	1	.3	.3	95.8
Provide more resources	2	.6	.6	96.4
Provide sports	1	.3	.3	96.6
Revisits to TVET institutions	1	.3	.3	96.9
Share experience with companies	1	.3	.3	97.2
Students must be allowed to speak in any language	1	.3	.3	97.5
Students must improve in getting higher marks	1	.3	.3	97.8
Students should practice what they have learnt	1	.3	.3	98.0
Study hard to achieve your goal	1	.3	.3	98.3
Take advantage of studying	1	.3	.3	98.6
To improve in their jobs	1	.3	.3	98.9
Use BBM	1	.3	.3	99.2
Use BBM and Facebook	1	.3	.3	99.4
Use pamphlets to advertise	2	.6	.6	100.0
Total	357	100.0	100.0	



## FREQUENCY BY COLLEGE

Comment \* College Cross tabulation

		College				Total
		Umgungundlovu TVET	Umfolozini TVET	Esayidi TVET	EThekwinini TVET	
Comment	Count	63	92	58	57	270
	% within College	63.0%	92.0%	59.2%	96.6%	75.6%
	Advertise more on social networks	Count	2	0	0	2
	% within College	2.0%	0.0%	0.0%	0.0%	.6%
	Advertise on radio and tv	Count	1	0	0	1
	% within college	1.0%	0.0%	0.0%	0.0%	.3%
	Be more skilled	Count	0	0	1	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
	Better chance of getting employment	Count	0	0	1	1
	% within college	0.0%	0.0%	1.0%	0.0%	.3%
	Bringing about a change	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	By applying knowledge gained can change perceptions	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Can change through advertisements and services	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Communication and marketing are very strong tools	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Communication is not effective enough	Count	0	0	1	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
	Effective and efficient communication will build professionalism	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Encourage the youth to study	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Everyone is encouraged and advised to study	Count	1	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
	Count	1	0	0	0	1

Everyone has a goal to work hard to achieve success	Count % within College	1	0	0	0	3
Gain experience after studies	Count % within College	0	0	1	0	1
Gain experience through in-service training	Count % within College	0	0	1	0	1
Gain practical skills	Count % within College	0	0	1	0	1
Gain skills	Count % within College	0	0	1	0	1
Gains skills and experience	Count % within College	0	0	1	0	1
Good communication	Count % within College	0	0	1	0	1
Good communication is developed at TVET collegeColleges	Count % within College	1	0	0	0	1
Good communication to public	Count % within College	0	2	0	0	2
Good quality education	Count % within College	1	0	0	0	1
Higher Education offers bursaries	Count % within College	0	0	0	1	1
If students fare well in their studies	Count % within College	1	0	0	0	1
Improve market strategies	Count % within College	0	0	1	0	1
Improve marketing	Count % within College	0	0	2	0	2
Improve more marketing	Count % within College	0	0	1	0	1
Improve quality education	Count % within College	0	0	1	0	1
Introduce more marketing strategies	Count % within College	5	0	0	0	5
Introduce more programmes and skills	Count % within College	1	0	0	0	1

Lots of changes	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
More communication in marketing is necessary	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
More effective communication is practiced	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
More experience gained	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
More job opportunities open after graduating	Count	2	0	0	0	2
	% within College	2.0%	0.0%	0.0%	0.0%	.6%
More qualified and experienced due to practicals	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
More respect is needed for candidates who qualify	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
More school visits and advertising is necessary	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
More training needed in skills and experience	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
More visits and encouragement needed	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
Motivated to study	Count	0	1	1	0	2
	% within College	0.0%	1.0%	1.0%	0.0%	.6%
Motivated to study because of its free education	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
Not much marketing done	Count	0	0	0	1	1
	% within College	0.0%	0.0%	0.0%	1.7%	.3%
Not well recognised college	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
People are still doubtful about education quality	Count	1	0	0	0	1
	% within College	1.0%	0.0%	0.0%	0.0%	.3%
People think negative of TVET college	Count	0	0	3	0	3
	% within College	0.0%	0.0%	3.1%	0.0%	.8%
People will acknowledge its high quality education	Count	0	0	1	0	1
	% within College	0.0%	0.0%	1.0%	0.0%	.3%
	Count	0	1	0	0	1

People will be motivated to go to college	Count % within College	0.0%	1.0%	0.0%	0.0%	.3%
People will not think negative of TVET College	Count % within College	0 0.0%	0 0.0%	2 2.0%	0 0.0%	2 .6%
Poor information	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
Practicals are an advantage	Count % within College	0 0.0%	1 1.0%	0 0.0%	0 0.0%	1 .3%
Produce best students	Count % within College	0 0.0%	0 0.0%	3 3.1%	0 0.0%	3 .8%
Produce successful candidates after studying	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%
Promote advertising	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
Provide accommodation	Count % within College	0 0.0%	1 1.0%	1 1.0%	0 0.0%	2 .6%
Provide accommodation , bursaries and transport allowances	Count % within College	0 0.0%	1 1.0%	0 0.0%	0 0.0%	1 .3%
Provide good knowledge	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
Recognise graduates who are employed as their ambassadors	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%
Same qualifications as other universities	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
Should be employed in other departments	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%
Students are well trained to perform duties	Count % within College	0 0.0%	1 1.0%	0 0.0%	0 0.0%	1 .3%
Students come from different backgrounds	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%
Successful candidates qualify	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
They have high qualifications	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%

Well experienced in what they do	Count % within College	1 1.0%	0 0.0%	0 0.0%	0 0.0%	1 .3%
Will acknowledge TVET results	Count % within College	0 0.0%	0 0.0%	2 2.0%	0 0.0%	2 .6%
Will create a good image of college	Count % within College	2 2.0%	0 0.0%	0 0.0%	0 0.0%	2 .6%
Will encourage more people to study	Count % within College	0 0.0%	0 0.0%	1 1.0%	0 0.0%	1 .3%
Will encourage more people to study and reach goals	Count % within College	0 0.0%	0 0.0%	2 2.0%	0 0.0%	2 .6%
Total	Count % within College	100 100.0%	100 100.0%	98 100.0%	59 100.0%	357 100.0%

## RELIABILITIES

	Number of Items	Cronbach's Alpha
B6 - B12	7 of 7	.767
B13 - B19	7 of 7	.718
C20 - C27	8 of 8	.710
Overall	22 of 22	.836

## FACTOR ANALYSIS

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
B6 - B12	.758	663.851	21	.000
B13 - B19	.742	442.345	21	.000
C20 - C27	.726	543.901	28	.000

**Rotated Component Matrix<sup>a</sup>**

B6 - B12	Component	
	1	2
TV	.842	-.010
Radio	.873	.021
Newspaper	.746	.301
Magazine	.658	.393
Social networks	.288	.579
School visits	.222	.749
Word of mouth	-.128	.795

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

**Rotated Component Matrix<sup>a</sup>**

B13 - B19	Component	
	1	2
School visit, send staff from college to visit school	.130	.664
Advertise on radio station	.672	-.042
Advertise on TV	.709	.089
Use poster and flyers	.741	.230
Advertise in newspapers	.688	.319
Use social networks	.296	.706
Show us successful TVET graduates	-.024	.819

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

**Rotated Component Matrix<sup>a</sup>**

C20 - C27	Component	
	1	2
Location	.143	.543
Entry requirements	.099	.793
Tuition fees	-.080	.742
Financial aid	.115	.652
Programmes offered	.566	.413
Employability	.789	.184
Friends, family and relative studying at FET College	.792	-.023
Image of TVET College	.798	-.001

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

## SECTION FREQUENCIES

B6 - B12	Disagree		Neutral		Agree	
	Count	Row N %	Count	Row N %	Count	Row N %
TV	124	35.2%	48	13.6%	180	51.1%
Radio	96	27.4%	55	15.7%	200	57.0%
Newspaper	88	25.3%	53	15.2%	207	59.5%
Magazine	101	29.3%	87	25.2%	157	45.5%
Social networks	57	16.7%	83	24.3%	202	59.1%
School visits	76	22.2%	66	19.2%	201	58.6%
Word of mouth	59	16.8%	54	15.3%	239	67.9%

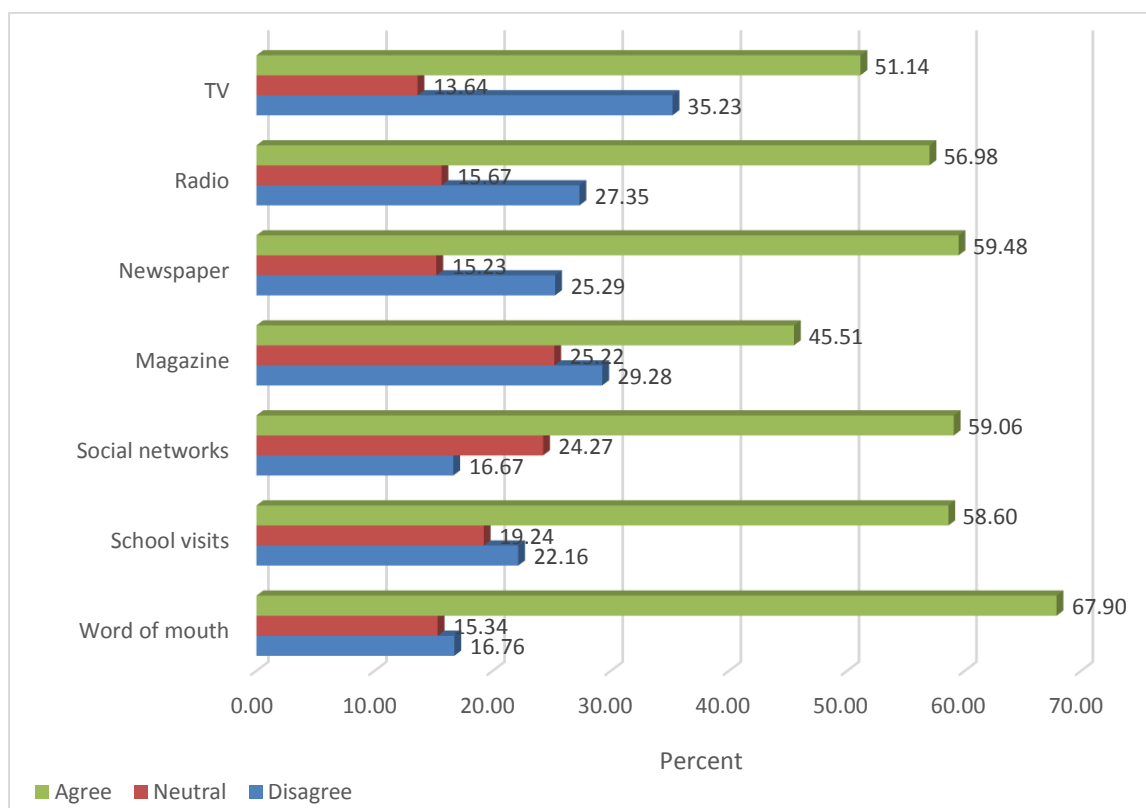
B13 - B19	Disagree		Neutral		Agree	
	Count	Row N %	Count	Row N %	Count	Row N %
School visit, send staff from colleges to visit school	37	10.5%	51	14.5%	263	74.9%
Advertise on radio station	46	13.1%	35	10.0%	270	76.9%
Advertise on TV	49	14.1%	39	11.2%	259	74.6%
Use poster and flyers	49	14.2%	46	13.3%	251	72.5%
Advertise in newspapers	28	8.1%	52	15.0%	266	76.9%
Use social networks	40	11.5%	56	16.1%	252	72.4%
Show us successful TVET graduates	18	5.1%	42	12.0%	290	82.9%

C20 - C27	Disagree		Neutral		Agree	
	Count	Row N %	Count	Row N %	Count	Row N %
Location	85	24.4%	93	26.7%	170	48.9%
Entry requirements	70	20.1%	78	22.4%	200	57.5%
Tuition fees	39	11.3%	75	21.7%	232	67.1%
Financial aid	44	12.8%	67	19.4%	234	67.8%
Programmes offered	35	10.2%	93	27.1%	215	62.7%
Employability	67	19.6%	93	27.2%	182	53.2%
Friends, family and relative studying at FET College	106	31.1%	60	17.6%	175	51.3%
Image of TVET College	76	22.0%	81	23.5%	188	54.5%

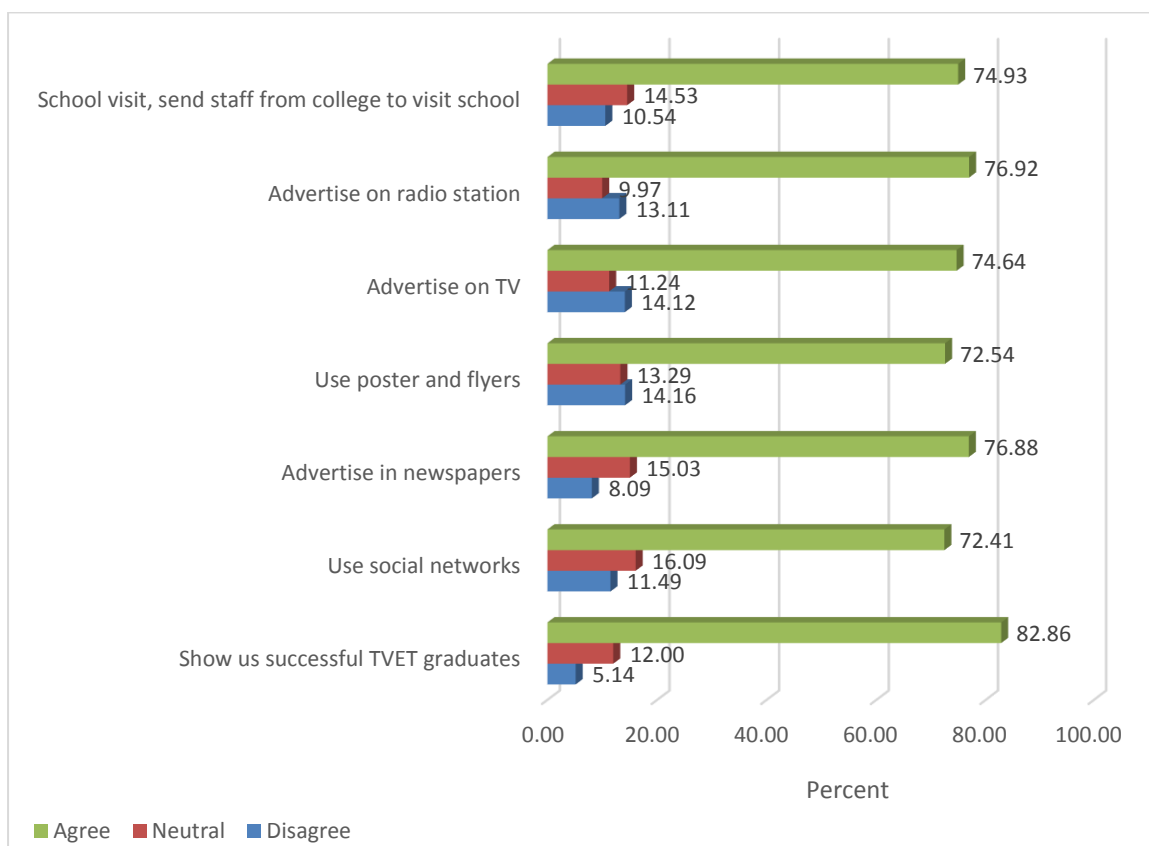


## SECTION GRAPHS

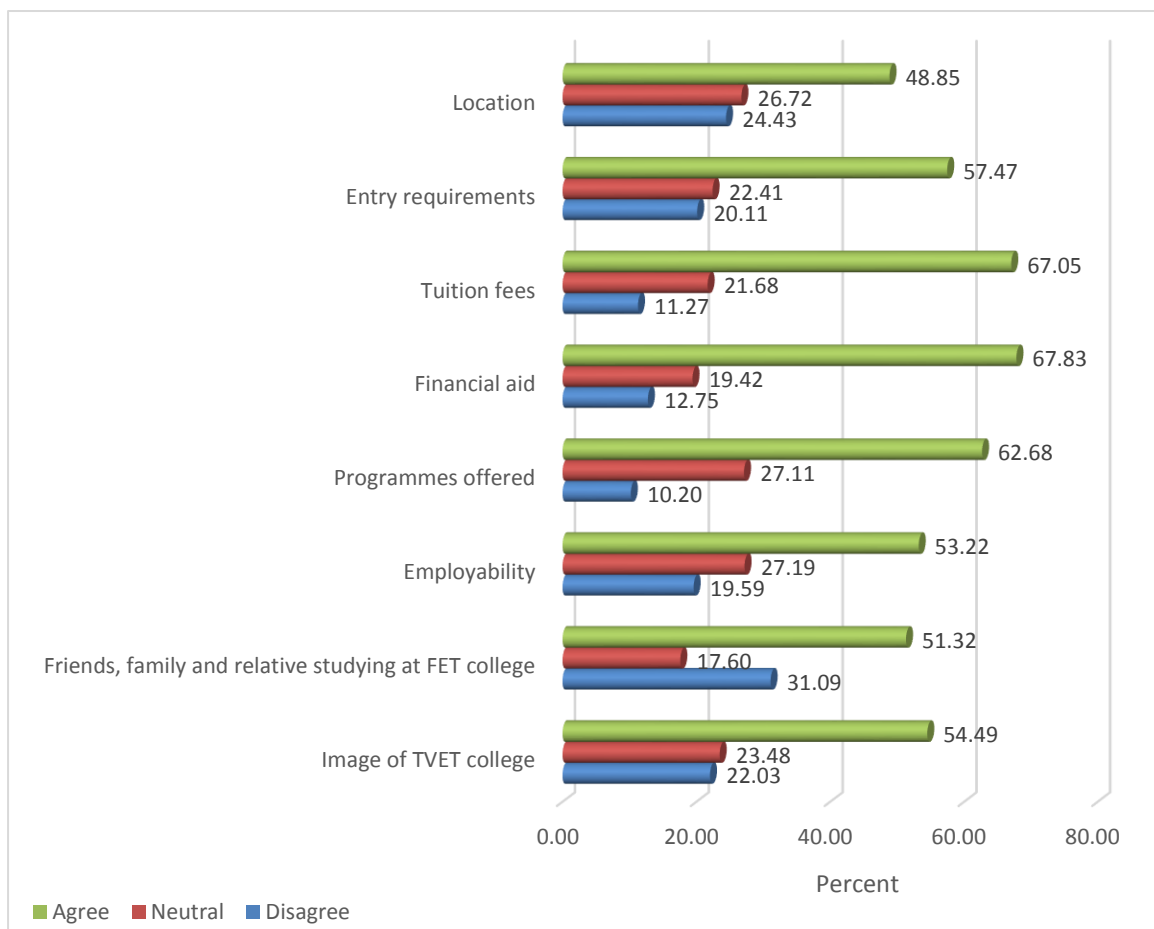
Neutral	Agree
15.34	67.90
19.24	58.60
24.27	59.06
25.22	45.51
15.23	59.48
15.67	56.98
13.64	51.14



Neutral	Agree
12.00	82.86
16.09	72.41
15.03	76.88
13.29	72.54
11.24	74.64
9.97	76.92
14.53	74.93



Neutral	Agree
23.48	54.49
17.60	51.32
27.19	53.22
27.11	62.68
19.42	67.83
21.68	67.05
22.41	57.47
26.72	48.85



## CHI SQUARE TESTS

	Chi-Square	df	Asymp. Sig.
TV	74.818	2	.000
Radio	95.504	2	.000
Newspaper	112.362	2	.000
Magazine	23.861	2	.000
Social networks	104.86	2	.000
School visits	98.98	2	.000
Word of mouth	189.347	2	.000
School visit, send staff from college to visit school	274.12	2	.000
Advertise on radio station	300.632	2	.000
Advertise on TV	266.859	2	.000
Use poster and flyers	239.416	2	.000
Advertise in newspapers	297.734	2	.000
Use social networks	240.276	2	.000
Show us successful TVET graduates	388.754	2	.000
Location	37.983	2	.000
Entry requirements	91.517	2	.000
Tuition fees	182.642	2	.000
Financial aid	187.009	2	.000
Programmes offered	147.662	2	.000
Employability	63.807	2	.000
Friends, family and relative studying at FET College	58.95	2	.000
Image of TVET College	69.617	2	.000

# HYPOTHESIS

**Pearson Chi-Square Tests**

		College	Gender	Age	Highest level of education completed before enrolling at TVET College
TV	Chi-square	70.354	4.639	34.380	27.813
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.326	.001 <sup>*</sup>	.006 <sup>*</sup>
Radio	Chi-square	74.166	5.329	23.886	19.854
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.255	.021 <sup>*</sup>	0.07
Newspaper	Chi-square	62.030	1.632	21.074	16.809
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.803	.049 <sup>*</sup>	0.157
Magazine	Chi-square	83.027	3.152	45.740	29.328
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.533	.000 <sup>*</sup>	.004 <sup>*</sup>
Social networks	Chi-square	70.078	4.982	15.603	8.002
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.289	0.21	0.785
School visits	Chi-square	54.425	13.347	16.671	12.460
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.010 <sup>*</sup>	0.162	0.409
Word of mouth	Chi-square	63.399	17.924	16.928	11.790
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.001 <sup>*</sup>	0.152	0.463
School visit, send staff from college to visit school	Chi-square	58.047	4.726	29.673	15.456
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.317	.003 <sup>*</sup>	0.217
Advertise on radio station	Chi-square	27.378	9.047	14.382	22.395
	df	12	4	12	12
	Sig.	.007 <sup>*</sup>	.060	0.277	.033 <sup>*</sup>
Advertise on TV	Chi-square	43.385	15.272	15.164	10.673
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.004 <sup>*</sup>	0.233	0.557
Use poster and flyers	Chi-square	29.100	11.426	18.672	9.830
	df	12	4	12	12
	Sig.	.004 <sup>*</sup>	.022 <sup>*</sup>	0.097	0.631
Advertise in newspapers	Chi-square	28.862	5.119	7.771	8.466
	df	12	4	12	12
	Sig.	.004 <sup>*</sup>	.275	0.803	0.748
Use social networks	Chi-square	38.314	6.745	13.276	12.601
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.150	0.349	0.399
Show us successful TVET graduates	Chi-square	71.178	10.893	24.992	24.080
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.028 <sup>*</sup>	.015 <sup>*</sup>	.020 <sup>*</sup>
Location	Chi-square	66.971	11.064	6.440	19.399
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.026 <sup>*</sup>	0.892	0.079
Entry requirements	Chi-square	37.708	5.885	13.459	15.007
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.208	0.337	0.241
Tuition fees	Chi-square	46.063	.372	9.090	14.602
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.985	0.695	0.264
Financial aid	Chi-square	58.521	2.651	16.126	15.929
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.618	0.186	0.194
Programmes offered	Chi-square	48.379	2.610	16.040	12.272
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.625	0.189	0.424
Employability	Chi-square	46.161	6.594	20.486	12.990
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.159	0.058	0.37
Friends, family and relative studying at FET college	Chi-square	116.066	6.397	50.872	25.532
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.171	.000 <sup>*</sup>	.012 <sup>*</sup>
Image of TVET college	Chi-square	62.231	6.766	19.838	16.354
	df	12	4	12	12
	Sig.	.000 <sup>*</sup>	.149	0.07	0.176

## CORRELATIONS

			TV	Radio	Newspaper	Magazine	Social networks	School visits	V
Spearman's rho	TV	Correlation Coefficient	1.000						
		Sig. (2-tailed)							
		N	352						
	Radio	Correlation Coefficient	.629**	1.000					
		Sig. (2-tailed)	.000						
		N	349	351					
	Newspaper	Correlation Coefficient	.418**	.575**	1.000				
		Sig. (2-tailed)	.000	.000					
		N	346	345	348				
	Magazine	Correlation Coefficient	.448**	.392**	.472**	1.000			
		Sig. (2-tailed)	.000	.000	.000				
		N	343	342	339	345			
	Social networks	Correlation Coefficient	.178**	.112*	.272**	.371**	1.000		
		Sig. (2-tailed)	.001	.039	.000	.000			
		N	339	338	336	334	342		
	School visits	Correlation Coefficient	.117*	.196**	.335**	.307**	.278**	1.000	
		Sig. (2-tailed)	.030	.000	.000	.000	.000		
		N	340	339	337	334	331	343	
	Word of mouth	Correlation Coefficient	.012	-.010	.099	.148**	.244**	.370**	
		Sig. (2-tailed)	.828	.857	.067	.006	.000	.000	
		N	349	348	345	342	341	341	
	School visit, send staff from College to visit school	Correlation Coefficient	-.046	.018	.027	-.052	.153**	.181**	
		Sig. (2-tailed)	.394	.739	.620	.337	.005	.001	
		N	349	348	345	343	338	339	
	Advertise on radio station	Correlation Coefficient	.239**	.330**	.240**	.182**	.115*	.113*	
		Sig. (2-tailed)	.000	.000	.000	.001	.035	.037	
		N	349	348	346	343	340	339	
	Advertise on TV	Correlation Coefficient	.125*	.175**	.204**	.184**	.174**	.141**	
		Sig. (2-tailed)	.021	.001	.000	.001	.001	.010	
		N	345	344	341	340	335	337	

Use poster and flyers	Correlation Coefficient	.128*	.179**	.223**	.201**	.189**	.205**
	Sig. (2-tailed)	.017	.001	.000	.000	.001	.000
	N	344	343	341	339	334	335
Advertise in newspapers	Correlation Coefficient	.064	.095	.242**	.183**	.188**	.162**
	Sig. (2-tailed)	.234	.080	.000	.001	.001	.003
	N	342	341	338	337	333	333
Use social networks	Correlation Coefficient	.013	.010	.075	.146**	.301**	.126*
	Sig. (2-tailed)	.817	.860	.168	.007	.000	.021
	N	345	344	341	340	335	336
Show us successful TVET graduates	Correlation Coefficient	-.163**	-.147**	-.093	-.108*	.088	.100
	Sig. (2-tailed)	.002	.006	.084	.046	.107	.066
	N	348	347	344	342	337	338
Location	Correlation Coefficient	.135*	.162**	.042	.078	.046	.066
	Sig. (2-tailed)	.012	.003	.444	.150	.405	.229
	N	346	345	342	341	336	336
Entry requirements	Correlation Coefficient	.074	.138*	.077	.060	.104	.173**
	Sig. (2-tailed)	.168	.010	.154	.265	.057	.001
	N	346	345	342	341	336	336
Tuition fees	Correlation Coefficient	.001	-.020	.028	-.063	.108*	.000
	Sig. (2-tailed)	.982	.711	.604	.250	.049	.998
	N	344	343	341	338	334	334
Financial aid	Correlation Coefficient	-.033	.005	.052	-.030	.060	.074
	Sig. (2-tailed)	.537	.923	.344	.585	.277	.179
	N	343	342	339	338	333	333
Programmes offered	Correlation Coefficient	.067	.148**	.145**	.096	.081	.178**
	Sig. (2-tailed)	.221	.006	.008	.081	.141	.001
	N	340	340	336	335	329	332
Employability	Correlation Coefficient	.159**	.175**	.193**	.239**	.212**	.277**
	Sig. (2-tailed)	.003	.001	.000	.000	.000	.000
	N	339	338	336	335	330	329
Friends, family and relative studying at FET College	Correlation Coefficient	.207**	.200**	.185**	.301**	.197**	.248**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000
	N	339	337	334	333	329	330
Image of TVET College	Correlation Coefficient	.156**	.141**	.185**	.256**	.243**	.286**
	Sig. (2-tailed)	.004	.009	.001	.000	.000	.000
	N	343	342	340	338	334	333

