





**PROMOTIONAL ACTIVITIES FOR STUDENT RECRUITMENT  
BETWEEN URBAN AND RURAL SCHOOLS IN KWAZULU-NATAL**

by

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## **DECLARATION**

I, Sardamani Pillay, hereby declare that this thesis is my own work, and that all the references to the best of my knowledge, are accurately reported. This work has not been submitted for a degree at any other university.

**Signature**

**Date**

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## **ABSTRACT**

This study explores how a university promotes its products across urban and rural schools. In this exploration, the differences of its promotion strategies and processes are illuminated with a purpose of improving promotion to urban and rural communities to provide relevant and appropriate information to enable potential urban and rural students to make informed decisions and preparations for their intended studies at urban campuses of higher education institutions.

The challenges represented by the restructuring of higher education and the implementation of the National qualification framework have created new opportunities for tertiary institutions. Competition for higher education has increased over the past few years due to an increased number of private education service providers that have entered the market. This has resulted in intense competition among universities and universities of technology to attract high quality students.

This study reviews the literature in the field, focusing on promotional activities and the marketing strategies for student recruitment in our rapidly developing Higher Education Institutions. Thus the approach for this study entailed extensive searches of relevant literature. Hence the intention was to ensure that, as far as possible, all literature in the field was identified – while keeping the focus on literature of greatest pertinence to the research questions

The researcher investigated the influence of promotional tools employed by the selected higher education institutions in the KwaZulu-Natal region from a student perspective. The sample for the study targets Grade 12 learners across urban and rural secondary schools. A case study methodology is deemed as most appropriate as the research focuses on how the higher education institution promotes itself amongst urban and rural communities and the issues associated with this approach. The University of KwaZulu-Natal has purposefully been selected as the institutional case study. The data was



generated from interviews with Principals and Life Orientation Educators. The research design is therefore located within a quantitative and qualitative approach.

The study concludes with students in the rural preferred face-to-face communication whereas students in the urban preferred social media. It is advised that marketing practitioners should revise their marketing strategies to encompass social media to reach out to their target audiences.

# **1 CHAPTER 1**

## **BACKGROUND AND SYNOPSIS OF STUDY**

### **1.1 INTRODUCTION**

Student recruitment within the South African higher education context has become a central function, especially within the transformative ethos prevailing in the country. Recruitment strategies within higher education have evolved significantly over the last two decades, and with the evolution drawing on business marketing processes, adapted to higher education needs, Council for Higher Education (2013). The marketing strategies implemented within higher education have been widely regarded as successful, based on the transformed student enrolment in higher education institutions as noted in several reports (DHET, 2016; CHE, 2013) and in research studies conducted institutionally. Ramrathan, 2019; Govender, (2015). Although the fundamentals of higher education transformation with respect to student admissions have been achieved in terms of the targets for demographic enrolments DHET, (2016), of concern lately is the recruitment of students from marginalised communities, including rural communities and potential students from disadvantaged schooling contexts (low quintile ranked schools) that are located in impoverished communities. It is from this focus area that the current study was conceptualised – to investigate the recruitment of potential students from rural communities, with specific focus on student recruitment strategies for rural learners.

This study explores how a university promotes its products between urban and rural schools. In this exploration, the differences in promotion strategies and processes are illuminated with the purpose of improving promotion to urban and rural communities in order to provide relevant and applicable information that enables potential urban and rural students to make informed decisions and preparations for their intended studies at urban campuses of higher education institutes.

Strategic Framework of Universities South Africa highlight the statistics as follows in 1995, 259 000 Black learners matriculated whilst in 2016 about 370 000 matriculated in KwaZulu-Natal. Furthermore, in 1994, 20 610 students (27.8% of all graduates) graduated from Higher Education Institutions (HEI) with qualifications in science, engineering and technology. However, in 2016 more than 55,000 students graduated representing only 35%, of the total intake and only 48%, of contact student graduated within five years. Furthermore, proper access, sustained success and completion rates are still racially skewed, hence completion rates of White students are on average 50% higher than those of African students (Strategic Framework for Universities South Africa, 2015-2019). The number of Black students entering universities is on the increase, resulting in the number of available seats at HEIs which is evidently decreasing. Consequently, the promotional recruitment activities of HEIs will have to be customised so that prospective students will be able to select an appropriate fit-for-career at HEIs.

Though emphasis was placed on widening student participation within the university sector in years gone by, universities also equally provided students with opportunities and experiences that foster their success in the job market. Statistics from OLewin and Mawoyo's (2014) study acknowledged that the graduation rates in South Africa's public universities system are too low in comparison to other systems elsewhere. A Council for Higher Education Report proposed that "undergraduate curriculum reform in South Africa (2013) concluded that despite there being a small intake with good academic potential, performance in general at HEIs is marked by high levels of failure and dropout". This can be seen at the University of KwaZulu-Natal (UKZN) as well.

Alipour (2012), Starck and Zadeh (2013) state that the process of transformation of Higher Education in South Africa adds pressure on HEIs to deliver the necessary graduate numbers while simultaneously addressing equity and diversity. One way to attain this objective is to gain a better understanding of the student market in terms of their profiles and the choice factors they consider when choosing a HEI (Jordaan & Wiese, 2010; Dlamini,

2017). According to Strydom, Koch's study and Shay (2017), the national massification of Higher Education at national level has resulted in an increased number of Black African students entering South African public universities. Furthermore, the authors suggest that the majority of students entering HEIs were under-prepared because they have come from low socio-economic backgrounds and were, first generation students with a greater risk of dropping out.

## **1.2 FOCUS OF THE STUDY**

UKZN brochure “@ A Glance”, (2014) mentions that UKZN is one of the four African universities rated amongst the top 400 universities in the world, according to the Academic Rankings of World Universities (ARWU). UKZN is ranked in the top 3% of the world's universities (UKZN- @ a glance, 2014). The institution consists of five campuses, across Durban and Pietermaritzburg. The campus of choice is normally determined by the degree programme chosen, namely:

- The School of Education is based on the Edgewood Campus and is the primary site for teacher education.
- The School of Law, Humanities and Engineering are based on the Howard College Campus.
- The Nelson R. Mandela School of Medicine is based on the Umbilo Road Campus.
- The programmes in Law, Humanities, Management Studies and Agricultural Engineering are offered on the Pietermaritzburg Campus; and
- The Faculty of Science, Management Studies and Health Sciences programmes are offered on the Westville Campus.

Central Applications Office (CAO) is the responsible body for the processing of applications to study at the University of Kwa-Zulu Natal. The CAO processes applications for South African learners applying for undergraduate programmes at UKZN, amongst other HEI's in KZN. CAO offers an on-line application

facility by accessing the website where electronic application forms can be downloaded (CAO Booklet 2018)

According to Olewin and Mawoyo (2014), although Black students have been attending tertiary institutions over a long period of time, the influx of students only started post-1994. Consequently, in order to secure government subsidies, universities have been competing for available students to register with them. In view of the fact that Black student numbers have been increasing over time, the following assumptions have been made:’

- Challenges students face accessing higher education is a newly developed construct;
- Students depended on university staff visiting their schools;
- Universities assumed that their marketing strategies could be used across all schools within South Africa;
- Black students have access to university prospectuses;
- Students accessed information via university events;
- Each applicant differs with regard to the importance they hold to career choices and study options;
- Black students in the rural areas affix more value to campus visits and open days than urban students;
- Promotional tools such as university publications, sports camps organised by the sports association and advertisements in newspapers featured as effective promotional tools; and
- Students faced challenges such as updated information regarding their subjects, access to internet facilities and libraries.’

Dlamini (2017) found that students frequently make incorrect career choices owing to:

- A lack of information;
- A insufficient experience;
- peer pressure;
- incorrect advice from friends, parents and teachers

- the prestige attached to certain jobs; and
- a lack of adequate professional guidance and career counselling

Strategic Framework for Universities South Africa mentions that whilst recognizing that such challenges tend to occur to a greater or lesser extent in all university systems when education is massified, the challenge for HEIs is to devise effective strategies to match equity in student access for student success. A related challenge is the graduate students produced by South African universities. Universities need to be prepared for effective participation in the ever-changing world of work, as well as constructively involved in providing solutions to the many social and economic problems facing South Africa and further afield. The importance of finding a solution is further exacerbated by recent demands like the “Fees must fall” campaigns throughout South Africa. Whilst negotiations to accommodate the demands of students at the university are held, promotion activities to recruit new students is on-going. Such a process also produces its own challenges. For example, the 2013 Grade 12 class in an Umlazi School in KwaZulu-Natal achieved a National Senior Certificate (NSC) pass rate of 78%. It was projected at that time that the pass rate would increase in the future. The absence of knowledge of career options would not only result in students enrolling for courses they should not have taken in the first place, but also that resources are misallocated. Clearly, the lack of suitable study career opportunities for school leavers will result in moentous pressure on universities to admit even greater student numbers (National Senior Certificate results, 2014).

University South Africa further states that one way of addressing the challenges associated with fit-for-career marketing strategies issues is by defining promotion mixes relative to the career options of the target audience. Hence, in order to address that objective, a comparative analysis of UKZN’s promotional strategy and the processes between urban and rural communities is needed in order to identify the potential gaps, blindspots and appropriateness of its marketing strategy.’

'This study explores how a university markets its products across Urban and Rural schools. In this exploration, the differences in its marketing strategies and processes are illuminated with the purpose of improving marketing to rural communities by providing relevant and applicable information. The study also looks at avenues to enable potential rural students to make informed decisions and preparations for their intended studies at urban campuses of HEIs.

The needs of potential rural students are far different to those of their urban counterparts in areas such as finances, residences and urban lifestyles. Hence when students from rural contexts come onto urban campuses of higher education institutions, their culture shock of urban reality can be greatly reduced if appropriate and relevant information is presented in accessible media relative to the rural way of life. This study explores what information is needed and how it should be presented to rural learners and parents in order for them to make informed decisions and preparations for higher education. Marketing is a crucial component of any institution to achieve this aim. New marketing communication strategies are constantly needed to compete in any market (Spaull, 2012). This study will provide the Institution the opportunity to contribute to innovation in promotional strategies for the University.

### **1.3 RESEARCH PROBLEM AND AIMS**

The research aim, therefore, is to establish the relationship between the UKZN's recruitment strategies and its relationship with the academic and career challenges that students experience after programme choices have been made. This is for the purpose of identifying criteria for the development of a customised student recruitment strategy appropriate for rural and urban settings.

### **1.4 OBJECTIVES**

In order to identify the criteria for the development of a customised recruitment strategy for students in a rural and urban setting, the following objectives need to be achieved:

- 'To identify the promotional tools used by UKZN (case study) in the KwaZulu-Natal region';
- 'To evaluate effectiveness of the promotional tools used by UKZN within urban and rural schools';
- 'To investigate the challenges faced by students within urban and rural areas in accessing information on higher education studies';
- 'To explore how UKZN can improve its marketing and promotional strategies'; and
- 'To develop a customised student recruitment strategy for urban and rural students'.

The formulation and adoption of new marketing strategies are constantly needed to be ahead of the competition. This study attempts to contribute to the innovations in institutional marketing by the university.

'Finally, marketing of the institution to particular communities requires one to recognise the needs of the intended target community. Variable marketing is needed so that the marketing activity and process resonate well with the intended target community. This study, through its illuminative stance, will provide the researcher with the relevant information that would assist in the design of appropriate and relative marketing activities and processes.'

## **1.5 LIMITATIONS**

- It was a mission to get the gatekeepers letter from the Department of Education to conduct the research because it involved grade 12 learners.
- 'Throughout the region of KwaZulu-Natal, the political climate is tense and unemployment rife. The safety and security of the researcher was therefore a priority.
- Ethekewini Municipality is the largest Metro in the KwaZulu-Natal with a well-developed infrastructure. As a result this study was limited only to some selected schools and universities in the urban and rural regions of



the Ethekewini Metropolitan area of responsibility. The study focused only on a limited number of Grade 12 learners. Further interviews were done only with Principals and Grade 12 Life Orientation Educators. The focus group discussion selected first year students from the Nelson Mandela School of Medicine.

- The views of parents were not monitored during this investigation.
- Although UKZN is a non-racial university and the focus of the research is on the recruitment of students in rural and urban schools, White and Indian schools were not canvassed'.

## **1.6 SCHOOL QUINTILE RANKING IN KWAZULU-NATAL**

Spaull (2012) suggests that there are two school systems within South Africa:-

- 'one well-developed structured education system largely located within Quintile five school types' and the
- 'other poorly-resourced, largely disorganized Quintile one to five school types. Quintile 1 schools are the poorest institutions, while Quintile 5 represents the least poor public schools'.

'The quintile to which a school was assigned was based on the rates of income, unemployment and illiteracy within the school's catchment areas as follows :

**'Quintile 1, 2 and 3:** Learners in these categories received a subsidy of R1010,00, a much bigger subsidy per year; from the government as opposed to **Quintile 4** : learners received R505.00, half as much as Quintile 1, 2, and 3 learners; whilst in **Quintile 5** : learners received 10% of R505, which is roughly R174,00 per learner. Thus confirming that two distinct school systems exist within South Africa'.

Spaull (2012) also states that the implications of these two school systems suggest that the marketing plans used currently may be inappropriate for one of the two target audiences. In illustrating this, for an example, when promoting higher education to learners and parents, a particular mindset is required and used as a marketing strategy. This marketing strategy thus makes assumptions of who the learners are, what would interest them and how to encourage them

to buy into programmes/products. Of greater concern is that higher education institutions were working on an assumption that their marketing strategies and processes could be used across all schools within South Africa. The question that then arose is: is the marketing strategy arising from the school types and the learner diversity that is prevalent within the two school systems. Therefore, this study seeks to address this fundamental question by exploring how higher education institutions promote their products to learners that are from both urban and rural areas whose education is below those that attend urban schools with relatively good education.'

According to Spaul (2010) and UKZN's marketing strategy, an urban school in this context is a school that is situated within a 30km radius from the city centre, whilst rural schools can be referred to as schools that are 100 km away from the city centre. They also fall within the quintile rankings of 1, 2 and 3. The target audience in these schools are the grade 12 learners, the principals and grade 12 Life Orientation Educators, as well as first-year students at the Nelson R. Mandela School of Medicine. Grade 12 learners are learners who are completing their final year of study at secondary school level (see flow chart in Figure 1.1).

**Figure 1-1 Flowchart depicting target population**



To higher education institutions, marketing is of a growing importance due to the need to generate funds in an increasingly competitive arena. HEI's depend on Government funding and therefore HEI's have to show how their work is of benefit to society and how it meets the needs of their customers. According to Waheed (2017) "marketing is as a social and Promotion is about raising customer awareness of a product or service in order to generate sales,

management procedure in which individuals and groups satisfy their needs and wants by the creation, supply, and exchange of valuable products with others.

thereby creating brand loyalty. Poyakova (2013) affirms that promotion or marketing communication includes advertising, the sales force, public relations, packaging and any other services that the organisation provides. Lamb (2004) accentuates that the promotional strategy as a plan for the optimal use of the elements of promotion, namely advertising, sales promotion, publicity and personal selling.

## **1.7 MOTIVATION FOR THE STUDY**

This section reviews current literature that is applicable to the research topic. Initially the concepts contextualizes the research problem outlined, followed by a discussion on the relevance of these concepts in the higher education environment. Further, core promotional concepts are defined, thereafter the arguments are examined when looking at promoting goods as opposed to services.

A clear distinction is drawn on external promotion, which will then be followed by an outline on the impact and relevance of effective promotional techniques within urban and rural communities. The product of 'higher education' as a service is then discussed in order to fully understand the context in which universities operate.

### **1.7.1 Higher Education**

According to Klein (2017) in Finweek, "since 1994 South Africa's theme of transformation has showed increased access to education, yet the quality of education has proved to be a major stumbling block. This has added pressure on HEI's to deliver the necessary graduate numbers while simultaneously addressing equity and diversity. According to Jordaan and Wiese's (2010) study gaining a better understanding of the student market in terms of their profiles and the choice factors they consider when selecting a HEI would

achieve this. In 1994 the matric pass rate was 53.4% which was increased to 75.8% in 2014.. Of the learners who passed, 79% were African, 9% white, 8% coloured, 4% Indian and, representing a significant shift in the number of successful black matriculants since 1994. The most worrying number is the one that is not evident in the pass rate: i.e. the drop-out rate, only 36.4% of those who started off schooling some 12 years before matriculation in 2014. According to Azzo et al. (2009) the dropout rate can be attributed to students incorrect career choices due to a lack of knowledge; inexperience; peer pressure; incorrect advice from friends, parents and teachers; as a result of the prestige attached to certain jobs; and the lack of adequate professional guidance and career counselling.

Swartz (2017) and Hlalele and Alexander (2011) explained that presently in South Africa, Black learners account for over 76 % of the total enrolment in HE. Their findings estimated over 50% of students are unsuccessful in completing their studies within the prescribed period of study. Under-preparedness was seen as the main catalyst of this situation. This lack of academic preparedness attributes to them underestimating the level at which the students need to achieve. Swartz, 2017; Rosenberg et al., 2009).

The challenge for South African universities is then to aid students succeed at world-class HEI's especially when their schooling has been affected by the remaining legacy of apartheid, as well as a range of other problems (Swartz, 2017; Rosenberg et al., 2009). Scott, Yeld and Hendry (2007) suggested that the level of educational disadvantages and later lack of preparedness evident amongst South Africa's school-leavers is extremely serious. HE cannot cope simply by 'teaching better' within current structural arrangements. Adding to this is the evidence of socio-economic inequalities in South Africa.

### **1.7.2 School Education and its results at Higher Education Institutions**

The quality of education and teacher training in the public sector is a key cause for concern, evidenced by Global Competitiveness Report in which, SA is

ranked fourth last in terms of the quality of maths and science education and eighth last in the quality of the education system (Global Competitiveness Report 2017/2018).

Oellerman (2009) found that the majority of students enrolling at UKZN are poorly equipped for studying at a higher education level due to the following factors:

- 'Students generally lack reading skills, and have 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.'

Osakinle (2010) mentions that Ginzberg's developmental theory, Super's Self-Concept theory and Holland's Personality Type theory are the three main theories defining the manner in which children and teenagers make choices about their career development. As from 2010 researchers, established that students consider the following factors in higher education institutions, namely good faculty, high academic standards, special programs, quality of the institution, cost, academic reputation, financial aid, peer influence, size of the institution, location, athletic facilities and social activities (Beneke and Human, 2010; Osakinle, 2010). Students from underprivileged backgrounds seem to favour financial support offerings more, while those from traditionally well-off backgrounds seem to place emphasis elsewhere, either on parents funding them or external scholarships or private loans from banks Beneke and Human, (2010).'

Mkamba (2011) stated that a research team at the University of Kwa-Zulu Natal found that poor career choice, poor matric results and a lack of appropriate career guidance were the cause of the increased dropout rate. Consequently, students entering Higher Education under-prepared or enrolling in programmes

that they are not passionate about. It is critical for an individual's career choice to fit their particular personality. When an individual's career fits their personality, they are more motivated to enjoy that chosen career and to remain in the job for a longer period (Sutin, 2010; Holland, 1987). Joseph and Joseph (2000) stated that, if educational institutions want to appeal to a sustainable share of the student market and simultaneously address equity, they need to know their customers, understand their needs and develop strategies to meet those needs.

### **1.7.3 Student Performance**

South Africa HEIs are experiencing several challenges, including academic awareness; and majority of English second-language students; large classes, and poor curriculum design (Taylor, 2013; Jaffer et al., 2007). In order to improve students' performance and embark upon the equity requirements of the country raises contradictory challenges for HEIs (Scott, 2004:1; Leepo, 2015). The challenge for HEIs is therefore not only about increasing throughput rate and about the diversity of the student population, but also consists of safeguarding and providing quality education. Jaffer et al. (2007) and Taylor (2013) stated that South African higher education is under pressure to increase diverse groups of students and to produce the different skills for a fast-changing society. The authors further suggested that student recruitment plays a major role to meet the demands to increase the diversity of the student population of South African higher education. Many institutes of higher learning consider a school-leaving certificate as an insufficient measure of a student's potential for accomplishment in higher education. It is therefore essential to have placement tests in combination with school-leaving certificates in order to admit students into higher education (Jaffer et al., 2007; Taylor, 2013). It is also alleged that placement tests are an trivial measure of whether a student will achieve accordingly, since many other factors such as student background, motivation and academic readiness contribute to students' performance.

Mkamba, (2011) postulate that development and retentions rates in South African universities rank the lowest in the world, with a 40% drop-out rate of

first-year students. The throughput in higher education of the working class and historically disadvantaged students is problematic. Statistics South Africa's General Household Survey (2015) states that just over a fifth of early school leavers mentioned "a lack of money" as the reason, 20.3% dropped out due to poor academic performance, and 9.4% due to family obligations (STATS SA, 2016).

According to Swartz (2017), at a higher education level, it should also be remembered that quality at university level includes the capacity to produce research outputs that drive South African competitiveness. Constructing a transformed and world-class academia over time should be a priority. Swartz (2017) mentions that researchers' contributions will help South Africa innovate to resolve societal issues.

Kotler and Keller (2012) note that, financial success or the achievement of other institutional goals is highly dependent on the creation of adequate demand. This marketing function of an institution is often tasked with generating this demand through a variety of diverse co-ordinated activities that aim to communicate a particular message to the institution's target audience. Due to transformation, HEIs have to compete for talented students. Hence, HEIs are now proactive in student recruitment and corporate ideologies are used to help them entice potential students. Since HEI's need to distinguish themselves, the role of marketing in student recruitment has increased. According to Beneke and Human, (2010), very little has been done by South African HEIs to customise their student recruitment strategies.

This study defines student recruitment as processes of firstly analysing the programme for which students are being recruited and thereafter sourcing, screening, and selecting ideal candidates. Effective recruitment requires mediations that will ensure that students are able to adjust to and fulfil their roles successfully in the programme that they have been recruited to, Beneke & Human, (2010).



HEIs need to improve students' preparedness by refining and extending advice and guidance services. As part of the recruitment strategies this information, advice and guidance are important processes that help to place students appropriately in programmes.

According to Beneke (2011) found that HEIs have a very weak association with prospective students, even though they have strong relationships with schools. Further, stated that the strongest association however is between the schools, its students and their parents. It was then proposed that concentration to build a strong relationship be strengthened as it is vital in successfully recruiting high quality students. "They recommended a framework that involved five stages i.e. Internal Needs Analysis, Scouting for 'Prospects', Initiating Relationships, Nurturing/Growing Relationships and finally, Harvesting.

#### **1.7.4 Promotional Tools**

As cited by Beneke and Human (2010) stated that recruitment involves designing the institution's offerings to meet the target market's needs and desires, using effective pricing, communication and distribution to inform, motivate and service the markets. Therefore, it was recommended that HEIs need to establish and maintain sound relationships with their potential students.

Global strategies include corporate identity elements, radio advertising, outdoor advertising, cinema advertising, TV advertising, internet advertising, banner advertising, bus branding, street pole advertising, E-mail marketing, corporate marketing videos, school talks, career exhibitions and open days in order to attract quality students (Levitz, 2011; Beneke, 2011). A suitably designed promotional strategies not only attract the preferred profile of students, but also help to motivate and appropriately place students into programmes best suited for them.

According to Levitz and Beneke, (2011) selecting and placing students involves surveying the organisation's internal environment for strengths and weaknesses, while identifying opportunities and threats from the external

environment. It is expected that by auditing the strengths, weaknesses, opportunities and threats, leadership in a specific institution can create strategies aimed at improving promotional efforts so that a best fit can be found.

## **1.8 VALIDITY**

Validity in qualitative research relates to whether the findings accurately reflect the real situation and are backed by evidence (Guion, 2011). Triangulation is normally used to establish validity in qualitative research. For this study, both data triangulation and theory triangulation will be employed in order to assure the validity of the study. As a result, data for this study will be obtained from three different populations (ie. Grade 12 learners, First Year Students and Principals/Deputy Principals/Life Orientation Educators).

## **1.9 RELIABILITY**

Reliability of a questionnaire relates to its ability to produce the same results if tested several times Rattray and Jones, (2011). For this study, the researcher tests the reliability of the questionnaire during a pilot study. The Cronbach Alpha test will be used for the analysis section.

## **1.10 STRUCTURE OF STUDY**

### **Chapter 1: Introduction**

This chapter provides an overview of the study by giving a brief background, highlighting the problem statement together with the research aim and objectives.

### **Chapter 2: The Higher Education landscape and factors that influence students' choices**

This chapter highlights literature relating to landscape in Higher Education and its influence on students' choice. The literature helps to introduce the main problem, as well as illustrate the complexity of the problem. This literature included the concept of Marketing in the context of Higher Education, Career

Choice Factors and the promotional tools used by Higher Education Institutions.

### **Chapter 3: Promotional activities**

Chapter three defined and explained key concepts within the marketing ambit. The literature focused on promotional strategies that could be employed by Higher Education within the educational context. The conceptual models was discussed in relation with the communication mix.

### **Chapter 4: Research Methodology**

The proposed content of this chapter is the method and the manner in which data was obtained. Therefore, it discussed the paradigms, interviews, sampling, reliability and limitations of this study.

### **Chapter 5: Data Analysis – Quantitative and Qualitative**

Chapter Five reports on the findings of the study and a discussion was presented. This chapter addressed the research process, which included the research objectives, research design, sampling method, questionnaire design and target population and data analysis. Chapter five will also presented a discussion of the research setting including the rationale for its inclusion in this study. The characteristics of the informants was outlined to identify any patterns emerging from learners with similar backgrounds and location of school. The chapter also provided the data analysis framework adopted in this study to analyse and interpret the data obtained from the respondents and participants. It outlined how analysed data is recorded and interpreted and the findings of participants 'responses to the questions answered.

This chapter analysed data obtained and represents such in charts, figures and tables. Cross-tabulations assess the relationships between the selected variables. Statistical calculations are used to interpret the data obtained through interviews.

### **Chapter 6 : Summary of Discussion**

This chapter analysed the quantitative and qualitative data obtained from questionnaires and interviews in a narrative approach.

## **Chapter 7: Conclusion and Recommendations**

Chapter Seven highlights the conclusion of the study. It summarised the major findings from the study and draws a number of conclusions. Recommendations are made to enable institutions to use their resources efficiently and wisely. The research findings give useful information to potential students to make informed decisions regarding their career choices. The information can also be used by institutions in their planning and communication strategies.

### **1.11 RESEARCH DESIGN**

The research design is a plan for addressing the research objectives. The research design also explains the structure of the study in a way that will address the research questions, McDaniel and Gates (2013). Hence, this study has a descriptive focus since the main aim of the study is to find out how UKZN promotes the University to the urban and rural schools. The survey methodology approach will be used to collect data from a large number of respondents within a limited time frame. A structured questionnaire will be distributed to grade 12 learners from selected schools within the urban and rural communities. Semi-structured interviews will be carried out with Grade 12 learners; interviews with Life Orientation Educators/Principals/Deputy-Principals based on the quintile ranking structure; and a Focus Group interviews with first-year students from urban and rural schools in the School of Medicine at the University of KwaZulu-Natal.

### **1.12 CONCLUSION**

This chapter provided a broad overview of the study. The aims and objectives were clearly defined and the focus of the study, the research questions, limitations, and the research methodology and design were discussed. The respondents and participants in the study were highlighted. A mixed method approach will be used, incorporating both qualitative and quantitative methods.

In the next chapter, the literature review of published materials related to the research is presented in order to building a sound theoretical background for the study. The literature review discusses higher education and promotional strategies for student recruitment. The study also draws attention to how schools in urban and rural areas consider the use of promotional activities by UKZN in their schools.

## **2 CHAPTER TWO LITERATURE REVIEW LANDSCAPE OF HIGHER EDUCATION**

### **2.1 INTRODUCTION**

Chapter one provided a background and overview of the study. The aims and objectives were highlighted and the research problem was discussed. Chapter two provides a review of current literature applicable to the research topic. The researcher discusses higher education by contextualizing it to the research problem. Furthermore, the challenges facing HE in South Africa, state funding of HEIs and the transformation of higher education are outlined. Relevant concepts in the higher education environment, namely core promotional concepts, are defined.

### **2.2 HIGHER EDUCATION**

The Higher Education Qualification Sub-Framework, 2013 defines Higher education (HE) as “education offered at both private and state owned institutions of higher learning where the student graduates with either a national senior certificate, a diploma followed by a bachelor, master or a doctoral degree”.

According to a report by the Council for Higher Education, “the systemic problem of the higher education system is its overall coherence, rationality and appropriateness in relation to socio-economic development needs” (Council for Higher Education, 2016)’. It thus relays to:-

- “the scope of the overall enrolments, participation rates and numbers of institutions;
- the shape of the nature of institutions, their obligations and focus, the levels and range of their programme offerings, their field / disciplinary orientations; and

- modes of delivery whether contact or distance education” (Council for Higher Education, 2016).

The main policy objective that must define “the size of the higher education system is the need to develop the high level of intellectual and conceptual knowledge, abilities and skills needed to meet the local, regional, national and international requirements of a developing democracy” (Council for Higher Education, 2016)’. These skills must not be limited to only economic goals instead must be able to talk to the needs of social, intellectual and cultural development. Inclusive of conceptual knowledge and skills at the levels of knowledge production and dissemination. This conceptual knowledge must include ongoing development of professionals at different levels, for different economic and social sectors, in different fields and disciplines and through ent educational and pedagogic modes (shape) (Council for Higher Education, 2016).

### **2.3 KEY CHALLENGES**

The above functional and structural problems have proved to transform into numerous critical challenges which offer a range of tasks, as well as targets for achievement and monitoring in the reconstruction of higher education. In light of the demanding circumstances and needs thereof, constanct reviews need to be carried out and hence challenges can be grouped into the three fundamental sections namely, “effectiveness challenges, efficiency challenges and equity challenges”. Figure 2.1 details a diagrammatic presentation of the key challenges in Higher Education.

**Figure 2-1 Key Challenges in Higher Education as adapted from the Council for Higher Education Framework (2016)**



### **2.3.1 Effectiveness of Challenges**

The effectiveness of higher education in delivering the objectives of the White Paper of Post School education and training, that was judged in various areas for example, “the production of 25 000 fewer graduates in 1998 seriously impacted on the labour market where graduates are 30% more likely to be employed than school-leavers”. This reconfiguration in the higher education sector, found that the challenge perpetuates especially where there is an increase in the number of graduates and diplomates to address the shortage of high-level skills on the labour market. This gave rise to enhanced creation of appropriate programme mixes which speaks to the growth and development needs of the country including individual needs for employment which becomes imperative, particularly to learners in skills, education and training (HET, 2014).

### **2.3.2 Efficiency Challenges**

This challenge is meticulously tied to quality measures which includes sound planning measures, both at institutional and system levels. Hence, appropriate



quality control mechanisms must be in place to decrease repeater, drop-out and failure rates of students. Planning targets will allow institutions to meet the needs of prospective learners, industry and society at large, through collaboration and validation to produce economies of scale.

### **2.3.3 Equity Challenges**

Moloi (2014) found that the equity challenge is known to be one of the most critical challenges that focusses on facing the reconfiguration of higher education. Thus the focus is on:

- increasing the race, gender and social class dissemination of students within the different programmes,
- improving the racial and gender representations of staff and
- ensuring financial accessibility for disadvantaged students need be addressed.

Moloi affirms, essentially that equity targets will have to be stipulated and monitored for all programmes and for student and staff equity. In so doing targets should apply across all other effectiveness and efficiency targets ([www.dhet.gov.za](http://www.dhet.gov.za); Moloi, 2014).

### **2.3.4 Reconfiguration of Higher Education**

Accordingly the Department of Higher Education has set aside the need to reconfigure the entire system, with the end product leading to a balanced landscape for investment of resources to pursue excellence and equity. This reconfiguration will require detailed and specific institutional mandates which will enthruse institutions to have coherent and more defined purposes in their production of knowledge and graduates ([www.dhet.gov.za](http://www.dhet.gov.za)). Council for Higher Education also accentuates that this reconfiguration would provide a more focussed framework for innovative teaching and learning and in research. Further community service will be grounded in real intellectual and physical capabilities (CHE, 2016).

Since majority of learners in HE in South Africa are black learners who constitute above 72 % of the aggregate enrolment (Hlalele and Alexander 2011), . Furthermore, due to under-preparedness, approximately 50 % of students in South African HEIs do not complete their studies within a five-year period. Rosenberg, Rasarup, Burt, Ellery, and Raven (2009) suggest that the academic lack of preparedness can also be attributed to students under-estimating the level of performance expected of them. Consequently, Rosenberg *et al.* (2009) state that South African universities are faced with the challenge of producing world class HE students despite their disadvantaged apartheid past. Van der Walt (2013) found an additional challenge for students in HE is the apparent socio-economic inequalities that exist in South Africa. The author further highlighted that HEI's need to be cognizant of the fact that students coming to HEIs are faced with lack of resources which affects their chances of meeting the entrance requirements for the programme of their choice, and also completing a qualification in the required time frame.

According to Oellerman (2009), the following factors contribute to the under-preparedness of students enrolling at UKZN:

- English is the second language for majority of learners and there is a general lack of reading skills among the students.
- A number of students are from schools with inadequate resources where learner input is discouraged.
- Many of the students are raised in environments where there is poor discipline or structure.

**Figure 2-2 Learning environment at 3 rural school in KwaZulu-Natal (pictures taken by the researcher)**



Osakinle (2010) and Leung (2008) “Ginsberg’s developmental theory, Super’s Self-Concept theory and Holland’s Personality Type theory are the three main theories that describe the manners in which children and teenagers make choices about career development”. Since 2010, researchers Beneke and Human (2010); Oskinle (2010) found that students consider the following

factors in higher education institutions i.e. good faculty, high academic standards, special programs, quality of the institution, cost, academic reputation, financial aid, peer influence, size of the institution, location, athletic facilities and social activities.

According to Beneke and Human (2010), students from disadvantaged backgrounds appear to favour financial support offerings more, while those from traditionally affluent backgrounds seem to place emphasis elsewhere eg. Bursaries, Bank Loans or Scholarships.

Mkamba (2011) reported that a research team at the University of Kwa-Zulu Natal found that the cause of the increased dropout rate was attributed to the poor career choice, poor matric results and lack of proper career guidance. Therefore, students entering Higher Education are under-prepared or choosing programmes that they are not passionate about. It is important for an individual’s career choice to suit their respective personality. When an individual’s career fits their personality, they are more inclined to excel in that chosen career, and enjoy their job.

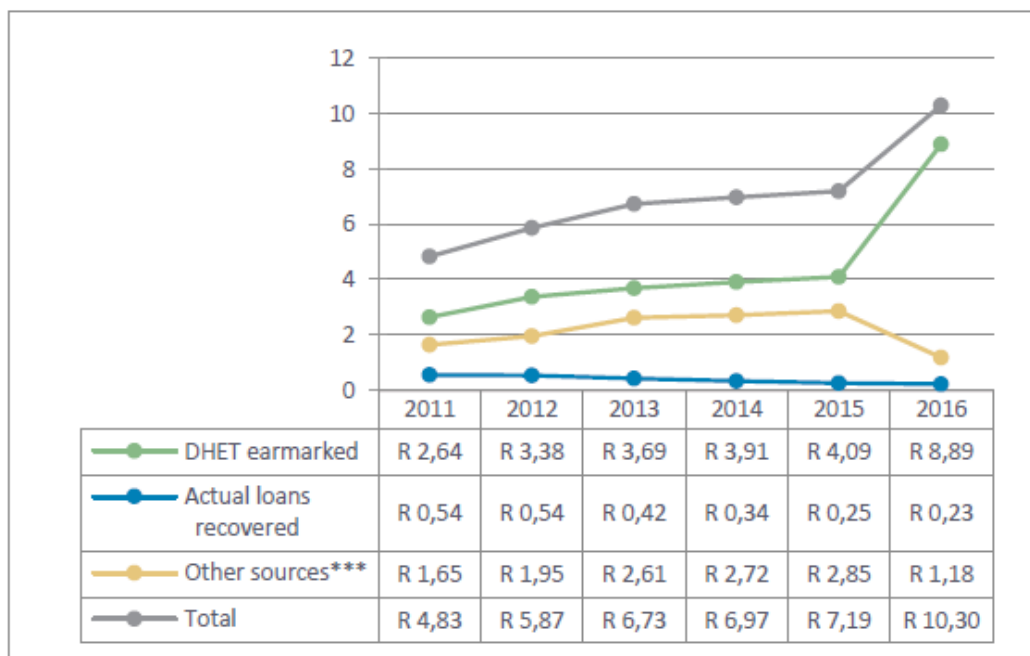
## **2.4 STATE FUNDING FOR UNIVERSITIES**

The National Students Financial Aid reported that “since 1994 the government’s support for higher education has been significant in nominal terms, the funding of universities has been on an upward trend from R11 billion in 2006 to R26 billion in 2013. While the increase in funding are welcomed, it should be noted that higher education expenditure has been declining alarmingly in student per capita terms. Although the allocation to the NSFAS is set to increase from R5.1 billion in 2013 to R6.6 billion in 2016/2017”. The

repeated annual student protests at universities proved to be a recurrent quest for the inadequate funding for all the students eligible for National Students Financial Aid ([www.nsaf.ac.za/2015-2019](http://www.nsaf.ac.za/2015-2019))

#### 2.4.1 National Student Loans (NSFAS)

Figure 2-3 NSFS funding for university students only from 2011 to 2016 (in billions)  
sourced from ([www.nsaf.ac.za/2015-2019](http://www.nsaf.ac.za/2015-2019))



\*\*\* Other sources include: universities, DBE, NSF, other government departments, private sector, SETAs etc.

According to Feagin, Vera and Imani (2014) many institutions of higher education currently are experiencing high incidents of student protest actions related to students needs that are not being happy with higher education institutions. In addition, the number of students from rural contexts entering higher education institutions within South Africa is low when compared to students from urban and semi-urban areas. There are many reasons for the above concerns. These include lack of adequate information being presented to prospective students and parents, low marketing drive by institutions to

recruit appropriate potential candidates for admissions, poor school academic background, financial and residential concerns and high competition for places in high demand career study programmes. Frequently, students make incorrect career choices due to lack of knowledge, and the lack of adequate vocational guidance and career counselling (Sampson Jr; McClain, Musch, and Reardon: 2013). As a result they end up in careers with limited knowledge 2012 – 2016.

The White Paper on Higher Education and Training reports that apart from the inability of NSFAS to fund eligible students the following factors compound the system. Over a period of 2012 to 2013, a target set for university participation rate levelled to 25% by 2030 through planned growth ([www.dhet.gov.za/2018](http://www.dhet.gov.za/2018)). A further commitment was to progressively introduce “free education for the poor in South Africa as and when the resources become available” ([www.dhet.gov.za/2018](http://www.dhet.gov.za/2018)). The National Development Plan also speaks to projected student enrolment growth, thus ensuring the NSFAS sustains this increase to meet both the equity growth and quality targets.

One way of addressing these issues is by appropriate promotion relative to the target audience. Hence, in order to address this, a comparative analysis of promotional strategy and process between urban and rural communities is needed to identify the potential gaps, blind spots and appropriateness of its marketing. This study tries to illuminate these differential needs so that more appropriate promotional activities are implemented when recruitment is done.

## **2.5 TRANSFORMATION OF HIGHER EDUCATION**

Whilst the Education White Paper 3 reports on the Transformation within the university sector, focusing on the four main pillars of transformation, namely equity, democracy, efficiency and responsiveness, the National Development Plan speaks to the active participation of universities. Thus universities are called upon to address the development needs of society. Universities are known to provide the labour market, with ever changing high level competencies and experts necessary for the growth and prosperity of a modern

economy, simultaneously contributing to high level research for development in its broadest sense.'

One of the major challenges is a fluid policy and operating environment for Universities. Statistics from 2009 have tabled unprecedented changes that universities operate within, thus giving rise to numerous amendments to the Higher Education Act of 1997. A Transformation oversight Committee was thus established to advise the Minister on "policy and strategies for the promotion of transformation" and "produce an annual report on policies and practices impacting on transformation within universities, including both achievements and challenges." ([www.usaf.ac.za/2015-2019](http://www.usaf.ac.za/2015-2019))

South Africa HEIs are faced with numerous challenges including academic preparedness, significant numbers of English second language students, large classes and inadequate curriculum design (Stromquist and Monkman:2014). Improving students' performance and addressing the equity requirements of the country raises differing challenges for HEIs (Scott, 2004). The challenge for HEIs is therefore not only about increasing throughput in terms of numbers and the diversity of its student population but also involves ensuring quality educational provision. Additionally, Taylor (2013) stated that, "South African higher education is under pressure to increase participation from diverse groups of students and to produce the skills required for a rapidly changing society". He then further suggested that, the demands to increase the diversity of the student population of South African higher education results in student recruitment gaining an increasing importance. The school-leaving certificate is currently viewed, by many institutes of higher learning, as an inadequate measure of a student's potential for success in higher education. Thus, placement tests are now widely used in combination with school-leaving certificates to admit students into higher education Taylor, (2013). It is suspected that these efforts alone (placement tests) are not enough as a measure of whether a student will perform accordingly, since many other factors such as student background, motivation and academic preparedness contribute to student's performance.'

Progression and retention rate in South African Universities ranks the lowest in the world, with a 40% drop out rate of first year students. Throughput in higher education of minority, working class and historically disadvantaged students is problematic (Mkamba : 2011).

## **2.6 PROMOTIONAL TOOLS**

Beneke and Human (2010) stated that “recruitment involves designing the institution’s offerings to meet the target market’s needs and desires, using effective pricing, communication and distribution to inform, motivate and service the markets”. Therefore HEI’s need to establish and maintain a sound relationship with their prospective student.

Strategies used internationally in order to attract students include, “corporate identity elements, radio advertising, outdoor advertising, cinema advertising, TV advertising, internet advertising, banner advertising, bus branding, street pole advertising, E-mail marketing, corporate marketing video, school talks, career exhibitions and open days” (Beneke, 2011; Levitz, 2011).

According to De Meyer (2017) advertisements mean non-personal presentation of information, ideas, goods and services by identified sponsor. Personal selling is a form of person-to-person communication in which a seller attempts to assist or persuade prospective buyers to purchase the organisation’s product or service. Direct marketing occurs when an institution communicates with prospective students using an interactive database driven communication media such as direct selling, telemarketing, direct mail, the internet and various broadcast media and print media to encourage a response from prospective students. There are about 23 daily and 14 weekly urban newspapers in South Africa which are published in English. Furthermore, there are several regional and community newspapers that are distributed free of charge (e.g. Caxton Newspapers). About 12.4 million urban South African read urban newspapers while 5.5 million read community newspapers. The use of newspapers in a media plan will certainly be good for universities to use. One out of every five

South Africans own a radio which translates to an access of 25 million listeners. Clearly, radio plays an important role in the daily life of consumers. Therefore it has the capacity to reach many with advertising messages and consequently influence purchase behaviour patterns. The internet has created the rebirth of interactive media in the last 20 years. Experts believe that it has enhanced direct interactive and personalised organisation-client relationship (De Meyer : 2017).

Properly designed promotional strategies not only serve to attract the desired profile of students but they help to motivate and correctly place students into programmes best suited for them.

Whilst promotional activities are more effective when they are sustained and targeted, equally the promotion strategies must continuously target potentially, prospective customers. For example, students at their secondary school could be targeted (Schafft and Biddle, 2013). Kotler's (2012) study suggests that it is important for institutions to build up channels of communication with potential customers, and use marketing intelligence to gather any information that an institution would find useful.

Ivy (2010) suggests that there is certainly a need to review university promotional tools and messages. His study highlighted that "students do not consider traditional university promotional tools such as the websites, prospectuses and other written material as playing a significant role in their choice and decision making may suggest a range of things". Possibly students may find information provided through these channels as inadequate or misleading. Anderson and Whalley (2015) argues that students may just not believe in these sources as being trustworthy for their decision making. Also the internet is assumed to be widely available to every one. This is contradictory as most pupils, especially from disadvantaged communities, either have limited, or unreliable or intermittent access to internet.

This finding is indicative that universities may have to consider other ways for promoting themselves to the recruitment market. A typical example of a new



recruitment strategy is, one in which the student ambassador programme is initiated. This programme details how a trained current student is paired with an applicant, thereby providing every possible assistance to the prospective applicant from application nurtured to registration. A university has indicated that this initiative has increased its applicant retention capacity four fold in the last two years. Equally, university promotional messages need to lay emphasis on issues students find most important to them. Hazelkorn's (2015) study highlighted that lack of research and related literature on student choice and their decision making in terms of access to higher education institutions, which is also confirmed in a similar study conducted in Syria. Suggesting that universities are facing great challenges due to a lack of understanding of customer preference.

Vargo and Lusch (2014) define marketing "as a social and managerial process by which individuals and groups obtain what they need and want through the creation and exchange of products/services of value with others". Marketing in this sense accentuates the three most pertinent issues as follows :-

- social process; the individual has needs to be satisfied,
- managerial process in which the institution attempts to satisfy groups of individuals.
- values exchange, simply purchasing the product/service.

Brassington (2006) highlights how the the American Marketing Association (AMA) defines marketing as being "more comprehensively the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchange and satisfy individual and organisational objectives". This is an imperative management process that not only requires the actual decision making process, instead planning and analysis, resource allocation, control and investment. This notion is affirmed by Hassanien, Dale, Clarke, and Herriott's, (2010) study which states that the concept of marketing should be an overall philosophy for an organisation which encompasses and directs the entire business. One which unifies strategies and utilises efficient resource in keeping with the institutional goals. All these

drive to a common direction of customer satisfaction where the educational service is provided (Keller, Parameswaran and Jacob: 2011).

Higher education environment is proving to be increasingly competitive and this research has demonstrated that applicants to higher education are no longer passive consumers in this environment. Behaviour of prospective applicants is clearly focussed on return to investment decisions, which focusses on sound university preparation in terms of career decision making. This is confirmed by Bennet's (2010) study where there is a growing consumerism on students placing emphasis for programme and price related information as being indispensable for their decision making. Therefore universities seeking to reposition themselves in this changing HE environment need to demonstrate sensitivity to these developments.

## **2.7 CONCLUSION**

Marketing in Higher Education in general has been reviewed in this chapter. The chapter then defines the role of the South African Higher Education sector, which provides a rationale for adapting marketing within the institutional administrative system. The chapter has provided definitional clarity for the study and also underpinned the importance of marketing in HE. It has highlighted that marketing in HE requires further investigation.

The next chapter presents theoretical models in HE marketing which assist institutions to market strategically. Chapter 3 includes a discussion of the marketing of HE.

## **3 CHAPTER THREE MARKETING COMMUNICATION**

### **3.1 INTRODUCTION**

The major trends in the higher education environment, both nationally and internationally was discussed in Chapter 2. HEI operates in a dynamic environment which needs to be understood. The ultimate goal behind the changes was to achieve a uniformity in qualifications. There is intense competition worldwide in higher education and vast changes, in forming of partnerships with global markets.

HEI's face competition from both public education providers and private education. There is a considerable increase in the recent years. The funding for higher education institutions decreased, although the costs and non-payment of fees poses a challenge. The HEI globally and nationally are forced to find alternative measures of funding.

Since public HEI's do not work independently, the image they portray to their target audience is of utmost importance because such institutions engage stakeholders for the supply of students and funding. Szekeres (2010) state that when choosing an institution of higher education, students are enthusiastic about the image and reputation of that the specific institution.

According to Ivy (2010), there was an increase in advertising and marketing budget. Hence it is important to understand how to reach potential students and how to engage with them. Therefore, public HEIs will have to become more market-oriented. According to Rindfleisch, Malter, Ganesan and Moorman (2012), HEI's are to progressively more focussed on marketing techniques used by profit making institutions. Hence HEI's will have to use a marketing framework to :-

- establish their rating and reputation;

- uniqueness of competition;
- identify the needs of the market segments; and
- development of a marketing plan to promote educational services.

A successful development of a marketing strategy is determining which factors students consider in their decision making process regarding the institution of their choice. Furthermore, the student's choice is a major factor in the decision making process.

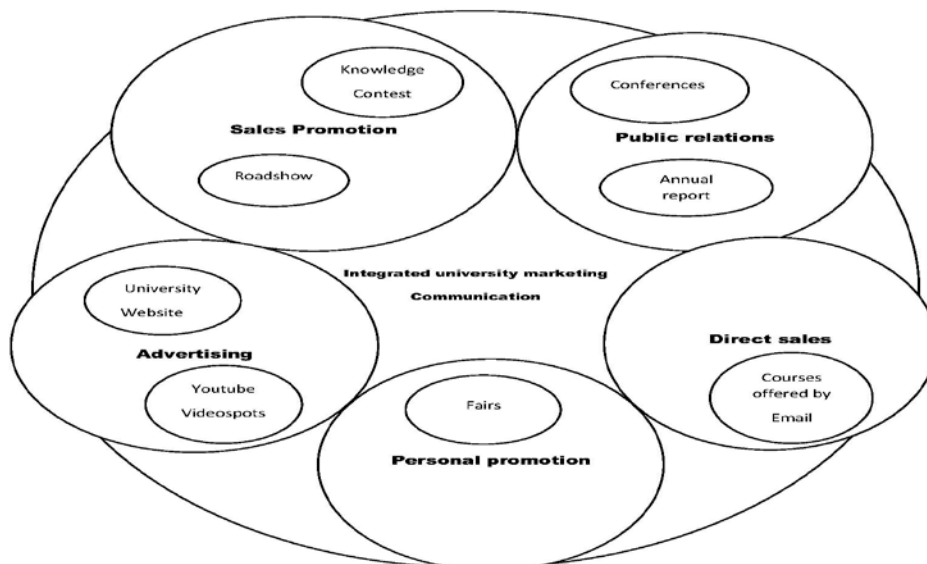
Thus, academics, educators and managers and all stakeholders alike are trying to discover more innovative ways in which marketing communication media can become faster, more efficient and effective. The use of communication tools is to influence and induce consumers to take some sort of action, (to go out and make a purchase). However, the consumer may not purchase the product due to certain factors such as; economic constraints. Hence, the effectiveness of communication tools should not only focus on purchase intentions, rather it should focus on consumer attitudes toward the advertisement, communication and the brand (Debasish and Muralidhar 2013).'

Marketing authors constantly argue that to achieve and maintain successful relationships in the market special attention should be placed on the customers' need and wants by the marketing executive. Kotler and Armstrong (2010) states that one of most significant concept ever developed in marketing was this fundamental approach known as the "marketing concept". The different approaches to the marketing mix; namely: industrial marketing; services marketing. The marketing mix all emphasise the importance of customer relationship. The marketing concept as a philosophy is the relationships between universities and their students.

There must be an integrated approach to marketing communication into all fields and areas. Cost of the media, better communication with the target audience and working towards relationship building. HEI's should provide prospective students with continuous communication until they make their informed decision. All communication activities should be well prepared and

carried out in a methodical order and well managed. The diagram below suggests how the marketing communication elements and activities of a higher-education institution can be integrated. The largest circle shows how the five marketing communication elements are interrelated. Individual elements are depicted by mid-sized circles, contain various communication activities as the smallest items (Pelsmacker, Geuens and Bergh, 2010).

**Figure 3-1 Integrated marketing communications of a university concept as adapted from the Journal of Competitiveness (2011)**



**Source: Adapted from the Journal of Competitiveness**

“At Universities the students are regarded as consumers. Therefore, universities consider themselves as suppliers of knowledge and the students as knowledge seekers. It is therefore apparent that these universities have been

strongly influenced by marketing metaphors. However, the use of marketing metaphors appears to be sometimes indiscriminate and the appropriateness of them to use in student-university relationships is questioned in this research. This notion of students as customers, has caused a misinterpretation of the relationship between universities and students.”

The application of the marketing concept in universities should be within limits. Stakeholders should consider the dangers of taking the customer-seller analogy too far Bowden (2009).

It is sufficient to say that it is inappropriate to use marketing metaphors when it concerns student-university relationship. “As noted by Ramachandran, (2010) the student-university relationship is not related to traditional marketing relationships such as customer-supplier or buyer-seller. Hence, he postulates that the customer-supplier relationship is not prevalent in the student-university relationship. It is not decided on the purchase and use of a product, but upon a level of interaction between the product, the consumer and the supplier. Ramchandran, contends that the customer metaphor is not appropriate to describe students’ relationships with universities as the use of marketing slogans. It does not contribute to a correct an accurate understanding of the student-university relationship. Precautions must be taken in order not to cause any misconceptions and misunderstandings which flourish due to misleading terminology and vocabulary. These frameworks should not be used in respect of universities and their recruitment strategies for students”.

The main focus of the services marketing mix will be discussed in this chapter and also explore the literature available on the changing role of marketing.

## **3.2 THE CHANGING ROLE OF MARKETING**

“Lamb,Hair, McDaniel and Terblanche (2012) states that marketing in any organisation is of vital importance. It starts with the process of identifying the target audience, the needs and wants of the prospective students, matching

what the institution can offer with what the student wants and then effectively communicating the information. The primary aim of marketing is to satisfy the needs of customers. It involves a cluster of activities such as product/service innovation, design, development, distribution, advertising, selling and how the product/service is acquired and used by the customer. Soke and Wiid (2016) and Machado and Cassim (2010) regard marketing as the process of promotion and distribution of ideas, goods and services to create exchanges that satisfy institutional objectives”.

According to “Alexa and Stoica, (2012), effective marketing requires HEI’s to identify their target audiences, understand them and communicate with them on a face-to-face and one-on-one basis. Her work support, which pointed out that marketing’s contribution is to facilitate the exchange process that takes place between the higher education institution and its target audiences”.

Lynch and Baines (2012) found that “HEI’s sustainable competitive advantages are based on superior knowledge, reputation, innovation or architecturally. In the evolution of marketing there are also definite stages. The next section will therefore take an in-depth look at the definition of marketing”.

### **3.3 DEFINITION OF MARKETING**

“Marketing is defined as an the activity, processes for creating, communicating, delivering and exchanging offerings that add value for customers (American Marican Association, 2013). Kotler and Fox (2013) define marketing as “the analysis planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets in order to achieve institutional objectives”. According to the authors, Marketing is about planning, designingand motivating the institution’s offerings to meet the needs of it’s target audience effectively”.

“Hult, Pride and Ferrell (2012) postulate that an institution should try to provide products that satisfy customers’ needs through a coordinated set of activities that also allow the institution to achieve its goals - customer satisfaction is the

major focus of the marketing concept. According to Kotler and Armstrong (2012) marketing is defined as the process by which companies create value for customers and build strong customer relationships in order to capture value from customers. Furthermore, Kurtz and Boone (2012) endorse marketing as analyzing customer needs, obtaining the information necessary to design and produce goods and services that match buyer expectations, satisfying customer preferences and creating and maintaining relationships with customers and suppliers. Pendergrass (2013) adds that the marketing concept is the commonly held idea that organisations achieve success by meeting the needs of their customers. Institutions that hold this belief readily acknowledge that customers are the driving force behind their businesses.”

“Marketing is defined as a concept that highlights the importance of financial success or the achievement of institutional goals, which is dependent on the creation of sufficient demand for its products or services. It is argued that the marketing function is often tasked with creating this demand through a variety of different co-ordinated activities that aim to communicate a particular message to the organisation’s intended audience. Essentially, marketing may be described as being about meeting needs profitably. This means that the marketing function is about identifying people’s needs and taking steps to satisfy them in ways that create value. An institution may then be in a place to realize profits, which may well aid in achieving broader institutional goals. The marketing function is clearly critical to ensuring that an organisation’s product/service offerings are promoted and placed favourably in the hearts and minds of the target market Kotler and Keller, (2012).”

Lamb (2012) states that marketing is a process which focusses on identifying customers and plays a vital role in any organisation. “This process starts with finding enquiring about the wants and needs and matching what the institution’s offering the student and sell the product. The aim of marketing involves a plethora of activities such as product/service innovation, design, development, distribution, advertising and selling. Also, how the product/service is acquired and used by the customer”.



“Strydom (2010) maintain that marketing is not stagnant, which is evidenced by the fact that over the years, the promotional activities of institutions have changed. Scott, (2013) identify four stages that strongly influence the evolution of institutions marketing activities, referred to as production, sales, marketing and societal marketing eras. The *production orientation* era focused on the internal capabilities of the institution rather than the needs of the market, while a *sales orientation* is based on the premise that people will buy more if aggressive sales techniques are used. It is noted that these orientations lack a customer focus. Organisations need to realize the importance of marketing and building long-term relationships with their customers. The *societal marketing orientation* builds on the marketing orientation but adds that customer value must be delivered in such a way that it maintains or improves the society Kotler and Strydom (2010)”.

A product is something a buyer receives in exchange for money. The exchange takes place if both parties believe that there is sufficient value in the offer for both parties. Therefore, organisations create value by adding need satisfying features and characteristics into the products. Products can have tangible and intangible features. A speciality product are unique and requires more differentiation between brands because the exclusivity of the product must be observable by the consumer. The purchase process of a speciality product, for example a university degree requires more effort (pre-purchase information collection, tuition fees amongst other activities. A product has various levels that satisfy the different needs of the buyer De Meyer-Heydenrych, Human, Maduku, Meintjie, Nel and Boshoff (2017). The product levels as per figure 3.2

**Figure 3-2 Product Levels**

<b>Product Levels</b>	<b>University Qualifications</b>
<b><u>Core Product</u></b> Primary benefit or value	Preparation for a career or vocation/job
<b><u>Basic Product</u></b> Conversion of Core Product to basic feature	Various degrees/certificates programmes courses
<b><u>Expected Product</u></b> Features that buyer expects	Tutor sessions and availability of lecturer consultations
<b><u>Augument Product</u></b> Features that exceed expectations	World of Work Fairs, lectures can be downloaded, additional classes, Exam preparation sessions
<b><u>Potential Product</u></b> Future Product development	Virtual lectures/tutorials online Assessments

**Source: Adapted from DeMeyer et al (2017)**

### **3.4 HISTORICAL DEVELOPMENT OF MARKETING**

According to Kurtz (2014) the production era referred to Henry Ford's mass-production era. Ford's slogan, "customers can have any colour car they want, as long as it's black" was the formula towards marketing. The supply and demand intensified and a good production institution will be able to sell itself. In the sales era emphasis was placed on the sales team to find customers for their products. Institutions assumed that customers will show resistance purchasing non-essential products. The task of personal selling and advertising is to persuade them to buy. The perception is that creative advertising and selling will persuade consumers. The marketing era was about consumer ruled. There was a shift in focus from products and sales to satisfying customer needs. The relationship era continues to grow in importance. Relationship marketing is developing long-term, value-added relationships with the target audience. Relationship with partners for the general benefit of all. The concept of relationship marketing is customer-driven marketing Kurtz, (2014)".

Kotler (2010) posits that “Relationship Marketing (RM) and Customer Relationship Management (CRM) both represent a paradigm shift in traditional marketing thinking, implying moving away from marketing to anonymous masses to developing and managing relationships with identifiable customers and stakeholders. According to Harbour (2014), relationship marketing is a sales approach focusing on building a long-term relationship that benefits both the customer and the business. Some of the techniques that businesses use in relationship marketing include providing consistently excellent customer service; getting to know the individual and anticipating their future needs; and offering discounts and special perks through loyalty programmes for repeat customers”. “In addition, Harbour (2014) states that relationship marketing is about enhancing performance through the process of identifying, developing, maintaining and terminating relational exchanges. Palmatier (2008) clarified that relationships can be evaluated between person-to-person or interpersonal, between an individual or group of people”.

On the other hand, Kotler and Armstrong (2010) states that “Customer Relationship Management (CRM), involves managing detailed information about individual customers” and “touch points” to place emphasis on customers.

The social era of marketing is in full swing due to the accessibility of the Internet. Building on the relationship era, most companies are using social media websites to connect to consumers as a way to market goods and services according to Kotler (2009).

It is therefore necessary to look at the marketing concept in a changing world with innovative strategies. Social media refers to the digital media means of communication and interaction that people use to create share and exchange content such as information, insight, experience, perspectives and even the media itself. In this study social media refers to facebook, twitter and chat groups (de Meyer, 2017).

### **3.5 THE MARKETING CONCEPT**

Lamb (2012) advises that institutions intending to be “customer-focused, market-driven, global in scope and flexible in ability to deliver superior value to customers whose preferences and expectations change continuously”. The development and implementation of the marketing concept has four challenges; namely

- “The success of any institution depends above all on what consumers are willing to accept and pay;
- The institution must be aware of what the market wants, preferably well before commencement;
- Consumers’ wants must be continually monitored and measured so that, through service product and market development, the institution keeps ahead of competitors; and
- Top management must achieve the integration of all the components of the marketing strategy into a single strategic plan, based on knowledge of consumer behaviour.”

**Figure 3-3 The Marketing Concept**



**Source: Adapted from Kotler (2010)**

Kotler, (2010) alleged that the marketing concept consists of four basic principles, this include:

- the target market ;
- maximization of profitability;
- Measure of success in the long term
- Institution's total effort and social responsibility

### **3.5.1 The Principle of Consumer Orientation**

Institution initiated communication means communication that originates from institutions to their target audience. In this study the university initiatives include university publications, brochures, university staff representatives, online presentations, open days and career exhibitions.

The Target audience refers to the identified group of current or potential customers by the marketer to reach with their communication message. In this study the potential customers are secondary school learners in urban and rural areas of KwaZulu-Natal.

“Strydom (2011) views the first principle of the marketing concept as consumer orientation, meaning that all actions should be directed to satisfying the needs, demands and preference of prospective students. The institution should aim to achieve total customer satisfaction which is of paramount importance. Therefore, institutions should identify the target audience and prepare a tailored programme to match. For example, the institution under study can create a customized marketing programme targeted to learners in the urban and rural areas of KwaZulu-Natal (Kotler 2013).”

### **3.5.2 The Principle of Integration and Co-ordination of Activities**

Strydom (2011) defines a system “as an integrated whole or a group of related units working together to achieve a joint objective”. The marketing of HEI’s should be well coordinated with each other and with other areas such as production, finance, administration, human resources and procurement. This makes up the second principle in the marketing concept. It is a useful mechanism in assisting to increase customer satisfaction. According to Lamb (2012), all seven marketing mix instruments should enhance the decision making process in such a way that the student will be motivated to choose the institution’s service offerings.

### **3.5.3 Maximizing Long-Term Success**

- “Kotler’s model is directed at achieving market share. This is the third principle. Institutions aim to achieve this as one of their objective other than profit. The focus is generating income for the institution. The main goal is to provide education.

The HEI's also need to focus on their long-term sustainability. The success of an institution can be measured in research output terms:

- number of students taught;
- students pass rates;
- range of qualifications of staff
- the quality of teaching.

The combination of these factors makes it difficult to measure success. Marketing is of growing importance to educational institutions, because of the need to generate funds in an increasingly competitive arena (Kotler 2010)."

### **3.5.4 The Principle of Social Responsibility**

"The marketing concept disregards the challenges and focuses on customer satisfaction rather than on the long-term wellbeing of society. The concern for the environment and the society in which the marketing task is performed are characteristics of a strategic approach to marketing management. Institutions should therefore strive to obtain the goodwill of the society, rather than only the support of the target market. By exercising social responsibility, higher education institutions can earn the goodwill of the society since this has long-term dimensions which can influence the future of any institution in terms of funding and a continuous supply of students. Perreault and McCarthy (2012) added that the marketing concept assists to bring focus and allows an institution to satisfy the needs of the target audience."

## **3.6 THE 7 P's OF THE SERVICE MARKETING MIX**

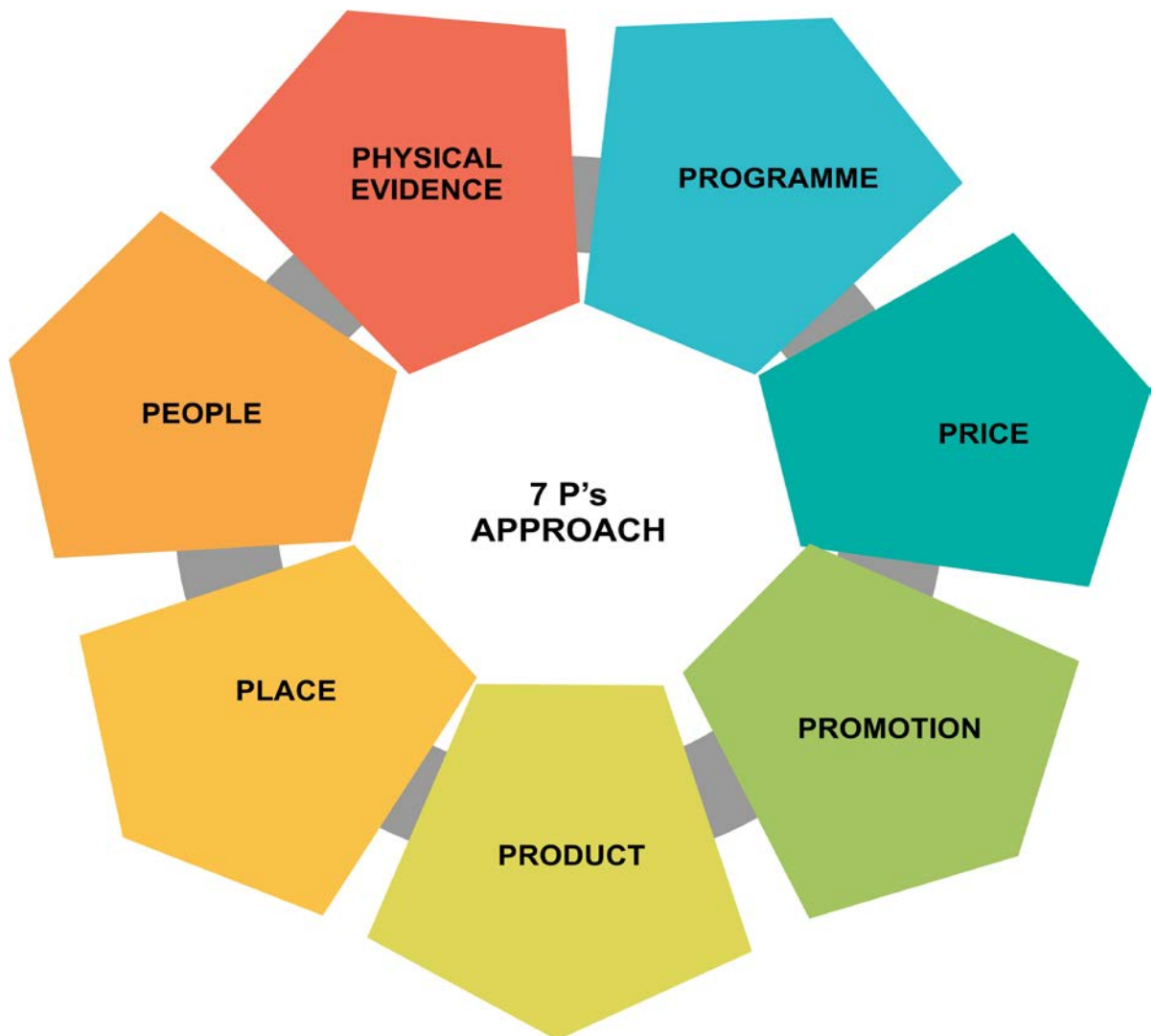
"Kotler (2010) model portrays the marketing mix to comprise of "7Ps" namely: 'programme, price, place, promotion, processes, physical facilities and people' (see Figure 3.1). The other components for the marketing mix such as Ivy, (2010), consists of: 'programme, prospectus, price, prominence, people, promotion, premiums' these are grouped differently."

“Pratminingsih and Soedijati (2011) found that Higher Education is different from marketing actual products, which requires changes. The traditional marketing mix consisted of four different Ps; product, price, place and promotion. In relation to educational service, this mix can be adapted to suit the service to a certain degree. However, some theories demonstrate that this marketing mix is inappropriate for the marketing of services. Additional Ps has been introduced and emphasise that the Ps people and process, provide better presentation in relation to services. The four Ps model is used for physical products. However, the educational service sector requires a diverse approach. In order to outline efficient the marketing of services the 7Ps approach were introduced - adding people, physical evidence and process to the traditional mix Ivy, (2010).”

“Services marketing is closely linked with the 7Ps approach (Ivy, 2010); Enache, 2011 states that HEIs could make use of an all-inclusive marketing strategy by including additional three Ps– people, process and physical evidence. The 7Ps approach possess different outcomes, where one module have the possibility to alter the effect on one another order to outline efficient marketing of services. The 7Ps approach were introduced - adding people, physical evidence and process to the traditional mix. (Ivy, 2010)”



**Figure 3-4 The 7 Ps Approach**



**Source: Adapted from Ivy (2010)**

“The study excluded the three Ps - price, product and physical evidence and focussed on the four Ps - place, promotion, people and process. The reason for limiting to four specific Ps and excluding the other three Ps was because of the lack of strong bonds with published research on marketing within HEIs. Several studies have added IT, image and reputation Wilkins and Huisman, (2011) parallel with the four Ps. With regard to services marketing in HEIs the factors, IT, image and reputation mention the Ps - place, promotion, people and process as important factors to consider. The intention was to do an indepth

study into HEIs and services marketing. If the 7Ps approach had been used, the outcome of the study could have been restricted. By focusing on four specific Ps, a more deeper study performance could be achieved. Since the study excluded the three Ps and focused on the remaining four Ps, it was necessary to include other components into the conceptual framework. “Complementary marketing factors for student attraction and enrolment” were added. It consists of IT, image and reputation”.

### **3.6.1 Programme**

“Programme’ is the first element in the marketing mix. The programme to offer and how to structure and design was an issue within an institutional marketing strategy. This issue was addressed in the literature by Kotler, (2010). An institution usually begins by identifying the programmes and services being offered and made available to the market and customers. They are students, companies or grants providers. An institution also looks at suitability of the programme matches customers’ needs. Universities with similar programmes will find their market making choices between their programme offering. The programmes offered at an institution makes up the identity of the institution. The identity positions the institution in the mind of its customers and determines how they will respond to what is being offered.”

“Hollensen, (2016) says that a well developed marketing strategy, tried and tested will achieve good results. The designing, developing and installing a refined strategy works well. The term co-operative is used which implies that the programme is not historically designed but well researched. The importance of the being co-operative is to meet and satisfy the needs of the customers. The steps for a co-operative programme that begins with a consumer needs analysis, idea generation, preliminary analysis, pre-positioning the concept, field study and finally, consumer evaluation.”

Marketing for other types of businesses is less challenging than marketing for education. This challenge stems from the point that education offers professional services and customers cannot inspect a tangible product, or the

programme, before purchasing. Education is also an experience service as its characteristics can only be effectively assessed by consumption. It is only when a student attends a study programme that he/she gets an idea about what has been 'purchased' in terms of quality. The programme does not exist until the service provider performs the service, usually in the presence of the customer, and it does not necessarily result in the ownership of any material thing. For this reason, an institution is recommended to increase the tangibility of the programme offered by increasing what they describe as the 'wrapping' in which it is offering. 'Wrapping' means anything physical/tangible of the programmes; for example CD-ROMs, photocopied lecture material and handouts, coursebooks, free access to the Internet and discounted materials.

### **3.6.2 Price**

"Price is the second element of the marketing mix. The price element, is related to the tuition fees offered and any other money matters. The institution is dependent on Price for its revenue. The number of universities relying on tuition as a basic revenue source is increasing. A example by Kotler, (2010) an estimated impact of 1% of the price increases the profits for an organisation by 28.7%. Most parents are concerned about the pricing when making their decision regarding the institution of choice for the students. It is a major factor influencing their decision. The financial implications is a major concern when attending university. Price plays a major role on the marketing strategies and cost of education".

The parents as well as students are cost-conscious, they look at value for money. They are also aware that the actual cost varies from the printed cost. Since customers are cost sensitive towards tuition fees, one wanders whether the university's should consider a policy to keep the fees as low as possible.

"This is a major issue that could affect the overall image of a university as there is substantial impact on the perception of quality when being matched to price; for example, some people perceive more expensive offers to be of greater value and vice versa. On the other hand, an institution considers customer

perception of the relation between the offer itself and the price set. In other words, a customer would question whether or not the service offered is value for money. When a university wants to set a higher cost than its competitors, it needs to be justified and this, in turn, should be explained to the public. Among the strategies used in pricing, Kotler (2010) believes that people pay more for skilled and well-regarded doctors or consultants. It is a pricing strategy in which whoever has a better offering and/or position can request a higher price. Hence, in the context of education, a student would pay a higher price for a more prestigious and well-known university. Another technique that an institution could use would be to separate or include the total cost of the package. Some universities set the cost without any hidden extra payments or 'indirect associated cost', such as transportation or sports facilities fees, which the customer can select."

"The other strategies used are discount and scholarship offers. Universities attract potentially good students to enrol by offering financial incentives, which affects the students' choices as they may then put more consideration into institutions with the most generous offer. The concern in this strategy could become problematic and unethical, affecting students' choices on what is best for them, as such differential pricing conveys a sense of discrimination amongst students with different abilities."

### **3.6.3 Place**

"The four Ps incorporated in to this study, Place, called the distribution channel, is used by universities in order to enable its students to meet the needs, wants and expectations from the student market. Pratminingsih & Soedijati, (2011) argues that today's students have the ability to acquire relevant information through many sources, since the development of IT has been added as an alternative educational service method, in comparison to the previous restricted geographical location of the university. IT-based instruments such as Blackboard offer students access to material and various ranges of inputs related to education. Opportunities to get hold of university-related material have been developed through other IT sources as well. Web pages, e-

mail, video and telephone-based conferences are just a few examples that have been recognized.”

Ivy, (2010) describes HEI's competitive advantage by using innovative approaches and distance learning as tools used to increase competition.

“There are two perspectives which seek to provide knowledge to students by considering educational services as the product. If graduated students are considered to be the product, place should aim to develop ways to embed the student into the labour market. New technologies are important which could transfer knowledge to students. ‘Place’ channels such as radio and TV are examples of knowledge distribution by HEIs. Online information could assist with administrative activities thereby reducing staff. Online lectures being available to students and they can also function as a feedback loop. Students are given different options of providing feedback or collecting student-related material. The HEI’s relationship with the labor market needs to be encouraged. Place will be successful if the educational product reflects the needs and wants of this market. It is crucial for HEIs to have knowledge of the labor market’s demand, otherwise the education could be mismatched and therefore irrelevant and unnecessary for the student. Place provides service performance and boosts the fulfillment of exceeding expectations and therefore should not be underestimated. Enache, (2011) also emphasises class locations, teaching methods and styles, and IT features as examples related to place.”

#### **3.6.4 Promotion**

“Consumer-oriented sales promotional refers to short term incentives offered by marketer to encourage motivate the purchase of its products. Also known as a pull strategy. For example, the early application fee offered by CAO or the remission of tuition fees for good academic performance (De Meyer, 2017).”

### **The Promotional Media Planning process:**

'A good media plan may be divided into four steps namely (1) identify the target audience; (2) set media objectives; (3) formulate the media strategy; and (4) schedule media placements.

- One of the key considerations of any institution is the identification of a target market which becomes the target audience of the media planner. From this study the target audience is urban and rural schools in KZN.
- Set media objectives – the two main considerations for the setting of media objectives are (1) reach and (2) frequency. Therefore the media objective for this study needs to be quantified by expressing the number of the number prospective students to be reached and how often they need to be reached (frequency) in actual numbers.

The media objective for the university for the university could be based on the enrolment plan for each university qualification in for example 2020. The objective stated thus makes it (1) clear and concise (2) time bound and (3) realistic in terms of time frame.

- The third step of formulating media mix involves a collection of communication channels that the university can use to communicate with the target audience. Since it is impossible to use on medium due to the limitations attached to a single medium most organisations use a combination of media alternatives to reach the target audience. Selecting the appropriate mix to the right target audience as well as the appropriate geographic coverage are the key considerations in formulation of the Promotional mix.
- The fourth step involves the timing or frequency of the placement of messages. Three methods are commonly used namely (1) Flighting (inter-mittent periods); (2) Continuous regular pattern of scheduling and (3) Pulsing (combination of flighting and continuous) De Meyer (2017).'

According to De Meyer (2017) since a promotional media strategy is influenced by several factors such as media objectives, size of the budget and the

buying/demand cycle of the target market an appropriate method needs to be selected.

For a university, the flighting method will be suitable because it is cost effective in terms of coverage and the duration of buying cycle is generally once or twice a year.

'HEIs could use multiple sets of channels to inform their target markets. "The channels could consist of advertising, public relations, publicity, promotional based sales efforts and personal sales contacts. The personal sales contact between the HEI and the student was the popular choice, research has shown that students preferred the need for personal advice when they examined different enrolment alternatives. The university needs to address and inform prospective students in a user friendly way so that the educational product is understood. The website which is a easily accessible channel for transferring information to students. However, Ivy (2010) states not to solely rely on the internet as a channel for communication. It is unlikely to be effective. A website could inform the potential candidate after they have made their first contact with the university. The website could be a useful tool for an efficient enrolling process. A website should also inform the student of general information and the university's opportunities as well as demands associated with the particular education. Ivy (2010) states that open days and exhibitions are important channels for HEIs. E-mail messages and advertising could also function as efficient marketing tools for universities in order to inform and encourage potential students for enrolment. Prospective students should be mentored by senior students from the university in providing constructive experience. Enache, (2011) further states that they could thereby inform and encourage potential students to enrol, based on previous successes at that institution.' HEIs consider students as the most important recipients. HEIs promotional activities are based on the target market, students and their requirements and expectations of the service. Advertising and public relations are important components."

Pratminingsih and Soedijati, (2011) states that Promotion is important since it plays a central role for HEIs to market themselves. "Advertising is used in order

to inform potential students and funders about the university and its related benefits for society. Students are informed by multiple sets of channels, marketing towards the public and potential funder needs a more focused approach. The University's public relations office should focus on relationship building a positive public opinion of its operations. Public relations is an efficient tool in order to improve the promotional strategies. Since the promotional strategy influences the image, HEIs needs to be aware of the message they distribute for reputation management. Thus, reputation needs to be taken into consideration as it has been identified as an important key driver within HEIs. Enache, (2011), Ivy, (2010), Pratminingsih & Soedijati, (2011) describes promotion as an important marketing activity for HEIs promote and enroll prospective students. HEIs need to develop a promotional strategy that identifies the student as their primary customer.”

### **3.6.5 People**

“HEI-based staff members who interact with prospective students are considered as the third concept ‘people’, before, during and after the enrolment. The Staff represents an important component for students’ satisfaction and understanding. Enache, (2011) states that ‘People’ are related to process and promotion, thus becoming an important factor to consider. Hence, Staff members are an important part of education, as high-contact service operation is based on personal contacts, communication and interactions between people. These interactions are based on personal contact with supportive, administrative and academic staff. Staff’s image could be linked to student’s perception and potential enrolment. Hence, students may be influenced by the number of employed PhD’s or professors. Enache (2011), further states that other people that could influence positively or negatively a student's enrolment, are the public and well-known profiles working at the university. These experts may frequently appear on television or other media. Administrative staff play an vital role in image and reputation management on how they interact with prospective students. Interactions between academic staff and students could also affect the reputation of the HEI. Both the front line administrative staff and lecturers’ interaction with prospective student is of



importance due to the students' valuation of the service delivery. HEIs should market their institution by showcasing their internationally acclaimed lecturers as well as student ambassadors who have excelled professionally. The frontline staff are the window to the institution. The institutions Alumni play a vital role in being ambassadors of HEIs. It is important to take note of how Administrative staff deal with prospective students and their requests. The way administrative staff answer these requests could influence students' first impressions. Even after enrolment, administrative and teaching staff plays an important role. Thus according to Enache (2011) staff is a key factor for the universities marketing mix."

"Ivy (2010) states that publications and research records of a well-known professor can also influence enrolment at an institution. When students seek information, the first impression could be of significant difference. Students' impressions could be based on the initial contact with people of the particular university. Hence, if HEIs employ well suited personnel the institution could improve their marketing mix. Finally, Pratminingsih and Soedijati (2011) describe people as the single most influencing and important factor within services marketing."

### **3.6.6 Process**

"Service delivery, is related to the process which contains the administrative and formal functions of the university. This enrolment process, includes registration, course examination and evaluation. Social events and activities are included within the process. Educational service delivery consists of much administration and bureaucracy for students. However, a well-functioning process could reduce the frustration for both students and HEIs. The university has to confirm that students understand the process of obtaining an education, and the student is involved in the production process. Pratminingsih and Soedijati, (2011) emphasises that the service involves interaction in order to create the product, co-operation with staff is important. Face-to-face interaction with staff is important since HEIs requires upfront payment. During the enrolment phase, HEIs need to manage students' registration smoothly,

accurately calculate credits and ensure that a correct degree is awarded. Student satisfaction could also be ensured by suitable residence facilities, course schedules and access to the library and social activities on campus.”

“The enrolment phase is crucial it transforms prospective students to registered students. When this process is combined with people, the university could improve its image and reputation, which could attract and influence additional students. If the enrolment phase is successfully operational, students could benefit from knowledge transferred from the HEI. Enache (2011) states that a smooth enrolment phase could also affect the educational quality and the HEI is viewed in a positive manner. This could influence a lower dropout rate and more matched integration with the labour market.”

### **3.6.7 Physical Evidence**

“Physical Evidence refers to all of the physical, tangible items an institution makes available to prospective students, ranging from brochures to the infrastructure. Physical facilities, as an element of the mix, plays a important role whereby the institution can increase its programme offerings depending on space constraints. In this respect, physical evidence could be coursebooks, or the furniture used or the built-environment. Marketers work together with architects and graphic designers in order to present attractive and effectively functioning facilities. The corporate identity of an institution speaks volumes for the institution. This corporate identity colour or logo has a marketing effect on prospective students.”

“Kotler (2012) suggest that often, the most immediate clue for prospective students about a university’s identity is the physical evidence of buildings and furniture. This may be the first impression that prospective customers have of an institution upon visiting. The first thing they see is the built-environment and the facilities the university offers. The condition of the physical location contributes greatly to the image of the institution. The aesthetics of the institution is absolutely important because it speaks to the learning environment and image of the institution. Apart from the customer’s view on physical

facilities, there is a positive function for them, as they support the teaching and learning process. An example of this would be the use of visual representation and information technologies to facilitate and improve learning results.”

### **3.7 HARNESSING MARKETING FACTORS FOR STUDENT ATTRACTION AND ENROLMENT**

Educational marketing is dependent on “IT, image and reputation which have been identified as interrelated towards place, promotion, people and process. Wilkins & Huisman, (2011) regards these factors as student recruitment within HEIs as focal point. Hence, Place and promotion were linked with IT, which deals with universities’ recruitment and communication purposes. The same connection was found between image and reputation towards promotion, people and process with regard to Marketing within Higher Education Institutions. These connections were considered to be highly relevant towards the study's purpose and research questions.”

#### **3.7.1 Information Technology (IT)**

“Knight, (2011) describes IT as an influencing factor for development and transformation within HEIs and towards the growth of higher education worldwide. E-commerce, has been identified within public and private institutions and HEIs as a driving factor towards attraction and enrolment of foreign students. The increased competition within HEIs has given institutions challenging tasks in their recruitment drive and online customer service processes towards foreign students. It has also stimulated new marketing approaches towards students. IT has enhanced communication from institutions and the service available to foreign students. The internet was one communication factor for student attraction and enrolment. According to Grooves and Murphy (2013) it has two roles in educational processes: firstly, students’ decision making and utilization of information through the internet. The second process, HEIs’ implementations and e-business activities possessed by IT.”

“Within higher education there are several changes and the increased flow of IT-based information is the contributing factor. IT has also been affecting the way HEIs generate knowledge. According to Altbach, (2016), different universities now have the ability to offer websites and databases for foreign students. Programmes are advertised globally. Universities’ e-mail responses and websites aim to provide relevant information for potential students. Furthermore, education within HEIs is intangible, it becomes challenging for prospective students to actually verify the content. Courses that are offered within higher education are often time-consuming and complex, which make it difficult to get a perception of the education. In order to minimize this obstacle, reliable and independent individuals turn out to be identified as a problem solving factor. According to Gomes & Murphy, (2013). Educational agents are an example that HEIs could use in order to support and present constructive answers to prospective students. It is stated that HEIs, no matter whether public or private, should strengthen their brand by using online activities. This should be done through utilizing names and e-mail addresses to stimulate the satisfaction for online prospective students. Previous research concludes that HEIs gain successful outcomes in the recruitment process through deeper insight into e-business strategies and online customer service. IT has been emphasised as important factor for student attraction and enrolment. The other complementary marketing factors, are image and reputation.”

### **3.7.2 Image and Reputation of the Institution**

“In order to enhance student attraction and enrolment, and high student retention figures speaks to a positive correlation between universities’ marketing performance internationally and the factor ‘image’. It is therefore believed that image could strengthen universities’ reputation towards foreign students. Wilkins and Huisman (2011) mention reputation as an important and influencing factor for students’ choice. The importance of image and reputation helps the university in conducting a communication strategy suitable for its target market. HEIs often struggle to manage these two factors due to their abstract nature. Research has shown that students’ degree of loyalty had

a positive correlation with their perceived image and reputation. Hence, image and reputation according to Wilkins and Huisman ( 2011), could be important input for HEIs which strive to attract and enroll students.”

### **3.8 CONCEPTUAL FRAMEWORK**

The conceptual framework, which has been motivated by the connection between the selected four Ps and the three factors IT, image and reputation (Wilkins and Huisman, 2011).

“The IT factor was included into the conceptual framework to emphasize the similar connection to both promotion and place. Enache (2011) iterates that Promotion talks about different channels that are important to take into consideration, and the importance of websites. Promotion is also an important tool for HEIs in the enrolment and information process. IT creates a more widespread promotion towards the enrolment and information process for HEIs. IT can also aid HEIs to realize the importance of educational marketing. Research has described online activities and their contributions towards improved performance for HEIs in regard to student attraction and enrolment. IT is a key driver for HEIs towards an improved educational service. The other IT instruments described are websites, e-mail and e-commerce services.”

“Image and reputation are interrelated with people, process and promotion. According to Ivy, (2010), Pratminingsih & Soedijati, (2011) describes the connection between image and people is motivated by HEI staff and their role to interact, inform and manage prospective students during the enrolment process. Enache (2011) states that HEIs could also strengthen their image through promotion and encouragement of international acclaimed professors. The interaction between staff and students could thus affect the perceived image and therefore be linked to people. Image and process are also interrelated; due to HEIs’ management of a smooth enrolment process. Thus, management can improve a higher educational service quality for the university. The service quality experienced by students could affect the image, which is an important factor for HEIs.”

“Image is also connected to promotion. HEIs use of promotion and its portrayed message can influence the image perceived by its receivers. Universities use different marketing channels to inform these receivers, which could be students, potential funders and the general public. The message can be distributed through different promotional channels and is therefore associated with the HEI’s image. Reputation is also important for universities in order to attract students. As it is difficult to improve an already damaged reputation, promotional activities are important for HEIs. People is interrelated with reputation, due to the interactions between HEIs staff and students. Reputation is also connected towards process since it deals with the enrolment, retention and graduation phase. The enrolment phase plays an important role for HEIs as it informs students about knowledge regarding educational services. This knowledge can be fruitful during the retention stage as well as the graduation phase since it can provide improved reputation for HEIs. (Enache, 2011) The combination of the four Ps together with the factors IT, image and reputation into the conceptual framework will facilitate HEIs to attract and enroll students. In this way, HEIs can achieve constructive performances in terms of attracting and enrolling foreign students.”

### **3.9 MARKETING COMMUNICATION MIX**

With the advent of social media, the world has become a much smaller place. Websites such as Google and Facebook have had a major impact on the population as a whole. People are able to communicate on a grander scale and instantly. Amazon is as yet an untapped resource with regards to educational institutions. Most people use Google to query just about everything. However, if one needed a book, then they would use Amazon. I would therefore venture to suggest that universities set up a student registration site with Amazon as a platform. This would then allow university marketers and recruiters to sift out the highest calibre students and concentrate their efforts on bringing these students to their university. This would be well within the budget and would also enable students from all areas to have an equal opportunity of being recruited.

This would also be a 'win' for Amazon, as it would create more traffic through their site, thus increasing sales and advertising revenue. The university would also be able to 'hop onto this bandwagon' by selling of their merchandise to prospective students. One must recognise that virtually the entire country has internet access either via landlines or cellular communication.

There is the online route, where an applicant is required to apply on the website by completing digital application forms as application forms are available online and form part of the digital medium. The digital medium seems to be favourable towards the younger generation (Jacob and Jacob 2013). For many years institution and recruitment specialists around the globe have utilised traditional marketing communications such as; print advertisements to encourage potential students to apply timeously. However, according to Barger and Labrecque (2013), marketing communication programmes include a wide range of both digital and non-digital channels. Institutions participate in career fairs where recruitment representatives convey career opportunities to potential students and ways in which they can apply. Career fairs normally take place at in the different provinces and by different education departments. However, with the advancement of technology, institutions now utilise the internet and social media platforms as marketing communication tools for recruitment. Furthermore, the different faculties place their programmes on the websites and on social media platforms, namely; Facebook, Twitter and LinkedIn and even virtual career fairs are taking place (Bashford 2008).

### **3.9.1 Advertising**

It can be defined as any paid method of non-personal communication regarding an institution, product or service. The is the purchasing of advertising space or time to be purchased. It also refers to mass media communication on television or radio. Feedback or responses is not immediate because mass media communication channels targets a mass audience. Advertising is worldwide to promote the institutions product or service. It creates an image in the minds of consumers who are interested in purchasing the product or service. According to Richardson (2012) the word-of-mouth advertising is

commonly used in the recruitment market. Referrals and networking form part of the word-of-mouth communication. Both these forms are cost-effective and an informal method of communication. A first time communication with a potential student is known as the referral method. Networking is another informal method of recruitment by word-of-mouth with people from other institutions.

### **3.9.2 Broadcast Media**

Television, Radio and the internet are known as broadcast media. It provides mass media communication to its target audiences.

#### **3.9.2.1 Television Advertising**

All communication activities on television is marketing communication. It focuses on local, national and global satellite channels. The objective is to make a sale or identify a potential consumer. Advertising on television means choice of different slots to meet the needs of your target audience. It is one of the most expensive forms of advertising. According to Dix and Phau (2010), television advertising is considered not effective because it is during advertising breaks that consumers decide to take a break or hop channels. Since, television advertising is expensive it should be carefully considered for recruitment purposes. It is also a mass communication channel which reaches out to a vast target market. The intention of television advertising is to cause an impact and impression in the minds of consumers of how large the institution consists of.

#### **3.9.2.2 Radio Advertising**

Radio communication is conveyed local, national and internationally. This live audio streaming provides information which impacts on the consumers to buy the product or service. Radio advertising is general used to showcase and advertise our new programmes on offer. This form of advertising is used mainly during Open Days.



### **3.9.3 Print Media**

Strydom (2011) describes print as quickly reaching large audience, especially since this is the first point of contact with clients and hence sets the scene for service expectations and establishes an image in the minds of consumers.

Print media:

- it creates a general awareness of the service;
- Develops a personality for the service that matches the requirements of consumers;
- Matches the values and capabilities of the service business with those of the client.
- Sets the scene of what clients can expect from the service and motivate employees to live up to the expectations created; and
- Form a foundation for sales representatives so that the clients they call on already have a favourable impression of the service business and know what to expect.

Advertising in magazines and newspapers forms part of print media. It is also mass communication. Print media is also an expensive form of advertising. Print media provides the target audience with detailed information. It is considered one of the most common forms of recruitment advertising globally.

#### **3.9.3.1 Magazines**

It forms part of print media. There are in-house publications as well as specific publications advertising different programmes offered by the institutions. There are faculty specific publications highlighting the programmes of the different departments.

#### **3.9.3.2 Newspaper Advertising**

Newspaper advertising is easily accessible and affordable to the masses. This mass communication reaches consumers locally and nationally. The institution books space to advertise their programmes depending on their budget. It is value for money exercise. The institution can use visuals to highlight specific features of the different faculties. An insert can be utilised to create an impact

on the consumers showcasing the vast number of programmes and career offerings.

#### **3.9.4 Electronic Media/digital/internet advertising**

According to Strydom (2011), electronic mail is a method of sending an electronic message in the form of a computer text file from one computer to another. It is one of the most important service available on the Internet, with many benefits and advantages, namely:

- Affordability – e-mail is considerably cheaper than the telephone, fax or post;
- Attachments – one of the most powerful advantages of e-mail is the ability to attach additional computer files, such as word-processing documents, presentations, spreadsheets, drawing and graphics;
- Place – the recipient does not have to go to a particular physical place to receive e-mail as is the case with physical post or faxes. E-mail can be downloaded anywhere in the world;
- Format – e-mail is a digital format which allows the recipient to cut and paste content without having to retype it; it can be forwarded to others; it can be electronically filed; and it can also be printed if necessary;
- Avoiding gatekeepers – telephone calls, faxes and post are often channelled through a third person, e.g. a personal assistant; managers often still access their own e-mail, enabling direct communication with them;
- Communication processing – recipients can decide when and if they want to read a particular message;
- Mailing lists – e-mail allows one to create mailing lists and to send a standard communication to a number of people at the same time (batch processing);
- Interactivity – e-mail provides a degree of interactivity which may include multimedia elements and links to websites;

- Management – filing, storing and finding e-mail messages is easy and efficient as everything is in electronic format. Follow-up correspondence is also more efficient as old messages can be re-accessed from appropriate file folders and replied to at a convenient time, knowing that the correct address and original correspondence is embedded in the message; and
- Critical mass – e-mail is fast becoming the preferred means of communication;

‘The digital era has adopted a overall shift in the manner in which communication function. It is clear that the future lies in the full integration of all communications driven by the rapid pace of technological innovations. One can expect the industry evolution towards integrated communications to generate pace. From the inception of the telephone to the creation of iPad apps (applications) communication media have been changing rapidly. The internet and social media platforms are revolutionizing the manner in which people communicate with each other globally. The internet has become the driver of the world’s economy. In a short space of time, the internet together, social media have transformed the manner in which people live, work and communicate Galbraith (2014).’

‘The internet and social media has created numerous avenues and opportunities for individuals and organisations to connect, network, and keep in touch with family, friends, clients and customers. Social networks or online communities, blogs, micro-blogs and really simple syndication (RSS) make up the four types of social media. Organisations can utilise one or all of the communication tools to market their products, services and brand (Schmidt and Ralph 2011). Social networks and online communities are another form of the internet and interactive methods of advertising and communication. It is a platform whereby, consumers reveal certain characteristics regarding their purchases and consumption patterns. The largest sites

include; Facebook, Twitter and MySpace. Online accounts are created by users and each user of these sites can interact with one another by sharing messages, pictures and videos Zubesek and Sarvary (2011).'

- **'Facebook** provides an opportunity to assist institutions to have real-time conversations with their target audiences and markets. It is a marketing tool that allows for the institutions to track and monitor current trends among consumers in the marketplace. It also provides an advantage for institutions as stakeholders can comment, write reviews, provide suggestions and ideas and ask questions directly to the potential student. The initial purpose of sites such as; Facebook was to socialise with friends. However, features such as Facebook pages enable organisations to advertise products and services and their brands (Al-muani and Saydam 2014). For example, Facebook has become a platform for organisations to communicate career opportunities.'
- **'Twitter** is a micro-blogging virtual platform. The posts are limited to one hundred and forty characters. It is an ideal platform for discussing products, services and brands. Twitter is a platform to create and build partnerships and relationships with key stakeholders (Hennig-Thurau, Malthouse, Friege, Gensler, Lobschat, Rancaswamy and Skiera 2010).'
- **'LinkedIn** is an online community space/zone which enables registered users to create online profiles, build and share networks, create and join groups and search for people and businesses. LinkedIn is also utilised for sales and marketing, online recruitment, job searching and career development. LinkedIn is a platform whereby, all professionals and businesses can connect and interact. LinkedIn is interactive; where individuals can post presentations, videos, sound clips and pictures online (Understanding LinkedIn Social media overview covers LinkedIn profile, network 2012).'

- **‘MySpace** is an online social networking community where individuals create online profiles. The profile is then linked to the member’s online friends thereby, creating an intertwined network among members. MySpace is not just a platform to communicate and socialise with friends or listen to live streaming music. It includes pages with separate sections for classifieds, events and groups.’
- **‘BizCommunity** is a digital platform utilised for promoting and showcasing business communities around the country including recruitment. Bizcommunity posts job advertisements online on their website as well as the mobisite. Bizcommunity allows users to create profiles, upload their resumés, search and apply for vacancies (Aboutbizcommunity.com 2015).’
- **‘Blogs** are called online or electronic journals. The advantage of blogging for organisations is that it allows the organisation to interact directly with customers and potential customers. A blog can be added to the organisation’s marketing mix (Dawson and Dawson 2007). A common micro-blogging tool is Twitter; as mentioned in the previous paragraph, with a limited number of characters of a maximum of one hundred and forty. Twitter is an excellent tool for interacting with consumers and transmitting information regarding the organisations brand, products and services. Twitter is a great tool to assist organisations with regard to building relationships with key stakeholders (Hennig-Thurau et al. 2010).’

### 3.9.5 Billboards

Billboards were made of poster paper and now replaced with flat screen television screens. The advertisements are motion pictures with sound and some are interactive. These billboards are generally situated in crowded places example airports and commuter stations. It is an advantage to use this type of advertising since it reaches the masses. Billboards today are now built in with the state of the art technology, built in cameras linked to face-tracking

computer software. The software identifies with the mood of the individual as they pass the billboard and the advertisement changes to suit the mood of the individual. According to Billboard boom (2011), the software technology matches six different facial expressions. Billboards are generally expensive and is therefore not feasible for institution to use it in their recruitment drive.

### **3.9.6 Cinema**

Cinema advertising is also one of the expensive methods of showcasing an institution to its target audience, although it is a suitable method. It is known as top of the mind awareness for the target audience. Millward Brown (2014) states that cinema advertisements lead to a long and memorable attention span.

### **3.9.7 Personal/Direct Marketing**

Personal selling is direct communication or one-on-one communication between two individuals. It has several advantages because the message is tailor made but it is an expensive way of communication.

The very nature of the service product means that great emphasis is placed on personal selling activities. Advertising creates an awareness of the service business, whilst personal selling facilitates the transaction and bring in revenue. Front-office personnel can be considered to be performing a selling function. Therefore, Sales representatives, agents and other company representatives involved in selling the company's services play a crucial role in developing relationships with clients, which is crucial for long- term loyalty. Once again, the unique characteristics of the service product mean that personal selling for service products can be more complex. Personal selling is one of the most costly marketing communication methods (Van Heerden and Drotsky, 2011). It is about creating a relationship between buyer and seller (Rajput and Vasishth 2008).

### **3.9.8 Public Relations**

It is associated with the image of the institution. It involves the public recognition and respect that one has for the institution. Most importantly is the image of institution. A favourable image will speak well for an institution whereas an unfavourable image can damage the reputation of the institution. Gillis (2011), states that the Public Relations personnel needs to create a good image and uplift the institution in a positive light. If there is any negative publicity it is good public relations that will counter this publicity. Public relations is present in any institution to communicate with the masses. It is the duty of the Public relations officer to attend to the media coverage. The strategies include: news releases, special events, speakers, sponsorships and newsletters. When an institution has a favourable image most individual would like to associate themselves with the organisation. The masses generally respect the comments made by the Public Relations personnel instead of looking at comments as a promotional technique.

### **3.9.9 Sales Promotion**

‘According to Rawal (2013) Economic models used to understand the effects of advertising on consumers and decision-making of advertising combines elements determined by theoretical attitudinal models that explain the functionality and design with advertising content. Rawal (2013) adds that the first part explains the formation of attitudes through using of examples three models of hierarchy of effects, of which the second part describes the functioning of advertising based on a model of advertising competition.’

Sales promotion is to promote consumer demand, market share and improve availability of its products and services. In a recruitment situation the institution will promote its programme offerings to its target market. The pull strategy is used to promote their service or product to attract the target audience. The objective is to receive a prompt response.

### **3.9.10 Placements**

Sobat and Aydin (2013) affirm that product placements is the fastest growing form of marketing communication. It is branding the product or service within a movie, sitcom, blogs or video games. Marketers have discovered an alternative mode to beat technological advancement instead of rewind, one to pause, fast forward and skip an advertisement. They have resorted to product placement as an integrated marketing communication strategy.

### **3.9.11 Events and Sponsorships**

Sponsorship have directly or indirectly impacted on potential student. The sponsorships of sporting events, club and sporting personalities. Potential students find themselves attracted to the institution. There is a positive attitude created towards the institution. Hence, they feel a sense of belonging and loyalty of being part of the culture. This results in potential students enrolling at the institution with positive attitudes. Ultimately a positive recruitment exercise.

### **3.9.12 Career Fairs**

Career fairs give students the opportunity to interact with representatives from different institutions. These representatives from public and private institutions are invited to showcase their product offerings to the students. They motivate and encourage potential students of the different career choices and the entrance requirements. Potential candidates are very enthusiastic to make their inform decision regarding their career choice.

### **3.9.13 Word-of-Mouth/Referral**

Word-of-mouth communication refers to employees past or present referring potential students to the institutions. Even the alumni of institution play a leading role in introducing potential students. Most past students that have had good experiences as an alumni would refer students to the institutions. Word-of-Mouth has its advantages and disadvantages but the advantages outway the disadvantages. Therefore, the staff of an institution play a vital role in



introducing potential students. It is an economical method of communication. Keeling, McGoldrick and Sadhu (2013) affirm that Staff-word-of-mouth communication assists the institution in informing and influencing the potential students decision-making process. The institution taking care of their staff as consumers will build a strong workforce. Hence, the workforce will be more productive and the loyalty will lead to customer satisfaction. Consequently, satisfied customers will influence other potential students to join the institution.

### **3.10 AIDA Model**

The AIDA model was developed to assist marketers understand the need and wants of prospective students. It also provides them with an insight into the decision making process of potential students. These students go through the four stages of the AIDA model. This model measures the effectiveness of advertising. In order to capture the complexity of the attitudinal construct and the multitude of factors that influence the formation of attitudes, HEIs need to realize what this based on three theoretical models of the hierarchy of effects: AIDA (attention-interest-desire-action); DAGMAR (Defining Advertising Goals for Measured Advertising Results); and ELM (Elaborated Likelihood model).

In the AIDA model, a sequence of four mental steps that a consumer gets through from the moment he meets a brand for the first time until when, after the virtual experience with the product, he buys that brand is described. The model explains how, using appropriate techniques based on specific characteristics, advertisers can help consumers get through all four stages of communication and finally buy the product. The last stage action, which is to end the purchase; hence advertisers must provide reassurance to the consumer that the decision in making that purchase was the correct decision (Gharibi, Danesh and Shahrodi 2012).

### **3.11 DAGMAR MODEL**

A more advanced version of model and more complete is given by the DAGMAR Model (defining advertising goals for measuring advertising results) which, in addition to the mental that the consumer goes, through, has another

two phases namely: a preliminary phase when the advertising goal is established (defining advertising goals) and a closing phase (measuring advertising results) in which it measures the effectiveness of the advertising campaign, starting from the objectives initially established. Shobika and Sindhu (2014) affirms the four stages of the Dagmar model:

- Awareness: is when the institution makes the potential student aware of the new opportunities available at the institution.
- Comprehension: the institution informs the potential students of the benefits of studying at the institution and highlights the advantages of the branding.
- Conviction: the institution assists the potential student to get a sense of belonging to the institution. The institution ensures that the student gets emotionally attached to the and its offering. Hence, the potential students shows preference to the institution compared to other institutions.
- Action: the final stage where the potential student makes an application to the institution.

Using the Dagmar model the institution needs to measure the success of the marketing communication. The institution establishes the progress of the potential student through the four stages. If there is a barrier through the progress then the communication process needs to be reconsidered.

According to Colly (2015) the aim of advertising was to communicate instead of sell. For example, when an institution wants to measure the effectiveness of their marketing campaign for its offerings, the institution would begin by testing an advertisement which is created to move potential students through the four stages of the purchase/acceptance (application) process.

In the ELM (Elaborate Likelihood Model), describes it is the formation of attitudes towards a brand based on two cognitive routes by which the advertising message is transmitted and processed: the central route, which deals with the analytical processing of information and is based on reason and

logical arguments and the peripheral route, which deals with emotional processing and is based on intuition.

“According to Nabwire, Gabriel and Bonuke, (2017), promotion or marketing communication includes advertising, the sales force, public relations, packaging and any other signals that the institution provides about itself and its products and services. Lamb (2012) describes the promotional strategy as a plan for the optimal use of the elements of promotion, namely advertising, sales promotion, publicity and personal selling.”

“Many higher education institutions eg. UKZN are returning to promotional or communication tools to promote courses in an attempt to maintain/or expand their market share. The importance of communication can be seen in the establishment of communication departments, more funds being allocated to marketing and the appointment of marketing managers or external communication experts to help with promotional activities. According to Jones (2012), Higher education institutions are making use of radio, television, newspapers, buses, taxis and open days as well as more professional brochures and promotional material as vehicles for communication. This is necessary since higher education institutions can no longer depend on pass rates alone to attract students.”

“In order to utilize the promotional tools to their fullest and to ensure effective communication, higher education institutions need to understand the communication process. Communication is purported to involve the creation of shared meaning between participants. The intangibility, inseparability, perishability and heterogeneity of services create special communication requirements and involve the risk of miscommunication that is not so evident in the marketing of goods. Strydom, (2012) views communication can be viewed upon as the transfer of a message from a sender to a receiver by means of a signal of some sort, via a channel or medium whereby the sender translates his/her objectives, ideas and concepts through language into a message also known as encoding. Lamb (2012) states that the receiver tries to decode the

message before he/she can comprehend its meaning and then the receiver reacts or responds to the message. The disturbances (physical or psychological) that prevent the successful transfer of the message are known as noise, which influences all the components of the communication process and places obstacles in the way of effective communication”.

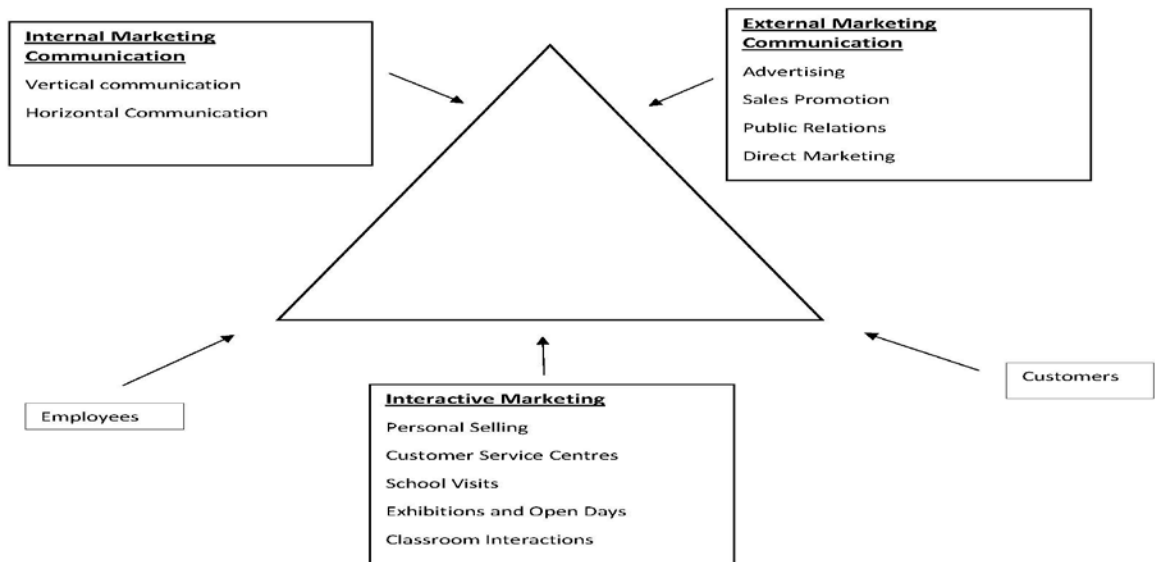
“Higher education institutions are the senders, while the receivers of the message are the potential students, existing students, parents, employers or alumni. For the purpose of this study, the focus is on the students of a higher education institution. This does not mean that institutions do not need to communicate with other publics such as alumni, parents, donors, government or the general public. The students’ ability to decode the message is influenced by their past experiences, feelings, emotions, attitudes and perceptions of the institution. Thus, Jones (2012) posits that higher education institutions need to fully understand their target market to identify the appropriate intended messages for the target market. According to Jones (2012), the communication process gives higher education institutions the opportunity to influence prospective students’ behaviour by developing a message that creates awareness, position themselves in the mind of the student, changes the student’s attitude towards the institution, or encourage the student to apply to the institution. The most popular communication/promotion objectives are general image enhancement and awareness of the institution.”

“Higher education institutions need knowledge about the language of the prospective students, knowledge of forms of communication and general background information about the prospective students in order to encode successfully.”

“According to Machado and Cassim (2012), describe the promotional mix is the blend of promotional methods used by the institution to communicate. The promotional mix that an institution uses is determined by the student market’s expectations and requirements of the service products, together with the other elements of institutions’ marketing decisions. The Promotional activities

including marketing, sales promotions, advertising, the internet, and sponsorships. The communication process and the promotional mix elements (advertising, public relations, personal selling and sales promotions) are used by organisations to communicate to their prospective customers. Du Plessis and Rousseau (2012) state that the message that reaches the customer should be the same regardless of whether it is an advertisement on the radio, websites, open days or in a newspaper. To ensure the careful co-ordination of all the promotional mix elements, organisations must adopt the concept of Integrated Marketing Communications. As illustrated in Figure 3.3, higher education institutions should use a more complex integrated form of communication for services such as the Integration Services Marketing Communication (ISMC) approach. This concept requires a complete communication strategy that involves staff, every interface the institution has with its students, stakeholders and the community at large. According to Alexa (2012) suggests that institutions must co-ordinate all the promotional elements so that they meet the needs of students and parents who will pay for their products and services”.

**Figure 3.5.: Communication and the services marketing triangle.**



Source: Wiese (2010)

The three components of the services marketing triangle, i.e. internal marketing communication, external marketing communication and interactive marketing are shown in Figure 3.5.

## **3.12 THE ROLE OF MARKETING COMMUNICATION**

### **3.12.1 Internal marketing**

“According to Lamb (2012), Internal marketing refers to the process of planning and executing marketing activities aimed at the creation and improvement of exchange processes within the institution. The goal of internal marketing is to accomplish the organisation’s objectives and communication processes in a more efficient and effective way. Internal marketing ensures that the promises made by the marketing function of higher education institutions to external markets are delivered. For internal marketing to be effective and function

properly, numerous exchange processes are needed, namely exchanges between the institutions and their employees, exchanges between top management and departments; exchanges between different departments; and exchanges between the departments and employees. Figure 3.3 shows that this approach requires that both vertical communication in a department and horizontal communication across departments are necessary. This approach requires that everyone involved with communication clearly understand both the institution's marketing strategy and its promise to students. Fu Tsang, Lai, and Law, (2010) states that a service marketing approach emphasizes the importance of internal marketing.'

Also the internal factors such a management structure, resources and working culture are beyond the controlled of the marketer. The feedback from the marketer is invaluable. Internal factors play a major role in the recruitment of prospective students.

### **3.12.2 External Marketing**

Promotional tools such as advertising, sales promotions, public relations and direct marketing are part of the marketing process which extend from the institution to the customer.

"Lamb (2012) defines advertising as impersonal, paid, one-way mass communication about the service product of an institution that is used to reach the target market and fulfil the organisation's overall goals. Advertising for services is different than that of goods because services are more risky due to their intangible nature. The educational institutions are complex to market and is therefore making use of outside advertising agencies is often not successful. Higher education advertising rarely wins awards and is therefore often given to junior members of advertising agencies. However, Promotion is more than the development of a good advertisement because effective promotion is dependent on an institution-wide analysis of communication, co-ordination of advertising, public relations and branding and adopting a marketing mindset. Higher Education institutions are investing more in advertising as competition

increases. Print, cinema, radio, outdoor, television and the Internet are all tools used by higher education institutions. Not many higher education institutions advertise on television, because, according to Whalen, Uslay, Pascal, Omura, McAuley, Kasouf, Jones, Hultman, Hills, Hansen, and Gilmore, (2016), it is expensive and reaches a too general audience. Higher education is directed at a specific audience, most of the institutions' advertising expenditure is spent on print in newspapers, journals or posters. Radio advertising is also a popular medium as it is geographically selective and a certain audience can be reached within a certain time. Internet, websites and short message system (SMS) technology are popular mediums, as students can communicate directly with higher education institutions to obtain information".

"According to Strydom (2010), sales promotion can be described as all the activities, methods and incentives designed to speed up the response from customers. Kotler and Armstrong (2011) state that Sales promotion examples include displays, banners, contests, premiums, demonstrations, coupons, point-of-purchase materials, samples, specials events and vouchers. Higher education institutions' sales promotions could take the form of special events to encourage students to enrol for specific courses. Promotional material such as t-shirts, folders and pens can be manufactured to promote such an event. During Open Days and Exhibitions, promotional materials can be used to remind the students of their visits to the institution. Open Days help potential students to decide which institutions are the best for them and which to rule out, and they are also saving future regrets as well as wasted application fees. Higher education institutions also make use of school visits, competitions, scholarships as possible sales promotional tools. Sales promotions can assist in creating effective communication through matching its offers with expectations of the service. However, higher education institutions must be aware that if sales promotions make promises, then it is a promise kept or else misconceptions can occur and there will be a breakdown in communication".

"Public Relations is defined by Strydom (2010) as management through communication or perception, as well as the strategic relationship between an



institution and its internal and external public. Many higher education institutions spend large sums of money on building a positive public image”.

“Public relations is the marketing communication function that evaluates public attitude, identifies areas of the institution that the public may be interested in and executes a programme of action to earn public understanding and acceptance. Public relations help an institution to communicate with its customers, suppliers, shareholders, government officials, employers and the community. Higher education institutions can make use of public relations and publicity not only to maintain a positive image, but also to educate the public about the institutions’ goals and objectives; introduce new programmes; or to help support the sales effort. Employees within the institution should be kept informed about the institution’s practices and other matters that affect their work and welfare. Most institutions make use of college newsletters, in-house journals and annual reports to keep staff informed. With the current transformation of higher education, institutions are constantly in the process of developing policy manuals. The intranet is also used to disseminate information, as well as a medium for discussion and debate. The public relations department must research the available media, identify media contacts, brief the contact and provide background material on the institution. The public relations department must also design the logo of the institution and monitor all publications sent to external publics to make sure the image of the institution is not compromised. Webpages and brochures must be user-friendly and reflect the image of the institution. The new tool that higher education institutions must make use of is writing press releases or articles that will be highly visible on search engines like Google since students are making use of search engines as a tool for finding higher education institutions. With the decrease in government funding, higher education institutions rely on support from industry and community and therefore networking plays a very important role. According to Jones, (2012) Conferences, Career Exhibitions, and Open Days are also used to create an awareness of the institution and the programmes it offers; to create a positive attitude towards the institution; to

create a demand for certain programmes; to enhance the image of the institution; and to convert interested students into enrolled students”.

“According to Simpson and Mortimore, (2015) direct marketing is defined as the use of mail, telephone, fax, e-mail and other non-personal tools to communicate directly with specific consumers to obtain a direct response. Institutions can for example, make use of direct mail to invite prospective students to open days and career exhibitions via the education department. The success of higher education institution will depend on their ability to plan and successfully execute their marketing strategies, as well as making realistic adjustments.”

### **3.12.3 Integrated Marketing Communication**

Integrated marketing communication describes the application of marketing messages across marketing channels. It was created to enhance the standard advertising to potential consumers. It emphasises that marketers should consider the needs and wants of consumers and their purchasing power. Integrated marketing communication should be customer-centred. There should not be separation of communication methods such as direct marketing, sales promotion, advertising and public relations.

Integrated marketing communication is recognised as an important strategy that directs marketers to function more effectively and efficiently. This form of communication involves the use of promotional elements and creates brand awareness. It is the “voice” of the institution making the potential students aware of the institution and its branding. It is also a relationship building exercise between the institution and its stakeholders. Rehman and Syed (2011) states that Integrated marketing communication assists the institution in targeting the potential student with the right message, at the right time and place. It has encouraged the institution of thinking differently in keeping with the competitive economy. With technical advancements and ever-changing environment the institution needs to make a huge impact on its target audience

and the competitive market. According to Sundrendra and Narendra (2010) integrated marketing communication should be adopted by different institutions.

“A higher education institution should provide prospective students with consistent information and the desired image of its identity. All activities should be well prepared and carried out in the necessary order by comprehensive management. The simplified schema (Figure 3.2) suggests how the marketing communication elements and the activities of a higher education institution can be integrated. The largest circle shows how the five marketing communication elements are inter-related. Individual elements depicted by mid-sized circles contain various communication activities as the smallest items.”

### **3.13 STUDENT RECRUITMENT**

After considering several definitions of ‘recruitment’, this study defines student recruitment as processes of firstly analysing the programme for which students are being recruited and thereafter sourcing, screening and selecting ideal candidates. In addition Beneke and Human, (2010); Beneke (2011) state that effective recruitment requires interventions that will ensure that students are able to adjust to and fulfil their roles effectively in the programme for which they have been recruited. Therefore it is essential that institutions are selective in employing qualified and suitable recruitment staff to influence potential students. Employing qualified and skilled staff contributes to the success of the institution.

HEIs need to advance students’ preparedness by improving and extending advice and guidance services through their recruitment strategies as this information, advice and guidance are important processes that help to place students appropriately in programmes.

Beneke and Human (2010) found that HEIs have a very weak relationship with prospective students, even though they have strong relationships with schools. However, they stated that the strongest relationship is between the schools, its students and their parents. They then proposed for the ‘weakest’ relationship to

be strengthened as it is vital in successfully recruiting high quality students. Beneke and Human (2010) suggested a frame work that consisted of five stages i.e. Internal Needs Analysis; Scouting for 'Prospects'; Initiating Relationships; Nurturing/Growing Relationships; and finally, Harvesting.

Kotler and Keller (2010) begin their definition of marketing as a concept by highlighting its importance. The authors note that often, financial success, or the achievement of other institutional goals is highly dependent on the creation of sufficient demand. It is argued that the marketing function of an institution is often tasked with creating this demand through a variety of co-ordinated activities that aim to communicate a particular message with the organisation's intended audience. Owing to transformation, HEIs have to compete for talented students. Hence, HEIs are now proactive in student recruitment. As a result, they apply corporate principles to help them entice prospective students. Since HEIs need to differentiate themselves, the role of marketing in student recruitment has increased. However, very little has been done by South African HEIs to personalise their student recruitment strategies ( Beneke and Human, 2010; Beneke, 2011;). Frolich and Stensaker, (2010) posit that Student recruitment is essential to improving quality and enhancing diversity.

Whilst student recruitment plays a vital role at any university one wonders whether the marketing strategy utilised for both rural and urban schools is ultimately the correct means to access higher education institutions.

### **3.13.1 Marketing Communication in the Recruitment Process**

Recruitment is about finding and retaining the best potential students. Talented students contribute to the image and reputation of an institution. Therefore it can be said that the institution is dependent on the calibre of student that is recruited Futrell (2008).

During recruitment the marketer communicates all the information to the potential students. Marketing communication is sent out to potential students

informing them of the advantages and incentives that is on offer at the institution. The students are bombarded by all the persuasive messages encouraging them to enrol at the institution of choice. Therefore, the target market must be identified and secured. The prospective students should be made aware of the institution, the image and advantages of joining the brand. A successful marketing campaign will recruit top students for the institution. The current practice at UKZN currently employs on a number of recruitment marketing practices which include:

- radio, television, print advertising and direct and semi-direct marketing
- the form of school presentations, career evenings at schools, career exhibitions for grade 9 to 12 learners and on campus open days at UKZN.
- The current practices focus largely on information sharing activities.
- There is, at present no deliberate attempt to attracting top school achieving learners through its incentive schemes

### **3.13.2 Relationship marketing**

“To achieve a relationship marketing approach to student recruitment, it seems that a change in recruitment philosophy and practice may be necessary to avoid the uncertain outcome inherent in the traditional recruitment approach.

In so doing this approach implicitly assumes that the market will favourably respond to the institution’s value proposition. In this respect relying on the reputation of the institution, effective advertising, a persuasive sales pitch, as well as few special events may no longer be sufficient to attract top achievers. Agreeably UKZN receives an abundance of applications each year through CAO, finding quality through quantity of applications still remains an area of contention. In this instance relationship marketing in schools will require identifying, selecting and recruiting highly desirable grade 12 learners. Particular emphasis will be placed on whether these individuals will be interested in establishing a pre-application relationship with UKZN, as well as the benefits they hope to accrue from such relationship. The objective is to get a 60% conversion of A listed achievers on the Merit Award project who will register to study at UKZN”.

### **3.13.3 Schools Presentations/Campus Presentations**

The project plan should entail purposefully target schools in and around KZN, for direct in-school presentations. At that forum, through a detailed presentation, they should seek 'buy-in' through scholarships, for this project. The completed documentation must be fast tracked at every stage and the interested learners must be given preferential treatment.

This would entail work-shopping the Faculty Officers, Residence Officer and the respective HOD's responsible for intake. Whilst CAO maintains a closing date for applicants, UKZN must ensure that these learners are notified early of their successes. Placing a cherry on top would require a "presentation seminar" where the learners would be given conditional acceptance and a scholarship voucher provided that they maintain or improve on their results.

### **3.13.4 Career Evenings at Schools**

Parents together with the learners attend these career evenings. In the grade 9 year parents are advised on the subject packages that are on offer for whatever career the learner would like to pursue, for example thinking of engineering as a career the learner would be advised to choose mathematics and physical science. In order to leave their options open learners are advised to choose mathematics, physical sciences and life sciences. Grade 12 learners on the other hand are informed of the entrance requirements at university and the cut-off points with specific subject requirements. These career evenings are hosted by the schools where specialist in the field of the different career also make presentations. Most public and private sector institutions are invited to attend these events to showcase their institutions offerings.

### **3.13.5 Cluster presentation**

The aim of cluster presentation is reinforcing brand awareness. The action plan involves working with the District Inspectors/ Department officials, networking and partnership with the municipalities in coercing interest the notion application to UKZN.

### **3.13.6 Information days/top achievers**

Hosting the counsellors/principals seminars and forging partnership to get a buy in from these officials in the aim of promoting UKZN. The plan is to invite a counsellor and perhaps 5 top grade 12 learners to this event. Breakfast morning is hosted and put in place a programme for the morning. Walk about of selected faculties, where faculties do a demonstration. End with lunch and a token of appreciation.

The aim of this event is two fold – first being UKZN buying in a relationship with the counsellors so that the institution can easily get appointments for direct in-school presentations. The other is when the top learners go back as ambassadors for UKZN, they will then discuss the strengths of the institution.

### **3.13.7 Department of Education/Career Exhibitions**

The career exhibitions are for Grade 11 and 12 learners is held in the first two semesters of the school calendar and the Grade 9 learners in the third semester of the school calendar. The department officials that are in-charge of the Psychological Guidance Sector co-ordinate these exhibitions in the 9 different districts of KwaZulu-Natal. It is a mass marketing exercise whereby the public and private sector institutions that are registered with the Career Exhibition Association are invited to attend. Learners are bussed in to attend these events. Generally, thousands of learners attend, some engage well with the institutions whereas others just paper chase. The serious learners benefit tremendously from this exercise. This semi-direct marketing creates awareness and branding the institution.

### **3.13.8 Open Days**

Open Days are co-ordinated by the Public Relations Team at the institution. Each college together with its different departments is expected to showcase its offering. The recruitment team is given an opportunity to interact with its target audience. The entire public is invited to attend. There is wide publicity via social media, emails and radio advertisements. Learners are given the opportunity to interact with faculty staff regarding their concerns. The support staff is also on duty to advise learners of scholarships/financial assistance, residence, student counselling and the application process. Many science shows and demonstrations are performed to highlight the exciting career opportunities on campus.

## **CONCLUSION**

“HEIs should consider applying integrated marketing communications when planning their marketing strategies. The first step includes the formation of the university’s own marketing mix. It is the communication with prospective students. The design of a marketing strategy should highlight a detailed analysis of the most efficient sources of information on the study opportunities at a university. The target population should be researched in detail about its needs, wishes and expectations. There must be statistical database on the fields of specialization of the feeder schools supplying potential students to a particular university. The next step involves setting up a plan of marketing events that are mutually inter-related.’ New ways of communication should be devised on a continual basis to meet the needs of strategic planning. The study results indicate that social networks like Facebook and Twitter as well as other social media channels promise huge potential of the communication between universities and prospective students. These channels of communication needs to be used to its fullest potential. Direct communication with prospective students and creative marketing communication brings considerable benefit to the university. Chapter 4 will focus on the research methodology used to achieve the desired results”.



## **4 CHAPTER FOUR RESEARCH METHODOLOGY**

### **4.1 INTRODUCTION**

The previous chapter focused on presenting literature on marketing and marketing communication, culminating in a conceptual framework that informs higher education institutional marketing communication. In this chapter, the focus is on the empirical aspects of the study by presenting the research design through which the data has been produced. According to Sanjeev (2010), research consists of a series of procedures (searching, collecting, analysing and interpreting data) in order to understand a occurrence. The chapter therefore presented the methodological decisions taken, argue for why these decisions were taken and how the collection of data unfolded during the data collection process that was planned and presented in the research proposal. The chapter commences with a recap of the study objectives, followed by details of the research design and culminates with a reflection on the process followed in collecting the data, including the limitations that was experienced through the data collection process.

#### **4.1.1 Selection of the research area**

The researcher choose the topic due to her professional and personal interests in her job as Schools Liaison Officer and Marketer for the UKZN.

#### **4.1.2 Research aim, objectives and research questions**

Having settled on a research focus, the researcher developed the research aim and specific research objectives that directed the data generation process. The aim of the study was to establish the relationship between UKZN's marketing in the rural and urban schools and the challenges that learners are confronted with. The research aim and objectives were presented in chapter 1 of this thesis.

#### **4.1.3 Conducting the literature review**

The research aim and objectives provided the researcher with the literature review scope that framed this study. The literature review scope included a focus on the landscape of higher education and a focus on marketing communication. These two foci of literature review formed the basis of each of the two literature chapters of this thesis.

#### **4.1.4 Selecting methods of data collection**

In deciding on the most appropriate methods of data collection, the three basic approaches to data collected was reviewed. These three basic approaches to data collection included collection by interviewing participants, surveying participants and observing participants. For the purpose of this study the questionnaire was used to collect data from learners, interview with principals of schools, LO teachers and learners. The secondary data was from books, magazines, newspapers journals and online articles.

#### **4.1.5 Collecting the primary data**

The questionnaire was developed by adapting it to the questionnaire of previous researchers. The questionnaire was pilot tested before implementation. Learners for the targeted schools were then administered these questionnaires. The interviews with the principals/life orientation educators and learners was done by the researcher.

#### **4.1.6 Data analysis**

The data analysis process involved the use of a statistical package, SPSS, for the quantitative analysis aspect of the study. Descriptive and inferential analysis was done using SPSS to produce tables and graphs and these formed the basis of the quantitative analysis process. Qualitative data was done through a process of coding the transcripts of the interviews. These codings formed the basis of identifying themes and sub-themes which were then used to present the qualitative data and analysed thereafter.

#### **4.1.7 Reaching conclusions**

Discussion of the findings allowed for the reaching of conclusions. These conclusions were then reviewed against the research objectives and research aim.

#### **4.1.8 Completing the research**

The conclusion and recommendations was highlighted in chapter 7 together with further research in the field.

### **4.2 AIM AND OBJECTIVES OF THE STUDY**

The aim of the study was to establish the relationship between UKZN's recruitment strategies in urban and rural contexts, as well as the academic and career challenges students experience after admission into the university. The intention, arising out of this aim, was to develop a conceptual model on recruitment of students that will consider the target locality of potential students (in this case rural and urban contexts) so that appropriate marketing and communication strategies can be developed by the respective higher education institution for recruiting potential students.

In order to develop this conceptual model for student recruitment, the study objectives included:

- 'To identify the promotional tools used by UKZN (case study) in the KwaZulu-Natal area';
- 'To evaluate the effectiveness of the promotional tools used by UKZN within urban and rural schools';
- 'To investigate the challenges facing students within urban and rural areas in accessing information on higher education studies';
- 'To explore how UKZN can improve its marketing and promotional strategies'; and
- 'To develop a customised student recruitment strategy for urban and rural students'.

### **4.3 RESEARCH DESIGN**

In attempting to achieve these objective for the study an appropriate research design was needed. Myers, Well and Lorch (2013) state that research design refers to a plan or structure that is used to guide the study during the research process in order to achieve the research objectives. According to McDaniel and Gates (2012), it also explains the structure of the study in a way that will address research questions. Cresswell, (2015) posit that the research design included taking a pragmatic perspective in student recruitment, which therefore located this study within a pragmatic paradigm. The methodology employed is that of a case study of a national state university and the data collection instruments included a survey design questionnaire and interviews with identified participants. The research consisted of qualitative and quantative data. The data collection was Literature, interviews and questionnaires as data triangulations. Textbooks, journal articles, internet searches and research reports made up the secondary data. The literature viewed the promotional tools used by urban and rural learners and the learners source of information.

#### **4.3.1 Descriptive research**

The descriptive focus of the study was to ascertain the use of promotional tools at the higher education institution. The most convenient form of collecting data was the survey approach considering a large number of respondents within a limited time. The participants were only surveyed once. It was a structured questionnaire to Grade 12 learners at urban and rural school.

#### **4.3.2 Mixed Method research**

The research employed both a quantitative and a qualitative approach (i.e. mixed method) that sought to obtain data from Grade 12 learners at schools where the case study institution does its marketing, as well as from students who have been enrolled in the case study institution. Hence a mixed method approach was deemed most appropriate for this study. The mixed method, according to Creswell (2017), is the mixing of qualitative and quantitative methods in producing data to answer the varying research objectives of this study.

## **4.4 TARGET POPULATION**

Due to the large size of the population, researchers are not able to conduct research amongst all individuals within the population, because of time and financial constraints. Therefore, researchers use different sampling techniques Rose, Spinks and Canhoto (2015). The population in this study comprised Grade Twelve learners, first-year university students, educators and the CAO in KwaZulu-Natal. Sekaran (2016) states that if the population size is very large, a sample size should be adequate to support research findings and ensure that group comparisons could be done when analyzing research findings. The sampling size was determined by practical concerns such as time and other resources. A sample is a fragment of the whole population which has been selected for research. Beri (2013) states that this aspect of the research involves the analysis of data from the target population.

According to Lavrakas (2010) the target population is the entire set of units for which the survey data is to be used to make inferences. These are the subjects targeted for the research study.

### **4.4.1 Grade 12 learners in secondary schools**

For the purpose of selecting the sample, learners from secondary schools from both urban and rural communities were selected. Urban schools are within 30km from the city, as opposed to rural schools that are approximately 100km from the city. These learners from both rural and urban contexts were considered most appropriate for this study since that the case study institution draws its students predominantly from KwaZulu-Natal, which has vast areas considered as rural.

### **4.4.2 Principals/Deputy Principals**

For the purpose of the survey, Principals/Deputy Principals from secondary schools from both urban and rural communities were selected. These personnel were selected since they have in-depth insight into the learners' aims

and ambitions as well as whether the learners are faced with challenges and how best they could be assisted.

#### **4.4.3 Grade 12 Life Orientation Educators**

This study selected Life Orientation educators from both urban and rural schools. The Life Orientation educators provided information on the challenges experienced by their learners in accessing information about higher education studies and on how the university can improve their promotional activities for student recruitment.

#### **4.4.4 First-year students registered at the case study university**

Urban and rural first year students in the School of Medicine were selected as the population from which a focus group of students were conveniently selected to provide insights from their experience related to institutional marketing that led them to register at the case study university.

#### **4.4.5 Participants in the study**

As the focus of this study was on learners' experiences of institutional marketing for access into higher education, the most appropriate participants for this study would be Grade Twelve learners and the educators who facilitate the invitation of higher education institutions into their schools. As such, the population for this study was Grade Twelve learners in KwaZulu-Natal and Life Orientation educators in these schools. The Life Orientation educators are the teachers who facilitate institutional visits to their schools. In some schools, the school leadership facilitates such access. Hence school leadership was also part of this population group.

### **4.5 SAMPLING TECHNIQUE AND DESCRIPTION OF SAMPLE**

'Schmidt and Hollensen (2010) asserts that sampling involves the identification of a group of individuals or households that can be contacted by mail, by telephone or in person as they have information that is relevant to solve a marketing problem. Sampling, namely probability sampling and non-probability

sampling can be done in two ways. Probability sampling ensures that each member of the population has a definite chance of being selected. Non-probability sampling, there is no guarantee that each member of the population has an equal chance of being included.'

'Non-probability sampling was used for this study as this sampling method has a particular appeal. A major challenge of using this sampling method is that sampling error cannot be undertaken. Convenience sampling, as a non-probability sampling technique, was used in the selection of participants for this study. This method was used due to the fact there was time constraints and limited resources.'

'The convenience sampling process that was followed in selecting the learners for the study was informed by the institution's relationship with schools that it visits during its marketing process. Six schools were targeted, three schools in the rural areas and three schools in urban areas. All Grade 12 learners in these six schools were selected for the administration of the questionnaires. The learner sample constituted 1000 respondents. The Life Orientation educators in each of these schools were selected for the interviews. The school leadership of these schools were included in the educator aspect of the participants and formed part of the educator sample. This was done in schools where there were no Life Orientation educators. The educator component constituted 6 teachers or school leaders. The case study-registered students were selected on the basis of volunteerism and five first-year students who were registered in the medical degree programme constituted the student sample.'

## **4.6 DATA COLLECTION PROCESS**

Having selected a research paradigm and sampling strategy, it becomes imperative to select a relevant and effective means of data collection. Shiu, Hair, Bush and Ortinau (2009) identify the following as tools that may be used in the collection of research data:

#### **4.6.1 Questionnaires**

Questionnaires as a method within surveys are used when the researcher requires a convenient and quick means of collecting data. A self-developed questionnaire was handed to the respondents. The questionnaire was sent to the Life Orientation educators of the selected schools, who then facilitated the administration of the questionnaires to the learners in their respective schools.

The Business Dictionary (2016) states that a questionnaire is one of the commonly used instruments for collecting data in cross-sectional surveys. A questionnaire is a way of collecting information through a special kind of conversation and has certain rules that separate it from usual conversations. It also mentions the questionnaire as a set of research or survey questions which are asked of respondents or participants and which are formally designed to obtain specific information. The questionnaire in this study has been developed based on previous studies. The questions were both understandable and relevant to the purpose of the research. For this study, the questionnaire structure comprised five sections. Section A included questions relating to the demographics of the students; Section B focused on questions related to promotional tools used by the case study institution and as experienced by the learners when making career choices; Section C asked questions related to student's challenges and the effectiveness of promotional tools; while Section D obtained information about the challenges of rural/urban students in accessing higher education.'

#### **4.6.2 Semi-structured interviews**

"The second method of collecting data was through the use of semi-structured interviews. Van Teijlingen (2014) defines a semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. In this study, more information about the institutional marketing process was obtained through the use of semi-structured interviews with the Principals and Life Orientation educators in the selected schools."



Semi-structured interviews with Principals/Deputy-Principals/LO Educators allowed for natural conversation on the focus of the study. Qualitative data was gathered through the semi-structured interview process using a list of questions (interview schedule/guide) which served as a guide for the conversations, with probe questions to gain clarity and depth of information during the conversation. Each interview was approximately one hour in duration. All interviews are recorded using a digital voice recorder.

#### **4.7 RELIABILITY AND VALIDITY**

‘According to Bryman (2012), if results under a specific category were found to waiver when the study was done more than once, the researcher will consider it to be an unreliable measure. In order to determine whether the a research is reliable or not, Wilson (2014) states that the research needs to consider the various threats to reliability including time and subject error and observer influence.’

The questionnaire came with a stamp of approval since it was adapted from previous research. The instrument administered followed a standard practice to ensure the content validity of the information gathered from the questionnaire.

In this study, the researcher engaged the following measures to ensure the reliability of the study:

- The questionnaires ensured the anonymity of respondents; and
- Cronbach’s alpha was calculated to measure the reliability of measurement. A reliability coefficient of 0,70 or higher is considered as acceptable.

‘Validity in qualitative research relates to whether the findings accurately reflect the real situation and are backed by evidence. Moutinho and Hutcheson (2011) noted that a research study is only considered valid if it measures what the researcher initially set out to measure. Triangulation is normally used to establish validity in qualitative research. For this study, both data triangulation and theory triangulation was employed in order to ensure the validity of the

study. As a result data for this study was obtained from three different populations (for example Grade 12 learners, First- Year Students and Principals/Deputy Principals/Life Orientation Educators)'

"The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as "acceptable" (Cronbach's Alpha Score)".

Table 4.1 reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

**Figure 4-1 Cronbach's Alpha for Questionnaire**

<b>Section</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Section B – Promotional Tools used by HEI	7 of 7	0.711
Section C – Effectiveness of Promotional Tools	13 of 13	0.831
Section D – Challenges students face accessing higher education	4 of 4	0.610
<b>Overall</b>	<b>24 of 24</b>	<b>0.839</b>

"The overall reliability score exceeds the recommended Cronbach's alpha value of 0.700. This indicates a degree of acceptable, consistent scoring for the various sections of the research."

## **4.8 RESEARCH METHODOLOGY EMPLOYED IN THE STUDY**

'The research focus was on exploring institutional marketing by a single university with a view to establishing students' experiences of such marketing strategy in accessing the case study university. Taking this focus into consideration it was deemed most appropriate to employ a case study methodology. (Cohen, Manion & Morrison: 2013) state that a case study is a research methodology that is used for in-depth analysis of a complex issue in its real-life setting in a unit. In this case, the unit is a public higher education institution. The in-depth analysis is on its recruitment strategies for potential

students in rural and urban contexts in order to establish students' experiences of such recruitment strategies. The uniqueness of the selected higher education institution is bounded by its location in the Province of KwaZulu-Natal; its student population; it being one of the largest face-to-face contact institutions within South Africa; its vision and mission statement that is not similar to other higher education institutions in South Africa; and its programme offerings within the Province of KwaZulu-Natal.'

'The case study institution was selected on the basis of convenience in respect to access to the institution. Hence no specific criteria for the selection of the site, other than convenience, was used in selecting this institution to be the site for the research. The case study institution, named the University of KwaZulu-Natal (actual name of the university), is located within the Province of KwaZulu-Natal and has been recently formed (since 2004) through the merger of the former Universities of Durban-Westville and Natal. The student population is in excess of 40 000 students registered in both undergraduate and post-graduate programmes. This is a face-to-face contact university that offers its programmes within four Colleges, each of which is led by a Deputy Vice-Chancellor and Head of College. The university spans across five campuses within KwaZulu-Natal. All programmes are located at the College level and the modules that are offered are located within each of the Schools that houses the academic discipline and academic staff teaching on the modules. The university has several support services, one being student recruitment located within the Corporate Affairs Department. The student recruitment section of the Corporate Affairs Department consists of a recruitment manager and four recruitment officers who are responsible for developing and implementing the institution's student recruitment processes. The student recruitment processes include school visits to market in the institution and its programme offerings; open days for prospective students and parents at the university campus; public and Department of Basic Education exhibitions across the length and breadth of KwaZulu-Natal; through digital platforms, including its web-page; media publicities (including print and television); and through its academic activities (presentations, public lectures and project involvements).

The mixed method research was chosen. It allowed the researcher to distribute self-developed questionnaires to participants and also discussions with educators and students. The research allowed flexibility whereby comparison could be easily made.

## **4.9 ADMINISTRATION OF RESEARCH INSTRUMENTS**

A self-developed questionnaire was distributed to three urban and three rural schools by the Life Orientation educators. The Likert scale was used to measure the level of acceptance of the respondents. Both open-ended and closed-ended questions were utilised. The questionnaires for the research study were cost-effective especially considering the large number of respondents in the study.

## **4.10 RESEARCH APPROACH ADOPTED IN THE STUDY**

According to Mooi and Sarstedt (2011) descriptive research focuses on individual variable or two or more variables simultaneously. It provides a summary of thoughts, feeling or behaviours at a given time and place. The descriptive research consists of qualitative and quantitative research. This type of research assists researchers to identify with natural and interesting behaviour patterns (Stangor (2014)). The descriptive research design was adopted in this study.

### **4.10.1 Quantitative research**

The quantitative aspect of the data was produced through a survey questionnaire and sought to obtain experiences of learners on the institutional marketing presented by the case study institution. The information collected through the questionnaire was used to identify trends and patterns, concerns and challenges experienced by learners in accessing information about

university study through the case study's marketing strategy. As such, the analysis of this data took the form of quantitative analysis.

#### **4.10.2 Qualitative research**

The interviews with school principals and life orientation teachers of targeted schools formed the qualitative aspect of the data which focused on how and why the case study institution's recruitment processes were experienced in the way it unfolded. In this qualitative aspect of the study, a focus group interview of first-year students was included to explore their trajectory into the university through the marketing process of the case study institution.

The process followed in the data collection was first by the administration of the questionnaire, followed by the interviews, which makes this mixed method approach an explanatory mixed method (Cresswell, 2017). The quantitative survey was used in this study which was flexible to address any research question. According to Nardi (2018) the quantitative survey address the following:

- The effectiveness of the promotional tools used by the urban and rural learners
- The decision making process of learners
- The attitudes, interests and opinions of learners
- The demographic variables age, sex, home language, parents details and their study preference were identified.

#### **4.11 DATA ANALYSIS**

Data analysis means converting raw data into useful information which can be utilised to the benefit of the institution and finally the interpretation of results. The data analysis process starts with the planning, gathering of information, data description in graphical and numerical order and thereafter the data analysis. The data collected from the questionnaires is computerised using the statistical software (Hague, Hague and Morgan : 2013).

The questionnaires used to collect data were distributed to rural and urban schools. The data collected from the responses was analysed with SPSS (version 24 for Windows) in relation to the five objectives. The statistical tests included: cross-tabulations, t-tests, analysis of variation, Cronbach's Alpha, chi-squares and correlations.

The data was presented in the form of figures, tables and graphs. The word Cloud programme was used for the qualitative data.

#### **4.11.1 Inferential statistics**

Inferential statistical analysis allows the researcher to draw conclusions about populations from sample data. According Groebner, Shannon, Fry and Smith (2013) execute various tasks, test hypothesis, determine relationships between variables and also generalize from samples to populations.

#### **4.11.2 Descriptive statistics**

Descriptive statistics summarised the results of the research questions. The data findings were presented using the tables, charts and descriptive statistics for example the mean, percentages and frequencies of responses. The socio and demographic profile of respondents and the effectiveness of the promotional tools used were presented. Descriptive statistics use data collection and analysis techniques to measure correlation and variation.

#### **4.11.3 Cross Tabulations**

Corbishley and Mason (2011) defines cross-tabulations as a technique for describing a set of relationship between two different related categorical variables. Assaker and Hallak (2014) summaries cross-tabulations by means of a table, called a two-way frequency table or contingency table. The researcher used cross-tabulations in this study as demographic variables for example age, gender, home language and choice of institution.

### **4.12 LIMITATIONS OF THE RESEARCH**

- 'It was a mission to sought permission with the Department of Education to go out to the schools to administer the questionnaires. After a long period of time, several telephonic calls and written communication the letter of permission finally granted.
- The challenges faced in collecting the data were: The response rate was low due to the Grade 12 learners not attending classes regularly and this compromised the response rate. In order to address this challenge and to increase the response rate, Life Orientation educators were requested to assist in collecting the data over a period of two weeks. This was done so that the absent learners were also given an opportunity to complete the questionnaires.
- Throughout the region of KwaZulu-Natal, the political climate is tense and unemployment rife. The safety and security of the researcher was therefore a priority. Ethekwini Municipality is the largest Metro in the KwaZulu-Natal with a well-developed infrastructure.
- As a result this study was limited only to some selected schools in the urban and rural regions of the Ethekwini Metropolitan area of responsibility.
- The study focused only on a limited number of Grade 12 learners. Further interviews were done only with Principals and Grade 12 Life Orientation Educators.
- The focus group discussion selected first year students from the Nelson Mandela School of Medicine.
- The views of parents were not monitored during this investigation.
- Although UKZN is a non-racial university and the focus of the research is on the recruitment of students in rural and urban schools, White and Indian schools were not canvassed'.

#### **4.13 CONCLUSION**

This chapter presented the research methodology used in this study. The study's rationale and research design were discussed. The sampling method and the data collection tools were highlighted. The data analysis and procedures were also described. The chapter concluded with the limitations of

the research. Chapter 5 will present the findings of the study and the interpretation of the results.



# **5 CHAPTER FIVE**

## **DATA ANALYSIS AND RESEARCH FINDINGS**

### **PART I: QUANTITATIVE DATA ANALYSIS**

#### **5.1 INTRODUCTION**

“In this chapter, (the results are presented and discussed) which were obtained from the two data-collection instruments; namely the semi-structured interviews and the questionnaire. The questionnaire was the primary tool used to collect data and was distributed to schools located both in rural (three) and urban (three) areas within KwaZulu-Natal. The data collected from the questionnaire was analysed with SPSS (version 24<sup>®</sup>) The qualitative data was analysed using content/thematic analysis”.

- ‘To identify the promotional tools used by UKZN (case study) in the KwaZulu-Natal area’;
- ‘To evaluate the effectiveness of the promotional tools used by UKZN within urban and rural communities’;
- ‘To investigate the challenges are faced by students within urban and rural areas in accessing information on higher education studies’;
- ‘To explore how can UKZN improve its marketing and promotional strategies’; and
- ‘To develop a customised student recruitment strategy for urban and rural students’.

“The quantitative data in the sections to follow were statistically analysed in an attempt to determine patterns. The research instrument consisted of 62 items, with a level of measurement at a nominal and an ordinal level. The questionnaire was divided into four sections which measured various themes as illustrated below:

- Section A – Biographical Data

- Section B – Promotional Tools used by HEIs
- Section C – Effectiveness of Promotional Tools
- Section D – Challenges students face in accessing higher education”

The results are presented as descriptive and inferential statistics. The descriptive statistics are presented in the form of tables and graphs, cross-tabulations and the other forms. Inferential tests include the use of independent and one sample t-test, correlations and chi-square test values: factor analysis and Cronbach Alpha which are interpreted using the p-values.

## 5.2 RELIABILITY

“Before discussing the findings of this study, this section deliberately focuses on a few issues of reliability. The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects, whereby a reliability coefficient of 0.70 or higher is considered as “acceptable”. Table 5.1 reflects the Cronbach's alpha score for all the items that constituted the questionnaire”.

**Table 5-1 Cronbach Alpha Test for Reliability**

Section	Number of Items	Cronbach's Alpha
Section B – Promotional Tools used by HEI	7 of 7	0.708
Section C – Effectiveness of Promotional Tools	13 of 13	0.832
Section D – Challenges students face accessing higher education	4 of 4	0.610
<b>Overall</b>	<b>24 of 24</b>	<b>0.847</b>

The overall reliability score exceeds the recommended Cronbach's alpha value of 0.700. This indicates a degree of acceptable, consistent scoring for the various sections of the research. It can be gleaned from table 5.1, that Section

D has a value slightly below 0.700. Notwithstanding this, Garson (2011), argued that reliability values between 0.6 and 0.7 are acceptable for quantitative studies. Hence, it can be inferred that all of the measured sections have acceptable reliability

### 5.3 VALIDATING THE FINDINGS USING FACTOR ANALYSIS

Factor analysis was used to validate the underlying construct regarding the respondents rating of promotional tools used by HEI, effectiveness of the promotional tools, and challenges respondent faces accessing higher education. More so, factor analysis is a statistical technique used to reduce data.

**Table 5-2 KMO and Bartlett's Test**

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Df	Sig.
Section B – Promotional Tools used by HEI	0.768	834.123	21	0.000
Section C – Effectiveness of Promotional Tools	0.873	2672.43	78	0.000
Section D – Challenges respondents face accessing higher education	0.665	382.178	6	0.000

The matrix in Table 5-2 is preceded by a summarised table that reflects the results of KMO and Bartlett's Test. The requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure. Factor analysis is done only for the Likert scale items.

### 5.3.1 Validating Promotional Tools used by HEI

**Table 5-3 Rotated Component Matrix for Promotional Tools used by HEI**

	Component
	1
Careers Expo / Open Campus / Cluster presentations / Seminars	0.599
Word of mouth	0.431
Responding to adverts and announcements on TV, local radio stations, Local / Provincial / National / International /	0.613
Accessed info via university events	0.671
Info accessed via the internet	0.603
Used university prospectus	0.614
Visits by university staff to schools	0.678
<b>Extraction Method: Principal Component Analysis.</b>	
<b>a. 1 components extracted.</b>	

The results depicted on Table 5.3 of this analysis revealed that all of the factors constituted the various sections (factors) loaded perfectly along as single component in each instance. With the exception to the use of word of mouth, all the statements that constituted the sections measured what is set out to measure with.

### 5.3.2 Validating the effectiveness of the promotional tools

**Table 5-4 Rotated Component Matrix for Effectiveness of Promotional Tools:**

Component Matrix <sup>a</sup>			
	Component		
	1	2	3
My educator informed me about CAO application in Grade 11	0.378	0.496	0.417
I had a look at the CAO booklet	0.321	0.716	0.168
My choice of university depended on funding / parents	0.391	-0.106	0.446
Open Days and Exhibitions organised by institution	0.575	0.059	0.156
Billboards	0.641	-0.201	0.304
Radio Advertisement	0.681	-0.162	0.160
Internet (using social media)	0.512	0.271	-0.183
The use of respondent recruitment agents	0.657	-0.242	0.103
Sport camps organised by SASCOC at the higher education	0.650	-0.341	0.044
Compiling a database of all Matric respondents and sending direct mails, sms's and emails	0.671	-0.142	-0.270
Browsing the university website	0.589	0.262	-0.482
University publications	0.686	0.080	-0.379
Advertisements in newspapers	0.688	-0.060	-0.081
Extraction Method: Principal Component Analysis.			
a. 3 components extracted.			

It can be observed from Table 5.4 that three principal component matrixes were extracted. This means that respondents identified different trends within the section. The remaining section loaded along 2 components (sub-themes). Within the section, the splits are colour codes. Of interest, the promotional tool such as “my educator informed me about CAO application in Grade 11” and my choice of university depending on funding/parents were excluded.

### 5.3.3 Validating challenges respondents face accessing higher education

**Table 5-5 Rotated component matrix for Challenges respondents face accessing higher education**

<b>Component Matrix<sup>a</sup></b>	
	Component
	1
I have access to internet facilities	0.753
I have access to libraries	0.721
I receive updated information regarding my subjects	0.753
The current financial circumstances allows me to continue with my studies	0.468
<b>Extraction Method: Principal Component Analysis.</b>	
<b>a. 1 components extracted.</b>	

Table 5-5 depicts, the respondents challenges faced accessing higher education which heavily loaded in one component financial circumstances. The three statements that constituted the sections measured what is set out to measure with. values.

## 5.4 DESCRIPTIVE DATA

The descriptive data is presented as tables and graphs in this study. Section A shows the socio-demographic profile of respondents from the completed questionnaires. A thousand questionnaires were administered with a response rate of eight hundred and twelve.

### 5.4.1 Biographic-demographic profile of respondents

The results on gender, age, home language and parents' information for rural and urban schools are presented.

## 5.4.2 Profile of rural schools

- **Gender and age group**

The bio-demographic data of learners from the rural school are described below:

**Table 5-6 Gender and age of the rural school respondents**

			Age of response			Total
			17 - 19	20 – 21	22 or older	
Gender of respondent	Female	Count	187	39	2	228
		% of Total	42.9%	8.9%	0.5%	52.3%
	Male	Count	150	52	6	208
		% of Total	34.4%	11.9%	1.4%	47.7%
Total		Count	337	91	8	436
		% of Total	77.3%	20.9%	1.8%	100.0%

As shown in Table 5-6 rural schools cohort was dominated by females (52.3%) and male making up 47.7% of the study population. As expected, the majority of respondents (77.3%) were in the age category of 17-19 years of which, 42.90% were females while 34.40% were male. The proportion of males (11.9%) was higher than females (8.9%) within the age categories of 20-21 years. Overall, the ratio of males to females is approximately 1:1 (47.7%: 52.3%).

## Ability to communicate in English

**Table 5-7 Gender and ability to communicate in English for rural school respondents**

			Ability to communicate in English					Total
			Cannot speak	Average	Good	Very Good	Excellent	
Gender of respondent	Female	Count	1	52	87	60	28	228
		% of Total	0.2%	11.9%	20.0%	13.8%	6.4%	52.3%
	Male	Count	0	46	90	45	27	208
		% of Total	0.0%	10.6%	20.6%	10.3%	6.2%	47.7%
Total		Count	1	98	177	105	55	436
		% of Total	0.2%	22.5%	40.6%	24.1%	12.6%	100.0%

Table 5-7 depicts that the majority of the respondents in rural schools have the ability to communicate in English (77.3%) ranging from average to excellent. As shown in Table 5-7, majority (40.2%) of the female respondents as well as (37.1%) of the males had the ability to communicate in English.



**Table 5-8 Age and ability to communicate in English for rural school**

			Ability to communicate in English					Total
			Cannot speak	Average	Good	Very Good	Excellent	
Age of respondents	17 - 19	Count	0	75	126	89	47	337
		% of Total	0.0%	17.2%	28.9%	20.4%	10.8%	77.3%
	20 - 21	Count	1	21	46	15	8	91
		% of Total	0.2%	4.8%	10.6%	3.4%	1.8%	20.9%
	22 or older	Count	0	2	5	1	0	8
		% of Total	0.0%	0.5%	1.1%	0.2%	0.0%	1.8%
Total		Count	1	98	177	105	55	436
		% of Total	0.2%	22.5%	40.6%	24.1%	12.6%	100.0%

With regards to the age categories and the ability to communicate in English, the a majority within the age group 17-21 years(77.3%) indicated an average to excellent ability to communicate in English.

### 5.4.3 Profile of urban schools

The biographic data of respondents from the urban schools are described in Table 5-9:

- **Gender and age group**

**Table 5-9 Gender and age of urban school respondents**

			Age of response			Total
			17 - 19	20 - 21	22 or older	
Gender of respondent	Female	Count	191	13	4	208
		% of Total	50.8%	3.5%	1.1%	55.3%
	Male	Count	153	12	3	168
		% of Total	40.7%	3.2%	0.8%	44.7%
Total		Count	344	25	7	376
		% of Total	91.5%	6.6%	1.9%	100.0%

As shown in Table 5-5, the entire urban school sample was dominated by females 55.3%, with males making up 44.7% of the sample. The majority of respondents are in the age category of 17-19 years, of which 50.8% were females while 40.7% were male. Furthermore, there were more females (3.5%) than males (3.2%) within the age category of 20-21 years. Overall, the ratio of males to females is approximately 1:1 (44.7%: 55.3%), with 91.5% in the 17-19 age cohort.

- **Ability to communicate in English**

**Table 5-10 Frequency of gender and ability to communicate in English for urban schools**

			Ability to communicate in English					Total
			Cannot speak	Average	Good	Very Good	Excellent	
Gender of respondent	Female	Count	3	24	32	52	97	208
		% of Total	0.8%	6.4%	8.5%	13.8%	25.8%	55.3%
	Male	Count	1	27	32	31	77	168
		% of Total	0.3%	7.2%	8.5%	8.2%	20.5%	44.7%
Total		Count	4	51	64	83	174	376
		% of Total	1.1%	13.6%	17.0%	22.1%	46.3%	100.0%

As shown in Table 5-10, 25.8% of the urban female population, as well as 20.5% of males had excellent ability to communicate in English. Overall the respondents ability to communicate in English ranged from average to excellent with the majority of respondents indicating very good to excellent ability to communicate in English.

**Table 5-11 Frequency between age and ability to communicate in English for urban school respondents**

			Ability to communicate in English					Total
			Cannot speak	Average	Good	Very Good	Excellent	
Age of respondents	17 - 19	Count	4	46	56	75	163	344
		% of Total	1.1%	12.2%	14.9%	19.9%	43.4%	91.5%
	20 - 21	Count	0	4	7	7	7	25
		% of Total	0.0%	1.1%	1.9%	1.9%	1.9%	6.6%
	22 or older	Count	0	1	1	1	4	7
		% of Total	0.0%	0.3%	0.3%	0.3%	1.1%	1.9%
Total		Count	4	51	64	83	174	376
		% of Total	1.1%	13.6%	17.0%	22.1%	46.3%	100.0%

With regard to the age categories in terms of English, the majority in the age group 17-21 years (43.4%) indicated having an excellent ability to communicate in English and about 20% indicated that they have a very good ability to communicate in English. Overall, respondents had the ability to communicate in English

## 5.5 COMBINED HOUSEHOLD INFORMATION OF RESPONDENTS

This section examines the combined household information of both rural and urban school respondents.

### Racial group

Figure 5-1 Racial composition of respondents

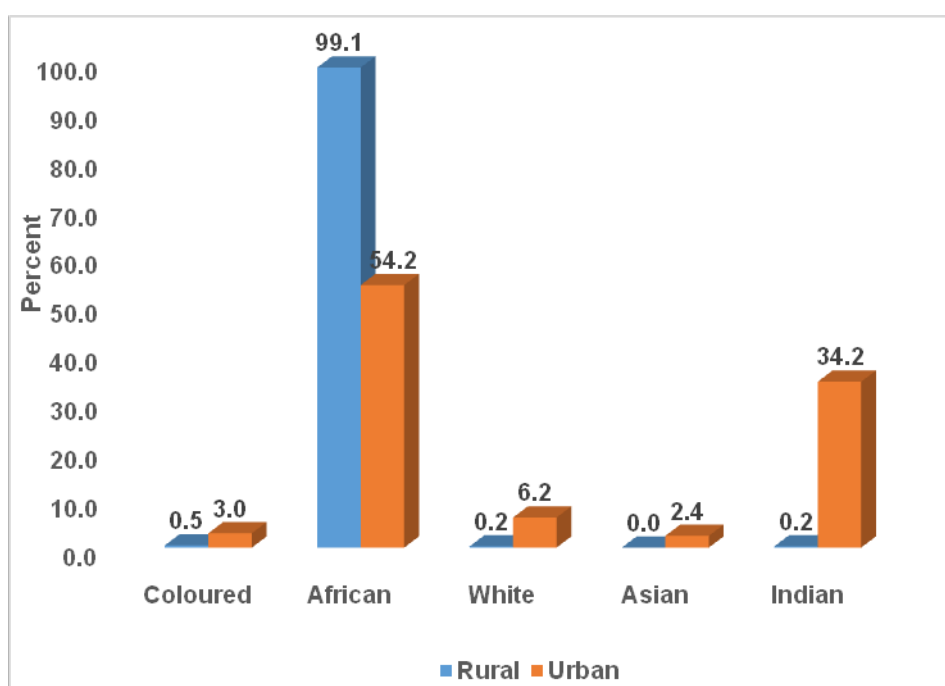


Figure 5-1 shows the racial composition of the respondents. Nearly three-quarters of respondents (73.8%) were African, with only a small percentage of 19,4% being Indian. Approximately a fifth (19.4%) was Indian. Three-quarters of the respondents consisted of Africans because of the rural/urban population used. In the rural schools, there is a dominance of Africans, whereas in the urban areas there are other race groups.

## Parents' Educational Qualifications

**Table 5-12 Respondents' parents' educational levels**

	Rural		Urban	
	Count	Percent	Count	Percent
No Schooling – Father	98	13.2	40	5.8
No Schooling – Mother	92	12.4	42	6.1
Some Schooling – Father	109	14.7	54	7.9
Some Schooling – Mother	117	15.8	45	6.6
Completed Matric – Father	117	15.8	142	20.7
Completed Matric – Mother	109	14.7	113	16.5
Post Matric Qualification – Father	45	6.1	121	17.7
Post Matric Qualification – Mother	43	5.8	113	16.5
Other – Father	5	0.7	5	0.7
Other – Mother	7	0.9	8	1.2
Total	742	100	685	100

Table 5-12 depicts the educational qualifications of the respondents' parents.. Majority of the respondents had parents (45%) who had some schooling with 30.5% of parents completing matric in the rural areas and 37,2% of the parents in the urban area completed matric. It is interesting to note that a minor percentage of parents had no schooling in both urban and rural schools. Furthermore, only 11.9% of parents in the rural school have post matric qualification compared to 34.2% in the urban schools. About 25.6% of the respondents in the rural areas had no schooling, whilst 11.9% of parents in urban schools had no schooling. From Table 5-12 it is evident that there are more parents in the urban areas with Post matric qualification in comparison with rural parents and 37.2% of the respondents' parents completed matric. It also shows that higher education is more accessible in the urban areas than the rural areas.

## Parents' Employment Status

**Table 5-13 Parents' employment type**

	Rural	Urban
	Count	Count
Managerial	35	46
Administrative	52	33
Technical	40	24
Professional	79	105
Unemployed	41	3
Government worker	1	0
Domestic	6	1
General Workers	2	1
Student	0	10
Retail	0	1
Pensioner	0	1
Catering	0	1

As revealed in Table 5-13, the overall majority of parents were professionals followed by administrative and then managerial positions. It is important to note that there were more unemployed parents in the rural setting compared with the urban setting.

In summary, the total population making up this study was 812 respondents. Of the 812 learners, females make up the majority at 53.7% and males the remaining 46.3%. From the foregoing section, it is clear that there is a minor age variation in the urban areas between 17-20 years and in the rural areas between 20-21 years. The key elements of the population distribution highlight some factors that could be important in market segmentation based on demographics. Even though females make up the majority of the respondents (53.7%), this alters slightly when taken comparatively based on geographical location. Within the urban setting, the number of females in matric is slightly lower than the rural split at 52.2%: 55.3%. This is in line with the norm that females in rural settings are less educated.

In terms of the male population across each group, males make up less than half the study population at 46.3%. The spread is average when looked at comparatively (urban versus rural) as the variance is within the margin of error. The urban males edge out rural males by 2.6%. When generalised, this statistics would indicate that there are more males in matric in rural settings than in urban settings, a reversal of the female spread.

In South Africa, learners are accepted into Grade One at the age of six years or the year in which they turn six before June. This would then mean that if they progress normally, they would reach grade 12 or matric at the age of 18. This study shows a different pattern on what would be the normative age of 18. Within the rural segment of the total population, the majority of females at 86.7% fall within this normative age group of 17-19. A similar pattern exists amongst males with the majority, 80.6% falling within the 17-19 age groups. More so, the urban distribution display a similar spread with a slight variation in that the urban split display a more than double the number of learners in the 20-21 age group in both males and females. These would be learners who are two to three behind the norm.

According to the statistics the rural learners are older in matric than urban learners. This is most probably because of the high failure rate in the rural in comparison with the urban learners. Also the standard of education in the rural is slightly lower than the urban setting due to the fact that they are under-resourced and do not have qualified educators to assist rural learners.

The previous section had looked at the descriptive aspects of the study result. In particular, the demographic as well household information was compared between the rural and urban school students. The focus of this section was to establish the relationship between the Universitys recruitment strategies and its relationship with the academic and career challenges students experience after programmes choices have been made for the purpose of identifying criteria for development of a customised student recruitment strategy appropriate for rural and urban settings.

The section presents the scoring patterns of the respondents per variable per section. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements. To determine whether the scoring patterns per statement were significantly different per option, one sample t-test was done. The results are shown in the tables that follow. The highlighted significant values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not similar. In other words, the differences between the way respondents scored (strongly disagree, disagree, uncertain, agree and strongly agree) were significant where p values are less than 0.05.

## 5.6 PROMOTIONAL TOOLS USED

### Rural School Student Responses on Promotional Tools used by HEI

**SD- Strongly disagree**

**D - Disagree**

**N - Neutral**

**A - Agree**

**SA- Strongly agree**

**Table 5-14 Rural school responses on the promotional tools used by HEI**

	No	Likert scale					Mean	Std.	T-test	P-value
		SD	D	N	A	SA			value	
<b>Q7.1</b>	436	2.10%	2.80%	12.40%	42.40%	40.40%	4.16	0.894	97.261	0.000
<b>Q7.2</b>	436	5.50%	9.60%	18.60%	42.20%	23.40%	3.69	1.099	70.129	0.000
<b>Q7.3</b>	436	5.30%	8.90%	28.70%	35.60%	21.60%	3.59	1.082	69.31	0.000
<b>Q7.4</b>	436	3.70%	9.40%	17.70%	38.80%	30.50%	3.83	1.078	74.196	0.000
<b>Q7.5</b>	436	2.10%	5.50%	12.40%	39.40%	40.60%	4.11	0.962	89.195	0.000
<b>Q7.6</b>	436	1.40%	3.90%	12.80%	38.10%	43.80%	4.19	0.901	97.102	0.000
<b>Q7.7</b>	436	2.50%	2.80%	7.80%	29.40%	57.60%	4.37	0.926	98.435	0.000



University staff visits to schools – Mean = 4.37 (SD = 0.926)

University prospectus – Mean = 4.19 (SD = 0.901)

Exhibitions – Mean = 4.16 (SD = 0.894)

University website – Mean = 4.11 (SD = 0.962)

Events – Mean = 3.83 (SD = 1.078)

Word of Mouth – Mean = 3.69 (SD = 1.099)

Advertisements – Mean = 3.59 (SD = 1.082)

Table 5.14 depicts the frequency of promotional tools used in percentages and mean, standard deviation values in descending order.

Table 5-14 also demonstrates that the majority of the respondents agreed with statements presented with a minor percentage of respondents (less than 30%) showing a neutral response. As indicated by the level of significance, the t-test in Table 5-10 revealed that the rural school students scoring patterns exhibited a statistically significant difference ( $p < 0.001$ ) with regards to the levels of agreement. Specifically, 42.2% of the rural school students agreed that careers Expos/Open campus visits/cluster presentations/seminars is among the promotional tools used by HEI whilst 40.4% strongly agreed with statement. Similarly, 42.2% of respondents also agreed (23.4% strongly agreed that word of mouth, that is parents, friends, teachers, and alumni are promotional tools. With regard to responding to adverts and announcement on the TV, local radio stations, local/provincial/national/international media (35.6% + 21,6%). Interestingly some respondents accessed to information through university events such as sporting and youth events; and music festival (38.8% + 30.5 strongly agreed).

Equally essential, the majority of the respondents (40.6% + 39.4) in the rural schools strongly agreed and agreed that information accessed on the university website (40.6%). Majority of respondents used the university prospectus (43.8% + 38.1%), and in particular visits by university staff to

schools are examples of promotional tools used by HEI. It is evident that visits by the university staff to rural schools was the most frequently adopted promotional tool by the respondents.

### Rural School - Effectiveness of Promotional Tools used

**Table 5-15 Rural school student responses on the effectiveness of promotional tools**

	No	Likert scale					Mean	Std.	T-test	P. value
		SD	D	N	A	SA			Value	
Q8.1	436	5.70%	6.40%	5.50%	38.30%	44.00%	4.08	1.124	75.865	0.000
Q8.2	436	3.70%	8.30%	11.20%	41.30%	35.60%	3.97	1.063	77.941	0.000
Q8.3	436	7.30%	9.60%	10.80%	40.40%	31.90%	3.8	1.198	66.204	0.000
Q8.4	436	2.50%	4.80%	17.40%	43.10%	32.10%	3.97	0.957	86.689	0.000
Q8.5	436	7.80%	9.90%	27.50%	36.00%	18.80%	3.48	1.138	63.911	0.000
Q8.6	436	3.70%	4.60%	17.90%	45.60%	28.20%	3.9	0.983	82.83	0.000
Q8.7	436	4.10%	6.20%	13.50%	41.10%	35.10%	3.97	1.052	78.746	0.000
Q8.8	436	5.00%	8.00%	20.20%	41.30%	25.50%	3.74	1.08	72.301	0.000
Q8.9	436	7.60%	7.30%	25.90%	39.40%	19.70%	3.56	1.115	66.723	0.000
Q8.10	436	3.00%	4.40%	12.20%	40.60%	39.90%	4.1	0.977	87.61	0.000
Q8.11	436	3.00%	6.20%	20.40%	39.70%	30.70%	3.89	1.009	80.513	0.000
Q8.12	436	3.00%	2.50%	16.70%	46.30%	31.40%	4.01	0.923	90.598	0.000
Q8.13	436	2.80%	6.00%	14.70%	47.70%	28.90%	3.94	0.959	85.753	0.000

Table 5-15 elucidate the rural school student's responses regarding their levels of agreement on the effectiveness of the promotional tools used by HEI. As indicated by the level of significance, the t-test in Table 5-15 revealed that the rural school students scoring patterns exhibited a statistically significant relationship ( $p < 0.001$ ).

Table 5-15 depicts the responses of the effectiveness of the promotional tools in terms of the mean values ranging from a maximum of five to a minimum of 1 in descending order.

The majority of the respondents ( $40.6\% + 39.9\% = 80.5\%$ ) agreed that compiling a database of all matriculants and sending direct mail or short

messages systems (sms) and emails as the most effective promotional tools. Of interest, it is observed that 44% of the rural school students strongly agreed and 38.3% agreed that their educators informed them about CAO application in Grade 11. It was no surprise that majority of the rural school students (82.3%) had a positive level of agreement (agree = 38.3%; strongly agreed= 44.0%) that they had a look at the CAO booklet. When asked to indicate their level of agreement regarding the question “My choice of University depends on funding/parents’ advice, it was expected that majority (72.3%) of the students were in agreement (agree=40.4%; strongly agree=31.9%) that their choice of University will depend on funding/parental advice. Aside from promoting their institution through the CAO booklet, the university also create platforms to adequately disseminate their recruitment process such as the use of the internet, radio advertisements, billboards etc. The extent to which these promotional tools, particularly amongst rural schools, help facilitate the respondent recruitment process entailed asking the rural school respondents to rate the effectiveness of the promotional tools in Table 5-11 (Q8.4 and Q8.13). Interestingly, 43.1%, agreed that open days and exhibitions organized by the institution were effective promotional tools. Similarly, 36% of respondents agreed that billboards were also effective promotional tools. Other notable results are that they agreed that effective promotional tools used by the university to recruit respondents include: radio advertisements (45.6%); the internet using social media such as Facebook, twitter, and YouTube (41.1%); the use of respondent recruitment agents (41.3%); sports camps organized by the higher education SASCOC (39.4%); compiling a database of all matric respondents and sending direct mails, sms’s and emails (40.6%); browsing the university website (39.7%); university publications such as newsletters and brochures (46.3%); and advertisements in newspapers (47.7%).

## Rural school challenges faced accessing higher education

**Table 5-16 Rural school responses on the challenges**

	No	Likert scale					Mean	Std.	T-test	P-value
		SD	D	N	A	SA			Value	
Q9.1	436	12.60 %	9.60%	9.40%	36.70%	31.70%	3.65	1.347	56.611	0.00
Q9.2	436	3.00 %	4.10%	8.70%	38.80%	45.40%	4.19	0.969	90.398	0.00
Q9.3	436	8.30 %	13.50%	18.30%	37.20%	22.70%	3.53	1.214	60.651	0.00
Q9.4	436	27.50 %	21.60%	24.10%	17.90%	8.90%	2.59	1.3	41.624	0.00

Table 5.16 presents the challenges learners encounter with regard to accessing higher education institutions. The likert scale with a maximum of five and minimum one was used to analyse the responses. The responses will be depicted based on the mean values in descending order namely:

Library access – Mean = 4.19 (SD = 0.969)

Internet facilities – Mean = 3.65 (SD = 1.347)

Receipt of updated information – Mean = 3.53 (SD = 1.214)

Purchase of books – Mean = 2.59 (SD = 1.30)

It is generally acknowledged that challenges faced by school learners may differ from one person to another as well as according to the location of the school. In order to ascertain the level of differences amongst the rural school learner, the one sample t-test in Table 5-16 revealed significant differences with

regard to the rural school respondents' level of agreement on the challenges faced accessing higher education. Notably, there was a positive level of agreement amongst the rural school respondent (agree= 36.7; strongly agree= 31.7%) that they have access to internet facilities. Equally important, 84.2% of the respondents were highly positive (agree=38.8%; strongly agree=45.4%) that they have access to libraries. Expectedly, more than half of the survey respondents (59.9%) were in agreement that they received updated information regarding their subjects (agree =37.2%; strongly agree=22.7%).

On the other hand, 49.1% of the rural school respondents were in disagreement with the question "Does your current financial circumstances allow you to continue with your studies"?

### Urban school responses on the promotional tools used by the HEI

**Table 5-17 Urban school responses on the promotional tools used by the HEI**

	No	Likert scale					Mean	Std.	T-test	P-value
		SD	D	N	A	SA			Value	
<b>Q7.1</b>	376	3.70%	4.30%	15.20%	32.40%	44.40%	4.1	1.046	75.903	0.000
<b>Q7.2</b>	376	5.90%	8.20%	24.50%	38.60%	22.90%	3.64	1.098	64.336	0.000
<b>Q7.3</b>	376	4.80%	10.90%	35.90%	30.60%	17.80%	3.46	1.055	63.552	0.000
<b>Q7.4</b>	376	6.60%	8.20%	15.40%	38.30%	31.40%	3.8	1.165	63.152	0.000
<b>Q7.5</b>	376	2.10%	5.30%	12.00%	33.80%	46.80%	4.18	0.981	82.567	0.000
<b>Q7.6</b>	376	5.30%	3.20%	20.50%	37.20%	33.80%	3.91	1.069	70.884	0.000
<b>Q7.7</b>	376	7.20%	5.60%	14.60%	28.20%	44.40%	3.97	1.21	63.654	0.000

The urban school respondents' responses regarding the promotional tools used by the HEI are summarized in Table 5-17. As indicated by the level of significance, the t-test in Table 5-17 revealed that the urban school respondents scoring patterns exhibited a statistically significant relationship with regards to promotional tools used by HEI ( $p < 0.001$ ). Table 5.17 presents urban schools respondents with regard to promotional tools by by higher education institutions. The likert scale with a maximum of five and minimum

one was used to analyse the responses. The responses will be depicted based on the mean values in descending order namely:

University website – Mean = 4.18 (SD = 0.981)

Career exhibitions – Mean = 4.1 (SD = 1.046)

University staff visit – Mean = 3.97 (SD = 1.21)

University Prospectus – Mean = 3.91 (SD = 1.069)

University Sports Events – Mean = 3.8 (SD = 1.165)

Word of Mouth – Mean = 3.64 (SD = 1.098)

Advertisements – Mean = 3.46 (SD = 1.055)

It was important to note that 44.40% of the strongly agreed that careers Expos/Open campus visits/cluster presentations/seminars are amongst the promotional tools used by the HEI. More so, 38.6% of them also agreed that word of mouth, that is parents, friends, teachers and alumni are promotional tools. However, 35.9% of the urban respondents remain neutral to the responding of advertisements and announcements on TV, local radio stations; local/provincial/national/international news as a promotional tool.

On the other hand, access to information through university events such as sporting and youth events and musical festival were agreed upon by 38.30% of the urban school respondents as a promotional tool used by the HEI. Equally important, major percentage of respondents in the urban schools strongly agreed that information accessed through the university website (46.80%), and visits by university staff to schools (44.40%) are promotional tools used by HEI. In addition, the use university prospectus was also agreed upon by 37.8% of the urban respondents as a promotional tool used by the HEI.

**Table 5-18: Urban school responses on the effectiveness of promotional tools**

	No	Likert scale					Mean	Std.	T-test	P-value
		SD	D	N	A	SA			Value	
<b>Q8.1</b>	376	6.90%	7.40%	11.70%	29.50%	44.40%	3.97	1.218	63.195	0
<b>Q8.2</b>	376	3.20%	5.90%	9.30%	37.20%	44.40%	4.14	1.021	78.605	0
<b>Q8.3</b>	376	15.70%	13.30%	13.30%	27.90%	29.80%	3.43	1.433	46.389	0
<b>Q8.4</b>	376	6.40%	8.80%	20.70%	38.60%	25.50%	3.68	1.136	62.845	0
<b>Q8.5</b>	376	16.20%	17.00%	31.10%	25.30%	10.40%	2.97	1.22	47.116	0
<b>Q8.6</b>	376	13.80%	13.00%	25.80%	34.60%	12.80%	3.19	1.227	50.467	0
<b>Q8.7</b>	376	5.10%	4.00%	14.60%	31.60%	41.00%	4.03	1.104	69.538	0
<b>Q8.8</b>	376	13.30%	12.00%	28.70%	27.70%	18.40%	3.26	1.265	49.945	0
<b>Q8.9</b>	376	12.00%	14.40%	31.60%	25.50%	16.50%	3.2	1.225	50.691	0
<b>Q8.10</b>	376	8.20%	6.90%	24.20%	33.00%	27.70%	3.65	1.191	59.424	0
<b>Q8.11</b>	376	3.50%	7.70%	15.70%	40.40%	32.70%	3.91	1.048	72.365	0
<b>Q8.12</b>	376	4.00%	7.20%	23.90%	39.60%	25.30%	3.75	1.039	70.013	0
<b>Q8.13</b>	376	6.10%	11.70%	25.30%	37.50%	19.40%	3.52	1.114	61.312	0

Table 5-18 indicates the urban school respondents' responses regarding their levels of agreement on the effectiveness of the promotional tools used by the HEI. As indicated by the level of significance, the t-test in Table 5-18 revealed that the urban school respondents' scoring patterns exhibited a statistically significant relationship ( $p < 0.001$ ).

Table 5-18 depicts the responses of the effectiveness of the promotional tools in terms of the mean values ranging from a maximum of five to a minimum of 1 in descending order:

CAO Booklet – Mean = 4.14 (SD = 1.021)

Internet – Mean = 4.03 (SD = 1.104)

Education on CAO – Mean = 3.97 (SD = 1.218)

University Website – Mean = 3.91 (SD = 1.048)

University Publications – Mean = 3.75 (SD = 1.039)

Exhibitions – Mean = 3.68 (SD = 1.136)

Database of Matric – Mean = 3.65 (SD = 1.191)

Print Newspapers – Mean = 3.52 (SD = 1.114)

Funding/Parental Advice – Mean = 3.43 (SD = 1.433)

Student recruitment agents – Mean = 3.26 (SD = 1.265)

Sports Events – Mean = 3.2 (SD = 1.225)

Radio advertisements – Mean = 3.19 (SD = 1.227)

Billboards – Mean = 2.97 (SD = 1.22)

Of interest, it is observed that 44.4% of the urban school respondents strongly agreed that their educators informed them about CAO application in Grade 11. It was no surprise that the majority of the urban school respondents 81.6% had a positive level of agreement (agree = 37.2%; strongly agreed= 44.4%) that they had a look at the CAO booklet. When asked to indicate their level of agreement regarding the question “My choice of University depends on funding/parents’ advice, more than half 57.7% of the respondents were in agreement (agree=27.9%; strongly agree=29.8%) that their choice of University will depend on funding/parents’ advice.

Beside promoting their institution through the CAO booklet, the HEI also create a platform to adequately disseminate information such as the use of the internet, radio advertisement, internet, billboards etc. The extent to which these promotional tools, particularly amongst rural schools, helps facilitate the respondent recruitment process entailed asking the urban school respondents to rate the effectiveness of the promotional tools in Table 5-14 (Q8.4 and



Q8.13). Surprisingly, only 38.6% agreed that Open Days and exhibitions organized by the institution were effective promotional tools, while 31.10% of them remain neutral that billboards were also effective promotional tools.

The effective promotional tools used by HEI to recruit respondents include: radio advertisement (34.6%); internet using social media such as Facebook, Twitter, and YouTube (41.0%); compiling a database of all matric students and sending direct mails, sms's and emails (33.0%); browsing the university website (40.40%); university publications such as newsletter and brochures (39.60%); and advertisements in newspaper (37.5%). However, urban respondents, remain neutral in the use of student recruitment agents (28.7%) and sports camps organized by the higher education SASCOC (31.6%);

## 5.7 INFERENCE STATISTICAL TESTS

**Table 5-19 Rural school challenges respondents of access**

	No	Likert scale					Mean	Std.	T-test	P-value
		SD	D	N	A	SA			value	
<b>Q9.1</b>	376	5.10%	4.50%	6.90%	32.70%	50.80%	4.2	1.085	75.006	0
<b>Q9.2</b>	376	1.90%	4.50%	8.20%	35.90%	49.50%	4.27	0.926	89.351	0
<b>Q9.3</b>	376	5.10%	8.20%	18.10%	32.40%	36.20%	3.86	1.146	65.414	0
<b>Q9.4</b>	376	10.60%	9.80%	21.00%	26.90%	31.60%	3.59	1.309	53.171	0

While the challenges faced by students may differ from one respondent to the other, the location of the respondent may invariably exacerbate the nature of the challenge. Table 5-19 summarized the challenges that urban school respondents face accessing higher education. The one sample t-test in table,

revealed significant difference with regards to the urban school respondents level of agreement on the challenges face accessing higher education.

Table 5-19 depicts the responses of the challenges face accessing higher education in terms of the mean values ranging from a maximum of five to a minimum of 1 in descending order:

Libraries access – Mean = 4.27 (SD = 0.926)

Internet access – Mean = 4.2 (SD = 1.085)

Education on CAO – Mean = 3.97 (SD = 1.218)

Subject Information – Mean = 3.86 (SD = 1.146)

Purchase books – Mean = 3.59 (SD = 1.309)

There was a positive level of agreement among the urban school respondents (agree= 32.70%; strongly agree= 50.80%) that they have access to internet facilities. Equally important, 85.40% of the respondents were highly positive (agree=35.90%; strongly agree=49.50%) that they have access to libraries while more than 68.60% of respondents were in agreement that they received updated information regarding their subjects (agree =32.40%; strongly agree=36.20%). Expectedly, 58.5% of the urban school respondents were in agreement to the question “Does the current financial circumstances allow you to continue with your studies”? Drawing from the above preceding discussion, it can be gathered that the urban and rural respondents perceptions of the promotional tools by HEI as well as their rating of the effectiveness tools used were mostly positive. A salient point worth emphasising is that majority of the urban respondent were more comfortable with use of the internet such as the social media, while their rural counterpart expressed more satisfaction in the visits by university staff to school. Given that higher education institution in South Africa, are located in the urban areas, it is expected that the rural school respondent will prefer visits by university staff as a promotional tool. Significantly, the respondents across the two locations cited the information about CAO application provided by their educators as the most effective promotional tool.

Additionally, while majority of the respondents from both urban and rural school acknowledges having access to internet and library, the rural respondent are said to be financially constrained in accessing higher education. Financial obstacles noted by the rural respondent may prove to be a deciding factor in accessing higher education institution. For the purpose of identifying criteria for development of a customised respondent recruitment strategy appropriate for rural and urban settings, independent t-test as well as cross-tabulation was further used to draw parallel comparison.

## 5.8 COMPARATIVE ANALYSIS BETWEEN RURAL AND URBAN SCHOOL ON THE PROMOTIONAL ACTIVITIES AND RESPONDENT RECRUITMENT

**Table 5-20 Independent t-test results on the promotional tools used by HEI**

School Location		N	Mean	Std. Deviation	Std. Error Mean	P-value	Sig.
Promotional tools used by HEI	Rural	7	3.9914	0.28962	0.10947	0.486	Not-significant
	Urban	7	3.8657	0.25376	0.09591		

Table 5-20 showed the mean, standard deviation, and standard error for the promotional tools used by HEI between rural and urban school. As indicated by level of significance, the independent t-test revealed no significant differences between the rural and urban respondent responses on the promotional tools used by HEI ( $p>0.05$ ).

**Table 5-21 Independent t-test results on the effectiveness of promotional tools**

School Location		N	Mean	Std. Deviation	Std. Error Mean	P-value	Sig.
Effectiveness of promotional tools	Rural	13	3.8777	0.18753	0.05201	0.012	Significant
	Urban	13	3.5923	0.36697	0.10178		

Table 5-17 showed the mean, standard deviation, and standard error on the effectiveness of the promotional tools used by HEI. The independent t-test revealed significant differences between the rural and urban school with regards to their responses on the effectiveness of the promotional tools used by HEI ( $p < 0.05$ ). The rural school respondents recorded the highest mean responses ( $3.88 \pm 0.188$ ), while the urban school respondent had the lowest mean response ( $3.59 \pm 0.102$ ).

**Table 5-18: Independent t-test results on the challenges**

School Location		N	Mean	Std. Deviation	Std. Error Mean	P-value	Sig.
Challenges respondents face accessing higher education	Rural	4	3.49	0.66513	0.33257	0.4	Not-significant
	Urban	4	3.98	0.3157	0.15785		

Table 5-18 shows respondents responses on the challenges respondents face accessing higher education. As demonstrated by the level of significance, the independent t-test indicates that there was no significant differences between the rural and urban schools with regards to the challenges face accessing higher education ( $p > 0.05$ )

**Figure 5-2 Differences in the mean responses on the promotional activities by rural and urban school respondents**

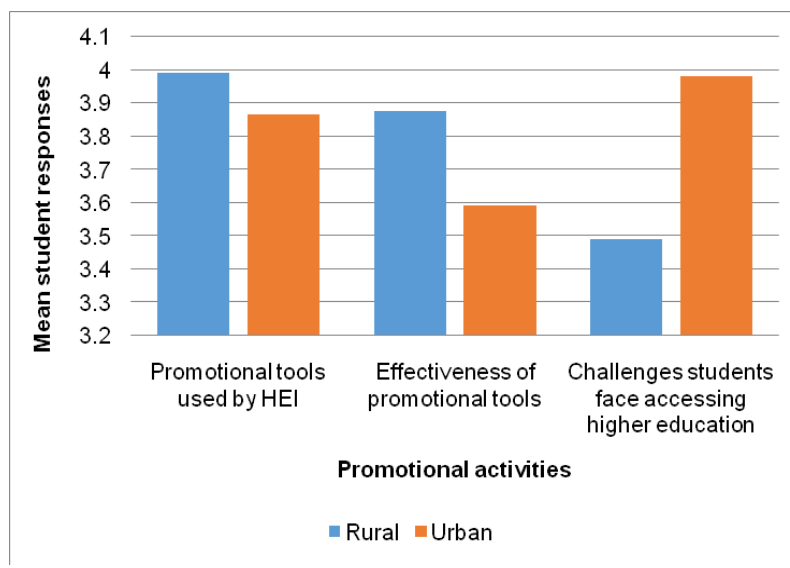


Figure 5-2 further illustrates the differences in the mean responses captured by rural and urban respondents for the promotional activities for respondent recruitment. At a glance, it was observed that there were more rural respondent's when compared against their urban counterpart, tend to respond positively to the promotional tools used by the HEI.

### Assessing the influence of gender in the scoring pattern of the learners

**Table 5-22 ANOVA results of respondents assesseing the influence of gender**

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Rural female	7	3.9386	0.34518	0.13046	0.356	Not-Significant
Rural male	7	4.0486	0.23384	0.08838		
Urban female	7	3.9343	0.27549	0.10413		
Urban male	7	3.7786	0.23434	0.08857		
Total	28	3.9250	0.27800	0.05254		

Given that more rural respondents tend to rate the promotional tools as well as the effectivity of the promotional tool used by HEI, this section aimed to assess the influenced of gender in the scoring pattern of the respondents from both rural and urban school. One-way ANOVA was used to compare the mean differences. The results is summarized in Table 5.19, the ANOVA test for the respondents rating of the promotional tool used by gender showed no significant difference between the rural and urban schools ( $p>0.05$ ). This suggests that the gender has no influence on the scoring pattern of the respondent from both location.

**Table 5-23 ANOVA results of students rating of gender**

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Rural female	13	3.8262	0.22352	0.06199	0.002	Significant
Rural male	13	3.9377	0.15018	0.04165		
Urban female	13	3.6338	0.40630	0.11269		
Urban male	13	3.5008	0.34863	0.09669		
Total	52	3.7246	0.33701	0.04673		

With regards to the rating of the effectiveness of the promotional tool, the ANOVA test shown in Table .20 revealed a statistical significant differences by gender between the rural and urban schools ( $p<0.01$ ). This indicates that perceptions of the respondents on the effectiveness of the promotional tool used by HEI differ by gender between the rural and urban school. From the mean differences, it can be observed that rural male respondents ( $3.93\pm0.15$ ) had the highest positive perception about the effectiveness of the promotional tool while the lowest was observed for the urban male counterpart ( $3.50\pm0.35$ ).

Equally important, it's being shown that urban respondents claim to experience more challenge assessing higher education when compared to the rural respondents. To what extent those gender of the respondents plays a role in the experiences of the respondents? In addressing the said question, ANOVA was used to compare the mean differences by gender between the rural and urban schools.

**Table 5-24 ANOVA results of students rating gender as a challenge experience accessing HEI**

	N	Mean	Std. Deviation	Std. Error	p-value	Sig
Rural female	4	3.4325	0.74563	0.37281	0.360	Not-Significant
Rural male	4	3.5525	0.58693	0.29347		
Urban female	4	4.0525	0.43767	0.21884		
Urban male	4	3.8925	0.21235	0.10617		
Total	16	3.7325	0.54240	0.13560		

As seen in Table 5.21, there was no differences in the perceptions of the respondents with regard to the challenges experienced assessing higher education ( $p>0.05$ ). This suggests that gender had no influence in the perceived challenge of the respondents across the two locations in assessing higher education.

## 5.9 COMPARATIVE ANALYSIS BETWEEN SCHOOL LOCATION AND RESPONDENT PERCEIVED EFFECTIVENESS OF RECRUITMENT PROMOTIONAL TOOLS

A cross tabulation was used to explain the differences in the level of agreement on the effectiveness of the promotional tools used by HEI, whereas Chi-square test was performed to determine whether there was a statistically significant relationship between the rural and urban schools with regards to their views.

### 5.10 EFFECTIVENESS OF CAO APPLICATION BOOKLET

**Table 5.22: The relationship between school location and Information about CAO application**

			My educator informed me about CAO application in Grade 11					Total	Pearson Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	25	28	24	167	192	436	0.006
		% of Total	3.10%	3.40%	3.00%	20.60%	23.60%	53.70%	
	Urban	Count	26	28	44	111	167	376	
		% of Total	3.20%	3.40%	5.40%	13.70%	20.60%	46.30%	
Total		Count	51	56	68	278	359	812	
		% of Total	6.30%	6.90%	8.40%	34.20%	44.20%	100.00%	

With respect to the effectiveness of the CAO application booklet, the Chi-square results depicted in Table 5-22 indicated that there was a significant difference between the rural and urban schools ( $p < 0.01$ ). Approximately 23.6% of the rural school respondents strongly agreed to the statement: My educator informed me about CAO application in Grade 11, while 20.6% of the respondents in the urban school respondents hold the same view. Despite being informed regarding the CAO booklet application, only 19.1% of rural school respondents strongly agreed looking at the CAO application booklet when compared to 20.6% for the urban school (Table 5.23).



**Table 5-25 The relationship between school location and reading the CAO application**

			I had a look at the CAO booklet					Total	Pearson Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	16	36	49	180	155	436	0.119
		% of Total	2.00%	4.40%	6.00%	22.20%	19.10%	53.70%	
	Urban	Count	12	22	35	140	167	376	
		% of Total	1.50%	2.70%	4.30%	17.20%	20.60%	46.30%	
Total		Count	28	58	84	320	322	812	
		% of Total	3.40%	7.10%	10.30%	39.40%	39.70%	100.00%	

**Table 5.24: The relationship between school location and choice of university/funding**

			My choice of university depended on funding / parents					Total	Pearson-Chi-Square test
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	32	42	47	176	139	436	0.001
		% of Total	3.90%	5.20%	5.80%	21.70%	17.10%	53.70%	
	Urban	Count	59	50	50	105	112	376	
		% of Total	7.30%	6.20%	6.20%	12.90%	13.80%	46.30%	
Total		Count	91	92	97	281	251	812	
		% of Total	11.20%	11.30%	11.90%	34.60%	30.90%	100.00%	

## EFFECTIVENESS OF CAO BOOKLET AND CHOICE OF UNIVERSITY

Since that fewer rural school respondents are reading the CAO booklet, it is understandable that Chi-Square test in Table 5-24 revealed statistical significant difference in respect to the statement “My choice of university depended on funding/parents “( $p < 0.001$ ). From Table 5-21, it can be gathered that 21.7% of rural school agreed to the statement while 12.3% of the urban agreed to it. Equally, more urban school respondent strongly disagree (7.3%) to statement that their choice of university will depend on funding/parents. The

differences in the level of agreement and or disagreement between urban and rural respondent may be associated with their actual reading/looking at the CAO booklet (Table 5-23). As the CAO booklet contain the names of universities in SA as well as other potential source of scholarship applications.

## 5.11 EFFECTIVENESS OF UNIVERSITY ORGANIZED ACTIVITIES

**Table 5-26 The relationship between school location and university organized open days and exhibitions**

			Open Days and Exhibitions organised by institution					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	11	21	76	188	140	436	0.002
		% of Total	1.40%	2.60%	9.40%	23.20%	17.20%	53.70%	
	Urban	Count	24	33	78	145	96	376	
		% of Total	3.00%	4.10%	9.60%	17.90%	11.80%	46.30%	
Total		Count	35	54	154	333	236	812	
		% of Total	4.30%	6.70%	19.00%	41.00%	29.10%	100.00%	

With reference to the effectiveness of the use of open day and exhibition as a promotional tool for respondent recruitment, Table 5-25 demonstrates the differences in the response between the urban and rural school respondents. As indicated by the Chi-square test, there was a statistical significant differences in level of agreement or disagreement with regard to the location of the respondents ( $p < 0.01$ ). More of the rural school respondents (23.2%) seem to agree that the open days and exhibitions organized by the universities are effective when compared against urban school respondent (17.2%).

**Table 5-26: The relationship between school location and the sports events**

			Sport camps organised by SASCOC at the higher education					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	33	32	113	172	86	436	0.000
		% of Total	4.10%	3.90%	13.90%	21.20%	10.60%	53.70%	
	Urban	Count	45	54	119	96	62	376	
		% of Total	5.50%	6.70%	14.70%	11.80%	7.60%	46.30%	
Total		Count	78	86	232	268	148	812	
		% of Total	9.60%	10.60%	28.60%	33.00%	18.20%	100.00%	

In terms of the use of sport events as a tool for recruiting respondents, the respondents were asked to rate the effectiveness of the sport events such as the one organized by SASCOC. As indicated by the, the Chi-square test in Table 5-26 there is significant difference in the responses between the rural and urban school respondents ( $p < 0.001$ ). From the table, it can be gathered that more (21.2%) of the rural respondents agreed that sports events had a positive effect on respondent recruitment. In contrast, 14.7% of urban respondents were uncertain as to the effectiveness of the sports event to respondent recruitment.

## 5.12 EFFECTIVENESS OF ADVERTISEMENT ON RESPONDENT RECRUITMENT

To further gauge the respondents perception on the effectiveness of advertising (billboards, internet via social media, radio and newspaper advertisement) and how it facilitate respondent recruitment, the respondents were asked to rate their effectiveness.

The views of the respondents are depicted in Table 5-27.

**Table 5-27 The relationship between school location and the use of billboards**

			Billboards					Total	Pearson-Chi-square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	34	43	120	157	82	436	0.000
		% of Total	4.20%	5.30%	14.80%	19.30%	10.10%	53.70%	
	Urban	Count	61	64	117	95	39	376	
		% of Total	7.50%	7.90%	14.40%	11.70%	4.80%	46.30%	
Total		Count	95	107	237	252	121	812	
		% of Total	11.70%	13.20%	29.20%	31.00%	14.90%	100.00%	

As shown in Table 5-27, the Chi-Square test on the effectiveness of billboards for respondent recruitment indicated a significant difference between rural and urban respondents ( $p < 0.001$ ). Increasingly, more of the rural respondents (19.3%) agreed that billboards were very effective in promoting respondent recruitment, whilst respondents in the urban schools were uncertain about the effectiveness of billboards.

**Table 5-28 The relationship between school location and the use of Radio Advertisement**

			Radio Advertisement					Total	Pearson-Chi-square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	16	20	78	199	123	436	0.000
		% of Total	2.00%	2.50%	9.60%	24.50%	15.10%	53.70%	
	Urban	Count	52	49	97	130	48	376	
		% of Total	6.40%	6.00%	11.90%	16.00%	5.90%	46.30%	
Total		Count	68	69	175	329	171	812	
		% of Total	8.40%	8.50%	21.60%	40.50%	21.10%	100.00%	

With regards to the effectiveness of radio advertisement as a promotional tool for respondent recruitment, the Chi-square test depicted in Table 5-28 revealed significant differences in the responses between the urban and rural respondents ( $p < 0.001$ ). Not surprising, more (24.5%) of the rural respondents agreed that radio advertising a suitable tool when compared against 16.0% for the urban.

**Table 5-29 The relationship between school location and the use of Social media**

			Internet (using social media)					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	18	27	59	179	153	436	0.064
		% of Total	2.30%	3.40%	7.40%	22.40%	19.20%	54.60%	
	Urban	Count	19	15	55	119	154	362	
		% of Total	2.40%	1.90%	6.90%	14.90%	19.30%	45.40%	
Total		Count	37	42	114	298	307	798	
		% of Total	4.60%	5.30%	14.30%	37.30%	38.50%	100.00%	

Table 5-29 demonstrates, there were no differences between the urban and rural respondents with regard to the effectiveness of social media usage in promoting respondent recruitment ( $p > 0.05$ ).

**Table 5-30 The relationship between school location and newspaper advertisement**

			Advertisements in newspapers					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	12	26	64	208	126	436	0.000
		% of Total	1.50%	3.20%	7.90%	25.60%	15.50%	53.70%	
	Urban	Count	23	44	95	141	73	376	
		% of Total	2.80%	5.40%	11.70%	17.40%	9.00%	46.30%	
Total		Count	35	70	159	349	199	812	
		% of Total	4.30%	8.60%	19.60%	43.00%	24.50%	100.00%	

The Chi-Square results demonstrated in Table 5-30 revealed that the responses in the effectiveness of newspaper advertisement were statistically different ( $p < 0.001$ ). For instance, more respondents (25.6%) from the rural school agreed to the effectiveness of the advertising on the newspaper to student recruitment. In light of the significant differences in the responses between the rural and urban schools with respect to advertisement, it can be inferred that rural respondents will prefer newspaper advisement to their urban counterpart.

## 5.13 EFFECTIVENESS OF UNIVERSITY DATA BASE AND PUBLICATIONS

**Table 5-31 The relationship between school location and respondent data base compilation**

			Compiling a database of all Matric respondents and sending direct mails, sms's and emails					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	13	19	53	177	174	436	0.000
		% of Total	1.60%	2.30%	6.50%	21.80%	21.40%	53.70%	
	Urban	Count	31	26	91	124	104	376	
		% of Total	3.80%	3.20%	11.20%	15.30%	12.80%	46.30%	
Total		Count	44	45	144	301	278	812	
		% of Total	5.40%	5.50%	17.70%	37.10%	34.20%	100.00%	

To what extent does the university data base compilation, information available in the university websites as well as university publications such as newspaper and brochure's promote respondent recruitment? In answering the aforementioned questions, respondents from both the rural and urban schools were asked to rate their effectiveness as a promotional tool.

According to the respondents views captured in Table 5-31, it was observed that the responses on the effectiveness of the compilation of database of all matric learners as well as sending direct mails, sms's and emails differ significantly by location of the school ( $p < 0.001$ ). For instance, two-third (43.2%) of the respondents from the rural schools positively agreed (agree=21.8%; strongly agree 21.4%), whereas only 28.1% of their urban counterpart were in agreement (agree=15.3%; strongly agree= 12.8%) that compiling database and emailing matric respondents directly was an effective promotional tools in respondent recruitment.

**Table 5-32 The relationship between school location and browsing the university website**

			Browsing the university website					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	13	27	89	173	134	436	0.468
		% of Total	1.60%	3.30%	11.00%	21.30%	16.50%	53.70%	
	Urban	Count	13	29	59	152	123	376	
		% of Total	1.60%	3.60%	7.30%	18.70%	15.10%	46.30%	
Total		Count	26	56	148	325	257	812	
		% of Total	3.20%	6.90%	18.20%	40.00%	31.70%	100.00%	

On the other hand, responses between the two groups of respondents (urban and rural) were not significant with respect to browsing the university website ( $p>0.05$ ). Regardless of the location of the school, a point worth noting is that the respondent's perceptions regarding the effectiveness of browsing the university website and respondent recruitment were all positive (Table 5-32).

**Table 5-33: The relationship between school location and university publications**

			University publications					Total	Pearson-Chi-Square
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		p-value
Location of school1	Rural	Count	13	11	73	202	137	436	0.001
		% of Total	1.60%	1.40%	9.00%	24.90%	16.90%	53.70%	
	Urban	Count	15	27	90	149	95	376	
		% of Total	1.80%	3.30%	11.10%	18.30%	11.70%	46.30%	
Total		Count	28	38	163	351	232	812	
		% of Total	3.40%	4.70%	20.10%	43.20%	28.60%	100.00%	



Additionally, and in terms of the respondents rating on the effectiveness of university publications such as university own newsletter and brochures in the promotion of respondent recruitment, the Chi-Square results in Table 5-33 indicated a significant difference by location of the respondent school ( $p < 0.001$ ). 24.9% of the rural school respondents as against 18.3% of the urban respondents agreed on the effectiveness of university publications in the promotion of respondent recruitment.

A critical point worth mentioning from the above section is that, the respondent's perceptions on the promotional tools used by HEI were generally positive in respect of the location of the schools. The next section therefore explores the relationship between the challenges respondents face accessing higher education and the effectiveness of the promotional tools used by HEI.

## **5.14 SPEARMAN CORRELATION TESTS**

Part of the inquiry of this study was to integrate the knowledge on how first year respondents experienced the relevancy of the recruitment programmes at school. The challenges respondents face in accessing information on higher education studies, in order to identify criteria for development of a customised respondent recruitment strategy for respondents in a rural and urban setting.

The objective of Spearman's correlation test were used to identify the relationship between the respondent perceived challenges and the effectiveness of the promotional tools used by the HEI. According to Johnson and Christensen (2012), the Bivariate Spearman's correlation, is used to quantify the relationship between two variables that are not measured on continuous scales. In this study, Bivariate Spearman's analyses were performed on the (ordinal) data, which yielded several correlations. This study highlights results only at the highest linear correlations above  $r = 0.4$  at the significance level of 0.01. The conclusions drawn from these analyses are summarised in the following sections.

## **5.15 OVERVIEW OF CORRELATION ANALYSIS**

### **Rural schools**

Addendum 1 demonstrates, rural school respondents:

- There is a relationship between billboards and radio advertisements as promotional (Q8.5 and Q8.6). There is a relationship between radio advertising and newspaper advertisements (Q8.6 and Q8.13).
- There was also a relationship between social media and radio advertisements (Q8.7 and Q8.6).
- There is a relationship between respondent recruitment agents as promotional tool and university sports events organised by higher education institutions (Q8.8 and Q8.9).
- There is an association between browsing the university website and accessing university publications (newsletter and brochures) (Q8.11 and Q8.12). A relationship between using a database as a recruitment tool and browsing the university website (Q8.10 and Q8.11).
- A relationship exists between the university publications and newspaper advertisement (Q8.12 and Q8.13).

### **Urban schools**

Addendum 1, urban school respondents indicate that:

- The use of billboards has similar impact to advertising in the newspaper in the promotion of respondent recruitment (Q8.5 and Q8.6). There is a relationship between radio advertising and newspaper advertisements (Q8.6 and Q8.13).
- A significant relationship exists between the use of social media and browsing the university website (Q8.7 and Q8.11).
- An association exists between the use of respondent recruitment agents sports camps organized by SASCOC at the higher education (Q8.8 and Q8.9). An association exists between the use of respondent recruitment agents and university data base compilation (Q8.8 and Q8.10). A

relationship emerged between sports camps and compilation of matric respondents details by the university (Q8.9 and Q8.10).

- There is a linear relationship between browsing the university website and accessing university publications such as newsletter and brochures (Q8.11 and Q8.12). A relationship between database development of matriculants and browsing the university website (Q8.10 and Q8.11).
- A relationship between the university publication and newspaper advertisement is apparent (Q8.12 and Q8.13).
- Access to the internet has a positive relationship with access to libraries (Q9.1 and Q9.2).
- An association exists between access to libraries receiving updated information regarding their subjects (Q9.2 and Q9.3).

## **5.16 SUMMARY TO QUANTITATIVE DATA**

This chapter analysed and reported the result of the empirical study. The response rate was presented and followed by results of statistical tests.

The inferential statistical tests were techniques that allow us to use these samples to make generalizations about the populations from which the samples were drawn. The results found in this chapter may be of value to marketing managers of higher education institutions when doing their strategic planning and communication.

The objective of this chapter was to determine whether promotional activities should be differ for urban and rural school learners from a statistical perspective. The next chapter will investigate the latter using qualitative measuring tools.

## **PART II : QUALITATIVE DATA**

### **5.17 INTRODUCTION**

The previous Part I of the chapter presented the results of the Quantitative data. The Part II of this chapter presents how both rural and urban participants response to promotional activities employed by the university for respondent recruitment. This chapter entails a summary of the stakeholders (discussions with Principals and Life Orientation Educators from secondary schools, first entry medical school students from UKZN and the Central Application Office (CAO).

Firstly, the qualitative data presented was gathered from the discussions conducted with Life Orientation Educators and Principals from three urban and three rural Secondary Schools. Secondary data was collected through the discussion with a group (medical students) to reinforce data generated through questionnaires that aimed to highlight actual lived experience of the secondary school learners from the urban and rural schools. Verbatim quotations are stated to highlight the voice of the interviewees and not that of the researcher. Participants for the discussion were chosen from the university's first year cohort of medical students, where the open-ended questionnaire was administered. All participants were allocated pseudonyms to protect their identity and preserve their anonymity, thus complying with the ethical requirements of this study. All participants are seasoned and experienced educators. Data analysed is analysed in three sections:-

- Section A : School Principals/ Life Orientation Educators
- Section B : 1<sup>st</sup> year respondents at the UKZN School of Medicine
- Section C : Central Application Office representative

#### **5.17.1 SECTION A : School Principal/Life Orientation Educators**

The target participants for this study was Secondary Schools from both urban and rural schools. The Principals and Life Orientations educators deemed to be most suited for gaining deep insights. Principals and Life Orientation educators were key role players and hence directly involved with learners in terms of respondent recruitment and university access. Three schools each

from both the rural and urban areas were selected for the interviews. Information gleaned from the discussions/interview shed light into the effectiveness of the promotional tools used by the university in marketing its offerings to the learners from the urban and rural secondary schools.

Data was initially captured in word. Thereafter, the researcher categorised the data collected in specific themes. These themes were formed through intense reading and understanding of the interview transcripts, thereafter arranging them in the respective themes. The discussion constituted the questions pertaining to:-

- Challenges facing respondents accessing HE studies
- University of KwaZulu-Natal promotional strategies
- Promotional tools for Higher Education recruitment
- Effectiveness of promotional tools

To be noted that pseudo names were given to the participants to protect their identity and to identify the responses from the participants and the districts, simultaneously allowing them to remain anonymous.

### **THEME ONE : Challenges in Accessing HE Studies**

Since the implementation of the National Qualification Framework and restructuring of higher education, this theme thus focussed on the challenges that learners face in terms of accessing higher education institutions. The researcher explored the problems that learners experienced in their environment through the lens of the Principal and the Life Orientation Educator. Participants indicated that the poverty had played a major role in their challenges. The lack thereof has impacted on all aspects of their life and hence dashed their anticipations for a better future. The following excerpts confirm these findings :-

Learners are not committed and do not attain good results. Due to high unemployment many of the parents are left with no jobs. Finance thus creates a major challenge, hence they have no interest in extra tuitions. Tutors charge an exorbitant rate for extra tuitions. Low mathematics and physical science results are very disappointing. Also the uncertainty of securing NSFAS is not helping with learners, hence they are totally discouraged and this results in them not showing interest and not making career selection.

**(Ms Mary – Hillbrow School – Urban School)**

Participants from the rural schools emphasised as follows:-

The majority of our learners come from child-headed homes and poor families. They usually come to school on empty stomachs. They also go to bed without supper which makes it difficult for them to do their school work, homework and concentration is at its lowest by this time.

Learners come from homes where there is no finance. Most, if not all members of their family are unemployed hence they depend on social grants for sustenance and educational needs.

**(Mr Zuma – Ntuzuma High – Rural School)**

Parents cannot afford calculators, textbooks and study guides. Mathematics tuitions is not considered due to lack of finance. Further in this area there is no extra tuitions offered, so learners need to go out of this area and this is not financially possible. Access to internet is not available.

**(Mrs Mhkize – Sihle High – Rural School)**

In addition the interview accentuated the challenges experienced within both the urban and rural communities and hence several suggestions are cited as follows:-

- Lack of financial support
- Living below the poverty lines
- Food insecurity – no meals at home

- No support for additional tuitions
- Weak and poor performances
- Child headed homes
- No elderly/parental support

There is a growing competition for higher education between the public and private sector education service providers that have entered the market.

Hence, there is intense competition amongst universities and universities of technology as well as the private education service providers to attract high quality respondents.

## **THEME TWO : University Promotional Strategies**

Through the lens of the Principals and Life Orientation Education, this theme explores how promotional strategies influence career decisions. The researcher further explore how learners are exposed and understand the university, the participants made numerous suggestions that universities re-strategize, taking into considerations the rural plight of these disadvantaged learners as follows :-

In the absence of electricity in our area, we suggest that the university reconsider the idea of power-point presentation and devise new ways of, simply presenting to these learners. Perhaps print flyers in simple English.

**(Mr King – St Marys High – Rural**

**School)**

The sentiment of English is echoed by another urban participant as follows :-

University should use its current respondents that speak Isizulu to address the learners from the rural communities, in that way our learners would be able to understand better. Whilst we are aware that the medium of communication in universities is in English, it would be good for our learners to firstly understand the actual university and its offering which would impact on them choosing correctly.

We have discovered that the university have not devised a mechanism to promote the Grade

11 learners, well enough. Our staff have brought this matter to my attention at numerous meetings. Further they have requested that seasoned university staff teaching Mathematics and Physics, come to our schools and promote these subjects, even at grade 9 level.

The time that you take to do the presentation is certainly insufficient to cover all aspects of the university offerings.

**School)**

**(Mr Naidoo – St Mary’s Sec – Urban**

Seemingly Mathematics and Physical Science is posing a major hurdle for learners which are proving to be a challenge. The lack of qualified Mathematics and Physical Science educators in Secondary Schools has had a major impact on suitably qualified candidates coming into the tertiary space. Learners are being actively encouraged to study Maths Literacy as compared to pure Maths from a Grade 10 level, due to the pass mark for maths being set as high as 70% in some schools at a grade 9 level. Learners must be given constructive guidance from entrance into the Secondary Schools to identify their strengths and thus formulate their career choices. This exercise would constructively identify those learners that are inclined towards the sciences and commerce fields.

### **THEME THREE : Promotional tools for Higher Education**

In this theme the researcher explored how the university promotes its products across urban and rural schools with the aim of increasing awareness of the institutional offerings. Some of the conversations recorded are as follows :-

In my experience as an educator in the Secondary school, I have observed that the use of electronic devices creates an interest amongst our learners. This being the case I would suggest that the university provide schools with DVD both in the English and iSizulu dialect, detailing the entire list of courses offered at universities and their entrance requirements. Since our learners are so techno savvy, ideally, it would be a plus if the university could provide learners with memory sticks and flash drives so our learners could access the information at the convenience

**(Mrs Christ – Weather Heights – Urban School)**



My suggestion for the brochure is that it should be light in the text, user friendly and easy to understand. By providing the explanation through graphics will interest the learners even more...our learners also only focus on 'give aways' or goodies that they receive from the institution and we have noticed that they actually use these promotional material and often the institution in question remains a talking point in school

**(Mrs Mhkize – Sihle High – Rural School)**

#### **THEME FOUR: Effectiveness of Promotional tools**

Theme 4 explores how the Principals and Life Orientation Educators valued the effectiveness of the current promotional tools and how learners experience this effectiveness.

Career choice is overwhelming to learners and hence they cannot make an informed choice. When the learners are asked about their delays, they complain that they did not understand the presentation, although it was very well presented. They have also requested for the isiZulu medium presentation.

**(Mrs Mhkize – Sihle High – Rural School)**

One presentation or one school visit is not sufficient. The presentation needs to be reinforced thus the learners need to be seen at least twice. Timing in the year is not well planned. The presentation must be done early in the year. .

**(Mr King – St Marys High – Rural School)**

Too many institutions and its difficult to make a certain choice of careers. Whilst we appreciate the University representative, we certainly believe that the learners would better be able to identify with current university respondents. They want to believe that study is a reality and this can see in the respondents that are studying. We are always talking to the learners but they don't believe us. We have noticed this when one of our ex-respondent addressed our learners, they were taken a back

.. **(Mrs Christ – Weather Heights – Urban School)**

Due to the fast pace of the presentations, many learners could not have grasped the essential concepts of the presentation. To promote effectivity of the university promotion, we suggest the following :-

- Invite learners to spend a day at the university so that they can have a feel of the actual lectures
- Continuous visits of presenters at our school but start as early as grade 9, 10 and 11.
- Offer incentives to learners to make presentations more exciting.
- University to offer career counselling to the learners at school.
- University to recognise learners who consistently perform well in school

**(Mr Naidoo – St Mary’s Sec – Urban)**

The interviews with the Principals and Life Orientation Educators have highlighted salient aspects for promotional activities in terms of respondent recruitment for universities. Some key points was noted from the interviews are as follows:-

- Socio economic factors - lack of financial support, living below the poverty lines, food insecurity hence no meals at home
- Education - Gateway subjects – no support for additional tuitions, weak and poor performances, high failure rate
- Mortality rate – no parents, No elderly/parental support, Child headed homes, high rate of orphanage, high drop-out rate,

In conversations, during the interviews, the researcher gathered that many of these learners end up in careers that they know very little or nothing about. This challenge is further accentuated by the Shan’s (2009) findings that majority of the learners are still not receiving sufficient or no career counselling. Learners tend to have chosen careers they have no clue of. Higher Education is currently a competitive environment which is resulting in HE institutions competing for talented respondents. This has thus given rise for the need of differentiated marketing and promotional activities to improve quality and enhance diversity.

### 5.17.2 SECTION B : School of Medicine first year participants

This section explores how the current university respondents in the School of Medicine experienced the promotional marketing tools and how it has impacted on their career choices. Promoting tools are aimed at being informative thereby invoking interest to higher education. Hence in marketing higher education, it becomes imperative to understand and experience the product which is why the 1<sup>st</sup> year respondents in the school of medicine were interviewed. They can then promote a memorable image and thus can identify with.

#### 1. WHAT IMPROVEMENT WOULD YOU SUGGEST FOR UKZN PROMOTIONAL STRATEGIES

##### Rural Participant One

Promotional Tools are very effective, I may not know them all or state them right. But I do think that the university giving us tablets was a very, very effective promotional thing to do. It gives us easy access to internet, we learn better and effectively and it also helps us access to other studying materials. And I also think that noodle was a good idea, we get all the learning resources that we may require especially from lectures.

It would be nice if the learners received the C.A.O. forms in order for them to apply. The internet is very LIMITED. Some don't even have access to it. It would also be nice if the respondents were to receive prospectuses which will show them the range of courses offered at UKZN.

A face to face interaction is what really works. Maybe if a group of people went to high schools and spoke to the learners. Something that is more or less like a career expo. The problem with career expo's is that it targets groups that are way too large which makes it to lose its main, which is to enable learners to enquires.

The strategy of making English a compulsory subject is very useful. Another way that this can be improved is by focusing on oral assessments rather than written ones because in high school we wrote a lot.

There is shortages of classrooms. This becomes a real problem now because learners have to fill classrooms. You find that there are more than 100 learners per class. The learners struggle a lot especially since it's summer, you just can't study under suppressive environment like this one.

##### Rural Participant Two

I would love to have my previous school civilised. There is no science laboratory, so it would be quite fair to improve the school by building proper functioning laboratory which is well-equipped with appropriate apparatus.

There is also a shortage of teachers for certain grades or subjects. The school struggles with science and maths educators. There is also no library, so it is difficult to do research and assignments.

### **Rural Participant Three**

Yes, I think learners benefitted from the promotional tools that I stated above, which I am not sure if they are even promotional tool or may be the right ones required. No! half an hour is not enough. Presentations should take place at the beginning of the year before respondents choose the paths to study

The Tools used were effective to a certain extent for example the visual and audio presentations and did give us a lot of information however it would have been more insightful if medical respondents/respondents of the faculty could have spoken to us as that would have been primary information and respondents relate to respondents therefore it would have been more interesting. Medical staff and lecturers presenting can also be much more useful. Talks should also be brief and more interactive as time allocation for questions and answers were not enough.

The information provided was sufficient for learners to make an informed choice as through the pamphlets, audio visuals, all categories were clear and accurate

Yes the presentations were effective as each faculty and profession/college was covered extensively and allowed us to engage with different colleges and this we are able to identify similarities and subtle/pronounced differences that enable us to select our preferred choices.

No half an hour is not sufficient. Talks and presentations are good however when of a long duration, tends to lose attention. So rather address questions and whatever is not covered, can be done so by the person chairing the session. More time should be allocated for this session rather than long presentations. Usually more information is covered in this manner.

### **Urban Participant Two**

Some of the challenges are that some respondent live far away from school and live in a boarding establishment at school and then don't get to see their families very often. Also some respondents – 40-50% do not have private transport to school and rely on public transport and lift clubs.

Yes, we had computer labs at school (more than 50 computers at school) that had access to the internet and were available at almost any time of the day.

The school has a library and thinks there are libraries in the surrounding area less than 5 km.

Yes many of the teachers went to subject meeting with from from other school and the department on a regular basis. Text books were provided by the school.

Not really but certain university's made this available to the school to give out information.

Yes, the respondent counselling department and the subject teachers made respondents aware about university and the minimum requirements.

### **Urban Participant Three**

I think Promotional tools are useful as they make a lot of things easier to do.

Yes, it was sufficient for grade 12 learners to make informed choice so that they will have an idea of what they are agreeing on.

Yes, the presentation on career choices was effective.

It gave respondents a broad knowledge on careers and gave them a chance to choose a career of their choice.

It should be grade 11. This will enable the learners to work hard even for the final grade 11 Exams. Those results are required after all.

I also think that grade 9's are also important. They can be advised on which subjects to take in order to be accepted for their career paths.

About 2 hours should be allocated just for questions and answers and there should be someone present to integrate school subjects and points because many respondents who pursue an 8<sup>th</sup> subject needs clarification as UKZN works differently and based on this info, are learners able to make choices more effectively.

These presentations should take place in the in the morning as learners attention are depleted after a long day of studying. Therefore it should occur in the morning and preferable it would be good to have this presentations and question and answers sessions on a Saturday so it could be done with parents as well. As some kids may be afraid to ask questions or unintentionally omit/forget to ask the questions which are necessary. Parent child communication with the university/UKZN is imperative.

## **2. HAS ENGLISH POSED A BARRIER? IF YES, WHAT STRATEGY WOULD YOU SUGGEST?**

### **Rural Participant One**

I would have said there would be a problem with using tablets, but they gave information leaflets that instructed us on how to use them. With Computer Literacy, using modules **Ur**

and other internet computer learning materials is not hard at all.

The language is never a problem, we all understand English.

I think that the University should continue the way it does thing and maybe add a lot more graphics on the lecture slides.

As learners, we prefer not too wordy slides, but not very brief summaries either. So we get a little sit off if the slides are either too wordy, we get bored or discouraged to read them. (study them). If the slide are too empty, there are just points (important points) and we should go and do some research on the points to get full information – it's really bad I think we 'all' wish that the lecturers can give us the notes before hand, before delivering the lecturers – it makes things a whole lot better. It's very hard to grasp everything in something you never saw before.

### **Rural Participant Two**

In the case where learners struggle with English language, policies within schools must be implemented that will compel respondents to speak English. The Department of Education can also play its part by creating debating shows or other English governed shows which will enhance participation in respondents.

## **3. DO YOU HAVE ELECTRICITY IN YOUR SCHOOL? IF NO, WHAT STRATEGY WOULD YOU SUGGEST?**

### **Rural Participant One**

In cases where there is no electricity I would suggest that the cases for electricity is monitored and electricity gets installed.

We can improve implementing proper resolutions towards eliminating problems that persist. We can also improve by establishing proper systems which serve to bring forward change and strive for the better.
<b>4. IN YOUR OPINION, WHICH GRADES SHOULD BE TARGETTED, GRADE 11 OR GRADE 12? PROVIDE REASONS FOR YOUR SUGGESTION.</b>
<p><b>Rural Participant One</b></p> <p>Grade 11 should be targeted. This grade must be targeted because it's better to teach learners from a younger age so that they can grow up with that ideology in mind that they must speak English. Also in grade 12, there is quite limited time, so teaching a lot and encouraging English will consume quite a lot of time.</p> <p>I think the tools that must be implemented in order to overcome this are to give people an opportunity to showcase their talents.</p>

The learners have provided valuable insight into their experiences at secondary schools. It has been noted that there should be more guidance given at a grade 9 level so that learners may make the appropriate subject choices going into grade 10. Educators should also be tasked with the responsibility of identifying the learners strengths and weaknesses, and then provide these findings to both the learners and their parents, along with recommendations.

When interviewed, some 1<sup>st</sup> year medical respondents had the following suggestions:

- UKZN promoters are given more time to present their university to prospective respondents. They believe that a 30 minute presentation is insufficient time to make informed choices.
- Booklets clearly highlighting the requirements for each degree, be given to learners and educators alike.

#### **5.17.3 Establishing common trends and patterns in the interview comments between the rural and urban areas**

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 the perceptions of the Urban and Rural areas somewhat differ to some certain aspect. This section aimed to compare the pattern of words that emerged from the interviews. Nvivo 11 (QSR

For the Urban area, it can be gleaned from Figure 5.3 that learners, university, school (1.56) were the most common words that from the interview with the Principal and the Life Orientation Educator. As illustrated in Table 5.38, learners appeared 7%, followed by university (5.06%), and school (1.56%) etc.

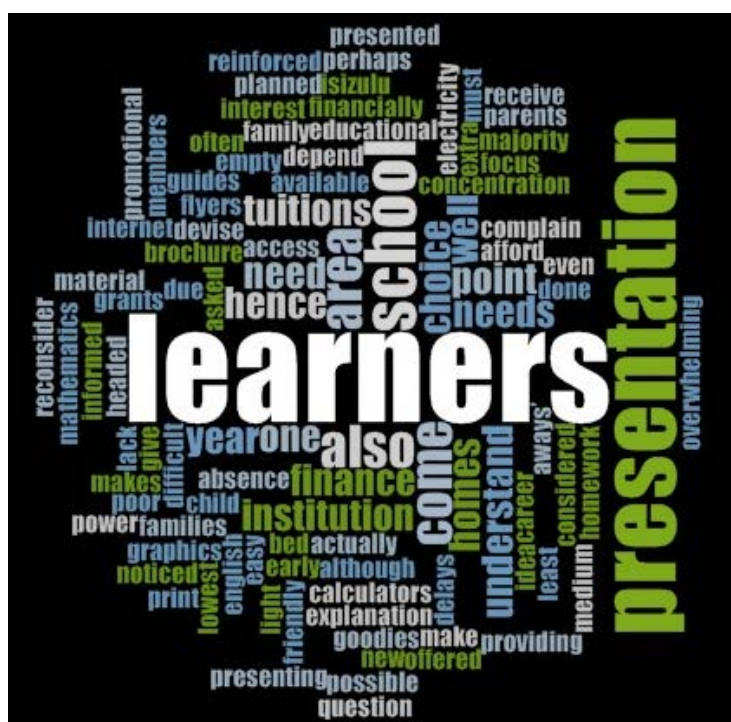
[illegible]

Table 5.38: Common words that emerged from urban interview

Word	Count	Weighted Percentage (%)
learners	18	7.00
university	13	5.06
school	4	1.56
believe	3	1.17
grade	3	1.17
interest	3	1.17
many	3	1.17
promote	3	1.17
respondents	3	1.17
results	3	1.17

On the contrary, from the rural participant's statements the words such as learners, presentation, school finance, etc. (Figure 5.4 and Table 5.39) seem to dominate the comments and responses from the participants.

**Figure 5-4 : Word cloud showing clusters and common word from the rural interview**





**Table 5.39: Common words that emerged from rural interview**

Word	Count	Weighted Percentage (%)
learners	9	5.42
presentation	6	3.61
school	4	2.41
also	3	1.81
area	3	1.81
come	3	1.81
choice	2	1.20
finance	2	1.20
hence	2	1.20
homes	2	1.20

In addition, Pearson correlation coefficient was used to compare the relationship and similarities in the responses from the urban and rural participants. As indicated by the Pearson correlation coefficient, there was a weak relationship that exist between the two areas (Table 5.40).

Table 5.40: Pearson correlation showing relationship between the rural and urban

Source A	Source B	Pearson correlation coefficient
Urban	Rural	0.30029

## SECTION C : CENTRAL APPLICATION OFFICE PERSONNEL

**1. The CAO booklet is presently in English only. Does CAO intend to translate the CAO booklet into isiZulu?**

Yes, the current booklet is in English.

However, the CAO is currently reviewing its policy of publishing its literature in the language of Teaching and Learning of partnering institutions/schools. Face-to face engagement with applicants at reception, career fairs, call centre, school visits and open days is done in English and IsiZulu.

**2. Does CAO support career days organised by schools? If yes, how many in the rural and urban?**

The spreadsheet in the annual report has information about our participation at the various school career fairs (see attached appendix). Whilst every effort is made to attend, but due to lack of staff availability we are unfortunately not able to attend all.

**3. Does CAO invite Higher Education Institutions to its annual planning meeting? If yes, who is the invite addressed to? Are Schools Liaison Officers also invited to this event?**

Yes. There is protocol in the service level agreement to engage through identified individuals at institutions. At the moment the Head of Admissions and the Registrar is invited. We unfortunately, especially due to the agreement, cannot forward the invite to individual departments. Perhaps the onus then rests with the Registrar's office to disseminate the invite to the various stakeholders.

**4. Has CAO considered an application fee exemption for learners that have financial difficulties, especially the rurally disadvantaged learners coming from Quintile 1, 2, 3 and 4 schools.**

Unfortunately, the CAO is not in the position to comment on the fee aspect as yet.

## **6 CHAPTER 6 DISCUSSION OF FINDINGS**

### **6.1 INTRODUCTION**

The researcher presented the quantitative and qualitative data and analysis obtained from the questionnaires and interviews in the previous chapter. This chapter thus presents a discussion of the key findings that arose through the data analysis with a view of presenting theoretical visions into the use of promotional tools that is used to recruit learners from the urban and rural schools. Having established this conceptualisation in the use of promotional tools, the chapter then sets the framework for presenting key recommendations to the various stakeholders in recruiting students within the urban and rural contexts. This chapter hence includes findings from the interviews of Principals, Life Orientation Educators and first year Medical respondents within UKZN's Faculty of Health Sciences, especially since they provide a sound explanation of the key findings for the study.

The key findings that are discussed in this chapter is categorised in the following themes:- (1) Socio Demographic profile, (2) Promotional Tools used by HEI, (3) Effectiveness of Promotional Tools, (4) Challenges/Barriers of communication with HEI.

#### **6.1.1 Socio demographic profile of respondents**

Demographics are defined as statistical data concerning the characteristics of a study population which in this study includes gender, age, racial composition and household information. The demographic profile refers only to the quantitative data.

##### **Gender and age**

As indicated in Table 5.2, the age categories of the sample respondents lean towards females who make up the majority of 52.3%. The majority age category is within the 17 to 19 year age group. Table 5.2 depicted the responses from rural schools and Table 5.5. from urban schools. Maringe's

(2014) study highlights the major difference between male and female respondents and the importance they attach to choice in the decision making process of respondents. Notably female respondents marginally out-numbered their male counterparts which is accentuated by studies conducted by (Redmond, 2010 and Wiese, 2010). This finding is in keeping with the population demographic ratio at tertiary institutes which should be 2:1 in favour of female learners. The Department of Higher Education intends recruiting more females than males as a redress policy in higher Education. This study concurs with the Higher Education target to recruit more female first entry respondents.

In South Africa, learners are accepted into grade one at the age of seven or the year in which they turn seven before June. This would then mean that if they progress normally, they would reach grade 12 or matric at the age of 18. This study shows a different pattern on what would be the normative age of 18. Within the rural segment of the total population, the majority of females at 86.7% fall within this normative age group of 17-19. A similar pattern exists amongst males with the majority, 80.6% falling within the 17-19 age groups. More so, the urban distribution display a similar spread with a slight variation in that the urban split display a more than double the number of learners in the 20-21 age group in both males and females. These would be learners who are two to three behind the norm. Therefore, the age group of respondents is mainly 17-19 years.

### **Racial composition of Respondents**

Figure 5.1 indicated that nearly three quarters were African and a fifth being Indian. The reason for the majority African respondents is due to the research coming from rural areas. In the rural school, there was a dominance of Africans whereas in the urban there are other race groups. Approximately a fifth were Indians in the urban schools. A factor that influence choice of university depends on individual characteristics (Joseph, Mullen and Spake 2012). The university choices are generally influenced by individual characteristics

## **Language**

Table 5.3 depicts that there is an increase in rural learners that can communicate in English. Majority of the respondents between the 17-21 age group had excellent English communication skills. The finding is inconsistent since studies by Cliff, (2015) found that many respondents still have challenges in dealing with language of instruction at academic level, even though some still communicate effectively in a social environment. However, responses from that participants indicated that learners prefer isiZulu as the language of communication from the university.

## **Household information**

### **Educational qualifications of respondents Parents**

Table 5.8 depicts that a vast majority of the respondents' parents had some sort of formal education, with about 30.5% of parents completing their matric at rural schools. Only a quarter of the respondents' parents had no schooling whatsoever. It must be noted that the percentage of parents in urban areas with post matric qualifications far outnumbered those in rural areas.

### **6.1.2 Promotional Tools used in student recruitment**

The product in question is the offering the university puts onto the market for its customers to satisfy a need or want, The product offering is a combination of various elements that need to include and satisfy certain attributes such as product features, quality, style or design amongst others Cunningham (2018).

The study assessed the effectiveness of the following information sources and promotional tools:

- Career Exhibitions with campus visits including seminars;
- Advertising on radio, television, social media, websites, university publications brochures etc.
- Word of mouth
- Sporting events hosted by the university

- Personal selling through university staff and agents
- Direct marketing activities

It was interesting to note that both the urban and rural respondents were aware of the promotional tools used by the university. However, the frequency trend differed between the urban and the rural respondents. For examples Tables 5.10 and 5.13 rural schools ranked visits by the university staff as number one (based on mean values) whilst urban respondents indicated that they sought information from the university website through the internet. In other words, rural respondents preferred personal selling method whilst urban schools preferred website of the university. Both tools are direct marketing tools but are different forms of promotion. One is face to face communication whilst the other is electronic mass communication or internet marketing. Furthermore, it is important to note that career exhibitions were preferred by both urban and rural respondents. Urban respondents ranked it as the second tool whilst rural respondents ranked it third. On the other hand, urban respondents also ranked university staff visit as third whilst rural respondents ranked the university website as the fourth choice. The complete ranking of tools used by the university is depicted in tables 5.10 for the rural schools and Tables 5.13 for the urban schools.

Promotional tools indicated by the respondents include: responding to adverts and announcements on the TV, local radio stations, local/provincial/national/international media and access to information via university events such as sporting and youth events, and musical festival

Table 5.10 indicated that rural school respondents agreed that careers Expos/Open Days, campus visits/cluster presentations/seminars is among the promotional tools used by HEI. This finding showed that respondents believe open days and career exhibitions may be an effective promotional tool for respondent recruitment. The results of this study are in agreement with the findings made by Jones (2012), where respondents regarded open days and career exhibitions as important sources of information which meant they were effective promotional tools. The study also showed that open days and career

exhibitions were the most used information sources which prospective respondents consulted. Similarly, 42.9% of the respondents also agreed that word of mouth, that is parents, friends, teachers, and alumni are promotional tools. According to Hawkins (2012), respondents indicated that they preferred personal opinions from friends, family or work colleagues (Joseph, Mullen & Spake, 2012) using the demographic data.

More than two-thirds of the survey respondents in the rural school strongly agreed that information accessed via the university website, university prospectus, and particularly visits by university staff to schools are examples of promotional tools used by HEI. The image, sporting facilities, friends attending the same institution, and the location of the institution were regarded as the most influential factors. . A study by Wiese (2010) revealed that university publications were rated the most useful sources of information.

The other effective promotional tools used by HEI to recruit respondents include: radio advertisement; internet using social media such as Facebook, twitter, and YouTube; the use of respondent recruitment agents; sports camps organized by the higher education; compiling a data base of all matric respondents and sending direct mails, sms's and emails; browsing the university website; university publications such as newsletter and brochures; and advertisements in newspapers.

Rural school respondents (44%) indicated that they were informed about CAO application procedures in grade 11, hence they already had sight of the booklet. Aside from promoting their institution through the CAO booklet, HEI also create a platform to adequately disseminate their recruitment process such as the use of internet, radio advertisement, internet, billboards etc. similarly, some agreed that billboards were also effective promotional tools. The CAO Booklet and application was introduced to the respondents via their educator in both the rural and urban schools.

**Figure 6-1 Promotional Tools used by Institutions**

<b>PROMOTIONAL TOOLS</b>	<b>DESCRIPTION</b>
Career Exhibitions	Institutions showcase their offering so that learners can make informed decisions regarding career choices
Word of Mouth	Advice from Parents, Educators and Family
Sports Events	Campus life is experienced via sports activities
Personal Selling	The advantages of purchasing the product and the incentives
Direct Marketing	Sending messages via sms,direct mail via emails and composing a database
Radio	Advertising on the radio during drive time and programme offers during Open Days and Career Evenings
Social Media	Websites created for groups of people who share the same interest to post videos and images for the group to see
Digital media/internet	A huge network of inter-connected computers
Websites	Collection of web pages on the internet
University publications	Highly targeted with specific focus area in academia. Various disciplines have different handbooks which cover field specific content
Brochures	Designed to create awareness and provide information. Brochures are normally one document which can be folded, depending on the purpose,

### **6.1.3 Effectiveness of Promotional Tools**

The effectiveness of the promotional tools used was measured using relevant descriptive and inferential statistical tests. Furthermore, qualitative data was also collected to determine the effectivity. Based on the results the researcher developed a sequential model for the case studied for Rural and Urban Schools.

- Step 1 Identity the tools used by HEI
- Step 2 Analyse the effectiveness of the tools used by HEIs



- Step 3 Analyse the suggestions by stakeholder participants in the study
- Step 4 Determine how the challenges experienced learners influence the promotional tools used by HEI.
- Step 5 Develop a promotional strategic plan

### Promotional Tools Used

**Step 1        The promotional tools used by the HEI are ranked based on descriptive statistics**

<b>RANK</b>	<b>RURAL</b>	<b>URBAN</b>
1	Visit by University	Internet-University Website
2	University Prospectus	Career Exhibitions
3	Careers Exhibitions	Visits by University staff
4	Internet – university website	Prospectus
5	Sports Events	Sports Events
6	Word of mouth	Word of mouth
7	Advertisements Radio and Print	Advertisement Radio and Print

Furthermore, inferential statistical tests indicated the relationship between Promotional tools.

## Relationships identified in terms of Promotional Tools

### Step 2

<b>RURAL</b>	<b>URBAN</b>
Billboards and Radio Adverts	Billboards and Print Advert
Social Media	Radio Adverts and Prints Adverts
University website and University Publications	Social media and University website
University Publications and Print Adverts	Agents and Sports Events
University website and University Publications	Agents and Database direct marketing
	Sports events, Database and direct marketing
	Universite Website and Universit Publications
	Direct Marketing and Website of University
	University Publication and Print Adverts
	Internet Websites and Libraries
	Libraries and Subject Information

The effectiveness of Promotional tools was determined using descriptive and inferential statistical data depicted in Promotional Tools Step 3

## Effectiveness of Promotional Tools in terms of Mean Values

### Step 3

<b>MEAN &gt;%</b>	<b>RURAL</b>	<b>URBAN</b>
<b>1</b>	Database Marketing	CAO Booklet
<b>2</b>	Educators: CAO application	Social Media
<b>3</b>	University Publications	Educators: CAO application
<b>4</b>	Social media	Browsing University Website
<b>5</b>	Career Exhibitions	University Publications
<b>6</b>	CAO Booklet	Exhibitions
<b>7</b>	Print Advertisements	Direct Marketing – Database
<b>8</b>	Radio Advert	Print Adverts
<b>9</b>	Browsing University Website	Funding/Parental Advice
<b>10</b>	Funding/Parental Advice	Respondent Recruitment agents
<b>11</b>	Respondent Recruitment agents	Sports events
<b>12</b>	SOSCAC	Radio Advert
<b>13</b>	Billboards	Billboards

Furthermore, the tools preferred by learners in the respective areas was also identified.

### Notes on >% on tables

- Choice of university for rural respondents was based more than urban respondents Funding and Parent advice
- Rural more than urban for career exhibitions
- Rural more than urban for sports events
- Rural more than urban for billboards
- Rural more than urban for Radio adverts
- Rural more than urban for Newspaper adverts
- Rural more than urban for direct/database marketing

### Rural and Urban learner relationship/preferences of Promotional Tools

#### Step 4

PREFERENCES	RURAL	URBAN
1	Radio	Billboards
2	Billboards	Print Advertisements
3	Social Media Platforms	Radio adverts
4	University Websites	Social Media
5	University publications	University website
6	Print advertisements	Recruitment agents
7	Recruitment agents	Sports events organised by the University
8	Sports events organised by the University	Database Marketing
9		University Publications
10		Internet Access
11		Library Access
12		Subject Information

The researcher analysed the themes/responses from the participants and identified the suggestions that the stakeholders can adopt to improve the effectiveness of the promotional tools used.

The descriptive statistical tests showed that respondents in urban and rural areas ranked the dimensions the same. However, inferential statistical tests presented greater insight into the dimensions.

### **Suggested Improvement by Stakeholders – Reference Group**

- Printed CAO Application forms to be posted to all applicants/matriculants
- Learners must be given printed material of university's information
- Powerpoint presentations should also be in IsiZulu.
- University brochures should be improved into a more user friendly version and DVD's, USB's and other electronic devices should be used/given to schools
- Presentations should be scheduled more than once a year by the University staff. More time should be allocated for questions and answers after the presentation
- Grade 11 and Grade 9 learners should be targeted as prospective respondents

<b>RURAL</b>	<b>URBAN</b>
Child-headed homes	Learners not committed to studies
Unemployed parents	Unemployment of parents creates financial constraints in terms of extra lesson in gateway subjects (Maths, Science and English) for university entrance.
Gateway subjects for university access is not emphasised in the curriculum. Financial constraints and lack of facilities to enhance the learning environment (lack of libraries, textbooks, irregular electricity power supply, too many learners in a classroom, no science laboratories, shortage of teachers in science and maths.)	Computer labs in schools do not internet access for matriculants to make online applications.
Learners generally do not speak in English.	Question and answer time should be allocated after presentation
University staff presentations should be targeted to grade 9 and 11 learners to guide them to apply to HEI.	Questions and Answer time should be allocated after presentation
Presentations should also be conducted in isiZulu	
Presentations should be more than once a year	
University publications e.g. brochures, handbooks etc should be reviewed and presented in a user-friendly manner. Use of images and graphics should be used in promotional materials	Electronics devices (DVDs, USBs, CDs) should be given to schools with university materials.
Use of printed promotional material is preferred to powerpoint presentations	Presentations and promotional materials should also be isiZulu.
Face to Face interaction by university staff is a good promotional tool	Learners use internet therefore email marketing is suitable.
Printed CAO booklets including application forms should be given to all learners in grade 11 in order to prepare for application in Grade 12	

The promotional tools they rated as effective included face-to-face communication, open days and exhibitions , internet (using social media suchas twitter, face book, you tube), the use of respondent recruitments agents, billboards, and browsing the university website. The view that these devices provide the users the opportunity to be organized in their lives and

prioritizes information that is relevant to them. The findings support the theory by Bruhn, Schoenmueller, and Schäfer, (2012) that email has been found the fastest growing interactive media. Most respondents have access to emails through their cell phones or personal computers. This sending of messages, emails, and mails directly to a respondent will increase the relationship between the respondent and the institution. Messaging allows the institution to connect with the target market immediately and this is known as direct marketing.

‘Although career exhibitions, open days, and campus visits received a low ranking (27.8%) in Table 6.5, respondents (94.9%) found it necessary to have physical contact with the institutions by attending open days and exhibitions. This finding shows that respondents believe open days and career exhibitions may be an effective promotional tool for respondent recruitment. The results of this study are in agreement with the findings made by Jones (2012), where respondents regarded open days and career exhibitions as important sources of information which meant they were effective promotional tools. Another study by Kusumawati, (2013) also revealed that open days and career exhibitions were the most used information sources which prospective respondents consulted.’

‘Data analysis shows that respondents regard the internet (using Social media such as twitter, Face-book, YouTube) most effective promotional tool. These results support the findings of a study by Redmond (2010) where the majority of respondents indicated that they use the internet. Social media can be used by higher education institutions for public relations and personal selling (Kichatov and Mihajlovski 2010). The main focus of social media is to reach individuals and groups and promoting the higher education institution. In a social media marketing industry, the marketers are using some form of social media as a promotional tool. Strong brands are created by social media in higher education institutions. Social media as promotional tool is advantageous as the internet is accessible for 24 hours a day and can reach broader market.’

Respondent recruitment agents were rated as one of the most effective promotional tool. The use of respondent recruitment agents proved to be effective since majority of respondents have indicated that they preferred face-to-face communication and interaction with the institution. Respondent recruitments agents can be deployed at schools and are able to give all relevant information to the learners and are able to immediately respond to any questions that may be posed by learners. The popular promotional tools such as school career counsellors, direct mail, open days on campus and recruiters visiting schools.

Billboards were also rated effective promotional tools. The results showed that the use of non-personal communication tools may also be important promotional tools. The electronic billboards can create effective exposure if placed appropriately since it is outdoor media that reaches its target market.

The evidence in the results indicates that 53.8% respondents attached use of university websites as very important and these are different from Redmond's (2010) findings where 86% of respondents indicated to have used the website of their institution. Furthermore, a study by Wiese, van Heerden, Jordaan and North (2009) reveals that 60% of the respondents rated university websites as good or excellent, suggesting that they view university websites as effective promotional tools.

Radio slots given to higher education institutions and advertising on newspapers and magazines were rated, as one of the effective promotional tools. This is contrary to the theory that radio is considered the most persuasive medium, as it is available to a large audience at any time and place. Redmond (2010) suggests otherwise from these results as respondents indicated that print media supplied helpful information to prospective respondents.

The rural respondents welcomed the billboards and radio advertisements whereas the urban respondents did not attached any importance. Statistics showed that Staff visits, Prospectus, Open Days and Career exhibitions were popular with the rural respondents whereas the urban respondents preferred

the website, staff visits and the prospectus. Advertising – There are various forms of advertising both traditional (print media (newspapers and trade magazine) and non-traditional (electronic media, i.e. email advertisements and digital media i.e. social media such as Facebook) forms of advertising.

Social media - The internet and social media platforms are revolutionizing the manner in which people communicate with each other globally. In a short space of time, the internet together, social media has transformed the manner in which people live, work and communicate (Galbraith 2014). Social media is a common tool used by many individuals including university respondents and graduates, much of their time is generally spent online, browsing content and communicating with friends and family members. Thus it is a good communication platform to utilise for recruitment of potential respondents

Communication with the university – Respondents believe that adequate communication between the educational institutions and potential respondent can be forged. Potential respondents can be updated regarding programme offerings and they can assist in finding ways to improve the university's promotional activities. Through transparent communication between respondents and universities, the respondents can assist higher education institutions with regard to improving their programmes so it can be designed to benefit potential respondents.

'Database – It is direct marketing which is a personalised method of communication. The recruitment marketing environment adopts direct marketing tools to contact applicants and specific candidates from external sources; usually, candidates who have applied for a particular set of skills, which are required in the scarce skills area (Arthur 2012). Respondents believe that a database with their information should be created and access is given to certain candidates when it comes to the selection process.'

MySpace is not just a platform to communicate and socialise with friends or listen to live streaming music. It includes pages with separate sections for classifieds, events and groups. Many individuals utilise online platforms to



network and communicate. Respondents believe that social networking is an ideal method to communicate with institutions regarding programme offerings.'

#### **6.4. SUGGESTED PROMOTIONAL ACTIVITIES**

- **University data base and publications**

To what extent does the university data base compilation, information available in the university websites as well as university publications such as newspaper and brochures promote respondent recruitment? In answering the aforementioned questions, respondents from both the rural and urban schools were asked to rate their effectiveness as a promotional tool.

Emails was found to be the fastest growing interactive media, Duncan (2010). Respondent gain access via their cell phone or their computers. Messages are sent directly to respondents thereby building close relationship between the respondent and the institution. Data analysis shows that 89.5% respondents regard the internet (using Social media such as twitter, Face-book, YouTube) one of the most effective promotional tool. The study support the findings of a study by Redmond (2010) where the majority of respondents indicated that they use the internet. Social media can be used by higher education institutions for public relations and personal selling (Kichatov and Mihajlovski 2010). The main focus of social media is to reach individuals and groups and promoting the higher education institution. Most higher education institutions depend on the internet to have an interactive relationship with their target market. A study by Redmond (2010) states that, in a social media marketing industry, 88% of marketers are using some form of social media as a promotional tool. Social media is used to create a strong image by higher education institutions. Using social media as promotional tool is advantageous as the internet is accessible at any time to reach the target market suitable for urban schools

The responses between the two groups of respondents (urban and rural) were not significant with respect to browsing the university website. Regardless of the location of the school, a point worth noting is that the respondent's

perceptions regarding the effectiveness of browsing the university website and respondent recruitment were all positive.

Additionally, and in terms of the respondents rating on the effectiveness of university publications such as university own newsletter and brochures in the promotion of respondent recruitment, the rural school respondents as against that of the urban respondents agreed on the effectiveness of university publications in the promotion of respondent recruitment.

#### **6.1.4 Challenges Respondents Face accessing Higher Education Studies**

The study has shown that urban respondents claim to experience more challenges assessing higher education when compared to the rural respondents. To what extent those gender of the respondents plays a role in the experiences of the respondents? In addressing the said question, Anova was used to compare the mean differences by gender between the rural and urban schools. When asked to indicate their level of agreement regarding the question “My choice of University depending on funding/parents advice, it was expected that majority of the respondents were in agreement that their choice of University will depend on funding/parent advice. According to the findings of Wiese (2010) and Wiese, Cornelius, Van Heerden and Jordaan (2010), most of the African respondents attach high importance to the availability of financial assistance. It could be linked to the Government’s plan to target respondents from the rural areas. Government funding has become a major factor in tertiary education. South Africans in general want to study, but the lack of finances has severely curtailed this ambition.

It is general knowledge that challenges faced by school respondents may differ from one person to another as well as location of the school. In order to ascertain the level of differences among the rural school respondent, the t-test in Table 5-12 revealed significant difference with regards to the rural school respondent’s level of agreement on the challenges faced accessing higher education. There was a positive level of agreement among the rural school

respondent that they have access to internet facilities. More than half of the survey respondents were in agreement that they received updated information regarding their subjects.

Two-thirds of the rural school respondents were in disagreement to the question “Does the current financial circumstances allow you to continue with your studies”? Considering the employment status of their parents most respondents came from a household with unemployed parents.

It was clear through the 2016 and 2017 #FeesMustFall protests, financial exclusion has remained a challenge for many respondents, particularly those in the ‘missing-middle’ (falling above the NSFAS household income threshold, but still not able to afford higher education). While the National Plan for Higher Education referred to the possibility of reducing the household income limit in order to cover fewer of the most poor respondents at full-cost of study, by 2016 the limit was deemed too low, although the issue of full-cost of study funding remained central. In December 2017, then President Zuma announced the government would provide full-cost of study bursaries to all respondents from households earning less than R350 000 per annum (Council on Higher Education Report, April 2018).

‘ An International study by Bennet (2012) reveals that respondents do not consider promotional tools such as the website, prospectus and other written material as effective promotional tools. The respondents in the study indicated that they use the internet to search for information and website access information through the internet. However, websites are not regarded an effective promotional tool. Therefore, higher education institutions should design websites that are fast, simple and user friendly’.

## COMPARATIVE FINDINGS BETWEEN RURAL AND URBAN RESPONDENTS

<b>DIMENSION</b>	<b>RURAL</b>	<b>URBAN</b>
Gender	Most of the respondents were males	Most of the respondents were females
Race	Predominantly African learners	Majority African and Indian learners
Geographical Location	The respondents came from remote areas 100 km away from the city centre	The respondents were from suburbs – 30 km from the city centre
Age	The respondents were of the ages between 17-19	The respondents were of 17-19 age cohort
Sociographics	Most respondents were orphans or came from child headed families	Most respondents came from homes that had parents/guadians
Poverty	The respondents depended on social grants. Food was a crucial issue	Most of the respondents parents were unemployed and also lived below the breadline
Promotional Tools	The respondents preferred face to face communication with the prospectus, adverts in newspapers and on billboards	The respondents preferred the website and the internet.
Education	Most respondents were experiencing difficulties in Maths and Science because of unqualified educators	The respondents in the urban did not refer to Maths and Science Educators. They were contented with their tuition or else took extra tuition.
Schools	The schools were under-resourced with no proper facilities and large classes from quintile 1, 2 and 3 schools.	The schools were well resourced with smaller classes from quintile 4 and 5 schools
Finances	No monies for tuition and further studies therefore uninterested in studying and making career choices	The respondents were sponsored by their parents and encouraged by their educators to make correct career choices
CAO	The respondents learnt about the CAO from their educators	The respondents learnt about the CAO via the website and the internet.
Parent Educational Qualification	Matric completed and some schooling	Matriculated and Post Matri qualifications
Parents Employment status	Employed	Employed
School Quintile Ranking	Quintile 1, 2, 3	Quintile 4 and 5
Household issue	Child-headed home	Parent-headed home
Learning environment or facilities	Inadequate resources and facilities	Satisfactory resources and facilities

## **6.2 PROPOSED MODEL FOR RESPONDENT RECRUITMENT FOR AS PIONEER/LEADING UNIVERSITY IN KWAZULU-NATAL**

### **Stage 1 – University – Pre-application stage**

- Target market identification
- Allocate resources (Human, financial, expertise and equipment and facilities and Events)
- Action plan of duties, responsibilities and control measures

### **Stage 2**

- CAO application forms distribution (February)
- Promotional material in CAO booklets
- Identify distribution channels for CAO booklets and forms

### **Stage 3 – Applications Commence**

- Schools to be targeted based on Urban and Rural areas
- Forms processed by CAO
- Faculties to download CAO information
- Faculties to communicate with applicants
- Pre-selection with Grade 11 results
- Letter and prospectus mailed to applicants

### **Stage 4**

- Applicants submit June/Trial assessment results
- Provisional offer made to applicants
- Communicate with all applicants
- Funding/Financial aid support structure

### **Stage 5 – Two way communication with CAO and University**

- Communicate procedure/responsibility to selected applicants
- Set-up platforms/structures/procedures or critical path that applicants need to follow
- Funding, housing, registration, orientation, selection and enquiries
- Provisional registration matters

The abovementioned model should be communicated to applicants and stakeholders (Educators)

### **6.3 CONCLUSION**

It was determined that the majority of respondents now rely on social media platforms for information purposes. Therefore, universities have to change their marketing strategies to incorporate these changes in behaviour. Marketers need to become computer savvy with their tools due to the research statistics showing that over 75% of respondents have access to internet facilities. The landscape of the country has changed dramatically in recent years, with a significant increase in violent crimes i.e. (hijacking etc). Therefore, in order for institutions to effectively protect their staff, whilst at simultaneously recruiting respondents, marketing methods need to change to incorporate the internet.

## **7 CHAPTER SEVEN CONCLUSION AND RECOMMENDATION**

### **7.1 INTRODUCTION**

This is the final chapter which makes interpretations based on the empirical results presented in Chapter five and draw conclusions as per the results. A brief summary of study will first be presented followed by the information that was accessed will be discussed and recommendations will be made. The outline of the study as follows includes:

Chapter one provided an overview of the entire study by giving a brief background, highlighting the problem statement together with the research aim and objectives. The study was aimed at evaluating the impact of the promotional activities for respondent recruitment between urban and rural schools. The chapter presented the delimitations and assumptions of the study.

Chapter Two highlighted related literature, which helped in introducing the reader to the main problem and it also illustrated the complexity of the problem. This literature included the context of Marketing in the context of Higher Education, Career Choice Factors and promotional tools used by Higher Education Institutions. It also aimed at revealing the transformation of the South African higher education landscape and government policies that brought about transformation.

Chapter three discussed the previous research in this field and also the marketing communication strategies. It also identified procedures which helped to optimize the choice, combination and connection of elements and activities of the marketing communication mix in relation with prospective respondents.

This chapter four addressed the research process, which included the research objectives, research design, sampling method, questionnaire design and target population and data analysis. The content of this chapter was the method and

the manner in which data was obtained. Thus it discussed the paradigms, interviews, sampling, reliability and limitations of this study.

Chapter five presented a discussion of the research setting including the rationale for its inclusion in this study. The characteristics of the informants were also outlined to identify any patterns emerging from learners with similar backgrounds and location of school. It also provided the data analysis framework adopted in this study to analyse and interpret the data obtained from surveys and interviewees. The chapter outlined how the analysed data is recorded and interpreted and the findings of participants' responses to the questions answered. The limitations of the study were also discussed and recommendations suggested for future research.

Chapter six presented an explanation and elaboration of significant themes extracted from the data and proposed model emerging from the study.

Chapter seven highlighted the way forward with recommendations in the marketing concept, Hult, Pride and Ferrell (2012) "postulate that an institution should try to provide products that satisfy customers' needs through a co-ordinated set of activities that allow the institution to achieve its goals – customer satisfaction is an important focus of the marketing concept. Hence, marketing is defined as the process by which companies create value for customers and build strong customer relationships in order to capture value from customers (Kotler and Armstrong 2012). Kurtz and Boone (2012) endorse that marketing involves analysing customer needs, obtaining the information necessary to design and produce goods and services that match buyer expectations, whilst satisfying customer preferences and creating and maintaining relationships with customers and suppliers. Pendergrass (2013) adds that the marketing concept is the commonly held idea that companies achieve success by meeting the needs of their customers".



“Institutions that hold this belief readily acknowledge that customers are the driving force behind their businesses. In the interest of staying competitive and becoming more market-oriented, it has become increasingly important to understand respondents’ decision-making processes when selecting a higher education institution”.

## **7.2 RESTATING THE RESEARCH AIMS AND RESEARCH QUESTIONS THAT GUIDED THIS STUDY**

The aim of this study was to establish how UKZN analyses recruitment activities at selected schools within urban and rural communities to explore the similarities and differences in institutional marketing that could account for the problems and challenges that respondents experience as a result of the study programme choices that they have made.

**Research questions and objectives guiding this study were as follows:-**

- ‘To identify the promotional tools used by UKZN (case study) in the KwaZulu-Natal area’;
- ‘To evaluate the effectiveness of the promotional tools used by UKZN within urban and rural communities’;
- ‘To investigate the challenges are faced by respondents within urban and rural areas in accessing information on higher education studies’;
- ‘To explore how can UKZN improve its marketing and promotional strategies; and’
- ‘To develop a customised respondent recruitment strategy for urban and rural respondents’.

### **7.2.1 Conclusion to Objective 1**

“Higher education institutions will have to be creative and innovative in order to meet their challenges. Competition is intense and higher education institutions will have to market themselves effectively. Higher education institutions not only face competition from other public education providers but also from private

education service providers. Therefore, the main objective of the study was to do a comparative analysis of promotional activities for respondent recruitment between urban and rural schools in KwaZulu-Natal.”

The first objective was to identify the promotional tools used by UKZN (case study) in the KwaZulu-Natal area. The order of importance was highlighted as follows: School visits was preferred by both urban and rural communities in KZN. It was a more focused approach to marketing the institution. Campus events such as Open Days and Career Exhibitions showed significant results. Nearly half the respondents strongly agreed that information accessed via the University website was very useful.

The Central Application Office (CAO) processes applications for admissions to all universities, universities of technology, most private and Technical, Vocational, Education and Training Colleges in KwaZulu-Natal. The CAO plays a critical role in the admission process and is an integral part of the application process. The response rate and acceptance process is dependent upon their quick feedback time.

Annexure B reflects the number of applicants that apply via the CAO in KwaZulu-Natal and also the gender as well as the age groups according to race.

UKZN offers 200 different programmes and with just one application fee. One can apply up to six programmes at any partner institution.

The effectiveness of the promotional tools used by UKZN within urban and rural schools indicated a significant relationship where urban respondents were concerned regarding the effectiveness of promotional tools. They found that the CAO booklet were an effective tool in promoting programmes, which they heard via their educators. The other effective platforms was the internet, radio advertisements and billboards. Nearly half the respondents rated the internet using social media such as Facebook, twitter and YouTube to be effective promotional tools. The world has become digital and therefore our marketing has to follow suit.

### **7.2.2 Conclusion to Objective 2**

The study attempts to establish how UKZN analyses recruitment activities at selected schools within urban and rural communities to explore the similarities and differences in institutional marketing that could account for the problems and challenges that respondents experience as a result of the study programme choices that they have made. The investigation was into the challenges are faced by respondents within urban and rural areas in accessing information on higher education studies. The Urban as well as rural respondents suffered due to financial constraints. Studies show that due to large scale unemployment many respondents are sceptical about higher education. The Urban respondents preferred the use of the internet and social media, whereas rural respondents found it to be a challenge due to the location of their schools and where they live. Access to the internet and libraries is a challenge. Websites should be simplified so as to accommodate access from cellular phones. This would ensure greater coverage in rural areas.

### **7.2.3 Conclusion to Objective 3**

To conduct a comparative analysis of promotional activities for respondent recruitment between urban and rural schools in KwaZulu-Natal.

The promotional tools ranked effective were as follows:

- visits by university staff to schools,
- university prospectus,
- access info via university events,
- responding to adverts and announcements on TV, local radio stations,
- careers expo/open campus/cluster presentations/seminars and
- information accessed via the internet.

This study revealed that there are also other forms of direct contact other than a fair, seen as essential by prospective respondents. The Rural respondents preferred visits by university staff to schools, whereas urban respondents accessed information via the internet. In interviews, the respondents

emphasised the importance of the use of the prospectus as an efficient form of marketing communication. The advantage of a brochure is that it provided prospective respondents with the gist of the relevant information in a clear way.

#### **7.2.4 Conclusion to Objective 4**

UKZN is to improve its marketing and promotional strategies by identifying the strengths and weaknesses concerning the most useful promotional tool to use to reach a diverse respondent market. It was evident that school visits, university prospectus, university events, radio and TV adverts are some of the best ways. Social media is the way to go to market the institution in the 21<sup>st</sup> century, with close relationship with the Department of Education.

#### **7.2.5 Conclusion to Objective 5**

To develop a customised respondent recruitment strategy for urban and rural respondents. The study shows that the institution needs to be sensitive to the urban or rural niche. The general consensus is to go the more focussed route, which is schools visits, cluster presentations and brochures especially for the rural areas. The urban schools prefer a well structured website where information is not text heavy and is user friendly. There must be mechanisms in place for online communication between respondents and the University.

### **7.3 IMPLICATIONS OF THE MAIN FINDINGS OF PROMOTIONAL ACTIVITIES**

Higher education institutions should analyse their current marketing communication and recruitment strategies by identifying the strength and weaknesses concerning the most useful promotional tool to use to reach a diverse respondent market. It is evident that schools visits, university prospectus, university events, response to adverts, TV announcements and radio stations are some of the best ways to disseminate information to prospective respondents. It is important to note that respondents' preferences are ever changing. Therefore, it is imperative for institutions to have a finger of the pulse of things to access the most effective ways of disseminating information about the institution.

Social media marketing is the buzzword today to market an educational institution. Therefore, the institution should re-look at their marketing communication and constantly monitor its communication to reach out to prospective respondents. This study shows that institutions need to be careful depending on the specific segment of prospective respondents they want to target and depending on the different groups i.e. whether they are urban or rural respondents. Higher education institutions that are targeting a specific niche market should make use of more focused promotional tools, such as school visits, cluster presentation and brochures.

Proper planning is necessary to train recruitment teams of the higher education institutions to make full benefit from their limited resources, such as funding, personnel and technology in order to maximise and effectively disseminate information to prospective respondents. There must be mechanisms in place for “online and on-time” communication with prospective respondents throughout the recruitment process. Communication channels must be on an ongoing basis in order to contribute to the success of a communication campaign.

Especially when organising campus events it is important to be sensitive to public holidays so that it does not clash with these events. This will then reduce the effectiveness of the communication and recruitment campaign if there are clashes.

The promotional tools used by the higher education institution should be evaluated from time to time in order to assess its impact. Financial expenditure should be value for money. Since the mass media is not that popular, the funds should be directed towards direct face-to-face marketing to reach out to prospective respondents. Therefore, institutions should aim to integrate their communication; and to be consistent throughout the entire institution in order to achieve a high success rate.

The following recommendations may be useful to UKZN to evaluate the effectiveness of the promotional tools used within urban and rural communities.

For any promotional tool to be successful it must be determined by the institution as to the medium or combination of tools that will be used. The study shows the preferences of prospective respondents in the urban and rural communities. It is therefore recommended to follow the sources identified as most useful in ranking order. UKZN should then consider combining and integrating its promotional and communication strategies.

#### **7.4 RECOMMENDATIONS REGARDING INDIVIDUAL PROMOTIONAL TOOLS**

- **School visits**

Prospective respondents in the rural communities preferred face-to-face communication with the recruitment team. The respondents wanted a more focused approach to marketing and recruiting. UKZN is expected to visit feeder schools on a continuous basis and one of the most effective ways of carrying out this recruitment drive is by using cluster presentations. The findings reflect that a majority of respondents (both urban and rural) considered school visits as crucial to their decision making process. They have a better understanding in order to make the most informed decision regarding career choices. Information sessions to Grade 12 learners is vital in order to capture the attention of prospective respondents.

It is also recommended that there be customised presentations to prospective respondents in the urban and rural communities. According to educator discussion it is recommended that presentations be done in the language of their choice also bearing in mind that the universal language is English.

- **University Prospectus**

It is recommended that UKZN use the most effective promotional tool i.e the prospectus for their target market. The feature of the brochure is also very

important to reach out to the rural communities. It should be user-friendly and not too text heavy. Furthermore, it should use essential information with attractive pictures of the campus and its surroundings to draw the prospective respondent onto campus. This will enhance the image of the institution. The university prospectus can be distributed using cost effective measures. It could be distributed via libraries, websites, open days, campus visits, information sessions and during schools visits. An attractive brochure that informs and highlights to respondents why to study at UKZN, the application process, contact numbers of the different faculties and the courses on offer should be a logical sequence to follow. Most importantly, sports, extra-curricular activities and campus life should be highlighted to motivate and encourage prospective respondent to make it their institution of choice. Therefore, the look and feel of the brochure should be thought provoking and enticing to the prospective respondent. Due to the limited resources of prospective respondents in rural areas, it is essential to make use of a toll-free telephone number to reach the administrative office. The contact details and email addresses of the frontline staff should feature prominently in the brochure. This information will make easy access for prospective respondents.

- **Campus events**

Higher education institutions showcase their facilities when prospective respondents visit the campus. UKZN needs to focus on the importance of these events and optimise on the value of these events as it is a very useful tool to entice respondents by showcasing the campus and its facilities, especially if it is of world class and international standards. A professionally organised event leads to the success of the recruitment drive and will most definitely enhance the image of the institution. Prospective respondents attending a well-organised and successful event will become ambassadors of the institution by creating positive word-of-mouth publicity. A well-planned and successful event will add value to the institution and have positive publicity.

- **Advertisements, TV and local radio stations**

The study revealed that mass media was not very useful in the urban area, but was used in the rural areas to access information about higher education institutions. UKZN needs to consider the effectiveness of this medium for their target market in order to maximise on their resources. Institutions that wish to use this medium need to consider doing market research to effectively communicate with prospective respondents. Respondents are generally bombarded with information and therefore it is advisable to reconsider this option of communicating via mass media.

With the changing circumstances in the higher education arena, social media is taking the world by storm. Therefore, higher education institutions should consider the use of social media marketing. This study revealed that social media marketing was very useful in the urban area because of access to internet facilities. Internet facilities were not so popular in the rural because of accessibility.

It is therefore imperative that higher education institutions should reconsider their marketing strategies and the promotional tools used for respondent recruitment. The next section will briefly discuss the results and findings of this study on the marketing strategy.

## **7.5 IMPLICATIONS OF THE FINDINGS ON AN INSTITUTION'S MARKETING STRATEGY**

Higher education institutions need a well-developed, comprehensive marketing strategy that is carefully communicated throughout the institution. The services marketing mix will help higher education institutions' to shape their service offerings according to the needs of their respondents.



## **7.6 LIMITATIONS**

In order to make a significant contribution to the body of knowledge of higher education institution's promotional activities for respondent recruitment there were specific limitation in the literature review.

- 7.6.1 Literature was very limited regarding rural communities. The researcher could have omitted essential information and therefore it may not have been included.
- 7.6.2 Mostly reference was made to international research and not literature from South Africa.
- 7.6.3 Mass media marketing was generally the norm in South Africa, therefore limited literature was available.

The key factors of successful marketing communications at higher-education institution is the choice of the correct promotional tools, despite the limitations.

## **7.7 CONCLUSIONS AND RECOMMENDATIONS**

The research shows that direct contact with respondent is another type of marketing communication that must be developed. It is recommended that Social Media Marketing be considered since it is taking the world by storm. This can be adapted to both the urban and rural communities. In conjunction with e-marketing, social media marketing provides the institution with a new channel to reach out to prospective respondents at affordable prices and in an effective way.

“The study also reflects that urban and rural respondents are techno savvy when it comes to their cellular phones and can therefore access information. Social media marketing has the added advantage of leveraging value from using social networks such as Facebook, Twitter, LinkedIn, Blogs, You Tube etc. because respondents place considerable value on the opinion and advice

of friends and family and peers. Social media marketing works, as recent global events have shown.”

- “The purpose of Social Media Marketing is to introduce respondents to the world of social networks and how they work;
- It will help in marketing the institution in an affordable, cost-effective way;
- It will assist the institution to address the needs of a global audience;
- Social Media Marketing is growing at a tremendous pace and provides unique career opportunities for respondents;
- It is available to all respondents both urban and rural as well as international respondents from around the world.”

The programme will enhance the respondent recruitment strategy. Using online platforms to reach out to potential respondents will be a cost-effective means of reaching out to rural areas, where one is limited by budget constraints. ‘It is critical that in order to promote the institution across both urban and rural communities, it is necessary to adopt online communication as soon as possible. The researcher has suggested Amazon as a potential partner for this venture.

After conducting a marketing analysis, it is advisable that institutions need to identify possible market segments and then choose an attractive segment to target. Institutions need to determine the image or position the type of respondents they want to have for their brand.’

“Higher Education institutions then have to develop a marketing strategy by implementing elements to achieve the chosen position. Respondents must be provided with a service product that will provide satisfaction of their needs. This research will give recruitment personnel an indication of the importance of the choice factors used by respondents to select a higher education institution. The information will enable the institution to use their limited funds more efficiently to attract quality respondents.”

“The world is in a time of incredible innovation, where some of the best resourced institutions are investing in incredible and promising teaching and learning innovations, respondent advising and respondent success efforts, and much more. This marketing allocation could be going toward such efforts, and so, ultimately, the research shows this as a teaching and learning issue. As it stands, the majority of online teaching and learning, for example, is largely the same model as what was seen in the 1990s, with a few added technological bells and whistles. There are certainly exceptions to this, but it is discouraging to see such a small investment in that which directly impacts respondent learning and the respondent experience.”

“It could it be that this marketing spend keeps one from offering more scholarships or making education more affordable? Some might argue that the increased spend grows numbers, allowing schools the economy of scale, but that is not the norm. Nor is economy of scale necessarily applicable to all contexts and learning goals. The current advertising wars are not helping respondents find the programs that best match their needs, goals, gifts, interests, abilities, etc. HEIs can do better and this is an even larger motivator for the researcher than the concern over the financial drain of the current higher education marketing climate. If marketing is considered one of today’s higher education’s arms races (excluding rankings), what can be done to stop it?”

“There are dozens of possible solutions, but the researcher believes that the increasingly algorithmic world is going to be part of the solution. There are lots of experiments out there that try to intelligently match people with products, services, institutions and other people. There are some promising examples of what is essentially a Match.com for prospective respondents and schools. The researcher sees huge promise in this solution, but only if the rules in the algorithm are transparent. There is candid and ongoing discussion about adjusting the rules. Prospective respondents even have a voice and choice in customizing the algorithm and it must be done in a way that does not just become another forum for the advertising wars.”

“At the same time, these are small ponds. Most people just do Google searches and the Tower of Google’s influence of higher education will be a tough one to address. People do not go to Google when they want to find a book. They go to Amazon. They don’t go to Google as often when they want to find a hotel or make a flight reservation. In these and other cases, there are preferred platforms popular enough that people bypass Google and search engines, going straight to these platforms to find what they want and need. A few dominant higher education platforms like these could be powerful but again, only if they do not contribute to the higher education wars, which likely means that their primary source of revenue is not via advertising. The researcher for example, would love to partner with Amazon, LinkedIn, Facebook or another such place to build something like this right into their platform, but with that important non-ad proviso in place. It could make sense for a storefront like Amazon as this would get them more site traffic and lead to selling resources related to education, but they could still protect the actual education platform from the ad wars problem”.

“In order to gain a competitive advantage, higher education institutions can use the results of the study to plan their marketing communication strategies effectively by using their knowledge of respondents’ selection processes to position themselves. The study also investigates the useful source of information in the selection process. Recruitment officers can use this information to make marketing communication strategies more market-oriented, reinforce their image and market the institution more effectively through the identified sources of information. Respondents will also benefit by making use of the identified sources of information which will be useful and important to them. A more respondent focused approach will be used in the marketing communication message, where respondents will be able to make more informed decision regarding higher education. This research will also contribute to the existing research and literature that is available in the field of service marketing, marketing of non-profit organisation and consumer decision-making process. This comparative study will assist rural and urban learners in their decision-making process in this diverse market in South Africa”.

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## APPENDIX A STUDENT QUESTIONNAIRE

### STUDENT QUESTIONNAIRE

The Purpose of this study is to do a comparative analysis of promotional activities for student recruitment between urban and rural schools in KwaZulu-Natal. The information received will be used for research purposes only and will be treated with 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.

#### SECTION A : BIOGRAPHICAL INFORMATION

Please enter your response with a tick (✓) in the appropriate block:-

**1. Gender**

Female	
Male	

**2. Age**

17 - 19 yrs	
20 – 21 yrs	
Above 22yrs	

**3. Racial Group**

Coloured	Black	White	Asian	Indian	Other

**4. First Language (Home Language)**

English	Afrikaans	Zulu	Xhosa	Other specify

**5. Rate your ability to communicate in English (1 = cannot speak; 5 excellent to communicate in English)**

1: Cannot speak Angikwazi kusikhuluma	2: Average Ngokusendimeni	3: Good Okugculisayo	4: Very Good Kahle	5: Excellent Kahle kakhulu)

6. **HOUSEHOLD INFORMATION** (place tick ✓ in appropriate box)

Ulwazi (faka uphawu ✓ Ebhokisini elifanele)

<b>6.1 Categories For Employment (Izigaba Ngokomsebenzi )</b>	✓
6.1.1 Managerial (Ubuholi)	
6.1.2 Administrative (Ukuphatha)	
6.1.3 Technical (Ezobuchwepeshe)	
6.1.4 Professional (Abafundile )	

<b>6.2 Parents Education (Imifundo Yabazali)</b>	<b>Mother umama</b>	<b>Father Ubaba</b>
6.2.1 No Schooling (Abafundile)		
6.2.2 Some schooling (Abanye abafundile)		
6.2.3 Completed Matric (Baphothule ibanga le-12)		
6.2.4 Post Matric Qualification (Baphothule ibanga le-12 batwa nezinye iziqu)		

**N B : Promotional Tools Used by HEI ( Ithuluzi elisetshenziswa yi HEI)**

<b>Carreer Choices Ukukukhethwa kwemsebenzi</b>	<b>Strongly Disagree Angivumela ni Kakhulu</b>	<b>Disagree Angivumela ni</b>	<b>Uncertain Ngiyangabaza</b>	<b>Agree Ngiyavumela na</b>	<b>Strongly Agree Ngivumelana Kakhulu</b>
7.1 Careers Expo / Open Campus visits/ Cluster presentations/seminars (Ukuvakashela izimdawo eziqwashisa ngemisebenzi)	1	2	3	4	5
7.2 Word of Mouth(e.g. parents, friends, teachers, alumni) (Ngizwa ngokuxoxelwa Ngabangani, Ngothisha, Abazali nasebaphothula esikhungweni)	1	2	3	4	5
7.3 Responding to adverts and announcements on the T., Local Radio Stations, Local /Provincial/ National / International (Ukuphendula izaziso ezikhangiso ezivela kumabonakude omsakazo nakumaphephandaba)	1	2	3	4	5
7.4 Accessed info via University Events e.g. sporting events, youth events, musical festivals (Ukuthola ulwazi gokwenzakalayo enyuvesi njengezemdlalo, Umcintiswano womculo, Imigubho yabantu abasha)	1	2	3	4	5
7.5 Info accessed via the internet e.g UKZN website (Ukuthola ulwazi nge –inthanethi)	1	2	3	4	5
7.6 Used Univesity Prospectus (Ukusebenzisa incwadi asenyuvesi echaza ngezifundo ezingenziwa ngabafundi).	1	2	3	4	5
7.7 Visits by University staff to schools (Ukuvakashelwa ngabasebenzi basenyuvesi ezikoleni zethu).	1	2	3	4	5
7.8 If other specify (Uma kukhona enye indlela chaza).	1	2	3	4	5



**SECTION C : EFFECTIVENESS OF PROMOTIONAL TOOLS (Ukusebenza ngokuyikho kwamathuluzi okwazisa abafundi ngemikhakha abangayithatha ezikhungweni zemfundo ephakeme)**

Which promotional tool would you consider the most effective for student recruitment at HEI?  NB (Answer all the Options provided in order of importance.)Uluphi uhlobo lwethuluzi ocabanga ukuthi lukahle ukusetshenziswa yizikhungo zemfundo ephakeme ukuthola abafundi abazofunda kuzo izikhungo.	Strongly Disagree  Angivumelani Kakhulu	Disagree  Angivumelani	Uncertain  Ngiyangabaza	Agree  Ngiyavumelana	Strongly Agree  Ngivumelana Kakhulu
8.1. My educator informed me about CAO application in Gr 11 (Othisha bami bangichazela ngokufaka isicelo kwa – CAO ngisasebangeni le11)	1	2	3	4	5
8.2 I had a look at the CAO Booklet (Ibhuku le – CAO ngikwazi ukulibona ngizindela lona noma ngilifunde kubuchwepheshe bokuxhumana emhlabeni jikelele (Internet)	1	2	3	4	5
8.3 My choice of University depended on funding / parents advice (Ukukhetha kwami isikhungo semfundo ephakeme (University) kuncike kwizeluleko zabazali noma uxhaso engilutholile kwezemali)	1	2	3	4	5
8.4 Open days and Exhibitions organized by institution. (Izinsuku ezivulelekile nohlelo lwemibukiso (Exhibitions) oluhlelwa yizikhungo zemfundo ephakeme).	1	2	3	4	5
8.5 Billboards ( Izikhangiso ezinkulu zasemgaqweni)	1	2	3	4	5
8.6 Radio Advertisement ( Izikhangiso emsakazweni kanye nezinkulumo ezivulelekile emsakazweni ezihlelwa izikhungo zemfundo ephakeme)	1	2	3	4	5
8.7 Internet (using social Media such as twitter, face book, You Tube) (Uhlelo lobuchwepheshe lokuxhumana emhlabeni jikelele njengalezi (Face Book, Twitter, Youtube)	1	2	3	4	5

8.8 The use of Student recruitment agents ( Ukusetshenziswa kwezinhlangano ezithungatha abafundi bezikhungo ezibaqashileyo).	1	2	3	4	5
8.9 Sport Camps organized by SASCOC at the higher education (Ukuhlanganyela kwimidlalo ehlelwa inhlangano yabafundi (SASCOC) ezikhungweni zemfundo ephakeme)	1	2	3	4	5
8.10 Compiling a data base of all Matric students and sending direct mails, sms's and emails ( Ukuthathwa kwemininingwane yabafundi abenza umatikuletsheni (Matric) bese ubathumelela imiyalezo ngomakhalekhukhwini (sms), Abaposele izincwadi (mail) noma abathumelele imiyalezo ngonyazi (e-mail) )	1	2	3	4	5
8.11 Browsing the University Website (Ukuvakashela isigcinalwazi sobuchwepheshe (Website) jikelele salesosikhungo semfundo afuna ukufunda kuso.)	1	2	3	4	5
8.12 University Publications (Newsletter and Bronchures) (Amabhukwana achaza ngokwenzeka esikhungweni semfundo ephakeme njenge – Bronchures & Newsletters)	1	2	3	4	5
8.13 advertisements in news-paper (Izikhangiso kumaphephandaba kanye namabhuku ezindaba)	1	2	3	4	5

**SECTION D : Investigate Challenges students face accessing higher education? (Hlola izinselelo abafundi ababhekana nazo uma kufanele bakwazi ukungena ezikhungweni zemfundo ephezulu.)**

What are the challenges faced by students? NB (Answer all the options provided in order of importance). Example: Most important, 4 (X)	Strongly Disagree Angivumelani Kakhulu	Disagree Angivumelani	Uncertain Ngiyangabaza	Agree Ngiyavumelana	Strongly Agree Ngivumelana Kakhulu
9.1 Do you have access to internet facilities (Unalo uhlelo lokuxhumana ngobuchepheshe lwesimanje (Internet))	1	2	3	4	5
9.2 Do you have access to libraries (Uyakwazi ukuya emtapweni wolwazi (Libraries))	1	2	3	4	5
9.3 Do you receive updated information regarding your subjects ( Uyaluthola ulwazi oluqhamuka ngezikhathi zonke lokwazisa ngezifundo ozenzayo)	1	2	3	4	5
9.4 Does the current financial circumstance allow you to continue with your studies (Kungabe isimo sezimali okuso sikunika ithuba lokuqhubeka nezifundo zakho)	1	2	3	4	5

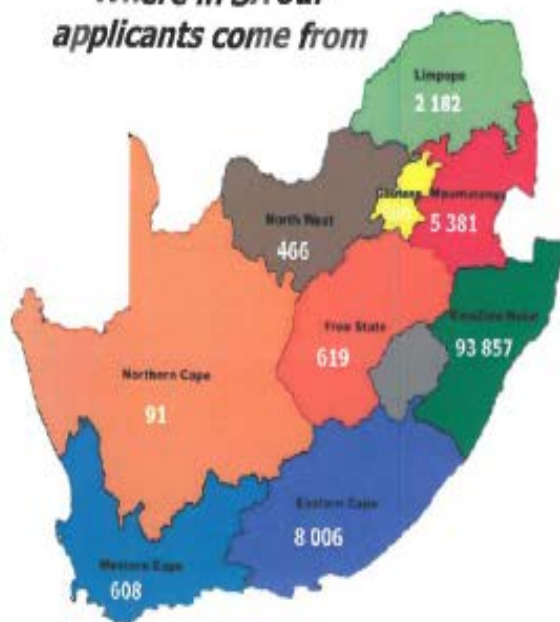
Thank you for taking time to complete this survey!!!!

## APPENDIX B CAO 2018 APPLICANT STATS



# OUR 2018 ENTRY APPLICANT STATS

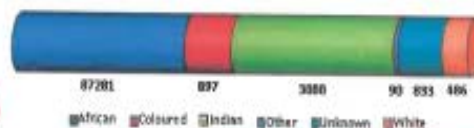
*Where in SA our applicants come from*



*For more detailed stats, click here to view our 2017/18 digital Annual Report*

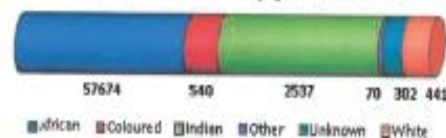


### Our FEMALE Applicants



	16 - 20 yrs	21 - 22 yrs	23 - 25 yrs	26 - 30 yrs	31+ yrs
African	54 281	15 400	9 247	5 452	2 803
Coloured	675	102	74	20	26
Indian	2 721	133	97	70	67
Other	72	10	3	1	4
Unknown	511	174	83	38	27
White	356	63	31	20	16
<b>Total</b>	<b>58 616</b>	<b>15 980</b>	<b>9 535</b>	<b>5 601</b>	<b>2 943</b>

### Our MALE Applicants



	16 - 20 yrs	21 - 22 yrs	23 - 25 yrs	26 - 30 yrs	31+ yrs
African	32 346	13 508	7 228	2 980	1 452
Coloured	292	76	29	23	20
Indian	2 175	173	84	64	40
Other	36	18	12	2	2
Unknown	156	89	34	0	5
White	310	60	32	22	17
<b>Total</b>	<b>35 426</b>	<b>13 984</b>	<b>7 519</b>	<b>3 099</b>	<b>1 536</b>

## APPENDIX C CAO 2018 CAREER FAIR STATS



## OUR 2018 CAREER FAIR STATS

[illegible]

## APPENDIX D PERMISSION TO CONDUCT RESEARCH

PG 4a



14 November 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 how a university promotes its products across urban and rural schools. In this exploration, the difference of its promotional strategies and processes are illuminated with a purpose of improving promotion to rural communities to provide relevant and appropriate information to enable potential rural students to make informed decisions and preparation for their intended study at urban campuses of higher education institutions.

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 Grade 12 learners, First Year Students and Principals/Deputy-Principals/Life Orientation educators. Interviews with Principals/Deputy Principals/Life Orientation educators and questionnaires to participating learners will be used as data collecting instruments.

Anonymity will be maintained. 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

Sanda Pillay: D.Tech Student

Durban University of Technology

Email: [pillays47@ukzn.ac.za](mailto:pillays47@ukzn.ac.za)

Tel no. : 031-260 3029      Call : 082 8067 212

DUT Research Ethics Administrator

Levisha Deonarian

Tel. No. : 031-3732900

Email : [LevishaD@dut.ac.za](mailto:LevishaD@dut.ac.za)

## APPENDIX E GATE KEEPERS LETTER UKZN



2 April 2014

Ms Sardamani Pillay  
Faculty of Management Sciences  
Department of Marketing and Retail Management  
Durban University of Technology  
Email: [pillayg47@ukzn.ac.za](mailto:pillayg47@ukzn.ac.za)

Dear Ms Pillay

**RE: PERMISSION TO CONDUCT RESEARCH**

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

*"Promotional activities for student recruitment between urban and rural schools in KwaZulu-Natal".*

It is noted that you will be constituting your sample by handing out Questionnaires to students in the College of Health Sciences on the Nelson R Mandela School of Medicine Campus.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR M C BALOYI  
REGISTRAR

---

Office of the Registrar

Postal Address: Private Bag 3054001, Durban, South Africa

Telephone: +27 (0) 31 290 8006/2208 Facsimile: +27 (0) 31 290 7624/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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## APPENDIX F GATEKEEPERS LETTER DEPARTMENT OF EDUCATION



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

2 April 2014

Ms Sardamani Pillay  
Faculty of Management Science  
Department of Marketing and Retail Management  
Durban University of Technology  
Email: [pillays47@puken.ac.za](mailto:pillays47@puken.ac.za)

Dear Ms Pillay S

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research in the KwaZulu-Natal Department of Education institutions towards your post-graduate studies, provided Ethical clearance has been obtained.

The title of your research:

"Promotional activities for student recruitment between urban and rural schools in KwaZulu-Natal".

It is noted that questionnaires will be distributed to learners in Grade 12. The data collected must be treated with confidentiality and anonymity.

Yours faithfully,

Mr MSL Mthembu

Department of Education - KZN



## APPENDIX G SEMI STRUCTURED INTERVIEWS

<b>SEMI STRUCTURED INTERVIEWS</b> <b>FIRST YEAR STUDENT– SCHOOL OF MEDICINE</b>
--

NAME OF  
SCHOOL:.....  
ADDRESS OF  
SCHOOL:.....

Promotional tools by HEI in KZN Regions

1. Describe the effectiveness of the promotional tools used by UKZN Officials at your school presentation?
2. Do you think the learners benefitted from these promotional tools?
3. What would you say were the challenges the promotional tools created for the learners in understanding the product?
4. State the challenges experienced in detail?
5. What do you think we must do to improve our presentations in the future so that our learners could gain maximum benefit?
6. Is the language used by the presenters posing a challenge to the learners? If so, please explain further.
7. In your opinion how can the University become more effective in respect of the use promotional tools when interacting with the learners?
8. State the specific difficulties/challenges/dilemmas experienced by the learners?
9. How can we bridge the gap experienced in question 8 by the learners?

Effectiveness of Promotional Tools – HEI

1. What are your impressions of the promotional tools used by the UKZN? Please explain?
2. Do you think it was sufficient for a Grade 12 learners to make an informed choice? If not please explain why?
3. Was the presentation effective for students to arrive at an informed decision with respect to career choices?
4. Would you say that half an hour of presentation is sufficient to address the concerns of learners?
5. What would you suggest with respect to the time allocation given by the school? When do you suggest that these presentations take place?

#### Investigate Challenges Students Face accessing HE Studies

1. As an Educator, what are some of the common challenges that learners face?
2. Are they able to access internet facilities?
3. Do students have access to libraries? What is the estimated distance from your school to the nearest public library?
4. Does your school receive updated information on a regular basis pertaining to all subjects?
5. Does the current financial circumstances allow students to purchase books based on their chosen career?
6. Are learners able to communicate with the University directly?
7. Are students aware of the minimum requirements for university studies?

#### Explore improvement on UKZN Promotional Strategies

1. What improvements would you suggest?
2. In the absence of schools not having electricity what strategies would you suggest?
3. How can we improve to address learners concerns within the time limitations?
4. When English poses as a barrier, what strategy can we use to improve?
5. In your opinion which grade should be targeted by UKZN? Should it be Grade 11 or Grade 12. Give reasons for your response.
6. What sort of user friendly promotional tools would you suggest for use by UKZN?

**SEMI STRUCTURED INTERVIEWS**  
**PRINCIPALS/DEPUTY PRINCIPALS/LIFE ORIENTATION EDUCATORS**

NAME OF  
 SCHOOL:.....  
 DESIGNATION:.....

.....  
 Promotional tools by HEI in KZN Regions

10. Describe the effectiveness of the promotional tools used by UKZN Officials at your school presentation?
11. Do you think the learners benefitted from these promotional tools?
12. What would you say were the challenges the promotional tools created for the learners in understanding the product?
13. State the challenges experienced in detail?
14. What do you think we must do to improve our presentations in the future so that our learners could gain maximum benefit?
15. Is the language used by the presenters posing a challenge to the learners? If so, please explain further.
16. In your opinion how can the University become more effective in respect of the use promotional tools when interacting with the learners?
17. State the specific difficulties/challenges/dilemmas experienced by the learners?
18. How can we bridge the gap experienced in question 8 by the learners?

Effectiveness of Promotional Tools – HEI

6. What are your impressions of the promotional tools used by the UKZN? Please explain?
7. Do you think it was sufficient for a Grade 12 learners to make an informed choice? If not please explain why?
8. Was the presentation effective for students to arrive at an informed decision with respect to career choices?
9. Would you say that half an hour of presentation is sufficient to address the concerns of learners?
10. What would you suggest with respect to the time allocation given by the school? When do you suggest that these presentations take place?

<p style="text-align: center;"><b>SEMI STRUCTURED INTERVIEWS</b> <b>PRINCIPALS/DEPUTY PRINCIPALS/LIFE ORIENTATION EDUCATORS</b></p>
---

NAME OF  
SCHOOL:.....  
DESIGNATION:  
.....

Investigate Challenges Students Face accessing HE Studies

8. As an Educator, what are some of the common challenges that learners face?
9. Are they able to access internet facilities?
10. Do students have access to libraries? What is the estimated distance from your school to the nearest public library?
11. Does your school receive updated information on a regular basis pertaining to all subjects?
12. Does the current financial circumstances allow students to purchase books based on their chosen career?
13. Are learners able to communicate with the University directly?
14. Are students aware of the minimum requirements for university studies?

Explore improvement on UKZN Promotional Strategies

7. What improvements would you suggest?
8. In the absence of schools not having electricity what strategies would you suggest?
9. How can we improve to address learners concerns within the time limitations?
10. When English poses as a barrier, what strategy can we use to improve?
11. In your opinion which grade should be targeted by UKZN? Should it be Grade 11 or Grade 12. Give reasons for your response.
12. What sort of user friendly promotional tools would you suggest for use by UKZN?