

**EXPLORING INEQUALITY IN INSTITUTIONAL MARKETING: ACCESS  
TO HIGHER EDUCATION BY MARGINALISED COMMUNITIES**

**By**

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## **APPROVAL FOR EXAMINATION**

**EXPLORING INEQUALITY IN INSTITUTIONAL MARKETING:**

**ACCESS TO HIGHER EDUCATION BY**

**MARGINALISED COMMUNITIES**

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## **DEDICATION**

**I dedicate this work to my two angel daughters:**

**Ze'sha Ramrathan**

**Jivita Ramrathan**

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My sincerest appreciation and heartfelt gratitude to:

My Guru and God Almighty for granting me with wisdom, knowledge and understanding from above. Without his grace this achievement would be unattainable.

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Finally the participants in this research study, for their willingness and generosity with time.

*“It takes a person with a mission to succeed”*

## **DECLARATION**

**I, Sathishah Ramrathan, declare that this dissertation is my work and has not be submitted previously for any degree in any University.**

.....

**Sathishah Ramrathan**

## **ABSTRACT**

In South Africa widening participation in higher education is located within a transformation discourse that sought to change the demographics of the student population in public higher education institutions. Current literature on public higher education participation demographics suggests that the transformation agenda of increasing the participation of previously disadvantaged population groups have been met in terms of headcount. There are, however, concerns raised about equality of opportunity to access public higher education institutions, especially with regard to potential students from deep rural contexts and who have attended school education in impoverished communities. In attempting to address these concerns, higher education institutional marketing became one of the communication tools through which higher education studies were promoted across the country. Although, higher education institutional marketing at Universities of Technology has been well established within South Africa, the marketing recruitment strategy employed was largely intended for the urban and sub-urban contexts. This study focuses on this challenge within a social justice and equality discourse. The study, therefore, engages with the literature on higher education transformation, marketing, social justice, equity and equality to show the complexity of higher education institutional marketing and highlights the inequalities in current marketing strategies and practices that continues to disadvantage marginalised communities from accessing higher education studies. The primary aim of this study is to explore the inequalities in current higher education institutions' marketing processes to recruit potential students from geographically marginalised communities, with a view to reducing these inequalities. The study explored the marketing strategies employed by a University of Technology to understand the experiences and concerns identified by learners and teachers of deep rural schools in accessing higher education.

The case study approach to methodology required a mixed method for the data collection from stakeholders (grade 12 learners and educators) of three secondary schools in three different deep rural contexts. A survey was conducted using a questionnaire to obtain information from grade 12 learners. In addition, the Life Orientation educators of these three

schools were interviewed. In order to obtain a holistic perspective of the institutional marketing efforts, current first year university students from deep rural contexts were interviewed to explore their experiences into higher education. The analysis of the data revealed that learners in deep rural contexts were aware of higher education studies, but the information received about accessing and studying at a higher education institution was inadequate to make informed decisions. The study also found that there was a mismatch between what was marketed by higher education institutions and the needs of the learners and the community. Furthermore, the needs and resources for the potential students from disadvantaged communities were identified. Therefore, a customised recruitment strategy is proposed with regard to the promotional materials and processes to encourage and support aspiring higher education students. The findings proposes a marketing strategy that is located within a social justice, equity and equality framework that aligns institutional marketing with the needs of the communities located in deep rural and impoverished contexts. In other words, a strategic community engagement action plan between the university and the department of education is suggested. The study, therefore, makes recommendations to higher education institutions about marketing strategies that would be relevant to a diverse target market, particularly to marginalised or rural areas in KwaZulu-Natal. In addition, the study makes recommendations to address inequalities in institutional marketing that could lead to views about substantive equality needed for higher education transformation within the current South African context.

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**COMMITTEE TO CONDUCT RESEARCH**

# CHAPTER ONE: INTRODUCTION TO THE STUDY

## 1.1 INTRODUCTION

The recent #feesmustfall campaign that brought most universities in South Africa to points of near closure through sustained and violent student protest actions, brought into shape the need for and access to higher education for the youth of our nation. Widening access into higher education seems to be a global phenomenon with many countries not being able to meet the demand for access due to several reasons, including infrastructural capacity and funding (HESA 2014; Akoojee and Nkomo 2007). In South Africa, the demand for higher education has been progressively increasing with some institutions reporting application numbers in excess of 80 000 new applications for approximately 10 000 places for first entry students, illuminating the stark mismatch between demand and available places. A further complication within the South African context relates to that of social redress as part of the transformation agenda since democracy, where participation rates based on race based analysis suggests that the Black population group within South Africa is far below that of other race groups (CHE 2014).

Access into higher education within the context of South Africa's transformation agenda, is further complicated by participation rates across the racial divide. The limited number of public higher education institutions and the location of these, add to the complex variables that influence and impact on higher education provisioning. Most higher education institutions are urban-based despite the vast rural population in the country. This mismatch between location of higher education institutions and geographic-related demands for access, highlights a further layer of complexity, that of marginalised communities and their access to higher education. This study takes this vantage point in exploring access issues related to marginalised communities. Marginalised communities, for the purpose of this study, relate to communities that are located more than 100 kilometres from a developed city, where knowledge of and access to information about higher education is limited and not readily available. This limited knowledge of and information about higher education forms part of the purpose of this study.

An element of the transformation of higher education in South Africa relates to access (Cloete and Bunting 2000). Demographics of student population in higher education suggested that the Black student population constituted 43% in 1994 (CHE 2014) and that this extremely low participation needed to be increased to reflect the demographics of the country. Through a process of accelerating Black students' participation in higher education, the percentage had increased to 68% (Ramrathan 2016), suggesting that access to transformational targets have been achieved. A deeper analysis of this achievement suggests that communities in rural and deep rural areas had little participation rates. Whitty (2010) maintains that recent literature suggests that while race-based access targets have been met, there is an emerging concern that within the race-based discourse, equity of access is an emerging problem where, within particular race groups, some have more access opportunities than others within the same group. This kind of inequity is currently being noticed within geographic divides of rural, urban and peri-urban. In response to this variance, institutions have attempted to promote higher education in such areas with a view to recruiting potential students into their campuses. These efforts, though marginal, increased the participation of rural students into higher education institutions. This study also focuses on the attempts by higher education to promote and recruit students from these rural and deep rural communities, and for the purpose of this study, are regarded as students from marginalised communities. Within this focus area, this study explores the inequalities in institutional marketing in marginalised communities. The marginalisation is considered in this study, as being marginal attempts by universities to promote and recruit students because of geography and low participation rates.

The purpose of this study, is to explore how institutions engage in marketing and how learners from marginalised communities understand and experience these promotional interventions in accessing higher education. The overall aim is to examine the access and enrolment policies, quality and equality in promoting educational access to institutions of higher learning. The study will further examine student recruitment and marketing tools, with a view to understanding how marginalised communities come to know about, understand, respond to and access higher education. Furthermore, the purpose of this study is also to explore the variances in the promotion of access to higher education to popular and marginalised

communities with a view to establishing the inequalities that marginalised communities may experience through the marketing and promotional process to access higher education. Through this research, higher education institutions will gain insight into the gaps in their marketing strategy and will be able to adjust their marketing processes to be inclusive and just. Hence, this study will benefit higher education institutions' marketing strategy and processes and thereby facilitate access to higher education for learners from marginalised communities in keeping with the spirit of the equality clause set out in the South African Constitution and related legislation.

A case study methodology was deemed as most appropriate research methodology for this study, the details and arguments of which are provided in Chapter 4. The Durban University of Technology has purposefully been selected as the institutional case study. The data production process included semi-structured interviews with DUT staff and students, questionnaires to grade 12 learners in three secondary schools in identified marginalised communities (more than 100 kilometres from DUT) where DUT had previously engaged in institutional marketing and semi-structured interviews with career guidance teachers of the selected schools. Quantitative and qualitative data was produced for this study within a mixed method design (Creswell 2009). A detailed description of the research design is presented in Chapter 4.

## **1.2 CONTEXT OF STUDY**

Institutions of higher learning are increasing their institutional marketing to attract prospective students to study at their institutions. Programme differentiation, access opportunities, funding opportunities and support structures are the subject of institutional marketing geared towards attracting potential students that will meet institutional missions and visions. How these marketing activities are received by the targeted communities are yet to be determined, especially those that are considered marginalised (e.g. deep rural communities). This study attempts, in part, to determine how marginalised communities experience institutional marketing to promote equity of access to higher education institutions across the country, more specifically focusing on deep rural communities.

Higher education institutions promote their programmes extensively in urban and semi-urban contexts through school visits, promotional materials, exhibitions and open days, however, communities that are located in rural areas are visited less frequently and marketing activities are limited. Such a marketing communication practice compromises equality of access to information about higher education studies in communities that are considered marginalised (especially rural communities). This study was initially prompted by the researchers' experience as Schools' Liaison Officer within which marketing of the institution is a primary responsibility. From her experience of institutional marketing, this phenomenon of inequitable institutional marketing in rural areas had come to light. The extent of which and how it impacts on communities then became the subject of concern which this study attempted to address. This study has the potential of informing institutional practices on marketing and recruitment, but more broadly, in raising the consciousness about marginalised communities and their right to quality education and inclusion into higher education studies. This study, therefore, explores the extent to which higher education institutions promote the programmes in such marginalised communities and how potential higher education students perceive such marketing communication activities.

Within the transformational agenda in South Africa, equity of access has been noted as an area of concern. The concern relates to who the customer in higher education institutions is. The legislative framework on higher education in South Africa is underpinned by the Higher Education Act 101 of 1997 and its amendments (these include the Higher Education Amendment Acts 55 of 1999, 54 of 2000, 23 of 2001 and 63 of 2002). In addition, the 1997 White Paper 3 was formulated to address transformation in higher education system to reflect the changes in our society under the new constitutional dispensation.

One of the goals of the National Plan for Higher Education is to outline the framework and mechanisms for implementing and realising the policy goals of the Education White Paper 3 (DoE 1997). The goal is to "promote equity of access and fair chances for success, to all who are seeking to realise their potential through higher education, simultaneously eradicating all forms of unfair discrimination and advancing redress for past inequalities" (DoE 1997: 11).

According to Cele (2004), despite policies being formulated to promote equal access to all citizens of South Africa, it is becoming evident that access problems originate at secondary school level, with the English language posed as one of the barriers to access. It is apparent that although policies have been formulated, the application of such policies is questionable, suggesting a disjuncture between policy intentions and practical realities that demands a wide array of social redress and equality aspirations.

Ivy and Naude (2004) found that although marketing and promotional initiatives for accessing higher education are used across communities, some communities in rural areas are known to have a multitude of challenges, including poor access to information, poor schooling opportunities, unemployment, low literacy levels, English language communication difficulties, low educational levels of parents, grandparents and community elders. These challenges impact on the way institutions of higher learning market and promote access to their institutions. This study attempts to identify and understand these challenges as it relates to accessing higher education and to explore how institutional marketing further disadvantages these marginalised communities.

### **1.3 RATIONALE FOR THE STUDY**

The rationale for the study is located within two spheres. The first of which relates to a personal interest in this focus area. The researcher is a Schools Liaison Officer employed in the case study institution. Her responsibilities include promoting the university in terms of, amongst others, its programmes that are offered, access requirements, application process, the benefits of being a student at the case study institution, financial issues related to studying, support services offered by the institution and possible employment opportunities. The promotion happens through school visits, presentations at various forums, Departmental events and open days. The institution facilitates schools visits throughout KwaZulu-Natal. The researcher's experiences of marketing the institution over the years have revealed several concerns that she has progressively attempted to address. More specific to this study, her visits to rural based schools presented several challenges in promoting the institution. These include, amongst others, communication to learners, teachers and parents that limits the nature of information deemed crucial for decision making, low frequency of school visits,

lack of resources and facilities to inform the learners and parents on higher education studies and low levels of information about higher education. The challenges have compromised the researcher's ability to adequately market higher education in communities that are geographically far away from developed cities where most universities exist. Despite progressive attempts to adequately market the institution, there are complex challenges that still need to be addressed. This study was therefore conceptualised based on the researcher's experiences of institutional marketing in marginalised communities with a view to systematically investigating this phenomenon. This investigation would then provide scientific evidence to develop knowledge and understanding of the issues, opportunities and challenges that present themselves from the perspectives of the university, the marginalised communities, schools that are located in such communities and learners and their families. This study would then inform the marketing processes of the institution with a view to reducing many of the inequalities that may have existed when compared to marketing the institution in more developed contexts, such as urban areas.

The second reason for conducting this study lies in the policy and transformation agenda of widening participation in higher education. As indicated above, there has been a substantial increase in student enrolment within higher education since 1994, with a substantially greater increase in Black students' enrolment (CHE 2014). While these enrolment figures are encouraging within the transformation discourses, it masks equity of access into higher education. The Department of Higher Education and institutions of higher education has noted that equity of access is still a concern as participation of rural to deep rural learners in higher education, is very low (DHET 2014). This concern has encouraged institutions to revise their selection criteria to promote access to students from lower quintile ranked schools, most of which are located in rural to deep rural areas. In addition, national funding has been provided to attract and sustain students from disadvantaged backgrounds based on family affordability. These measures clearly demonstrate that there is a need to widen and encourage participation of students from marginalised communities. This need, therefore, requires knowledge of and the extent of interest in higher education with a view to providing more information and opportunities to encourage participation in higher education studies.

This study, therefore, aligns itself to this need. The findings of this study would contribute to the discussions, debates and processes of increasing the participation of marginalised communities within higher education by illuminating, through this case study, the issues, challenges and opportunities experienced in institutional marketing in such communities, to promote their participation in higher education.

## **1.4 AIMS AND OBJECTIVES**

The primary aim of this study is to explore the inequalities in current higher education institutions' marketing processes to recruit potential students from geographically marginalised communities, with a view to reducing these inequalities.

### **Study objectives:**

- i. To determine how grade 12 school learners experience higher education institutional marketing.
- ii. To identify the challenges faced by grade 12 learners in rural communities in accessing information on higher education studies.
- iii. To determine the inequalities in the marketing process of higher education institutions for recruiting potential students.
- iv. To explore possible solutions to reduce inequitable marketing processes to promote equal opportunities for all potential higher education students in South Africa.

## **1.5 RESEARCH QUESTIONS GUIDING THE STUDY**

1. What impact do the transformation ideals and the equality principle in terms of the South African Constitution have for the issue of access to higher education (this answers the "why" question – Why should marketing strategies be re-examined?).
2. What is the nature and extent of inequality in access to higher education and how will institutions of higher learning promote access to potential learners from marginalised communities?

3. What are the experiences (challenges, opportunities and emotions) of learners (potential higher education students) in marginalised communities relating to higher education institutional marketing and what are the challenges and opportunities, faced by students from such communities in accessing higher education institutions?
4. What opportunities and challenges do higher education institutions' marketing practices present to students from marginalised communities?

## **1.6 CLARIFICATION OF CONCEPTS USED IN THIS STUDY**

Student recruitment is a process of seeking and acquiring suitable applicants using limited recruitment methods to an organisation or institution (Tyson and York 2000; Cascio 1998).

### **1.6.1 Equity in the context of higher education**

Equity means different things in different contexts. The World Bank, states that "equity relates to fairness locally in families and communities", and throughout the world (Ferreira and Walton 2006: 18). Dinello and Squire (2005) affirm that equity implies freedom from bias and favoritism, and suggest justice according to natural law or right, emphasising that it further denotes impartiality, disinterestedness, even-handedness, fair play, fairness, integrity and justice. In this study, equity is taken as fairness and equal access to information about higher education, irrespective of geographic distinctions, diversity of persons and available opportunities.

### **1.6.2 Service marketing**

Delivery of higher levels of service quality in marketing is fast becoming the focal strategy of service organisations to better position themselves amongst competing institutions. Cant, Strydom, Jooste and du Plessis (2009: 282) define service marketing as "any act or performance that one party can offer to another that is essentially intangible and does not result in ownership of anything". Furthermore, Zeithaml, Bitner, Gremler (2014) align services as deeds, processes and performances and relates service marketing to how these deeds,

processes and performances are promoted to potential clients. Services have evolved, addressing the concerns and needs of business, wherein service marketing forms an integral component.

In higher education, a key component in service marketing and customer (student) growth is the effort in nurturing customer relationships to sustain customer interest. Institutions should strive to forge long-term partnerships with schools. Burton (2001) affirms that a strength of marketing lies in the extent to the needs of different customers. This is affirmed by a study in relationship and service marketing that found that marketing needs to renew itself to be able to handle growing and multi-faceted customer interfaces, but also develop and build long-term customers (Grönroos 2009).

Student recruitment and retention has become a focal point for universities, therefore, efforts to develop and nurture relationships with both schools and students, should be in continuum. Cant (2011) argue that the ultimate goal of service marketing is to attract new customers, to retain the customer base by providing service above customer expectation and to have the right people in the organisation to provide value.

### **1.6.3 Market segmentation and target markets**

Cant *et al.* (2011) affirms that marketers must know and understand the wants of their customers to be able to provide according to the customer's satisfaction. It then becomes essential for marketers to segment the consumer market into various groups based on their requirements. As far back as 2007, Etzel, Walker and Stanton (2007: 158) defined market segmentation as "a process of dividing the total market for a good service into several smaller, internally homogeneous groups".

Cant *et al.* (2009) further elaborate that market segmentation can be viewed as identifying the target market of consumers with common requirements thereafter using a distinct marketing mix. The process of deciding which segments to pursue is referred to as target marketing and a marketing mix is designed for specific target customers. Higher education

institutions should be able to adapt to changes in the customer mix and appeal to prospective students by uniquely positioning the brand (Strydom *et al.* 2010).

#### **1.6.4 Marketing mix for higher education services**

Higher education institutions are burdened with the responsibility of establishing how prospective students make their decisions and the role its marketing strategies have on such decisions. Haikins (2006) has observed that higher education institutions are competing in the global higher education market. Hence, higher education institutions have the responsibility to develop a plan of action to position itself within this competitive marketplace. Higher education institutions have to develop marketing strategies and utilise the marketing tools and marketing mix which offer opportunities for effective marketing of higher education institutions. Koekemoer and Bird (2004b) explain the marketing mix as the controllable variables of the marketing plan. According to Jones (2001), promotion mix consists of all the vehicles that communicate to customers about products and services. The essential components of a marketing mix comprise of “advertising, personal selling, public relations, sales promotion and direct marketing” (Haikins 2006: 322). All elements of the promotional mix should blend together and be consistent, so that they are not diluted in the consumers’ mind.

At present there is no formal measurement to evaluate higher education institution’s service at deep rural schools. The present study aims to measure and evaluate the students’ perceptions of service quality provided by a higher education institution, in this instance, Durban University of Technology (DUT). By measuring service quality in the rural context, it will enable DUT to identify and close gaps in service quality.

### **1.7 SIGNIFICANCE OF THE STUDY**

This study has the potential to contribute to several areas of engagement in the higher education landscape. Higher education institutions would benefit from this study in terms of knowing and understanding the issues and challenges of institutional marketing in

communities that are considered marginalised, both, in terms of geography (rurality) and development (facilities and resources) with a view to aligning its marketing strategies to the needs of the marginalised communities. In addition, institutions would come to know and understand the needs of students from such communities so that appropriate support structures and processes can be identified and instituted to support the needs of such students in order to recruit and retain them until completion of their studies.

This study is also significant to the discipline area of marketing. The study has the potential to contextually and theoretically inform the discipline in terms of marketing strategies and content of marketing that aligns it with the needs and realities of the marginalised communities so that target marketing will become more efficient.

The study is also significant to the discipline area of human rights, law and constitutionality. It has the potential to illuminate the levels of inequality that is experienced in marginalised communities. Through this illumination, further measures can be taken to reduce such levels of inequalities in society.

This study is also significant to schools, learners and parents in marginalised communities in that they would come to know and understand the realities and extent of being exposed to higher education studies with a view to finding ways of increasing the knowledge, understanding and participation possibilities in higher education.

## **1.8 STRUCTURE OF CHAPTERS**

### **Chapter 1: Introduction to the study**

This chapter presented an argument for conducting this study. In this argument, a context for the study is presented leading to the focus of the study, its research questions and a brief indication of how the study was conducted. This chapter also presents the significance of the study and the benefits of this study.

## **Chapter 2: Literature Review: Equity and equality in higher education**

In this chapter, an overview of higher education transformation within South Africa is presented. The rationale for presenting this overview relates to contextualising this study within the discourse on higher education transformation and the processes to achieving its transformational goals. Access to higher education is one of the core transformational agenda issues and warrants engagement to know and understand the challenges faced by communities within South Africa with respect to higher education access and retention.

This chapter also presents a review of literature on equity and equality with a view to knowing and understanding the issues related to these aspirations within a constitutional democracy of South Africa. The purpose of this understanding is to contribute to the development of a conceptual framework within which the findings of this study could be analysed and theorised.

## **Chapter 3: Literature Review: Marketing Communication**

A review of literature on marketing is essential as this is core to the study. This chapter, therefore, presents this review of literature in marketing, more specifically, institutional marketing. The purpose of this review relates to two things. The first is that it identifies the areas of concern related to institutional marketing, with a view to knowing and understanding how the case study institution's marketing has unfolded in terms of marketing process, principles and theories. The second is to identify the challenges that institutions face in marketing its product or brand in particular communities so that corrective measures can be taken by the stakeholders related to institutional marketing for widening access into higher education.

## **Chapter 4: Research design and methodology**

Chapter four presents the research design for the study and argues for the methodological decisions taken in producing the data.

## **Chapter 5: Quantitative data presentation and analysis**

This is the first of two chapters that presents data that was produced through the research design. This chapter focuses on the presentation and analysis of the quantitative data. The questionnaires completed by the grade 12 learners of the selected schools were analysed in terms of their experience of higher education institutional marketing.

## **Chapter 6: Qualitative analysis of accessing higher education by learners from deep rural contexts**

Chapter 6 provides the second of the two data presentation chapters. Qualitative data produced from interviews with the various participants are presented in this chapter with a view to knowing and understanding the issues related to institutional marketing in marginalised communities.

## **Chapter 7: Discussion of results**

Having presented the data in the preceding two chapters, this chapter identified the key findings of the study and presents a discussion of these findings in terms of the conceptual framework of the study.

## **Chapter 8: Conclusions and recommendations of study**

This chapter provides a synthesis of the findings, the process that led to the findings and recommendations arising from the findings of the study. It further highlights the contribution to the fields of institutional marketing, inequalities as a constitutional barrier and access issues related to higher education.

## **CHAPTER TWO: LITERATURE REVIEW: EQUITY AND EQUALITY IN HIGHER EDUCATION**

### **2.1 INTRODUCTION**

In the context of educational changes in post-apartheid South Africa, the higher education environment has, over the last decade and a half come into sharp focus on educational transformation. This sustained focus is necessary within a transforming society, especially as it is seen as a crucial component of our country's attempts to redress past inequalities. In this chapter, a landscape of the higher education transformation agenda is presented, to locate the focus and rationale of the study. Considering that this study also explores inequalities in institutional marketing for the purposes of recruiting prospective students into higher education institutions, the notion of inequalities can only be comprehensively understood within this study if it is located within the broader context of higher education transformation as envisaged in the White Paper 3 – A Programme for Higher Education Transformation (Department of Education 1997).

This chapter explores, through a review of related literature, specific issues that relate to equity and access into higher education institutions, including student throughput and dropout, to illuminate areas of concern related to recruitment and access that impacts on equality and redress envisaged through the transformation agenda of the higher education system within South Africa.

### **2.2 HIGHER EDUCATION TRANSFORMATIONAL IMPERATIVES FOR A JUST AND EQUAL SOCIETY ENVISAGED WITHIN SOUTH AFRICA**

The history of apartheid in South Africa has been well documented in the literature, where race-based categorisation was used to discriminate and sustain White privileges over Black

domination and retrogressive life experiences of “those disenfranchised by apartheid policies and structures” (Chisholm 2004: 399).

In the South African context, social inequalities was reflected in all ambits of social life. This was the result of exclusion of blacks and women under colonialism and apartheid. Similarly, this exclusion was also seen in the higher education system. Socio economic and political inequalities of class, race and gender continue to shape South African higher education (Badat 2010). In 1994 the South African government committed itself to transforming the higher education sector and institutionalising a new social order to address the inherited apartheid, social and economic structures (Moloi and Motaung 2014).

The advent of democracy brought about a wide array of transformation initiatives aimed at institutional change. These transformative initiatives addressed higher education policies, research, governance, enactment of new laws and regulations, funding structures as well as quality assurance (Badat 2010). Such initiatives have challenged the capacities and capabilities of the higher education institutions in the country.

The South African Constitution commits the state and institutions to uphold the values of human dignity, non-sexism, non-racialism, the freedom of equality, and respect that the Bill of Rights proclaims (Republic of South Africa 1996). With the aim to addressing past discrimination and ensuring equal access and representation, the Education White Paper 3 declared the creation of a single co-ordinated higher education system. This act addressed the restructuring and addressing of transformation of educational programmes that was aimed at responding to improve human resource, socio-economic and development needs in South Africa. This redress aimed at advancing knowledge and scholarship, in keeping with international standards of academic quality (Department of Education 1997).

As this study focuses on inequalities in access to higher education, it is therefore appropriate to focus on higher education transformation issues that warrant a redress and social justice framework. Some of the founding documents that direct higher education transformation within South Africa post-apartheid are reviewed to present a conceptual mapping of

inequalities within higher education, and more specifically, student access into higher education. These founding documents include the National Commission on Higher Education (NCHE) report, the White Paper 3 – A programme for higher education transformation (Department of Education 1997) and the National Plan for Higher Education (Department of Education 2001).

The higher education system in South Africa perpetuated inequalities in the South African education system. In a review of the South African university landscape, it was found that there was a need to reinforce more democracy, accountability, transparency, accessibility and ensure greater relevance (Cloete and Moja 2005). The National Commission on Higher Education (NCHE), was proposed and adopted to implement appropriate policy recommendations for changes to the higher education system within South Africa (Cloete and Moja 2005).

### **2.2.1 National Commission for Higher Education (NCHE)**

The National Commission on Higher Education Report (Department of Education 2001) contextualises the state of higher education as it relates to its contribution to growth and development in the country. The contextual realities enunciated within the document that supports this situation is as follows: In its priorities relating to education, the NCHE affirmed the principle of equity with redress, and development to enhance productivity, as well as democratic participation, and representation. The NCHE aims relate to: “greater constituency participation for mass education, increasing various types of linkages or partnerships, participatory modes at institutions, and responsiveness to more open knowledge systems” (NCHE 1996: 147). A systematic co-ordination of qualifications included “unity, diversity, flexible entry, more participation with equal opportunities, and the building of open-ended research capacity for a sustainable innovative system and to create international standards with sensitivity to student needs” (NCHE 1996: 153). Given these general aims, focus is on the South African university funding policy formula. Prior to understanding the alternatives to such a policy, it is crucial to understand the apartheid funding formula.

Whilst the NCHE found that the main driver of change would be government policy underpinned by the policy formulation process, higher education institutions took on different routes due to apartheid differences and this resulted in new differences in the institutional landscape (NCHE 1996).

The NCHE highlighted the following inequalities that the former higher education systems under the apartheid governance perpetuated:

1. Differential representation across individual higher education institutions;
2. The low participation rate of Black Africans in higher education;
3. The uneven distribution of enrolments across different programme areas; and
4. Wide disparities in the graduation rates of Black African and White students.

The Council for Higher Education (CHE) has also noted these inequalities through its report on higher education in South Africa indicating where the promotion of inequalities could possibly reside within institutions. These potential areas include,

Lack of institutional focus and mission incoherence, rampant and even destructive competition in which historically advantaged institutions could reinforce their inherited privileges; unwarranted duplication of activities and programmes; exclusive focus on 'only' paying programmes; excessive marketization and commodification with little attention to social and educational goals; and insufficient attention to quality (CHE 2000).

### **Education White Paper Three**

The 1996 report of the National Commission on Higher Education (NCHE) provided the framework for the reconstruction of the higher education system and laid the foundation for the government White Paper on Higher Education (Department of Education 1997) and the subsequent Higher Education Act (1997). In essence, the Education White Paper 3 outlines a framework for change within the higher education system to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities.

The central focus was to support the process of societal transformation by meeting the learning needs and aspirations of individuals, the development needs of society and to contribute to the socialisation of enlightened, responsible and constructively critical citizens. This framework derives greatly from international models of financing, quality assurance and the national framework, and established the foundation for the unified, equitable, well-planned, programme-based system. It aims to overcome:

- the prevailing mismatch between higher education output and the demands of economic and social development,
- to ensure quality,
- to reduce wasteful duplication through planning, and
- redress the severe race, gender, geographic and institutional inequalities which are the legacy of apartheid.

A study found high tensions among stakeholders during the formulation of the NCHE report, the Green Draft and Final White Papers on higher education transformation. The differences were based on the role of higher education contribution towards global competitiveness as opposed to serving the basic needs of the poor majority (Subotzky 2000).

Significantly, the final White Paper makes numerous and balanced references to both global and redistributive development priorities. According to the White Paper (Department of Education 1997: 3) higher education in the context of contemporary South Africa must:

- “Contribute to and support the process of societal transformation outlined by the Reconstruction and Development Programme (RDP), with its compelling vision of people-driven development leading to the building of a better quality of life for all”.
- It must also “provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for the growth and prosperity of a modern economy” (Department of Education 1997: 3).

The core role of higher education is to disseminate knowledge, hence, producing critical thinking-graduates. In addition to producing well rounded graduates, higher education needs to contribute to the economic and social development of the country by applying knowledge through research. This is achievable through transformative teaching, learning, research and community engagement activities. In an effort to contribute to the country's democratic dispensation and as part of the vision of a transformed, democratic, non-racial and non-sexist system, higher education was called upon to advance specific goals (Department of Education 1997: 9). These included:

SPECIFIC GOALS AS PER DEPARTMENT OF EDUCATION, 1997
<ul style="list-style-type: none"> <li>• Increased and broadened participation, including greater access for black, women, disabled and mature students and equity of access and fair chances of success to all, while eradicating all forms of unfair discrimination and advancing redress for past inequalities,</li> <li>• Restructuring of the higher education system and its institutions to meet the needs of an increasingly technologically-oriented economy and to deliver the requisite research, the highly trained people and the knowledge to equip a developing society with the capacity to address national needs and to participate in a rapidly changing and competitive global context,</li> <li>• To conceptualise and plan higher education in South Africa as a single, co-ordinated system, ensure diversity in its organisational form and in the institutional landscape, diversify the system in terms of the mix of institutional missions and programmes that will be required to meet national and regional needs in social, cultural and economic development, and offset pressures for homogenisation,</li> <li>• To support a democratic ethos and a culture of human rights by educational programmes and practices conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order,</li> <li>• To create an enabling institutional environment and culture that is sensitive to and affirms diversity, promotes reconciliation and respect for human life, protects the</li> </ul>

dignity of individuals from racial and sexual harassment, and rejects all other forms of violent behaviour,

- To improve the quality of teaching and learning throughout the system and, in particular to ensure that curricula are responsive to the national and regional context, and to promote quality and quality assurance through the accreditation of programmes, programme evaluations and institutional audits, and
- To develop and implement funding mechanisms in support of the goals of the national higher education plan (Department of Education 1997: 9).

The White Paper clearly outlines the values that have to be embodied and promoted by higher education including: “equity and redress, quality, development, democratisation, academic freedom, institutional autonomy, effectiveness and efficiency, and public accountability” (Department of Education 1997: 9). The key levers for transforming higher education were to be national and institution-level planning, funding and quality assurance. In its commitment to societal rebuilding, the transformational agenda had substantial, financial and person power consequences which was aimed at shaping the trajectory and pace of institutional change.

In line with DoE’s view of higher education, Keller (1998) asserts that the role of universities in promoting public good is often scrutinised. Based on this finding, a renewed interest on higher education’s contribution to the public good and community development is required on a global scale. This concern placed new emphasis on research policies and collaboration with government and the private sector (Gray 2008).

The Education White Paper 3 frames the higher education structure and growth within a single national co-ordinated system through a programme-based approach that recognises that higher education takes place in a multiplicity of institutions and sites of learning (Department of Education 1997). It also explicitly indicates that the integral components of higher education include teaching and learning, scholarship and research, and community development and extension services. This framework of transforming higher education, therefore, sees community development and extension services as a core component that

will improve the responsiveness of higher education to the present and future social needs. While the Education White Paper 3 (Department of Education 1997) does not make any attempt to direct how these three components of higher education should articulate with each other in promoting its goals. Various interpretations of this policy framework suggests a minimalist integral representation through a silo depiction (Bender 2008) of teaching and learning, scholarship and research, and community development and extension services.

Despite the numerous roles that higher education can play into contributing to the country's civic, social, economic and moral obligations, it is often viewed only as a place where students get qualifications and faculties get recognition. New relationships need to be forged between higher education institutions and reorient themselves as active partners with parents, teachers, principals, community advocates, business leaders, community agencies and general citizenry, thus forging new relationships. Despite the global trend towards marketisation towards the higher education sector, fostering community partnerships is a crucial vehicle in actualising the social purpose of higher education.

### **2.2.2 National Development Plan**

The National Plan for Higher Education, which was approved by Cabinet in February 2001, identified five key policy goals and strategic objectives necessary for achieving the overall goal of the transformation of the higher education system:

KEY POLICY GOALS	STRATEGIC OBJECTIVES
<b>Increase access</b>	To produce graduates with the skills and competencies necessary to meet the human resource needs of the country
<b>Promote equity of access and outcomes</b>	To redress past inequalities through ensuring that student and staff profiles reflect the demographic composition in South African society
<b>Ensure diversity</b>	To promote diversity in the institutional landscape of the higher education system through mission and programme differentiation to meet national and regional skills and knowledge needs
<b>Build high-level research capacity</b>	To sustain current research strength and to promote research linked to national development needs
<b>Restructure and consolidate the institutional landscape of higher education system</b>	To transcend the fragmentation, inequalities and inefficiencies of the apartheid past and to enable the establishment of South African institutions consistent with the vision and values of a non-racial, non-sexist and democratic society (NCHE 2001).

The education White Paper of 1997 (Department of Education 1997: 3) sets the foundation for the transformation of higher education, which duly states:

South Africa's transition from apartheid and minority rule requires (that) existing practices and values are viewed anew and rethought in terms of their fitness for a new era. In South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities.

Higher education institutions need to transform and embrace a new democratic culture which is directed at undoing race-based segregation. The National Plan for Higher Education became the vehicle through which these structural changes were to be realised. The cabinet meeting of 29 May 2002 enabled the reengineering of the higher education system. Arising from the restructuring and merger of South Africa's 36 public higher education institutions, 23 institutions were formed. The new landscape was further unbundled and created new

universities, the number stands at 26 public universities at present. Three main types of higher education institutions were established: traditional universities (14); comprehensive universities (6) and universities of technology (6).

Technikons, that provided for career-oriented programmes were transformed into universities of technology and many other higher education institutions merged, in the aim of meeting the needs of students of all ages (Department of Education 1997). In 2002, the Durban Institute of Technology arose out of the merger between ML Sultan Technikon and Technikon Natal. In 2003, the Minister of Education Mr Kader Asmal, approved the transition of technikons to universities of technology. In 2004, Durban Institute of Technology inherited its new name, the Durban University of Technology.

A task team was specifically appointed by the minister of education to transform higher education, meeting the needs of students of all ages and their intellectual challenges of the 21<sup>st</sup> century. More importantly the task team was expected to share a belief in the fundamental significance of higher education to democracy, social justice and the economic and social development of South Africa (Council on Higher Education 2000). The primary aim of the restructure and mergers was aimed at sharing resources, promoting synergies between disciplines, universities and the community.

Higher education institutions are now faced with the challenges of responding to these changes. Higher education institutions are required to re-evaluate their marketing and recruitment strategies, not only to attract the desired applicants but to meet the challenge of competition. Higher education institutions are, therefore, required to adapt to changes in customer mix and develop a unique appeal for the brand to the prospective applicants' mind and position the brand as satisfying a need of the prospective student (Cant 2011). (Strydom, Jooste and Cant 2009). Espinoza, Bradshaw and Hausman (2002) affirmed that pressures on the higher education sector required institutions to make greater efforts in influencing the decision-making process of suitable prospective students. The process of marketing strategies for higher education is detailed in the following chapter.

## **2.3 EQUITY - WHAT DO WE MEAN BY THIS CONCEPT IN SOUTH AFRICA?**

The Concise Oxford Dictionary (Waite 2012: 239) explains the term as the recourse to principles of justice to correct or supplement law; fairness, while Barry (2002) explains equity as implying fairness, equivalence, parity, balance, consistence and comparability. The National Policy on Religion and Education (Republic of South Africa 2003) illustrates this point well and provides clarification of equity in regard to religion and education. This policy, in particular, must be aimed at developing a national democratic culture that respects and values people's diverse cultural, religious and linguistic traditions. Many authors make the obvious point that equity means different things to different people in different contexts (Dinello and Squire 2005). Ng (2003: 210) warns that "equity takes differences into account and does not assume (like quality) that people who receive equal treatment are or should be the same". Equity shifts the debate from "equal treatment to the removal of barriers for historically disadvantaged groups". Equity is connected to the concepts of reasonableness and fairness.

The National Plan for Higher Education (Department of Education 2001) highlights four key equity issues that require monitoring as follows:

- I. Differential representation across individual higher education institutions;
- II. The participation rate of Black Africans in higher education;
- III. The uneven distribution of enrolments across different programme areas; and
- IV. Wide disparities in the graduation rates of Black African and White student.

Cosser (2009:260) has recommended the fifth issue as:

- V. The rate at which Black African students in particular and learners of colour in general, access higher education the year after school.

Allen (2005) points out that together with quality and efficiency, equity is one of the three fundamental measures of the effectiveness of any public higher education system. Although policymakers and practitioners often omit this fact which can become detrimental to any

institution, equity affects peoples' beliefs about fairer societies, social change and national and global development. Equity will therefore remain in the public domain in all racially and socially diverse societies. James (2007) and McCowan (2007) found that because equity is complex to define, various implicit and explicit conceptions of equity in higher education include:

- Individuals who have the ability to attend university should be able to do so;
- Barriers to accessing a university should be at the minimum;
- Selection for university places should be on merit;
- Selection for university places should be without discrimination on the basis of variables such as social class, gender, religion or ethnicity;
- Individuals should have a fair opportunity to develop their talents.

International goal of achieving greater parity between the composition of universities and national populations represent extensive notion of equity, as its assists to create inspirational targets (James 2007). Equity and access have become serious issues especially since improving participation for disadvantaged groups and individuals in higher education have become essential in attaining a cohesive and a more economically successful society. Although worldwide, over the past years, there has been massive growth in access to higher education, representation of particular groupings remains low, especially with the socio-economic status as an important variable (Akoojee and Nkomo 2007).

## **2.4 INSTITUTIONAL EQUITY AND TRANSFORMATION**

Several historically black universities face challenges stemming from long legacies of prolonged underfunding in infrastructure, staff and student services due to inadequate, policy interventions by Government since 1994. Burnhill *et al.* (1990) study revealed an important element of transformation which related to institutional inequities, particularly the impact of accumulated under-capitalisation of many historically black institutions and their campuses. Policy interventions were insufficient to meet the challenges of structural inequality for these institutions. These institutions serve students from poor communities located in small, rural

peri-urban areas and therefore faced substantial challenges in their underlying business models and economies. As a result of this, these institutions were disarticulated from the urban corporate support networks enjoyed by their urban counterparts.

Lest the resolution of inadequate policy support and economic disarticulation, it is doubtful that these universities will be able to effectively endorse the goals of higher education transformation. The lack of appropriate infrastructure, services, and solid management and governance systems will result in not being able to distribute equitable services to attract and preserve excellent quality staff and students (Epstein 1994). In addition, in the absence of full support via NSFAS, they will continue to suffer sustained instability and high dropout rates. Furthermore, to effectively meet their goals in research, teaching and engagement in society, integration into a supportive local and regional economic system is important. Therefore, the recapitalisation and economic integration of former historically black institutions and campuses are essential for their internal transformation and playing a transformative role in their wider environments (Coouncil on Higher Education 2013).

Therefore, historically black institutions, relative to their size and internal demographic cannot be expected to carry a disproportionate social responsibility of student enrolments from poor communities. Similar class demographic is often not reflected in the enrolment configurations of many other institutions across the higher education sector (Gonzalez 2008). This is supported by Chauhan (2008) who found that former white universities enroll numerically larger numbers of poor students than individual historically Black institutions. This negated the fact that historically black institutions still enroll a far greater proportion of students from poor backgrounds. The author suggests that a thoughtful consideration that universities and the State agree on setting targets for the enrolment of these students. McPhail, Paisey and Paisey (2010) question the responsibility of student enrolment that is falling on historically Black institutions only. These authors explain that to break down inherited and reproductive class inequalities, setting enrolment targets for working class students is essential. The Department of Higher Education and Training (2014: 30) suggested that the following interventions may be required:

- Department of Higher Education and Training and universities approving on enrolment targets to include percentage of students from working class and poor backgrounds;
- ample financial recapitalisation of, and administrative capacity building at historically Black institution campuses, emphasising on core infrastructure in teaching and learning facilities, technology systems, student transport and student housing and accommodation; and
- closer linkages and integration of rural universities into local and regional economic systems with strong backing from local government, business and communities (Department of Higher Education and Training 2014: 30).

## 2.5 EQUALITY

Equality is defined by Collins (2003), De Waal, Curry and Erasmus (2005) as a difficult and deeply controversial social idea. Greenawalt (1997) therefore argues that the notion of equality is a moral idea that people who are similarly situated in relevant ways should be treated similarly. Kentridge (1994) affirms Aristotle's description that equality is a matter of treating like cases alike and unlike cases contrarily, in ratio to their likeness or difference.

The preamble of the South African Constitution emphasises the notion of sovereignty and a democratic society, founded on democratic values, justice and basic human rights where every person is equally protected by law. Basajjasubi (2017) provided the critical lens through which the interim and final constitutions envisioned a democratic society with equality as a core value therefore section (9) of the constitution includes an equality clause to recognise and accomplish this commitment. In the educational ambit we may consider it corrupt to deny education to deaf children. Although the Act dictates that all children should be treated the same when it comes to access to education, the question that arises is, is it simple to give deaf children a right of access to the same schools as normal hearing children. This indicates that people who are different in significant ways should not be treated the same, in this case the demand for creation of specialised schools and programmes is necessary.

Section 9 of the South African Constitution Act of 108 of 1996 provides as follows:

- (1) everyone is equal before the law and has the right to equal protection and benefit of the law. Simply meaning that everyone is equal before the law;
- (2) equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken;
- (3) the state may not unfairly, discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture and language. This subsection contains a prohibition of unfair discrimination against certain groups;
- (4) no person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection 3. National legislation must be enacted to prevent or prohibit unfair discrimination. This section extends the prohibition of unfair discrimination to the horizontal level; and
- (5) discrimination on one or more of the grounds listed in subsection 3 is unfair unless it is established that the discrimination is fair (South African Constitution 1996: 7).

The constitution commits the state to the goal of achieving equality, it further states that the “type of society that it wishes to create is based on equality, dignity and freedom” (South African Constitution 1996: 6). Section 9 protects the right to equality and prohibits unfair discrimination. In *Harris v Minister of Education*, the High court found that the state’s age restriction on admission to grade 1 constituted an unjustifiable impairment of Talya Harris’ right to equality. While the court had no doubt that the State had the authority to pass regulations in independent schools, it also found that the State failed to tender sufficient justification for its policy. McCowan (2007) highlighted his findings on the higher education equity in Brazil, that university access, is limited to higher socio-economic status groups. It was observed that although various plans are put in place to increase or boost enrolments,

equity is hampered by the inequalities in primary and secondary schooling as well as many other background factors.

### **2.5.1 Substantive equality**

Ramrathan (2005) draws that the distinction that can be drawn between formal equality and substantive equality. Formal equality addresses the demand of equal treatment of individuals regardless of their actual circumstances, assuming all persons are equal bearers of rights within a just social order (Habermas 2005). In terms of section 9(1) of the Constitution (South African Constitution 1996: 7) everyone is “equal before the law and has the right to equal benefit and protection of the law”. Vogt (2001) argues that substantive equality allows for differential treatment as long as it promotes previously disadvantaged groups of people who have the right to be treated as equals but do not receive equal treatment (Gonin 2000). The inappropriateness of the concept “equality” which provides dual aims “equality of result” and “equality of opportunity” and therefore supports the notion of equality of opportunity, whereby all are allowed to stand on an equal footing when they set off for some goal or benefit (Vogt 2001).

The substantive approach would imply that those who were deprived of resources in the past would be authorised to an “unequal” share of resources at present, hence this would aim to redress the inequalities created by the apartheid government (Reddy 2002). Section 9(2) of the Constitution expressly states: “Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken” (South African Constitution 1996: 7).

The Constitution aims at promoting the substantive conception of equality by application. The contention that wording of section 9(2) of the constitution clearly implies substantive rather than formal equality is supported (Reddy 2002). Section 29(1) (b) of the Bill of Rights advocates: “Everyone has the right to further education, which the state through reasonable measures, must make progressively available and accessible”.

### **2.5.2 Differentiation and unfair discrimination**

Section 9 of the Constitution does not prohibit any differentiation. It prohibits “discrimination” which is unfair. Discrimination is defined as a particular form of differentiation on illegitimate grounds. “Differentiation” in terms of Section 9 of the Constitution seems simply to mean “distinction” or “difference in treatment” while “discrimination” as defined in the act means a distinction that leads to a disadvantage (South African Constitution 1996: 7). Differentiation is permissible if it does not amount to unfair discrimination. Section 9(4) of the Constitution is a horizontally-applicable right to non-discrimination, which simply means that people have a right not to be unfairly discriminated against by other people (Du Toit 2007; De Waal *et al.* 2005).

The Equality Act has its origin in Section 9(4) of the Constitution, which requires national legislation to prevent and prohibit unfair discrimination. The objectives of Section 9(4) *inter alia*, are to eliminate unfair discrimination and to promote equality (c) if the discrimination is found to be unfair, then a determination will have to be made as to whether the provisions can be justified under the limitations clause Section 33 of the interim Constitution. Fair discrimination refers to differentiation which is legitimate (Ramrathan 2005).

## **2.6 EQUALITY OF OPPORTUNITY AND EQUALITY OF OUTCOMES IN TERMS OF GAINING ACCESS TO HIGHER EDUCATION**

The notion of equality in education begs the inevitable questions: what is meant by equal education? Do we mean an equal amount of education for everyone or education to bring everyone to the same standard or do we mean an education which permits everyone to reach their given potential? Potter (1995: 27) distinctly observed two interpretations: equality of opportunity and equality of outcome. According to (Riley 1994: 50) equality of opportunity is the more liberal interpretation while equality of outcome is the more radical approach. He further explains that whichever approach is nominated, “equality in education refers to equal per capita expenditure on education, equal access to knowledge power and equal participation in educational decision making procedures”. Young (2011) opines that equal and equitable treatment of people, is the only way to nurture a culture of justice. She

further emphasises that justice should not refer only to equal distribution, but also to the equal institutional conditions necessary for development and equal institutional capacities.

University of Witwatersrand had undertaken research to establish and illuminate reasons for poor performances (high repetition, low graduation, declining retention and increasing drop-out rates) faced by the increasing number of students from disadvantaged social groups. Cross and Carpentier (2009) have found that through a process of democratisation which is primarily access of a large number of learners to various levels of education, learners had been excluded, due to their membership to a disadvantaged social class, a marginalised race or ethnic group. It was further found that the process of democratisation of access led to these disadvantaged students securing places in less prestigious fields of study, those especially adapted to their profiles, while students from the privileged social strata, generally from private schools or former Model C schools (perceived as the best schools) were privy to prestigious fields of study (Soudien 2008; Mouton 2006). The academic trajectory of these learners, not only casts doubts on the prospects of democratisation but is the result of educational inequalities. Bowles (2001) accentuates that the social inequalities at school level has given rise to social relations and social hierarchies. Thus alluding that the reduction of inequalities aimed at after 1994, is hardly or only partially achieved.

## **2.7 SOCIO ECONOMIC DISCRIMINATION**

A study in Chile (Espinoza 2008) on access to post-secondary institutions is seen in relation to two aspects: (1) enrolment rates by types of institution and sector and, (2) access of students by family per capita income level. Despite progress, there was consensus that the education system was not delivering the necessary results, either in equity or attainment. The author found that the secondary learners went on a nation-wide protest against the quality of state schooling and its inequity. The study further identified a structural flaw in the system, where state-funded private schools produced the best learners and were cheaper, while children from poor families were forced to attend state-run schools with fewer resources. Whilst he found that the most privileged high school graduates move from the top secondary schools (generally private) into free (and high quality) public higher education, less privileged students

pay for the inferior education provided by private higher education institutions (Espinoza 2008). Distinctly, equity for equal potential, in this case, assumes that access to education should be guaranteed to all individuals having equal abilities. The findings of the Chilean study accentuated the biases towards the upper income students. This “elitization” reflects a poorer academic achievement by disadvantaged young learners, thus resulting in inequitable access to higher education.

A study in the United States by a renowned philosopher (Rorty 1999) found that although the Americans live with the hope of achieving their democratic vision, there are still huge gaps between the rich and poor. His study explored access and equity to higher education. Rorty (1999) however, explained that there still remains a core minority in the American school population where learners are treated as outsiders to school success. The learners are further marginalised by the educator’s expectation, hence more than 25% of students are denied access to university admissions. Burke and Johnstone (2004) affirms that the distinctions between the curricular options of the affluent students versus the marginalised students is a point to be considered. Affluent students are exposed to latest technology, libraries with the latest edition of books, and have the opportunity to participate in educational projects and have the luxury to decide which instructors offer the best additional tuitions. This is certainly not so for marginalised students. Segregation of this nature breeds elitist hostility.

In another study in Britain, Patterson (1999) found that patterns of participation in post-compulsory education changed drastically over the last three decades. Despite this, overall progressive increase of school leavers between the mid 1980’s and 1990’s to higher education, an under-representation of school leavers from disadvantaged backgrounds were still evident (Burnhill *et al.* 1990). A study in 1997 divulged that a third of the school leavers in the UK entered higher education, but over 80% were from the most affluent areas, while only 3% were from the most disadvantaged (Woodrow 1999).

A similar challenge exists for South African universities that is to help students succeed at world class higher education when their school has been affected by the remaining legacy of apartheid, as well as a variety of new problems (Rosenberg, Ramsarup, Burt, Ellery and Raven

2009). The level of educational disadvantages and later under-preparedness evident in South Africa's school-leavers, is extremely serious, and therefore, higher education cannot cope simply by "teaching better" within current structural arrangements (Scott et al. 2004). Adding to this is the evidence of socio-economic inequalities in South Africa. Furthermore, the shortage of material resources affects students' chance of becoming an applicant for higher education and of gaining access to a programme of their choice, and of completing a qualification. Oellermann's (2009) study found that majority of students enrolling at DUT are poorly prepared for studies at higher education level due to the following factors:

- Students generally lack reading skills and difficulties with learning in their second language;
- Most students come from poorly resourced schools where learner input is discouraged; and
- Many students appear to have been raised in an environment with little structure or discipline.

A decade ago, Whitty (2010) discovered from a study carried out on A-level results achieved by students of similar academic ability who had attended different types of secondary schools. Research revealed a great disparity between those attending elite independent schools and those attending state comprehensive schools. The author suggested that university admissions should consider making lower offers to students in light of the circumstances under which they were studying.

Whitty's (2012) latest evidence suggests that there has been some progress in opening up access to higher education, however, the notion of fair access is still a contentious issue. The author contends that, although different groups of learners continue from high school to higher education (quantitative inequality), where they study and what they go on to study (qualitative inequality), is debatable. In order to enhance equity his study suggested the following:

- Narrowing attainment gaps earlier in students' educational careers;

- Schools improving the guidance, advice and about universities. Being transparent about perceived or real difference between institutions;
- School-university links need to be developed for all schools in order to motivate learners to succeed, particularly among pupils from families with limited cultural capital;
- Involvement of parents and communities to encourage interest in higher education;
- Policy makers and institutional leaders need access to technology, research and data to be able to monitor performance and enhance equity; and
- Contextual data should be used for making admission decisions including the so-called 'competitive' universities (Whitty 2012: 28-45).

While progress in widening participation is in place, more progress in achieving equity needs to be made. A study by Badat (2004) analysing drop-out, throughput and graduation rates found that there is a substantial need for improvement in equity of opportunity and outcomes for black students. The author further concluded that if higher education institutions are to contribute to a more equitable South African society, access and success must be improved especially for the black students who, by virtue of their past experiences have not been inducted into dominant ways of constructing knowledge. Clearly this has central significance for development as well as social inclusion and equity of outcomes which, inevitably, is a challenge. The current emphasis appears to be on the sector improving equity in access and quality of outcomes. Bergquist (1995) argued that access and quality are the cornerstones for the successful transformation of higher education, quality and access cannot be addressed as mutually exclusive issues. The author discovered averments in "there can be no quality without success' and there can be no real access without possibilities for success" Bergquist (1995: 63).

In China the "recommendation system" was designed to diversify admission to higher education by granting gifted students a direct access to higher education. Wang found that system favoured advantaged groups, where students of wealthy families were more likely to be identified, even if they were not academically sound (Wang 2011). He accentuates the corrupt practices in policy implementation as a shortcut to access in higher education for

students from disadvantaged backgrounds. In actual fact, students without a prominent background become soft targets for unfair competition in higher education disguised as social exclusion.

Deane (2009) extensively interrogated India's equity and access policies to higher education. In India, the inequalities, including social inequalities, are highly structured in the form of the caste system. The caste system has existed for a long time and involves millions of people (Ovichegan 2015; Hasan 2006). It is the continuation of superiority and inferiority by skin colour, religion and economic and social status which is a world-wide occurrence. This caste system has birthed an overwhelming majority in the nation that are socially, economically, educationally and politically backward, giving rise to the "backward classes", which comprise the "Scheduled Casts (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC)". The Indian Government has introduced a compulsory policy of reservations to offset the inequalities of society, in terms of which at least 40% of seats are reserved for people perceived by the government to be inadequately represented in higher education (Deane 2009). The constitution of India provides for 'reservations' in favour of Scheduled Castes and Scheduled Tribes in educational institutions for the upliftment of the backward classes as follows:

- Exemption from tuition fees;
- The provision of stipends or scholarships;
- The provision of facilities such as book grants; and
- The maintenance of hostels and assistance to hostels to SC students.

The central government further sponsors the following:

- College scholarships,
- The award of travel grants, and
- A 7.5% reservation in favour of SC's in merit scholarship,
- Assistance by way of special coaching for the SC students residing in hostels, and pre-examination coaching facilities for SC students appearing in competitive examinations, and

- In some states, reservations in services under the state and in educational institutions in favour of OBC's. Reservations coupled with other welfare programmes constitute the core of affirmation action for the upliftment of these groups (Constitution of India 1950: 34).

The reservation policies in favour of the backward classes in India are quite extensive and form the major part of the preferential policies designed for the upliftment of these marginalised communities (Rene 2011). Scott (2003: 2) comments that equity and development should not be treated separately. He further observes that:

the challenge of developing latent talent, particularly in disadvantaged communities, is a central one for the third world as a whole, intensified by globalisation, poor performance by students from disadvantaged groups was not due to shortage of talent but had very much to do with the incapacity of the existing education structures and their approaches to cater for diverse educational backgrounds.

Such disadvantaged students who might succeed, still do not enter higher education because selection methods identify only achieved performance as opposed to potential. Furthermore, another reason why black students do not perform on par with other students is advanced by Favish (2005), that in historically White institutions' Black students perform alongside students whose racial and class status places them at a considerable advantage in generating resources (linguistic, material and psychological) which are the determining factors that facilitate success.

Since 1994 the South African Higher Education and Training Sector transformed significantly, however, the stains of apartheid are still evident in the form of enduring social and economic inequalities and in asymmetrical patterns of access to higher education. Soudien's (2010) study shows how these patterns are evidenced in terms of access to higher education. The study revealed that enrolment in public higher education institutions in 2006 substantially favoured White students to the extent that 59% of the relevant group was enrolled in higher education. In comparison, only 12% of African students in the same age cohort, had access. Soudien (2010: 4) further explains that there are two main approaches to the notion of

transforming higher education “the first one sees transformation as a demographic intervention around the imbalances of race, class, gender, language while, the second argues that it is about the nature of privilege and power.”

Soudien (2010: 4) explains that the first approach alludes to representation, which insists that “numbers matter and particular kind of numbers”. The second approach argues that “transformation is an ideological process which has to engage with dominance”. This emphasises the distribution of political and economic power in society and the processes through which social inclusion and exclusion are affected (Soudien 2010).

Clearly, the themes emerging from the discussions above on public responsibility, which argue the competing values of public versus private or ex model C products and its impact on access to higher education institutions. Although the absolute numbers of African and females have increased, there still are inequalities in access to higher education by students from rural schools. Kurlaender and Flores (2005) found that higher education attainment remains unequal due to high costs in higher education and the unequal preparation of learners in secondary schools.

## **2.8 EQUAL ACCESS TO EDUCATION: CHALLENGES FACING WOMEN IN A GROWING ECONOMY**

For a society attempting transformation, equity and redress are important imperatives (Dowling 1999). Access is a priority in terms of attaining suitable measures of equity and redress. Transformation of a society besieged with the task of undoing the devastations of its past, requires that Black South Africans should be provided prospects to realise their potential. Badat (2004) refers to the triple challenge facing higher education namely to promote equity and growth within a democratic framework and to consolidate a fledgling democracy. Since 1994 equity has been a cornerstone of South Africa’s new education policies and is hence believed to be a constitutional principle. The White Paper 3 on the Transformation of Higher Education (Department of Education 1997) contains some detail on equity and higher education.

Pityana (2003) highlights the objectives of the National Plan for higher education which was solely to promote equity and maximise access. The National Plan was aimed at ensuring the redress of the past inequalities, by ensuring that staff and student profiles in higher education progressively reflected the demographic realities of the South African society at large. At the pre-launch of the 2011 international women's day celebration, the Deputy Minister of Higher Education announced the theme that promoted decent work and pathways for women through equality of access to education, training and science and technology. He further stated that the country adopted a national policy framework for the empowerment of women and gender equality. These and various other government policies on the promotion of gender equality and the empowerment of women, affirm the principle of gender equality as a key national goal.

The Deputy Minister elaborated on the notion of the United Nations Girls Education Initiative (UNGEI) which was established in 2000, referring to education as an instrument which fulfills aspirations and improves life skills and social interaction amongst women. It is based on a premise that, in patriarchal societies, education gives girls and women access to tools, which have the potential to transform the equality of their lives. Nelson Mandela (1994: 1) in his opening speech of parliament said "Freedom cannot be achieved unless women have been emancipated from all forms of oppression". Furthermore, Minister of Higher Education and Training asserted that access to education and training is an important foundation for economic liberation. Since education is the apex of the government priority, 19.4% of the total national budget was allocated for 2011/12, all in the aim of increasing access to higher education.

Gender imbalance is a common phenomenon in Africa's educational institutions. Various factors foster these inequalities including sociological, economical, psychological, historical, cultural and political. Although drastic efforts are underway to rectify these imbalances, more transformative work needs to be done in higher education across most disciplines. According to (Wondimu 2003) in Ethiopia improvement in female enrolment rate is evidenced – by lowering the cutoff in grade point average required for admissions into higher education.

Chimombo (2009) reports in Malawi that the female student population is only 25% and required an affirmative selection policy to be implemented. Chilundo (2002) noted that in Mozambique the female students has increased gradually since 1992. Ugandan higher education institutions are giving preferential treatment to female students thereby awarding them additional points to increase the female enrolment. Maunde (2003) found that Zimbabwe has also reduced entry qualifications to increase female enrolments. A variety of initiatives have been implemented to rectify the imbalances of the past. While we acknowledge that initiatives have, in certain instances, been productive, others have yet to achieve change in terms of access to higher education. Upton (2000) argues that although virtually all universities now apparently have equal opportunities policies, it is clear that by no means all universities put them into practice. In South Africa, attempts to combat this resulted in a guide entitled 'Higher Education and Equality' which was jointly developed by the Committee of Vice-Chancellors and Principals. This thus gave rise to the racial equality and the equal opportunities commission, thereby encouraging institutions to embed equal opportunities in their operations instead of treating it as an afterthought or add on.

## **2.9 LANGUAGE POLICIES AS A BARRIER IN ACCESS TO HIGHER EDUCATION**

Cele (2004) found that the social redress policy was legitimate. But the policy-bound and hurried attempts to redress cultural injustice, lived through language inequalities, led to the creation of policy pronouncements that oversimplified and unjustifiably underscored the role of English in education. Chuanyou (2006) commented that in terms of quality and opportunity for further studies, the education was better for urban students as opposed to rural students. He found that the underdevelopment of the Chinese school education in rural areas seriously undermines successful transition from school to university. This therefore challenges the equal access to higher education for rural students. In terms of learning opportunities, urban students are advantaged over their rural counterparts. Rural students are deprived opportunities for private tutoring because of either financial constraints or simply unavailability of such courses. This is likely to lead to crippling of access to higher education. Education is seen as the engine for a competitive nation and its economy. It provides a route to upward mobility in terms of jobs and income. From the primary phase to the higher

education level, in terms of which learning and research is our performance indicators. Who then are our winners and losers in the ensuing debate?

## **2.10 EQUITY, ACCESS AND INSTITUTIONAL STANDING**

The South African National Plan for Higher Education (NPHE), for instance states its intention clearly to expand 20 to 24 year old students' participation from 15% to 20% to ensure a high quality, equitable, sustainable and productive higher education system. The South African schooling system is currently failing the country in that black African students are worst affected by this knowledge. Bitzer (2010) reported that a decade ago a total of 73% of the students in public higher education system were black, of which 52% were female, blacks are still under-represented in programmes such as business and management, science, engineering and technology.

According to Steyn's analysis for the period 2001 to 2007, increasing higher education participation pointed to broadening access but did not necessarily indicate increased output (completed qualifications) rates (Steyn 2009). Matear (2006) reported that in Chile, equity and access to higher education institutions has resulted in individuals and groups competing for their share in limited available resources. The inequalities were a result of poverty, household vulnerability and low level of parental education, which has resulted in early desertion and high rate of repetition or drop-out.

The University of Cape Town (UCT), together with a few others is considered to be amongst the top academic institutions in South Africa. Bitzer (2010) reported according to the 2009 Times Higher Education Supplement (THES) UCT was ranked the 146<sup>th</sup> best university in the world, having attained 40% academic peer ranking of; 20% citations; staff-student ratio (20%); graduate employment (10%); international staff (5%) and international students (5%). Clearly UCT is moving to international recognition, yet none of the listed rankings directly addresses equity or access measures. The question that arises, is UCT's current admissions policy effectively dealing with the legacy of racial discrimination and assisting the institution in building a diverse student profile. James (2007) affirms that the main aim of racial equity is to

have proportional representation, while Renner emphasizes this more clearly by explaining that the issue pertains to equality, not diversity (Renner 2003). Inequality is the constitutional issue and the goal is parity. He further argues that institutions should stop using diversity as a line of justification for selective admissions. According to a UCT Audit Report (CHE 2006) which saw an increase in the 1996 African student enrolment, notably large numbers of those students were from the SADC countries and the African continent. The report urged the institution to focus on recruitment and retention of South African-born African students.

## **2.11 CONCLUSION**

As cited in Morley's studies, Bourdieu predicted that if more lower class people were let into higher education then the standards were bound to decline (Morley 1997). He feared increased access would be leading to educational inflation and negative equity. Hence, resulting in the value of qualifications plummeting especially since more representatives from marginalised groups would acquire them. In this instance widening access with enhanced quality and diversity, is perceived as dilution, pollution and inflation of certification. This situation challenges the very notion of equity in higher education. Apart from changing policy framework and student population, post-modernism has led to finding new ways of understanding power and change processes. Morley's (1997) study found that power is not a possession thus should not relate to one has more and one has less. Participation in higher education can be a challenging concept for the marginalised groups, particularly those who experienced personal, material and political disempowerment through patriarchy, racism and capitalism.

## **CHAPTER THREE: LITERATURE REVIEW: MARKETING**

### **3.1 INTRODUCTION**

The previous chapter presented a literary analysis of the South African higher education system since the inception of democracy, with a focus on transformational issues geared towards substantive changes in the landscape of higher education, and within a framework of social justice, redress and equity. The analysis formed part of the conceptual framework that informed this study as it explored the persistent inequalities that still plague communities despite the strides made in transforming both, societies and institutions of learning. In this chapter, the researcher turns attention to issues of marketing that supported the transformational agenda in making higher education more accessible to the majority of the people of South Africa.

This chapter therefore, presents some conceptual understanding of marketing as a disciplinary field of knowledge, followed by an exploration on how this disciplinary knowledge base came to bear on higher education. The chapter further presents the issues that confront higher education marketing in promoting the transformation agenda. The chapter concludes with an analysis of the literature that depicts the potential of current marketing strategies and processes that may lead to a continuance of inequalities with respect to student recruitment as an integral component of higher education transformation.

### **3.2 DEFINITIONS AND EXPLANATION OF CONCEPTS RELATED TO MARKETING**

In the last two decades there have been several discourses on how people think about the value, purposes and goals of universities, and about education and knowledge. Within these discourses, universities were reduced to simply training schools for the production of technicians and instruments of the economy and business (Ramachandran 2010). Furthermore, Badat (2009) affirms that the new logic must revalue knowledge and education as cornerstones of human development and contribute towards restoring the various

educational and social purpose to universities. In supporting this logic, knowledge about the transformed university systems was made possible through marketing strategies. Hence, marketing of higher education became a significant communication tool to inform society about the new wave higher education within South Africa which is deeply engrained in the social and economic transformation of the country (Eckel and Kezar 2003). In order to understand how marketing has influenced the new wave higher education, this section of the chapter presents principles and concepts of marketing to understand how higher education institutions are marketing themselves and where the inherent weaknesses are evident. Some of the definitions are namely:

- Marketing may be defined as a process identifying and meeting human and social needs, in short 'meeting needs profitably'. Whilst managers often misconstrue marketing as the art of selling products, selling is not the most important part of marketing (Weinstein 1999). Hence, it unpacks the notion of marketing as management from the art and science perspective of choosing target markets and getting, keeping and growing customers through creating, delivering and communicating superior customer value (Kotler and Keller 2013).
- Perreault and McCarthy (2005) acknowledges that selling and advertising are important components of marketing but marketing also plays an essential role in providing consumers with need-satisfying goods and services and, -creating customer satisfaction.
- Maringe and Gibbs (2009) and Grönroos (2004) maintain that marketing is an institutional strategy to create and deliver value to its customers.
- McGrath and Akoojee (2007) states that marketing is one way in which value can be exchanged and delivered. They further argue that the higher education system needs to embrace marketing as an integral part of its development and transformation.
- Rakshit, Narasimham, Gudhe, Vaddadi and Narayanan (2006) define marketing as a process of identifying and satisfying customers' needs and providing them with adequate after-sales service, whilst rural marketing signifies marketing of rural products to the urban consumer or institutional markets. Rural marketing basically deals with delivering manufactured or processed inputs or services to rural producers, the demand for which is basically a derived outcome. Another term for rural marketing is developmental marketing, as it involves an urban to rural activity (Rakshit *et al.* 2006). Further clarity on these two marketing perspectives (identifying and satisfying) is provided by Gumpert (2000) describing growing

tension between two dominant perspectives on higher education. Firstly, higher education institutions are social institutions and part of the national economy. In unpacking this, the social institution dictates that higher education attain goals related to its core activities, such as cultivation of citizenship, the reservation of cultural heritage, formation of skills and characters of students. The 'industry approach' emphasises that higher education institutions sell goods and services, whereby training forms an important part of the workforce that fosters economic development. This exposure of universities and colleges to market forces and competition will result in improved management, programmatic adaptation, maximum flexibility, improved efficiency and customer satisfaction.

- Clark (1998) proposed that market and market-like behaviours that is currently experienced by higher education resemble an integrated entrepreneurial culture of transformation. Ntshoe (2004) supports the development of entrepreneurial culture where he argues that the cutbacks in education, with emphasis on accountability, efficiency and cost-cutting necessitates an entrepreneurial culture in South African higher education.
- Eagle and Brennan (2007) summarised the notation of appropriate marketing and communication as a means of identifying the audiences as consumers. This approach requires education to become a product delivered by service providers, a prerequisite which has not gone uncontested. He thus found that the extensive literature on models of students as consumers, indicates that such a standpoint is hastened by the adoption of fees.

The varying conceptions of marketing brings yet another level of complexity in the marketing of higher education, namely, how institutions position themselves to the customer and how the customer is positioned in relation to the higher education institutions. These varying positioning relationships has the potential to then influence how the institution market itself, suggesting that customer relations do influence marketing conceptions and actions in the marketing process.

### **3.3 EVOLUTION OF THE MARKETING PRINCIPLES**

Tsai (2005) maintains that marketers increasingly operate with the holistic marketing concept, but it is imperative to understand the evolution of the earlier marketing ideas, thus providing a clearer picture of the holistic marketing concept (Kotler and Keller 2013). Since

marketing decisions are key factors to the success of any institution, it is therefore essential to understand the five stages in marketing evolution, as proposed by Perreault and McCarthy (2005), which is summarised below, starting from the simplest form of marketing to more complex processes and structures supporting marketing:

<ul style="list-style-type: none"> <li>• Simple trade orientation is the very early stage of marketing evolution when it emerged in the trade era, where producers for the market made products that were needed by themselves, which was either traded or sold to the local middleman;</li> </ul>
<ul style="list-style-type: none"> <li>• Production orientation focuses on production of specific products and services. Since few products were available in the market, the assumption was made, that anything produced will be able to be sold;</li> </ul>
<ul style="list-style-type: none"> <li>• Sales orientation relates to the increase in the production capability. The focus shifted to not just producing but to beat the competitors and win customers in the competitive dynamic market;</li> </ul>
<ul style="list-style-type: none"> <li>• Marketing department orientation refers to the rising increase in sales, necessitated the establishment of a marketing department which could contain all the common marketing activities holistically in order to improve short-run policy making or planning; and</li> </ul>
<ul style="list-style-type: none"> <li>• Marketing company orientation requires that marketing personnel develop long-range plans which is guided by the marketing concept.</li> </ul>

### 3.3.1 Relationship approach

A further contribution to these evolving stages of marketing had been proposed by Dirks (1998) which are related to relationship marketing. Relationship marketing, evolved to consider and accommodate the customer as a critical and key player in determining the marketing strategy, the relationship marketing approach focuses upon close communication and interaction with the consumer over time in order to tailor the value in offerings to suit the customer's needs.

Furthermore, Kotler *et al.* (2005) contends that "relationship marketing builds strong economic, technical and social ties among the parties", which relates to reducing on transaction costs and time. This sentiment is supported by Kurtz and Boone (2008) who suggests that "relationship marketing is the development, growth and maintenance of cost-

effective, high value relationships with individual customers, suppliers, distributors, retailers and other partners for mutual benefit over time". Relationship marketing has long been recognised by Sheth and Parvatiyar (1995), as an on-going relationship development process which is further viewed by marketers as long term competitive advantages for institutions.

Presently, marketing has emerged as an important component of the higher education environment where the higher education institutions are perceived as institutions with many stakeholders (employees, students, service providers and governmental organisations) (Hemsley-Brown and Oplatka 2006). In other words, internal and external customers are even viewed in business-like terms, like the higher education systems taking on a conception that of the market, universities as firms and students as customers. Kotler and Keller (2013) identified four key constituents for relationship marketing. These include customers, employees, marketing partners and members of the financial community. In researching inequalities in institutional marketing, this chapter provides a nuanced understanding of marketing conceptions as it relates to higher education with a view to exploring how potential customers, in this case the potential students, are privileged in some cases and marginalised in other cases through the institution's marketing strategies and processes. Supporting the above sentiments, Kotler (2013) further echoed that companies are shaping separate offers, services and messages to individual customers. This is based on information about past transactions, demographics, psychographics and media and distribution preferences. Hence, this study adopted the relationship approach to marketing.

### **3.4 FUNDAMENTAL MARKETING CONCEPTS**

Institutions usually develop both short-term and long-term marketing plans. In so doing, it is equally important to understand both the marketing function, which is underpinned by the marketing concepts. Hence, instead of just trying to get customers to buy into the products, institutions would rather need to aim its efforts at satisfying its core customers (Perreault and McCarthy 2005). Once institutions identify the needs and wants of the customer, the task of satisfying these needs and wants' becomes more feasible. The marketing concept is, therefore, embraced by the three basic ideas as presented in Figure 3.1:

**Figure 3.1: A Conceptual mapping of Marketing concept as adapted from Perreault and McCarthy (2005).**

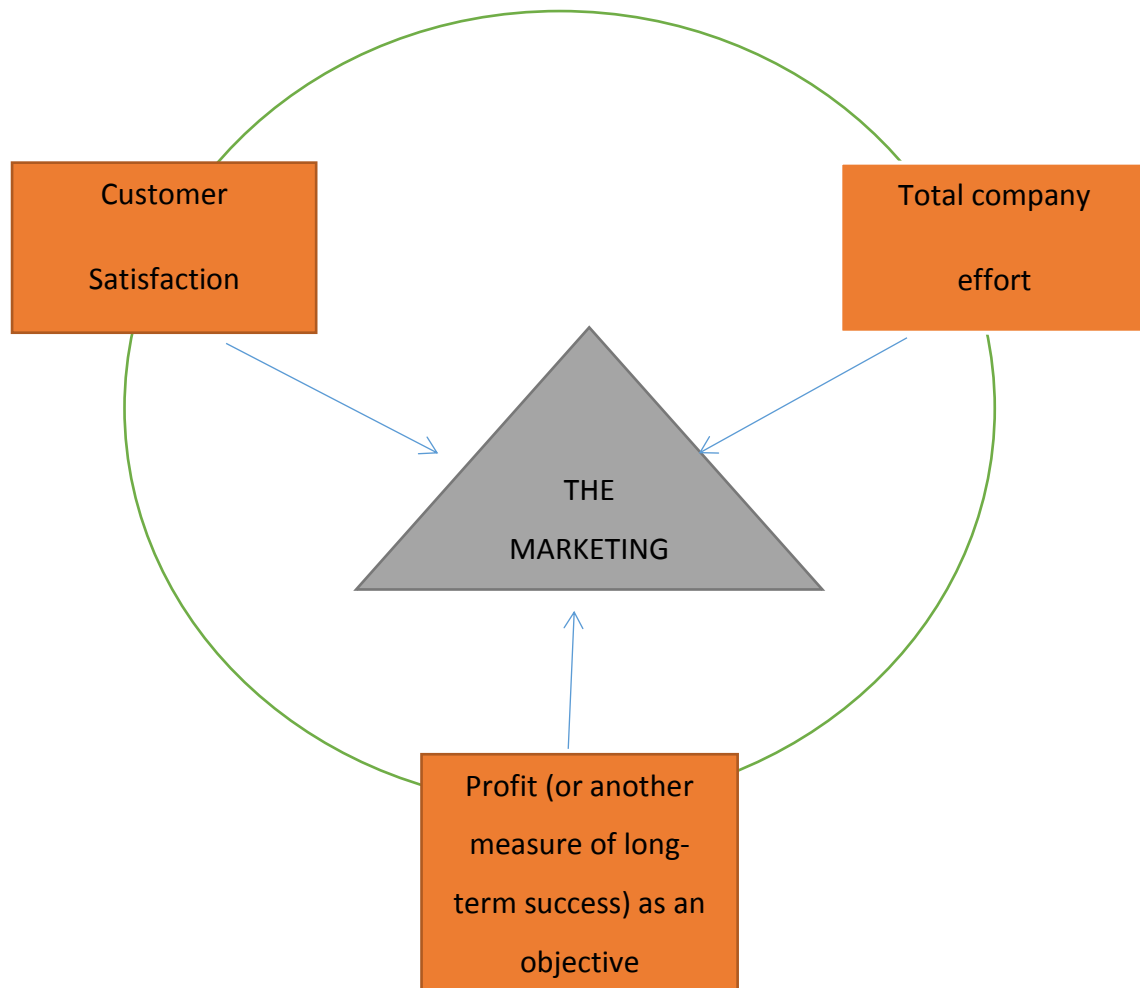


Figure 3.1 shows the marketing concept is an integration of three key elements. These key elements include customer satisfaction, total company effort and profit as an objective. For the purpose of this study, an elaboration on what customer satisfaction, as conceptualised by Perreault and McCarthy (2005) is presented. In brief, total company (institutional) effort is the involvement of all related departments within a company that works together in promoting its product and profit as an object. Customer satisfaction, according to this conception, is processes and relationships that influence the institution to focus on satisfying the customers' needs and values, paying focal attention to customers' points of views.

De Matos and Rossi (2008) contributes to the notion of customer satisfaction by shifting the focus from what the company (or institution) needs to do, to the customer and what he or

she values. Two perspectives on the customers' benefits are considered. The first element deals with potential benefits of that offering and the second centres on what the customer has to give up to get those benefits. Even though the price of goods may be low, if they do not meet customers' satisfaction, it could result in low customer value. It, therefore becomes evident that the customer's view matters the most (Teece 2010). In appropriating customer satisfaction within this conception within higher education institutional marketing, a key strategy would be to consider the benefits to the customers as opposed to who and what the institution is and what they offer.

### **3.5 SERVICE MARKETING**

Kotler and Keller (2013) defines service marketing as products offered by an institution, namely, customer evaluations of service providers, which are in fact service products rather than tangible goods. All products, be it goods, services or ideas are intangible to some extent, and hence, they cannot be physically touched or possessed. Such services are provided through human or mechanical efforts which is directed at people or objects (Lusch and Vargo 2014).

Based on preceding citations and the conversations about marketing in higher education landscape, service marketing clearly relates to what function it serves and best method to communicate information to various stakeholder groups. Furthermore, the institutional service marketing principles examines what implications the various marketing principles and processes have in terms of understanding its influences on marginalised communities in terms of access. In order to understand how one markets a function that an institution serves, one needs to know what service marketing is. A description of service marketing is therefore presented, together with examples to clarify its connection to higher education.

#### **3.5.1 Nature and characteristics of service marketing**

The issues associated with marketing service products differ from those associated with marketing goods. Since marketing is distinguished by the characteristics of service, it is thus

imperative to gain a clear understanding between these differences (marketing services and marketing goods). Therefore, it is essential to unpack the six basic characteristics of service as proposed by Hult, Ferrell and Pride (2013). These basic characteristics include intangibility, inseparability of production and consumption, perishability, heterogeneity, client-based relationships and customer contact.

<ul style="list-style-type: none"> <li>• Intangibility refers to a service which is not physical thus cannot be seen, tasted, touched or smelled before purchase. An example of intangibility is where it is not possible to physically touch the education that students derive from attending lectures, but the intangible benefit is, gaining that knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• Inseparability means that a service cannot be separated from its consumption by its customers and therefore inseparability accentuates a shared responsibility between the customer and service provider.</li> </ul>
<ul style="list-style-type: none"> <li>• Heterogeneity/Variability pertains to service quality that may vary considerably, making standardisation difficult to detect and correct. Due to human behaviour, it is difficult to maintain consistency in quality of service delivery. Variation in quality can occur from one institution to another or one service person to another within the same institution and one service facility to another within the same institution.</li> </ul>
<ul style="list-style-type: none"> <li>• Perishability refers to unused service capacity which cannot be stored for future use. For example, a conditional offer for space or a seat in a respective course at an institution, cannot be stored or held for the particular student in the following year. In viewing perishability from a consumers' perspective Vargo and Lusch's (2004) maintain that the important time is the period that the offer can deliver benefits after acquisition.</li> </ul>

In this case study, education becomes an intangible product which solely depends on the qualification as the only tangible evidence of that lived experience. Marketing an intangible product, such as higher education, poses a difficulty. Thus, Anctil (2008) maintains that the concept of 'branding' becomes critical, to image development. It therefore is necessary to unpack how branding becomes a marketing strategy. In order to do this, it is essential to explore the marketing environment to develop and promote a brand.

### 3.6 THE NATURE OF THE MARKETING ENVIRONMENT

The marketing environment refers to the broad groupings, variables or forces that surround and impact on an organisation and its ability to meet its objective. The environment in which any institution operates is dynamic and subject to changes all the time (Suarez and Lanzolla 2007). It consists of three sub-environments, all of which impact on each other: The three main components of the marketing environment are:

- The **macro**-environment, which refers to the external forces which the individual institution cannot influence, but which directly or indirectly influences the institution, such as socio-cultural, economic, political, technology and international forces (Craig and Douglas 2005);
- The **micro**-environment refers to what can be controlled by management, such as the mission statement, the use of financial, physical, human and information resources and the objectives of the institution; and
- The **market** environment refers to the forces outside the institution, such as consumers, suppliers, intermediaries and competitors which is influenced or partially controlled by the institution (Cant and Van Heerden, 2005).

These three components of the marketing environment that pertains to higher education are discussed below in greater detail.

#### 3.6.1 Macro marketing environmental variables that influence higher education marketing

The macro variables that are known to influence the marketing environment include the political, the social, the economic and the technological conditions of a country (Kiggundu 2002). Hult *et al.* (2013) contends that a crucial element to attaining institutional marketing success, is based on the macro environmental forces being synchronised. The political, economic, social and technological forces affects and influences the buying power and consumers' willingness to spend (Hult *et al.* 2013). In the context of higher education, these

variables are often intertwined and this then makes it difficult to establish which of these are dominant forces of influence. A brief elaboration is presented below to show how such factors influence society:

- Socio-cultural factors reveals the nature of a society in terms of peoples' attitudes, beliefs, norms, customs and lifestyles. This information is important to understand the marketing environment and to make marketing decisions on process, content and extent of marketing (Reisinger and Turner, 1999). Weinstein (2004), McVey and Crossier, (2017) deemed that socio-cultural forces presents the marketers with both challenges and opportunities. For example, demographics, age distribution, population growth, level of education, wealth distribution and psychographics of a community, will present a sense of the social demographics that is needed as baseline information to know and understand the marketing environment. The cultural traditions, expectations and needs of a community, will present baseline information on behaviours of individuals and groups within a community. The social demographics and cultural behavior of a community will then have the potential to illuminate the potential of that market environment in the planning process. Fahy and Jobber (2012) argue that higher education institutions, need to be aware that they are part of a larger society and that their reach is beyond their immediate environment. Hence, having a socio-cultural perspective of the broader society will enable institutions to understand their mandated reach and plan accordingly to realise their national mandate for providing higher education opportunities for all citizens. The socio-cultural aspect of the marketing environment, is therefore, considered a crucial component of knowing and understanding the macro environment for marketing itself.
- Economic factors include a consideration of the economic growth rate, inflation rates, interest rates, exchange rates, petrol price, levels of employment, and taxes and inflation (Estelami, Lehmann and Holden 2001). The implications of knowing and understanding these factors relate to how higher education institutions position themselves in relation to what it can do and offer to society. On the one hand, it can offer society the necessary skills that will enhance the economy through the production of appropriately skilled graduates to enhance the economy of a society. However, it can respond to society

through a social justice lens to include the economically marginalised groups within society through various programmatic interventions. Hence, having a deep understanding of the economic elements of the macro elements, higher education institutions can make policy decisions that can influence their marketing strategies to account for both streams of influence (production of skilled graduates and the social justice imperatives (Estelami *et al.* 2001).

- Political and legal factors imply that institutions operate within the legal framework, by abiding legislation promulgated by the government. In this respect the stability of the political and legal environments are crucial to the macro marketing environment. Maringe and Carter (2007) also state that marketing decisions within an economic framework are highly influenced by the levels of political stability in a country. Investments in a country, global rankings and social cohesion are some of the elements that give insight into political stability. The importance of a political stable environment relates to long-term commitments by various agents. For example, long-term investments are possible in politically stable markets to ensure sustainability and profitability. With respect to higher education, the political macro environment is held with the intension that the needs and aspirations of the communities is served. Strike actions by students, staff and other stakeholders, for example, is a common expression of the political tension that sustains higher education. The strikes are a part of the political landscape and they affect organisations, for example, through consumerist movements set up by the organised movement of citizens. Their aim is to strengthen the rights and powers of buyers in relation to sellers, and in the instance of higher education, to strengthen the rights and powers of students (Kotler and Keller 2013).
- Technological advances of the 21<sup>st</sup> century have pervaded the globe, bringing with it efficiencies and innovations that have influenced people, systems and businesses. This macro variable has infiltrated national systems, institutions, the home and persons. Its ubiquitous nature has influenced every fabric of our lives. The implications of this ubiquitous nature of technology, has expanded marketing environments in significant ways, often changing the way things are done (Cohen and Winn 2007). In higher education, technological advancements have changed in all aspects, from data storage of students' biography and study information to on-line and interactive learning platforms.

While the technological forces or technological advances have improved the quality of life, it has also marginalised some due to access to these technologies. The classic example of high tech on-line application has proved to be beneficial to the 'haves', and have worked to the detriment of the 'have nots'. The marginalised community have no electrical connection and are therefore limited in the uses of on-line applications, further disadvantaging potential students (Vardarajen and Yadav 2009). The macro environment related to technological advances has impacted significantly on the marketing environments in the content, process and reach of the marketing field (Hult *et al.* 2013).

### **3.6.2 Micro-environmental variables and it influences on higher education**

The micro-environmental variables are those of a strategic nature and forward looking. These include strategic planning, organisational vision and mission, objectives, strategy and a sound-proof marketing plan (Hult *et al.* 2013). A study by Wood *et al.* (2011) found that micro-environmental variables, for example marketing strategy, resources and the marketing mix, impacts on "attracting, nurturing, and retaining" creatives as well as reaping the results of their creativity. Taking this cue from the author, higher education institutions' strategic planning includes attracting potential students to its institution, nurturing students while they are registered and retaining them until they complete their formal studies. Hence, knowing, understanding, implementing and tracking the variables associated with micro-environmental, is central to institutional marketing as it locates itself within a competing marketing environment (Kremers, De Bruijn, Visscher, Van Mechelen, De Vries, and Brug 2006). For example, university rankings may be an element within a competitive marketing environment for higher education institutions to attract high performing potential students, nurturing them and retaining them with expected high outputs, almost like a self-fulfilling prophecy. In this way, the institutions promote and sustain an image that is attractive and is aspirational to most potential students. Central to the micro-environmental strategic gaze, is the marketing communication strategy which is created by marketers to provide important and key communication guidelines to carry out the strategic plans.

With regard to a marketing communication strategy Smith, Berry and Pulford (1999: 97) maintain that it:

Provides notable activity which allows building up strengths of marketing communication through consistency; helps to determine even better and sharper message which is sent to potential customers at different stages during the process of buying; when clear strategic communication direction is settled, then careful planning of every single communication is much quicker and easier; helps marketing communication to save both money and time; and helps driving external marketing communication, also provides effective communication strategy at the stage of internal communication.

An example of a strategic marketing plan is that of the SOSTAC Marketing Communication Plan. It was originally developed in the 1990s with the aim of structuring marketing planning. SOSTAC stands for:

- **Situation** - where are we now?
- **Objectives** - where do we want to be?
- **Strategy** - how do we get there?
- **Tactics** - how exactly do we get there?
- **Action** - what is our plan?
- **Control** - did we get there?

The SOSTAC Plan was largely developed to assist managers to sustain their marketing communication plan through constant review of responses to the questions related to marketing communication (alongside each element of SOSTAC).

### **3.6.3 Market environmental variables as it relates to higher education**

Zabadi (2013) states that the market variables relative to the higher education context include potential students, parents, academics, funding agencies, other higher education institutions and suppliers of services. Key to survival in a market environment is to be in the leading edge within the market environment. Identifying and responding to trends and developments are key aspects of the market in order to be at the leading edge. However, the challenges posed by a trend that is not favourable could result in very low interest from learners in terms of applications to the institution. Negative trends are features of a market environment and how institutions respond to such trends depends upon the foresight of such trends and the coping mechanisms that are in place to ride these negative trend periods (Kotler and Keller, 2013, Hult *et al.* 2013).

The market variables, therefore, do not only focus on potential consumers and suppliers to the institution, but also on the identification of market trends and patterns through on-going market analysis. In the case of higher education institutions, such market trends may include uptake of graduates into patterns of employment. Supply and demand analysis is key to understanding the market and to develop strategic operations to keep the leading edge of the institution.

## **3.7 THE CUSTOMER**

Identification and satisfaction of customer needs is an essential feature of marketing. In the higher education context the primary customer is the student. However, many other customers are recognised namely, the community, government, prospective employers, parents and alumni (Conway *et al.* 1994). In the sub-sections that follow, an engagement with key features of a customer are presented with a view to showing the significance of identifying and satisfying customers, in this case, the “customers” of the university.

### **3.7.1 Customer analysis**

The range of identified customers for higher education creates a confusion as to how higher education should be marketed, and also to whom and for what purpose. As far back as the 1990's, Winston (1999) provided his view of higher education as a service provider or a product vendor. Similarly, students are seen as consumers and products. This notion introduces a strange kind of economics. One which considers the importance of recruiting and retaining students who would then become part of the product itself. In other words, universities and colleges are seen as the services they provide (teaching and learning, social life, goods) are simply designed to enhance (the real) value of the product (the graduate). Some authors maintains that higher education qualification is a process (Eagle and Brennan 2007). Universities, similar to other service providers with customers have a primary purpose of satisfying their customers.

Litten (1991) found that the use of the customer label for students in higher education was seen as highly polarised (product or process) and stressed that students are more than customers in a simple and direct purchase relationship with the institution. Extending on this polarisation, Mintzberg (1996) argues that higher education students wear four distinct hats during their period of study. These include:

- When they make enrolment enquiries, seek advice and course guidance they probably use the client hat;
- As clients, when their learning needs are not being adequately met, they wear the customer hat;
- As citizens on campus, they wear the citizen hat;
- The final hat the students wear is as a subject. As subjects, students experience sanctions, such as late library fines, re-writes for sloppy work or re-write of examinations.

Whilst the notion of higher education students as a customer has aroused great concern amongst academics about the business belief of the customer is right, critics suggest that students are not passive consumers of educational knowledge and understanding. Instead

they are active producers of these commodities, using their intellect to interpret, analyse, construct and reconstruct ideas. Hence, the marketisation process of higher education needs to articulate with these evolving notions of who the customers of higher education are. The complexities, therefore, of marketing to “the customer” becomes a matter of continually identifying who that customer might be at the moment of marketing, as well as the purpose of marketing the higher education institution.

### **3.7.2 Customers’ socio-cultural influence on marketing**

In implementing a marketing strategic plan for a university, the socio-cultural trends in the marketing environment plays a significant role (Leonidou and Leonidou 2011). The author emphasises that such trends are influenced by consumer’s perception, learning, personality, motivation, beliefs and attitudes.

Whilst Cheema and Kaikati (2010) observed that many individuals are raised from different cultures, whilst cultural differences accentuates its’ influence on students’ mind-set, thus restricting them to live in a certain way. Understanding people’s different culture is an important factor, since diverse marketing strategies need to be developed in accordance with their culture. Varnali and Toker (2010) also noted that marketing management is based on the art and science of targeting markets. The author further explained other important characteristics requires acquiring new customers, maintaining the existing and nurturing customers through creating, delivering and communicating better customer value. When developing a marketing strategy for the marginalised community, Kotler and Keller (2013) affirm that it is extremely important to incorporate the activities which make up successful management and a good marketing leadership strategy for an institution as follows:

- Developing marketing strategies and ideas;
- Capturing marketing insights;
- Connecting with customers; and
- Building strong brands.

Schiffman *et al.* (2013) explain that social and cultural factors are two important concepts that are challenging to separate. Socio-culture refers to social and cultural factors that influence the consumers buying behavior. For this reason, it is difficult to separate culture,

religion, reference group, language, social class, family, demographics and geography. The marketing environment is therefore, inclined to be impacted by cultural factors as follows:

- **Culture:** is defined as a set of symbolised artifacts, which are created by society and passed on from generation to generation of human behaviour. The symbols include attitudes, values, language and customs, which together constitutes the pillars that influence the consumer's buying behavior in the market environment. Within each culture, there are sub-cultures. McDaniel, Lamb and Hair (2008) argue that **sub-cultures** relate to religion, nationality, geographic regions and racial groups. Hence, when considering marketing, cultural and sub-cultural factors, considerations in understanding customer needs is essential in developing marketing strategies Mutsekwa (2012) and Etzel *et al.* (2001).
- **Social Class:** explain that marketing actions must be able to adapt according to the unusual social class, meaning that peoples buying power is influenced by the class to which they belong. Social class is an indication of preferences and lifestyles and is generally grouped into the upper, middle and lower classes Etzel *et al.* (2007).

Since South Africa has such diverse population groups and cultures, it makes it extremely complex to develop appropriate marketing strategies for each of the diverse groupings. Simple group categorisations have emerged from these diverse groupings which include race-based groupings within the South African context. Thus leading to distinguishing between the needs of Blacks, Whites, Coloureds and Asians (Cant 2011) and also include variables such as income, education, lifestyle and living standards within each of these racial categories to determine the socio-economic class structures of society. Truter (2007) avers that living standards measures differentiates the market more accurately than any single or specific demographic variable. Living standards measures were developed by the South African Advertising Research Foundation (SAARF) with the aim of measuring the social class or living standards. This is regardless of race and without using income as a variable to segment the market. The latest living standard measurement details how monthly income varies across the 10 living standards measure groups. For the purposes of this study, five categories of consumer characteristics that are most often used for market segmentation are detailed in table 3.1 below:

**Table 3.1: South Africa's Living Standards Measure Table**

**SOUTH AFRICA'S 10 LIVING STANDARD MEASURE (LSM) GROUPS** (Adapted from Anon. 2005) SA's 19 living standards measure group

LSM	RESOURCES	HUMAN	PHYSICAL	NATURAL	INFORMATION	FINANCIAL
LSM1: Rural Dwellers (Demographic segmentation)	*No fridge and no insurance	* Biggest representation in KZN and Eastern Cape * High illiteracy – one in five has no formal schooling * Very high un-employment – 83%	*Traditional Huts	*No tap water		*Average income – R879 per month (mostly social grants)
LSM 2: Farm worker level (Geographic segmentation)	*First level to have TV's at 30% and cell phone at 13%		*91% live in rural areas - one third in traditional huts and some in informal settlement	*one third have access to running water – mostly outside	*most employed are farm workers and labourers	*Average income R1068 per month
LSM 3: Matchbox House/Informal Settler level (Psychographic segmentation)	*Almost half own a TV set and a fridge		*Mostly 'match box houses' and informal settlements *Over a third live in urban areas			*Average income R1408 per month
LSM 4: The Urban Poor (Benefit Segmentation)	*Three quarters own a TV set		*High number of backyard and poor township dwellers *Highest no live in Gauteng		*Low interest in pets	*Average income R1774 per month
LSM 5: 'Something to lose' group (Buying behaviour/usage segmentation)	*First level to have significant levels of insurance *Almost 90% have a TV set, VCR and/or fridge *Microwaves appear and almost have at least a kitchen sink				*Almost two thirds are employed *Rate of clothing purchases close to middle class levels	Average income R2427 per month

Living standards measures have proven to be a unique and simple method of segmenting the markets. Whilst the breakdown of each LSM, according to race, can be done, it is essential to note that race itself is not used as a variable in determining the composition of the LSM. Klasen (2000) alludes to how living standard measurement draws distinctions between absolute poverty (those who live on less than R20, 00 per day) and relative poverty (those who have fewer resources when compared to the resources of others). A clearer distinction of poverty can be obtained by considering the extent of suffering on the community at various levels of existence and the following distinctions may be proposed:

- Personal (individual) – suffering as a result of deprivation of autonomy, human rights, access to food, water, shelter and protection from disease and economic crises;
- Relational (interpersonal) – suffering occurs when human interactions are tainted by disrespect, exclusion, humiliation and loss of identity and repression of diversity; and
- Collective (large scale or community or structural) – suffering is exacerbated primarily by political and economic oppression and exploitative structures (Prilleltensky 2003: 20).

Using this categorisation of suffering, Firfirey and Carolissen (2010) found that the poor are marginalised at individual, interpersonal and collective levels. These marginalised groups are less likely to access higher education because they have limited education employment opportunities and lack the financial support. Justifiably, there is a need for people within these poverty lines to have access to economic, political and psychological power, thereby creating access to higher education.

### **3.8 MARKET SEGMENTATION**

Market segmentation is referred to targeting consumers with common needs or characteristics and then grouping them into one or more segments with a distinct marketing mix (Park and Yoon 2009). According to Kotler and Keller (2013), markets are made up of buyers who differ in their wants, purchase power, geographical locations, buying attitudes and buying practices. Market segmentation assists the marketer to identify and profile the

distinct groups that may require different marketing approaches due to their diversity. In the case of higher education, these segments could be identified along the time lines across the academic year. For example, one could consider a time line related to the envisaged activities of the higher education institution, like recruitment, registration and graduation. It could also be along geographic or community segments. For example, the total market for an institution may be the entire country, but an institution may want to segment this total market along provincial lines. In the context of higher education transformation, the need to attract potential students from designated groups or from marginalised communities would require that the institution should segment its total market into geographic and community segments, and strategise their marketing in line with these defining variables of segmentation (Cloete 2006). These segments of activities could potentially influence who is targeted, what the nature of the needs of the target audience is and how the marketing strategy can be developed to capture the maximum benefit for this institution. Segmentation allows strategic marketing within limited budgets to target the maximum number of potential students (Keller *et al.* 2008).

Target marketing may be defined as grasping the needs of customers. This then provides the platform for the development and promotion of products and services which promotes consumerism. Araujo (2007, as cited in Gibbs and Murphy 2009) argues that target marketing provides both, a hermeneutic to understand consumerism and a way of shaping it.

The various conceptions of market segmentation is a process of determining and sub-dividing a large homogenous market into identifiable segments, which have similar needs, wants or demand characteristics. With this understanding of market segmentation, the objective for this study, then, would be to design a marketing mix that targets the expectations of the segmented customers, for example, potential students from marginalised communities for a higher education institution. The holistic aim of target marketing is to make promotion, pricing and distribution of the product or programme offering more cost effective (Ward 2004).

### 3.9 TARGET MARKET STRATEGY

For the purposes of this study, the target market identified is the potential higher education students in marginalised communities. Hence, the organisation would then need to design a strategy taking into consideration the characteristics that the marginalised community most desires (Rosenfeld 2003). Basically, it is a fit between the actual location and producing a strategy appropriate to meet its needs. Fahy and Jobber (2012) stated that target markets strategy is the act of designing the structure, process and content for marketing with a view to capturing the target market so that it occupies a meaningful and distinct position in the customers' minds. Therefore, strategy development would require the following three variables:

- Customers require that careful attention must be given to what attribute matters most to them;
- Competitor – the institution must offer something of value to the customer (student); and
- Company/organisation – the institution must use its unique attributes to increase awareness and advantage.

Mzimela (2016) argues that the South African education market is not homogeneous and that it has “permutations of heterogeneity”. The author further argued that as a result of South Africa's apartheid legacy, which remains powerful, the approach to student recruitment has to be “informed, calculated and heterogeneous”. A professionally developed marketing plan includes professionally designed promotional materials, brochures and the institution's presentation, tailor made for the specific market segment (rural and urban market).

The goal is not just to be different, but to appeal to the consumers' needs and to align the marketing strategy to such consumer needs. This means that, the marketing strategy of institutions (organisations) cannot be a single uniform strategy. The institutions should have more than one strategy, each designed and positioned for a particular market segment (Adner 2006).

### 3.10 POSITIONING WITHIN TARGET MARKETS

After market segmentation, Wiese (2008) suggests that it is crucial for an organisation to position its market offerings to satisfy consumer needs better than the competition. Strydom *et al.* (2000) accentuate the importance of higher education institutions' in developing a unique appeal for the brand to prospective students and position the brand as satisfying a need of the prospective student. In a study of university image, Ivy (2001) found that in this increasingly competitive environment, higher education institutions need to maintain or develop a distinct image to create a competitive advantage. This positioning and image will impact on a students' willingness to apply to the institution for enrollment. The author further elaborates that an institution's actual quality is often less important than its prestige, or reputation for quality. The prospective students' decisions for applications are guided by the university's perceived excellence. Maringe and Gibbs (2008) argues that a number of studies in educational choice and decision making have indicated that institutional reputation is one of the strongest influencers of people. Another finding of his study suggests that the marketing tools also create that positioning within segmented markets. Hence, attention should also be given to marketing tools in strengthening and sustaining institutional reputation and image.

Brand awareness linked to positioning simply refers to whether consumers can recall or recognise a brand. Brand awareness provides a kind of learning advantage for the brand and they appear as memory nodes in a customers' mind (Keller *et al.* 2008). Hoyer and Brown (1990) maintain that brand awareness affects consumer decision-making. They maintain that brands that consumers are familiar with, will be more likely to be considered by consumers. Hence, the authors conclude that brand awareness does indeed increase brand market performance. Studies conducted by Albert, Merunka and Valette-Florence (2008) found that French consumers declared a love relationship with a brand. Carroll and Ahuvia (2006) define love for a brand as the extent of emotional attachment a person has for a brand where consumers love includes the following characteristics:

- Positive evaluation of the brand;
- Positive emotions in response to the brand;
- Passion for a brand;

- Brand attachment; and
- Declarations of love towards the brand.

Branding which is a recent concept in higher education is strongly associated with reputation (Gibbs and Murphy 2009). Lawlor (2007) argues that if an institution is not a brand, then it simply is a commodity. Hence, most institutions do not sufficiently differentiate from competitors. He asserts that the ethics of branding is a new area of study and its application to education thus has little literature to support it. This notion is supported by Gibbs and Murphy (2009) where trust in the 'brand' is crucial to the long-term sustainability of the institution. The ethical management of an institutions brand contributes to the continuity of that trust.

An Israeli study of higher education institutions revealed that the brand did not match delivery and impacted on the ability to attract students. This is specific to low status institutions (Oplatka 2002). Branding of a higher education institution is pivotal in attracting a larger pool of applicants. By attracting a larger pool of applicants, the brand is reinforced within the particular segmented market and the institution can also make selections which then have the potential of preserving the image and reputation of the institution. A study by the Human Sciences Research Council found that brand management within the student recruitment function, the reputation of the institution and the programme of study are the most significant assessment criteria when selecting a university of choice (Cosser 2009). Hence, branding of an institution in terms of its reputation and customer appeal needs to be aligned to how customers make decisions. In this respect, an analysis of how customers (in this case, students) make decisions is an important element of target marketing.

### **3.11 CONSUMER DECISION MAKING PROCESS**

There is a growing concern amongst scholars, relating to factors leading to students' decisions and desire to attend higher education. Understanding these desires rests on identifying their needs and wants. The responsibility then lies on the marketers to take a step further in understanding how this need is satisfied. Binsardi and Ekwulugo (2003, as cited by Vrontis *et*

*al.* 2007) found that if customers do not obtain what they want or need to fulfill their requirements, then marketing fails both the customer and the organisation. Consumer decision making has been well established into three models that explain decision making amongst potential customers (Jackson model, Chapman model and Hanson and Litten model):

Model	Description
<b>The Jackson Model</b>	<p>Proposes that students experience three stages prior to making a choice. The first stage highlights that academic achievement has the strongest correlation with students' educational aspirations and is influenced by the students' social context and family background. The second stage is when the student eliminates potential higher education institutions from his list on the grounds of tuition fees, location or academic quality. After the exclusion, the student then forms a choice set, resulting in the final stage being the evaluation stage which is made up of the rating scheme leading to the final choice (Jackson 1982).</p>
<b>The Chapman Model</b>	<p>Separates the choices in two stages, namely, that of the pre-search and search stage. In the first stage, factors such as family income, have a direct impact on choice of higher education institutions. Further, students tend to favour institutions that enroll students with academic ability similar to their own. The second, being the search stage, is where students gather information about specific higher education institutions (Chapman 1986).</p>
<b>The Hanson Model</b>	<p>Proposes three stages, the first of which suggests that a student initially decides to participate in post-secondary education. In the second stage, the student investigates institutions and the last stage is the process of applying and enrolling at a higher education institution (Hanson 1989). This model has distinctly introduced the five processes that a student encounters:</p> <ul style="list-style-type: none"> <li>Having college aspirations;</li> <li>Starting search process;</li> <li>Gathering information;</li> <li>Sending applications; and</li> <li>Enrolling.</li> </ul>

Multiple variables affect student choices for higher education institutions. These include race and culture, quality and social composition of high school, parents and counsellors'. In addition, self-image, economic environment, financial aid, recruitment activities of higher education institutions, programmes of institutions were also identified as variables (Fernandez 2010). The decision-making models are aimed at assisting administrators in

higher education institutions to market themselves more effectively to prospective students (Litten 1982). In assisting the potential students to make decisions on which institution to enroll at, there are crucial steps that need to be in place. These steps range from the basic step of awareness of existence to actions taken by the potential client (potential student) (Litten 1982).

### **3.11.1 Consumer Hierarchy of Effects**

Selling products and services as a small business often poses difficulties. Hence, marketing specialists recommend that consumers follow the process when deciding to purchase goods. This process gives the business a unique advantage and is known as the hierarchy of effects, which comprises of awareness, interests, evaluation, conviction and purchase (Barry and Howard 1990).

- Awareness is the basic and most logical step wherein the potential customer must be aware of the existence of the products or services before a final decision is made to purchase them. This necessitates marketing efforts on informing customers on what the business offers for example advertising in the newspapers and running a television commercial, are ways of creating awareness of the product (Zaltman 2003).
- Interest comes immediately after awareness is created. In order to invoke interest in potential customers, it is essential to demonstrate how particular products or services can add value to them (Zeithaml, Lemon and Rust 2001).
- The evaluation phase occurs when consumers determine the positive and negatives of buying the product (Zeithaml *et al* 2001). Customers interrogate the interest that institution piqued and then consider the worthiness of that effort.
- Conviction provides a platform for the consumers to ask direct and straight forward questions, for example, what does it cost to study, and what qualifications would be attained. If these answers are in the affirmative then the customer will be convinced to purchase (Kimmel 2010).
- Purchase is the final stage of the hierarchy. The customer basically makes payment in exchange for the product or service. The notion is to create awareness of what product

the institution offers and the value it adds. Hence, this provides an ideal platform to formulate an ideal marketing strategy (Dennhardt 2013).

### **3.12 MARKETING MIX**

Higher education institutions are, in general, multi-programme offering institutions. In addition, profiling the institution is a key strategy for attracting potential target students to its campuses. Hence, how the institution markets itself is equally important to what it markets. In this respect, “marketing mix” has been known to be a useful strategy to strategically market higher education institutions. Khan (2014) and Ivy (2001) expresses the opinion that marketing mix is a set of controllable marketing tools that an institution uses to produce the response it wants from various target markets. These relate to what the university does to influence the demand for the services that it offers (Ivy 2001). Grönroos (2009) defines marketing mix to be a set of choices that an organisation makes to influence customers’ responses towards its goods or services, thereby creating exchanges in isolated transactions.

This kind of Transactional Marketing Model (more specifically the 7 P’s model – see Figure 4. as proposed by Kotler and Kelly 2013) was used in designing and marketing United Kingdom education globally (Binsardi and Ekwulugo 2003). Arising therefrom, the overall findings concluded that the best way to attract more international students and for universities to succeed, is through developing relationships between the organisation and its customers. The marketing mix thus allowed for the development of relationships between the university and the range of students that it attracted as each marketing mix was developed according to particular targeted students (Kim and Hyun 2011).

**Figure 3.2: The 7 Ps Components of the Marketing Mix as adapted from Kotler and Kelly (2013)**



### **3.12.1 Product**

The term brand and product can be used interchangeably, but certainly a clear distinction exists between the two, especially in the marketing arena. Another definition of a product is “something that offers a functional benefit”. Brand refers to “name, symbol, design or mark that enhances the value of the product beyond its functional value” (Ancil 2008: 36). Van der Walt (1995) states that brands embody dimensions such as the logo, design, smell, sound, colour and communication. The author adds that these factors contribute to differentiating the brand, in some instances, some being more prominent than others. Lee, Back and Kim (2009) share the same sentiments that brand identity therefore forms an emotional bond with customers who derive emotional benefit from being associated with its attributes,

personalities and beliefs. In the same way, universities should aim to maintain the same emotional bond with its prospective students.

No two services are exactly the same or even experienced in the same way, therefore service performance varies from one institution to another. The core should address the customer's (student) need for a basic benefit (Gefen and Straub 2003). Hence, if the product does not deliver, then consumers will refrain from use. Thus no amount of promotion and pricing would improve marketability of the service. Supplementary services to complement the core element must therefore be developed to differentiate the services from other services. Hence the produce area must entail developing the right product for the target market. Whilst the offering may involve a physical good, a service or a blend of both, the product is certainly not limited to physical goods (Perreault and McCarthy 2005).

Higher education institutions should devise supplementary services which would become irresistible to the students. Thus the product that the university offers is more than a set of tangible features. The product is a multifaceted set of benefits that satisfy customer needs. Since the relationship that an institution has with its students is potentially a long and close association, during this period a process needs to be put in place to manage all aspects of the product delivery, registration, grade calculation and accumulation. Other issues that need to be prioritised are customer (student) satisfaction (Palmer 2010), programme development and design, teaching and research quality assurance, examinations, time-tabling, venue allocation. In the case study 'product' would refer to the degree offerings of this institution and would form part of the marketing mix.

### **3.12.2 Price**

After product, pricing demonstrates a pivotal role in the marketing mix. Pricing determines and manages the cost of production, cost of promotion, and cost of distribution. Hence price is defined as the value that is attached on a product or service being sold. Different terms are used to denote the price variable, but commonly associated with fees, fares, tariffs, premium, rates and interest (Xia, Monroe, and Cox 2004). Prices of higher education are influenced by

government subsidies and donations (Wiese 2008). Price is an important factor when choosing a higher education institution. Further factors like living costs and other related expenses must not be negated by the students (Cosser 2009; Du Toit 2007). The price element of DUT's marketing mix is made up of:

- Tuition fees,
- Flexibility of tuition fee payment,
- Scholarships or bursaries,
- National Student Services Financial Support.

While pricing of programmes (Cabrera, and La Nasa, 2000, Ivy and Naude 2004) at universities has a direct impact on revenues, it also affects perceptions of quality and value. Similar trends in declining student enrolment was found in the United States and South Africa (Little, Toole and Weitzel 1997). However, as cited in (Ivy and Naude 2004), Hoenack and Pierro (1990) contradicted this notion stating that the demand for higher education was inelastic, indicating the decline in enrolments in United States could not be blamed on higher tuition fees alone. The author further affirmed the findings that demand was affected by the differentials between salaries of degree holders and learners with school leaving certificates. Similarly, it is important to understand how students and unemployed parents perceive tuition fee and the impact it has on selecting an institution (Ivy 2008). Therefore, price not only plays an important role in consumer (students) perception of quality and institutional image, but of access to higher education.

### **3.12.3 Place**

Place deals with distribution channels and getting the product to the consumer (student), where emphasis is focussed on functional, transactional and logistical issues. Decisions taken would include what type of promotional strategy is required to promote the product. This is the actual geographic location (Hesse and Rodrigue 2004) where the product is offered and the place where the learning actually occurs (Lambert and Cooper 2000). The distribution element adds value in terms of availability and accessibility of the service, delivering service

to the customer (student) and determining where the exchange should occur (Cant *et al* 2009). Ivy found that higher education should pay emphasis on the concept of making education accessible to students (Ivy and Naude 2004). The author further ascertained that availability should be beyond physical location and to incorporate days and times of lectures. Opportunities to study full-time, part-time, or more remotely, and also access to staff outside of lecture times should also be considered. In this study the institution has six sites of location where service is delivered.

### **3.12.4 People**

This element is regarded as one of the most important elements in the service marketing mix. People working for the company perform the most crucial role. Hence, it is imperative to recruit and train the right people, as they master how to build these platforms for direct connections with consumers (students) (Payne and Frow 2006). These communications people that represent the company may need to understand and foster open collaboration to ensure interest in the product. They are the customer service representatives, sales people and anyone else a consumer (student) may deal with (Grönroos 2004).

People add value and variety to the marketing package more than the basic product offerings. It is for these reasons that people do not have the opportunity to make a second impression, in so doing professionalism and employees delivering customer satisfaction service is pivotal. Customer contact staff is regarded as frontline personnel creating a knee-jerk desire to define ownership of the product, thus creating interest in the product. The service encounter (or moment of truth) refers to the period during which the customer and frontline personnel interact (Brassington and Petit 2000).

This interaction will determine the customer's perception of and satisfaction of the institution. Thus ability the of frontline personnel to provide to customers, deliver the product at an expected quality and to represent the image of the organisation effectively becomes a major concern (Jones 2001). University personnel play a significant role in the services marketing mix, specifically in defining prospective student's perception of an

institution (Christopher, Payne, and Ballantyne, 1991, Ivy 2004). Their end goal should be one of collaboration with its consumers (students) thus ensuring success of the institutions promotional campaigns.

### **3.12.5 Process**

Service delivery can be broken into various processes from customer service, a company's ability to offer service, handle complaints and foresee any issues before they actually happen. It relates to initial contact by the customer (student) nurtured to delivery of the service and beyond. These defined processes should harvest customer confidence in the institution's ability to handle any query or issue pertaining thereto. These processes of services delivery play a major role on the customers (students) perception of the institution and its service (Keller *et al.* 2008). Higher education institutions need to pay special attention to interactions between the customer (students) and the service provider as this can influence the decision of the students in terms of institutional choice. Effective process management could be the determining factor for the customer (student), accentuated by Jones (2002) wherein major concern was spotlighted on services to customers and delivery of the product as per customer expectation which largely impacts on the image of the organisation (Bitner, Brown, and Meuter 2000).

### **3.12.6 Physical Evidence**

Physical evidence is defined as the environment in which the service is delivered. It refers to where the institution and customer interact and any tangible commodities that facilitate performance or communication of the services Cant *et al* (2009). Khan (2014) argues that the physical facilities of the institution example exterior and interior design, signage, parking, landscape, furnishings, equipment and décor, add to the organisations' reputation and image. It is believed that physical evidence plays an important role in influencing the students' decision to choose an institution to enroll at, thus higher education institutions should give equal, if not more importance to the facilities that enhance image and reputation (McDonald, De Chernatony and Harris 2001).

### 3.12.7 Promotion

Effective communication requires the institution to understand the needs of the customer (student) and communicate with the customer in the aim of meeting their needs. Furthermore, the aim is to generate attention, create interest and desire and finally to invoke action (Koekemoer and Bird 2004). Ivy relates that the traditional promotion element of the services marketing mix covers all aspects of marketing communications with the target markets (Ivy and Naude 2004).

It is important to communicate the value of the product or service offering to the customers, and to indicate where it can be found and its costs. Prospectus and brochures form the core of most institutions promotional tool. Institutions also make use of radio, television, print media, outdoor, cinema as well as vehicle promotion for communication (Constantinides 2006). Conventions, career fairs and exhibitions can also be useful mechanisms to promote the institution. Specialised events, combined with personal selling can be used to invite potential students to visit the campus and examine the institutions offerings. Road shows have been particularly popular to attract students from the marginalised areas (Cant *et al* 2009).

Higher education institutions offer more than a set of tangible features', it has a multifaceted bundle of benefits that satisfy customer needs. These multifaceted bundles of benefits are unbundled and re-bundled through the marketing mix strategy to appeal to particular markets. Key to higher education institutional marketing mix include personal selling marketing initiatives, direct and interactive marketing strategy (Hemsley-Brown and Oplatka 2006).

### ***3.12.7.1 Personal selling initiatives within the marketing mix***

Personal selling is the verbal and personal presentation of a need-satisfying product, service, institution or idea to potential buyers. Its purpose is to effect a sales transaction (Gordon 2012). The aim of interpersonal selling between the institution and the customer (students) mutually benefits both parties. This method of marketing has a two pronged effect, establishing a partnership and nurturing customer relations (Antczak and Sypniewska 2017). Whilst personal selling can be a very intense form of promotion, the advantages are as follows:

- Consist of person to person communication between sales person and their prospects. Hence, interactive two-way communication encourages interest in the student and provides clarity on the programmes offered by the institution, aiding the student to make intelligent choices;
- In the form of an oral presentation to one or more customers in a face to face situation for stimulating demand for products and services or enhancing company image. Captures the audience's attention thereby providing an opportunity of gaining deeper insight about the institution on a one-on-one basis;
- Provides as a person to person dialogue between buyer and seller where the purpose of the interaction is to persuade and convince the buyer. Complex information transmitted clears misconception about respective career paths, assisting with problem solving by providing opportunities of making informed choices; and
- It is flexible and messages can be tailored to specific circumstances. However, the presentation must be adapted to suit the community in their language capacity (Bhulon 2010: 17).

### ***3.12.7.2 Direct and interactive marketing strategy***

Kotler and Keller (2006) advocate that personalising communications and creating dialogues by saying and doing the right thing to the right person at the right time is crucial for effective marketing. Due consideration must be given to how institutions personalise its marketing communication to create more impact. Direct marketing, as the word describes has proved to be a fast growing avenue for serving customers (Chaffey, Smith, and Smith 2013). It takes the form of directly channeling goods and services to the consumer without using the middle man. Some of the channels often used is direct mail, catalogue marketing, telemarketing, interactive television, kiosks, web sites and mobile devices. The focus is on building long term relationships through frequency reward programs (Lacey and Sneath 2006). Since direct marketing recognises the R-F-M formula (recency, frequency, monetary amount), higher education institutions recognise its customers in a similar manner. Researchers have found that institutional reputation has a huge impact on educational choice and decision making. This directly relate to the phenomenon of word of mouth hence is proving to be the most powerful tool for university recruitment and possibly also retention (Chen and Xie 2008; Gibbs and Murphy 2009; Redmond 2010).

### **3.13 TOOLS OF MARKETING COMMUNICATION MIX**

Advertising, personal selling, sales promotion, publicity, marketing public relations, sponsorships, direct marketing and electronic media can be described as the elements of the marketing communication mix (Hawkins, Best and Coney 2010). Du Plessis and Rousseau (2005) state that 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. While Hawkins affirms that one communication tool can be used in support of another, Enslin (2003) believes that the tools are aimed to tell, influence and remind the target audience about the benefits and distinguishing features of the product or service aiming at consumer (student) decision-making process. Thus, higher education institutions should devise their communication tools with the aim of creating awareness on the part of students and invoke interest from new students. It is only through the emergence of integrated marketing communication that customers are able to find out about products,

and therefore have the opportunity to respond accordingly (Holm 2006). Communication activities can further be sub-divided into personal communication, which entails selling a product to students (which in the case study institution is through campus visits or in-school presentations). Non-personal communications, which entails advertising refers to brochures, pamphlets, newspaper advertising and radio, television and other digital forms of advertising.

**Figure 3.3: Elements of the Marketing Communication Mix as adapted from Cant (2011)**



### **3.13.1 Advertising**

Advertising creates product or brand awareness by exposing brands to the customers, thereby enhancing market performance of the brand. Advertising is viewed as a recognised form of marketing communication (Aaker 1991). The high visibility of the planned messages allow advertising to be disseminated to a broad audience with the aim of influencing attitude and behavior. Advertising aims at educating, informing, persuading and building brands by

creating awareness (Nwachukwu 2016). Drawing from the notion of advertising presented by Cant (2011), higher education institutions' advertising strategy should then dictate what is needed to be said, where and how it should be communicated, to whom it is communicated and how much communication would be necessary (Cant *et al* 2009). In order to align the advertisements to the needs of a target audience, the targeted audience must be analysed and an appropriate advertising strategy devised to persuade its audience accordingly (Kotler and Armstrong 2010). This analysis should then include, amongst others, the following questions:

- Who are the customers in terms of demographics or psychographics?
- Where are these customers, geographically?
- What is the size of the target market?
- How do customers purchase? Or what are their usage habits?
- What are the customers' expectations?
- What are their knowledge of and image perception of competition products?
- What are their attitudes of competitive products or services in terms of prices, selling outlets and advertising?
- What are the problems facing customers and their specific needs?

These kinds of questions would then present an analysis of the market needs with a view to aligning the advertisements to tap into the consciousness and aspirations of the intended market audience (Bhulon 2010)

### **3.13.2 Personal selling**

Personal selling relates to verbal and personal presentation of a service, institution or idea to one or more potential customers with the purpose of effecting a sale (Chang and Rieple 2013). It further involves interpersonal selling between a seller (institution) and a buyer to satisfy the buyers' needs to the mutual benefit of both parties. Whilst Enslin (2003) argues that the power of personal selling lies in the ability to tailor the product offering and communication appeal so that an instant response to customer feedback is attained, Kotler and Armstrong

(2010) discovered a recent trend in personal selling through the formation of a relationship between the institutions and the student that sustains personal selling over periods of time. This emerging relationship between higher education institution and the potential learner community is, however, not widespread and especially lacking in rural contexts.

Maree's (2009) finding that school-based career counseling has been a contentious issue, especially in disadvantaged rural schools. The current lack of career counseling in the vast majority of South African schools, especially disadvantaged rural and township schools in particular, negatively impacts on the learners' chance of accessing institutions of higher learning. In response to this challenge of low levels of career counselling in rural schools, the personal selling method could prove to be beneficial to both the learners in disadvantaged rural schools as well as to higher education institutions. The personal selling process offers two-way communication where interaction is possible, but also allows for the message to be tailored in order to meet the specific audience needs, including that of the disadvantaged communities. Beneke (2010) adds by indicating that university open days, career exhibitions, other recruitment activities are used by higher education institutions to improve and maintain relationships. Hence, personal selling seems to be more effective if it is not just a once off event, rather personal selling is built on longer term relationships and takes on various formats to nurture and sustain interests (Jones 2001).

### **3.13.3 Sales promotion**

Sales promotion persuades customers to buy the organisation's products or services and is action-focused (Fungai 2017). Cant (2011) maintains that it includes communication activities that provide extra value or incentives which can stimulate an immediate interest from the customer/student (Barker 2012). The 'incentive-type promotion', like bursaries, would be most appropriate for higher education institutions to attract new customers/students and rewarding loyal customers (Ackerman and Schibrowsky 2007). This kind of stimuli offers an incentive to buy immediately.

#### **3.13.4 Publicity**

Publicity is defined as the personal and impersonal stimulation for a product and makes its commercial news value accessible to the mass media such as press, radio and television. Hence, customers have the perception that publicity is more authentic and objective and therefore has a higher credibility (Cant 2011). Simultaneously brand publicity through new releases sustains and broaden awareness and knowledge of a brand or organisation (Schau, Muñoz Jr and Arnould 2009). Publicity, therefore, should also be on-going to sustain and increase awareness of a product or a brand.

#### **3.13.5 Marketing Public Relations**

Favourable attitudes is created through building good relations with an organisation's publics and stakeholders. Furthermore, marketing public relations contribute to building good corporate image and managing unfavourable rumours, stories or events (Cant 2011). In another study, by Manu (2016) it was established that emphasis is on maintaining mutual relationships between an institution and the various publics, on whom its success or failure depends). For example, in universities, the Corporate Affairs Division takes on this responsibility of managing its relationships with stakeholders, thus enhancing the reputation of the institution.

#### **3.13.6 Sponsorships**

Sponsorships can be defined as the provision of resources by an organisation. This direct sponsorships is usually for a specific activity in return for certain sponsorships rights (Bhulon 2010). The author advised that sponsorship should be managed like an investment, as it not only forms an integral part of marketing mix, but provides an opportunity of receiving media exposure and publicizes the brand name positively to sustain and increase its image building. Sponsorships, therefore, contributes to long-term image building and recognition (Cornwell, Weeks and Roy 2005).

### **3.13.7 Direct Marketing**

Direct marketing as an important element within the communicational mix, utilises specific media to target specific customers (Du Plessis and Rousseau 2005). It also refers to the use of mail, telephone, fax, email and other non-personal tools employed to correspond directly with specific consumers to obtain direct response (Koekemoer and Bird 2004b). Direct marketing provides higher education institutions an opportunity to develop a relationship with the target audience (students) on a named individual bases with the projected message, thus attributing to its relationship building potential and the response is easily measurable (Belch and Belch 2004). It thus represents a shift in focus from mass to personalised communications. This then seeks to target individual customers with the intention of delivering personalised messages and developing relationship with them based on their responses (Nandan 2005).

### **3.13.8 Electronic Media**

The new media added to the promotion mix include internet, email and mobile technology, which is mostly utilised by consumers that have the financial means to acquire these technological tools or if there is an environment where these tools are readily available Koekemoer and Bird (2014).

#### ***Digital marketing communication***

New media, a term which did not exist in the first half of 20th century, now has been spreading all over marketing promotions globally. Wertime and Fenwick (2011) wrote that, new media has rapidly allowed for the creation and sharing of content. Hence, massive social networks are connecting people globally and marketers have an array of channels to reach and interact with consumers. The author further noted that in the difference of a few years, digital technology has introduced a broad selection of channels of communication, which attracts even larger audiences. Consequently, marketers have shifted more of their activities to these channels. Chaffey *et al.* (2012) contributes to this expansion of markets through digital technology by arguing that the range of access platforms and communication tools that

form the online channels, which e-marketers use to build and develop relationships with customers, are ever increasing through web pages, e-mails, databases, mobile and wireless digital TV, blogs, feeds, podcasts and social networks.

### **Concluding comments on marketing communication mix**

This section on marketing communication mix builds upon market segmentation and privileges communication possibilities to contribute to and enhance marketing strategies (Gurău 2008). While there are several avenues and opportunities for communication, the appropriate selection of communication is dependent upon a number of factors, including that of the intended target market audience and the communication mode most accessible to them. Hence, thorough information is needed to know and understand the media through which target audiences communicate and how best to exploit this media to get maximum exposure and attention (Grönroos 2004). Marketing communication mix is therefore another element of the market strategy that should be carefully analysed and integrated into the strategy.

## **3.14 CONCLUSION**

This chapter presented literature on the theories, principles, processes and research on marketing with a nuance towards higher education institutional marketing. These theories, principles, processes and research have illuminated the various facets of higher education institutional marketing and has thus, provided a conceptual understanding of marketing as it applies to higher education. More specifically, this conceptual understanding of marketing of higher education institutions and their offerings has assisted in collecting the data for the study and in framing the analysis of the data. In addressing the key focus of this study, the 7P model of marketing mix, as proposed by Kotler and Keller (2013), and the marketing communication mix, as advocated by Cant (2011), were used as theoretical frameworks to explore, identify and understand the inequalities in institutional marketing. This chapter presented a detailed account of these two theories and their theoretical constructs that guided the findings and their explanations of this study. Hence, this chapter is more than just

a literature review chapter and is consistent with the previous chapters that presented literature reviews on higher education and integrating the conceptual and theoretical frameworks that informed this study. The data presentation and analysis chapters commence with a brief indication of how these frameworks have influenced the data presentation, thereby outlining the analytical framework used in the management and presentation of the data to arrive at the findings of this study.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.1 INTRODUCTION**

Having grounded the study within a selected literature scope, this chapter focuses on the research design that produced the empirical data for the study. Central to this design is the epistemological stance that of an interpretivist epistemology, taken in the analysis of the data that was produced through a multimodal methodology employed in this study. Sikes (2004: 70) explains that “methodology refers to the theory of getting knowledge”, suggesting the centrality of coherence between epistemology and methodology. In the previous chapters an exploration of literature on equality, equity and access to higher education and higher education institutional marketing was set out. A range of methodologies were used in the exploration of access to higher education as evidenced in the literature review sections, suggesting that this phenomenon can be studied across a spectrum of methodologies. Hence, this chapter presents and argues for the methodological choices that have been employed in this study.

In this chapter the researcher argues for a multi-modal methodological approach, represented by what Creswell (2009) refers to as mixed methods, as part of the research design that produced the data for the study. For the first level data production and analysis, a survey methodology was used to illicit information on the learners’ experience of higher education marketing. In the second level data production and analysis, a qualitative data obtained through interviews were used to further explore the phenomenon of higher institutional marketing to unearth the inequalities prevalent in the marketing experiences with a case study design.

The chapter, therefore, maps out the process followed through the research design in producing that data, integrated with the rationale for the choices made in the data production processes. Hence, a brief explanation of the research design is presented with a view to showing what elements constituted the design and how these elements came together in

producing the data. The chapter then extends to indicate who the participants were, what kinds of information were produced through this selection of participants and how the data was produced. The chapter concludes with an indication of the methodological limitations experienced through the data production process and what was done to minimise the effects of the limitations on the study.

## **4.2 RESEARCH DESIGN**

A research design, from the researcher's experience of conducting this research project, can be considered as a blue print for the production and analysis of the data for a defined study. It identifies the different elements of a research project, shows and argues for the relations between and amongst these different elements with a view to producing the best fit between study intentions, the study process and the study outcome. Cohen et al. (2013) and many other methodologists (Welman, Kruger and Mitchell 2005; Bachor 2002; Sekaran and Bougie 2013) have similar views of what a research design is and what elements constitutes such a design.

In pursuance to the researcher's ontology of learners from marginalised communities experience of higher education institutions marketing for access into higher education studies, the research design included a theoretical positioning of the researcher (epistemology), that guided the research approach (mixed methods approach), in producing the data from appropriate participants through well conceptualised data production tools (research methods). This interrelationship between and amongst these elements constituted the research design of this study.

This is an exploratory study which uses both qualitative and quantitative research methods. Terre-Blanche, Durrheim and Painter (2006) explain exploratory research as a preliminary investigation into a relatively new area of research. Research into access into higher education has been conducted over the decades, as evidenced through the literature review, suggesting that research on access is not a relatively new area of research, making an exploratory study inappropriate according to Terre-Blanche et al. (2006). However, as

marginalised communities are the intended focus and there being limited research on this group of the population, such an exploratory research design would be appropriate for this focus of study. The question as to who the marginalised communities are, is a debatable one. In South Africa, in the transition to democracy, the majority population of South Africa, being the Black African community, was referred to as marginalised due to the effects of Apartheid – giving it a political identity. However, this concept within the South African context has slowly begun to change as issues of geography (urban/sub-urban/rural) began to influence the conception of marginalisation, where marginalised communities are now regarded as those that are in deep rural areas with little access to services and support. Hence, the concept of marginalised communities is a relative one and must be understood against the context and time within which it is conceptualised.

In this study, marginalised communities are conceptualised as those that are separated by geography, more specifically those communities that lie in far outlying areas considered to be deep rural. Hence, an exploratory approach has been deemed most appropriate for this study, as minimal studies on access into higher education with the focus on marginalised communities have been conducted. Exploratory research, according to Chohan (2013), is a research process that allows for an analysis that emanates from the data produced through the methodology selected. They suggest that the data is of a descriptive nature and from this descriptive data, analytics emerge. In this study, the survey data and the interview data are considered as the descriptive data that would produce the analytics for this study.

### **4.3 EPISTEMOLOGICAL POSITIONING IN THE STUDY**

The exploratory research design adopted in this study suggests that the researcher entered into the research process with very little assumptions of what might be found through the study. Hence, the source of analysis would be grounded in the data produced. The data, therefore, is subject to interpretation by the researcher. Taking this stance to the data analysis, locates this research within an interpretivist epistemology. Interpretivism, therefore, is a search for meaning and understanding located within the data, a view eloquently presented by Chohan (2010: 39), who states that “the central endeavor in the

context of the interpretivist paradigm is to understand the subjective world of human experience". In this study, the subjective experience of higher education institutional marketing of marginalised communities is the source of meaning making and understanding. Through surveys and interviews the subjective experiences of the participants have been captured. The task, as an interpretivist researcher, is to make sense of the data as it relates to their contextual realities of being in deep rural areas and how this rurality influenced the interpretation, understanding and meaning making process which is central to an interpretivist's epistemology (Henning 2005). An interpretivist researcher, according to Henning (2005: 162-190) "realizes that observations are fallible and has errors", suggesting that the search for "the truth" is perhaps non-existent and that multiple truths or realities do exist. Hence, being an interpretivist research allows the researcher the latitude to explore the multi-layered nature of reality as experienced by different individuals through the multimodal methodological design and the inclusion of several participants in this study. Each of the participants and each of the research tools used in the production of data provide the opportunity to richly engage with the diversity of information leading to the data analysis that, in itself, is subject to further interpretations and understandings.

A further aspect of an interpretivist epistemology is that the participants have their own reality, formed by interpretations of their lived experiences and influences that are culturally bounded within their communities. Hence, part of the researchers' responsibilities as an interpretivist researcher is to, firstly acknowledge the participants' subjectivities and meanings that they have created in their daily lives, and secondly to attempt to understand their subjective meanings as they account for their experiences of being exposed to and accessing higher education. Hence, the interpretivist nature of this research is on two levels, that of the researcher and that of the researched (the participants and the meanings that they bring to the research process).

## **4.4 RESEARCH APPROACH**

Research terms and concepts are sometimes difficult to pin universal meanings to. This is consistent with the interpretivist epistemology of subjectivity, meaning making and contextual understanding. As such, in this study the researcher appropriated the meaning of research approach as the broad categorisations of research methodologies. There have been two dominant traditions of conducting research, that of a quantitative approach and a qualitative approach. Each has its own genre of engagement, expectation, processes and methodologies. A third categorisation emerged in the 1960's, namely, the mixed methods approach. The mixed methods approach, according to (Creswell 2009), is an approach to research that combines quantitative methodologies with qualitative methodologies. The author explains further that there is a relationship between the quantitative and qualitative methodologies. He refers to explanatory mixed methods as a process of inquiry where the quantitative methodologies are conducted first, followed by the qualitative methodologies. In this order, establishment of trends, patterns and extrapolations produced through quantitative methodologies provide the bases to explore why such trends, patterns and extrapolations exist through qualitative methodologies. The exploratory mixed methods, according to Creswell (2009), is a process that commences with a qualitative exploratory study to illuminate issues and suggest findings followed by quantitative approaches to examine the extent to which these issues and findings are prevalent with the intention of extrapolation to the broader population.

In this study, the researcher adopted an explanatory mixed method approach. Quantitative data produced through the use of a questionnaire and was initially conducted to establish analytics that were used in the qualitative design of the study, to produce a contextual understanding of the marginalised communities' experience of higher education access marketing. A further elaboration on the quantitative and qualitative aspects of the research approach is presented in the sub-sections that follow:-

#### **4.4.1 Quantitative approach adopted in the study**

Recalling that this is an exploratory study guided by the descriptive nature of the data, the quantitative aspect of this study took the form of a survey. Quantitative research falls within a descriptive research design where the focus is on trends and patterns for the purpose of manipulating and quantifying descriptive, inferential and correlational variables to produce predetermined analytics (Leedy and Ormrod 2010; Henning 2005). Being a study on exploring human experiences, this study, therefore focuses its quantitative design on descriptive analysis with the purpose of illuminating the issues that marginalised communities experienced in higher education institutional marketing for access into higher education. Hence, the analytics of this component of the study is not on manipulation of identified variables. Rather, it is about categorising potential variables that constitute the descriptive element of the marginalised communities' experience with a view to exploring how these experiences have influenced their lives and decisions about pursuing higher education studies. A survey questionnaire was, therefore, deemed most appropriate for this quantitative component of the study.

A survey questionnaire involves attaining information about a group or groups of persons by asking predetermined questions and tabulating their answers (Leedy and Ormrod 2010). In this study, grade 12 learners in marginalised secondary schools were asked questions about their experience of higher education institutional exposure and recruitment for admission process. Their responses were tabulated and presented as tables and graphs for the purpose of describing their experiences. Hence, this form of survey was that of a descriptive survey. Other forms of survey include inferential, extrapolation and prediction, where variables are subjected to statistical manipulation so that the results could be generalised or serve as predictions for future occurrences' of the phenomenon under investigation. This study on marginalised communities' experiences of institutional exposure and marketing is not inferential, hence the exploratory nature of the study.

A survey questionnaire was, therefore, used to produce descriptive data on the participants' characteristics, opinions, attitudes and experiences (Leedy and Ormrod 2010) related to higher education institutional marketing to gain in-depth descriptive information to explore

such issues such as inequalities of institutional marketing, access to higher education information, funding for study, knowledge of study programmes and access information in particular study programmes.

#### **4.4.2 Qualitative approach adopted in this study**

The qualitative aspect of this study took the form of interviews with participants to obtain experiential accounts of institutional marketing and access to higher education. (Denzin and Lincoln 2008) argue that any definition of qualitative research works in a complex and historical field, and means different things in different contexts. They offer the following generic definition:

Denzin and Lincoln (2008: 139) define qualitative research as follows: “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible.” Drawing on such definition of qualitative research, this approach was most suitable for this research as it explores the phenomenon of students’ experiences of higher education institutional marketing, information about higher education and their attempts at accessing higher education. Marginalised communities, as expressed in this study, are different from other more accessible communities, suggesting that an exploration on marginalised community type may be different from the realities of other more accessible community types. Hence, the situatedness of the research within marginalised communities is what makes this study, according to Denzin and Lincoln (2008), a qualitative research study.

Affirmed by Poggenpoel and Myburgh (2005: 304-312), “the purpose of qualitative research is to elicit understanding and not test the hypothesis”. In this study the focus is on understanding how marginalized communities experience institutional marketing and how and why institutions of higher learning market themselves in the way they do, with no pre-conceived ideas or hypothesis to be tested. The qualitative nature of the research also lends itself to an interpretivist epistemology where the focus is on understanding the lived realities of learners, teachers and aspirant higher education students.

Waghid (2002: 47) asserts that “education research involves human practices, which are so difficult to quantify”. Hence, with a focus on how higher education markets itself and how this marketing and exposure of higher education are experienced by the learner community within marginalised communities, is a human endeavour. Hence, a qualitative approach to this aspect of the study is more appropriate than a quantifiable analysis. With the focus on spoken words by participants through interviews, the lived experiences are appropriately captured qualitatively rather than in quantitative terms.

This approach, therefore, provided the lens through which the researcher was able to learn from the participants (Marshall and Rossman 2014) and understand the meaning that influenced participants’ responses on institutional marketing and access to higher education. Denzin and Lincoln (2008: 140) highlights that “qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspection, life-story, artefacts, cultural texts and productions - that describe the meaning of individual lives”. In this study the researcher used a case study as the overall methodology, with data being produced through personal experiences retrieved through questionnaires and interviews as means to describe and make meanings of learners’ experiences of higher education, exposure, marketing and access information. This kind of data production process is consistent within an interpretivist epistemology where learners’ experiences and subjective meanings and understandings are the foundations of analysis.

#### **4.4.2.1 Case Study Methodology**

The overall methodology for this study was a case study methodology. The choice of a case study methodology is located on the possibilities of different kinds of data that can be produced and analysed to answer the research questions of this study. “Case study” is a detailed analysis of a single event, institution or person bounded by its contexts that informs its existence. Cohen et al. (2013: 29-49) stresses that “case studies represent reality and give a sense of being there” and this is further affirmed by Bachor (2002) who indicates that case studies allows for detailed investigations of individuals, groups, institutions or social units. The focus is on understanding the particulars of that case in its complexity. Considering that

marginalised communities are complex in nature, influenced by various contextual challenges of economics, social and geographical issues, amongst others, the particularities of such are best understood in its complexities. Hence, case study as a methodology, was deemed most appropriate for this study.

Mouton (2010) states that case studies allow for in-depth analysis of a single event or institution. This allows the illumination of particular events or institutions and in this study, the experiences of learners in marginalised communities is the main agenda. Hence, statistical generalisations or extrapolations to all marginalised communities are not intended. However, according to Henning (2005) analytical generalisation may be possible through these illuminative processes in situations that are similar to the researched communities or sites in relation to the case study institution. Through this analytical generalisation and illuminative processes, higher education institutions are able to review their marketing strategies to provide an inclusive, equitable engagement across all learners from marginalised communities in order to promote equity of access to higher education institutions.

Following on from what could constitute a case study according to (Mouton 2010), the DUT was selected as the particular case study. The focus, therefore, of this study is to explore how learners from marginalised communities that DUT targeted, experienced its marketing and recruitment processes. Hence, the data generation was not limited to the participants in formal relationships with DUT as an institution. Rather, it included learners and teachers from three marginalised communities that DUT had targeted in its marketing and recruitment drive, with the purpose of gaining insights into how these communities experienced higher education institutional marketing, and in particular, their experience of DUT.

The choice of the case study institution was related to accessibility to the institution. The researcher is an employee of DUT and the main responsibility is that of marketing and recruiting students to enroll at DUT. Having access to the participants, and communities it markets itself within, made this selection most appropriate and convenient. The researcher was also mindful of researcher bias and its influence on the research design, analysis and extrapolation of findings. The acknowledgement of these biases and how the researcher

went about minimising its effects on the research process, is captured in the section on research ethics and researcher biases.

Having made a case for the selection of a case study methodology for this study, the two elements of data collection and analysis was possible. A survey questionnaire and narrative style interviews that informed the data production process, was possible within a case study design. Hence, a survey of learners in the identified marginalised communities was conducted to obtain quantitative and qualitative data on information, opportunities for access into higher education and experiences of higher education marketing, the details of which are fully explained in its appropriate section below. The interviews with teachers of the targeted schools and students registered with DUT and who have come from these marginalised communities, provided the data to construct lived experiences of institutional marketing for access and admission into higher education. These interviews provided an opportunity to get a deeper sense of institutional marketing and their experiences of accessing a higher education institution.

#### **4.4.2.2 *Methods of producing the data for the study***

Whilst survey questionnaires are used to elicit responses from a large group of respondents, Olsen and St George (2004) state that surveys are used to collect data on a phenomena that cannot be directly observed, for example people's opinion. Questionnaires, according to Cohen et al. (2013), are intended to ask questions from respondents for descriptive, understanding or explanatory purposes. In this study, the questionnaire was used for all three purposes, to describe the biographies of the marginalised communities, including that of the learners, schools and teachers and to describe their experiences of higher education marketing experiences. In addition, the questionnaire was used as a way to obtain broad based information from learners about their communities with a view to understanding the variances and continuances between higher education marketing attempts and the realities of the marginalised communities. The questionnaire also provided brief explanations of why learners experienced institutional marketing the way they did. Thus, the information provided by the questionnaire was used for descriptive purposes through quantitative

measures on identified variables as well and some explanatory comments that helped to understand such descriptive occurrences and observations.

Leedy and Ormrod (2010) state questionnaires can be used to obtain data beyond the physical reach of the observer. Olsen and St George (2004) argued that a questionnaire allows one to collect survey information by engaging in a unique conversation, which separates the questionnaire from usual conversations. Hair (2015) found that while surveys are aimed at collecting primary data from individuals, this data ranges from biographical data (for example, age, gender, education) to opinion, attitudes and lifestyles. A questionnaire with three distinct sections was therefore used to obtain survey information from the learner participants located in the three targeted marginalised communities. Since this research project involved collecting information from a large sample of individuals, this study used questionnaires that were administered to final year secondary school learners who were about to make applications to higher education institutions.

Interviews were the second method of producing data for the study. Semi-structured interviews formed the basis of the interview process. Interviews, according to Chohan (2010) is a two-person conversation that is initiated by the interviewer, the intention of which is to obtain information from the interviewee. There are various types of conversations that could be held between the two persons and the types of conversations are related to the kinds of information the researcher seeks to know. In this study the researcher wanted to get a deep sense of, amongst others, the contextual realities that have influenced the level of interest in higher education amongst learners in marginalised communities. In addition, it was important to get a deeper sense and understanding of the challenges and experiences of learners from marginalised communities wanting to access higher education. Hence, the most appropriate interview process for this in-depth level of information was through a semi-structured interview process.

Semi-structured interviews, according to Leedy and Ormrod (2010), commences with some structured, predetermined questions which are used to initiate the interview process and thereafter followed by probing questions to obtain clarification and further details to produce in-depth understanding of the initial response to the pre-determined structured question.

Hence, semi-structured interviews allow for some flexibility in the questioning process, without deviating too much away for the central focus of the research questions. Semi-structured interviews are useful in studies that focus on understanding and meaning-making, and is appropriate for the epistemological stance that the researcher had taken in this research process. Semi-structured interviews were held with teachers or principals of the participating schools and with students registered at DUT and who have come from these marginalised communities.

#### **4.5 RESEARCH PARTICIPANTS AND SAMPLING TECHNIQUES**

The focus of the research was on the experiences of learners from marginalised communities with respect to institutional marketing and accessing of higher education. Hence, learners from these marginalised communities were the target participants for the study. Having selected DUT as the case study institution, marginalised communities, as defined in this study, were identified on the basis of DUT's targeted areas for institutional marketing and recruitment. Hence, three such communities were purposively selected for inclusion. The secondary schools in these three selected communities were purposively selected and grade 12 learners formed the research participants as they would be the potential higher education student. Institutional marketing by DUT normally targets grade 12 learners for school and institutional visits. Hence, these grade 12 learners were the most appropriate participants for the study. All grade 12 learners in the three selected secondary schools were given the questionnaires to complete. In addition, the Life Orientation teachers from each of these schools were purposively selected for the semi-structured interviews. In cases where there was no Life Orientation teacher, the principal of the school was selected and interviewed. The interviews were scheduled at the teachers' convenience. The interviews were conducted at schools.

To get a more in-depth account of learners' experience of institutional marketing and access into higher education, five students registered at DUT and who had come from these marginalised communities were purposively selected for interviews. All interviews were audio recorded, after permission for such recording was obtained from the participants.

The intention, in the participant selection process was to select information-rich cases for in-depth study which entailed intentionally choosing the informants for the particular perspective they offer. Churchill and Iacobucci (2006) affirm that the research participants provide the much needed data from whom assertions are drawn.

This study, therefore, employed a non-probability sampling technique (Welman et al. 2005) as the intention is not that of inferential but rather for descriptive purposes within a case study. There are several types of non-probability samples: convenience sampling, quota sampling, dimensional sampling, purposive sampling and snowball sampling (Cohen and Arieli 2011). For the purpose of this study two forms of sampling techniques were used to select the participants. Since this study involved voluntary participation by grade 12 learners, convenience sampling was instituted to identify and select the schools from which all grade 12 learners were included as participants for the study. Snowball sampling was used as a second sampling technique to identify possible appropriate student participants who were registered at DUT through referrals (Cohen and Arieli 2011).

## **4.6 PROCEDURE FOR DATA COLLECTION**

The questionnaire was piloted with first year students at DUT. This exercise was an attempt to assess and evaluate whether the data generated was meaningful and relevant to the study. The study only commenced once ethical clearance was granted by the Ethics Committee of the institution.

### **4.6.1 Data collection plan**

Before entering the site of research, informed consent had to be gained from the Department of Education, followed by the School Principals. Cohen and Arieli (2011: 423-435) emphasises that “the relevance of the principle of informed consent becomes apparent at the initial stage of the research project, that of access to the institution or organisation where the research is to be conducted and the acceptance by those whose permission one needs before embarking on the task”. Thus, written permission was sought from the Department of Education prior

to contacting the school Principals. The participating schools Head and Life Orientation Educators were made aware that participation is voluntary and they were assured of anonymity as well as that no harm or prejudice would be brought to the school, educators or learners. A copy of the permission letter and related documentation from the Department of Education was presented to the school Principal. At the outset, the researcher had clearly stated the intentions and purpose of the study.

The researcher sought the assistance of the Psychological Guidance Services and Education Support (PGSES) for the administration of questionnaires. Prior to administering the questionnaire, permission and informed consent was sought from the learners' parents. According to Simons and Usher (2000) informed consent implies that the participants are free of coercion or deception. Permission and consent was also sought from the grade 12 learners prior to commencement of the research. The PGSES provided a detailed explanation of the research process and the uses of the research to the grade 12 participants. The participants of this study were requested to read and sign the consent form consenting to their participation. Whilst the consent form provided the purpose of the study, it also alluded to the fact that participation was voluntary and that they were free to withdraw from the study. In addition, they were assured of anonymity, thus no names were requested on the questionnaire.

#### **4.6.2 Questionnaires**

The PGSES administered the questionnaires to all grade 12 learners in their schools within the chosen geographical locations. All completed questionnaires were collected by the PGSES and delivered accordingly to the researcher.

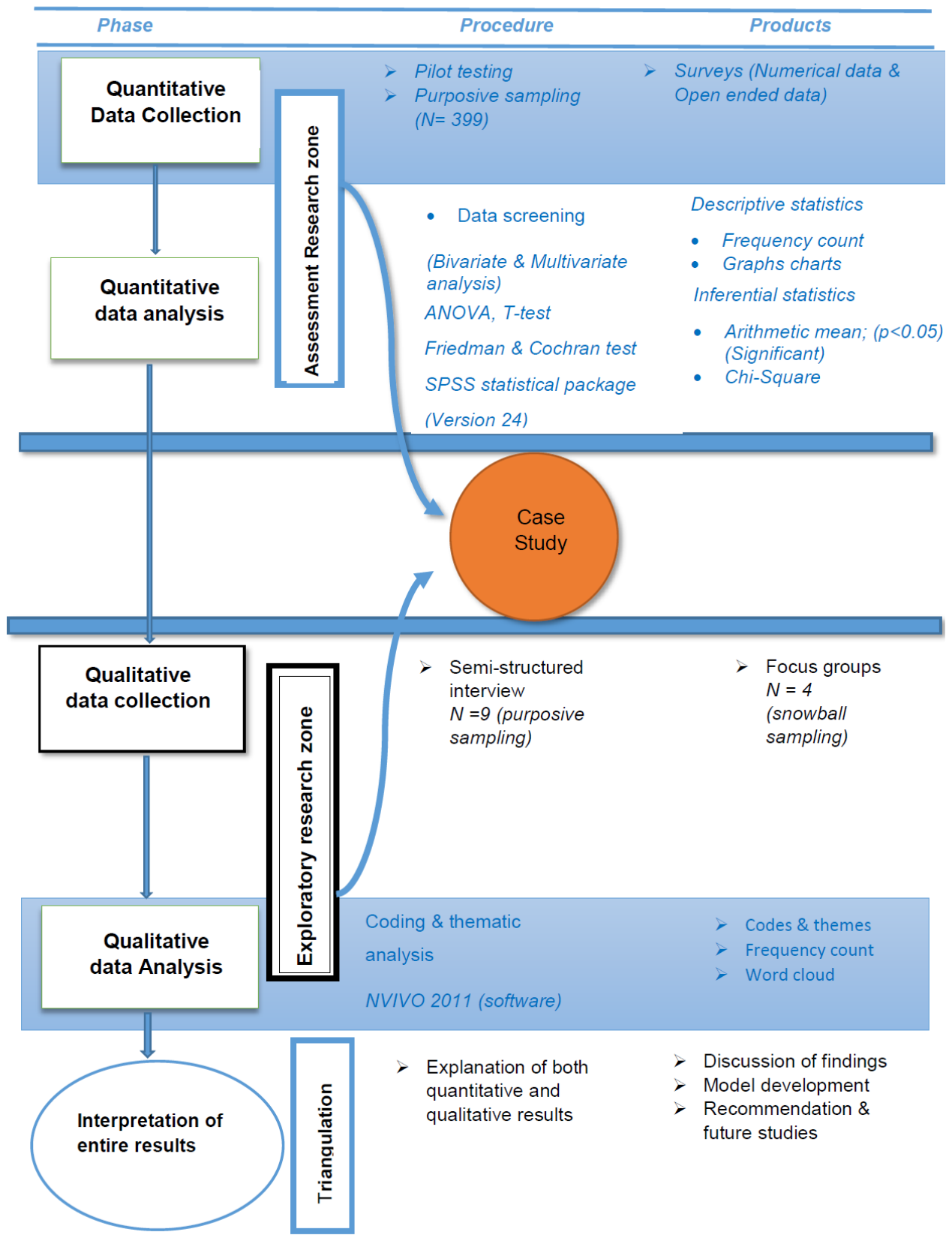
The PGSES, through the Head of School, secured appointments with the respective schools on behalf of the researcher. The purpose of the study was explained to the participants and they were assured of anonymity, thus each participant was given a pseudonym. Participants were asked prior to the interview session if the interviews could be recorded. All participants agreed to the interviews being audio recorded. Although participants were comfortable with

this procedure, many of the participants became nervous when the recorder was switched on but soon eased into the interview process and participated fully.

#### **4.6.3 Interviews**

In-depth face-to-face interviews ensued with the nine educators (3 from each geographical location). This method of data collection increases the possibility of yielding rich and detailed feedback. Probing also helped gain clarity on the participants' response. The interviews were iterative in nature, especially for clarity. The study further necessitated a constant back and forth interaction between the participant and the researcher. Nevertheless during the interviews' the researcher tried to ensure that the educators did most of the talking, thus allowing the educators to give their accounts of their experiences of institutional marketing.

**Figure 4.1: Flow Chart for Data Production and Management**



## **4.7 RELIABILITY AND VALIDITY ISSUES**

The reliability and validity tests generally measure the accuracy of measurement and the valid number of responses in a given study.

### **4.7.1 Reliability**

Welman et al. (2005) states reliability measures the data collection instrument and method used for the study to obtain accurate and consistent results. The Cronbach's alpha tests scores were used for this purpose.

Reliability was also established through pilot testing of questionnaires with a group of masters' students. The questionnaires were pilot tested to get a sense of whether there is consistency and reliability. On completion of the pilot testing, the questionnaire was further refined and administered to 60 first year Engineering students at the Durban University of Technology as a second pilot process. In order to further enhance reliability of the study the researcher encouraged the participants to share their thoughts during the interview. Bailey (2006) found that dialogues in the final manuscripts increases the trustworthiness of one's research, thus participants' responses were recorded. The researcher quoted actual spoken words to increase trustworthiness of the study.

### **4.7.2 Validity**

Welman et al. (2005: 9) define validity as "the extent to which the research findings accurately reflect what is really happening in the situation". Validity measures the accuracy of measurement and the valid responses in a given study. In this study the transcript of the interviews were used in the data analysis process and this increased the validity of the interviews as it reflected the experiences of the participants.

## **4.8 LIMITATIONS OF STUDY**

Limitation of the research methodology in this study is as follows:-

The questionnaires were administered to students whilst the academic programme was still in progress at the schools. Therefore, the respondents might have felt intimidated, or misunderstood the focus of the questions, thereby leaving questions within the questionnaire incomplete. This could result in incomplete data within the questionnaires which may result in coding errors, insufficient information about response rates (Mouton 2010). This was particularly noted in one section of the questionnaire where the response rates to the items of that section were extremely low. The data in that section was not usable.

## **4.9 CONCLUSION**

In this chapter, the study argued for a mixed method approach to the study within a case study design. In order to get an in-depth understanding of this phenomenon of institutional marketing within marginalised communities, two approaches were used to collect data. Firstly, a questionnaire was used to elicit information about grade 12 learners' experience of DUT's institutional marketing. Secondly, semi-structured interviews with teachers of the purposively selected schools and students registered at DUT were conducted to get deeper insights and explanations for the kinds of experiences that learners had through DUT's institutional marketing. In the next two chapters the data produced through the questionnaire and interviews are presented and analysed.

## **CHAPTER FIVE: DATA ANALYSIS AND RESEARCH FINDINGS**

### **5.1 INTRODUCTION**

The previous chapter presented the research design for the data production component of the study and argued for the decisions taken in the data collection process. Since the study is exploratory in nature and is intended to explore learners' experience of institutional marketing in marginalised communities within a framework of equity and equality, the data presented in this chapter and the next helps us to know and understand how learners receive higher education institutional information to make informed decisions when accessing higher education. This chapter presents data obtained through a questionnaire administered to grade 12 learners in schools located in deep rural contexts. The deep rural schools are considered to be in remote places more than 100 kilometers away from an urban setting. In the next data presentation chapter, data from interviews with teachers and DUT students who had come from these selected deep rural areas are presented.

### **5.2 PRESENTATION OF RESULTS FROM SURVEY OF GRADE 12 LEARNERS**

Data was collected through a survey conducted among grade 12 learners in three deep rural areas of KwaZulu-Natal through questionnaires and analysed using SPSS version 24.0. The analysis produced descriptive statistics in the form of graphs, tables and cross tabulations. The analysis also produced inferential statistics of correlations and chi square test values; which were interpreted using the p-values to find extrapolative trends and patterns.

The layout of the first section of this chapter commences with presentation of tables and graphs produced from the questionnaires, highlighting significant issues that needed to be noted for the purpose of answering the research questions. Demographic data of the learner participants is presented, initially to provide an understanding of who the learners are, what challenges they experience and what factors should be considered when higher education

institutions market themselves in such communities. The chapter concludes with a synopsis of the findings that will be taken forward into the discussion chapter for further engagement.

### 5.2.1 Description of population sample across study sites

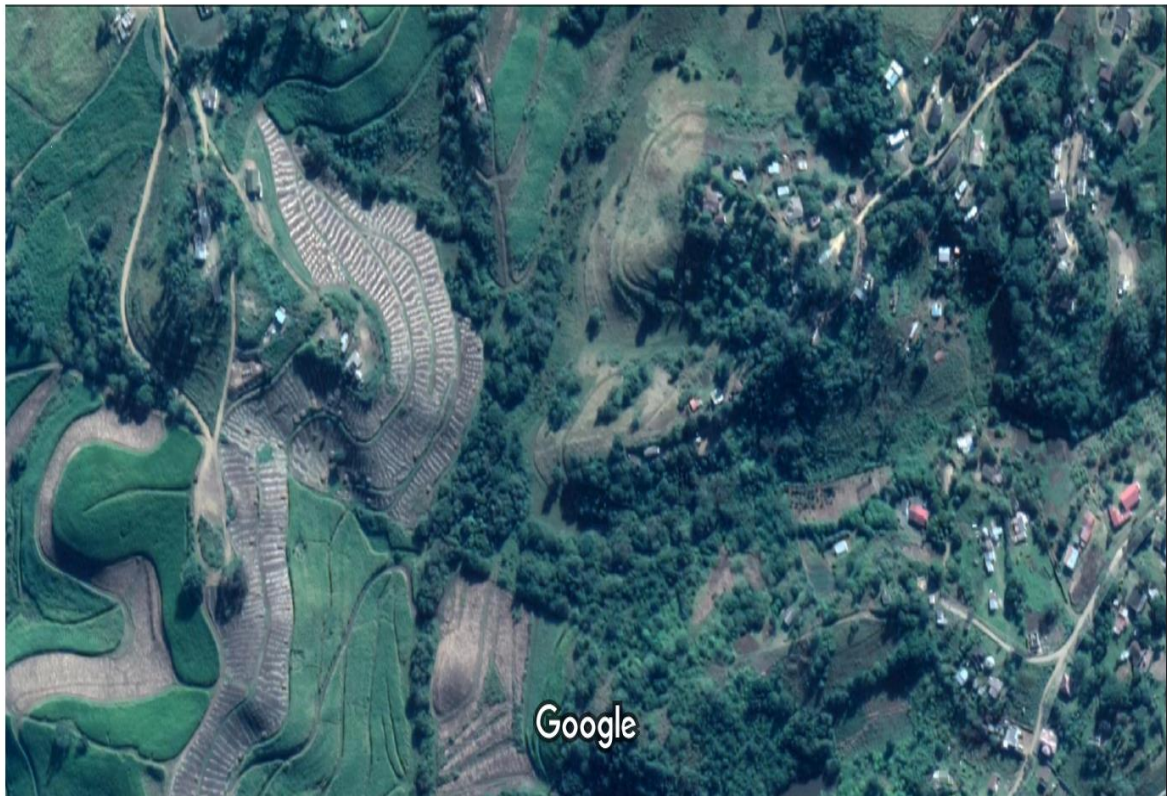
The sample size consisted of 399 respondents from 3 major districts as per the table below.

**Table 5.1: Questionnaire participants across the three selected districts within KwaZulu-Natal**

District	Frequency	Percent
Umzumbe	146	36.6
Umbumbulu	97	24.3
Esakhwini	156	39.1
<b>Total</b>	<b>399</b>	<b>100</b>

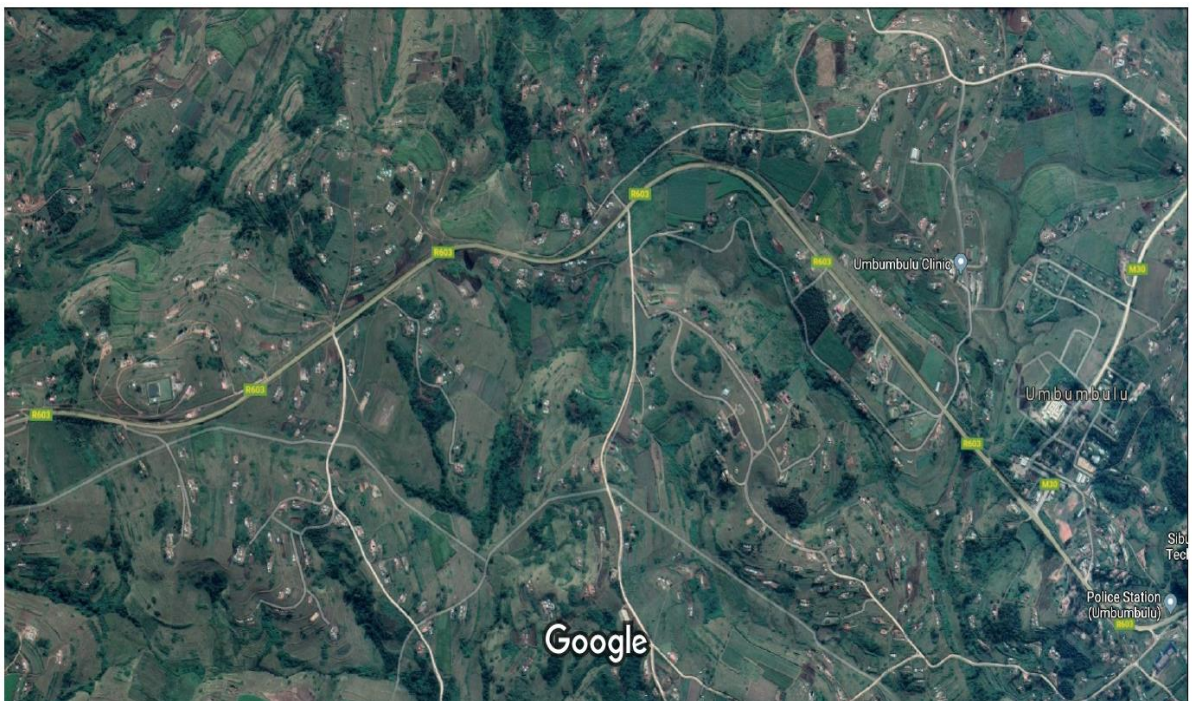
Table 5.1 indicates that a total of 399 questionnaires were administered, with a 100% response rate. The 100% response rate is a rare occurrence when conducting surveys and was only achieved, while maintaining ethical conduct, by having a captive audience of learners who were in school and in class at the time of data collection. A pictorial view of the three regions are presented:

## UMZUMBE DISTRICT



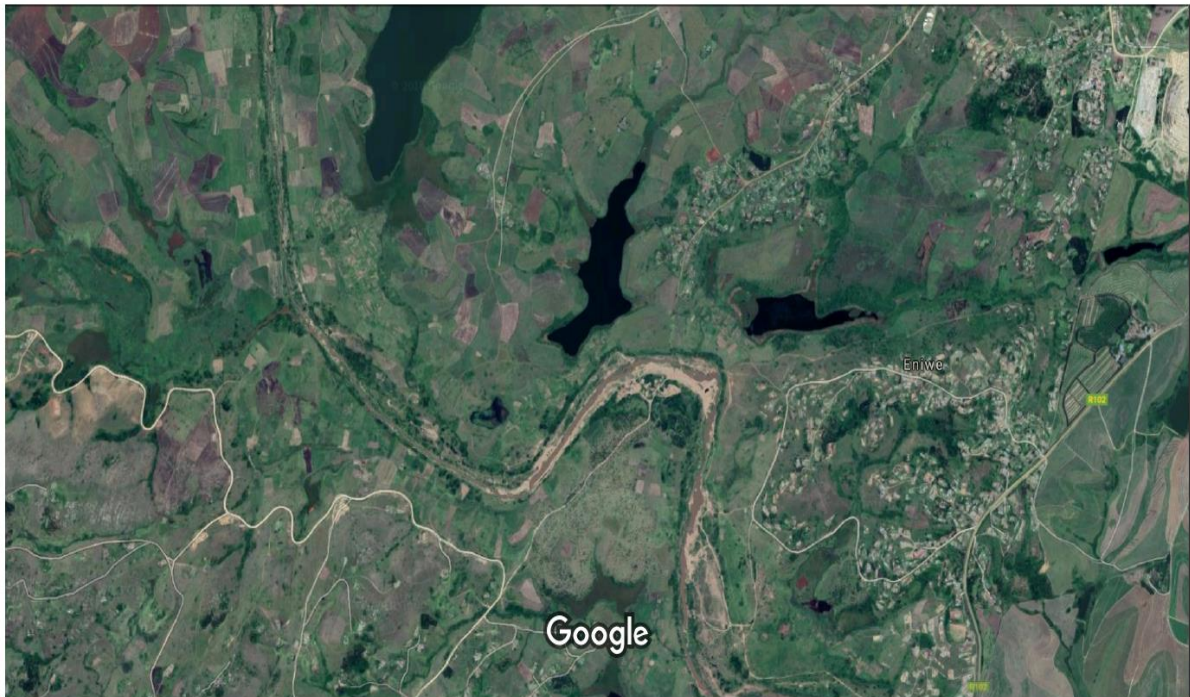
Adapted from Google maps

## UMBUMBULU DISTRICT



Adapted from google maps

## ESAKHWINI REGION



Adapted from google maps

### 5.2.2 Reliability of questionnaire

Reliability was computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as acceptable. The table 5.2 reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

**Table 5.2: Survey scale in Quantitative Analysis**

Survey scales and factors		Number of Items	Cronbach's Alpha
Section	Effectiveness about information received about DUT	6 of 6	0.878
Section	Presentation rating	7 of 7	0.920
Section	Promotional tools effectivity	8 of 8	0.714

As shown in Table 5.2, the questions which rate the effectiveness about information received about DUT ( $\alpha$  0.878) in the survey were good. More so, the reliability of the scales which rate the presentation ( $\alpha$  0.920) was excellent. In addition, the reliability of the survey statement which addressed the promotional tools effectivity was acceptable. This indicates that there was a level of consistent scoring by the respondents. As such, the reliability test supports the strength of the items composing the survey instrument and thus the applicability of the survey to be used in the context of exploring the experiences of potential higher education students in accessing higher education.

### **5.2.3 Descriptive statistics as elicited from the questionnaire**

In this section of the data presentation the researcher focuses on section A of the questionnaire that deals with a range of descriptive data beginning with biographical information of the participants. The numbering within this section follows that which appears on the questionnaire for ease of reference. Hence, it should not be confused with section and sub-section numbering.

## SECTION A (STUDENT QUESTIONNAIRE)

### 5.3 BIOGRAPHICAL INFORMATION

This section summarises the biographical characteristics of the grade 12 respondents.

**Table 5.3: Gender Distribution by District**

			Gender of Respondents		Total
			Male	Female	
District	Umzumbe	Count	89	57	146
		% of Total	22.3%	14.3%	36.6%
	Umbumbulu	Count	66	31	97
		% of Total	16.5%	7.8%	24.3%
	Esakhwini	Count	92	64	156
		% of Total	23.1%	16.0%	39.1%
Total		Count	247	152	399
		% of Total	61.9%	38.1%	100.0%
Fisher's exact test (0.338)					

Table 5.3 describes the gender distribution of respondents per district. The Fisher exact tests did not show significant differences in the district with respect to gender distribution of the respondents ( $p > 0.05$ ). As shown in Table 5.3, the entire sample was dominated by males 61.9% with female making up 38.1% of the population. Specifically, within Umzumbe district, 14.3% were females while 22.3% were male. Similarly, the proportion of female (7.8%) was higher than males (16.5%) within Umbumbulu district. Equally, the male (23.1%) population was higher than their female (16.0%) counterpart within the Esakhwini district. Overall, the ratio of males to females is approximately 2:1 (61.9%:38.1%).

**Table 5.4: Age Distribution by District**

			Age of Respondents			Total
			16-18 yrs	19 -21yrs	Above 22 yrs	
District	Umzumbe	Count	83	56	7	146
		% of Total	20.8%	14.0%	1.8%	36.6%
	Umbumbulu	Count	49	37	11	97
		% of Total	12.3%	9.3%	2.8%	24.3%
	Esakhwini	Count	71	73	12	156
		% of Total	17.8%	18.3%	3.0%	39.1%
Total		Count	203	166	30	399
		% of Total	50.9%	41.6%	7.5%	100.0%
Fisher's exact test (0.143)						

Table 5.4 describes the age distribution of respondents per district. The Fisher exact tests did not show significant differences in the district with respect to the age distribution of the learners ( $p > 0.05$ ). The age category of 16-18 years (50.9%) dominated half of the study population, while the age category above 22 years (7.5%) had the lowest age group representative. This is expected as grade 12 learners in South Africa fall into the age bracket of 16-18 years. More specifically, and with respect to each district, Umzumbe district (20.8%) had the highest proportion of respondents within the age category of 16-18 years. Within the age category of 19-21 years, the entire sample was dominated by learners from Esakhwini district (18.3%) as well as above 22 years (3.0%).

**Table 5.5: Home language competence of learners**

			First Language (home language)				Total
			English	Zulu	Xhosa	Other	
District	Umzumbe	Count	0	146	0	0	146
		% of Total	0.0%	36.6%	0.0%	0.0%	36.6%
	Umbumbulu	Count	0	96	1	0	97
		% of Total	0.0%	24.1%	0.3%	0.0%	24.3%
	Esakhwini	Count	1	154	0	1	156
		% of Total	0.3%	38.6%	0.0%	0.3%	39.1%
Total		Count	1	396	1	1	399
		% of Total	0.3%	99.2%	0.3%	0.3%	100.0%

Table 5.5 describes the home language competence of the respondents. As seen in table 5.5, while some respondents have reported that their home language competence is English, Xhosa, and other indigenous language, the majority of the respondents (99.2%) are isiZulu home language speaking learners. The significance of this is that they are being taught in the English medium. Since the survey is in KwaZulu-Natal, it is expected that the home language competence would be isiZulu, as this Province is the home of isiZulu culture.

**Table 5.6: Ability to communicate in English by District**

			Rate your ability to communicate in English					Total
			cannot speak	average	good	very good	excellent	
District	Umzumbe	Count	1	48	67	24	6	146
		% of Total	0.3%	12.0%	16.8%	6.0%	1.5%	36.6%
	Umbumbulu	Count	2	17	44	24	10	97
		% of Total	0.5%	4.3%	11.0%	6.0%	2.5%	24.3%
	Esakhwini	Count	3	53	66	20	14	156
		% of Total	0.8%	13.3%	16.5%	5.0%	3.5%	39.1%
Total		Count	6	118	177	68	30	399
		% of Total	1.5%	29.6%	44.4%	17.0%	7.5%	100.0%
‘		Pearson Chi-Square (0.038)						

Table 5.6 showed the respondents ability to communicate in English. As indicated by the level of significance, the Pearson Chi-square revealed statistical significant differences with respect to the respondent's ability to communicate in English by district ( $p < 0.05$ ). For instance, 16.8% of the learners from Umzumbe, 11.0% from Umbumbulu as well as 16.5% from Esakhwini had good ability to communicate in English. Overall, the proportion of respondents that reported having good ability to communicate in English dominated the entire sample (44.4%).

## 5.4 HOUSEHOLD INFORMATION

This section looks at the factors related to household compositions with regard to parent and sibling information.

### 5.4.1 Parental Information

**Table 5.7: Household Composition**

			Parental information					Total
			household with both parents living together	household with both parents, but one lives away from home	household with single parent (who lives at home)	household with one parent, but living away from home	household with no parents	
District	Umzumbe	Count	32	37	39	23	15	146
		% of Total	8.1%	9.3%	9.8%	5.8%	3.8%	36.8%
	Umbumbulu	Count	19	15	47	14	2	97
		% of Total	4.8%	3.8%	11.8%	3.5%	0.5%	24.4%
	Esakhwini	Count	37	27	53	18	19	154
		% of Total	9.3%	6.8%	13.4%	4.5%	4.8%	38.8%
Total		Count	88	79	139	55	36	397
		% of Total	22.2%	19.9%	35.0%	13.9%	9.1%	100.0 %
Pearson Chi-Square 0.010								

Table 5.7 reveals, across all three districts, that although most respondents (42.1%) do have parents, approximately 22.2% of respondents live with both parents. More so, and across all three districts, a large proportion (48.9%) of respondents reported living in a household with only single parent. Of the respondents with single parent, 13.9% reported that they do not live with their parents. With this considered, given that 9.1% of the respondents across all districts reported living without parents, it can therefore be deduced that these learners may be living without parents, with family or with friends and associates. Overall, the proportion of respondents household composition across all districts was significantly different ( $p < 0.05$ ).

### 5.4.2 Parental employment status

**Table 5.8: Parents employment status**

			Parent's employment status			Total
			Employed (both parents)	At least one is employed	Unemployed	
District	Umzumbe	Count	5	65	76	146
		% of Total	1.3%	16.5%	19.2%	37.0%
	Umbumbulu	Count	8	36	53	97
		% of Total	2.0%	9.1%	13.4%	24.6%
	Esakhwini	Count	13	54	85	152
		% of Total	3.3%	13.7%	21.5%	38.5%
Total		Count	26	155	214	395
		% of Total	6.6%	39.2%	54.2%	100.0%

Table 5.8 also suggests that more than half of the respondent's parents (average of 54.2%) are unemployed.

### 5.4.3 Parents Education

**Table 5.9: Learners parents' education profile**

Education	Parents	District					
		Umzumbe		Umbumbulu		Eskhwini	
No schooling	Mother	3636	67.967.9%0%	1212	54.554.5%0%	2424	663.2%3.20%
	Father	16	30.20%	10	45.50%	14	36.80%
	Both parents	1	1.90%	0	0.00%	0	0.00%
Some schooling	Mother	47	69.10%	30	60.00%	44	52.40%
	Father	21	30.90%	20	40.00%	40	47.60%
	Both parents	0	0.00%	0	0.00%	0	0.00%
Completed matric	Mother	32	86.50%	17	73.90%	21	75.00%
	Father	5	13.50%	6	26.10%	5	17.90%
	Both parents	0	0.00%	0	0.00%	2	7.10%
Post matric Qualification	Mother	17	89.50%	10	90.90%	10	83.30%
	Father	2	10.50%	1	9.10%	2	16.70%
	Both parents	0	0.00%	0	0.00%	0	0.00%
Other	Mother	4	80.00%	0	0.00%	2	66.70%
	Father	1	20.00%	1	100.00%	1	33.30%
	Both parents	0	0.00%	0	0.00%	0	0.00%

The data on parental education as presented in Table 5.9 is complex. The respondents reported that, at Umzumbe, 67.9% of their mothers do not have any school education, 69.1% of their mothers have some school education and 86.5% reported that their mothers have completed matric. These statistics do not cohere. Clearly, the respondents did not understand how to answer the question.

#### 5.4.4 Sibling Information

**Table 5.10: Learners sibling profile**

Sibling profile	District					
	Umzumbe		Umbumbulu		Esakhwini	
One sibling	34	25.00%	20	22.20%	27	18.20%
Two or more siblings	102	75.00%	70	77.80%	121	81.80%
In School	106	51.20%	59	39.90%	96	46.40%
Unemployed	64	30.90%	41	27.70%	49	23.70%
Employed but living at home	14	6.80%	20	13.50%	27	13.00%
Employed but living away from home	23	11.10%	28	18.90%	35	16.90%

Table 5.10 reveals the sibling information of the respondents per district. As seen in Table 5.10 the majority of respondents have 2 or more siblings (75%, 77.8% and 81.8% respectively according to districts presented in the table 5.10). In addition, a larger proportion of the respondents reported that their siblings are in school (51.2%, 39.8% and 46.4% respectively across the Districts), with others either unemployed or employed (living at home or away from home).

#### 5.4.5 Household facilities

**Table 5.11: Learners household facilities**

Facilities	DISTRICTS					
	Umzumbe		Umbumbulu		Esakhwini	
	Count	Frequency	Count	Frequency	Count	Frequency
A fridge	90	16.3	86	21.3	140	20.0
A television	103	18.7	84	20.8	143	20.4
More than two bedrooms	88	16.0	59	14.6	110	15.7
More than one toilet	43	7.8	32	7.9	63	9.0
Do you have a cell phone?	124	22.5	78	19.3	136	19.4
Access to a computer at home	16	2.9	17	4.2	27	3.9
Do you have access to internet?	60	10.9	35	8.7	38	5.4
Other appliances	27	4.9	13	3.2	44	6.3

According to Table 5.11, the household facilities provided some indication of the socio-economic conditions under which people in the Umzumbe, Umbumbulu and Esakhwani districts live. Klasen (2000), for example, uses household facilities to show how living standard measurement draws distinctions between absolute poverty (those who live on less than R20 a day) and relative poverty (those who have fewer resources when compared to the resources of others).

Based on Table 5.11, it is apparent that, across all three districts:

- Approximately 61.2% of the respondents have access to cell phones.
- Access to computers at home is the least available with about 11% of respondents reporting to have computers at home.
- Surprisingly, more respondents (25%) have access to internet at home than the number of learners who have computers. Perhaps respondents use cell phones to access the internet.
- Overall, Table 5.11 clearly suggests that the majority of learners come from households that do not have specified facilities.

## 5.5 EXPOSURE TO DURBAN UNIVERSITY OF TECHNOLOGY

### 5.5.1 Assessment of Learners' Exposure to Higher Education

**Table 5.12: Learners exposure to higher education**

District	Have you, in the past been exposed to information about higher education?				
	N	Yes	No	Mean	Std
Umzumbe	146	83.60%	16.40%	1.16	0.37
Umbumbulu	97	82.50%	17.5%	1.18	0.38
Eskhwini	156	84.00%	16.00%	1.16	0.37
<b>Total</b>	<b>399</b>	<b>83.46%</b>	<b>16.54%</b>	<b>3.5</b>	<b>1.12</b>

Table 5.12 shows the respondents exposure to higher education. It is observed that majority (83.46%) of respondents across all three districts have had some exposure to information about higher education environment. Given the high rate of exposure to higher education by the respondents, there was a need to determine the source per district to which respondents were exposed to higher education. The responses from the question, How were you exposed to higher education, are depicted in Table 5.13 to 5.15.

### 5.5.2 Learners exposure to Higher Education

**Table 5.13: Umzumbe district source of exposure to higher education**

Exposure Source	N	Value		Mean	Std. Deviation	Cochran's Q	Sig
		Yes	No				
Parents	146	20	126	1.863	0.34502	20.213	0.000
Siblings	146	23	123	1.8425	0.36556		
Friends or associates	146	49	97	1.6644	0.47383		
Higher Education Institutions Marketing	146	78	68	1.4658	0.50054		

Table 5.13 reflects the source of exposure of Umzumbe learners to higher education, respondents reported that parents, siblings, friends or associates, and higher education

institution marketing as their source of exposure to higher education. Furthermore Table 5.13, the Cochran (Q) test revealed statistically significant differences in the source of exposure to higher education ( $Q(3) = 67.01$ ;  $p < 0.001$ ). For example, more than half (78) of the Umzumbe learners reported that higher education institution marketing was their source of exposure to higher education in the past.

**Table 5.14: Umbumbulu district source of exposure to higher education**

Exposure Source	N	Value		Mean	Std. Deviation	Cochran's Q	Sig
		Yes	No				
Parents	97	15	82	1.8454	0.36344	67.01	0.000
Siblings	97	23	74	1.7629	0.42752		
Friends or associates	97	39	58	1.5979	0.49286		
Higher Education Institutions Marketing	97	41	56	1.5773	0.49655		

Similarly, Table 5.14 indicates the significant differences in the Cochran (Q) tests in the last two columns. In Table 5.14, Umbumbulu district source of exposure to higher education were significantly different ( $Q(3) = 20.213$ ;  $p < 0.001$ ). Moreover, the respondents (41) from this district indicated that higher education institution marketing is their source of exposure to higher education.

**Table 5.15: Esakhwini district source of exposure to higher education**

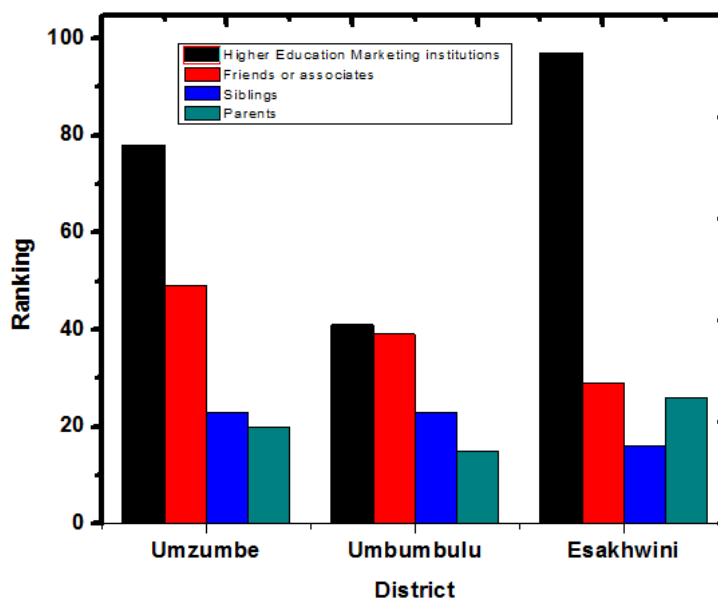
Exposure Source	N	Value		Mean	Std. Deviation	Cochran's Q	Sig
		Yes	No				
Parents	156	26	130	1.8333	0.37386	114.611	0.000
Siblings	156	16	140	1.8974	0.30437		
Friends or associates	156	29	127	1.8141	0.39028		
Higher Education Institutions Marketing	156	97	59	1.3782	0.48650		

With reference to respondents from Esakhwini district, a significant difference in the Cochran (Q) tests is shown in Table 5.15. Respondents from Esakhwini district reported source of exposure to higher education were significantly different ( $Q(3) = 114.611$ ;  $p < 0.001$ ). More than half of the learners (97) indicated that higher education institution marketing is their source of exposure to higher education.

From Table 5.15, it can be gathered that parents, siblings, friends or associates as well higher education institution marketing was listed as part of the source of the respondents' exposure to higher education. In ranking the afore-mentioned respondents source of exposure, it can be gleaned from Figure 5.1 that higher education institution marketing had the highest platform through which respondents across the three districts were exposed to higher education. Overall, only about half of these respondents received information directly from higher education institutions through their marketing process as follows:-

- Umzumbe district– 53.42%
- Umbumbulu district – 42.27%
- Esakhwini district – 62.18%

**Figure 5.1: Ranking of source of exposure to higher education**



Given the above impact of higher education institutions' marketing in the promotion of higher education in Umzumbe, Umbumbulu and Esakhwini districts, to what extent were these learners exposed to DUT? In attempting to answer this question, learners were asked to indicate by, yes or no which higher education institutions they were most exposed to. Table 5.16 depicts the extent of the respondents' exposure to higher education institution.

### 5.5.3 Extent of Learners exposure

**Table 5.16: Extent of learner's exposure to Higher Education Institutions**

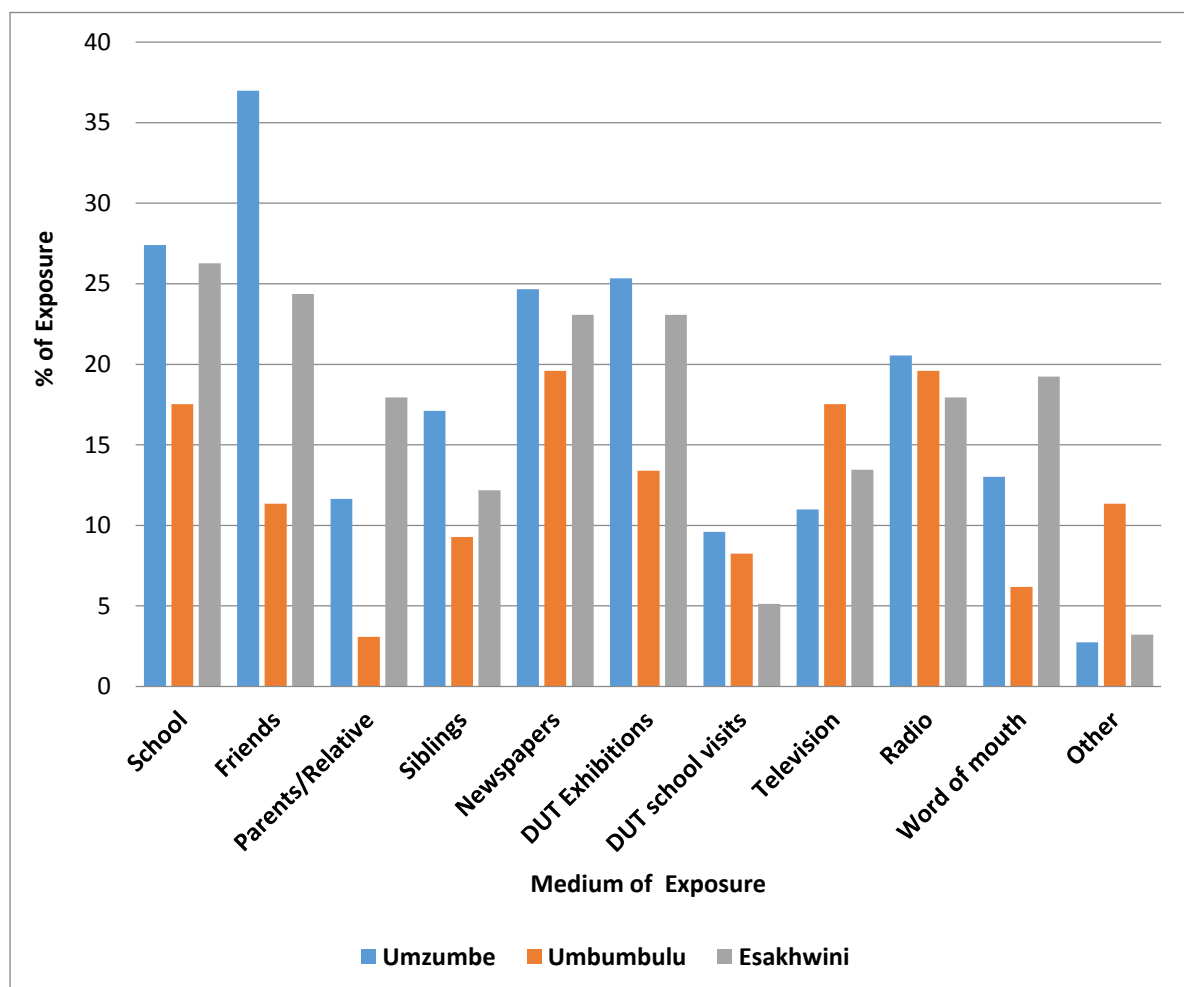
HEI	Which higher education institutions were you exposed to?								
	Umzumbe			Umbumbulu			Esakhwini		
	Yes	No	% of exposure	Yes	No	% of exposure	Yes	No	% of exposure
Durban University of Technology (DUT)	99	47	67.81%	17	80	17.53%	63	93	40.38%
University of South Africa (UNISA)	30	116	20.55%	17	80	17.53	46	110	29.49%
University of Kwazulu Natal (UKZN)	70	76	47.95%	19	78	19.59%	57	99	36.54%
University of Zululand (UNIZULU)	25	121	17.12%	57	40	58.76%	119	37	76.28%
Mangosuthu University of Technology (MUT)	29	117	19.86%	15	82	15.46%	45	111	28.85%
Other	7	139	4.79%	6	91	6.19%	13	143	8.33%

From Table 5.16 it can be observed that more than half (67.81%) of the respondents from Umzumbe district have had more exposure to DUT. In contrast, 58.76% of the respondents from Umbumbulu district as well as 76.28% of them from Esakhwini district reported having been exposed more to University of Zululand (UniZulu). The extent of the respondents' exposure to higher education institution could, however, be associated with the geographical location as well as the medium through which higher education institutions were introduced to the respondents.

### 5.5.4 Assessment of learners' exposure to DUT

Drawing from the above Table 5.16, it can be gathered that the level of respondents reported exposure to higher education institutions differ amongst the three districts. Hence, to further gain a holistic understanding on the extent of DUT exposure in these communities, respondents were asked, through which medium have you been exposed to DUT? The respondents' responses to the question are summarised in Figure 5.2.

**Figure 5.2: Medium of exposure to DUT**



Interestingly, it can be gleaned from Figure 5.2 that the medium through which respondents were exposed to DUT differs from one district to another as follows:

- In the Umzumbe district respondents were informed through friends (36.99%), by the school (27.4), DUT exhibitions (25.34%), newspapers (24.66%) and radio (20.55).

- In Umbumbulu respondents were mostly informed through newspapers and radio (19.59%) followed by the school and television (17.53%) and DUT exhibitions (13.4%).
- In Esakhwini the medium through which respondents were most informed were the school (26.28%), friends (24.36%), newspapers and exhibitions (23.08%) and word of mouth (19.23%).

Word of mouth has also been found to be profound within the marketing communication process. Bennett (2006) maintains that satisfied customers tell happy stories and become a part of the word of mouth (WOM) marketing network. The use of this marketing communication, WOM tool in Esakhwini district, could have contributed to the increases in respondents exposure to higher education institution reported for the district (see Table 5.16).

#### **5.5.5 Evaluating the effectiveness of information received about DUT**

The previous section has shown that respondents from Umzumbe, Umbumbulu, and Esakhwini districts have had significant exposure to DUT as a higher education institution. In order to gauge the respondents' perceptions on the most effective information received about DUT, they were asked to rate the effective information received about DUT. The respondent's ratings per variable per districts are presented in this section. The results are first presented using summarised percentages for the variables that constitute each section. Results are further analysed according to ranking of the effective information received. The Friedman test was conducted to determine whether the scoring patterns per statement were significantly different per option.

The stated null hypothesis  $H_0$ : claim that similar numbers of respondents ranked across each option for each statement (one statement at a time).

The alternate hypothesis  $H_1$ : states that there is a significant difference between the rankings of the information received about DUT.

The results are shown in tables 5.17, 5.18 and 5.19. The highlighted significant values (p-values) are less than 0.05 (the level of significance), it implies that the information about DUT were not similar. That is, the differences between the way respondents ranked (adequate, inadequate, and vague) were significant. Hence, the alternate hypothesis was partially accepted.

**Table 5.17: Umzumbe district learners rating of effective information received about DUT**

	N	Frequency				Mean	Friedman Chi-Square test	P Value
		Very adequate	Adequate	Inadequate	Vague			
info to make an informed choice of qualification	146	26.7%	34.2%	26.7%	12.3%	2.25	42.733	0.000
info on all programmes offered	146	20.5%	37.7%	21.9%	19.9%	2.41		
info on some programmes offered	146	18.5%	40.4%	29.5%	11.6%	2.31		
info about scholarships & bursaries	146	15.8%	26.7%	26.0%	31.5%	2.73		
about application procedure	146	27.4%	38.4%	19.2%	15.1%	2.22		
about admission into programmes	146	26.0%	21.2%	31.5%	21.2%	2.48		

Table 5.17 presents the rating of the Umzumbe respondents regarding their perceived effective information received about DUT. As indicated by the level of significance, the Friedman Chi-square test in Table 5.17 showed statistical significant differences beyond the 0.01 with regard to the learners perceived rating of the effective information received ( $\chi^2(5)=42.7$ ;  $p<0.001$ ). For example, 60.90% of the respondent stated that the information to make an informed choice of qualification from very adequate (26.7%) to adequate (34.2%). Similarly, 58.20% of the respondents indicated that information on all programmes were offered were very adequate (20.5%) to adequate (37.7%), whilst 58.90% of them maintained the information on some programmes offered, to be very adequate (18.5%) and adequate (40.4%). With regard to the information about application procedure, 65.80% believed that the information received was very adequate (27.4%) and adequate (38.4%).

On the other hand, 31.5% of the respondents are of the opinion that the information about bursaries and scholarships, was vague, while similar number was of the view that information about admission into programmes, were inadequate. This therefore suggests that, Umzumbe respondents assume that the information, particularly about scholarships and bursaries were not sufficiently presented.

**Table 5.18: Umbumbulu district learners rating of effective information received about DUT**

	N	Frequency				Mean	Friedman Chi-Square test	P value
		Very adequate	Adequate	Inadequate	Vague			
info to make an informed choice of qualification	97	24.7%	26.8%	14.4%	34.0%	2.58	22.303	0.000
info on all programmes offered	97	21.6%	25.8%	11.3%	41.2%	2.72		
info on some programmes offered	97	12.4%	34.0%	14.4%	39.2%	2.80		
info about scholarships & bursaries	97	26.8%	14.4%	22.7%	36.1%	2.68		
about application procedure	97	17.5%	17.5%	28.9%	36.1%	2.84		
about admission into programmes	97	16.5%	16.5%	18.6%	48.5%	2.99		

With regard to the respondents from Umbumbulu rating of the effective information received about DUT, as indicated by the level of significance, the Friedman Chi-square test in Table 5.18 showed that the respondents perceived information about DUT were statistical different ( $\chi^2 (5)=22.308$ ;  $p<0.001$ ). Specifically, 34.0% of the respondents indicated that the information to make an informed choice of qualification was vague. Similarly, 41.2% of the respondents indicated information was received on all programmes whilst 39.2% of respondents rated the information on all and some programmes offered to be vague. Furthermore, 36.1% indicated that information about bursaries and scholarships were vague. It was not surprising that nearly half, 48.5% of the respondents were of the view that

information about admission into programmes were vague. It can therefore be inferred that, Umbumbulu learners believed that the perceived information about DUT was vague.

**Table 5.19: Esakhwini district learners rating of effective information received about DUT**

	N	Frequency				Mean	Friedman Chi-Square test	P value
		Very adequate	Adequate	Inadequate	Vague			
info to make an informed choice of qualification	156	28.8%	26.3%	16.7%	28.2%	2.44	22.607	0.000
info on all programmes offered	156	16.0%	32.7%	31.4%	19.9%	2.55		
info on some programmes offered	156	15.4%	30.1%	25.6%	28.8%	2.74		
info about scholarships & bursaries	156	17.9%	24.4%	23.1%	34.6%	2.74		
about application procedure	156	28.2%	14.7%	28.8%	28.2%	2.57		
about admission into programmes	156	25.0%	12.8%	25.6%	36.5%	2.74		

In terms of the Esakhwini respondents rating of the effective information received about DUT, the Friedman Chi-Square shown in Table 5.19 revealed significant differences in the respondents perceived information received about DUT ( $\chi^2 (5)=22.607$ ;  $p<0.001$ ). From the table 5.19, it was observed that 55.10% of the respondents rated the information to make an informed choice of qualification from very adequate (28.8%) to adequate (26.3%). Despite this, 32.7% of the respondents as well as 30.1% of them are of the view that the information on all and some programmes offered was adequate, notwithstanding that more (34.6%) of the respondents from Esakhwini district were of the view that information about scholarship and bursaries was vague.

With regard to information on all programmes offered at the Durban University of Technology, Table 5.19 indicates that the majority of the responses ranged from very adequate (16%) to adequate (32.7%), whilst 31.4% of the responses indicated that

information on all programmes offered was inadequate. Interestingly, 45.5% of the respondents indicated that the information on some programmes were offered.

Interestingly, almost an equal number of the respondents rated the effective information about the application procedure from very adequate (28.2%), inadequate (28.8%), and vague (28.2%). Furthermore, 36.5% of these respondents indicated that information about admission into programmes are vague.

In summary, it can be deduced from the results above that the respondents' perception of the effectiveness of the information provided by DUT differs amongst the three districts, namely, Umzumbe, Umbumbulu, and Esakhwini. While most respondents' learners from Umzumbe district had more positive view in respect to the information received about DUT, the reverse was the case for their counterparts in both Umbumbulu and Esakhwini districts. To gain more insight into the level of difference in the respondents' perception of the effective information received about DUT, the ANOVA test was used to compare the mean differences between and within the three districts. The results are summarised in Table 5.20-5.21 below.

The stated hypothesis was:

$H_0$ : There is a significant difference amongst the respondents in the different districts with regards to their rating of the effectiveness of information about DUT.

$H_1$ : There is no significant difference amongst the respondents in the different districts with regards to their rating of the effectiveness of information about DUT.

As indicated by the ANOVA results in Table 5.20, the alternate ( $H_1$ ) hypothesis is partially accepted as significant differences were observed in the rating of the respondents.

**Table 5.20: ANOVA results of learners rating of effective information about DUT**

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Umzumbe	6	2.4000	0.18889	0.07711	0.003	Significant
Umbumbulu	6	2.7683	0.14204	0.05799		
Esakhwini	6	2.6300	0.12837	0.05241		
Total	18	2.5994	0.21380	0.05039		

According to Table 5.20, the ANOVA test for the respondents rating of the effective information about DUT between the three districts shows significant differences ( $p < 0.01$ ). From the mean differences, it can be observed that Umbumbulu district ( $2.63 \pm 0.13$ ) had the highest negative perception about the information provided by DUT.

**Table 5.21: Multiple comparison test depicting differences in learners rating of effective information received about DUT per districts**

		Bonferroni	
		P	Sig.
Umzumbe	Umbumbulu	0.003	Significant
Umzumbe	Esakhwini	0.065	Not-Significant
Esakhwini	Umbumbulu	0.431	Not-Significant

Table 5.21 revealed a multiple comparison test among the respondents from the three districts. The hypothesis tested was:

$H_0$ : There is a significant difference between the Umzumbe respondents and Umbumbulu with regard to the effectiveness of information received about DUT.

$H_1$ : There is no significant difference between Umzumbe and Umbumbulu respondents with regard to the effectiveness of information received about DUT.

From Table 5.21, it can be gathered that there is statistical differences between Umzumbe and Umbumbulu respondents regarding their rating of the information received about DUT

( $p < 0.01$ ). No statistical differences were observed between Umzumbe and Esakhwini as well as Esakhwini and Umbumbulu with regard to the respondents' ratings ( $p > 0.05$ ). Hence, the hypothesis was partially accepted. Irrespective of the differences in the respondent's views regarding the information about DUT, a critical point emerging from the results above is that all the respondents across all districts indicated that information about scholarships and bursaries as well as about admission into programmes were completely inadequate or vague (See Table 5.17-5.19).

In order to determine if respondents have had preconceived perception about DUT, which may influence their rating of the information provided by DUT; the respondents were asked "how would you rate your initial perception of the institution and why"? The respondents' responses to the question are summarised in the cross-tabulation Table 5.22.

**Table 5.22: Cross tabulation showing learners initial perception of DUT**

			How would you rate your initial perception of the institution and why?				Total
			very adequate	Adequate	Vague	excellent	
District	Umzumbe	Count	24	51	32	39	146
		%	16.4%	34.9%	21.9%	26.7%	100%
	Umbumbulu	Count	9	17	60	11	97
		%	9.3%	17.5%	61.9%	11.3%	100%
	Esakhwini	Count	26	48	53	29	156
		%	16.7%	30.8%	34.0%	18.6%	100%
Total		Count	59	116	145	79	399
		% of Total	14.8%	29.1%	36.3%	19.8%	100.0%
Pearson Chi-Square = 0.000							

As indicated by the level of significance in Table 5.22, the Pearson Chi-Square tests revealed how respondents per districts rated their initial perception of Durban University of Technology was statistically significant ( $p < 0.001$ ). The hypothesis tested was:

$H_0$ : There is a significant difference between the perceptions of respondents with regard to DUT.

$H_1$ : There is no significant difference between the perceptions of respondents with regard to DUT.

From Table 5.22, it can be gauged that 78% of the respondents ranged from adequate to excellent, while 61.9% from Umzumbe district initial perception of DUT was vague (61.9%). 66.1% of respondents from Esakhwini ranged from adequate to excellent. Drawing from the Table 5.22, it is sufficient to assume that the respondent's preconceived perception about DUT could have a bearing with regard to their rating of the information received about the institution.

In probing the details of the respondent's preconceived views about DUT, respondents were asked to explain the reason behind their rating of the information provided by DUT. Several factors were highlighted by the respondents from each of the districts. The salient reasons shared by majority of the respondents have been explained here to further gain understanding on respondents' perceptions of DUT. An open-ended question followed requiring an explanation for the response. Table 5.23 depicts the explanation received by respondents.

### 5.5.6 Learners' rating of DUT information

**Table 5.23: Explanation of the factors behind learners rating of information provided by DUT**

	Umzumbe	Umbumbulu	Esakhwini
<b>No response</b>	53.4%	55.7%	75.0%
<b>No knowledge of DUT and school visits</b>	14.4%	18.5%	2.5%
<b>Information from other students</b>	4.1%	-	-
<b>Too many strike</b>	-	-	1.9%

As highlighted in Table 5.23 above, although more than half of the respondents across all three districts did not comment on the reason behind their rating of the information provided by DUT, a minor percentage of the respondents from Umzumbe (14.4%), Umbumbulu (18.5%, and Esakhwini (2.5%) pointed out that they had no knowledge of DUT and school visits. A point worth mentioning is that respondents from Esakhwini stated that too many strikes in DUT were behind their rating of the information provided by DUT.

### 5.5.7 Examining learners' knowledge about DUT advertisements

While acknowledging that some of the respondents across all three districts expressed that they had no knowledge of DUT and school visits, to validate their perceived claim, respondents were asked to indicate by yes or no if they have ever seen an advertisement of DUT. The respondents response to the aforesaid question is summarised in the cross tabulation in Table 5.24.

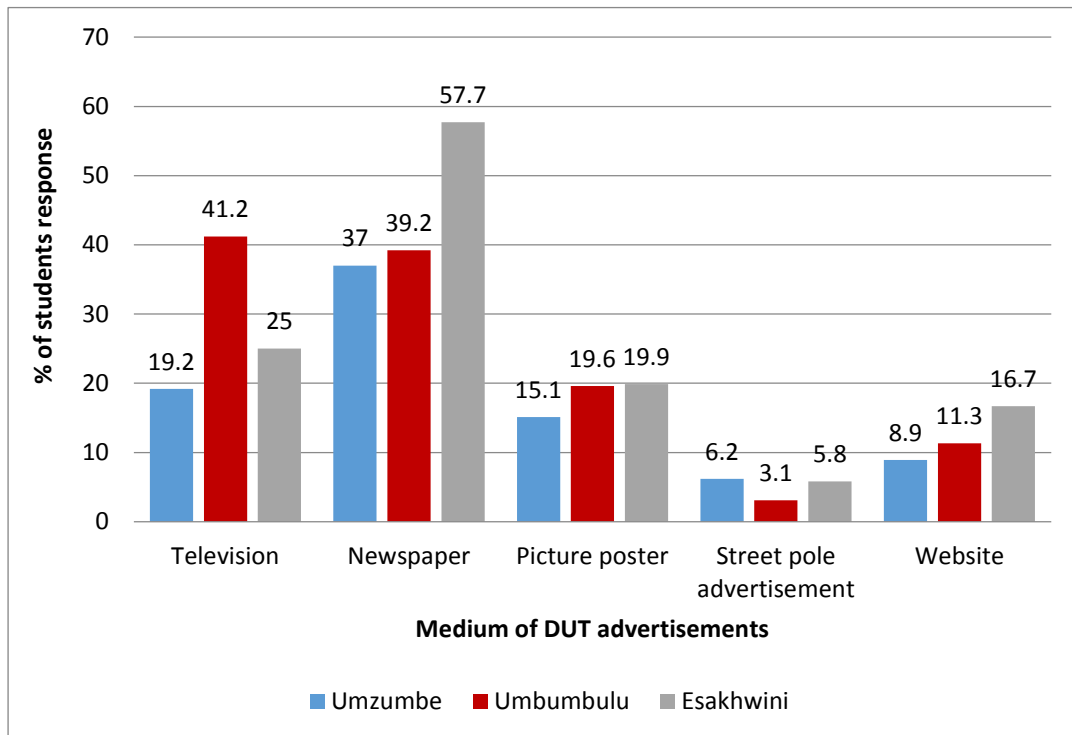
**Table 5.24: Knowledge of DUT advertisement**

			Have you ever seen an advertisement of the institution (DUT)?		Total
			Yes	No	
District	Umzumbe	Count	86	60	146
		% of Total	21.60%	15.00%	36.60%
	Umbumbulu	Count	69	28	97
		% of Total	17.30%	7.00%	24.30%
	Esakhwini	Count	129	27	156
		% of Total	32.30%	6.80%	39.10%
Total		Count	284	115	399
		% of Total	71.20%	28.80%	100.00%

From Table 5.24, it can be observed that the knowledge of DUT advertisement differs across the three districts. For instance, 284 (71.20%) of respondents who agreed having knowledge about DUT advertisement, whilst 28.8% stated that they have not seen a DUT advertisement 86 (21.60%) of the respondents were from Umzumbe, 69 (17.30%) from Umbumbulu, and 129 (32.30%) from Esakhwini.

For those respondents that had seen DUT's advertisement, Figure 5.3 reflects responses from all three districts that the two top media through which the advertisements were seen, are television and newspaper. Interestingly, there are a significant percentage (36.9%) of learners who accessed DUT's information through the web.

**Figure 5.3: Medium of DUT advertisements**



Based on Figure 5.3, it can be surmised that majority of respondents across all three districts (Umzumbe, Umbumbulu and Esakhwini) that have been exposed to DUT advertisements, were mostly exposed through the television (19.2%, 41.2% and 25%) and newspaper (37%, 39.2% and 57.7%) medium. Consequently, respondents were thus asked if they have visited a university. The cross-tabulation in Table 5.25 captured the respondent's response on their visits to a university.

### 5.5.8 Learners actual experience at a University

According to Table 5.25, institutional visits by the respondents are minimal. The reported percentage of respondents not visiting a university is as follows: 95.2% in Umzumbe, 78.4%

in Umbumbulu and 73.7% from Esakhwini district. Overall, only 17.3% of the respondents have made institutional visits. This profile is expected, largely because of the great distance between their place of residence (rural districts) and university campuses (which are largely located in urban contexts, except for the University for Zululand which is regarded as a rural university).

**Table 5.25: University visit**

			Have you visited a university?		Total
			Yes	No	
District	Umzumbe	Count	7	139	146
		%	4.8%	95.2%	100%
	Umbumbulu	Count	21	76	97
		%	21.6%	78.4%	100%
	Esakhwini	Count	41	115	156
		%	26.3%	73.7%	100%
Total		Count	69	330	399
		% of Total	17.3%	82.7%	100.0%

It can be generally accepted that physical visits to a university may not be the only way respondents' can access a Higher Education Institution.

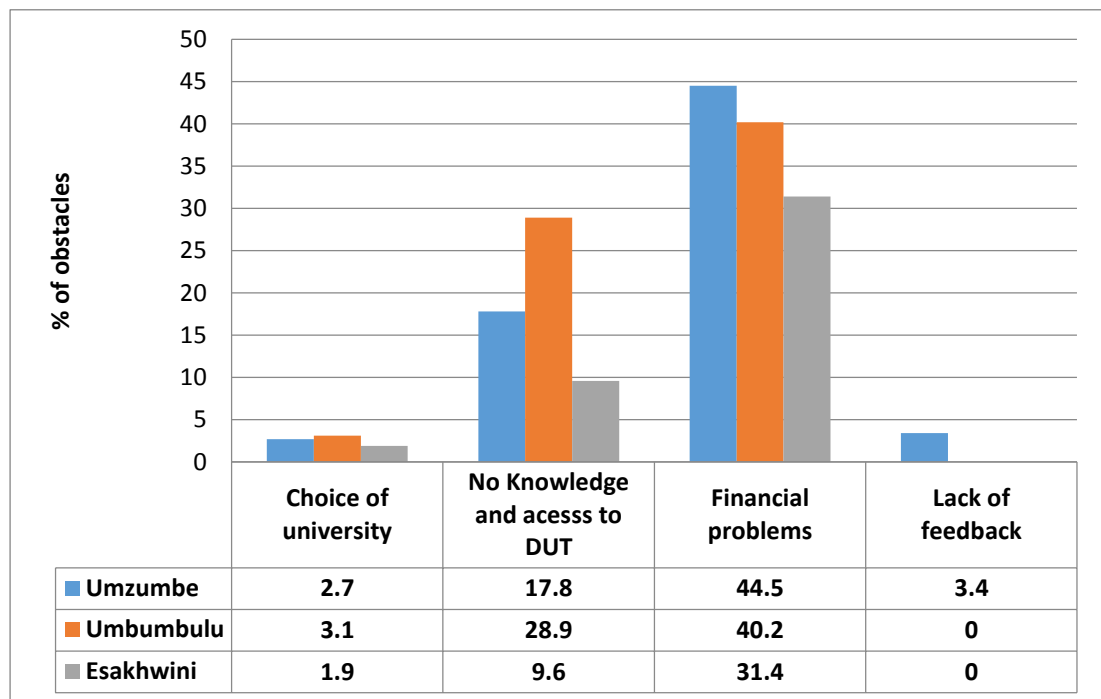
**Table 5.26: Telephonic access to a University**

			Do you have access to calling a university?		Total
			Yes	No	
District	Umzumbe	Count	34	112	146
		%	23.3%	76.7%	100%
	Umbumbulu	Count	19	78	97
		%	19.6%	80.4%	100%
	Esakhwini	Count	41	115	156
		%	26.3%	73.7%	100%
Total		Count	94	305	399
		% of Total	23.6%	76.4%	100.0%

Given the increased digital communication tools available and the internet and mobile phone penetration in South Africa, the rural communities are not in exception in the use of these

technologies. In order to gain an insight into the use of mobile phones, particularly in accessing higher education institutions, the learners were asked: Do you have access to calling a university? In response to the said question, it can be gathered from Table 5.26, that a large proportion (76.4%) of the respondents across all the three districts (Umzumbe 76.7%; Umbumbulu, 80.4%, and Esakhwini 73.7%) have no access to calling a university.

**Figure 5.4: Obstacles/challenges in accessing DUT**



According to Figure 5.4, the majority of respondents' (Umzumbe 44.5%; Umbumbulu 40.2%; Esakhwini 31.4%) experience financial problems. Apart from the financial problem, a minor 17.86% of respondents indicated that they have no knowledge and access to DUT. Choice of university (2.56%) and no feedback/reply (3.4%) were also mentioned as part of the obstacles in accessing the institution.

## 5.6 DUT PRESENTATION AT SCHOOLS

This section deals with the institutional presentations conducted at schools with the idea of eliciting as much information about how learners engage in and experience institutional presentation in their school and community.

**Table 5.27: Learners experience of DUT presentation**

			Has anyone from DUT been to your school to do a career presentation?		Total
			Yes	No	
District	Umzumbe	Count	5	141	146
		%	3.40%	96.60%	100%
	Umbumbulu	Count	11	86	97
		%	11.30%	88.70%	100%
	Esakhwini	Count	10	146	156
		%	6.40%	93.60%	100%
Total		Count	26	373	399
		% of Total	6.50%	93.50%	100.00%

Table 5.27 indicates that the vast majority (93.50 %) of the respondents, in all three districts (Umzumbe 96.60%; Umbumbulu 88.70%; Esakhwini 93.60%) indicated that DUT has not been to their school to conduct a presentation.

The rest of this section focuses on those respondents that have attended a DUT presentation. Since very low numbers (6.5%) of respondents have attended DUT presentations, the count in each statistic is very small compared to the sample size. Hence, no conclusive information can be gleaned from these statistics. Rather, this section attempts to get a sense of what learners consider as important in an institutional presentation and how they experienced such presentation.

A point worthy of mentioning is that respondents from Umzumbe districts declined commenting on the outcome of DUT. This is expected as nearly 100% of respondents from

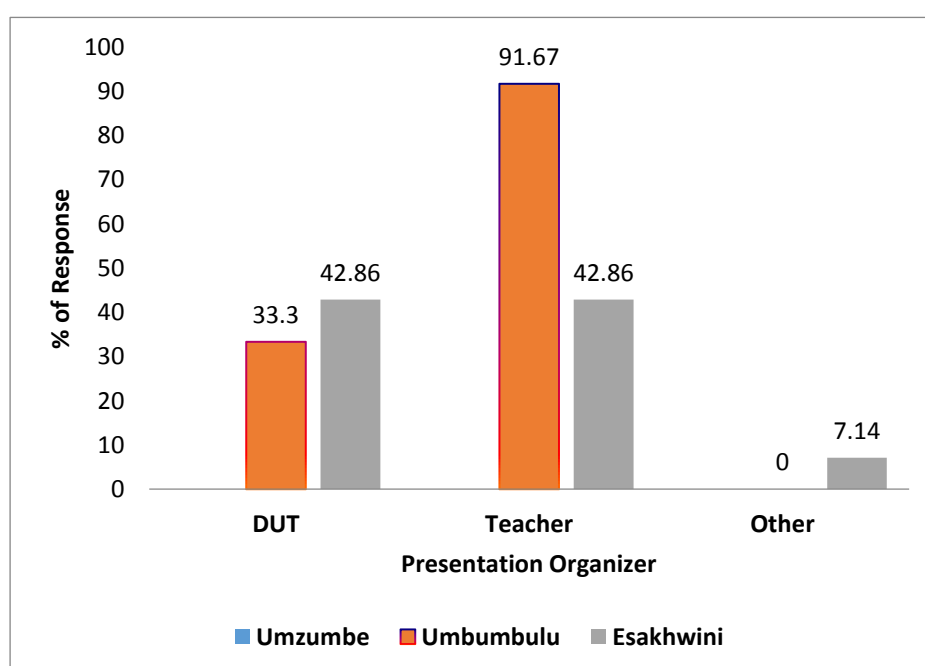
Umzumbe had alleged that no one from DUT has been to their school to conduct a career presentation.

**Table 5.28: Presentation - term during which DUT undertaken presentation**

During which part of the year was this done?	1st term	Count	Umbumbulu	Esakhwini	TOTAL
		% within District	8.30%	37.50%	20.00%
	2nd term	Count	1	0	1
		% within District	8.30%	0.00%	5.00%
	3rd term	Count	9	3	12
		% within District	75.00%	37.50%	60.00%
	4th term	Count	1	2	3
		% within District	8.30%	25.00%	15.00%
<b>Total</b>		Count	12	8	20
		% within District	100.00%	100.00%	100.00%

Gleaned from Table 5.28, majority of the respondents indicated that DUT presentations were done mainly in the third of the school calendar where the majority (60%) of respondents (of those who attended a DUT presentation) had experienced the presentation.

**Figure 5.5: Presentation organiser**



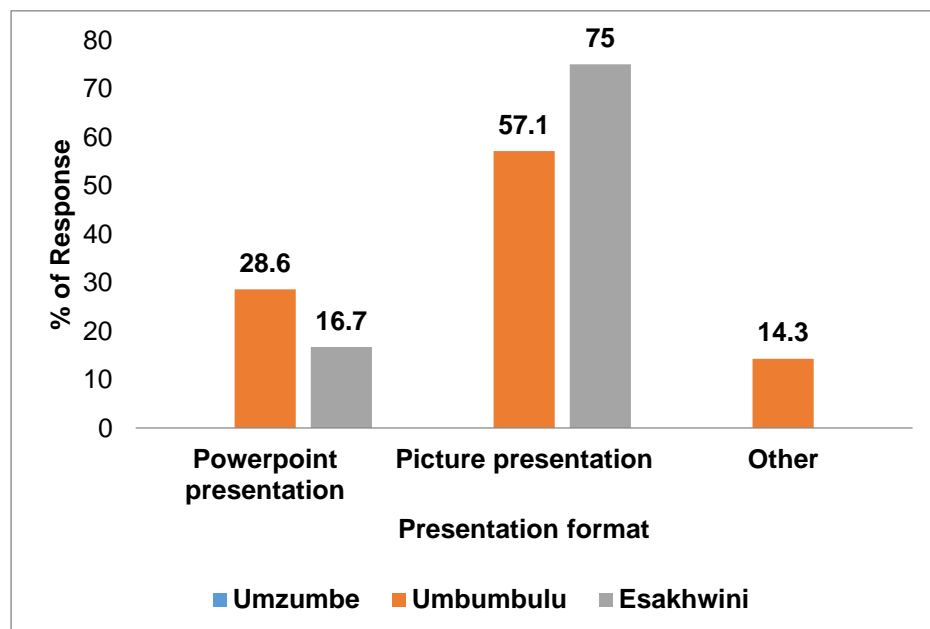
Amongst these respondents that indicated experiencing career presentation from DUT in their respective schools, 91.67% of the respondents from Umbumbulu districts reported that their teachers organise the presentation. According to Figure 5.5, it is noted that Esakhwini districts, 42.86% of respondents indicated that DUT as well as their teachers were the organisers of the presentation.

### 5.6.1 Medium and Format of Presentation

**Table 5.29: Language of presentation**

Language	DISTRICT					
	Umzumbe		Umbumbulu		Esakhwini	
	Count	%	Count	%	Count	%
English	0	0	15	83.3	12	85.7
Zulu	0	0	3	16.7	2	14.3
Afrikaans	0	0	0	0	0	0
Other	0	0	0	0	0	0

**Figure 5.6: Format of presentation**



Equally important, and as depicted in Table 5.29, the predominant language (84.7%) of presentation by DUT was in English in the Umbumbulu (83.3%) and Esakhwini (85.7%) districts respectively. A minority (15.6%) of the respondents (16.7% and 14.3%) indicated that the presentation was in Zulu.

Aside from the influence the language of communication has on respondents' cognitive understanding of the subjects at hand, the mode of presenting the information could create an enabling environment in engaging the audience. In order to determine the extent to which this criterion was being met, respondents were asked the question: In what format was the information presented to you? Figure 5.6 indicates that the majority of the respondents indicated that the presentation was conducted in picture format.

## 5.6.2 Learners comprehension of and interaction with DUT presenters

**Table 5.30: Level of understanding of the information presented**

	DISTRICT					
	Umzumbe		Umbumbulu		Esakhwini	
	Count	%	Count	%	Count	%
never understood	0	0	4	21.1	7	38.9
average	0	0	4	21.1	2	11.1
Good	0	0	5	26.3	7	38.9
very good	0	0	4	21.1	2	11.1
excellent	0	0	2	10.5	0	0

Whilst Table 5.30 shows that majority of the respondents rated the understanding of presentation information in Umbumbulu (26.3%) and Esakhwini (38.9%) as good, similar responses (21.1% and 38.9%) favoured not understanding the presentation. It is worth noting that none of the learners from Umzumbe district mentioned interacting with the DUT presenters.

**Table 5.31: Interaction with DUT presenters**

			Were you able to interact with DUT presenters?		Total
			Yes	No	
District	Umbumbulu	Count	5	8	13
		% within District	38.50%	61.50%	100.00%
	Esakhwini	Count	5	23	28
		% within District	17.90%	82.10%	100.00%
Total		Count	10	31	41
		% within District	24.40%	75.60%	100.00%
		% of Total	24.40%	75.60%	100.00%

In Table 5.31, most of the respondents (75.60%) across the two districts (61.50%, 82.10%) indicated that there was no interaction with the DUT presenter. In order to understand the depth of the interaction with the presenters among the respondents who noted to have had interaction with the presenter, respondents were asked: Can you describe the depth of interaction with the presenters?

**Table 5.32: Depth of interaction with presenters**

			If yes, can you describe the depth of interaction with the presenters				Total
			superficial interaction	average interaction	good interaction	very good interaction	
District	Umbumbulu	Count	1	4	3	3	11
		% within District	9.10%	36.40%	27.30%	27.30%	100.00%
	Esakhwini	Count	0	1	5	2	8
		% within District	0.00%	12.50%	62.50%	25.00%	100.00%
Total		Count	1	5	8	5	19
		% within District	5.30%	26.30%	42.10%	26.30%	100.00%
		% of Total	5.30%	26.30%	42.10%	26.30%	100.00%

As shown in Table 5.32, 62.50% of the respondents from Esakhwini district noted that they had good interaction. In contrast, 36.40% of the respondents from Umbumbulu district alleged to have had average interaction. Overall, and across all the districts, significant numbers (68.4%) of respondents appear to have had between good to very good interaction with the presenter.

From the results in Table 5.32, it can be concluded that the DUT presentation has been met with mixed feelings by the respondents. While some 68.4% (good interaction 42.10%; very good interaction 26.30%) of the respondents have had positive satisfaction with regard to the general presentation as well as interaction with the presenters, others (5.30%) had some reservation with the presentation. In ascertaining the extent to which the presentation had enlightened the respondents about higher education institutions in terms of the material provided, language of the presenter and quality of presentation, learners were asked to rate what they think about the presentation.

### 5.6.3 Rating of presentation

Table 5.33-5.34 captured the rating of the learners from Umbumbulu and Esakhwini respectively. It can be observed that the rating of the learners differs in some instances, across the districts.

**Table 5.33: Rating of the presentation by Umbumbulu learners**

	No	Likert scale				
		Least	Satisfactory	Neutral	Very satisfactory	Most
Q4.9.1	16	37.50%	12.50%	18.80%	18.80%	12.50%
Q4.9.2	11	18.20%	36.40%	18.20%	9.10%	18.20%
Q4.9.3	11	27.30%	18.20%	9.10%	36.40%	9.10%
Q4.9.4	12	16.70%	16.70%	16.70%	25.00%	25.00%
Q4.9.5	10	20.00%	10.00%	30.00%	0.00%	40.00%
Q4.9.6	11	9.10%	27.30%	18.20%	18.20%	27.30%
Q4.9.7	10	30.00%	10.00%	30.00%	10.00%	20.00%

**Table 5.34: Rating of the presentation by Esakhwini learners**

	No	Likert scale				
		Least	Satisfactory	Neutral	Very satisfactory	Most
Q4.9.1	6	50.00%	0.00%	16.70%	16.70%	16.70%
Q4.9.2	4	25.00%	0.00%	25.00%	25.00%	25.00%
Q4.9.3	5	40.00%	0.00%	0.00%	0.00%	20.00%
Q4.9.4	5	40.00%	0.00%	20.00%	20.0%	20.00%
Q4.9.5	5	20.00%	0.00%	20.00%	0.00%	60.00%
Q4.9.6	5	20.00%	0.00%	20.00%	0.00%	60.00%
Q4.9.7	4	50.00%	0.00%	25.00%	0.00%	25.00%

With regard to general satisfaction of the presentation, 50% of respondents from Umbumbulu districts as well as 50% from Esakhwini were unsatisfied. In terms of their satisfaction with the material provided, 54.60% of the respondents from Umbumbulu were unsatisfied with the material, while 50% of the respondents from Esakhwini were satisfied. Expectedly, when asked to rate the brochure in respect to being user friendly, a mixed reaction was noted amongst the Umbumbulu respondents. It was noted that 45.5% were satisfied with the brochure in respect to being user friendly, the other 45.50% of respondents were unsatisfied. In terms of the satisfaction of the respondents from Esakhwini, 40.0% were unsatisfied with the brochure being user friendly (Table 5.34).

Within the South African context, most schools have chosen English as medium of instruction despite it being a second language for the respondents. As documented by Christie Roskos (2006), using English as medium of instruction to English second language learners poses a formidable daily task both socially and academically. Table 5.29 clearly depicts that most of the DUT presentation was conducted in English language. In light of these, respondents were asked to rate level of satisfaction with the language of the presenter. Interestingly, half (50%) of the respondents from Umbumbulu district were satisfied with the language of the presenter (Table 5.34). In contrast, and as shown in Table 5.34, 40% of the respondents from Esakhwini districts were not satisfied with the language of presentation. When asked to rate

the presenter, 40% of the respondents in Umbumbulu as well as 60% of them from Esakhwini indicated that they were satisfied with the language of the presenter.

With reference to the quality of presentation, 40% of the respondents from Umbumbulu as well as 60.0% from Esakhwini were satisfied with the quality of the presentation. Despite this, 40.0% of respondents from Umbumbulu and half (50.0%) from Esakhwini felt that all programmes were not sufficiently covered. Overall, 38.4% of the respondents from Umbumbulu as well as 41.2% of them from Esakhwini were satisfied with the DUT presentation.

## **5.7 EVALUATING EFFECTIVITY OF PROMOTIONAL TOOLS FOR STUDENT RECRUITMENT TO HIGHER EDUCATION INSTITUTIONS**

Marketing promotional tools such as open days and exhibition organised by institutions; use of student recruitment personnel; browsing the website; the use of social media; advertisement in the newspaper, magazines, and radio, are frequently utilised by higher education institutions for student recruitment. This section elicits from the respondents their responses on the promotional tool they consider the most effective for student recruitment to higher education institutions. The Friedman Test was used to rank the most effective promotional tool. For ease of ranking, negative statements (not important at all and of little importance) were represented as low importance. A similar pattern was repeated for the positive statement (important and most important) to represent highly important.

The formulated hypothesis were:

H<sub>0</sub>: There is no significant difference of respondents' perception with regard to the effectiveness of media used by the university.

H<sub>1</sub>: There is a significant difference of respondents' perception with regard to the effectiveness of media used by the university.

The results are shown in the tables below. The highlighted significant values (p-values) are less than 0.05 (the level of significance), it implies that the ranking of the promotional tools

are not similar. That is, the differences between the way learners ranked (low importance, uncertain, important, and highly important) were significant.

### 5.7.1 Ranking of the Effective Promotional Tools by Learners

**Table 5.35: Umzumbe district ranking**

	N	Frequency				Friedman Chi-Square test	P value
		Ranking	Low importance	Uncertain	Highly important		
Open day & exhibition organized by institutions	146	1	4.20%	11.0%	85.00%	41.332	0.000
Use of student recruitment personnel	146	4	10.90%	8.9%	80.10%		
Browsing the website	146	5	21.90%	6.2%	71.90%		
Internet (using Twitter, Facebook, YouTube)	146	7	25.30%	8.9%	65.70%		
University publications brochures	146	3	8.2%	9.6%	82.90%		
Newspaper & magazines advertisements	146	2	9.6%	12.30%	84.30%		
Radio advertisement	146	5	17.8%	21.20%	71.90%		
Compiling a database of all matriculants and both sms's and emails are forwarded to students regularly	146	6	4.8%	26.0%	69.80%		

Table 5.35 presents the ranking of the Umzumbe learners regarding their perceived effective promotional tool in student recruitment. The majority of respondents in Umzumbe district indicated that all media is effective. Furthermore, the Friedman Chi-square test in Table 5.35 showed statistical significant differences beyond the 0.01 with regard to the learners' perceived ranking of the effective promotional tool used by higher education institutions ( $\chi^2(7)=41.332$ ;  $p<0.001$ ).

In terms of a hypothesis testing:

$H_0$ : There is a significant difference of respondents' perceptions with regard to the effectiveness of media used by the university.

H<sub>1</sub>: There is no significant difference of respondents' perceptions of respondents with regard to the effectiveness of media used by the university.

Regardless of these, open day and exhibitions organised by the institution, was considered by the majority (85%) of the learners from Umzumbe as the most effective for student recruitment to higher education institutions, while the use of internet such as twitter, Facebook, and YouTube had the lowest (65.7%) ranking in terms of effectivity.

**Table 5.36: Umbumbulu district ranking**

	N	Frequency				Friedman Chi-Square test	P value
		Ranking	Low importance	Uncertain	Highly important		
Open day& exhibition organized by institutions	97	3	7.30%	7.2%	85.20%	24.034	0.000
Use of student recruitment personnel	97	6	21.60%	4.1%	74.2%		
Browsing the website	97	7	23.70%	9.3%	67.00%		
Internet (using Twitter, Facebook, YouTube	97	7	23.70%	9.3%	67.00%		
University publications brochures	97	1	11.3%	2.1%	86.60%		
Newspaper & magazines advertisements	97	4	9.3%	8.20%	82.50%		
Radio advertisement	97	5	14.4%	8.20%	77.30%		
Compiling a database of all matriculants and both sms's and emails are forwarded to students regularly	97	2	9.3%	26.0%	85.60%		

With regard to the learners from Umbumbulu ranking of the most effective promotional tools for student recruitment to higher education institutions, as indicated by the level of significance, the Friedman Chi-square test in Table 5.36 showed that the learners perceived effective promotional tools were statistically different ( $\chi^2 (7)=24.034$ ;  $p<0.001$ ).

In terms of a hypothesis testing:

$H_0$ : There is a significant difference of respondents' perceptions with regard to the effectiveness of media used by the university.

$H_1$ : There is no significant difference of respondents' perceptions of respondents with regard to the effectiveness of media used by the university.

Majority (78.2%) of the learners from Umbumbulu considered the promotional tools listed in Table 5.36 to be effective. Interestingly, university publications and brochures (86.60%) were chosen as the most effective promotional tool while the use of internet such as social media (Twitter, Facebook and YouTube) as well as browsing the website was considered the least ranked promotional tools.

**Table 5.37: Esakhwini district ranking**

	N	Frequency				Friedman Chi-Square test	P value
		Ranking	Low importance	Uncertain	Highly important		
Open day& exhibition organized by institutions	156	1	1.20%	5.10%	93.60%	154.868	0.000
Use of student recruitment personnel	156	3	22.40%	10.30%	67.40%		
Browsing the website	156	8	48.00%	7.10%	44.90%		
Internet (using Twitter, Facebook, YouTube)	156	6	47.40%	3.80%	48.70%		
University publications brochures	156	2	14.8%	3.20%	82.00%		
Newspaper & magazines advertisements	156	4	25.00%	8.30%	66.70%		
Radio advertisement	156	5	33.90%	7.10%	59.00%		
Compiling a database of all matriculants and both sms's and emails are forwarded to students regularly	156	7	45.5%	7.10%	47.40%		

With regard to the ranking of the promotional tools, the Friedman Chi-Square shown in Table 5.37 revealed significant differences in what the learners from Esakhwini district considered

to be the most effective promotional tools for student recruitment to higher education institutions ( $\chi^2 (7)=22.607$ ;  $p<0.001$ ).

In terms of a hypothesis testing:

$H_0$ : There is a significant difference of respondents' perceptions with regard to the effectiveness of media used by the university.

$H_1$ : There is no significant difference of respondents' perceptions of respondents with regard to the effectiveness of media used by the university.

From the table below, it was observed that more (48.0%) of the learners felt that browsing the website was low importance, whilst large proportion (93.6%) of them considered open day and exhibition organised by the institution as the most effective promotional tools for student recruitment to higher education institutions.

Notably, and emerging from the results above is that majority (88.5%) of the learners across the entire three districts considered open day and exhibition organised by institutions as the most effective promotional tools for student recruitment in higher education institutions. In contrast, the use of internet such as Facebook (59.4%) or browsing the website (60.2%) was considered to be the least effective promotional tool. This is understandable, given that majority of the learners cited financial problems as part of the challenges faced in accessing higher education institutions. As such, institutional marketing recruitment will do well in the promotion of open day exhibition and workshop, particularly for learners in the rural districts as it is a viable tool for student recruitment to higher education institutions.

**Figure 5.7: Effectiveness of Promotional Tools used for Student Recruitment to higher education institutions**

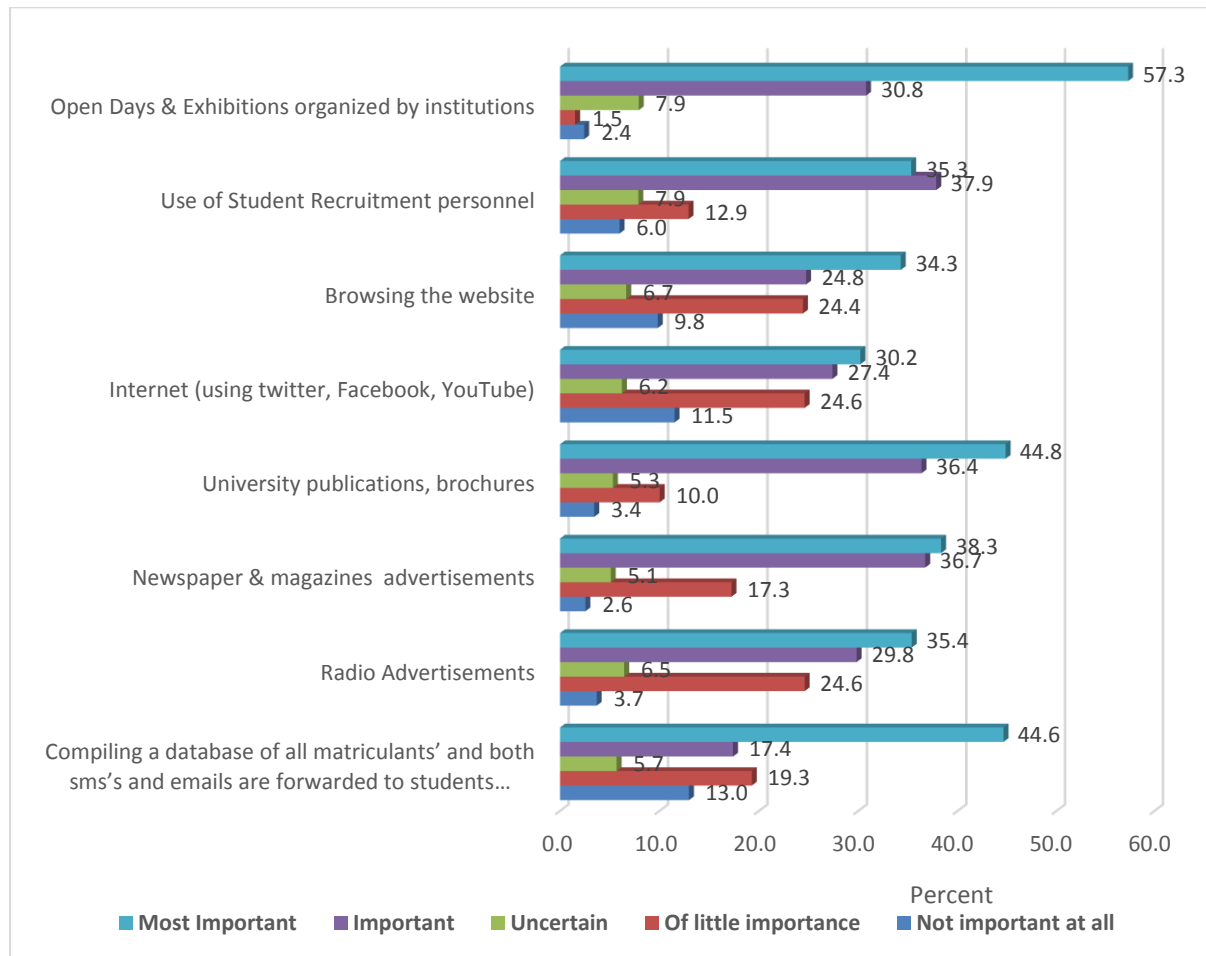


Figure 5.7 further depicts the effectivity of promotional tools for all three districts in terms of the most used promotional tools for student recruitment to higher education institutions. Conclusively, it can be surmised as follows:

- Institutional Open Days and Exhibitions – indicated that 88.1% of the respondents rated open days and exhibitions from important (30.8%) to most important (57.3%) promotional tool.
- University publication and brochures – was ranked second (81.2%) as the most effective tool (important 36.4% to most important 44.8% promotional tool).
- Newspaper advertisements – Figure 5.7 reveals that 77.0% of respondents accounted for another essential form of conducting written information to far outreaching and rurally located schools as most important (38.3%) to important (36.7%).

- Use of recruitment personnel – Figure 5.7 suggests that information provided by the integral marketing personnel (73.2%) was rated important (37.9%) to most important (35.3%).
- Compiling of database, internet and browsing the web – 62.0% of the respondents have rated little importance (19.3%) to most important (44.6%) to the use of these promotional tools. Could the rural location of the schools prompt such responses?
- Radio advertisements – the notion of radio advertisements elicited mixed responses from respondents (60.0%). While 24.6% gave little importance, 35.4% accounted for most important effectivity tool.
- Website-Figure 5.7 reveals that 59.1% of the respondents rated the use of website from most important (34.3%) to important (24.8%).
- Internet-Figure 5.7 reveals that 57.6% of the respondents rated the use of internet from most important (30.2%) to important (27.4%).

### **5.7.2 Factor analysis**

In attempting to validate the underlying construct that emerged from the respondents' responses to the sections that addresses the effectiveness of information received about DUT, presentation interaction, as well as promotional tools effectivity, factor analysis was performed on the Likert scale items. Factor analysis, as a statistical tool, was used to gain an in-depth understanding in the experiences of grade 12 learners in respect to the higher education institution marketing process of the case study institution in recruiting potential students from geographically marginalised communities for DUT.

Factor analysis is a statistical technique for 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 factors. Before the interpretation of the findings from the factor analysis, it is worth mentioning that as a general requirement, Kaiser-Meyer-Olkin measurement of sampling adequacy should be greater than 0.50 and Bartlett's test of Sphericity less than 0.05 for factor analysis procedure. Table 5.36 reflects the results of Kaiser-Meyer-Olkin measure of sampling adequacy as well as the Bartlett's Test of Sphericity.

**Table 5.38: KMO and Bartlett's Test**

Factors	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Df	Sig.
Effectiveness of the information received about DUT	0.881	1108.941	15	0.000
Presentation rating	0.639	63.659	21	0.000
Promotional tools effectivity	0.738	568.857	28	0.000

As shown in Table 5.38, the average loading of items by components was the acceptable Kaiser-Meyer values ( $> 0.50$ ) and Bartlett's values ( $< 0.05$ ) for all the themes. This suggests that the data emerging from the study can be analysed by means of factor analysis (Schwarz 2011: 26).

Factor analysis was performed and analysed using the principle component analysis as the extraction method, and the rotation method was Varimax with Kaiser Normalization. It is important to note that the Varimax with Kaiser Normalization is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor. Its main aim is to simplify the interpretation of the factor analysis/loading in order to show inter-correlations between variables items of questions that loaded 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.

### 5.7.2.1 Validating the learner's perception of the effectiveness of information received about DUT

**Table 5.39: Effectiveness of information received about DUT component matrix**

Underlying factors	Component
	1
info to make an informed choice of qualification	0.758
info on all programmes offered	0.781
info on some programmes offered	0.828
info about scholarships & bursaries	0.781
about application procedure	0.795
about admission into programmes	0.789
Extraction Method: Principal Component Analysis	
a. 1 components extracted	

Table 5.39 depicts the respondents' perceptions of the effectiveness of information received about DUT and indicate that they were heavily loaded in one component. Notably, and based on the extracted principal component analysis, the results revealed that all of the factors constituted the various sections (factors) loaded perfectly along as single component (as Factor 1: information about DUT) in each instance. This implies that the statements that constituted the sections measured what it set out to measure.

### 5.7.2.2 Validating the learner's rating of the presentation

**Table 5.40: Presentation of the rating component matrix**

	Component	
	1	2
Were you satisfied with the presentation?	0.909	-0.325
Were you satisfied with the material provided (e.g. brochures)?	0.823	-0.013
Is the brochure (user friendly)?	0.844	-0.445
Were you satisfied with the language of the presenter?	0.815	0.097
How would you rate the presenter?	0.709	0.6
How would you rate the quality of presentation?	0.772	0.531
Do you think all programmes were sufficiently covered?	0.875	-0.266
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

Table 5.40 shows two component matrixes were extracted. The underlying construct loaded heavily in one component, namely:

Factor 2: resources used for presentation and

Factor 3: quality of presentation.

This suggest that the statements that constituted the sections measured what it set out to measure.

### 5.7.2.3 Validating the learner's ranking of the most effective promotion tool

**Table 5.41: The Rotated component matrix on factors students consider to access higher education institutions**

	Component	
	1	2
Open Days & Exhibitions organized by institutions	0.164	0.837
Use of Student Recruitment personnel	0.471	0.347
Browsing the website	0.750	-0.202
Internet (using twitter, Facebook, YouTube)	0.683	-0.321
University publications, brochures	0.556	0.375
Newspaper & magazines advertisements	0.652	0.076
Radio Advertisements	0.644	-0.077
Compiling a database of all matriculants' and both sms's and emails are forwarded to students regularly	0.563	-0.246
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

Table 5.41 depicts eight variables that respondents consider as effective for student recruitment to access higher education institutions. The rotated component matrix test portrays the eight factors considered by respondents in accessing higher education institutions into two main factors. A value of greater than 0.5 was selected as a cut-off point. Factor 4: was identified as **University marketing activities** (open days/exhibitions and University) as effective to accessing higher education institutions

Factor 5: was identified as **Print, direct and electronic marketing communication, and audio-visual marketing media** (newspaper; publications/brochures; magazine and radio advertisements; browsing website, internet and compiling a database)

## 5.8 Concluding comments on the quantitative analysis of the data

This chapter focused on the analysis of the questionnaire administered to learners across the three rural contexts. The findings emerging from this data analysis will be explored in greater details in the discussion chapter. The next chapter focuses on the presentation and analysis of the qualitative data set that was produced through interviews with teachers and students enrolled at DUT.

## **CHAPTER SIX: QUALITATIVE ANALYSIS OF ACCESSING HIGHER EDUCATION BY LEARNERS FROM DEEP RURAL CONTEXTS**

### **6.1 INTRODUCTION**

The previous chapter presented an analysis of school learners' experience of higher education institutional marketing and access to information in making decisions about higher education studies. This chapter focuses attention on the teachers, principals of schools and current DUT students who have accessed higher education, to get a sense of how they have experienced institutional marketing and access information. Hence, in this chapter the study presents data produced from interviews with teachers and principals of the participating schools in the targeted deep rural areas, and from interviews with students from these areas who are currently studying at DUT. The data produced through these interviews provided insights into the communities' experiences and opportunities for accessing higher education and, through these insights, the study identified some of the inequalities associated with higher education marketing processes and access processes.

The first section of this chapter focuses on teachers' and principals' insight into communities' challenges and opportunities in accessing higher education, followed by experiences of students from DUT who have come from these deep rural communities and are now registered at DUT. In this chapter, the study thus attempts to demonstrate how the communities' challenges are not adequately addressed in order to open up opportunities for potential students to access higher education. In addition, the study endeavours to highlight the barriers that higher education institutions place through their processes of applications, selections and acceptance that limits participation of potential students from these communities to access tertiary education. The chapter concludes with suggestions for institutional change to support and promote access to higher education.

## **SECTION B (LIFE ORIENTATION – EDUCATOR INTERVIEW QUESTIONNAIRE)**

### **INSIGHTS FROM TEACHERS AND PRINCIPALS IN DEEP RURAL COMMUNITIES ON ACCESS ISSUES RELATED TO ACCESSING HIGHER EDUCATION**

The target participants for this aspect of the study were Life Orientation teachers. These teachers were deemed most appropriate to provide insight into learners' experiences in accessing higher education as they are largely responsible for providing information to learners about careers and career paths, including access to higher education. In some of the schools there were no teachers who taught Life Orientation. In these schools, the principal was then selected as the most appropriate person to provide such insight. Hence, the teachers and principals are the most appropriate respondents deemed to provide these insights of access issues, rather than a leadership insight which is almost assumed when principals are included in the data production process.

The presentation of the data is organised within themes and sub-themes. The themes have been developed through engagement with the transcripts of the interviews. The engagement involved reading through each transcript individually and then exploring common points of departure across the nine transcripts. The common points were then categorised and the common key points were then re-grouped to form larger groups. The larger groups constituted the themes and within each of these themes, sub-themes were identified. The three themes that were constituted are:

- University access issues as experienced by learners of marginalised communities,
- Awareness of and prior information about higher education, and
- Enculturating a higher education normality amongst rural learners.

It must be noted that pseudo-names were assigned to the participants to distinguish the responses from each of the districts and the participants, and to ensure anonymity.

## **6.2 THEME 1: UNIVERSITY ACCESS ISSUES AS EXPERIENCED BY LEARNERS OF MARGINALISED COMMUNITIES**

In this theme the researcher explores Life Orientation Teachers and Principals views about their learners' opportunities to access higher education. This theme is sub-divided into three sub-themes:

- Higher education expectations against contextual realities;
- Access to university information and institutional visits by learners; and
- The nature and level of exposure to university education.

### **6.2.1 Higher Education institutions' admissions expectations against contextual realities of marginalised communities**

Admissions into university programmes are governed by minimum admission requirements as specified in the rules and regulations of the programmes, and are determined when these programmes are developed, approved and registered with the higher education departments. The minimum requirements are set to allow for prospective students to make applications for admission. Most recent statistics from the Central Applications Office (CAO statistics 2016) for 2017 admissions indicate that institutions in KwaZulu-Natal received in excess of four times the number of places available for admission. This means that not all potential students who apply would be admitted into a programme. Due to the enormous application rate, institutions use selection criteria for placement into programmes. Invariably, the selection criteria is much higher or more stringent than the minimum requirements for admission into a programme.

The participants in this study indicated that the requirements for admission into university is too high for the learners in these marginalised communities, based on the challenges of their communities where learners receive their school education. The high expectation of higher education institutions is overwhelming on learners in the marginalised communities. Therefore, learners are therefore largely excluded from participating in higher education.

This can be further reinforced by the following excerpts that emerged from the participants' concerns over the admission requirement.

Learners are affected by these high university requirements, in some cases institutions want more than 60%. As you can see this school is so rurally located and therefore there is no additional support from experts to uplift our learners' capability and furthermore even if there was, financially these learners would be restricted. (Mr Brian, Umbumbulu District)

Apart from their academic hardships, learners are experiencing grieving circumstances in their homes which has a direct impact on their achievements at school. Either their parents are ailing or unemployed. (Ms Betty, Umbumbulu District)

Echoing similar sentiments, participants from Esakhwini districts voiced had that:

Universities expect high marks, yet in the rural areas learners don't achieve those entrance requirements. Physical Science and Mathematics is very difficult and this is creating an obstacle in terms of them gaining access to universities. Science laboratories are not equipped, thus the learners have no clue about experiments. Universities need to identify Quintile I and II schools and offer foundation programmes. (Mrs Sindy, Esakhwini District)

One of the major problems faced by this school, is very weak learner performance. We have noticed that mathematics and physical science has posed major problems in learners passing matric. Although educators are providing extra lessons but still the performance is weak. Since we have no laboratories for science and biology, learners are not able to understand through text books, thus the university entrance requirement becomes the first barrier in terms of access. (SBU, Esakhwini District)

Equally concerning, one of the participants from Umzumbe district highlighted that:

School is located in deep rural area. Learners do not get the admission points to gain access into a university. No support material and facilities to upgrade results, therefore cannot attain good results. Learners are not privileged to attend extra tuitions to improve their results. They have to make do with what they have. It's not fair to compare a rural school learner to that of an urban school. (Ms Mandy L, Umzumbe District)

Another participant from Umzumbe district had stressed that:

The universities requirements are much too high for our learners to gain access. Perhaps if universities can provide access programmes for learners that get just below the requirements and mentor them into the university atmosphere, could inspire them to achieve better results. Perhaps the universities could implement a new strategy for disadvantaged rural learners to gain access with lower requirements. Many of our learners are intelligent and given the proper tuitions with the right facilities I am sure that they would also achieve very good results. (Mr Mathew, Umzumbe)

From the foregoing theme, it appears that some of the perceived challenges faced by deep rural schools include poor laboratory facilities, particularly the core science subjects like mathematics and physical science. In addition, the data revealed a multitude of reasons that higher education institutions should lower their admission requirements to take into consideration the contextual realities of the communities that these learners receive the school education. These reasons include:

- Lack of proper facilities within the rural community schools;
- Lack of support from experts in the relevant fields, for example tuition or additional lessons;
- Poorly resourced physical science laboratories to conduct practical experiment;
- Learners have no choice but to study from text books;
- Learning environment is not conducive to promote learning;

- Weak learner performance in examinations; and
- Weak Mathematics and Physical Science results which impose barriers to access.

The Education White Paper 3 outlines a framework for change within the higher education system. This is to redress past inequalities to serve a new social order to meet pressing national needs and to respond to new realities and opportunities (DoE 2001). It is especially interesting to note that the responses from interviews revealed the contrary. The issue of inequality still perpetuates the rural community. Potter (1995: 29) describes two interpretations namely: equality of opportunity and equality of outcome and explains that whichever approach is selected, "equality in education refers to equal per capita expenditure on education, equal access to knowledge power and equal participation in educational decision making procedures". Arising from the interviews and arguments presented, it appears that rural schools are affected by universities selecting on merit. Young (2011) believes that equal and equitable treatment of people, is the only way to nurture a culture of justice. Furthermore, justice should not refer only to equal distribution, but also to the equal institutional conditions necessary for development and equal institutional capacities.

The notion of lower university entrance requirements for rural learners dominated the interview. In a study carried out on A-level results achieved by students of similar academic ability who had attended different types of secondary schools, revealed a great disparity between those attending elite independent schools and those attending state comprehensive, with state grammar schools in between. The author suggested that university admissions should consider making offers to students with lower academic achievements in light of the differing circumstances under which they were studying (Whitty 2010).

### **6.2.2 Access to university information by learners within marginalised communities to make informed decisions**

For learners to make informed decisions about their life after school, they need to be exposed to sufficient information about higher education, to make decisions, plans and work towards accessing higher education. The Life Orientation teachers and principals of the participating schools indicated that such information was minimal. They indicated that:

Now these learners are not aware in advance, meaning as early as grade nine, about the entrance requirements. If DUT does presentations at an early stage then learners' performance would be guided accordingly and they would be working hard towards a goal. When they are told in grade 12 about the requirements and acceptance on merit, this completely demotivates them. Furthermore, they are not aware of DUT's offerings in terms of courses, financial aid and bursaries.

(Mr Sandile, Esakwini, District)

Problem is that learners are not aware of the requirements to enter the higher education institutions. Institutions should make their presence known at this school. Some learners are under the impression that if they pass matric they will get automatic acceptance into universities.

(Mr Mnguni, Umzumbe District)

Due to the schools' rurality, no prior information about the institutions entrance requirements is given to learners. Unfortunately, its' just 'hearsay' – no experience of university environment. Most of our learners have heard about universities but never been to Durban, many have not been out of this area. Without this experience, it certainly makes it difficult for learners to even take chances of applying. Some reasons cited by our learners is that they are afraid of the unknown and may not be able to cope. Our learners need to have an early experience of the universities so that they can imagine themselves being at these institutions.

(Mr Mathew, Umzumbe District)

Knowledge about university programmes, admission requirements and process of application are necessary for students to consider higher education studies. According to the

participants, a lacking thereof or presented too late for the learners to work towards access or entrance to higher education studies. The further marginalisation could be due to insufficient information about programmes and admission requirements and timing of such information when these are made available to the school learners. The next sub-theme presents insight into the level of exposure of learners from marginalised communities in terms of aspiring to higher education studies.

### **6.2.3 The nature and level of exposure of learners from marginalised communities to higher education**

This section focuses on the nature of exposure that learners from marginalised communities have received from universities. The data suggests that these learners had minimal exposure to universities through campus visits due to financial constraints. This is indicated in the following statements from participants:

No exposure and this is mainly due to the lack of finances for transporting the learners to institutions. This school is governed by Section 20, where the Department of Education controls the finances. This is a NO FEE school. No institution has ever been to this school, including DUT.

(Mr Brian, Umbumbulu District)

There is no funds from the parents and school to take learners to universities on a visit. Parents are so poor and have no money to support such initiatives.

(Mr Bradey, Umbumbulu District)

These learners have not even seen the buildings, so they cannot picture life at a university. Most of them have not been out of this area, thus have not been to Durban. If they are invited for Open Days, which we have not received, only 5% may be able to afford attending, whilst the masses are living in dire poverty. Since this is a Section 20 school, a NO FEE school, we are not in a position to finance any such trips. Finance is the crippling factor.

(Ms Betty, Umbumbulu District)

Echoing the learner's lack of visits to higher education due to perceived financial constraint, participants from the Esakwini district indicated that:

Not at all. Need this kind of exposure to be motivated, but finance forms that barricade between the learner and meeting his dreams. The learner can actually experience the feelings of being on campus and seeing other children would be a motivating factor.

(Ms Sindy, Esakwini District)

No they haven't any form of first-hand experience at a university. Rural area and finance is a major problem and furthermore this school is a Section 20 school. When learners are told about application through the CAO, they are not interested because of the initial registration fee. This is a stumbling block and totally demotivate them in taking interest in studying.

(Mr SBU, Esakwini District)

On the other hand, one of the participants from Esakwini district alleged that learners had indeed been exposed to higher education, particularly University of Zululand. He pointed out that:

Yes, they have been to University of Zululand. This school tries to expose learners but only within this area and we are aware that learners from this area want to study in Durban, yet DUT has never been to our school. In actual fact this is the first time we have had your presence here.

(Mr SBU, Esakwini District)

A contrary view was expressed by all participants from the Umzumbe districts. In their own words:

Unfortunately, not so, last year we had taken a few of our matric learners to UKZN. This year due to finances we were not able to do so. Learners cannot see the importance as their family life is so difficult, that asking for transport fare is a no go for them.

(Mr Mnguni, Umzumbe District)

No they haven't. This school is situated so deeply rural, that transport costs will be exorbitant. Most of these learners have never been out of this area. When educators talk about Durban, it has no meaning for them. It is just another word. They can't even imagine and are thus clueless.

(Ms Mandy L, Umzumbe District)

The data presented here suggests that minimal exposure to higher education is largely due to financial constraints of the learners, his or her family and the school. Most schools are Section 20 schools, where finances are controlled by the state and are ear-marked for specific line items of expenditure. The poor socio-economic condition that most families' experiences in these communities makes it extremely difficult to spend money on visits to university. Financial constraints, therefore, seems to be the greatest barrier for these learners to make university visits possible.

### **6.3 THEME 2: AWARENESS OF AND PRIOR INFORMATION ABOUT HIGHER EDUCATION**

Theme two explores what Life Orientation teachers and Principals say about creating an awareness of higher education studies amongst learners in marginalised communities, with a view to encouraging participation in higher education studies. Within this theme, two sub-themes will highlight how learners are disadvantaged in terms of accessing higher education study programmes. The sub-themes include:

- Awareness of higher education, and
- Exposure to higher education.

The first sub-theme focuses on awareness of higher education with a view to encouraging participation and awareness of the various study programmes offered as possible study programmes that learners can aspire towards. The second sub-theme focuses on nature and level of exposure to higher education studies.

### 6.3.1 Learners exposure and awareness to higher education

In this sub-theme the study explores the opportunities that learners in these marginalised communities get in making career decisions and about access to higher education studies. From the responses it seems that most of the information about career choices and access to university studies are from their Life Orientation teachers and from professionals that they come into contact with. For example, some of the participants stated that:

Not sufficient knowledge of careers. The only information learners get is from the Life Orientation (LO) educator who, himself has never been exposed to the courses at DUT. Furthermore, DUT or any other tertiary institution has never been to this school and thus the learners are very limited in terms of knowledge about the various courses. The only courses that learners are aware of is Teaching and that's because I have managed to bring in some information which I have personally pasted onto the class notice board.

(Mr Brain, Umbumbulu District)

No knowledge as there is no communication from DUT or any other university. This has a negative impact for the future of the students especially in terms of careers. They are not aware of what is offered and therefore lack interest.

(Mr Bradey, Umbumbulu District)

One of the participants from Umbumbulu district, however, clarified that:

Yes, and No. Yes, as they get an opportunity to visit the career exhibition organised by the Department of Education – Ugu District. Not many of the learners are able to afford this trip. Although attending the career exhibition is a way of creating awareness, superficially though, as the learners are not able to access detailed information about an institution's offerings, therefore cannot make an informed decision. We as teachers go all out to bring information and pamphlets to create awareness.

(Ms Betty, Umbumbulu District)

Participants' expressed different views regarding the learner's capability to make a wise career choice. Some of the participants' comments are captured as follows:

Insufficient as the learners are not able to complete the Central Application Office forms. Further, they are unaware of what DUT offers, so how are they going to make the correct choices? Some of the courses need detailed explanation and we are not able to do so. Top achievers are not aware of bursaries.

(Ms Sindy, Esakwini District)

Another participant indicated that learner's career choice is reflected upon their immediate environment:

We find that most of the learners either want to become teachers or social workers. This is not because they are fully informed about these careers but:-

- teaching as we are role players and,
- social work – due to their background, they want to assist others in the same situation.

These learners are coming from very difficult backgrounds. (Mr Sbu, Esakwini District)

Corroborating further with the participants from Esakwini district, some of the participants from Umzumbe pointed out that:

The only professions they are aware of is police, nurse or teaching but not aware of the entrance requirements for the said profession.

(Ms Mandy, Umzumbe District)

There is a great gap between institutions and dissemination of information. Although exhibitions take place once, which is insufficient, I am still of the opinion that learners would understand better if you (DUT) could visit our school and do a presentation and make strong follow-ups. The top learners are not able to select courses properly, as they are unaware of the various courses. I have just taken a look at the brochure, its' very academic and our learners may find it difficult to understand. Currently our learners have been encouraged to apply but they are applying for what sounds nice. The question is not about passion, indeed they are but are not advised about the courses that are closely associated. By this I mean they are not sure what their second, third and fourth choices should be.

(Mr Mathew, Umzumbe District)

The responses in the section above highlight the lack of higher education knowledge. A very essential aspect for learners in terms of decision-making. Whitty (2010: 35) accentuates the role of the schools, communities and parents' in making vital information available to learners "Schools need to improve the information, advice and guidance provided about universities", and parents and communities need to be involved in activities to encourage interest in higher education".

The responses presented within this sub-theme suggests otherwise. The expectations are that teachers and communities would provide essential information to learners to make informed decisions about possible career options. The nature of knowledge, exposure to careers and access to deeper information about careers and career paths is very limited and largely resides in Life Orientation teachers in these deep rural communities. Furthermore, the limited careers that these learners are exposed to are those that they come into contact with. These includes being teachers, social workers, police officers and nurses. Therefore, information about other career opportunities, and how to access them, must therefore be the responsibility of higher education institutions as bearers of such information, including the pathways and requirements for accessing such careers.

### **6.3.2 Higher education institutions' visits to schools and the nature of information provided to learners through these visits**

In this sub-theme the study explores the presence of higher education institutions in these deep rural contexts with a view to explore and understand what information about higher education is made accessible to learners in these communities. From the responses presented, it is evident that learners in these deep rural communities are seldom, if at all, visited by higher education institutions. Therefore, the information that learners receive is very limited. This is indicated in the following statements from the participants:

I cannot comment on the opportunities solely because no marketing has ever taken place at DUT. In other words, the learners have never experienced any marketing from DUT, so I can safely say that our learners within the ruralized communities are already marginalised
--

due to the fact no consideration was given to create awareness within these areas. As a result our learners are clueless about the programmes on offer at DUT, yet they are producing good results. Sometimes the Department of Education organises exhibitions, as much as the learners should be in attendance, I am of the opinion that it's a paper chase exercise. No in-depth knowledge is gained. Its physically impossible for learners to gain insight about institutions in 30 minutes, meaning that time is limited and it boils down to a walk in and walk out exercise. (Mr Brian, Umbumbulu District)

Learners are bored of teachers talking and motivating them, it's just another lesson. No in-depth knowledge is gained. Its physically impossible for learners to gain insight about Institutions in 30 minutes, meaning that time is limited and it boils down to a walk in and walk out exercise. May I suggest, via your studies that DUT invite our learners, but it's a question of funding that rears its ugly head again. (Mr Mnguni, Umzumbe District)

No institution has ever come to this school and thus the learners haven't been exposed to the higher education institutions' marketing. In my opinion, I believe that if DUT comes to our school then this can change the learners' mind-set in terms of working hard towards attaining a good mark. In this way, they will work towards a goal. Now they have no confidence because they are clueless. (Mr Bradey, Umbumbulu District)

Similar assertion was expressed by one of the participants from the Esakwini district. The participant alleged that:

Prior to this visit I would not have been able to respond as DUT has never been to this school. In actual fact, none of the universities and colleges have visited this school. But having witnessed the presentation I think that the learners are now more informed about the various courses. When our learners look into the pamphlets and brochures, they cannot understand anything about these courses because they are so academic. Yet when the presentation is done then they have a clear picture of a variety of courses offered. Without the presentation they only know of 'teaching, nursing and doctor', courses that

they may not qualify for. We have a few very good learners that will qualify to study at DUT.

(Ms Sindy, Esakwini District)

Similarly, one of the participants pointed out that distance was not the reason higher education institutions shy away from the deep rural schools. The participant stated that:

University of Zululand has also not been to our school, I am attributing this to the fact that Unizulu is the only institution in close proximity to the school and learners have easy access.

(Mr Sandile, Esakwini District)

Another participant from Esakhwini district suggested that:

I think that if DUT comes to this school more often and present to them about the institutions financial aid and scholarships then there would be HOPE for the learners in this area. I noticed that the presentation has detailed the subjects and minimum level of the required subjects. This is what I didn't know. If learners get to know that it is really not difficult to get access into Higher Education Institutions, then they would certainly work harder, as they know that there is a chance of them realising their dreams.

(Mr SBU, Esakhwini District)

It is therefore apparent that learners from the deep rural communities are being marginalised by higher education institutions, which can be attributed to the lack of marketing activities in these schools. In light of this, participants were asked to give their views on some of the opportunities that higher education institutions' marketing practices present to students from marginalised communities. The excerpts from the participants are described as follows:

Some of the higher education institutions' marketing practices that we have been exposed to is exhibitions organised by the Department of Education. Now attendance is hampered by lack of finance, but for the few that could attend saw this trip as an excursion. Whilst a few would make good of this trip the majority are not absorbing much. This is solely to the

limited time of half an hour in the hall with over 60 institutions that are exhibiting. How are the learners expected to gain much? (Mr Mnguni, Umzumbe, District)

Our learners have never experienced any form of Higher Education Institutions' marketing communication. We are geographically located so far from the cities and towns that they know nothing about Universities and Colleges. Neither have any higher education institution ever been here. You are here for the first time, isn't this so? These learners have no idea of what is happening at a university. They hear about further studies through the educator. Just talk about university and they just cannot identify or fathom.

(Ms Mandy, Umzumbe District)

Based on the responses, clearly, higher education institutions do not visit schools in these deeply rural school areas to inform learners of possible study opportunities beyond schooling. Little information is provided by school teachers and principals. These teachers perceive the lack of visits by universities as perpetuating the cycle of exclusion from higher education. Information available to learners from their teachers, information brochures are perceived as being highly academic in nature and complex to learners. Furthermore, time-bound visits to exhibitions restricts the volume of resources and nature of information communicated to learners. As mentioned previously, finance seem to be the greatest barrier to progress in these communities. Information about bursaries, scholarships and other financial support programmes are crucial to instill hope for these learners, but are sadly not made available. The information about financial possibilities to support their studies are fundamental to igniting interest. If such information is absent, information about applications and programmes is meaningless to these learners. Therefore, learners need fundamental information (such as finance support, core product information and the application processes).

## **6.4 THEME 3: ENCULTURATING A HIGHER EDUCATION NORMALITY WITHIN RURAL COMMUNITIES**

In this theme the study focuses on the challenges that the deeply rural communities experience in aspiring to higher education with a view to enculturating a reality of reach amongst its community. Within this theme, the study explores two sub-themes:

- The first is to identify the challenges in making higher education a reality; and
- The second deals with how can higher education become part of the lives of rural communities.

### **6.4.1 Challenges in making higher education a reality in deep rural contexts**

Rural education and its challenges have been well documented in literature globally and these include poverty issues, lack of or poor quality public services (transport, telephone, postal, electricity and sanitation) (Favish 2005). Furthermore, communicative challenges through the medium of English and health issues (Oellermann 2009) has also been noted in the literature on rural communities (Chuanyou 2006). Consistent with these challenges experienced in rural and deep rural communities, the participants have noted some of these as barriers to aspiring to higher education. This includes:

The rurality of the school challenges the community. Since there is no transport, taxis only come once in the morning and once in the afternoon thus leaving both the learners and residents completely stranded in this very remote part of the area. Postal services are only through post boxes and this often leads to learners missing deadlines. Our learners are completely disadvantaged in many ways.

(Mr Brian, Umbumbulu District)

English is a challenge for rural learners. Students communicate in their vernacular, therefore using English and their vernacular would create a clear understanding. University to motivate the learners.

(Bradey, Umbumbulu District)

Many of them are so insecure of their ability to converse in English, they thus prefer not to venture into the world outside the confines of their rurality.

Language barriers – we know that English is the commercial language and is the medium of communication at universities, but cognizance have to be given to the fact that for case of understanding the presentation should also be done in Zulu. They don't understand the basic concepts and thus the message does not get across. (Ms Betty – Umbumbulu District)

Equally concerning, and critical, the participants pointed out that:

Child headed families are a challenge to our learners – since there is such a high mortality rate, homes are headed by children.

- Most of the learners are orphans, parents died of HIV. Many of these learners are ill with HIV. Living with this illness is not only painful but totally demotivating. When the educators question them about working hard and making something out of their lives, they laugh it off knowing far too well they will not make it in life. They have no HOPE.

(Ms Mandy – Umzumbe District)

Child-held household – many of the children are orphans. This is becoming so common as both parents are deceased and these young learners take on responsibility of their parents at a very young age, thus attention is divided and cannot concentrate on studies. Often these learners are also ill and absenteeism is so high that it impacts on their school performance. This school has a high pregnancy rate.

- Not only are they robbed of their childhood but taking on the responsibility of an adult at such a young age is depressing. Being a parent at home and changing roles in school is taxing on the learner. They just cannot concentrate on school work.
- Poverty – no basics food stuff in their homes hence theres just no food and so learners come to school with absolutely no food.

This places a heavy burden on them. Not only are they robbed of their childhood but taking on the responsibility of an adult at such a young age is depressing. Being a parent at home and changing roles in school is taxing on the learner.

The learners are weak and mal-nurished. No concentration on school and classroom activities. Poverty is proving to be a great challenge – the learners come to school having not eaten in days. They actually cry and upon enquiry we find that they just don't have any food, hence some of our educators bring food from our homes for them. Withdrawn and introverted are these learners who lost all hope and have stopped dreaming.

Teenage pregnancy: many of the females get pregnant, from older working men, just so that they can be supported. They finally have to drop out of school. Two years ago, we had a top matric learner who lost both her parents', as a result she was living all by herself. In order to survive she became pregnant and sadly failed her final exam. She returned, passed well but she is staying at home and taking care of her child. But the concern is that these young girls are not having safe sex. They are not applying their minds about long-term safety. Pregnancy is a quick fix solution to getting support.

(Ms Betty, Umbumbulu District)

While the participants from Umbumbulu district had expressed concern regarding the dangers and perils of extreme poverty among the learners in the districts, their counterpart from Esakwini district are more concerned with the language medium higher education presentation that was conducted. According to them:

Well the presentation is done in English, whilst I agree that the medium of communication is in English, it is equally difficult for our learners to understand the presenters' level of English. Therefore, if I may, suggest that this presentation be done in Zulu and whilst the presenter is talking the learner is able to identify. Learners feel intimidated to ask questions, as they can't express themselves. Furthermore, the language should be pitched at their level.

(Ms Sindy, Esakwini District)

The learners are not able to read and understand the brochures given to them. Their level of English is not good. (Mr Sandile, Esakwini District)

From the Umzumbe districts, their concerns and challenges was rooted on the lack of materials such as textbooks, while others had expressed disappointment on the lack of higher education visits in their schools. The excerpts from the participants is as follows:

Our main problem is lack of resources. Text books and stationery is ordered well in advance but the delayed delivery impacts on the classroom teaching and learning. Comes with no surprise that when the books are finally delivered, the order quantity is reduced by DOE. Text books are shared, 1 book among 4 to 5 learners. Contributing factors to the low pass rate of learners. DOE is putting pressure on schools to increase pass rate, but it is evident that they are not taking education seriously. (Mr Mnguni, Umzumbe District)

One of the greatest challenges is that institutions are not making an effort to reach our rural learners. Exhibitions are held in urban areas making it convenient for urban and semi urban learners to attend. Rural learners cannot afford to attend such exhibitions, open days and career fairs. The educator suggested that exhibitions should be held in rural areas for easy access to the totally disadvantaged community. Rural learners are further marginalised by the lack of finance. Advertisements are on television and radio – in this area only two schools have power so that leaves over 90% of the homes with no power, no television and radio. None of the universities and colleges have given a thought of advertising in this area. At least this could give our learners some hope and encouragement. (Ms Mandy L, Umzumbe District)

Responses from learners reveal the challenges faced in aspiring to higher education, remain engrained and unlikely to change. This would mean that if higher education institutions want to establish a presence within deep rural contexts then these institutions would have to make the change from their usual approach used in urban contexts. Their approach to recruiting potential learners must resonate the realities of rural contexts and rural education.

Chuanyou (2006) observed that urban learners have better quality of education and opportunity for further studies than that for rural learners. He found that the underdevelopment of the Chinese school education in rural areas undermines successful progression from school to university. This therefore, challenges equal access to higher education for rural learners. In terms of learning opportunities, urban students are advantaged over their rural counterparts. Furthermore, rural learners do not have opportunities for private tutoring due to financial constraints and this can lead to crippling of access to Higher Education. A study by Rosenberg, Ramsarup, Burt, Ellery and Raven (2009), established that a similar challenge exists for South African universities to help learners succeed at world class higher education especially where the school has been affected by the remaining legacy of apartheid, as well as a variety of new problems.

#### **6.4.2 Enculturing a higher education presence within deep rural contexts**

Widening participation to include deep rural learners into higher education studies requires a deliberate and sustained attempt at introducing higher education to these communities and with supported presence enculturate a spirit of possibilities for these learners. To enculturate higher education within deep rural contexts the participants suggested several interventions. These include establishing the presence of higher education within the community, encouraging excelling in school education and debunking myths of higher education studies.

##### **i) THE PRESENCE OF HIGHER EDUCATION WITHIN COMMUNITIES:**

Schools within this area are affected as universities do not come to our school due to our rurality, thus disadvantaging them and therefore they cannot be exposed. The criteria used to admit learners are high and our learners are not aware of them.

(Mr Brandy, Umbumbulu District)

Students are so far from Durban and have no access to advertisements. No power for radio and television adverts. Institutions need to put up billboards in rural areas with details of offerings and requirements.

(Ms Betty, Umbumbulu District)

**ii) THE VALUE OF DOING WELL IN SCHOOLS:**

Problem with rural schools is that they haven't gripped the importance of good results. They are clueless how their good results could impact on uplifting their standards of their homes and future lives. Evident is the lack of motivation in attaining good marks and symbols for university entrance requirements. (Ms Betty, Umbumbulu District)

**iii) DEBUNKING MYTHS:**

- **Higher education studies is a far-fetched dream for these learners.**

Although many of the learners are working very hard and they are obtaining very good results, they seem satisfied of the rural life and see opportunities of access to higher education institutions as a far-fetched dream. (Mr Mnguni, Umzumbe District)

- **University access is through gateway subjects like mathematics and sciences**

Rural schools are affected badly, as one of the major problems faced is that mathematics and physical science are very difficult, thus their performance is very low. We don't have the proper facilities example laboratories to carry out experiments. Learners cannot learn from text books. The other point of contention is the fact that Life Orientation marks are not calculated in the point system, so what's the point of doing the subject? These subjects are not decided by the schools but are imposed by the Department of Education as a compulsion. Why are the learners not benefiting from this subject?

(Mr SBU, Esakwini District)

One of the major problems faced by this school is very low learner performance. We have noticed that core mathematics and physical science has posed major problems in learners pass matric. Although educators are providing extra lessons but still the performance is low. Since we have no laboratories for science and biology, learners are not able to

understand through text books, thus the university entrance requirement becomes the first barrier in terms of access.

(Mr Sandile, Esakwini District)

Entrance to higher education institutions is based on meeting the minimum requirements but many of our good learners are not meeting the minimum requirements e.g. mathematics and physical science. This is the greatest barrier which is crippling our rural students. They are very disadvantaged as opposed to the many learners that are exposed to very good schools e.g. the likes of model c schools and schools that are well resourced in terms of laboratories. In actual fact the results of the rural learners cannot be compared to the results of urban learners. We certainly have little or no facilities, thus I believe that our learners are not performing well. In the rural area we have no option but to make good of what we have.

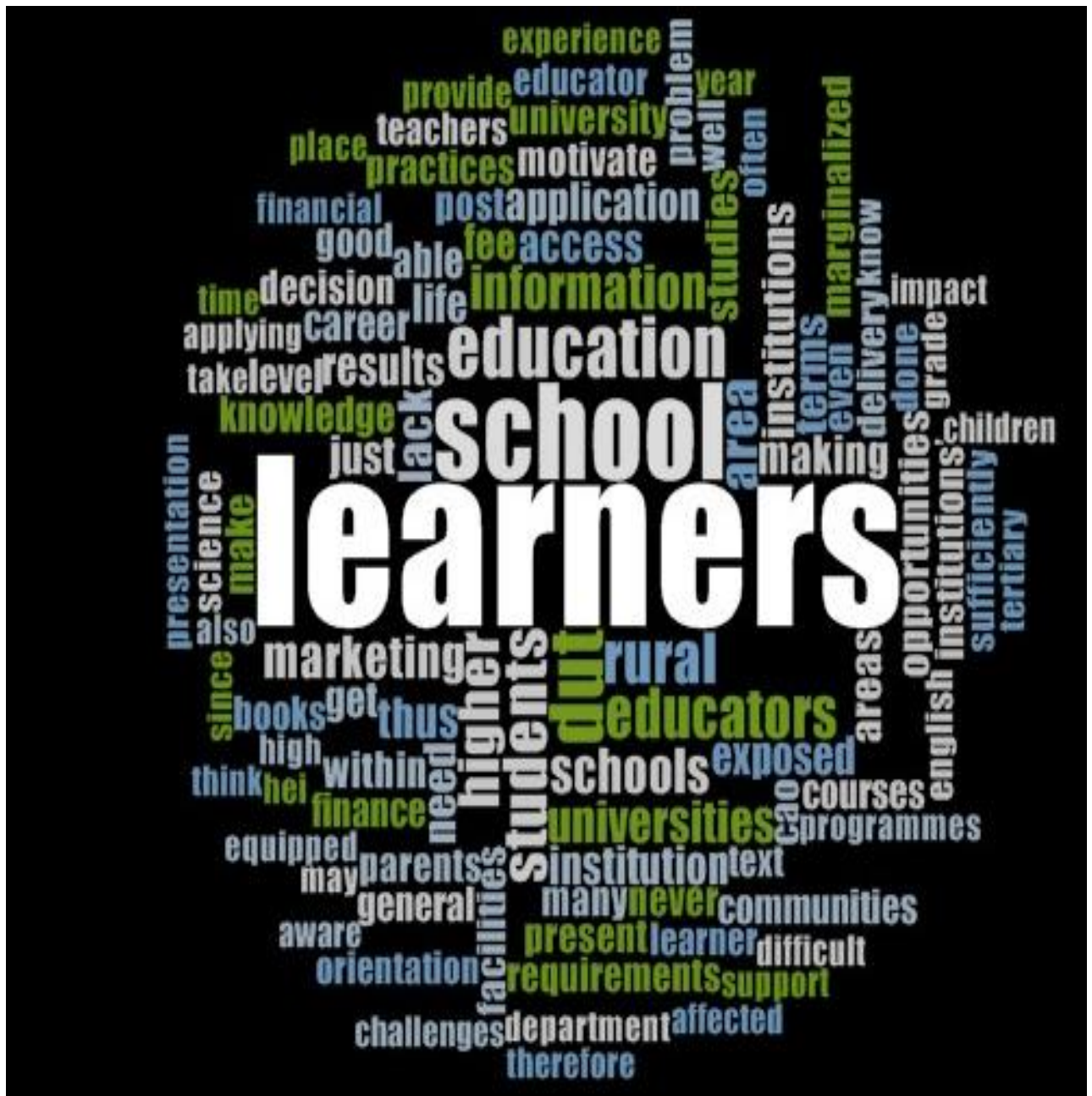
(Mr Mnguni, Umzumbe District)

Drawing from the responses presented, the enculturation process for making higher education a real possibility for deep rural learners goes beyond introducing higher education in these communities. There needs to be tangible and sustained engagements to debunk some of the myths about higher education access. For example, Mathematics and Sciences has been mentioned by a number of participants in relation to access to higher education. The reality is that learners can still access higher education even if they do not have mathematics and science subjects or if they do poorly in these subjects. Gateway subjects like mathematics and sciences to access higher education should be dispelled with, as these are not necessarily gateway subjects to higher education. Gateway subjects are applicable to certain programmes within higher education studies. Such myths need to be dispelled through the higher education marketing communication processes that speaks directly to these issues.

### **6.4.3 Establishing common trends and patterns in the interview comments among the districts**

The preceding sections have attempted to analyse the themes that emerged from the interviews. By drawing on the comments and responses from participants, it can be gathered that similar perceptions were shared by majority of the participants across the three districts. This section aimed to compare the pattern of words that emerged from the interviews. Nvivo 11 (QSR International Pty Ltd, 2011) was used to organise and analyse data by searching for factors and clustering these into specific themes to search for trends and patterns. In addition, Pearson correlation coefficient was used to compare the relationship and similarities in the responses from the three districts.

**Figure 6.1: Word clouds showing clusters of similarities across the three districts**



As shown in Figure 6.1, the word cloud subsumes the trends and patterns of responses across the three districts. Notably, from the participants statements the words (learners, school, information, rural, presentation, knowledge, marginalised, challenge, DUT, exposed, Institution, facilities, financial, application, university, access and experience) seem to dominate the comments and responses from the participants.

## **6.5 CONCLUDING COMMENTS: TEACHERS AND PRINCIPALS INTERVIEWS**

This section of the qualitative analysis explored teachers' and principals' perspective on widening higher education to include learners from deep rural contexts. The exploration revealed several issues related to rural communities and rural education that creates barriers to these learners from accessing higher education. These barriers are crucial information for higher education institutions to consider when making their presence felt in these communities and in their recruitment drive to encourage participation in higher education studies. Important are issues of institutional marketing communication strategies to making higher education a reality by using tangible tools.

The next section of the qualitative analysis engages with students that are currently enrolled at DUT, having come from these deep rural contexts. Their experiences in accessing higher education are presented with a view to understand the findings from the teachers' and principals' views on accessing higher education by learners from deep rural contexts.

## **SECTION C (CURRENT DUT STUDENT INTERVIEWS)**

### **LEARNERS' JOURNEY INTO UNIVERSITIES**

This section presents an analysis of the current university students' experiences in accessing higher education institutions. The group of students are from marginalised communities and their experiences are presented to illuminate and corroborate the learners', Life Orientation teachers' and principals' experiences and views on higher education marketing and access in deep rural contexts. The responses will be used to assist in modelling the design of target marketing strategies for rural schools to eliminate inequalities in institutional marketing.

The responses has been grouped in the following themes:-

- Institutional marketing: Getting to know about DUT.
- Institutional marketing in rural contexts: What should universities do?
- Accessing DUT: Challenges faced by potential students.

### **6.6 THEME 1: INSTITUTIONAL MARKETING: GETTING TO KNOW ABOUT DUT**

This theme explores students' experiences of getting to know about university education whilst at school, with a view to understanding what and how learners come to know about accessing universities. Two sub-themes are explored:

- How learners experienced higher education marketing; and
- How learners had come to choose to study at DUT.

### **6.6.1 Students' experiences of institutional marketing in their rural communities**

The narratives of the participants within the group discussion had a single message, namely, that they were not directly exposed to university study whilst they were in school and that universities did not market themselves in these deep rural communities.

#### **Focus group Participant 1**

During my school tenure I was clueless about tertiary studies. No knowledge about higher education and the various institutions. No institutions had ever come to our school. We've not had this experience of being spoken to about and beyond secondary level.

#### **Focus group Participant 2**

When I completed matric my uncle who studied at UKZN came home and asked me to study. This was a life changing moment and I then learned about tertiary institutions. I first went to UKZN and didn't make the points to get into B.Com. B.Com because my uncle was doing the same course. My uncle then took me to Mangosuthu University of Technology thereafter to DUT. At Student Enquiries I was told about that there were spaces in the Business Management course.

#### **Focus group Participant 3**

In 2007 we heard of DIT (Durban Institute of Technology). The way in which we came to know of DIT is because people around my home were well known for their fashion and style. So the perception was that if you go to DIT then you get to dress well. So DIT was the hub for stylish and fashionable people. Whilst this was the case we still didn't know about its offerings. Otherwise no other news was available about DUT. Even the teachers didn't know about the change in the name, but a teacher mentioned application with no information about the university.

After school I secured a job in checkers for the December to January period. Around the middle of February my neighbor, Siya asked why was I working at checkers when I had obtained an exemption pass. By the time I realised this, almost all courses were full,

nevertheless Siya took me to DUT, Riverside Campus. The only course available was Tourism which I registered for. Currently pursuing my Masters' degree in Tourism.

**Focus group Participant 4**

I came to know about DUT through my older sibling who was registered at DIT for the accounting programme.

These narratives clearly indicate that learners were not introduced to higher education studies directly by institutions. The participants revealed that they learnt about study possibilities by someone connected to universities. Two points emerged: First, the absence of direct marketing by universities, and secondly, word of mouth had influenced participation in higher education.

## **6.6.2 Students journey to Durban University of Technology**

Students' journey to DUT mostly began after completing matric. The narratives of the participants indicate that most did not know what they would be doing after matric and that going to university was facilitated by a family or friend and some by personal inquiry.

**Focus group Participant 1**

No, as I said, we were not privileged to have any such experience. We were in a world of our own which is motivated by no knowledge of higher education, even the teachers were so clueless. Institutions neglect us. After I heard of DUT I became inquisitive and sought more information. At the end of my matric year, I met a student who was studying at DUT and by chance he spoke about semesters and annual programmes, no specifics about courses was mentioned. However, this was the beginning of my journey.

Invoked by a sense of knowing more, first I learned about the strikes and negative publicity, which my parents were totally against. Hence, they felt that I would also toyi toyi for condom. My curiosity increased, and fortunately, I came across an old local paper which featured an interview about 'A Senior Public Relations Officer'. Immediately I used that

person as my role model and discovered more about this career, hence I chose to do this course.

#### **Focus group Participant 2**

I didn't have a clue of where to study, how to apply and what is available to me. This was so new to me, hence, sheepishly followed uncle to the various institutions and he asked all the questions. I would never know what to say.

At DUT I was waitlisted for Business Management. This was very unclear to me, as the Student Enquiries Department indicated that there were spaces. A few days later I was notified to come to DUT and register. Also told to bring a deposit of R3000.00 which was not planned for. My uncle borrowed my initial deposit but looking at the balance of fee to be paid was quite stressful. Whilst I was informed of Financial Aid but the queue was just something else. There was no other way out except for making frequent visits to financial aid in order to make online applications. This is a major problem especially since there is no power in rural areas and no internet connections. This is adding to our difficulty. We are exposed to both educational and social inequalities.

#### **Focus group Participant 4**

Although my brother studied at Durban Institute of Technology (DIT), I still didn't get any information relating to its programmes. Since I studied tourism at school, I knew that would be the route I would follow and fortunately, my good results secured a space at DIT. NSFAS was available, hence didn't experience any difficulty.

The responses suggest that these participants had not planned to enroll at a higher education institution. The decision to enroll was facilitated by either an acquaintance or on personal inquiry. Two issues emerged: the first is that decisions about what to study and where to study may not be planned in advance and could be one of the reasons why there is a high first year dropout rate at universities (Cross and Carpentier 2009). The second issue is that such information may have negative consequences for future learners in these deep rural areas (like that expressed by Respondent 1 whose parents were not willing to send him to university because they strike for issues like condoms).

## 6.7 THEME 2: INSTITUTIONAL MARKETING IN RURAL CONTEXTS - WHAT SHOULD UNIVERSITIES DO?

The participants have some suggestion on how to introduce and improve the presence of universities in rural communities.

The study found that universities should widen access and increase participation of deep rural learners in higher education studies through use of internet, motivational speakers to school and visits from universities. They also commented on the language of information delivery, which they say is predominantly in English, and this compromises their understanding of what is available and how to access higher education studies.

### **Focus group Participant 1**

Whilst internet is an excellent means of informing students, please do bear in mind that we in the rural area have great difficulty with English. So the information was either difficult to understand or didn't make sense at all. He further added that:

I firmly believe that DUT should spend less on print media e.g. newspapers, especially since the deep deep rural areas cannot afford and do not have access to these papers. I would suggest the following:

- that school visits be planned in these areas,
- easily to read and simple pamphlets to be distributed in these areas,
- advertise on Zulu radio slots, since many families have the portable radios,
- Host Imbizos – go to the head or chief of the community and suggest your intention. In this way you would get the out of school youth and school learners attending. Or leave the pamphlets with the chief. In these areas both parents and learners have great respect for their chief hence readily heed his advice.

In these areas people believe that a girl's place should be at home. Actually the perception is that girls would forget their families and support only themselves hence they are not

encouraged to study further. My point is that although school presentations targeting the learners is important, these learners may not necessarily have the right to take the final decision. Hence changing the mindset and enticing a positive attitude amongst parents and grandparents could be affirmed by the Chief.

One of the key is hosting Imbizos at the behest of heads of chiefs of communities. The opinion leaders or referrals in rural communities highlights the cultural sensitivity to market communication. Hence communication to learners requires a cultural approach, which may enhance buy-in from communities. The Heads and Chiefs of communities are central to how the deep rural people respond to new things, like promoting higher education to a community that had very little knowledge of and experience in. The process of negotiating entry into a community is, therefore, fundamental to developing any nuanced marketing communication strategy to encourage learners to participate in higher education studies that are located outside of their communities. Brand consciousness is also a crucial issue that should be promoted and sustained which respondent 2 argues will work in promoting higher education in deep rural communities.

#### **Focus group Participant 2**

It's not always easy to reach out to these deeply located rural areas hence my opinion/suggestion would be for institutions to host a LO teacher/career counsellor workshop within the districts.

Tertiary institutions must build a relationship with 'a' Teacher in charge of careers. Teachers are there to stay therefore if the "teacher is trained then you have taught the learner". The source is the teacher, it is where information starts. This type of communication makes a difference. Motivating factor would be to provide the teacher with either a teacher pack or a token of appreciation. Provide the teacher with promotional material/brochures so that awareness could be invoked.

Partner with municipalities and libraries. Within the municipalities there are people that are responsible for careers. Institutions should train these people who are in contact with

learners. Sufficient material should be provided to libraries for their careers corner. From a students' and my own perspective..... when we were in school we experienced a sense of pride to be associated with a particular brand, like a sense of belonging. This is simply by providing either a pen or even a branded bag. To elaborate this notion, some years back Telkom was doing promotions and part of their give-away was plastic bags and pens. Learners would use that bag until the writing on the bag had withered away. We had nothing to show, hence Telkom was much talked about for a very long while in our school. Learners would make idle chat about Telkom. Having an institution in our school would create the same impact which could convert into interest and thereafter application.

### **Focus group Participant 3**

Very important is that the graduate recruitment programme should be introduced in these marginalised communities.

- This would be easier to change mind-sets amongst these learners,
- Communities would see the ex-student as their role model

This would provide as inspiration to his fellow friends, neighbours and peers

- Internet, more so face book is fast becoming the way of communication amongst youth,
- Bill boards and posters about DUT in these areas might be the first contact that students may have with the institution.
- Advertise in local radio stations example:

\*Ukhozi FM

\* Igagasi

\* Inanda FM

### **Focus group Participant 4**

- School visits is important – as students would face a challenge in understanding the literature in the absence of explanation.
- Advertising through community radios
- Clustered outreach programmes

- “educating the educator/Life orientation” – these people can make a difference in the lives of learners.

Advertising through bill boards

Clearly the issue of the university as a brand, such as DUT, has to be nurtured and sustained. The brand can be nurtured and sustained by making available artefacts on an on-going basis to maintain a sustained expectation in the community. The branding process appears to be an appropriate medium to rural contexts. The presence of the brand should be available in places where most of the community members can access it. In branding the institution it is imperative that the community should feel a sense of pride being associated with. How to initiate and sustain this sense of belonging amongst the people of the deep rural communities requires a visible strategy that the community would welcome. The ‘giving back to a community by community’ engagement projects, internships and employment of graduates who originated from that community, are some of the enablers that will enhance the branding and bring a sense of pride to the community.

Focus group participants 3 and 4 suggested that, in addition to the other activities that higher education should initiate, advertisements through bill boards and posters should be placed within the community. The bill boards and posters would contribute to the environmental print in nurturing a presence of institutions within communities. Environmental print is a concept borrowed from early literacy literature. The Handbook for Teaching Reading in the Early Grades, a publication developed by the Department of Education in 2008 states that environmental print is those written texts that the child sees in his everyday life. These include bill boards, advertisements, cartoons, food packaging and clothing labels (Mzimela, 2016). The bill boards and posters of DUT should become part of the community’s everyday life and therefore contribute to the possibilities of higher education for its community learners.

## **6.8 THEME 3: ACCESSING DUT: CHALLENGES FACED BY POTENTIAL STUDENTS**

The study explored the challenges faced by the students in accessing DUT. The key issues include finances and funding, choice of programmes and support resources that have impacted on these students which should be addressed by higher education institutions in order to widen access to include learners from deep rural context into university education, both as part of its marketing process and in supporting the students once enrolled at university.

All participants indicated that finance and funding challenged these students both in the application process as well as in the payment of registration fees, tuition fees and accommodation. Participant 1 sums up the issue of finance and funding as shown in the excerpt from the interview transcript below:

### **Focus group Participant 1**

I didn't understand what some of the courses were about. Essential information about housing, financial aid and initial deposit was not available. The funding issue is about the most important aspects in accessing higher education. My registration was totally dependent on financial aid but I was clueless about these aspects.

The choice of which qualification to study at university was another issue that confronted these participants due to the lack of information while at school. Participant 3 sums up this concern by the students as follows:

### **Focus group Participant 3**

Since information was not forthcoming to our schools, I had no choice but to take whatever was available. After registering at DUT with a bursary letter from SACTHU, I was concerned about the balance of the tuition fee. I strongly propose that the university make special NSFAS arrangements for learners coming from the rural and marginalised areas. We live by the day, hence money for us to register is certainly going to pose major problems. Whilst

I don't support aggression and violence, but this is the main reason students create a ruckus at campus for financial support.

Participants consider themselves as top performers in the deep rural context, but due to the poor school education, their matriculation scores were not sufficient to access programmes of choice. While they acknowledge that more learning is needed, they believe that the university should provide this additional learning to participate meaningfully in the registered programmes. Participant 2 sums up this issue of additional academic support for students from rural contexts as follows:

**Focus group Participant 2:**

I was the top performer in school with a mere 26 point achievement in my final matriculation examinations, but not good enough at tertiary level. My belief is that special consensus should be made for those low achievers from deep rural areas, in the form of bridging and foundation programmes. This foundation phase will certainly develop them for 1<sup>st</sup> year studies.

English as a language of access to higher education, was also recognised by these students as being a challenge to their study programme. Participant 3 gives a vivid indication of the struggles that these students experience in studying through the medium of English.

**Focus group Participant 3:**

Due to our rurality qualified teachers do not want to come into our area. This leaves the school with no other option but to employ newly matriculated students to teach in these very schools. Hence these underqualified teachers do not have the knowledge of the academic environment. Underqualified or non-qualified locum teachers are promoting that same ignorance that they were exposed to. Disadvantage the disadvantaged. Like the blind leading the blind, that's how teaching English in Zulu came about. We were taught English in Zulu. So when we are in a university it is really a battle to firstly cope with the syllabus content and the other is our anti-social behavior towards other colleagues. This is no doing of our own accord, but we just cannot fit into this new world. My first lecture in

2008 was a nightmare. Listening to the lecturer felt like foreign to me and this is due to our limited English. Never used a computer, this was strange. Of the 50 learners only 5 students knew and were familiar with the use of the computer. In our school the principal had a computer but never was used, because there was no power. Section 20 school. But this is the harsh realities of life and yet we have to compete on the same footing for spaces at universities.

Additional support in terms of accommodation and food security, was highlighted as a real concern for these students. Noting that these learners had come from a poverty-stricken environment, accommodation and food security is a crucial factor. Participant 3 articulates his experience of accommodation and food security that he had to endure that captures the essentiality of these issues in the lives of students from deep rural areas, as follows:

**Focus group Participant 3:**

Mum worked for a textile organisation, Sacthu. Provided me with a bursary of R9620,00 to study, which didn't cover the entire tuition fee. The balance of the fee was obtained from NSFAS, hence I am in loan debts for R54 000,00. I didn't qualify for accommodation. Dad gave me R300,00 living allowance per month for three years, off which R200,00 was rental in Indumiso, Mbali, Section 1. This is a very dangerous area and certainly not good environment that promotes studies. No money for lunch and meals. Survival was difficult. Lived on mealie meal and soup. Born black in the rural area is the greatest challenge that anyone could experience.

We are 5 siblings from my mum. The eldest sister is at home doing nothing. I was the first of 5 siblings to have gained entry into higher education and this set the tone for the other siblings. My brother followed in the Hospitality Management route through Elangeni FET. I became the role model and inspired my siblings to work hard for a purpose.

In this theme, the study highlighted some of the crucial challenges faced by participants on their journey to and within higher education.

## CHAPTER SEVEN: DISCUSSION OF RESULTS

### 7.1 INTRODUCTION

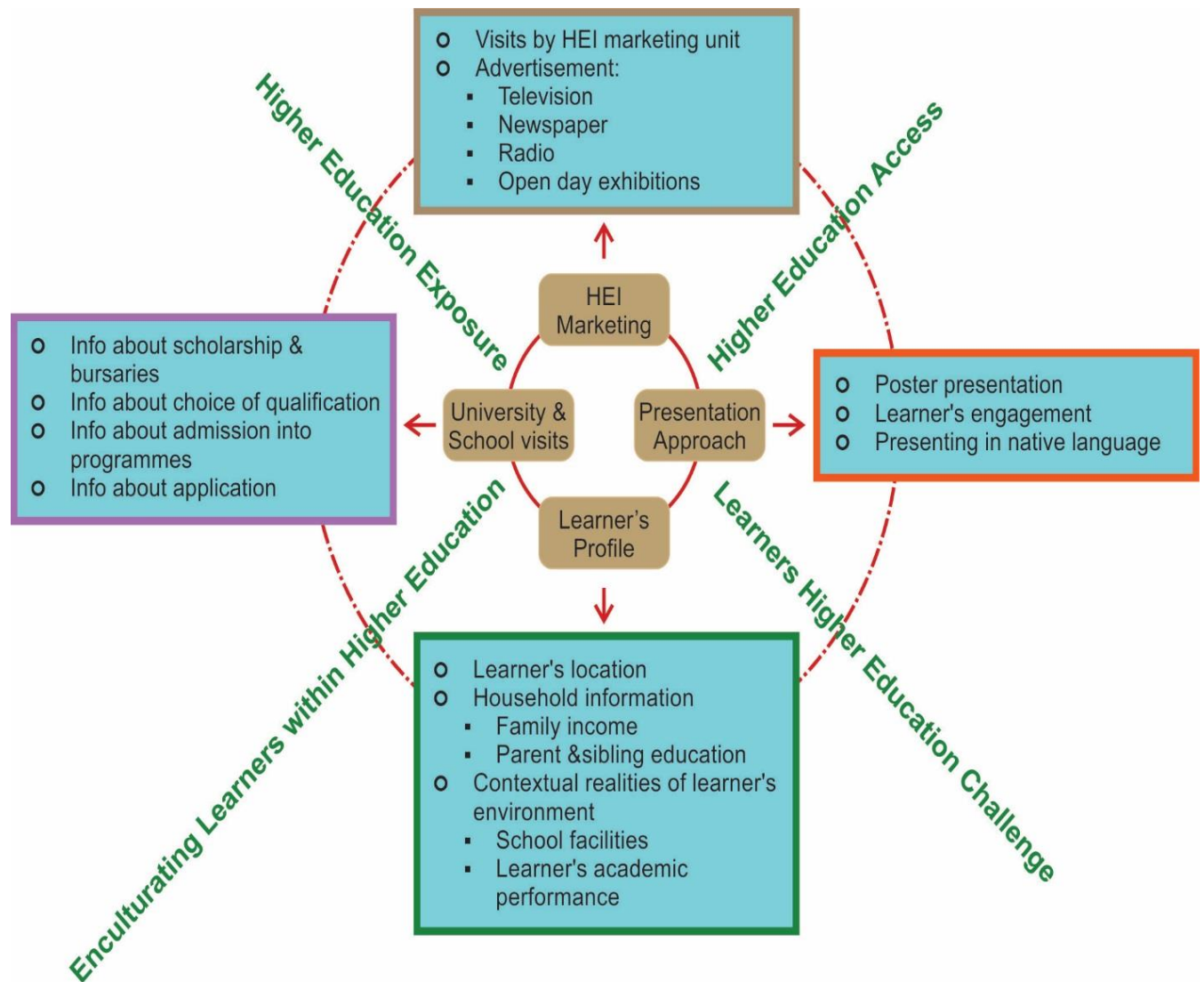
In the previous two chapters, the researcher presented the quantitative and qualitative data and analysis obtained from the questionnaires and interviews. This chapter presents a discussion of the key findings that emerged through the data analysis with a view to presenting theoretical insights into institutional marketing conceptualisation and process to recruit potential students in deep rural contexts. This chapter then sets the framework for presenting key recommendations to the various stakeholders in widening access to higher education in deep rural contexts. Consistent with a mixed method research approach, this chapter includes findings from the interviews of the teachers, principals and DUT students from these areas to provide the basis for the explanation of key findings of the quantitative analysis.

The key findings that are discussed in this chapter relate to the following themes:

- Demographic profile of respondents,
- Exposure to higher education institutions,
- Experience of institutional marketing,
- Effectiveness of promotional tools, and
- Conceptual model - inequalities in institutional marketing.

Below (Figure 7.1) is a pictorial description that guided the data management and analysis leading to the qualitative findings of this study.

**Figure 7.1: Pictorial description of the data management and data analysis process**



### **7.1.1 Demographic/socio-demographic profile of respondents**

The South African education system (basic and higher education) have undergone series of transformation processes since democracy with a focus on redressing, social justice and equity. Whitty (2010); CHE 2013a alleged that while race-based access targets have been met, an emerging concern is the equity of access which seems to be an emerging problem where, within particular race groups, some have more access opportunities than others within the same group. This inequity is currently being noted within geographic divides of rural, urban and peri-urban. A critical point worth mentioning is that higher education institutions have attempted to promote higher education to some extent by widening access into higher education in areas that were considered marginalised.

The results gathered from the quantitative section of the findings indicate that the majority of the respondents have had some exposure to higher education institutions, through the higher education marketing efforts. Despite this, it emerged that respondents' exposure to DUT as a higher education institution differs across the three districts. For instance, respondents from Umzumbe districts have had more exposure to DUT than respondents from Umbumbulu and Esakwini districts (see Table 5.12). The differences in the exposure from the districts, may be attributed to the communication source. It emerged that Umzumbe respondents were mostly informed about DUT through friends while Umbumbulu had their source of DUT exposure through newspaper and radio. Clearly radio and newspaper advertising and reference groups plays a pivotal role in the level of respondents' exposure to DUT.

- Age

Of interest is the age variations of respondents, where almost 50% of the respondents are 19 years and above. A significant 7.5% of respondents are above 22 years old, with normal school progression, a learner in grade 12 would be approximately 18 years old. In that nearly half of the student population is 19 years and above. A significant number of learners are above 22 years of age. With normal school progression, a learner in grade 12 would be approximately 18 years old.

From the interviews with teaching staff, the above norm age of the group is possibly related to the belief that learners do not want to exit the school system because of the feeding scheme in schools and therefore prolong their stay in school. According to the interview with a Life Orientation educator it was gleaned that:

The main problem learners from this area are facing is malnutrition. They just cannot concentrate on school work. Poverty: on a regular basis we have learners that approach teachers, crying that they have not eaten in days. Some learners come to school solely for the nutrition programme and have no interest in studies, be it school or tertiary studies. Passing or failing makes no difference to them, as long as they get a meal, it's all that matters to them.(see Section A)

According to Life Orientation educator participant 3 some learners have only one meal in a day, which is provided at school. Hence, the participants have suggested that learners come to school to get some sort of sustenance in the form of meals and if this is the only reason then their school education is the least priority in their lives. Their basic instinct to food security through the school feeding system is what drives the learners to remain in school for as long and they can. This reality has implications for institutional marketing. A central question for institutional marketing is: what relevance would access to higher education be for these learners. Despite the amount of marketing done in terms of encouraging access to higher education, the socio-economic environment that learners are in tends to marginalise their interest thereby excluding them from accessing higher education.

How then would institutional marketing address their problems to invoke interest? Generic marketing would therefore not be appropriate within this context. Nuanced marketing that appeals to the possibility of better and sustained life chances, and pathways for this life chances for these learners would be a marketing strategy, coupled with transitional support structures and processes within higher education institutions to attract learners to universities. These transitional support structures and processes should then be the emphasis of institutional marketing. Contextualised marketing strategies that acknowledge the present situation of learners and draw pathways through higher education, would be an

appropriate marketing strategy for such learners who see their present circumstances as their only means of survival.

- Gender

Table 6.2 reveals that in these rural schools, males are dominant in grade 12 (CHE 2014). While this gender difference may not have a direct bearing on the study aims, it would be interesting to know the reasons behind this statistic. DUT strives to recruit black females to the university in an attempt to address equity of gender. The ratio of males to females is approximately 2:1 (61.9%:38.1%). While the intention is not to do a gender analysis, it is worth noting that a lower percentage of females that are in the age category that are still in school (CHE 2014). Interviews with schools Life Orientation educators suggest that one of the reasons for the lower number of females could be because they tend to get pregnant and leave school, as indicated by one of the respondents:

Teenage pregnancy - many of the females get pregnant, from older working men, just so that they can be supported. They finally have to drop out of school. Two years ago we had a top matric learner who lost both her parents', as a result she was living all by herself. In order to survive she became pregnant and sadly failed her final exam. She returned, passed well but she is staying at home and taking care of her child. But the concern is that these young girls are not having safe sex. They are not applying their minds about long-term safety. Pregnancy is a quick fix solution to getting support (see Section A).

From our social grant system, child grants are available to support newly born children and this could also account for how these teenagers sustain themselves. They fall pregnant, use the grant to support themselves and the child. Once again, immediate gratification in the impoverished context is obtained through the social grant system. Marketing higher education will naturally fail if immediate gratification is the means of survival rather than a long term higher education that prolongs the impoverished way of life.

The unintended outcomes of accessing social grants through pregnancy and child birth include high risk to HIV and other sexually transmitted diseases. The effects of which are realised in child-headed households, where parents die of Aids and HIV and the cycle of poverty and struggle for survival continues, as suggested by the excerpts below of the transcripts from the interviews (Section A).

- Most of the learners are orphans, parents died of HIV. Many of these learners are ill with HIV. Living with this illness is not only painful but totally demotivating. When the educators question them about working hard and making something out of their lives, they laugh it off knowing far too well they will not make it in life. They have no HOPE.
- Child headed families – since there is such a high mortality rate, homes are headed by children. This places a heavy burden on them. Not only are they robbed of their childhood but taking on the responsibility of an adult at such a young age is depressing. Being a parent at home and changing roles in school is taxing on the learner. They just cannot concentrate on school work.
- The learners are weak and mal-nurished. No concentration on school and classroom activities. Poverty is proving to be a great challenge – the learners come to school having not eaten in days. They actually cry and upon enquiry we find that they just don't have any food, hence some of our educators bring food from our homes for them. Withdrawn and introverted are these learners who lost all hope and have stopped dreaming. (see section A)

The cycle of impoverishment, opportunity, disease and further impoverishment seems an accepted way of life in these communities. Higher education may not necessarily be able to deal with these situations to relieve the plights of these communities. Hence, higher education is of least interest to the community and brings no immediate relief. This has implications in the way institutions need to market itself in such communities. For example, the message of HOPE could be a possible marketing strategy for higher education, which will align itself directly to the needs of community. Literature on marketing makes very clear the link between communities and marketing through target intervention. Gibbs and Murphy (2009) defined target marketing as a grasping of the needs of customers which provides the

structure for the development and promotion of consumers of products and services, to perpetuate consumerism. Araujo (2007, as cited in Gibbs and Murphy, 2009) emphasise that marketing provides both a hermeneutic to understand consumerism, and a way of shaping it, which indeed requires a notion of the past, present and future, that is both relational and measurable.

- Race and Language

As the racial composition is predominantly Black, it is not surprising that the predominant language in these areas is isiZulu (99.2%). There is a mismatch between languages of instructions at educational institutions and home language communication competence, the implications of which have been well documented in the literature. Cele (2004) found that the social redress policy was legitimate. But the policy-bound and hurried attempts to redress cultural injustice, lived through language inequalities, led to the creation of policy pronouncements that oversimplified and unjustifiably underscored the role of English. It suffices to state that epistemological access to higher education studies have been noted as a serious concern in terms of academic success. Chuanyou (2006) observed that the education for urban students is better than that for rural students in terms of quality and opportunity for further studies. He found that the underdevelopment of the Chinese school education in rural areas seriously undermines successful transition from school to university. This therefore challenges the equal access to higher education for rural students. By extension, information about higher education through a language medium other than the intended audience's home language of communication would be tantamount to low levels of epistemological access to information about higher education. This means that the possibility of misinformation about higher education (access to and studying a discipline) would exist if the language of marketing is not in line with the intended audiences' language of communicative competence. Hence, marketing strategies should be very mindful of such language dissonance and align their strategies to the language competence of the intended audience.

While post-foundation phase school education is predominantly through the medium of English and Afrikaans, the indigenous home language in these marginalised communities preclude them from developing sufficient competence to engage in higher education through the medium of English and Afrikaans. The recent student protests (2017) at the University of Stellenbosch, being a case in point, highlights the severity of language dissonance between language of instruction and language of communicative competence (Luescher, Loader, and Mugume 2017). This dissonance is a further indication that language issues in institutional marketing should not be taken for granted. A possible response would be to offer higher education studies in indigenous African languages, which some institutions are embarking upon. The language dissonance issue alludes to a fundamental social injustice and a human rights violation that disadvantages marginalised communities from wanting to, and accessing higher education. Garcia (2008) argues that different language practices are often manifestations of social, political and economic struggles. These struggles extend to teaching and learning in schools and indeed, higher education studies. The marketing strategy of higher education institutions should address issues of language and communicative competence. Hence, marketing higher education in these contexts where the medium of instruction does not resonate with the home language, would be a futile exercise. Even if learners do think about going to higher education, their fear of failing is very real, largely because of their incongruence between their home language and that of higher education requirements. According to interview response from Section A:

English is a challenge for rural learners. Students communicate in their vernacular. Many of them are so insecure of their ability to converse in English, they thus prefer not to venture into the world outside the confines of their rurality.

Language barriers – we know that English is the commercial language and is the medium of communication at universities, but cognizance have to be given to the fact that for case of understanding the presentation should also be done in Zulu. They don't understand the basic concepts and thus the message does not get across. (see section A)

Furthermore, Table 5.5 noted that the scoring patterns per district per option are fairly similar. On average, 44.4% of respondents rated their ability to communicate in English as good. Further, about 17.0% more respondents rated their abilities as being better. As English is the medium of instruction in most schools post foundation phase, it is expected that learners will be able to communicate in English. This is confirmed by the self-reporting data that suggests that the majority (44.4%) of the respondents who communicate in English, identified good. However, as seen from interviews with Life Orientation educators, English is marginalised in daily communication (see Section A):

The learners are not able to read and understand the brochures given to them. Their level of English is not good (see section A)
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This suggests that the English language would not necessarily be strengthened to a point of efficiency required at University level. Hence, the language context prevalent in these societies disadvantages these learners in participating fully within higher education where they are expected to interact with academic activities largely in English, as demonstrated by the excerpts below.

Many of them are so insecure of their ability to converse, they thus prefer not to venture into the world outside the confines of their rurality. As much as they are encouraged, they just laugh it off. It's more the fear of the unknown, and therefore we can deduce that English is a barrier to them getting into universities. (see section A)
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In many instances these parents or grandparents are not educated and that is where the Zulu dialect is very strong and overpowering the English dialect. Linguistic fear, as articulated by one of the respondents, is an important consideration for these marginalised learners. Since DUT is predominantly offering their programmes in English, their insecurities of studying in such medium of instructions propel them to retreat into safer zones than to subject themselves to potential perceived failure. Linguistic fear is, therefore, another domain of language issues that influence higher education access.a

The marketing of institutions is conducted in English both in verbal and print forms and the review of these marketing materials suggest that the language used does not resonate with the limited English language proficiency. It therefore means that when learners come into contact with these materials, they may not understand the level intended by the marketing material. It is important to note that English is the language of communication in higher education environment and the world of work.

- Household compositions

The analysis of household variables is complex. On the questions pertaining to parent education, the descriptive analysis suggests that the learners may not have understood the responses categories or have imagined what the researcher may want to know, and responded accordingly (St. Pierre and Layzer 1999). A further explanation could be that this questionnaire is about access to higher education and they therefore inserted information that would not give a negative image of their capabilities or that of their parents. The mothers' education level ranging from no education (61.86%) to post-matric qualification (87.9%) reflects extremely high percentages.

However, the majority of learners have at least one parent who lives with them. Parents do have some level of education; and these learners do have siblings, the majority of whom are either in school or unemployed. This suggests that if they accessed higher education, the majority of them would be first generation higher education students. These potential first generation higher education students are an important consideration for institutional marketing. The marketing strategy, therefore, needs to resonate with the needs, aspirations, challenges and fears of first generation potential students.

Going back to the complexity of interpreting the household information as presented by the analysis of the questionnaires, the dissonance between what the questionnaire analysis presents and information gleaned from interviews with teachers, perceptions seems to be a major concern. For example, the interviews with teachers suggest that many of the learners are orphans and head households, as the following excerpts suggest:

Child-held household – many of the children are orphans – parents deceased and these learners take on responsibility of their parents at a very young age, thus attention is divided and cannot concentrate on studies.

Child held household – this is becoming so common, as both parents are deceased and the young learners take on adult responsibilities. Often these learners are also ill and absenteeism is so high that it impacts on their school performance. This school has a high pregnancy rate. (see section A)

This negative response could influence learners' perception of themselves, their abilities to overcome adversity and the aspirational goals. From a marketing perspective one therefore needs to consider what perceptions of learners exist, and how to either correct these perceptions or find ways of influencing learners to transcend these perceptions.

Table 5.7 shows a very high majority (namely 37% for Umzumbe, 24.6% for Umbumbulu and 38.5% for Esakhwini) of the parents are unemployed. The socio-economic plight of these unemployed parents could be a reason for learners not being able to access higher education. Hence, they may show no interest in encouraging their children in their attempts to access higher education. Marketing thus needs to take on a new approach which is responsive to the context, for example use financial support incentives as a way of encouraging learners to consider higher education. Ward (2010) explains that the various conceptions of market segmentation is a process of determining and sub-dividing a large homogenous market into identifiable segments. The segments which have similar needs, wants or demand characteristics. The objective would then be to design a marketing mix that exactly matches the expectations of students within the targeted segment. In this case, the marketing mix could potentially include information on alternate financial support that potential students can draw from, even though their parents are unemployed. Once again, the spirit of hope needs to unfold in the marketing strategy to encourage these learners to transcend financial challenges in accessing higher education.

The analysis of the household items and facilities, suggests that most students have basic resources, confirming the low socio-economic status associated within rural living conditions.

Most have communication devices and internet connectivity is moderate through the use of their mobile phones. Potential for marketing of higher education could tap into the mobile phone communication systems. However, computer facilities are limited and this limitation could have implications for on-line applications to higher education institutions. Hence, with limited access to computer services facilities, alternate processes for application needs to be presented as an option to these learners. Clearly higher education institutions need to revise on-line application system as well as other means of application to cater for the limited resources available to marginalised communities.

### **Concluding comments on biographical factors that may influence institutional marketing in marginalised communities**

Drawing from the analysis of the biographical information obtained through the questionnaires, it can be concluded that common assumptions about learners, their livelihoods and facilities to promote access into higher education, would be inappropriate as a strategy for institutional marketing. The complexities of rural communities do not allow for a one-size-fit-all marketing campaign. Nuanced marketing, based on an analysis of each community would allow for better alignment of institutional marketing to that of rural learners' needs, aspirations and challenges. The marketing should appeal to the learners, not only in respect of acknowledging their challenges, but also in considering how the marketing strategy could allow or show tangible possibilities for these learners to transcend their current and perceived "doom and gloom" situations and instill a perspective of hope.

#### **7.1.2 Exposure to higher education institutions**

Having analysed the situational context of learners in marginalised communities and recognising that effective marketing of higher education in these communities would require a nuanced, multi-pronged process, this section of the analysis shifts the focus to learners' experience of institutional marketing. The information gleaned from the questionnaires formed the basis of this analysis. This section commences with an understanding of how

learners were exposed to higher education, followed by questions related to knowledge and information provided about the case study institution.

As documented in Chapter Two, higher education institutions promote their programmes extensively in urban and semi-urban contexts through school visits, promotional materials, exhibitions and open days, but communities that are located in rural areas are less frequently visited and marketing activities are undertaken to a lesser degree. The findings from this study reveal that the top three promotional tools learners indicated being exposed to were newspaper advertisement, television, and picture poster. This supports the contention that presence of higher education institution in these areas is limited.

Moreover, it emerged from the results of the study that most of the learners across the three districts have had no visits or access to DUT. It was gathered that financial problems, lack of knowledge of DUT, choice of university as well as absence of feedback from the institution, were among the challenges highlighted for the minimal access to DUT. This supports the argument of Scott et al. (2004), and Akoojee and Nkomo (2007), who noted the evidence of socio-economic inequalities in South Africa. The authors elaborated that the shortage of material resources affects students' chances of becoming applicants for higher education and of gaining access to programmes of their choice, and of completing a qualification.

Furthermore, Ivy and Naude (2004) had stressed that current marketing and promotional initiatives for accessing higher education in rural areas, are known to have a multitude of challenges, including poor access to information, poor schooling opportunities, unemployment, low literacy levels, English language communication difficulties, low educational levels of parents, grandparents and community elders. These challenges impact on the way institutions of higher learning market and promote access to their institutions. Resonating with the views of abovementioned authors, the findings of this study reveal that majority of the learners across the three districts are from backgrounds that their parents had little or no education, are unemployed, with minimal household facilities. Perhaps, these factors could have contributed to the poor institutional marketing presence in these areas.

According to the DHET, (HESA 2014) report, equity of access is still a concern as participation of rural to deep rural learners in higher education is very low.

Equally important, the learners' level of access to higher education also provided a critical view on the learner's perception of the information provided by DUT. The finding demonstrated that the learners' perceptions on the effectiveness of the information provided by DUT, was significantly different across the three districts ( $p < 0.05$ ). It emerged that learners from Umzumbe had a positive reception on the information provided. In contrast, the learners from both Umbumbulu and Esakwini had a negative perception of the information provided by DUT. In light of these, it can therefore be inferred that these differences are related to the preconceived perceptions of DUT by the learners. Majority of the learners from Umzumbe districts claim to be exposed to DUT through friends, while their counterparts from both Umbumbulu and Esakwini were mostly exposed through newspaper advertisements and television. In light of these facts, it emerged that Umzumbe learners rating of the information received about DUT could have been influenced by other students (Table 5.23), while Esakwini and Umbumbulu were influenced by the media. As reported by Bennett (2006) satisfied customers tell happy stories and become a part of the word of mouth (WOM) marketing network.

Table 5.12 revealed that approximately 83.46% of the respondents were exposed to higher education, suggesting that knowledge about education beyond schooling is possible. While this exposure is encouraging, the nature of such exposure is an important consideration in that it could influence the level of participation in higher education studies. Studies by Firfirey and Carolissen (2010); Rorty (1999); Burnhill et al. (1990) and Chuanyou (2006) have shown that participation rates from marginalised communities (rural communities) are very low, despite the opening up of access by higher education institutions. Efforts have been made by institutions to encourage higher education participation through reservation of places, funding and accommodation. Exposure to higher education would then be considered as the first step towards studies beyond school education. This awareness may engender some interest in learners to aspire towards higher education studies. In order to sustain such interest and aspiration, the nature of exposure, therefore, must be appropriate, encouraging

and the possibilities must be tangible for these learners. From the data presented in Table 5.12, the nature of exposure to higher education seems to be of concern. These concerns are presented below:

Since nearly half of the learners were exposed to higher education through institutional marketing, this suggests that the institutional marketing is the major form of exposure. This further means that the institutional marketing has to be of such a nature that it would provide the basis for an informed decision, rather than being told by friends, parents and others. The biographical analysis found that many of the parents had limited education, many were not living with their children and their socio-economic situations were sufficiently discouraging to consider pursuing higher education studies, the information about higher education from these sources would be skeptical, biased and insufficient to make informed decision. For example, from the data, learners were discouraged from considering higher education because of the strike actions at universities, as indicated by the excerpts below:

At the end of my matric year I met a student who was studying at DUT and by chance he spoke about semesters and annual programmes, no specifics about courses was mentioned. However, this was the beginning of my journey.

Invoked by a sense of knowing more, first I learned about the strikes and negative publicity, which my parents were totally against. Hence, they felt that I would also toyi toyi for condoms and become a rebel. (see Section B)

The number of universities that learners were exposed to is another area of concern. Table 5.16 above suggests that learners with varying degrees of exposure, were exposed to all universities located within KwaZulu-Natal. While this exposure is encouraging, the extent to which these learners are exposed to all potential higher education institutions to pursue further studies beyond school education and the nature of exposure, is of concern. Some institutions were exposed to more learners, while others were marginally exposed. The way in which these institutions were exposed to the learners, is another concern. Some of the respondents indicated that they were exposed to them by word of mouth, some by family

and friends, and others by institutions themselves. This kind of inequitable exposure may favour some institutions and some learners may be disadvantaged in that they may not have sufficient information to make an informed decision to pursue higher education studies.

An interesting finding from Table 5.16 is that there seems to be an alignment between the levels of exposure of some institutions and the location of the communities. For example, learners from Umzumbe had more exposure to DUT and UKZN, while learners from Umbumbulu and Esakhwini had more exposure to UNIZULU. This finding suggests that the location of learners (communities) relative to the nearest higher education institution influences the levels of exposure of higher education to learners, a consideration that higher education must take into consideration when marketing their institutions.

From the analysis of the responses of those students that were exposed to DUT, Figure 5.2 above suggests that the majority of these students were exposed to DUT through the school. This means that exposure through schools would be the most appropriate means of exposing these learners to higher education studies. To receive a captive audience, institutions of higher education would need to then consider how they market themselves through schools for maximum exposure to learners.

While schools seem to be the predominant way of exposing learners to a higher education institution, Figure 5.2 indicates that there are several other ways of exposing their institutions to learners from marginalised communities. These modalities of exposure include common media such as television, radio and newspaper and word of mouth. Access to media is available to learners, suggesting that school visits could be complimented by mass media advertisements. Word of mouth has also been found to be profound within the marketing strategy process. This is supported by Bennett (2006), who reports that satisfied customers tell happy stories and become a part of the word of mouth (WOM) marketing network.

How institutions, then, profile themselves, is another important selling point. The image that particular institutions have, could be their strength as well as their weakness. For example, negative images like strike actions and high failure rates could have a negative impact based

on “word of mouth” institutional information, while positive images like, leading figure heads that emerged through an institution or profound research findings could have a positive impact through “word of mouth” institutional information. Hence, multi-pronged marketing of institutions of higher education would, therefore, be an appropriate approach to institutional marketing in marginalised communities. With this kind of marketing approach, negative information of institutions can be neutralised. The potential to exploit all forms of marketing opportunities is available in these marginalised communities (as per information gleaned from Table 6.9), meaning that institutions could use a number of marketing media to promote its offerings and to recruit potential students.

#### **7.1.2.1 Information effectivity**

**Informed choice** - Tables 5.17 - 5.19 suggests that the information provided to respondents is mostly adequate, with some respondents reporting vague to inadequate information about DUT. The reading of this data makes it difficult to establish a clear picture of adequacy of information presented to these respondents. Furthermore, the way this question was presented within the questionnaire may be ambiguous to respondents, suggesting that, either the concept of adequacy may not be clearly understood or perhaps the nature of the information needs to be broken down further into sub-questions related to information about decision making rather than just information about opportunities and processes of higher education. Despite this questioning limitation, there seems to be an indication that important information for decision making by respondents are presented to them. However, the nature of what is being presented to respondents is crucial for them to make an informed decision. This means that detailed programme information is crucial, and this may not be possible on single visits to schools. The case study institution makes school visits once a year and spends between 30 to 45 minutes in each school. This limited exposure may also be the reason why no clear picture emerges through the data from the questionnaires.

**Information on programmes offered** - Tables 5.17 to 5.19, indicate that information of some of the programmes is presented more adequately than information about all programmes. This is a useful piece of information for institutional marketing. Target marketing in this case

would be most appropriate, in that, identified programme interests may be used as a marker to determine which of the programmes should be extensively marketed and which may be superficially marketed. The negative aspect of this kind of marketing strategy is that it has the potential to profile respondents from these communities and through this profiling, would sow the seeds of inequality and further marginalise these respondents. Assumptions about what respondents from these communities could aspire to, may obscure opportunities for these respondents to break out from study trends common to respondents from these communities.

**Information about bursaries and scholarships** were identified as being more inadequate than adequate. Considering the socio-economic status of the communities where these respondents are, such information should be well articulated with very adequate information being given to respondents to make an informed decision. Scholarships and bursaries are not given to all students who apply for and enroll with a higher education institution. This means that information about bursaries and scholarship need to be carefully presented to respondents. In addition, the type of information and how it is presented to these students is crucial.

**Information about application processes and admission processes** - is also a crucial aspect of institutional marketing. From Tables 5.17 to 5.19 it seems that adequacy of information about both the application procedure and admission into a programme, is experienced by some as being adequate to very adequate, while others indicated that it was vague to inadequate. The reasons for this variation in adequacy of information is a matter of concern for institutional marketing, suggesting that the case study institution needs to review what information is being given to these respondents and how all respondents could get precise information that is adequate to make informed decisions. Information on application procedure and admissions into a programme may be common knowledge to respondents who have greater exposure to higher education studies. However, since respondents from these communities have limited exposure to higher education and many might be first generation higher education students, such information may not be common knowledge to these respondents. The limited number of visits by institutions to schools may also

compromise the adequacy of information that these respondents may need. The adequacy of application procedure and admissions into a programme for respondents from marginalised communities may be potential points of injustices and institutions need to identify such points of potential injustices with a view to neutralising this potentiality for injustice.

A further concern, as gleaned from Tables 5.17 to 5.19, is that the high percentage of respondents that reported vague to inadequate information presented by the case study institution is of concern when respondents make choices based on this level of information about programmes, funding, application and admissions into study programmes. To an extent, the study established that by an overwhelming percentage (29.5%, 14.4%, 25.6%) of respondents reported inadequacy of information for some of the programmes and (31.4%, 21.9%, 11.3%) for all courses offered, suggesting that respondents are making decisions of such high levels of inadequate information about higher education. Exacerbated by the poor command of the English language, these learners' could be making incorrect career choices (Azodo, Ezeja, and Ehizele 2009). The implications of such choices are being seen in the low throughput and graduation rates and high dropout rates currently experienced across the higher education institutions nationally and internationally (CHE 2013b), where incorrect programme choices have been noted as a reason for high dropout of student from higher education (Manik 2016). Some students entering higher education are underprepared and most often enroll for programmes about which they are clueless. On average, over the three districts 19.3% of the respondents who reported that the information was insufficient to make an informed choice, could end up in careers that they know very little or nothing about. Imperative for institutions' marketing to remain effective and significant in the post-modern society especially since new careers requiring new skills and attitudes are constantly emerging and schools based career counseling has to keep abreast of these new developments. New strategies, mechanisms of awareness and delivery, which is responsive to these ruralised communities needs to be initiated.

The study further found that 26.46% of the respondents reported that the information about application procedure was inadequate. The implication of this finding is that these

respondents may be denied the opportunity to apply in preferred fields of study at higher education. Almost 23% of the respondents did not know about admission into programmes offered at higher education institutions. Could this then imply that institutions of higher learning were not actually reaching out to these respondents? The implications are that these respondents may not only be denied the opportunity to recognise their true potential and to lead an accomplishing life but are also denied the chance of making a social contribution to society (Savikas 2007).

The majority of these respondents are from areas where the unemployment rates are very high, leaving them with limited or no funds for application purposes. The lack of provision of application information by higher education will automatically lead to their continued marginalisation. The data from the interview revealed that finance is a vehicle to a better future.

Central Application forms (CAO) – learners take time to apply. They have no finance for the application fee and thus keep the forms until closing dates. Selection process is already taking place when they send their forms. Resulting in loss of opportunity yet many of these learners qualify for higher education studies. We have noticed that R200,00 poses a difficulty for learners so they reach out to extended family for financial assistance, but when it finally comes through the closing date is far gone. (see section A)

The intricacies of the CAO form and lack of adequate information coupled with financial burden provides a great challenge for these learners.

Tables 5.17 to 5.19 indicated that the respondents had inadequate information about making an informed choice of qualification. To an extent, the study established that, by an overwhelming 69.5%, respondents confirmed the inadequacy of information for some of the programmes offered at the case study institution. Supported by Iyer *et al.* (2004) findings where South African career patterns remain askew in favour of previously privileged groups and the majority of the rurally marginalised black persons are still not receiving sufficient

career counseling, attributing this marginalisation to the country's apartheid past and existing inequalities in institutional marketing in the marginalised communities.

**Perception of Institution** - Exposure to institutions needs to also take on different formats. 2% of respondents cited that they have seen successful students emerging from higher education, suggesting that a positive image through past students' experience of the institution contributes to encouraging interest in access to higher education. Presumably, respondents' perceptions are derived from successes of students within the marginalised areas thus setting the pace or paving a positive interest for learners from schools. Positively role modelling seems to be gaining good momentum.

One Life Orientation teacher stated that:

Bring in the young energetic students who have achieved and gone through or are still going through tertiary studies to inspire and motivate our learners. This will gravitate our learners towards them. Learners are bored of teachers talking and motivating them, it's just another lesson. (see section A)

This suggests that real and tangible examples of student's success is a strong way to expose a higher education institution. Respondents cited good explanation creating an impression that good explanation is perceived as their initial perception of the institution or matched the image of the presenter to that of the institution. This means that being exposed to a higher education institution is insufficient. What information and how that information is being presented to learners is an important facet of institutional exposure. Captivating exposure will present a positive impression on a learner.

Learners are bored of teachers talking and motivating them, it's just another lesson. No in-depth knowledge is gained. It's physically impossible for learners to gain insight about Institutions in 30 minutes, meaning that time is limited and it boils down to a walk in and walk out exercise. May I suggest, via your studies that DUT invite our learners, but it's a question of funding that rears its ugly head again.(see section A)

Only 34.2% (Table 5.17) of the respondents have spoken about career choices, a fundamental point in attaining success. Ill-advised or underprepared students entering higher education, results in enrolling for programmes about which they often have no clue. This notion is affirmed by Maree's (2009) finding that school-based career counseling has been a contentious issue, especially in disadvantaged rural schools. The current lack of career counseling in the vast majority of South African schools especially disadvantaged rural and township schools in particular, comprises the achievement of this aim, hence, negatively impacting on the learners' chance of accessing institutions of higher learning.

**Advertisements** - Respondents have indicated that they have seen advertisements of DUT, suggesting that advertisements are a useful way of bringing awareness to respondents about the existence of an institution. This section provided an analysis of rural school learners' exposure to DUT. The analysis suggests that these respondents have been exposed to DUT through several modalities. The crucial issue here is the nature of exposure, which has been described as largely inadequate for making informed decisions about accessing higher education and about the programmes that these respondents would like to register for. Decision making is an important step in the lives of these respondents as it could have serious consequences. For example, if a student chooses an inappropriate programme, and is ultimately not successful, this may impact on the image of DUT and the interest of other potential students and it could potentially lead to disinterest in DUT itself. Hence, decision making by students need to be done in a context of useful and adequate information, the responsibility of which lies at the door of the institution, such as DUT.

### **7.1.3 Experience of institutional marketing**

This section examines the institutional presentations conducted at schools with the aim of extrapolating information on respondent's interactions and actual understanding of the institutions presence in their school and community.

## **Presentation at School**

Table 6.13 revealed well over 90% of respondents in all three districts cited that DUT has not visited their school to conduct a presentation. The impact of this phenomenon on youth from the marginalised communities can create a genuine problem in accessing higher education institutions, alluding to a tacit exclusion of the learners from ruralised areas. The non-attendance of DUT in these areas is not intentional, yet institutional intervention is necessary. Institutional marketing strategies must be reviewed to enhance the DUT brand within these marginalised areas. An explanation to this exclusion may be based on them being so rurally located and that their financial constraints do not allow them the luxury to go out to these institutions. This is attributed by the social inequalities experienced by learners in these communities.

The low number of learners who indicated that they experienced DUT staff marketing at their schools, may be attributed to this research process. In negotiating access to the research site, the researcher did indicate that a presentation of DUT will take place at the sampled school. Preceding the administration of the questionnaire, a presentation of DUT was done. This may account for why the response to experiencing DUT's school presentation was very low. The majority of respondents may not have considered this visit a marketing visit. The rest of this section will, therefore, focus on the responses of respondents who did indicate that they have experienced DUT institutional visit. While the analysis may be inconclusive, the responses given by these respondents was an interesting illuminative exercise that could allude to potential institutional marketing through institutional visits.

An analysis of many of the questionnaire items within this section was meaningless to the research questions because of the extremely low number of participants that completed this section and was, therefore, omitted. Of interest is the quality of presentation by DUT in respect to what information was useful to the respondents and the nature of interactions with DUT personnel. The school presentations were organised by the institution and the teachers from the respective schools, suggesting that a close collaboration between teachers and institutions needs to be maintained for the benefit of learners in these communities.

The collaborations are important points of information transfer which could be two ways. For the institution, knowledge of the school and the interests of respondents are important so that the marketing activities will resonate with the contextual realities of the school as well as with what the respondents need to know about the institution and its offerings. For the school, institutions can provide information that will assist teachers and learners to prepare for higher education studies and during the institutional visits, deeper interactions between the respondents and the institutions' personnel will clarify and deepen learners' knowledge of higher education and its programme offerings. Table 6.15 suggests that a significant number of respondents had none to average levels of understandings of what was presented to them, suggesting that prior collaborations are needed between institutions and school teachers so that a better alignment between what is presented and what respondents need would be possible. A one-size-fits-all process of institutional marketing will, therefore, result in the variance in levels of understanding as noted in table 6.15, if on-going interactions between schools and institutions are not in place. Once-off presentations by institutions may also lead to varying levels of understanding by respondents.

The varying levels of understanding by respondents are also related to the language of presentation. Majority of respondents speak isiZulu as their everyday language. The presentations, however, seems to be done largely through the medium of English as indicated by Table 6.15.

The language of presentation is an important consideration in target marketing and therefore is a crucial consideration. The low levels of understanding by the respondents of what was presented to them can be attributed to the English language barriers that these respondents experience. Confirmation of this barrier can be seen in the responses of respondents to the question relating to the number of respondents who interacted with the personnel of DUT. Table 6.16 indicates that the majority of the respondents did not interact with the personnel from DUT. As suggested earlier, their confidence in communicating in English was low and as a result are reluctant to engage with personnel through the medium of English. While the use of English by the institutions' staff are almost axiomatic due to their everyday exposure to this language, the level of English usage by these individuals may be a mis-match with the

levels of English usage by these rural learners, hence meanings and innuendoes that may be taken for granted by the institutions' personnel would be foreign to rural learners furthering their anxiety of communicating in the English language. Hence, language seems to be a major equity issue in institutional marketing through school visits.

This category recorded a low 38.5% and 17.9% respectively and this could be due to the limited time allocated for presentations at schools. Whilst this may be one of the extrapolations, cognizance must be given to the fact that communication in English could have been one of the barriers in interacting with the presenters.

### **Concluding comments on school visits by institutions of higher education**

Whilst marketing is defined as a process of identifying and satisfying customers' needs and providing them with adequate after sales service, rural marketing signifies marketing of rural products to the urban consumer or institutional markets. Rural marketing basically deals with delivering manufactured or processed inputs or services to rural producers, the demand for which is basically a derived outcome (Rakshit, Narasimham, Gudhe, Vaddadi and Narayanan 2006). The manner in which institutions positions themselves to the customer and how the customer is positioned in relation to the higher education institutions, will have the potential to, then, influence how the institution markets itself, suggesting that customer relations do influence marketing conceptions and actions in the marketing process (Rakshit *et al.* 2006).

#### **7.1.4 Effectiveness of promotional tools**

According to Upton (2000), virtually all universities now apparently have equal opportunities policies, however, it is unclear how they put them into practice, particularly with respect to demographic divide. Reflecting on the statement, and with regard to the DUT marketing institution visits and presentations in the three districts, it was gathered that majority of the respondents had not attended any presentation from DUT, marketing the institution. In particular, all the respondents from Umzumbe districts that participated in study, refrain from responding to the evaluation of the DUT presentation. This, therefore, suggests the lack of

visits of DUT to Umzumbe districts. Fahy and Jobber (2012) caution that higher education needs to be aware that they are a part of a larger society and that their reach is beyond their immediate environment.

Among the respondents from both Esakwini and Umbumbulu districts that attended presentations from DUT, although respondents seem satisfied with the presentation, it emerged that all programmes were not sufficiently covered in the presentation. In particular, it was gathered that respondents from Esakwini districts were least satisfied with the language of presentation. This could be attributed to the use of English as a medium of presentation (Table 5.29). This finding is consistent with the views of Christie and Roskos (2006) who argued that using English as medium of instruction with English secondary language learners poses a formidable daily task both socially and academically. The above finding further lends weight to Cele (2004) who noted that, despite policies being formulated to promote equal access to all citizens of South Africa, it is becoming evident that access problems originate at secondary school level, with the English language posed as one of the barriers to access.

Of interest, Mzimela (2016) propounded that a professionally developed marketing plan includes professionally designed promotional materials, brochures and an institution's presentation, tailor-made for the specific market segment (rural and urban market). With regard to the effectivity of the promotional tool used by higher education institutions in recruiting learners from the deep rural communities, the finding from this study reveal that open day and exhibitions organised by the institutions, university publications and brochures, as well as newspaper and magazine advertisements, were considered by the majority of the respondents to be the most effective promotional tools, overall (Figure 5.7).

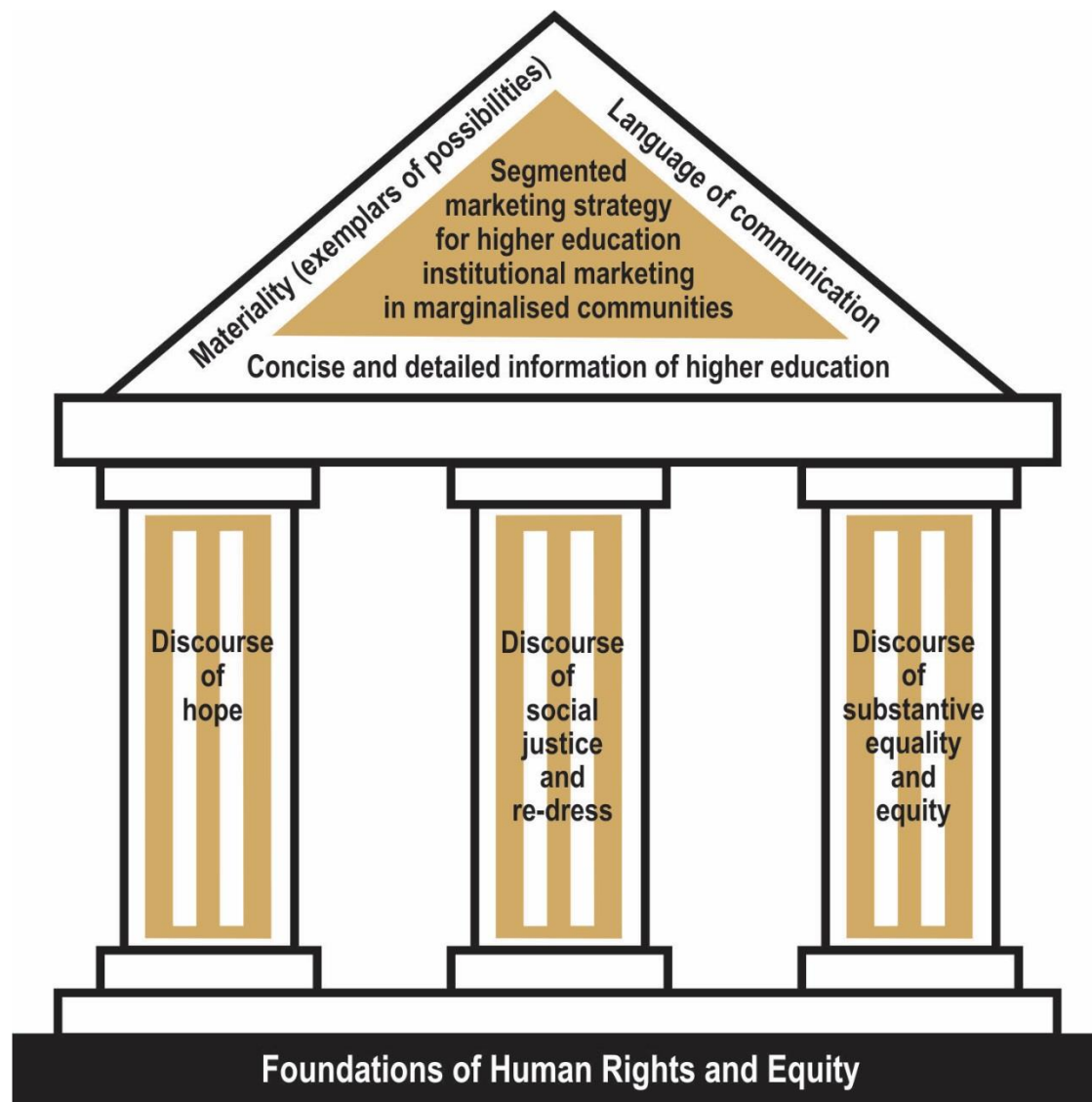
Based on the discussion presented above, this study has evidently shown that deep rural schools, particularly those mentioned in this study, are highly marginalised by higher education marketing institutions in terms of access to higher education. This is concerning, particularly with the highlighted limited visits by higher education institutions and the financial challenges faced by the respondents, it becomes extremely difficult for them to

access and gain admission into higher education institutions. Consequently, higher educational marketing institution needs to develop a blueprint that will streamline institutional marketing in these areas. This will not only help achieve the transformation agenda of the DHET but also address the mismatch between location of higher education institutions and geographic related demands for access to higher education.

Overall, this section conclusively showed that there is a strong trend towards the marketisation of higher education. As such, it will be highly effective if higher education institutions, particularly the case study institution, DUT, endeavors to promote equity of access to higher education in the deep rural communities. This will go a long way in redressing past inequalities by ensuring that student profiles reflect the demographics in South Africa.

## 7.2 TOWARDS A CONCEPTUAL MODEL FOR HIGHER EDUCATION INSTITUTIONAL MARKETING WITHIN MARGINALISED COMMUNITIES

Drawing from the discussions on the key findings of this study, the researcher proposes a conceptual model to inform higher education institutional marketing in marginalised communities for recruiting potential higher education students.



In describing this conceptual model for higher education institution marketing for recruiting potential students from marginalised communities, the researcher refers to the key findings that links to each of the core constructs and their relationships within the model. Central to

the conceptual model is segmented marketing strategy, which has been shown to be central to how higher education institutions should market themselves. Segmented marketing, according to Kotler (2013) is a process of breaking up the market into segments and identifying the needs of each component of the segments with a view to aligning its marketing strategy to resonate with the needs, aspirations and marketing print within the segment of the community. In this case study, the marginalised community is a segment of the market that has specific needs, challenges, aspirations and possibilities that can be exploited to achieve great potential for recruitment of students into higher education.

The shaded section in the centre of the triangle relates to how the segmented marketing strategy should incorporate materiality, language of engagement and relevant full disclosure of information. Materiality, in this context means that the marketing strategy must include tangible exemplars of accomplishments that the community can relate to. For example, the teachers in the researched school suggested that the use of successful graduates of higher education who had come from such communities be used in the marketing process to motivate the learners to aspire for things outside of the normal lifestyle. This suggests that role models from the community will serve as a reference group to the community.

The language of communication was also identified as an issue in terms of access to information about higher education studies. Hence, the use of appropriate language of communication in its marketing process will allow for access of relevant information to make informed decisions about higher education studies. Useful information about higher education studies thus forms the third element of the centering process of segmented marketing. This means that relevant, insightful complete information is needed for the marketing process.

This study has thus shown that the source of and type of information given to learners, pose a challenge for potential students to make informed decisions and planning for higher education studies. Hence, the marketing strategy needs to include a process of identifying the relevant information, required by marginalised community, embarking on their journey to higher education. While there may be other elements that could influence the segmented

marketing strategy, these three elements (materiality, language of communication and fullness of information) are the major influencing factors in institutional marketing that has been identified in this study that have substantial influence on institutional marketing.

The segmented marketing strategy also rests on three pillars related to particular discourses that have been identified as an issue in marketing higher education institutions in marginalised communities. These discourses are broader discourses that relate to the whole community and play an influential role in supporting higher education studies amongst its community members. For example:

- i. The discourse of **hope** has been shown in this study as aspirational to the lives of the people that come from these marginalised communities. Hope for a better life that will allow the people of the community to transcend the doom and gloom of living in such impoverished conditions. The spirit of hope can be upheld by showing how higher education can provide opportunities for people to transcend their current impoverished living conditions, not necessarily by being removed from their communities, but also by showing how higher education studies can improve the lives of people and circumstances within the impoverished, marginalised communities. This can be achieved by bringing back the gains of such educational studies through their graduates of the communities that they have come from. Hence, the discourse of hope should be one of the strong pillars that supports the segmented marketing strategy within marginalised communities.
- ii. The second pillar of discourse of **social justice and redress** is critical, not just as a constitutional requirement and a right to the citizens of marginalised communities, but that its discourse permeates the entire segmented marketing strategy to promote a holistic approach to higher education institutional marketing and not just a tokenistic, performative activity of compliance. Making a material change to society should be at the heart of social change and redress so that the community does not see itself as a prize for intervention. This means that social justice and redress should not be promoted as such, but that it should be a natural response to development and the needs of the community, to transcend their impoverished conditions of living. This

pillar is closely associated with the third pillar of the discourse of substantive equality and equity.

- iii. The discourse of **substantive equality and equity** is the means through which social justice and redress can be realised. Substantive equality is different from formal equality as illustrated in Chapter 2 on equity. While formal equality is about providing added advantage to the disadvantaged community to compensate for the differences, substantive equality goes a bit further by indicating the measure to the added advantage by compensating pro-rata in relation to the deficit. Meaning that, with the objective of achieving equity, if a community is severely disadvantaged, then the support that is given should match the severity of the disadvantaged to bring fairness to the community. In this respect, poor schooling in marginalised communities would produce learners who would not be able to compete with their counterparts in other more advantaged schooling context. Hence, in order to compensate for this contextual variation of schooling, competing for access to higher education should be commensurate to the disadvantage or advantage experienced by the respective communities.

In this study, it respondents appear to be severely disadvantaged by the poor schooling system that is available to them in their marginalised communities. The respondents' hope of accessing higher education was almost non-existent. Information about possibilities for accessing higher education was non-existent in the institutional marketing process and thus they did not consider higher education as a possibility. Hence, higher education did not feature prominently amongst their future possibilities.

The three pillars, the discourses of **hope, social justice, redress and substantive equality and equity**, therefore underpins the segmented marketing strategy for higher education institutional marketing in marginalised communities as a niche market segment. The pillars are called discourses because they need to be part of the fabric of the community and the community needs to become enculturated with these discourses so that higher education

becomes part of their lives and not something that they have to stretch out to reach. It is realisable and increasingly would become a normality.

The final component of the conceptual model is the foundations upon which democratic South Africa has been founded on, that is the core constitutional driver of human rights and equity. The values-based constitution through its human rights and equity values forms the foundation for all higher education institutional values that set the parameters for marketing. Recognising the diversity within South Africa, the segmented marketing strategy would therefore show intention that it understands this diversity and while it segments its marketing strategy according to the needs of the intended market, in this case, the marginalised communities that are located in deep rural areas, its marketing strategy is still grounded within the constitutional values of human rights and equity. Hence, this foundational element of the conceptual framework is the human rights and equity component that maintains ethics of institutional marketing. The individual constructs of the conceptual model described above and their relationships amongst each other forms the conceptual model arising out of this research, to inform higher education institutional marketing in marginalised communities.

### **7.3 CONCLUSION TO THE CHAPTER**

This chapter sets out to present and discuss the key findings of the study. Having discussed the key findings, a conceptual model for higher education institutional marketing in marginalised communities was developed, presented and explained using some of the findings to support the inclusion of the core constructs that made up this model. The next chapter concludes the thesis by returning to the background of the study, the key research questions that this study intended to respond to with a view to making recommendations to significant stakeholders that may benefit from this study.

## **CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 INTRODUCTION**

In the previous chapter, the study presented a summary of the key findings, engaged further on a discussion of these key findings. It concluded with presenting a conceptual model to inform institutional marketing to marginalised communities that will attempt to reduce the inequalities experienced by these communities. In essence, the previous chapter presented the theoretical gaze of institutional marketing in marginalised communities to further widen access of its citizens to higher education through a substantive equality and equity framework, thereby contributing to the knowledge domain of higher education institutional marketing and to addressing inequalities experienced through previous marketing attempts. The study concludes by reviewing the purpose of the study and the research questions that guided this study, and by providing responses to these two aspects.

This chapter further presents recommendations to the stakeholders related to widening access into higher education within marginalised communities to show the significance of this study and how it might influence these stakeholders in their conceptualisation and implementation of institutional marketing to marginalised communities. The chapter concludes with a personal reflection of the researcher's journey through this study, both as a scholar of institutional marketing and as a practitioner in marketing the institution within marginalised communities.

### **8.2 RESTATING THE RESEARCH AIMS AND RESEARCH QUESTIONS THAT GUIDED THIS STUDY**

Recalling that the overall aim was to examine the higher education institution's institutional marketing process in marginalised communities and to explore learners' and teachers' experiences of institutional marketing in promoting access to higher education in these communities, this study was able to achieve this aim. Through its purpose of exploring how

institutions engage in marketing and how learners from marginalised communities experience these promotional interventions in accessing higher education, the study contributed to an understanding of such institutional marketing of higher education within marginalised communities. The study was thus guided by the following objectives and research questions:

**Study objectives:**

- i. To determine how grade 12 school learners experience higher education institutional marketing.
- ii. To identify the challenges faced by grade 12 learners in rural communities in accessing information on higher education studies.
- iii. To determine the inequalities in the marketing process of higher education institutions for recruiting potential students.
- iv. To explore possible solutions to reduce inequitable marketing processes to promote equal opportunities for all potential higher education students in South Africa.

**RESEARCH QUESTIONS GUIDING THE STUDY**

1. What impact do the transformation ideals and the equality principle in terms of the South African Constitution have for the issue of access to higher education (this answers the “why” question – Why should marketing strategies be re-examined?).
2. What is the nature and extent of inequality in access to higher education and how will institutions of higher learning promote access to potential learners from marginalised communities?
3. What are the experiences (challenges, opportunities and emotions) of learners (potential higher education students) in marginalised communities relating to higher education institutional marketing and what are the challenges and opportunities, faced by students from such communities in accessing higher education institutions?
4. What opportunities and challenges do higher education institutions’ marketing practices present to students from marginalised communities?

In concluding this chapter, the study provides a response to these objectives and research questions based on the findings of the study which emanated from the data produced through a case study of a higher education institution – DUT. The responses to the objectives and research questions is not definitive and should not be considered as a firm answer to these questions. Rather, it should be viewed as a possible response that could lend itself to further interrogation and scope for further research in this area of scholarship.

### **8.3 A RESPONSE TO THE OBJECTIVES OF THIS STUDY BASED ON THE FINDINGS**

The first objective was to determine the respondents' experiences of institutional marketing within their communities that are considered marginalised due to their geographic location to the universities and to major cities of the country. The study found that the respondents' experiences of higher education institutional marketing was inadequate, inappropriate to their needs and did not resonate with their contextual realities. These findings suggest that institutions did not consider the contextual realities of these communities, provide information that was needed to make appropriate decisions about accessing higher education and inspiring learners with hope to transform their lives through higher education studies.

The second objective was to identify the challenges faced by grade 12 learners in rural communities in accessing information on higher education studies. The study found that the challenges experienced by grade 12 learners in accessing information on higher education are numerous and includes access to relevant information, access to information from different sources and language of information presented by institutions. These challenges, while it is acknowledged by literature, still exists, suggesting that the institutional marketing processes and the information presented, are still marginalising learners from disadvantaged communities located in rural areas.

The third objective of determining the inequalities in the marketing process of higher education institutions for recruiting potential students was opaque through the study. This, however, does not mean that inequalities do not exist in the marketing processes. Rather,

they were hidden. Glaring examples of inequalities, which this study alluded to was the mismatch between the language used in the medium of promoting higher education and that of the usual language of communication within the community. Further examples of inequalities relate to the expectations of higher education in terms of admission and selection criteria that did not take into account the level of and nature of school education received by the learners from marginalised communities, suggesting that merely focusing on equality of opportunities further disadvantages learners from marginalised communities. Hence, unpacking and identifying inequalities in the marketing process requires careful consideration and relative considerations in line with the realities of the target communities.

The fourth objective was to explore possible solutions to reduce inequitable marketing processes to promote equal opportunities for all potential higher education students in South Africa. From the responses of grade 12 learners, teachers and students that have accessed higher education, there are possible solutions to address marketing processes and institutional responses to the needs of marginalised communities to bring about some level of equity. The conceptual model alludes to such responses reinforced by a process of substantive equality, rather than formal equality. For example, reviewing selection criteria into programmes by higher education institutions for learners that come from marginalised communities would be seen as necessary in terms of the concept of substantive equality and equity for placement of learners into university programmes. Another example would be promoting funding opportunities to learners in marginalised communities with a view to supporting them financially when enrolled in higher education. Exemplars of such opportunities must exist and be used as promotional material in marginalised communities to promote the discourse of hope amongst these learners.

The study, therefore, has met its objectives and has contributed to a deeper understanding of the issues and challenges that marginalised communities face and what higher education institutions do to promote access into higher education studies. There are, however, recommendations arising from these objectives and these will be presented in the latter part of the chapter.

In the next section, a response to the research questions will be presented leading to how this study could be of significance to the various stakeholders related to higher education institutional marketing within marginalised communities.

#### **8.4 PROPOSED PROCESS FRAMEWORK FOR MARGINALISED COMMUNITIES IN KWAZULU-NATAL**

In section 7.2 the researcher proposed a conceptual model of segmented marketing based on three pillars that includes discourses of hope, social justice and substantive equality and equity. Drawing on this conceptual model, the researcher uses Jooste, Strydom, Berndt & Du Plessis (2018: 102-103) framework to show how this segmented marketing strategy can be realised in context using the demographics of the research participants and the findings of the study. This process framework is presented over three tables (Tables 8.1.1 - 8.1.3) followed by a diagrammatic representation that captures the essence of the process model that can be used in similar contexts and target groups (e.g. marginalized and deep rural learners). The elements of the Tables are derived from this study, with Table 8.1.1 presenting findings on context and demographics variables, Table 8.1.2 customer analysis that is needed for the construction of a focused segmented marketing strategy and Table 8.1.3 on marketing processes for recruiting potential students for higher education studies from deep rural areas.

**Table 8.1: Framework for marginalised communities in KwaZulu-Natal**

**TABLE 8.1.1: VARIABLES FOR SEGMENTING CONSUMER MARKETS**

<b>BASES</b>	<b>VARIABLES</b>
<b>GEOGRAPHIC</b>	
<b>Geographic location</b>	100 km away from city of KZN – Higher education institutions have not reached the rural location due to their rurality.
<b>Region</b>	Marginalised secondary school districts in Kwazulu-Natal
<b>Density and learning environment</b>	Rural <b>NO</b> text books, laboratories, computers, libraries, post office, shopping centres, no electricity, water supply out of tanks Hence no knowledge search. Inadequate financial resources at schools and the home environment makes learning a challenge. NO finance for these facilities which is based in city centres. Gravel roads also challenging. In grade 12 three learners share one desk. For mathematics and science – no upliftment programs
<b>DEMOGRAPHICS</b>	
<b>Age</b>	17+
<b>Gender</b>	More males than females
<b>Family size</b>	Siblings in school. Large number of children per household
<b>Language</b>	English second language. Can speak English and write English
<b>Household income</b> <b>Household information</b>	Unemployed parents more than 50% 39% one parent employed Financial constraints
<b>Occupation</b>	Grade 12 learners
<b>Race</b>	Black
<b>Parental Education</b>	No schooling - 49.65% Some schooling – 50% Post matric qualification – 50% and other - 62.22%
<b>PSYCHOGRAPHIC</b>	
<b>lifestyle</b>	At least one parent at home. reference group and word of mouth
<b>Social class</b>	Lower class – shows how living standards measurement draws distinctions between absolute poverty and relative poverty LSM 2 category - can be classified as follows :- <ul style="list-style-type: none"> <li>• Average income is R1 068,00</li> </ul>

	<ul style="list-style-type: none"> <li>91% live in rural areas – one third in traditional huts and some in informal settlement</li> <li>One third have access to running water – mostly outside</li> <li>First level to have TV's at 19.96% and cellphone at 20.4%</li> <li>Most employed as farm workers and laborers</li> </ul>
<b>BEHAVIORISTIC</b>	
<b>Purchase occasion</b>	Once off – its an application process is once off(pre-purchase)
<b>Benefits sought</b>	University qualification for employment
<b>User status</b>	Non user
<b>Readiness stage</b>	<p><b>Awareness</b> – Advertising – newspaper and magazines, University publications &amp; brochures, internet, radio advertisements, bill boards</p> <p><b>Interest</b> – In school presentations, Open Days &amp; Exhibitions, Counsellor seminars</p> <p><b>Intention to apply</b> – Central Applications Office Form (CAO forms)</p>
<b>Attitude to product</b>	<b>Enthusiastic ,positive, indifferent, negative, indicate what participants or respondents were positive, indifferent, negative etc</b>
<b>Product information</b>	Universities offer various programmes with different qualification requirements. The educators are not fully aware of the requirements for the different career information, yet they form the main referrals to the learners. Higher Certificate qualifications to be offered to marginalised communities
<b>Community Engagement</b>	Community engagement – utilise current DUT students that are from those communities to provide extra tuitions as an upliftment programme.

**TABLE 8.1.2: CUSTOMER ANALYSIS**

<b>Who are the potential customers (examine characteristics of segmentation variables.</b>	<p>Grade 9 learners – subject choice selection</p> <p>Grade 11 final results used for CAO application</p> <p>Grade 12 June results used for CAO application</p>
<b>Who influences the decision to pre-purchase</b>	<p>Uncle, Siblings, Students at DUT.</p> <p>Identify decision making unit.</p> <p>Financial Aid, Online application when learners are in matric, Parents unemployed/ little or no financial resources. Therefore decision making about access to the university is NSFAS, scholarship sponsors and grant holders.</p> <p>Greater emphasis must be placed on scholarships and bursaries.</p>
<b>What do the customers do with the product?</b>	Enter the world of work, thus reducing unemployment in their community
<b>Where do the customers apply to purchase the product?</b>	<ul style="list-style-type: none"> <li>Through CAO for various institutions. CAO should develop a strategic relationship with the educator and community to encourage applications</li> </ul>

	<ul style="list-style-type: none"> <li>• Presentations, Open Days, Handbooks and brochures were ranked as effective communication tools,</li> <li>• A brief profile of alumni to be included in the brochures to encourage learner application</li> </ul>
<b>When do the customers purchase the product?</b>	Grade 12
<b>Why and how do customers choose the product?</b>	Through referrals, word of mouth, family members, friends
<b>Why do customers not purchase the products?</b>	Poor publicity of institutions, Strike actions Lack of financial support, Lack of application information and exposure about higher education

**TABLE 8.1.3: PROPOSED MODEL FOR RECRUITMENT OF LEARNERS IN RURAL AREAS OF KZN**

<b>MARKET STRATEGY</b>	
<b>Target market Trends, data from customer</b>	Marginalised communities - Grade 10 to grade 12 learners are the potential customers. However, the decision to study at HEI needs support from stakeholders such as teachers, parents and respective reference groups.  Attention to the attributes that matters most to these communities. Offer value that appeals to the learners. Higher Education institution must adopt a differentiated marketing communication strategy.
<b>How potential customers should be reached.</b>	School Visits and in school presentations, Advertisements, Bill boards in the marginalised communities
<b>Marketing mix elements</b>	Proposed qualification is the product. Price is the monetary and non-monetary resources required. With regard to distribution, CAO as application agent for various campuses in KZN, residence facilities, Tuition fees, application fees, lecture rooms and support services such as libraries. Communication tools preferred by districts
<b>RESOURCES</b>	
<b>People</b>	Role models from the community serve as reference groups. Use of successful graduates of higher education who had come from such communities be used in the marketing process to motivate the learners aspire for things outside of the normal lifestyle.
<b>Purchasing power /ability to purchase</b>	Due to limited financial resources of parents and guardians, the learners depend on funding from scholarships.
<b>FACILITIES</b>	
<b>University Marketing assets</b>	Brochures – university needs to identify the relevant information, required by marginalised communities embarking on their journey to higher education. Materiality, language of communication and fullness of information are the three major influencing factors in institutional marketing that the study identified. The university has community engagement as a focus area in the strategic plan. Further

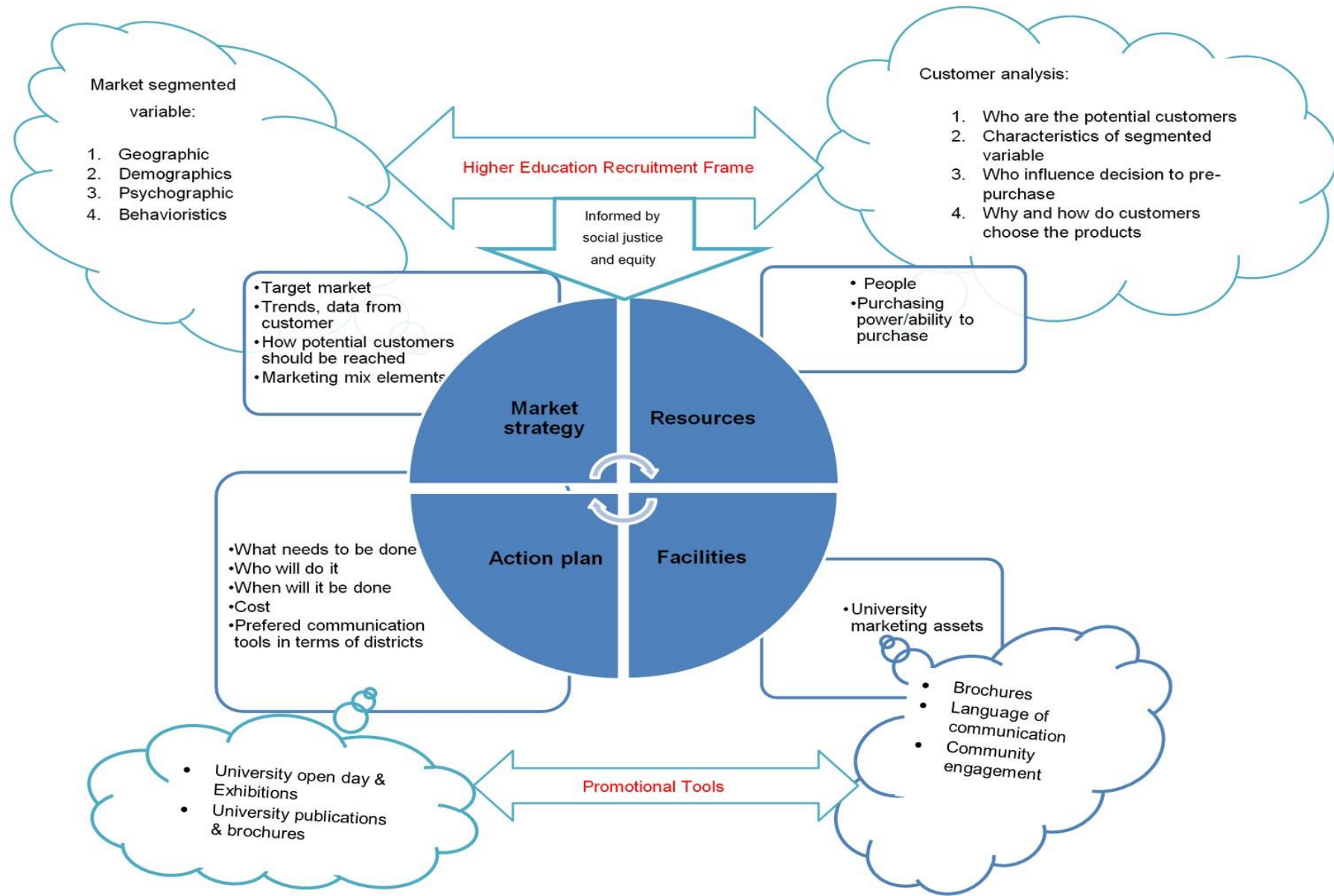
	research, for example, a need analysis of learners in marginalised environments will provide valuable data for the university recruitment. It is important to note that the majority of the matriculants come from rural schools.
<b>ACTION PLAN</b>	
<b>What needs to be done</b>	<p>Introduce a segmented marketing for DUT</p> <p>Incorporate marketing strategy that includes tangible exemplars. Use alumni, and tangible promotional tools in the community's Language of communication - Advertising should be in Home Language- ZULU.</p> <p>Type of information – Applications to study at DUT is through Central Applications Office using the CAO form. This can be done either by manually completing the CAO forms or on-line applications. Since the schools and community has limited electricity supply stakeholders such as educators and CAO staff should assist grade 12 learners in the application process to ensure that relevant provisional acceptance takes place.</p> <p>Applications for NSFAS funding is not automatic hence learners must make online applications, prior to registration at DUT. Scholarships are accessible only after learners are registered at DUT. Stakeholders should also support learners during the application process.</p> <p>University to form strategic partnerships with schools in the form of school events, community events, recreational activities. It is critical to revise existing promotional material into customised tangible hard copies of the university prospectus and handbooks. Applicants should be given a USB with the qualifications offered. Such an investment will be a tangible tool of partnership between potential students and the university since the cost of application with CAO is expensive. In addition, the HEI should develop a marketing plan that includes professionally designed promotional materials, brochures and the institution to tailor make presentations for specific market segment namely rural and urban schools.</p>
<b>Who will do it</b>	Higher education institutions
<b>When will it be done</b>	From grade 11 to 12
<b>Cost</b>	Tuition Fees
<b>Preferred communication tools in terms of districts</b>	Open days and exhibitions organized by institutions, University publications and brochure, as well as newspaper and magazine advertisements – in tangible form. Since learners are Digital natives – intensify Internet (using twitter, facebook and YouTube).

Adapted from (Jooste, Strydom, Berndt & Du Plessis 2018: 102-103)

**TABLE 8.1.4: FINDINGS FROM STUDY: PROMOTIONAL TOOLS**

<b>Umzumbe district ranking</b>	<b>Mean Rank</b>
Open Days & Exhibitions organized by institutions	5.09
Use of Student Recruitment personnel	4.66
Browsing the website	4.31
Internet (using twitter, Facebook, YouTube)	3.83
University publications, brochures	4.90
Newspaper & magazines advertisements	4.64
Radio Advertisements	4.16
Compiling a database of all matriculants' and both sms's and emails are forwarded to students regularly	4.42
<b>Umbumbulu district ranking</b>	<b>Mean Rank</b>
Open Days & Exhibitions organized by institutions	4.74
Use of Student Recruitment personnel	4.16
Browsing the website	4.10
Internet (using twitter, Facebook, YouTube)	4.01
University publications, brochures	4.74
Newspaper & magazines advertisements	4.58
Radio Advertisements	4.60
Compiling a database of all matriculants' and both sms's and emails are forwarded to students regularly	5.08
<b>Esakhwini district ranking</b>	<b>Mean Rank</b>
Open Days & Exhibitions organized by institutions	5.98
Use of Student Recruitment personnel	4.47
Browsing the website	3.49
Internet (using twitter, Facebook, YouTube)	3.71
University publications, brochures	5.15
Newspaper & magazines advertisements	4.72
Radio Advertisements	4.57
Compiling a database of all matriculants' and both sms's and emails are forwarded to students regularly	3.91

**Figure 8.1.: Diagrammatic representation of findings leading to the proposed segmented marketing strategy**





## **8.5 RESPONSES TO THE RESEARCH QUESTIONS THAT GUIDED THIS STUDY**

The key findings, discussions on these key findings and the emerging conceptual model that was developed through this study provides the backdrop to respond to the research questions that framed this study. In this section, a response to each of the research questions is presented with a view to concluding this study and allude to further study opportunities to delve deeper into institutional marketing to widen access to learners in marginalised communities.

Research Question One relates to the reason for institutional marketing to be re-examined within the context of the constitutional values enshrined in the constitution of South Africa and in terms of the higher education transformation agenda. In this respect, the study found that there was oversight with respect to human rights and equal opportunities in getting information about and in accessing higher education. The study showed that the marketing attempts by higher education institutions were misaligned to the needs of grade 12 learners in marginalised communities in many respects, including issues such as language of communication for access of appropriate information and communicative engagements with personnel from higher education, in order to get deeper insights about higher education studies. Such misalignment also included inequalities in terms of access to appropriate resources to support their teaching and learning, which places learners in deep rural contexts at a disadvantage as compared to their counterparts in developed school contexts, and in terms of access to study programmes in line with their possibilities and aspirations to future careers. The study, therefore, proposes that higher education institutions review their marketing strategies by taking a segmented marketing strategy perspective that aligns its information and process of marketing, to the realities and needs of marginalised communities. A more detailed explanation of this strategy was presented in the conceptual model for institutional marketing developed in the previous chapter.

The second research question relates to the nature and extent of inequality in access to higher education. In response to this research question, the nature and extent of inequalities are consistent with that presented in the literature. These include lack of funding to pursue higher education, lack of appropriate and pertinent information to make considered decisions

about higher education studies, unequal access to higher education due to inappropriate schooling experiences and lack of details about study programmes and careers to pursue. Learners in communities that are close to higher education institutions or in urban and more developed contexts have far deeper information and access possibilities to information, have better schooling experiences and are aware of the depth and breadth of career possibilities that places these learners in a better position to make informed decisions about higher education studies. The study, therefore, proposes that higher education institutions, through their marketing processes make relevant information nuanced to the needs of learners from marginalised communities and that admissions into study programmes be reviewed to allow for access into these programmes.

The third research question relates to the experiences of learners in respect of higher education marketing processes. In this respect, the study found that learners from deep rural contexts have limited exposure to higher education marketing and that much of what they know about higher education comes from secondary sources such as teachers, parents, friends and digital media. Hence, the information received by these learners are insufficient, sometimes incorrect and limited. In this respect, the study proposes that all forms of media be exploited to inform learners about higher education, including developing environmental prints about higher education studies which are located within their communities with a view to making higher education a possibility and a norm in such societies.

The fourth research question relates to the opportunities and challenges that higher education institutions' marketing practices present to potential students from marginalised communities. This research question is embedded in the other three research questions and this study, therefore, alludes to the challenges and opportunities in various ways to enhance the opportunities and reduce the challenges faced by higher education institutions. The notion that a one-size-fits-all process of institutional marketing has been critiqued within this study. The study proposed that a nuanced marketing strategy be implemented by higher education which is underpinned by discourses of hope, substantive equality, equity and social justice and redress to encourage participation and to believe that there are real possibilities for learners to access study programmes of their informed choice.

The responses to the fourth research questions are not exhaustive and allow for further inquiries into modalities and appropriateness to variances across marginalised communities in its marketing strategies. This study used three distinctive districts for its data collection, and through the analysis of the data across these three districts, variances in needs and aspirations of learners in each of these communities was noted. Hence, no definitive responses for the research questions are possible. Rather the responses to the research questions are hypothesis generative rather than hypothesis testing. Taking this stance to the findings and theorising of the findings opens up spaces for further inquiry in a generative manner to produce a more detailed and nuanced understanding of institutional marketing in marginalised communities with a view to widening participation across the nation.

## **8.6 SIGNIFICANCE OF THE STUDY AND RECOMMENDATIONS EMERGING FROM THE FINDINGS**

This study is significant to a number of stakeholders, including institutions of higher education and schools in deep rural contexts. For higher education institutions, the marketing section of the institutions could benefit from the conceptual model offered in this study to inform its marketing strategy so that it targets learners in deep rural contexts in a way that is meaningful to them, such that there are real possibilities for these learners to access higher education and that the higher education environment is receptive to their biographies. In this respect, a recommendation to higher education institutions is to review its marketing strategy to shift away from a one-size-fits-all strategy to a segmented strategy that resonates with the needs to particular target markets (like deep rural communities).

It is further recommended that higher education institutions conduct detailed research on deep rural communities to know and understand the needs to such communities with a view to informing their marketing processes in term of their appropriateness, the modalities of marketing and what information is crucial so that informed decisions are made by potential higher education students. It is further recommended that higher education institutions pay serious attention to the needs of potential students from deep rural areas through the

programmes, the support structures and care for their personal needs so that potential students can have a smoother transition into higher education studies that will provide a supportive environment to promote academic success.

The study is also significant to schools in that the findings and the proposed conceptual model could be used by schools to attract and support higher education institutions in marketing higher education and encouraging their learners to participate in higher education studies. Hence, this study recommends that schools become proactive in ensuring that there is a continuous presence of higher education within their school so that learners have immediate access to information on higher education studies. Schools should also encourage their teachers to be updated with information about higher education studies on a continual basis so that relevant and most recent information can be made available to learners on demand. The study is significant to the communities in deep rural areas in that the membership of such communities would be informed of the real possibilities for higher education studies even though there are distinct disadvantages in school education in such communities. The study therefore recommends that communities in deep rural contexts be informed of possibilities and success stories of graduates of higher education studies by learners that emerged from such communities. Such information has the potential for the communities to motivate and support learners in their aspirations to access higher education.

The study is significant to learners in deep rural contexts who feel that they are severely disadvantaged because of their schooling experiences that are far under par with that of more developed contexts. This study, therefore, recommends that learners actively access information about higher education studies from relevant sources of information (such as higher education institutions), be motivated that there is potential and hope for them to access higher education and that their material lives can be enhanced through higher education studies.

## **8.7 CONCLUSION**

This chapter concludes the thesis with a review of what was planned and what was achieved through the study design. The research objectives and the research questions, therefore, framed this chapter wherein responses to each of the study objectives and research questions were provided based on the findings that emerged through the data analysis. The chapter concluded by explaining how the study was significant to the various stakeholders and the recommendations offered to these stakeholders.

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# APPENDIX A: STUDENT QUESTIONNAIRE

## INSTRUMENT 1: SURVEY OF SECONDARY SCHOOL LEARNERS

The purpose of this study is to explore the experiences of potential higher education students in accessing higher education. The information received will be used for research purposes only and will be treated with the strictest confidence. You have been identified through the sampling process of this study and your rights to participate or not in this survey will be respected. Your anonymity is guaranteed as the results from this survey will not refer to any participant.

Please enter your response with a tick (✓) in the appropriate block.

### 1. BIOGRAPHICAL INFORMATION

#### 1.1 Gender

Female	38.1%
Male	61.9%

#### 1.2 Age

16-18 yrs	50.9%
19 -21yrs	41.6%
Above 22 yrs	7.5%

#### 1.3 Racial group

Coloured	Black	White	Asian	Indian	Other
0		0	0	0	0

#### 1.4 First Language (home language)

English	Afrikaans	Zulu	Xhosa	Other specify
0.3%	0	99.2%	0.3%	0.3%

#### 1.5 Rate your ability to communicate in English (1 = cannot speak; 5 = excellent communication)

<b>1: cannot speak</b>	<b>2 : average</b>	<b>3 : good</b>	<b>4 : very good</b>	<b>5 : excellent</b>
1.5%	29.6%	44.4%	17.0%	7.5%

#### 1.6 Geographical location of your school

<b>North coast</b>	<b>South coast</b>	<b>Midlands</b>	<b>Other</b>

## 2. HOUSEHOLD INFORMATION (place ☒ in appropriate box)

<b>2.1 Parental information</b>	<b>v</b>
2.1.1 household with both parents living together	22.2%
2.1.2 household with both parents, but one lives away from home	19.9%
2.1.3 household with single parent (who lives at home)	35.0%
2.1.4 household with one parent, but living away from home	13.9%
2.1.5 household with no parents	9.1%

<b>2.2 Parent's employment status</b>	<b>v</b>
2.2.1 Employed (both parents)	6.6%
2.2.2 At least one is employed	39.2%
2.2.3 Unemployed	54.2%

<b>2.3 Parents education</b>	<b>mother</b>	<b>father</b>
2.3.1 No schooling	6.18%	37.5%
2.3.2 Some schooling	60.5%	39.5%
2.3.3 Completed matric	78.46%	19.16%
2.3.4 Post matric qualification	87.9%	12.1%
2.3.5 Other	73.35%	51.1%

<b>2.4. Sibling information</b>	<b>v</b>
2.4.1 One sibling (brother or sister)	21.8%
2.4.2 Two or more siblings	78.2%

<b>2.5 Sibling activity</b>	<b>v</b>
2.5.1 In school	45.8%
2.5.2 Unemployed	27.43%
2.5.3 Employed but living at home	11.1%
2.5.4 Employed and living away from home	15.63%

<b>2.6 Household facilities – do you have the following in your home :-</b>	<b>v</b>
2.6.1 A fridge	19.2%
2.6.2 A television	19.96%
2.6.3 More than two bedrooms	15.43%
2.6.4 More than one toilet	8.23%
2.6.5 Do you have a cell phone	20.4%
2.6.6 Access to a computer at home	3.66%
2.6.7 Do you have access to internet	8.33%
2.6.8 Other appliances	

### 3. EXPOSURE TO DUT

Please tick (✓) You may select more than one option		✓
3.1	Have you, in the past been exposed to information about higher education Studies	83.36%
3.2	How were you exposed to higher education studies :- (✓) where applicable	
3.2.1	Parents	15.27%
3.2.2	Siblings	16.27%
3.2.3	Friends or associates	92.34%
3.2.4	Higher Education Marketing institutions	50.33%
3.3	Which higher education institutions were you exposed to :-	
3.3.1	Durban University of Technology (DUT)	59.7%
3.3.2	University of South Africa (UNISA)	31%
3.3.3	University of Kwazulu Natal (UKZN)	48.7%
3.3.4	University of Zululand (UNIZULU)	67%
3.3.5	Mangosuthu University of Technology	29.7%
3.3.6	Other	8.7%
3.4	How/ through which medium have you been exposed to DUT :-	
3.4.1	School	23.73%
3.4.2	Friends	24.23%
3.4.3	Parents/Relative	10.89%
3.4.4	Siblings	12.86%
3.4.5	Newspapers	24.44%
3.4.6	DUT Exhibitions	20.60%
3.4.7	DUT school visits	7.65%
3.4.8	Television	13.99%
3.4.9	Radio	19.36%
3.4.10	Word of mouth	12.81%
3.4.11	Other	5.76%

3.5 Can you rate the effective information received about DUT:-	1= very adequate	2= adequate	3= inadequate	4= vague
3.5.1 info to make an informed choice of qualification	26.73%	29.1%	19.27%	24.83%
3.5.2 info on all programmes offered	19.37%	32.07%	21.53%	27.00%
3.5.3 info on some programmes offered	15.43%	34.83%	23.17%	26.53%
3.5.4 info about scholarships & bursaries	10.17%	21.83%	23.93%	34.07%
3.5.5 about application procedure	24.37%	23.53%	25.63%	26.47%
3.5.6 about admission into programmes	22.50%	16.83%	25.23%	35.04%
	1= very adequate	2= adequate	3= Vague	4 = excellent
3.5.7 How would you rate your initial perception of the institution and why	14.8%	29.1%	36.3%	19.8%

3.6 Please explain your response to 3.5.7 above

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3.7 Have you ever seen an advertisement of the institution (DUT)	Yes 71.20%	No 28.80%
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3.8 If, so in what medium

Television	28.47%
Newspaper	44.63%
Picture poster	18.20%
Street Pole Advertisement	5.03%
Website	12.30%
Other specify	

3.9 Have you visited a university	Yes 17.3%	No 82.7%
3.10 Do you have access to calling a university	Yes 23.6%	No 76.4%

3.11 What are your obstacles/challenges you confronted with regard to access to DUT?

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#### 4. PRESENTATION

4.1 Has anyone from DUT been to your school to do a career presentation	Yes 6.50%	No 93.50%
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4.2 During which part of the year was this done?

1 <sup>st</sup> term	21.93%
2 <sup>nd</sup> term	6.65%
3 <sup>rd</sup> term	57.50%
4 <sup>th</sup> term	16.10%

4.3 Who organised this career presentation?

DUT	38.08%
Teacher	67.27%
Principal	0
Community	0
Ex learners of your school	0
Other	3.57%

4.4 In what language was the information given to you?

English	84.5%
Afrikaans	0%
Zulu	15.5%
Other	0%

4.5 In what format was the information presented to you?

Power point presentation	22.65%
Picture presentation	66.5%
Verbal presentation	0%
Video presentation	0%
Other	14.6%

4.6 Rate your understanding of the information presented

<b>1: never understood</b>	<b>2 : average</b>	<b>3: good</b>	<b>4 : very good</b>	<b>5 : excellent</b>
30%	16.1%	32.6%	16.1%	10.5%

4.7 Were you able to interact with DUT presenters	YES 24.40%	NO 75.60%
---	------------	-----------

4.8 If yes, can you describe the depth of interaction with the presenters

<b>1: superficial interaction</b>	<b>2: average interaction</b>	<b>3: good interaction</b>	<b>4: very good interaction</b>	<b>5: detail interaction</b>
5.30%	26.30%	42.10%	26.30%	0%

<b>4.9 On a rating scale of 1 to 5.....(1 being least to 5 most</b>	<b>1 Least</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 most</b>
4.9.1 Were you satisfied with the presentation	43.75%	12.50%	17.75%	17.75%	14.6%
4.9.2 Were you satisfied with the material provided (e.g. brochures)	21.6%	36.40%	21.6%	17.05%	21.6%
4.9.3 Is the brochure (user friendly)	33.65%	18.20%	9.10%	36.40%	19.55%
4.9.4 Were you satisfied with the language of the presenter	28.35%	16.70%	18.35%	22.5%	22.50%
4.9.5 How would you rate the presenter	20%	10.00%	25.00%	0%	50.00%
4.9.6 How would you rate the quality of presentation	14.55%	27.30%	19.1%	18.20%	43.65%
4.9.7 Do you think all programmes were sufficiently covered	40%	10.00%	27.5%	10.00%	22.5%

4.9 Would you recommend any changes to the presentation to make it more adaptable to you?

If yes, please explain.

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## 5. PROMOTIONAL TOOLS EFFECTIVITY

Which promotional tool would you consider the most effective for student recruitment to HEI	Not important at all	Of little importance	Important	Most Important	Uncertain
5.1 Open Days and Exhibitions organised by institutions	2.4%	1.5%	30.8%	57.3%	7.9%
5.2 Use of Student Recruitment personnel	6.0%	12.9%	37.9%	35.3%	7.9%
5.3 Browsing the website	9.8%	24.4%	24.8%	34.3%	6.7%
5.4 Internet (using twitter, Facebook, YouTube)	11.5%	24.6%	27.4%	30.2%	6.2%
5.5 University publications, brochures	3.4%	10.0%	36.4%	44.8%	5.3%
5.6 Newspaper and magazines advertisements	0%	0%	36.7%	38.3%	5.7%
5.7 Radio Advertisements	3.7%	24.6%	29.8%	35.4%	6.5%
5.8 Compiling a database of all matriculants' and both sms's and emails are forwarded to students regularly	13.0%	19.3%	17.4%	44.6%	5.7%

[Adapted from Konyana's (2012) study

# **APPENDIX B: LIFE ORIENTATION EDUCATOR INTERVIEW**

## **QUESTIONNAIRE**

### **INSTRUMENT 2: SEMI STRUCTURED INTERVIEWS**

#### **(LIFE ORIENTATION EDUCATORS IN SECONDARY SCHOOLS)**

1. How are rural schools affected by universities selecting students within a particular group on merit?
2. Have your learners been exposed or even had an experience at a tertiary institution?
3. Is the level of knowledge of higher education opportunities for these learners sufficient for career decision making?
4. What are the general feelings of learners in terms of applying and securing a place at DUT?
5. What are some of the opportunities that higher education institutions' marketing practices present to students from marginalised communities?
6. What are some of the challenges that higher education institutions' marketing practices present to students from marginalised communities?
7. Does the lack of facilities hamper the delivery of information?
8. What is the extent of disadvantage the students are exposed to at school, that impact on their decision-making for higher education studies?
9. Are educators in these areas sufficiently equipped as secondary information givers?
10. What can the institution do for educators/life orientation educators to facilitate the above?
11. What do you think can be done to sufficiently motivate learners to embrace these marketing programmes?
12. General Comments

## **APPENDIX C: CURRENT DUT STUDENT INTERVIEW**

### **INSTRUMENT 3: SEMI STRUCTURED FOCUS GROUP QUESTIONS**

- 1.1 How did you come to know about DUT as a possible institution for your higher education studies?
- 1.2 Where you exposed to any other institutions as a possibility for doing your higher education studies?
- 1.3 Can you describe the information you received or searched for about higher education studies whilst at school?
- 1.4 Do you believe that the information you got about DUT was sufficient to make a decision about what to study, where to study, how to apply for places, what support is available to students. – what was lacking or unclear and why was that information important to you.
- 1.5 What do you believe would be most appropriate in the marketing of higher education within communities very far away from universities – and how should institutions market themselves in these far-away places.
- 1.6 Do you feel that the communities where you come from have been disadvantaged in any way with respect to information about higher education studies and by the way institutions market themselves in these far-away places – give details of your experiences and thoughts on this matter now that you are in a higher education institution.
- 1.7 What should schools do in far-away communities do to educate their learners about higher education studies and higher education institutions.

## **APPENDIX D: PERMISSION TO CONDUCT RESEARCH - SCHOOL PRINCIPAL**

### **PERMISSION FROM SCHOOL PRINCIPAL**

THE PRINCIPAL \_\_\_\_\_

20 March 2013

#### **PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL**

I am currently registered for a D.Tech degree at the Durban University of Technology. As part of this study, I am conducting research on exploring inequalities in institutional marketing: experiences of marginalized communities in accessing higher education. The purpose of this study is to explore the experiences of potential higher education students in accessing higher education. The study focuses on how institutions of higher learning market their programmes to marginalized communities.

Your school has been identified through the sampling process of this study and your rights to participate or not in this survey will be respected. Participation and co-operation in providing relevant information based on the learners' experience will enable higher education institutions to address some of their problems. Participants of the study will be your grade 12 learners and Life Orientation educators. Interviews with Life Orientation educators and questionnaires to participating learners will be used as data collecting instruments.

Anonymity will be maintained through the use of pseudo names. Data will be collected for the purpose of this research and all ethical procedures will be followed accordingly.

Permission is therefore being sought from your office to allow me to engage in the research process presented above, including permission to publish some of the findings in research publications.

Thank you for your assistance. For more information please contact myself or the Ethics department of DUT.

Regards

Nishi Ramrathan : D.Tech Student

DUT Research Ethics Administrator

Durban University of Technology

Lavisha Deonarain

Email: [nishi\\_r@dut.ac.za](mailto:nishi_r@dut.ac.za)

Email: [LavishaD@dut.ac.za](mailto:LavishaD@dut.ac.za)

Tel no. : 031-3732242    Cell : 072 7326190

Tel No.: 031-3732900

## **APPENDIX E: PERMISSION TO CONDUCT RESEARCH -SCHOOL GOVERNING BODY CHAIRMAN**

### **PERMISSION FROM SCHOOL GOVERNING BODY**

20 March 2013

CHAIRMAN : SCHOOL GOVERNING BODY

#### **PERMISSION TO CONDUCT RESEARCH**

I am currently registered for a D.Tech degree at the Durban University of Technology. As part of this study, I am conducting research on exploring inequalities in institutional marketing: experiences of marginalized communities in accessing higher education. The purpose of this study is to explore the experiences of potential higher education students in accessing higher education. The study focuses on how institutions of higher learning market their programmes to marginalized communities.

Your school has been identified through the sampling process of this study. Participation and co-operation in providing relevant information based on the learners' experience will enable higher education institutions to address some of their problems. Participants of the study will be this school's grade 12 learners and Life Orientation educators. Interviews with Life Orientation educators and questionnaires to participating learners will be used as data collecting instruments.

Anonymity will be maintained through the use of pseudo names. Data will be collected for the purpose of this research and all ethical procedures will be followed accordingly.

Permission is therefore being sought from your office to allow me to engage in the research process presented above, including permission to publish some of the findings in research publications.

Thank you for your assistance. For more information please contact myself or the Ethics department of DUT.

Regards

Nishi Ramrathan : D.Tech Student

Durban University of Technology

Email: [nishi\\_r@dut.ac.za](mailto:nishi_r@dut.ac.za)

Tel no. : 031-3732242    Cell : 072 7326190

DUT Research Ethics Administrator

Lavisha Deonarain

Email: [LavishaD@dut.ac.za](mailto:LavishaD@dut.ac.za)

Tel No.: 031-3732900

## **APPENDIX F : LETTER OF ASSENT - GRADE 12 LEARNER**

### **GRADE 12 LEARNER ASSENT LETTER**

Dear Student

Thank you for taking the time to read and hear about my study. I am currently registered for a D.Tech degree at the Durban University of Technology. As part of this study, I am doing research on exploring inequalities in institutional marketing: experiences of marginalized communities in accessing higher education. The purpose of this study is to look at how grade 12 learners gain access to universities. The focus will be on how universities' market their programmes to marginalized (schools in the deep rural) areas that have little or no knowledge about university programmes/courses.

Would you agree to participate by answering the questions within the questionnaire? Participation is voluntary and you are free to withdraw from the study at any time. To ensure that strict confidentiality is maintained all questionnaire scripts will be shredded. The information you give will only be used for research purposes, and your identity and individual answers will be kept totally confidential. Your assistance will be much appreciated,

Yours faithfully,

Nishi Ramrathan

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**Statement of Agreement to Participate in the Research Study:**

I,....., have read this document in its entirety and understand its contents.

Where I have had any questions or queries, these have been explained to me by Nishi Ramrathan to my satisfaction. Furthermore, I fully understand that I may withdraw from this study at any stage without any adverse consequences and my future health care will not be compromised. I, therefore, voluntarily agree to participate in this study.

Respondents Name (in full) : \_\_\_\_\_

Respondents Signature : \_\_\_\_\_

Date : \_\_\_\_\_

Researchers Signature : \_\_\_\_\_

**Persons to Contact in the Event of Any Problems or Queries:**

Researcher DUT	Research Ethics Administrator (IREC Administrator)
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Mrs Nishi Ramrathan	Ms Lavisha Deonarian
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Tel: 072 7326 190	Tel: 031 3735367
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Email: nishi_r@dut.ac.za	Email: <a href="mailto:LavishaD@dut.ac.za">LavishaD@dut.ac.za</a>
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**Supervisors**

Dr M Maharaj	Prof K Reddy
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Tel: 031 3735387	tel: 031 3735367
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Email: <a href="mailto:maharama@dut.ac.za">maharama@dut.ac.za</a>	Email: <a href="mailto:reddyk@dut.ac.za">reddyk@dut.ac.za</a>
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## **APPENDIX G: INTERVIEW PARTICIPANT CONSENT LETTER**

### **(LIFE ORIENTATION EDUCATOR & CURRENT DUT STUDENTS)**

Dear Participant,

I am currently registered for a D.Tech degree at the Durban University of Technology. As part of this study, I am conducting research on exploring inequalities in institutional marketing: experiences of marginalized communities in accessing higher education. The purpose of this study is to explore the experiences of potential higher education students in accessing higher education. The study focuses on how institutions of higher learning market their programmes to marginalized communities.

Would you agree to participate in the interview? Participation is voluntary and you are free to withdraw from the study at any time. To ensure that strict confidentiality is maintained all questionnaire scripts will be shredded. The information you give will only be used for research purposes, and your identity and individual answers will be kept totally confidential. Your assistance will be much appreciated,

Yours faithfully,

Nishi Ramrathan

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#### **Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Mrs S Ramrathan (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- 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 own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature/

Right Thumbprint

I, \_\_\_\_\_ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

## APPENDIX H: PARENT CONSENT LETTER (IN ENGLISH)

### PARENT CONSENT LETTER IN ENGLISH

Dear Parent,

I am currently registered for a D.Tech degree at the Durban University of Technology. As part of this study, I am conducting research on exploring inequalities in institutional marketing: experiences of marginalized communities in accessing higher education. The purpose of this study is to explore the experiences of potential higher education students in accessing higher education. The study focuses on how institutions of higher learning market their programmes to marginalized communities.

Permission is therefore being sought from you to allow your child to participate in the research process presented above. Participation is voluntary and your child is free to withdraw from the study at any time. To ensure that strict confidentiality is maintained all questionnaire scripts will be shredded.

Yours faithfully,

Nishi Ramrathan

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#### Statement of Agreement for consent to participate in the Research Study:

I,....., have read this document in its entirety and understand its contents.

\_\_\_\_\_

Full Name of Parent

Date

Time

Signature/

Right Thumbprint

**Persons to Contact in the Event of Any Problems or Queries:**

Researcher DUT	Research Ethics Administrator (IREC Administrator)
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Mrs Nishi Ramrathan	Ms Lavisha Deonarian
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Tel: 072 7326 190	Tel: 031 3735367
-------------------	------------------

Email: nishi_r@dut.ac.za	Email: <a href="mailto:LavishaD@dut.ac.za">LavishaD@dut.ac.za</a>
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**Supervisors**

Dr M Maharaj	Prof K Reddy
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Tel: 031 3735387	Tel: 031 3735367
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Email: <a href="mailto:maharama@dut.ac.za">maharama@dut.ac.za</a>	Email: <a href="mailto:reddyk@dut.ac.za">reddyk@dut.ac.za</a>
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# **APPENDIX I: PARENT CONSENT LETTER TRANSLATED INTO ZULU**

INCWADI YOLWAZI NOKUNIKA IMVUME

Mbambi qhaza Othandekayo

## **IMIBUZO YOCWANINGO: IZIPILIYONI ZABAFUNDI BASEZIKOLENI ZAMABANGA APHAKEME EMIPHAKATHINI ENGANKIWE**

Ngibhalisele iziqu ze-D.Tech eDurban University of Technology. Njengengxenye yaloku kufunda, ngenza ucwaningo olubheka ngokungalingani uma isikhungo sikhanga: izipiliyoni zemiphakathi enganikiwe uma ifuna ukuthola imfundo ephakeme. Loku kufunda kugxile ekutheni izikhungo zemfundo ephakeme zikhanga kanjani izifundo zazo emiphakathini enganikiwe. Uqokwe ukuba ubambe iqhaza ngokuvolontiya.

Ukubamba kwakho iqhaza nokuzinikela ekunikezeni ulwazi olufanele mayelana nesipiliyoni sakho njengomfundi kuzokwenza ukuba izikhungo zemfundo ephakeme zibhekele ezinye zezinkinga zabafundi abaningi abahlangabezana nazo. Ukubamba kwakho iqhaza ngokuvolontiya nokuhoxa ekubambeni iqhaza kuloku kufakwa imibuzo kwamukelikile nganoma yisiphi isikhathi. Ulwazi oluzotholwa ngale phephamibuzo kuzohlala kungaziwa kugcinwe kuyimfihlo futhi kusetshenziselwe ucwaningo kuphela.

Ingabe uyavuma ukubamba iqhaza ngokuphendula imibuzo yephephamibuzo? Ukuqinisekisa ukuthi kuyimfihlo ngokugcwele wonke amaphepha anezimpendulo zephephamibuzo azoklazulwa abe yizicucu. Ulwazi ozolukhipha luzosetshenziselwa ucwaningo kuphela, ungeke waziwe futhi impendulo ngayinye izogcinwa iyimfihlo ngokugcwele. Ukusiza kwakho kuzothakasela kakhulu,

nguNishi Ramrathan

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Amagama Ombambi qhaza

Usuku

Isikhathi

Ukusayinda/

Ukugingqaisithupha sesokudla

Abantu Abangathintwa Uma kunngaba Nezinkinga noma Ukungaqondakali:

Umcwaningi wase-DUT

I-Research Ethics Administrator (i-IREC Administrator)

UNKz Nishi Ramrathan

UNK Lavisha Deonarian

Ucingo: 072 7326 190

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I-imeyili: [nishi\\_r@dut.ac.za](mailto:nishi_r@dut.ac.za)

I-imeyili: [LavishaD@dut.ac.za](mailto:LavishaD@dut.ac.za)

Abeluleki:

UDkt M Maharaj

USolwz K Reddy

Ucingo: 031 3735387

Ucingo: 031 3735367

I-imeyili: [maharama@dut.ac.za](mailto:maharama@dut.ac.za)

I-imeyili: [reddyk@dut.ac.za](mailto:reddyk@dut.ac.za)

# APPENDICE J: INSTITUTIONAL RESEARCH ETHICS

## COMMITTEE APPROVAL



D U R B A N  
UNIVERSITY of  
TECHNOLOGY

### INSTITUTIONAL RESEARCH ETHICS COMMITTEE (IREC)

25 April 2013

IREC Reference Number: REC 68/12

Mrs S Ramrathan  
15 Edgcot Road  
Westville  
3630

Dear Mrs Ramrathan

#### Exploring inequality in institutional marketing: access to higher education by marginalised communities

I am pleased to inform you that Full Approval has been granted to your proposal REC 68/12, subject to the following:

- The information letter on pg. 39-41 is issued to all participants.

The Proposal has been allocated the following Ethical Clearance number IREC 030/13. Please use this number in all communication with this office.


Approval has been granted for a period of one year, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's. In addition, you will be responsible to ensure gatekeeper permission.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Please note that you may continue with validity testing and piloting of the questionnaire. Research on the proposed project may not proceed until IREC reviews and approves the final questionnaire.

Yours Sincerely

  
Dr D F Naude  
Chairperson: IREC

Printed, November 2018