



**A COMPARATIVE STUDY OF THE INFLUENCE OF BRAND AWARENESS AND
BRAND IMAGE IN THE SELECTION OF A UNIVERSITY OF TECHNOLOGY IN
KWAZULU-NATAL**

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Degree of Masters in Management Sciences: Marketing in
The Faculty of Management Sciences at the Durban
University of Technology**

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DECLARATION

I, the undersigned, Cleopatra Moipone Matli, do hereby declare that unless otherwise indicated, this dissertation is solely the result of my own work. This work has not been submitted to any other university for a degree award or other purposes and all the authors whose work contributed to this study have been accordingly referenced. I hereby give consent for this work to be made available for inter-library loan, photocopying, and made available to outside interested organisations and students.

Cleopatra Moipone Matli

Date

28-05-2020.....

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ABSTRACT

Brand awareness and brand image have long played an integral role in a variety of sectors, particularly within the private sectors where billions of rands are invested to entice potential customers. Similar to private entities, public entities such as tertiary institutions equally invest in brand awareness campaigns and brand image. Taking this to account, this study aims to determine the influence of brand awareness and brand image in the selection of a University of Technology in KwaZulu-Natal among first-year students. The objectives of the study were to establish and identify the brand awareness and brand image attributes that entice first-year selection of University of Technology (UoT) students. The study also examined the biographic variables of those students.

To achieve these objectives, a quantitative research method was adopted wherein questionnaires were administered to 500 Durban University of Technology (DUT) and Mangosuthu University of Technology (MUT) first-year students. The study revealed that topics such as the investments in brand awareness and brand image, safety and security, the calibre of staff, delays in academics programmes, student-lecturer relationships and service delivery were identified as factors that influenced the DUT and MUT participants in their selection and their willingness to recommend their institutions to potential students. Thus, the study recommends that UoTs should pay more attention on branding strategies as an agendum to ensuring institutional profitability and viability, relationship management and human resource.

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LIST OF ACRONYMS

B-Tech	Bachelor of Technology
CHE	Council of Higher Education
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Training
DIT	Durban Institute of Technology
DUT	Durban University of Technology
FET	Further Education and Training
GDP	Gross Domestic Product
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher education South Africa
ICT	Information and Communication Technology
KZN	KwaZulu-Natal
MUT	Mangosuthu University of Technology
NDP	National Development Plan
NQF	National Qualifications Framework
NSFSA	National Students Financial Aid Scheme
OSISA	Open Society Initiative for Southern Africa
PCA	Principle Component Analysis
PHEIs	Private Higher Education Institutions
RAU	Rand Afrikaans University
SA	South Africa
SAHE	South African Higher Education
SMS	Short Message System
SPSS	Statistics Package for the Social Sciences
SRCs	Student Representative Councils
TV	Television
TVET	Technical and Vocational Education and Training
UJ	University of Johannesburg
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
UoT	University of Technology
USA	United States of America
VUT	Vaal University of Technology
WITS	University of Witwatersrand

GLOSSARY OF TERMS

Chi-square test	a statistical method assessing for goodness of fit between a set of observed values and those expected theoretically.
Cronbach's alpha	a measure of internal consistency, i.e., how closely related a set of items are as a group. This is considered a measure of scale reliability.
Fisher exact test	a statistical significance test used in the analysis of contingency tables.
Friedman chi-square test	shows statistically significant differences beyond the 0.01.
Independent t-test	also called the two-sample t-test, independent-samples t-test or sample t-test. This is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.
One-sample-test	a statistical procedure used to determine whether a process with a specific mean could have generated a sample of observations.
Pearson correlation	a number between -1 and 1 that indicates the extent to which two variables are linearly related.
Reliability coefficient	a measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures.

CHAPTER ONE INTRODUCTION AND BACKGROUND TO STUDY

1.1 Introduction

This chapter explains the background to the study, the research problem and the aim, objectives and questions of the study as well as the final contribution of the study to the body of knowledge. Furthermore, it provides a brief overview of the structure of the dissertation and the conclusion.

1.2 Context of the study

The South African public tertiary education sector has followed specific ways, which can be viewed as monotonous, in enticing students to apply to their respective institutions (Biggs and Tang 2011). Until the nineties, drawing the right number, or the right mix, of students, was not a priority, as state funding – often provided with insignificant reporting requirements other than academic performance – warranted a perpetual stream of income to funding operations (Council on Higher Education 2016: 5–6). However, this has changed in recent years. This transformation has caused Universities of Technology to employ a more proactive approach and to practically manage which students are admitted into their respective institutions – a trend which has also been observed internationally. Due to competitive pressures, institutions, need to become more proactive in their marketing endeavours and, in response, many institutions have already turned to corporate principles to run their operation and to recruit their ‘customers’ (i.e. the students) (Kusumawati 2013).

The most prominent players to engage in fully-fledged direct marketing initiatives appear to be the private institutions (such as Damelin, Varsity College and Monash University) (Royo-Vela and Hunermund 2016). These are classified as ‘for-profit institutions’ in the literature and are essentially private companies operating as a business in the higher education sector. These institutions do not benefit from government funding, nor do they have social responsibilities as assigned to Universities of Technology (UoTs). Thus, these institutions have been forced to contend with market phenomena from the outset. Nevertheless, some have thrived in the South African higher education environment and are starting to pose serious

competition to well established public institutions. The competitive threat they pose may inversely influence Universities of Technology such as the Mangosuthu University of Technology (MUT) which have been underperforming concerning its public relations endeavours (Sebola 2015). In contrast to MUT, the Durban University of Technology (DUT) through its Corporate Affairs division has made concerted efforts to create a brand image and brand awareness as an agenda to improving its image locally and internationally (Elkevizth 2012). Nevertheless, the privately-run varsities, such as Damelin, have used more proactive initiatives to create an image and awareness amongst potential students.

Given the above, the current study will look into the influence DUT's and MUT's brand image and awareness campaign have had on influencing first-year students in selecting either of these institutions for further study. Therefore, this study sets out to suggest realistic recommendations capable of influencing the selection of Higher Education Institutions (HEIs) amongst first-year students. Additionally, inventive and ground-breaking approaches that could be used in improving their brand image, and brand awareness campaigns will be recommended.

1.3 Research problem and aim of the study

Universities, both public and private companies and/or organisations invest immensely in brand awareness and brand image primarily to sustain and grow their businesses (Radicchi 2014: 51–64). Such investments often yield ample amounts of profits for these establishments, be it in financial growth, publicity and/or service quality and the ability to appeal to a specific calibre of customers, i.e. students. However, this has not been proven so in the case of a variety of UoTs in South Africa who spend billions of rands annually on a brand image as well as brand awareness campaigns (Fay and Zavattaro 2016). Pragmatic readings have shown that the amount of funds invested by most higher education institutes on brand awareness and brand image has not necessarily translated into the anticipated result (Chapleo 2015).

1.4 Aim, objectives and research questions of the study

The aim of this study is to determine the influence of brand awareness and brand image in the selection of a University of Technology (UoT), in KwaZulu-Natal (KZN) among first-year students. To achieve this aim it is necessary to establish which brand awareness attributes entices first-year students in their selection and how they selected the brand image attributes. This is elucidated clearly in the research objectives below.

The research objectives are:

- To establish brand awareness attributes which entice first-year students when selecting a UoT at which to study.
- To identify the attributes of brand image which entices first-year students when selecting a UoT at which to study.
- To examine biographic variables and brand awareness when selecting a UoT.
- To examine biographic variables and brand image when selecting a UoT.

The study seeks to answer the following research questions:

- Which brand awareness attributes do first-year students consider most influential when selecting a UoT?
- Which brand image attributes do first-year students consider most influential when selecting a UoT?

1.5 Final contribution of the research

This study is significant in that it will offer a valuable understanding of the reasons or elements that can be attributed to students' selection of a higher education institution. This study is important as it will assess the influence that brand awareness and brand image have in the selection process of a higher education institution by first-year students. Furthermore, this study will be beneficial to tertiary institutions who wish to understand the factors attributed to student's selection of a higher education institution. This is because these institutions compete for students

at entry level and an understanding of how and why students make their selection becomes advantageous to institutions. The study is vital as it ascertains the gaps that exist in literature around brand knowledge, awareness and selection choices made by students concerning South African Universities of Technology.

1.6 Structure of dissertation

Chapter one provides a background to the current study. Aspects such as research question, the purpose of the study, aim and objectives, the limitations as well as the delimitation of the study, are addressed.

In chapter two, the literature is provided, debated and critiqued as it supports critical findings of the research conducted. The literature review supports the research topic and is linked to the research aim and objectives of the study.

Chapter three presents the research methodology and explains which methodology and why it was used in collecting data for the study. This chapter presents the research design, target population, sampling method and sample size, pilot study, measuring instrument, delimitation, limitations, validity, reliability, data analysis and ethical considerations.

In chapter four, the findings of the study are presented in the form of an analytical discussion.

Chapter five offers a conclusion to the entire study, while also offering pragmatic and forward-looking recommendations capable of influencing brand image and brand awareness at the DUT and MUT.

1.7 Conclusion

Branding of Universities of Technology in South Africa is not a topic that is explored by many theorists. Hence the study seeks to examine and find answers concerning branding and selection/recruitment of students. The chapter is an introduction to the study, which covers the aim, objectives and the brief structure of the dissertation. Furthermore, it informs the reader that the study was carried to determine the influence of brand awareness and brand image in the selection of a University of Technology (UoT), in KwaZulu-Natal (KZN) among first-year students. Chapter two

follows, which will provide a review of the literature that supported the identification of the research question.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

The key purpose of this study was to evaluate prior research that is pertinent to the inquiry concerning the effect of brand awareness as well as brand image in the selection process related to the Universities of Technologies (UoTs) in KwaZulu-Natal. The approach was to utilise the study's objectives as a selection method to classify relevant literature related to the study's purpose.

Inspired by the works of Hawkins-Mofokeng, Canavari and Hingley (2017), the study implemented a desk research method since it could rely on readily available data, whereby it selected this data, based on ten keywords, which were appropriate and could be found in the title, aim and the objectives of the study, namely:

- Brand image
- Brand awareness
- Higher Education Institutions
- Selection of tertiary institutions
- Economics of the higher education environment
- Brand trust and brand equity
- Purchase behaviour
- Demographics in students' selection
- Decision-making process
- Marketing communications.

These keywords were used to examine and recover literature from numerous databases, which were:

- Nexus
- ProQuest
- Science Direct
- Google Scholar
- Emerald Insight.

Therefore, the researcher also depended on analysing significant summaries or abstracts of numerous studies that were available in order to pinpoint and organise an overall number of two-hundred papers, which were gathered eventually according to the objectives of the study in order to target the relevant, focused literature. The researcher was more particular about the periods of these studies, in terms of the years of publication, specifically 2005 to 2019, which were appropriate for the nature of this study, as they were more recent based on the subject area and matter. It was also important to analyse how other researchers who studied topics of the researcher's interests or relative to this research coped with these problems or issues of this nature.

2.1.1 Theoretical framework of the study

Many see Higher Education as the primary vehicle that supports the betterment of previously under-represented communities (Dennin 2017). Even so, Higher Education Institutions find themselves competing to attract students while facing many expectations on how to adapt to a rapidly changing environment (Roy 2016). Furthermore, increased competition among universities has been shown to create a more market-like environment, which forces these institutions to keep rebranding themselves in order to stay relevant to the targeted students (Wiese 2008). As much as competition in acquiring these students intensifies, institutions (public and private) are developing and adopting various recruitment, marketing and branding strategies in order to increase financial investment and to grow enrolment, which will facilitate the process of retaining students (Adams *et al.* 2017).

There is enormous debate surrounding higher education concerning research and social media in the international space. In addition, when it comes to fields such as Information and Communication Technology (ICT), this sector seems to be losing its credibility and relevance in terms of alignment with the current trend. Historically, the institutions of higher education have experienced ever-changing ways in forms and function in changing realities and social forces. According to the Council of Higher Education (2017), universities of higher education, have adapted in form, function and structure to changing realities and social dynamism. In this framework, brand identity was not a concept considered by universities twenty years ago.

However, in 2008, the majority of higher education institutions that were looking at brand identity activities and interest had grown from consulting agencies to providing branding services (Judson, Aurand, Gorchels and Gordon 2008)). Nowadays, the internet and digital marketing (search engines, social media, e-commerce and e-branding, etc.) are paramount as well as useful marketing tools for universities (Todor 2016). Therefore, students view these platforms as an ideal space for information sharing between them and the universities, respectively. When surfing, Google is their search engine of choice (Felix, Rauschnabel and Hinsch 2017). Google is regarded as the most popular search engine in the world, owning 90% of the world's market share from 2010 to 2016 (Salehi, Du and Ashman 2018). Almost every university has its own website, which is used generally as an enrolment-marketing device among the other activities it can offer.

The most valued features (of the university website) identified by potential students include information on online applications, campus visits, costs, proximity to residence, safety and security and online course catalogues (Stark 2017). With this approach, students learn about their potential universities through mail, personal contacts, e-mail, high school counsellors or teachers, and the university's website itself. Young people today prefer the internet and are able to access it from their homes, the hot spot areas in shopping malls, around their neighbourhoods and library to research universities as well as partake in online visits. Discussions with learners in their last year of high school show that they are informed candidates for admission who enjoy the privacy and limited interaction of searching online (Seyal 2012).

Unfortunately, most universities structure their websites to match their organisational structures instead of the needs of students or other groups of people accessing the website. One recommended approach was to structure the online admission process in the sequence that the students will go through and understand. The five sequences that a student would proceed through can include potential students, applicants, accepted students, enrolling students and enrolled students (Zhou 2016). Critical elements of effective search engines are optimisation techniques. By optimising a website for search engines, a university's website has a better chance of being shown in search engine results for a potential university

entrant. McCoy (2011) and Mentz (2003) claim that university websites should be user-friendly. Meta tags are the text elements of pages that provide an overview of the page, which can be important to a specific search for university information. Consequently, page content should include important keywords and information that the target audience would find interesting. Headings should be at the top of the page and be informative. The website name or domain should tie to the university or college. Pages can be organised by categories in such a way that the website link to that page makes sense to a person or search engine seeking specific information (Adriaanse and Rensleigh 2018).

Students look for admission content, course offerings, admissions and details on majors and minors on universities' websites (Bulger, Braga and DiGiacinto 2016). The architecture, or how the website is organised around information, is the second most important factor to prospective students' appraisal of a website. Websites that are dominated by graphics instead of content are less valuable than content-focused websites. Sites that are organised by target group, such as future students or current students, are more effective than sites arranged by function such as admissions and academics (Pampaloni 2010). Seventy-eight per cent of potential students believe that a website should focus on their needs and if that is not the case, the majority of those students think that the university may be of a lower quality institution (Pampaloni 2010). According to Avis (2016), categorising connection on a webpage by the audience and the language that these audiences understand can enhance the worthiness of what the prospective students can find on the webpage. Valuable information in the right place helps university websites provide accurate and complete information that is easy to find (Newman 2018). Visits to the website are directly influenced by correctly providing the right content and service that website visitors want.

In order for webpages to be well-known, universities can boost the number of connections to their own homepages from other webpages; however, changing content is a vital way to develop a reputation (Antoli-Calleja and Orduna-Malea 2016). Students' view of the importance of these advancements used throughout the process of admitting, they have to be defined clearly to attract students, and they

should be intertwined with the institution's webpage together with application bulletin, time limit and institution's data (Antoli-Calleja and Orduna-Malea 2016).

University-related outcomes are influenced by the knowledge of university and financial aid. The relevant data and direction a prospective student collects, the higher the chances they can enrol. Although high school students do not actively collect data regarding the tertiary institution, they mostly collect information related to fees as well as financial aid amongst both the tenth and eleventh grade. This information is usually found in university placards, announcements and internet as well as on social media. However, students should refrain from using high schools as sources for offering university information due to restrictions in terms of career guidance (Hearne and Galvin 2015). University-bound pupils have significant expectations of websites they use to research university, institutions of higher education "set a scene and evoke emotion with direct mail, and then maintain that engagement online (Noel-Levitz 2015).

Previous studies indicated that 53% of prospective university students recognised multiple items, which are very significant to them on the institution's webpages. These items range from studies, payments breakdown, bursary applications and an appeal to be sent information (Kwadzo 2015). Potential students prefer a webpage that is prearranged by functional topic, organisation and content. These potential students want information related to courses offered, class schedules, fields of study and enrolment information, such as how to apply, admissions contacts and deadlines. When it came to students who had not selected a tertiary institution, 23% would drop the university from consideration if they could not find information on its website, 80% indicated that content is more important than appearance, 57% would remove the university from their list if content is outdated, wrong or unhelpful (Noel-Levitz 2015). A majority of pupils in high school, 74% or more, are most willing to read all information about admissions' details and deadlines along with cost and aid content (Noel-Levitz 2015). Therefore, 40% of those students would print the pages for reference (Caplow and McGee 2017).

The higher education structure in South Africa (SA) is formed and understood according to numerous diverse stories. Van der Waldt (2015) explains that the

general changes that this sector experienced have caused its own specific past and heritage to be expressed from many standpoints. This can be seen in how universities post mergers find new ways of expressing themselves, such as DUT promising a student-centred approach and MUT positioning itself as being a university of choice for black and disadvantaged students. As an der Walt (2015) maintains, this is done by asking policy teamsters to spread a precise aim (Van der Waldt 2015). Currently, the higher education area in SA is, through the course of action, regulation together with official streamlining, attempting to convey its changes and renovate itself (Suransky and van der Merwe 2016). According to the HESA structures (Higher Education South Africa 2009), tertiary institutions play an important role in countries throughout the world, mainly among advanced and central-income countries such as South Africa. The higher education sector in South Africa can be broadly categorised into Traditional Universities, Universities of Technology (UoTs) and Private (Comprehensive) Colleges (Higher Education South Africa 2009).

In this context, this study seeks to understand the reasons why students choose different institutions and how this has become a priority concern for universities. Hence universities, both in South Africa and internationally, decided to adopt more ways of marketing themselves. Between 1990 and 2000, it was found that social media, among many other platforms, played a considerable role in the decisions made by millennials especially when it comes to the selection of a university (Duffett 2017). Universities have thus tried to reposition themselves by becoming more visible on social media as well as other popular digital platforms (Gunduz 2017).

Therefore, the theoretical background of the study is organised according to the following factors: challenges facing the recruitment and selection processes in South African Universities (traditional and UoTs); university typologies in South Africa; the history of Universities of Technologies (UoTs), higher education (HE) and previously under-presented groups. Moreover, economic dynamics in the South African higher (HE) sector, the impact of socio-economic conditions in the South African HEI, marketing and branding, branding solution for the HEIs and selection process in marketing paradigm, are also taken into account.

2.2 Challenges facing the recruitment and selection processes in South African Universities (traditional and UoTs)

The higher education (HE) division is designed to achieve three functions, as indicated subsequently in the national development plan (NDP):

- To prepare and teach people with amazing abilities to meet the work descriptions in both private and public sectors
- To discover fresh applications for existing information, producing as well as assessing it
- To eliminate the prejudices brought about by the apartheid regime by introducing chances for societal flexibility though supporting fairness, and equality.

On the other end, registration numbers for private higher education institutions are not capped. In 2015, the total number of registrations in public and private higher education institutions was 1.1 m, which could be translated to 20 710 or almost 1.9% higher registrations in 2014. The reason was mostly due to a rise in registration figures in public higher education institutions, which increased by 16 057 between 2014 and 2015. Student registration in private higher education institutions also increased by 4 653 in 2010 and 2015. This trend over this period, 2010–2015, demonstrated a growth in the entire registration process up until 2013; afterwards, registration steadied in both private and public higher education institutions (Department of Higher Education and Training 2017: 6).

The challenge here could be an unfair distribution of student numbers, among others, when it comes to enrolment in public higher education institutions countrywide, which exerts more pressure in these institutions in terms of many dynamics related to funding, space and student strikes to name a few. This resulted in a negative impact on the quality of education and the students' throughput, and this was noticeable between 2009 and 2015. These public higher education institutions range from the University of Johannesburg (UJ), Vaal University of Technology (VUT), University of Witwatersrand (WITS), University of South Africa (UNISA), University of KwaZulu-Natal (UKZN), the Durban University of Technology (DUT) and Mangosuthu University of Technology (MUT). Therefore, it is worth

having a brief look at the structures of universities in South Africa to understand them better.

2.3 University typologies in South Africa

Different universities had experienced different recruitment and selection challenges, and it is evident that traditional universities had not experienced similar challenges to those of the universities of technology and colleges (Higher Education South Africa 2009). It is significant in this study to acknowledge that the recruitment and selection challenges appear to differ across different types of universities, and reports suggest that traditional universities are far better than UoTs (former Technikons), and colleges. Hence the following description of the different types of higher education institutions and the discussion thereof.

Firstly, there are Traditional Universities, which are institutions of higher education and research that offer academic degrees in a range of fields. Secondly, there are UoTs which offer almost the same academic degrees in numerous fields as do the traditional ones. However, the value of their levels of degrees is regarded lower as compared to traditional universities, and their history is unique as well as thought-provoking, which will be analysed further in detail in Section 2.4. Usually, an institution is an organisation that offers both undergraduate qualifications and postgraduate qualifications. These two institutions offer both these qualifications.

Conversely, there are private colleges, which are independent schools that set their own policies and goals, and are privately funded. Private colleges are generally smaller than public colleges in South Africa, such as Vega school of branding, City Varsity, Rosebank College and the Design School Southern Africa. The majority of these colleges are specialised. Fine arts colleges teach students how to turn into specialised artists and inventors while others are devoted to technology, commercial, or marketing.

Tuition fees at these colleges are frequently more costly as compared to the public universities, the reason being that they are not sponsored or subsidised by the government the same way as the traditional universities and university of technology

where students have access to government funding such as the National Students Financial Aid Scheme (NSFAS). Therefore, these colleges function self-sufficiently and depend significantly on external tuition.

Then, there are Further Education and Training (FET) colleges, which are institutions that have been created, listed and function underneath the authority of DHET. Their general purpose is to offer vocational or work-related preparation in a particular field, choosing from an extensive selection of programmes based on one's abilities and career path (Department of Higher Education and Training 2017: 13). If students desire to further their studies in the same arena at a university level, the college may perhaps have provided the contextual training and preparation necessary for entry.

General education entails the first nine years of one's high school learning. Therefore, FET comprises the last three years of education or finishing a similar certificate or diploma at a practical college or educational institute and higher education includes university-level scholarships, which are typically academic. Each year these FETs are subsidised by the government with four billion rands (Department of Higher Education and Training 2017: 1). The Further Education and Training Colleges' Act 16 of 2006 stipulated that private colleges can register under the department of higher education to offer accredited FET programmes.

According to the Republic of South Africa (2006: 10), different institutions of higher learning in South Africa offer different qualification at different levels, as a matriculant or a current university student one must know and understand the purpose of their institution and if it will aid them in achieving their career goals. Among the current twenty-five institutions, eleven falls under the traditional, six under comprehensive and eight under UoTs. Mokoena (2015: 12–13) indicated that the apartheid past significantly shaped the dynamics of South African institutions. Some of these dynamics are factors that directly influence the dominant race in particular institutions or mode of communication, the standard of infrastructure and quality of education. Furthermore, there exists some level of inequality among the 25 institutions (Keswell 2017: 2). In order to address these disparities, the DHET

(2013: 3–7) has articulated a number of rules and regulations. Therefore, in this frame of reference, the research will look at the history of the UoTs.

2.4 A history of Universities of Technology

Mergers of institutions in higher education can be seen as part of the transformation occurring in South Africa post-apartheid. It is not within the scope of this dissertation to look at the mergers within a transformation framework suffice to say merged institutions are far more transparent than the institutions they once were, staff are more accessible to students and the Student Representative Councils (SRCs) are now actively engaged with tertiary institutions to look after students' interests. According to Ebewo and Sirayi (2018: 84–86), the higher education division in SA has changed from its disjointed, blinkered, exclusive and irregular apartheid legacy in current years. However, much of the apartheid legacy remains, and much still needs to be done in the higher education landscape. The birth of UoTs and changing the names of the newly formed institutions is part of the new unfolding scene in higher education. This will be further discussed, looking at DUT and MUT.

Mergers gave birth to the UoTs, a name given to the former Technikons in South Africa. An amalgamation of institutions, formerly Technikon Natal and ML Sultan Technikon, led to the formation of what is now called Durban University of Technology (DUT). The content of the degrees at universities and UoTs remain identical even though they are wrapped in a different brand. For example, it is noted that a Bachelor of Technology (B-Tech) degree from a UoT does not have the same authority as a Bachelor's degree from a traditional university. Ever since 2004 former Technikons have been merged with either traditional universities to create comprehensive universities such as the University of Johannesburg (UJ) (RAU, Technikon Witwatersrand and the East Rand campus of Vista University). Some had to turn into universities of technology like DUT as mentioned earlier on and will be discussed further in Section 2.4.1, Cape Peninsula University of Technology (CPUT), Vaal University of Technology (VUT) and Mangosuthu University of Technology (MUT), to name a few. Nonetheless, the UoTs have attained all of the customary privileges and freedoms of a university (such as the capability to confer

an extensive assortment of qualifications) and Comprehensive Universities Private College (Keswell 2017).

Inside this fluctuating arena the universities of technology, the traditional universities and the new comprehensive universities, despite their generic benefits and shortcomings, and perhaps incompetently recognised measurement, vigorously managed to apply themselves to restructuring and have experienced a revolutionary change. Nevertheless, a ration of development and transformation has been attained in the twenty-year period under appraisal.

In this frame of reference, even though the part of this literature dwelt on the generic history of universities of technology, the following section will outline the brief historical background of both the DUT and MUT, which are the study's focus areas.

2.4.1 Durban University of Technology (DUT) and Mangosuthu University of Technology (MUT)

DUT has progressed over the one-hundred-year period, in terms of the offerings, staff complement and students. In 2002, the ML Sultan and Technikon Natal combined to form an entity that was recognised as Durban Institute of Technology (DIT), the first merger to have occurred in Africa; known as the powerhouse of technology in Africa. This entity was rebranded and became Durban University of Technology (DUT) later in 2006. This change was part of the country's higher education department's need to improve academic outcomes among students and to meet the global benchmarks in pursuit of attracting top-quality students. More so, to acquire skills of the best academics in the country (DUT 2019).

MUT, from its initial conception in 1974, had not rebranded its institution. In November 2007, Mangosuthu Technikon was renamed Mangosuthu University of Technology (MUT), which continued to offer technical subjects, and did very well in their offering in the mining and agricultural fields. Later on, other fields were presented as part of the UoT's drive to attract different staff and students and continue to offer a range of various degrees (MUT 2019). The following section will now look at previously under-represented groups.

2.5 Higher education (HE) and previously under-represented groups

In 2013, the participation rates between black and white staff and students in institutions of higher education still differed widely. This can be seen with a difference of 55% for white students to 16% for black students (Council on Higher Education 2016: 6). This was a slight (about 19%) improvement from the stated 17% of 1996 (Council on Higher Education 2016: 6). However, this must be measured against a population development from 40.5 m to nearly 52 m over the same period. Student' success rates similarly continue to be skewed by race and previous education. The representation of African (black) scholars at faculty and senior management levels of tertiary institutions has been slow, with 17 753 black academic staff in 2013 as opposed to 26 847 white (Council on Higher Education 2016: 7). Regardless of growth for registrations from 64 396 to 97 294 of African postgraduate students over a five-year period (Council on Higher Education 2016: 7).

The following section will look at the economic dynamics in the South African Higher Education (SAHE) sector in this regard.

2.6 Economic dynamics in the South African higher education sector

Higher education in South Africa has been considered a key to social and economic growth. However, the latest analysis of the subsidy plan established that while the country spends a substantial quantity of rands on education, its spending on higher education is considerably inferior to that which is anticipated or required. With the financial plan for tertiary institutions at less than 1%, (it is at 0.75%) of the gross domestic product (GDP) in 2011, the evaluation projected the percentage of the whole education financial plan that is consumed on higher education to be 12% (*UNICEF for every child 2017*).

The typical growth rates indicate that government subsidy for each registered student (on a full-time basis) dropped by 1% (at 1.1%) yearly from 2000 to 2010. In acknowledgement of the necessity of increasing the ratio of students for financial aid in order to partake in higher education, the state-funded student loan system

(NSFAS) has promised to increase their spend, from R 1.3 b in 1996 to about R 9 b in 2014. However, the regular budget for each student is still well under the actual cost of study.

Furthermore, there are costly and disorderly student strikes, frequently concerning monetary matters, which have turned into a continuing story of the higher education scenery and are expected to increase in occurrence and strength. According to Open Society Initiative for Southern Africa - OSISA (2017: 6–30), the financial restrictions are strong, and even though the country has reasonably protected itself from the nastiest consequences of the 2007's overall downturn, the financial plan shortfall has stayed high ever since 2009 and the state's departments are beginning to sense the burden of these falloffs.

Armstrong (2015) further confirmed this notion by indicating that while the South African higher education structure has seen a significant progression, this development has not been encountered with an adequate subsidy to allow the general aims of higher education to be completely met, and the forecasts of a viable growth in subsidy are insignificant. Because of the authority to intensify entrance, student statistics have increased, but the academic staff numbers have not increased alongside them. In this framework, the following section will analyse the impact of socio-economic conditions in the South African Higher Education Institutions accordingly.

2.7 The impact of socio-economic conditions in the South African Higher Education Institutions

The dynamics of HEI in SA are unlike most other African countries as well as their global counterparts (Govinder, Zondo and Makgoba 2013). As stated in the previous section, some dynamics have influenced the HE sector in South Africa since the apartheid era, which still are predominant 23 years after democracy. Some of the main facts can be partly attributed to the policies orchestrated to favour the white minority at the expense of the black populace (McKeever 2017: 115). Until the present day, such inequality is evident in the standard of infrastructure, the number of professionals per university, funding and other similar inconsistencies (Al-Qahtani

and Higgins 2012). In addition, these apartheid policies resulted in an uneven number of Higher Education Institutions per province. While provinces such as Limpopo only have one traditional university, provinces such as the Western Cape is home to four HEIs.

The South African educational landscape has undergone many changes in the past two decades: the structures of the institutions, its programmes and curricula, as well as the make-up of the students who attend. These changes have influenced the choice perceptions and consumer behaviour of students who wish to further their education. Between 2000 and 2004, tertiary institutions, i.e. Further Tertiary Education Colleges, Universities of Technology and Traditional Universities, were merged into new institutions. The newly created Comprehensive Colleges, Universities of Technology and Traditional Universities all operated under a National Qualifications Framework (NQF), which served to regulate the programme offerings they provided. The regulation of the programmes offered was a process created to meet NQF requirements, the specific needs of industry in the South African economy and to reach the government's objectives for equity, efficiency and development (Redmond 2010: 24). Students too have become more diverse. HEIs today are serving first-generation students looking for social mobility, representatives of social minorities as part of equity policies, students, adults and life-long learners wanting to upgrade their skills (Tremblay, Lalancette and Rosevear 2012: 21).

Due to the changes in the educational landscape, marketing and marketing communication strategies have been subjected to changes. Until the late 1980s, tertiary institutions operated in a regulated environment, with the department of education guaranteeing subsidies. Given South Africa's political history, the resulting levels of the socio-economic circumstances of different South Africans have created a marketplace where HEIs marketing communication practitioners now have to produce strategies which are both informed and diverse (Vezi 2016: 36).

Therefore, the aim of the study is to investigate the comparative attributes of brand awareness and brand image that influence the enrolment of first-year students in

selected Universities of Technology in KwaZulu-Natal. Given that this study is located within the marketing discipline, it is important to use this perspective to shed light on the practices used by the department of higher education. Given that marketing is a broad discipline, a brief background pertinent to this study will be provided, as well as a closer look at one of its elements, branding.

2.8 Marketing and branding

According to Kotler (2013), marketing is a procedure by which companies generate value for clienteles and form robust client associations in order to capture value from customers in return. This permits companies to focus their scarce resources on unlimited opportunities to increase sales and attain a viable competitive advantage. Furthermore, a good marketing strategy should revolve around the key idea that customer satisfaction is the primary goal. Completion of wants and needs of the forecasts is one of the significant goals of marketing undertakings, which incorporates the understanding and use of the marketing mix.



Figure: 2.1 Marketing Mix 7Ps

Source: Kotler and Armstrong 2014

The marketing mix is a mixture of many essentials, which, in their total, establish the marketing structure of a company (Kotler and Armstrong 2014). These essentials are frequently labelled as seven Ps, namely product, price, promotion, place, physical environment, people and process.

- **Product:** A product is anything that can be accessible to the market that might satisfy a want or need (Kotler and Keller 2013: 546). This could be in the form of goods (e.g. textbooks and computers) or services (e.g. education and internet). Management of a product comprises of product planning, product development, product design, product mix, product innovation, calibration and branding (Abdullah-Saif 2015). Positioning is an important aspect, which helps the people to categorise the product (Bothma 2013).
- **Price:** The organisation is required to define the basis for setting the price of the product and institute strategies for dealing with discounts, subsidies, cargo costs and price associated conditions (Pampaloni 2010). There are two main pricing strategies in marketing namely penetration pricing strategy (introducing a product in a marketplace at a lower cost, e.g. changing to low registration fees), and skimming pricing strategy (introducing a product in a marketplace at a higher cost, e.g. changing higher registration fees) (Kotler and Keller 2013 546).
- **Promotion:** This is also known as the communication mix; promotion comprises all actions carried out to make people mindful of the product. These range from advertising, personal selling, direct marketing, public relations, word-of-mouth and sales promotions (Solomon *et al.* 2013 - 121). In addition, there are two main promotional strategies in marketing namely push strategy (product pushed on to the ultimate consumer) and pull strategy (consumer pull the product through the distribution channel compelling the wholesalers and retailers to stock it) (Kotler and Keller 2016).
- **Place:** A company needs to choose the suitable channels of distribution and effective distribution structure to bring the merchandise at the right time in the market. Market segmentation turns out to be a vital feature in distribution,

which is the process of sub-dividing the market into segments that are similar in form for carrying out distribution resourcefully to the target market (Garg, Singh and De 2019). Target marketing is a process of dividing a market into sections and then focus marketing efforts on one or a few important segments. The benefit of this procedure is that it makes the promotion, pricing and distribution of the products modest and more profitable (Rosenbloom 2013).

- **Physical environment:** This focuses on an environment where business operates, for example, a parking area, fixtures, building, noise level and air conditioning system. In this context, it will then be lecture rooms, library and laboratory equipment, safety and security on campus and working spaces for staff. Kranias and Bourlessa (2013) maintained that service environments increase customer satisfaction and that within the service environment customers can be exposed to a number of stimuli, which influences how they act, buy and the level of satisfaction they get with service experience. Bitner (1992), indicated that the service environment plays an important role in customer perception of overall service quality.
- **People:** This refers to those involved in service delivery. Their level of training, interpersonal behaviour, discretion in rendering the service and appearance matters a lot in customer satisfaction. The study looks at the HE sector, specifically UoTs and the way in which students are treated, how staff carry themselves and how management deals with both staff and student issues; all important issues to ensure a healthy environment for everyone concerned. Rajesh Raj, Sen and Kathuria (2014) affirm that customer orientation of service employees is a key driver of customer satisfaction. The interaction of employees and customers create good customer satisfaction.
- **Process:** This shows the procedure of rendering services. Harrington and Weaven (2009) explored the factors affecting customer satisfaction for e-retail banking in Australia. Factor analysis and regression analysis were used to ascertain factor structure for customer satisfaction. The study found that four factors solution, represented by personal needs of the customer, website organisation, user-friendliness of the websites and efficiency were rated as high. Similar to the banking sector, UoTs should create a good service

process to maintain satisfied customers and attract potential customers. Therefore, the relationship between process and customer satisfaction has been established.

There are many forms of marketing channels, including show advertizing, print, digital, search, direct mail, radio, television (TV) and billboards. Some of these channels are more costly than others, whereas others are less suitable for particular purposes. One must determine which channels possess the possibility of working well together, implement some investigation on what one's rivals are leveraging, analyse how they are and are not successfully doing, and come up with the approach that has the uppermost potential of functioning best for the brand (Croxtton 2017).

According to Du Plessis, Strydom and Jooste (2012), branding as a marketing practice goes back to the primitive era whereby artisans would place marks or symbols on their designs, and consumers would use these inscriptions to associate the specific merchandise with its inventor. Furthermore, branding is not constrained to tangible products but similarly spreads over to entities such as people and places and even thoughts. This will be dealt with thoroughly in later sections of this study in a contextual manner.

Marketing is vital for any organisation; having precise and vibrant objectives related to the selling of a variety of products and services in a market, and carries its own influence to the formation of the organisational image (Klopper and North 2016). However, marketing objectives do not continuously match the attention of the organisation beyond the corporate sector. This is why marketers cannot talk about the relationship among marketing and branding before visualising the entire picture, together with the other elements of the promotional or communication mix that add to the creation of the administrative picture (Todorova 2015). According to Rosenbloom (2013), even if the literature continuously emphasises that between marketing and the communication mix elements (advertising, corporate identity, media relations, crisis communication, public affairs, and public relations), there are countless intersections and they are overlapping, they are occasionally difficult to demarcate as shown in Figure 2.2.

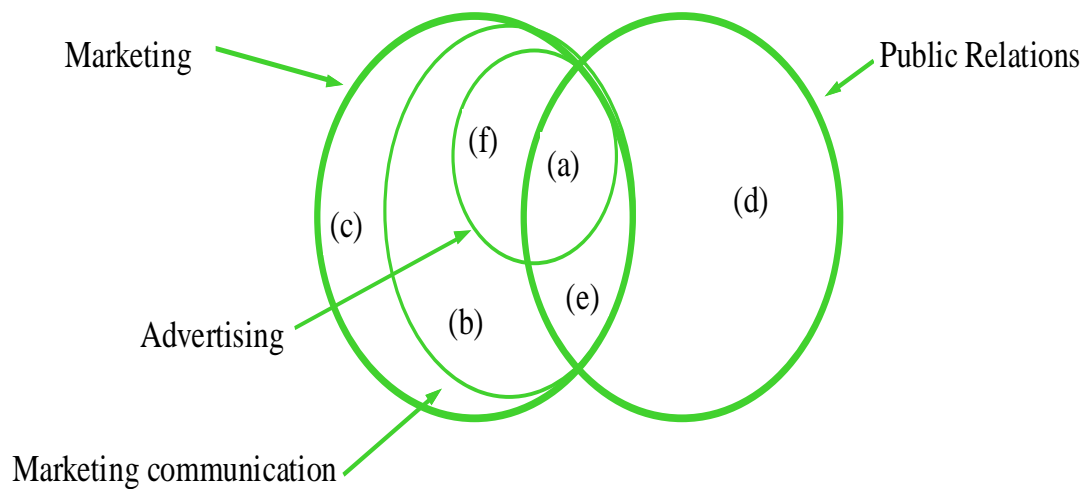


Figure 2.2: Relationship between marketing and communication mix elements

Source: Hutton (2000)

Key to Figure 2.2:

- a) Corporate advertising
- b) Salesforce and marketing channel communications; trade shows, packaging, direct marketing, sales promotion, and the like
- c) Distribution (logistics, location analysis, pricing, new product development)
- d) Investor relations, community relations, employee communications, public affairs or government relations, media relations, crisis communications, corporate identity, executive communications, charitable donations
- e) Product publicity, brochures and other materials, part of media relations, part of crisis communications, part of corporate identity, sponsorships
- f) Traditional mass media advertising.

As indicated above, there is a sequence of particular tools, then again also a sequence of shared tools. Therefore, the differences among one kind of institutional communication and others are aims and period. All the elements connected to marketing communication have aims related to not only promotion but selling. Furthermore, everything occurs at high speed, as marketing is focused on attaining its aims in a fixed period. Besides, marketing typically focuses on the consumer and the product not on the firm. Towards the right-hand side of Figure 2.2, there is a clear paradigm shift. Tools fitting to public relations are concerned with combining

the organisation's affairs, and their aims are average and enduring. Here, the emphasis is on uniting the firm's image, not of a merchandise or service.

Altogether, the aforementioned tools add to the structure of a brand, and the association between the brand and a particular mechanism, which then relies on its detailed viewpoint (Pampaloni 2010). Nevertheless, repetition has confirmed that, when a firm lacks public alertness, whether it is new, or has been in a less noticeable region for a while and chooses to create a superior image, the chances are very high that this firm may use more vivid tools for its marketing activities. According to Abdullah (2016), these firms put more emphasis on short-term goals; as a result, building a brand will depend mainly on marketing implements.

On the other hand, firms that have previously assembled a good reputation; the most likely condition encountered is that the brand is the outcome of a more composed practice of the tools. Therefore, the brand will be less reliant on marketing.

In this framework, these phenomena will be analysed in a more practical manner to offer insights and to suit the nature of the study. This will take the following structure of sub-topics: analysis of the different selection factors, communication channels used by prospective students, campus visits and open days (experiential channels), personal channels, branding (solution to HEIs) and corporate branding of universities. Furthermore, building strong university brands, its challenges, its brand, and its impact on consumer behaviour.

2.8.1 Analysis of the different selection factors

Studies have shown that there are multiple factors that students will consider when selecting a university at which to study. These factors depend upon but are not limited to the image of that particular university. A study by Bagheri Ziyari and Mirbaha (2016) revealed that there are many factors that students consider: economic factors, such as the relation of university with the world of work (private and public companies) and the prospects of employment opportunities within the university; university-related factors such as the academic reputation of its institution

and its staff, the wellbeing of its students, developmental workshops and extramural activities; personal factors such as student counselling, campus health facilities, the emphasis of university on religious behaviour; social factors such as the university's moral reputation, safety and security that the university, amenities in the area around the university and leisure facilities on the campus. Therefore, this study demonstrates that when selecting a university, students show interest in different areas and look at different factors and they will select the university irrespective of its awareness and/ or image.

Solomon, Bamossy, Askegaard and Hogg (2013: 121) highlight the notion of perception as a selection factor for consumers to react or to behave in the way in which they do. Consumers are always surrounded by announcements, product packages, radio and television commercials, and advertising companies that cry out for their responsiveness. In the marketplace, consumers continuously deal with the bombardment of their perceptions. When making a purchasing decision since they react to some provocations and tune out others, they are reacting not only to these marketing factors but also to the firm's analysis of them.

On this note, the studies have shown that there are multiple factors that students will consider when selecting a university at which to study. These factors depend upon but are not limited to the image of that particular university. Based on a study by Ho (2017), data was collected among undergraduate students at a university in Taiwan. Out of the total number of students, 94% selected the criterion valid school image, and 89% selected the criterion school. Students were then divided into five clusters and given five criteria (living, learning, reputation, economy and strategy) which were then analysed. Cluster two showed no consideration for both criteria. Therefore this study demonstrates that when selecting a university of study, students in cluster two selectively of all five clusters were considered unaware because they showed low scores in all five criteria; they selected a university of study based on other factors with awareness not being one of these factors.

On the contrary, a different study argued that the selection factor of any product or service depends on the cost, location or proximity to home and the quality of academic staff. According to Yakup (2011), many believe that sensory thresholds,

perceptual selection and personal selection aspects contribute an important part in the selection process. However, literature has not shown the selection factors that influenced the first-year students in tertiary institutions such as those of the DUT the department of education guaranteeing subsidies and those of MUT to select their respective university and the reasons why they chose one over the other.

Therefore, the study will analyse the communication channels used by prospective students to seek more clarity in this regard.

2.8.2 Communication channels used by prospective students

In this section, the study examines the practicality of school visits, institutional publications, websites, campus visits, word-of-mouth (friends, alumni, and schoolteachers), advertisements (radio, television, magazines and newspapers) and events on campus, as channels of communication. According to Black-Hawkins (2010: 117), a consumer chooses the number and the types of channels of communication to utilise. If consumers remember a product, it will make it easier for them to make a purchase. This is maintained by Lautiainen (2015), who stated that the memory of involvements might offer the consumer sufficient evidence to make current selections. On the other hand, primary consumers generally participate in a broad examination of outside sources to enhance their evidence base.

Many communiqué networks are available: word-of-mouth (individual basis) such as friends, family members, mentors, referees and opinion leaders; self-governing links such as consumer clusters, state intermediaries, the internet as well as service specialists; marketing communiqué networks such as sales representatives, promotion, websites or flyers of the firm; and empirical links such as firm's visits (Suh, Moon, Han and Ham 2015). These concepts have been highlighted due to their significance in this study. Therefore, factors such as campus visits and open days (experiential channels) will be examined below to gain further insight.

2.8.3 Campus visits and open days (experiential channels)

Chow and Leung (2016) advocate that potential students utilise experiential networks of communication, like university grounds stopovers and open days. The theorists also indicated that potential students assign significant meaning to events on university grounds as a network of communication (Chow and Leung 2016). Moreover, students were eager to join an exposition or open day to find more information rather than depending on mass media. Okerson (2016) stated that tours to HEIs (open days and campus visits) assist prospective students in determining which universities are most suitable for them.

As indicated prior in this study, personal channels are other vital factors to consider in order to understand how the elements of the communication mix influence the students' decisions. This will now be analysed.

2.8.4 Personal channels

Personal channels refer to communiqué that is mutual to peers, family members or referees, and form part of word-of-mouth. According to Baker, Donthu and Kumar (2016), the service industry differentiates the strong effect of word-of-mouth. People believe other people's experiences of services as told to them. Thus, as an individual source provides the consumer with the chance to lessen uncertainty since an instant response is obtainable. Peers, family members and other reference groups might all offer guidance, whether based on involvement, information or views. Investigations indicated that while buying facility merchandise like education, students depend to a more significant degree on individual sources, similar to word-of-mouth by peers, family members, opinion leaders as well as educators since the media convey less about knowledge abilities (Li and Du 2017). Kaye and Bates (2017) indicated that the household has a higher level of influence in the decision-making process, particularly in reassuring students, to continue studying. Various individuals, like friends, ex-students, faculty affiliates, as well as close relatives of students, affect the choice of a university (Hashim and Abdullateef 2015). Hartley (2017) maintained that consumers favour personal communication networks to objective communication networks. According to Wiese *et al.* 2010, previous research outcomes similarly confirmed that dialogues with families and friends are more utilised by high school students as networks of evidence. Therefore, students

use marketing communication networks, similar to promotions, webpages and electronic mail to acquire information.

Giomelakis and Veglis (2015) proposed that HEIs must contemplate employing media issues or articles on search engines like Google since they are extremely noticeable. Evidence suggested that students utilise search engines as tools for seeking tertiary institutions (Liyana and Noorhidawati 2014). Moreover, several studies recognised that a diversity of marketing networks are utilised by tertiary institutions, for instance, catalogues, periodicals, as well as handbooks (McDonough 1994: 427). Some more popular tertiary institutions find awareness mostly from word-of-mouth by learners and ex-students, works as a promotional tool, whereas unpopular tertiary institutions must promote themselves harder and more aggressively, and may even hire advertising companies to assist them in portraying an accurate appearance to students (Braff 2018).

According to Weidlich (2001), even though HEIs may not be prepared to stop using all print communications, they should adopt digital or electronic communication to remain competitive. The suggestion is that these institutions should use electronic mail, social media and digital technology as connection-structured devices, which are cheap, in order to attract and enrol students. In South Africa, websites are regarded as a valuable form of communication utilised by students (Coetzee and Liebenberg 2004: 70). Social media has taken over on the awareness and marketing of universities globally (Tuten and Solomon 2018).

According to Jones (2002: 56), Higher Education Institutions spend a lot on marketing as rivalry increases. Higher education is focused at a particular target audience with most of their marketing spending being consumed on press, periodicals or posters. Wireless (audio) advertising is another handy medium since it is divided regionally to reach certain listeners; however, this may not be suitable to reach potential students. Online platforms and short message system (SMS) technology are widespread media, which can allow students to interact directly with HEIs to acquire information. This has limited functionality due to student volume and might only work from HEIs to potential students but not as a form of communication

given the staff it would need to monitor the messages. Currently, SMSs that are used are automated and one-way from HEIs to students.

The following academics indicated that there are conflicting viewpoints on which communication networks students mostly use. Hoyt and Brown (2003: 4) showed that websites are the most significant network of communication for students, whereas Seymour (2000: 11) revealed the university grounds' visits to be the most powerful. Jones (2002) maintained that word-of-mouth from peers is the key network of communication that students preferred, although Coetzee and Liebenberg (2004) recognised open days as well as websites to be the primary choice. Whichever communication network is preferred, HEIs must adopt a network that will draw attention, stimulate curiosity as well as convey the message (Kotler and Fox 1995: 353).

In this frame of reference, it is apparent that knowledge on the data hunt configurations of students must be significant to tertiary institutions. The networks of communication, together with the practicality involved in by the respective network, will influence the approaches institutions want to use, to guarantee that students find data related to their universities. Comprehensive communication approaches must take into consideration the nature of the data hunt involved in by the target audience. According to Wells (1996: 362), institutions require students to embrace their facilities or trademarks in their suggested set. Furthermore, Schiffman and Kanuk (2009: 550–600) attested that students regard trademarks to be the potential answers to their needs or issues. Therefore, HEIs must guarantee that potential students are conscious of their facilities or offerings as well the needs that their facilities or offerings can provide.

In light of the argument, the study will discuss branding as a fostered solution for the marketing and promotion of higher education institutions (HEIs) in the following section.

2.8.5 Branding (solution to HEIs)

The labelling (branding) of products is mutual in the user and manufacturing marketplaces. However, less research has been carried out on the branding of facilities and offerings, particularly in higher education. Nevertheless, in today's progressively intricate and fast shifting setting, academies must consider branding as an answer to the vastly modest marketplace. According to Mourad, Ennew and Kortam (2010), academies require branding as a useful instrument for their distinctiveness. In addition, this will offer students assurance in product selection as well as deliver promise regarding the institutions' facilities (Tsai, Lo and Cheung 2013). Some other motives behind branding for government tertiary institutions are to enhance their appearance as well as status in light of public subsidy, to attract superior students and workforce in the middle of rivalry from well-subsidised private institutions together with communicating a logic of institutional pride.

In spite of the rising significance of branding in academia, the literature discloses insufficient works that precisely covers branding in higher education. However, there is reputable literature on marketing in this sector that can be divided into papers (Hemsley-Brown and Oplatka 2014). These papers concentrate mostly on marketing communications, promotional models as well as strategic marketing that entails segmentation, target marketing, positioning, forecasting, and lastly, branding, which is further centred on exterior factors instead of comprehensive scholarship in particular firms (Ali *et al.* 2014).

There is limited empirical scholarship on the communication of tertiary institution brands, labelling procedures comprising identity or brand design, and global branding. Furthermore, other hypothetical studies discuss the development of brand characteristics (pros and cons), as well as whether tertiary institutions can be effective brands (Stensaker and Fumasoli 2017).

'Branding in sector' is at an inventor's phase, whereby it is regarded as a tool for refining effectiveness as well as status (Hemsley-Brown and Oplatka 2015). In a situation where students are seen as clientele, institutions have to adopt and devise approaches that uphold and improve their competitive edge based on their exclusive features (Ali *et al.* 2014). Additionally, institutions must also communicate these features in an active and reliable manner to their appropriate investors.

According to Lowrie (2014), universities have appreciated corporate identity as an influential basis of competitive benefit.

Branding is an irrational instrument, a persona or a character that tertiary institutions practice validating conventionality in their surroundings (Meyer and Rowan 2015). On the other hand, it is essential to be comparable to others rather than being dissimilar, which is why branding can lead to somewhat flavourless and dull self-appearances. For instance, there is a flawless trend for institutions to portray themselves as the finest, excellent and foremost (South Africa Year Book Education 2015/16). However, if branding is a clear instrument and not a story, critics can contend that its application challenges the usual moralities that occur in tertiary institutions.

Tertiary institutions are known for their diversity of ethics, freedom, robust debate and differences in academic fields while branding asks for partially fixed morals and distinct individuality (Tyler 2012). This leads to the question as to whether overall academic standards would have a home in the branding procedures. In addition, it leads to one asking could such procedures be based on the ethnic inheritance that principally approves the tertiary institution as a systematic entity. The questions around the liberty of investigation, independence, certainty, choice to impart knowledge and study might very well be one's potential students ask themselves when making a choice. Thus, branding may possess a potential for stimulating the established honour of tertiary institutions.

Another factor to consider is the corporate branding of universities to be discussed next.

2.8.6 Corporate branding of universities

The shift towards rivalry among tertiary institutions has seen a shift in competitiveness for a piece of the same market: after all, HEIs are operating in the same market space. According to Humes (2007), tertiary institutions have experienced an equivalent journey for distinction as a fragment of the acceptance of market-based replicas. This is certainly not the same in the corporate sector. For

firms, products and facilities tend to be comparable, while they are certainly different (Balmer, Powell and Greyser 2011). Numerous tertiary institutions are essentially alike in what they offer and perhaps their corporate trademark, instead of their brands of products (different modules), are their foundation for actual distinction. Moreover, corporate branding needs a level of complexity in terms of practices than in products, specifically, the values that sustain the significance of the brand (Bulotaite 2013). It is questionable whether some tertiary institutions are structured to embrace corporate branding completely.

Chapleo (2015: 150–160) ascertains the threat that countless corporate brands face is that they offer no value; they are all the same with little variation. In addition, while useful welfare is regarded finest for corporate brands, responsive or self-expressive welfares may offer a foundation for distinction (Chapleo 2015: 150–160). Eventually, the corporate brands most expected to prosper are those that join strategic idea and institutional philosophy (Hatch and Schultz 2003).

2.8.7 Building strong university brands and its challenges

There is evidence of successful building and preserving of solid brands in the corporate sector but less so in HEIs. It is necessary for this study to understand how successful tertiary institutions are in their efforts to shape and preserve brands. From a United Kingdom's (UK), viewpoint trademarks present some evidence in a sector that has been slow to hold the straightforward ethics of branding and Brunzel (2007) points out that university branding may have an unclear purpose. Further work is needed to find out what HEIs want to seek to achieve through branding and therefore, what is successful branding. Another challenge is that brands for higher education institutions are in themselves complex. Increasing competition among UK universities for students (both local and international) as well as diminishing government funding has forced them to focus on clearly articulating their brands (Hemsley-Brown and Goonawardana 2007). However, Johnston (2001) suggests that UK universities have a long way to go in terms of understanding and incorporating the branding concept.

The US appears to be ahead of the UK in the acceptance and implementation of branding as a concept in the (Hankinson 2009). This is because branding in the US among HEIs is an accepted practice. In addition, because in the USA, the HEI sector has undergone the conflict of philosophies between market standards and traditional academic values (Hankinson 2009).

Brookes (2003) proposes that commercially dedicated undertakings, such as branding, are inherently problematic for tertiary institutions and showing a real difference is often a task. Numerous branding replicas, such as the department of education guaranteeing subsidies, De Chernatony and McWilliam's Brand Box Model - 1990, and Kapferer's Brand Identity Prism - 1992, maintained that description of a vibrant brand code is significant; nonetheless, this might be challenging to capture for tertiary institution's brands (Caldwell and Freir 2004). In addition, Dibb and Simkin (1997) suggested Harvard Business School as a sample of a strong educational brand, debating that it is strong since it has perfect position awareness in the consumer's black box. However, for a while now in various universities positioning has come about in an unplanned fashion. Traditional matters are some of the highest challenges. The nature of marketing implies that it infuses the greatest parts of a firm and, so, marketing practitioners might be swayed by firmly held opinions of other departments and staff members where, it must be remembered, historically academics are not comfortable with marketing ideas (Brookes 2003). Institutional ethos can be a basis of competitive advantage; however only when brand standards are deferential to philosophy as well as embrace it as a portion of their brand (Mukhopadhyay, Su and Ghose 2009). Thus, a challenge to universities is developing a brand and getting staff on board with that brand.

Therefore, examining the literature reveals that many parts of the branding philosophy have different levels of applicability for higher education. The specific traditional, organisational and structural disputes of this sector symbolise that applied implementation is not direct or necessarily appropriate. There is a prerequisite for universities, firms and businesses to capitalise on brand image and consciousness mostly for the sustainability and development of their entities (Radicchi 2014: 51–64). Such capitalising frequently reinvests back considerable

quantities of proceeds to these formations, whether in financial development, promotional or facility superiority and the aptitude to entice a certain stature of customers (students).

However, this is not a situation for a diversity of UoTs in SA, who spend millions of rands on an annual basis on brand image and brand awareness promotions (Davis 2010). The empirical scholarship has indicated that the quantity of resources financed by most HEIs on both brand image and brand awareness has certainly not turned into the anticipated result (De Chernatony 2010). Therefore, the study will further analyse branding and its impact on consumer behaviour.

2.8.9 Branding and its impact on consumer behaviour

Branding has a long and varied history that is not within the scope of this dissertation to investigate. Suffice to say the idea of branding began as early as 1500 BC when people placed symbols on their animals with a hot iron to identify them (Polimeni *et al.* 2008). Commercial firms have utilised branding as corporate uniqueness, and it is regarded as a foundation of competitive advantage. The brand is the company's insubstantial possessions, which work as an influential differentiator for the firm and its clientele (Kim; Jin-Sun and Kim 2008: 235).

Aaker and Joachimsthaler (2012) conveyed the impression that a brand is a remarkable notion or perception that merchandise possesses to a potential customer as well as a vendor's black box, which must, therefore, deliver value fulfilment. Corporate branding has been endorsed as an instrument that reaches the numerous challenges a company faces. Corporate branding is a powerful tool, and a strong corporate branding strategy can add significantly to the entire company. Ajike, Kabouh and Ogbuanu (2015: 20) however, pointed out that the focus in the corporate branding literature on the company's values and culture has meant that companies have overfocused on their own identity and lost the ability to be responsive to change.

It is noted that tertiary institutions are trademarks and although quite similar, they do possess structures that sort them differently from each other. These structures

being their contribution, unique character as well as benefits (Chapleo 2014). For that reason, a brand turns into an important incentive in the choice of a tertiary institution in this increasingly competitive atmosphere (Budd 2017: 23–37). Ever since the 1980s, corporate branding of tertiary institutions in the UK and USA has become ever more significant, as rivalry for learners, faculty, as well as staff members, intensified, and increased as competition increased (Mupemhi 2013). As a result, the practice of marketing principles and ideas, which have been operative in the commercial domain, is being increasingly spread to numerous universities globally. Furthermore, the research conducted in Australia, New Zealand, Canada, US and the UK, shows that image, funds, corporation and integration are the key bases of competitive advantage in the corporate branding of tertiary institutions (Wiese 2008).

Mupemhi (2013) stated that similarly renowned tertiary institutions' preference is inclined to six client values, these being reliability, durability, suitability, visuals, economy and effortlessness. Khatri and Sharma (2011) pointed out that rivalry among tertiary institutions has spread to regions such as Asia and Africa as these institutions, in order to survive, attempt to change from merchandise branding to corporate branding (Mourad 2011). All entities, public or private, corporate or other, require support in order to be successful.

This is because a business is a sub-scheme of a bigger monetary, communal, as well as a governmental structure, and thus for the business to survive, it must not be disqualified by the system in which it fits (Franks and Bory 2015). Consequently, the business has to observe its state of affairs to record the response and plan its forthcoming rules, bearing in mind also the specific limitations and performances of the macro environment. If the existence of a business is accustomed to support and this support is accustomed to the public view of the firm, then its achievement depends on the value and competence of the associations the business manages to accomplish (Franks and Bory 2015). Part of the business' support and success is the adoption and recognition of the brand, trademark and sub-brands.

A central issue is the evaluation of the degree to which trademarks and sub-brands are influencers of the consumers' buying decision. This decision to buy leads to one

of the four essential brand association preferences, namely family brands, secondary brands, sub-brands, or a branded house (Aaker and Joachimstaler 2000). According to Kitchen and Schultz (2001), a preferred grade of stability is significant, and all of these methods have their essential applicability and benefits for unique brand structures. Nevertheless, the concern is that none appears to fit the particular capacities of higher education. Additionally, it seems the corporate branding literature has barely discovered brand structural design in a framework of higher education, and knowing its significance for the primary marketing policy, this looks like a major gap.

On the other hand, consumer behaviour speaks to the buying behaviour of the end-user (Rani 2014). Numerous issues, details, as well as features, affect the consumer's decision-making course (see Section 2.10.2). In addition, some of these issues are spending lifestyles, buying activities, the brands the consumer purchases and where these purchases take place. Consumers are influenced by the following factors, namely: culture, subculture, social class, membership groups, family, personality, societal environment and psychological factors. Through pinpointing and accepting aspects that affect consumers, brands possess the potential to grow an approach, an exclusive value scheme together with marketing movements, which are aligned with the desires and habits related to their target audience, a real benefit of satisfying the desires of their consumers and increased sales. Again, in consumer behaviour, the end-user displays pride in the merchandise knowledge, thoughts and facilities. Engel *et al.* (2006) outlined seven steps for consumer buying decisions: need recognition, search for information, alternative evaluation, purchase decision, and post-purchase process, as shown in Figure 2.2.

On the other hand, Solomon and Behaviour (1994) further describe consumer behaviour as a fixed course involved when a consumer chooses purchases and utilises goods or facilities, as well as thoughts to please their desires. Likewise, Teng *et al.* (2007) indicated that the buying motive of a specific brand requires information of other substitute brands. According to Sarwar, Aftab and Iqbal (2014), customers may be faithful to a particular brand based on the dynamics of consumer behaviour. Reliable consumers in achieving an extraordinary market stake. In order to influence new customers to be reliable, firms must invest five times the additional fee to keep

present and remaining customers. Reliable customers may offer a viable edge alongside their rivals, which is an important aspect of achievement.

According to Ashraf, Naeem and Shahzadi (2017), a brand has a more significant influence on consumer buying behaviour. However, at the domestic level, the conduct of consumers has similarly improved due to branded merchandise and facilities. Consumers are individuals who buy merchandise. Brand administration becomes of the utmost importance from old-fashioned brand administration that is, rebranding. Firms administer the brand by completely satisfying the needs and wants of their consumers. Nowadays, there are numerous types of brands for single merchandise. Customers are not only captivated by the brand based on their attitude and standards but also with trendsetting and changes in their lifestyle. Therefore, the brand is the issue, which has a more significant influence on consumer buying behaviour.

In this framework, the study will further explore the Brand Knowledge Model.

2.9 Brand knowledge model

Brand knowledge is theorised as comprising a brand node in which consumers recollect how the different relations are connected. According to Elsharnouby (2016), the relevant possibilities that exist between brand knowledge and consumer reaction are the cognisance of the brand (according to brand memory and acknowledgement) and the courtesy, power, and exclusivity of the brand meanings in consumer memory. This is illustrated in Figure 2.3

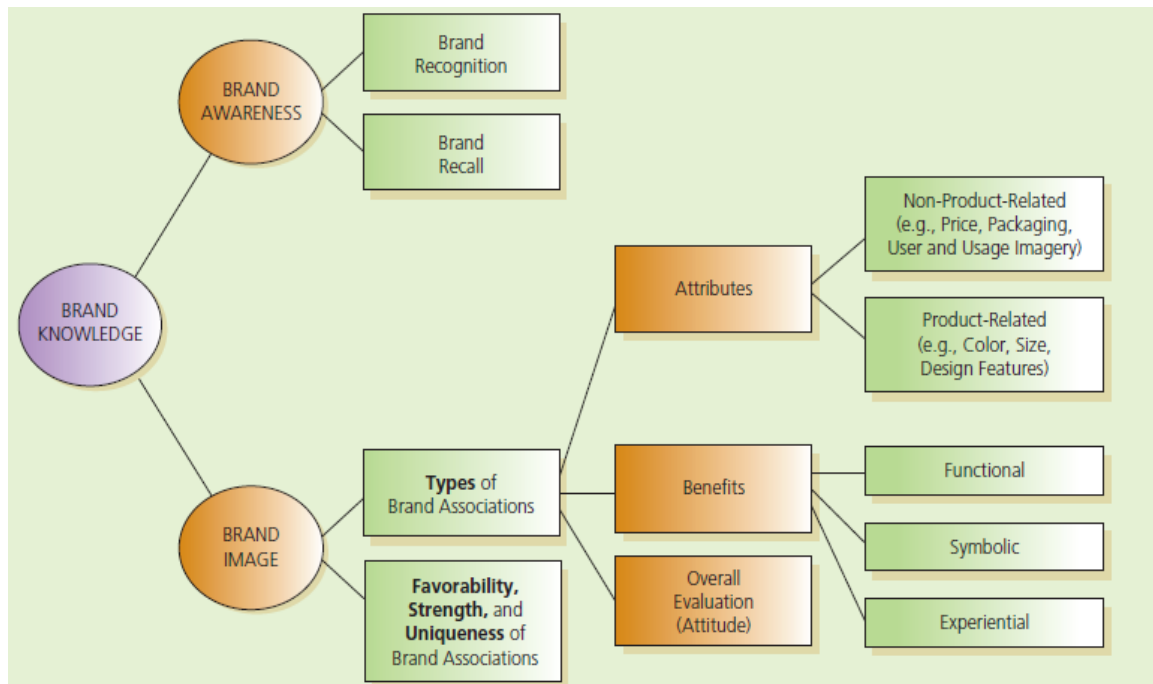


Figure 2.3: Brand knowledge model

Source: Shimp and Andrews (2013: 35).

2.9.1 Brand awareness

Brand awareness is distinguished according to the dissimilar habits in which consumers think of a brand, which can stretch from acknowledgement (disclosure of the brand) to remembering (what can be remembered about the brand), to being the primary thing in one's thoughts (a brand seeming foremost in mind), and lastly to be leading (the only brand remembered) (Laiho and Inha 2012). Brand awareness is shaped by accumulating the cognisance of the brand over repetitive coverage and concrete relations with the relevant cues letting the consumer remember the brand well (Charumbira 2015). Brand relations are divided into three important classifications namely qualities, benefits and boldness (Charumbira 2018).

Furthermore, brand awareness consists of brand acknowledgement as well as brand recall presentation. Brand recall connects to the customers' ability to recover the brand when offered the product group; the desires met by the group or another kind of investigation as a signal. Brand recall needs customers to properly generate the brand from memory (Osman and Subhani 2010). The previous contact to the

brand is established by brand acknowledgement and queries that customers accurately isolate the brand as being understood or heard beforehand (Buil and Martínez 2013).

Brand awareness acts as a vital part in consumer decision-making for three important reasons. First, it is important that customers consider the brand when they reason about the product group. Hovering brand consciousness grows the chance that the brand will be a member of the consideration set (Lock 2016). Secondly, brand consciousness can influence choices about brands in the consideration set, even if there are no other brand associations. For instance, customers have been shown to embrace a choice rule to purchase only familiar, entrenched brands (Colladon 2018). Lastly, the creation and power of brand relations are inclined to a customer's ability to make a buying decision based on brand consciousness. A critical situation for the formation of a brand image (as discussed in the following section) is that a brand node has been recognised in memory, and the nature of that brand node should influence how naturally different types of information can turn out to be devoted to the brand in memory (Adeyinka-Ojo and Nair 2016).

2.9.2 Brand image

The brand image is also well defined as a customer's opinion of a brand as replicated by the brand meaning retained in a customer's memory. The Brand Knowledge Model (see Figure 2.3) will be adopted in this study. The model of Shimp and Andrews (2013: 35) advocates that brand knowledge encompasses brand awareness or consciousness and brand image. Brand image is detailed mainly inside the model due to its complex nature. Brand image is alleged to result from the courtesy, power, exclusivity and kinds of brand relations held by the customer. Inside the model, Shimp and Andrews (2013: 35) demonstrate many kinds of brand relations such as qualities (product associated and non-product associated), benefits (useful, empirical and representative) as well as boldness. Specifically, the non-product qualities are classified into price, consumer or usage images, brand character, sensation and involvements.

Therefore, HEIs are capitalising significantly to increase its brand image in this competitive market. There is a need for these institutions to grow and sustain distinctive images to gain improvement in the competitive international market (Chapleo 2010). Image can be understood as expressive components and standards related to a firm. A brand's image can be the view of the community entirely. Van den Bergh (2017) described brand image as the insight and clarification held by customers with respect to a brand's distinctiveness. A firm with a superior product or service finds usually translating into their image performing well giving them a competitive advantage in the market (Morgan 2011:112). This study will look at the types of brand associations as follows, types, favourability, strength and uniqueness.

2.9.3 Types of brand associations

According to Lock (2016), qualities are those well-established structures that describe a merchandise or facility purchase or usage patterns that are affected by what a customer contemplates about the merchandise or facility. Qualities may be classified in a range of ways (Wright 2015). They are differentiated according to how openly they speak to a merchandise or service presentation. Non-product associated qualities are well defined as exterior features of the merchandise or facility that speak to its buying or usage (Shimp and Andrews 2013). The Brand Knowledge Model under the non-product associated acknowledgement comprises four main groups: price information, packaging or product appearance information, user imagery, and usage imagery.

Nonetheless, the value of the merchandise or facility is alleged to be a non-product associated quality since it signifies an essential stage in the buying process but usually does not relate openly to the merchandise's performance or facility function (Gomathy and Rajan 2016). Price is a predominantly imperative quality meaning since customers frequently have strong principles regarding the price and worthiness of a brand, and might establish their product group knowledge according to the price rows of different brands (Bilgihan 2016). When it comes to the consumer and usage imagery qualities, Keller (2009) provided substantial clarification that they may be shaped openly from a customer's individual involvements. The above-

mentioned demonstrates the consumer and usage imagery correspondingly. Relations of a distinctive brand-consumer might be founded on demographic aspects (sex, age, race and income), psychographic aspects (attitudes concerning occupation, properties, the surroundings or educational institutions) and other factors. Brand associations in terms of their favourability will be analysed in the next section.

2.9.3.1 Favourability of brand associations

Alongside Keller's (2013) philosophy, associations vary according to how positively they are assessed. The achievement of a marketing plan is imitated in the development of promising brand associations, whereby customers trust the brand has qualities and advantages that meet their desires and wants thus shaping positive overall brand confidence (Lee *et al.* 2015). Nevertheless, when suggesting this development into the brand examination of UoTs, the assessment of brand association must be conditional or the framework must be contingent as well as differ based on the scholars' specific goals in their buying or assortment choices.

A consumer appreciates an association differently depending on their frame of mind. What they can obtain, how quickly and the competency of the facility is important to a consumer when they are pressed for time but has less influence when these factors are not in play (Kotler and Keller 2012: 262–263). Given this, DUT and MUT need to know what scholars' preferences are in different circumstances, and what the brand association detained in scholars' recall reveals. In other words, which associations below a certain framework rest on circumstances intrinsic to the brand may provoke scholars to experience both DUT and MUT in a receptive manner. Therefore, the following section will look at the strength of brand associations.

2.9.3.2 Strength of brand associations

According to the way Shimp and Andrews (2013: 34) conceptualise dimensions of brand knowledge, it is clear that as far as the customer thinks, a brand can be considered to have equity depending on how familiar customers are with it and have stored in their minds the different brand associations. Such associations are the

specific feelings and thoughts that the consumer may experience when they are in the process of choosing a particular product or service because of its brand. For example, how does a consumer think or feel immediately when they think of DUT or MUT? Do they consider the brands strong in terms of their academic offering, their quality of education or staff? In addition, Shimp and Andrews (2013: 35) affirm that brand equity consists of two forms of brand-related knowledge, which are brand awareness and brand image; where brand image represents the associations that are activated in memory when people think about a particular brand and these associations can be conceptualised in terms of type, favourability, strength and uniqueness. The consumer may have a strong recall of the brand, and this can be reflected by the consumer's ability to identify different attributes of the brand and some brands may be unique when compared to other brands (Su and Tong 2015: 128). Both DUT and MUT are UoTs, and they share a similar target market, that is, students, hence it is important to have a brand that is favourable, strong and unique. The following subsection further looks at uniqueness as one of the brand associations.

2.9.3.3 Uniqueness of brand associations

Meanwhile, brand associations might or might not be shared with other rival brands; the spirit of brand positioning is that the trademark has a maintainable competitive advantage or exceptional vending plan that offers customers a convincing motive for purchasing that specific brand (Aaker and Joachimsthaler 2012). When it comes to the method on how to stimulate the difference, it can be communicated openly by creating direct differences with competitors or can it can be subtle and be altered indirectly. The existence of powerfully held positively assessed qualities that are exclusive to the brand and suggest dominance above other brands is important to a brand's achievement (Joseph, Mullen and Spake 2012).

However, unless the brand has no competitors, it will most probably share some qualities with some other brands (Aaker and Joachimsthaler 2012). In this study, the researcher explores how students, specifically the first-year students of the two UoTs (DUT and MUT) decide to select one institution over the other based on the features that have been mentioned about brand consciousness and appearance of

these two institutions. Having discussed the distinctiveness of brand meaning in this subsection, the following subsection furthers the narrative by providing a review on the selection within the marketing spectrum.

2.10 Selection process in the marketing paradigm

In a progressively modest HE subdivision, tertiary institutions face substantial challenges when it comes to enrolling new students (Bock, Poole and Joseph 2014).

Enrolment is merely the beginning of an enduring association, one that HEIs must nurture, from when learners join the courses to long after completion as alumni. How tertiary institutions maintain the relationship with the learners together with how these learners observe their university's brand may influence the learner's fondness with the university and on their desire to engage with the institution once they graduate. According to Dholakia and Acciardo (2014), there is a need for investigations that relate to the influence that is derived from fruitful branding and its impact on HEIs. Such investigations are convincing as some of these HEIs can take knowledge from such models while attaining a fruitful branding ethos. As a result, the determination of the selection of HEIs in SA is crucial now, and it will be explored in the following section.

2.10.1 Selection of HEIs in South Africa

With a repeatedly increasing variety of educational choices, future learners consider universities that will offer a unique instructive knowledge that they will remain with them for their lifetime. Moreover, learners typically pursue an instructive programme that will prepare them for a prosperous profession and offer them a lucrative occupation. Numerous different issues deeply influence the choice of whether to select a government tertiary institution or private ones. The same applies as to whether to take the traditional university route, the University of Technology or the college one. The researcher thus provides discussions regarding specific factors influencing the selection of universities among students. These narratives are discussed from both an international and national framework.

Chapman (1981) offered a Prototype of Learner Assortment Institution Excellence. The author flagged three exterior influences affecting learners' excellence, namely: important people like peers, parentages, and high school teachers; stable institution features, such as fees (monetary aid), locality and accessibility of courses; institution efforts to converse with learners, like transcribed material, university grounds' stopovers and admittance or enrolment procedures. In addition, important people influence learners in three ways, namely: commentaries made by these people modelling learners' expectations of a specific institute; direct guidance as to which institute the learner should select, and guidance from peers that attend a specific institute. However, parents were seen to have the most significant persuasion and having the ultimate influence on the learners' choice.

Joseph and Joseph (1998) prepared a two-phased study. The initial one was conducted using focus groups, which established the highest significant issues in the choice of a tertiary institution. Seventeen objects were ordered according to their value of significance. Three hundred randomly chosen learners responded to the assembled measures. The five recognised issues were cost of learning, locality and leisure amenities, peer as well as family influences, educational and course matters, and studying resources. However, according to Discenza, Ferguson and Wisner (1985) the idea behind this study was that peer, as well as family influences, were not established to be as significant.

Joseph and Joseph (1998) stated that service excellence, significance of education as well as degree (content together with structure) are the most essential aspects, even though there are institutional features which are effective. According to the study conducted by Rocca, Washburn and Sperling (2011), an important person in a learner's tertiary institution's decision-making process can consist of peers, parentages, carers, other families, former students, educators and therapists. Furthermore, Rocca *et al.* (2004) maintained that parentages or carers are influential in a learner's tertiary institution choice.

In addition, Schuster, Constantino and Klein (1988) also maintained parentages or carers as influential to tertiary institution's choice. Whereas, Cartmell and Robertson (2011) proposed that peers are more powerful than parentages or carers compared

to a decade before their study was conducted. Herren, Carmell and Robertson Rocca (2011) established that learners' peers were placed higher in terms of their influence when selecting a university. Other people of influence encountered in the literature were families who were learners in the institution, educators in a particular discipline, and learners who attended a prospective institution (Washburn, Garton and Vaughn 2002). Institutional features having influence consisted of academic status, value of amenities, lecture magnitude, learner status, fees, monetary aid or subsidy accessibility, diversity of majors, as well as site (Vennela 2017).

Mudhovozi and Chireshe (2012) came across monetary incentives such as grants, decent occupation opportunities, and possible revenue to be the additional most influential issue in first-year learners' admissions. Moreover, Rothstein (2011) picked up that learner aid propositions have an instant and direct influence on whether learners register. These factors also swayed whether learners will have enough money to remain registered. Cole and Fanno (1999) also found that 20% of learners from Oregon State tertiary institution who moved out of the College of Agricultural Sciences indicated that they chose the institution due to financial provision. Academic standing could be one of the most significant powerful institutional features in shaping learner university choice (Herren, Carmell and Robertson 2011). This is also maintained by; Washburn (2002) who established that academic standing is the most powerful institutional feature for learners when making a choice.

Besides monetary incentives as well as academic standing, price, locality, as well as a foundation for occupation are powerful institutional features (Washburn, Garton and Vaughn 2002). In addition, the university determinations to communicate with learners were viewed to be of significant impact. Chapman (1981) established that another technique an institution reacts to registration matters is by assessing exactly how it discovers and registers potential learners.

Kealy and Rockel (1987) revealed that site stopovers have the strongest influence on learner opinion of university excellence. Washburn (2002) also maintained site stopovers to be the highest valuable basis of information that potential learners utilised to select an institution. A large number of students used information from

site stopovers to make their university selection (Rocca and Washburn 2005). Kim and Gasman (2011) established site stopovers as well as individual interactions with the university or with existing learners to be powerful in having an influence on learners' choices.

Whereas, Herren, Cartmell and Robertson (2011) indicated published resources to be the greatest significant source of information in the initial phases of the university selection procedure, as well as site stopovers, with individual interactions being the highest significant source of information in the advanced phase. Finally, Washburn, Garton and Vaughn (2002) specified non-admissions utilised individual connections the least to influence their university selection; 12% of non-admissions utilised university-detailed information to help their university selection (Washburn, Garton and Vaughn 2002).

Nevertheless, the progressively different South African learner market has required HEIs to develop further promotion efforts. This has caused rising attention by HEIs to learners' selection and choice-assembly, particularly when offered an augmented competitive setting that gives learners a wider variety of alternatives from which to choose (Maringe 2006: 467). It is assumed that potential university learners in South Africa pass over an extensive choice-assembly procedure when registering for a course of education. This procedure begins in Grade 9 when students ought to select subjects, and carries on to Grade 12. These chosen subjects act a part in the career paths of students since they form a part of the admission necessities for tertiary learning as well as the prerequisites modules. Students usually only ask about universities and courses when they get to Grade 11 or 12 (Wiese, Jordaan and Heerden 2010).

Numerous HEIs appear to grab an aggressive marketing situation in an effort to openly affect potential learners' choice-assembly (Ross, Heany and Cooper 2007: 595). Selecting an HEI is a complex and multidimensional procedure connecting a variety of audiences that have a bearing on choice-assembly. This is mostly viewed as an unruly undertaking assumed by candidates in the course of creating selections (Maringe 2006: 468). Some scholars have dedicated time to the subject of choosing an HEI (Braxton 1990). It is a challenging prospect to not only select an institution

at which to study but then to select what to study from a baffling array of offerings, as well as the various options within the degree or diploma structure. Countless replicas of choice-assembly have been established to clarify users' choice-assembly procedures and are usually understood as surrounding a sequence of phases (Maringe 2006: 468).

Hossler and Gallagher (1987) generated a three-phase model to define the university assortment procedure of learners. These phases comprise a predisposition phase, a search phase, as well as a choice phase. In the predisposition phase, students determine whether they will undergo their proper learning. In the search phase, potential learners hunt for information and consider the many HEIs available, then assess them according to certain standards, recognised as ideal options. Interested candidates arrive at a choice phase when they submit their request to a designated university. It is throughout the search phase of the assortment procedure where the assembly of information, as well as the institution thereof in the person's framework, begins (Sonnenberg and Erasmus 2005). The study of learners' search procedures is extremely significant to universities since it can aid in their marketing plans (communiqué plans). Two kinds of user search procedures can be recognised, specifically internal-external searches. An internal search is when a user tries to recover information from his or her lasting recollection on merchandises and facilities that might help in addressing the desire. However, an external search includes obtaining information from outside sources (Hawkins, Best and Coney 2004: 530).

A decision about higher education can be regarded as high involvement since it involves serious issues, such as future career, acquaintances and life fulfilment, includes major disadvantages, such as being luxurious and time-consuming, and has a high risk of disappointment, such as the possibility of no occupation. As the potential first-year learner typically does not have previous information about the tertiary environment, he or she will depend extensively on an external search for information. Hence, it is significant for HEIs to comprehend which networks of communiqué are reliable and which ones will be referred to throughout such an external search. Therefore, the study will analyse the decision-making process for higher education selection.

2.10.2 The decision-making process for higher education selection

The Kotler and Armstrong (2011:152) model summarises consumer behaviour as a procedure comprising two elements: the procedure, which entails five stages, and the internal as well as external aspects, which affect the procedure (Hawkins, Best & Coney, 2004). The decision-making process which learners keep an eye on when choosing an HEI is usually a long procedure since people frequently grow through the entire five stages, specifically problem or need recognition, information search, evaluation of alternatives, diversity, as well as the post-purchase evaluation procedures. The stages in the decision-making process can be used by HEIs to classify parts in which they can influence learners' conduct.

The first stage in this process, which is problem or need recognition, happens when potential learners identify a desire to further their learning. The importance of the second stage is the establishment of information. The platforms of information that learners' access, the kind of information they desire and the quantity of searches learners are involved in, is vital information for universities to get, as it will allow them to utilise the mass media more efficiently to reach learners. The third stage in the process, specifically the evaluation of alternatives (in this situation numerous HEIs), is the emphasis of this study and classifies significant assessment or assortment standards (also discussed as optimal aspects). If universities distinguish which aspects learners utilise to assess and select an institute and the comparative rank of each, they can ensure that their appearance, positioning as well as marketing approaches indirectly cover the essence of the assessment standards. The fourth stage includes the variety of institutions and the buying of facility merchandise (in this situation, learning), by spending the registration fees as well as joining the institute. The fifth stage entails the post-purchase procedures, specifically discord (hesitation or nervousness), facility merchandise use, as well as assessment. The latter stage in the process involves that learners nowadays use the learning merchandise, which can consume as an adverse (flop), or optimistic (clearance) consequence.

Understanding the decision-making processes of learners can offer HEIs a vision into their path as well as the growth of a unique marketing plan. Consequently, an understanding of the comparative rank of optimal aspects as a choice in learners' assortment procedures can enhance the modification of directed marketing plans. This decision-making process and what it involves is illustrated in Figure 2.4.



Figure 2.4: Decision-making process.

Source: Kotler and Armstrong 2011: 152.

2.10.2.1 Stage one: Need recognition

The preliminary idea of any buying decision of a shopper is a necessity or aspiration. Johnson-Morgan and summers (2005: 81) defined this condition as an insight of variance among the real state as well as the anticipated state of the shopper. Boone and Kurtz (2006: 176) stated that an alteration is required when the present merchandise or facility is not acting out as required. Shoppers then act in order to understand this inconsistency. This act is in the formula of merchandise buying by the shopper. In this study, the decision will be to choose a relevant institution according to the learner's educational needs and aspirations.

On the other hand, many theorists have frequently initiated the consumer decision-making process with recognition being the first stage as illustrated above, followed by information search, evaluation of alternatives, purchase decision and while making the purchase, the last stage, assessment. However, previous theorists have overlooked a pertinent aspect, which is a stimulus. Terblanche *et al.* (2016: 78) argued stimulus is the initiating stage, as recognition may not take place until a consumer is driven by a specific need or desire to attain, achieve or access a

specific product or service. Furthermore, these theorists explained that both stimulus and need recognition take place when the shopper comes to be conscious of variance between their current state and their idea of a perfect condition. Hence, having emphasised the significance of the stimulus in the shopper choice-assembly procedure, the current research will pay close attention to this first stage identified and investigate how this state of awareness influences students' selection of a University of Technology from both the DUT and MUT first-year students' perspectives. Therefore, the study will explore stage two, the search for information, in the following section.

2.10.2.2 Stage two: Search for information

Here shoppers are considering extra information as well as clarification, which will help them in their choice to fulfil their unsatisfied desires (Blackwell, Miniard and Engel, 2006: 74). In addition, Kotler and Keller (2009: 208) indicated that this occurs within, by recollection, insight and hereditary trends, or outwardly, with information unremoved from the market, online, shopping centres, broadcasting (comprising institutional webpages, social platforms and publicity), sales representatives, wrapping information, household and peers (in the situation of an HEI these are graduates). Johnson-Morgan and Summers (2005: 82) disclosed that an internal search counts on steady choices with consequences in which the shopper is relatively detached.

Instead, when a shopper is extremely involved and requires information for his or her choice, he or she will pursue outside sources. The distance and strength of this search are well-defined by issues such as participation, character, revenue, previous involvements, communal class, previous brand insights, shopper fulfilment and the time available to search (Blackwell, Miniard and Engel 2006: 75). Shoppers can question right-hand peers and families who will offer the greatest persuasive information, similarly recognised as word-of-mouth communiqué (Boone and Kurtz 2006: 177).

Johnson-Morgan and Summers (2005: 83) indicated that TV, which contains audio and graphic images, is the best platform for the company to communicate the benefits of entertainment merchandises positively. The sources of information that learners check, the kind of information they require and the number of searches learners conduct, is vital for universities to attain, as it will allow them to utilise the media more efficiently to reach learners. The study will then assume that the institutional website, prospectus or the alumni will best portray the benefits or offerings of a particular institution. Stage three, alternative evaluation, will be analysed in the following section.

2.10.2.3 Stage three: Alternative evaluation

After gathering information, which is essential to make a choice, shoppers then, assess their ultimate list of replacements (Lamb, Hair and McDaniel 2008: 142). Shoppers relate the qualities of the entire merchandises and choose which one fulfils their desire mostly. Every choice is different and is prejudiced by promotional, ecological and separate issues such as fee, brand (appearance and consciousness), revenue, incentive, brand information, and ethos (Johnson-Morgan and Summers 2005: 83). When it comes to retailing, shoppers will equate shops from where to buy based on their convenience, hygiene, openness of the employees or the distance to the location (Kotler and Keller 2009: 209). While in the HEIs, they will be inclined to surf the website for its cost, programme offering and excellence of staff members. This leads to stage four, the purchase decision, discussed below.

2.10.2.4 Stage four: Purchase decision

After the best substitute is found, the shopper buys the merchandise. Walsh, Kilian and Kleiner (2007: 9) specified that this stage comprised the choice on how he or she will pay, when and wherever he or she might buy. The shopper has the choice to purchase the merchandise through diverse delivery networks, such as the internet, phone and catalogues on or in the shop (Blackwell, Miniard and Engel 2006: 81). Shoppers have the habit of purchasing something different from what

they intended doing, which affects their choice throughout the buying stage (Esch, Sattler and Herrmann 2008:39).

A salesperson, markdown vouchers, or a unique bargain in the shop may alter the choice, and a shift among brands grows. When done buying, shoppers instantly reflect on their degree of gratification. This is how the students will then choose a particular institution and then decide on how they will pay for their fees. This is the stage where government funding plays a big role; other students will have qualified for company bursaries, and others will be paying from their own pockets. In addition, the scoring factor comes into play where the student will have to qualify for a certain course or choose an alternative which may change the selection or the decision altogether. As a result, stage five will be examined accordingly.

2.10.2.5 Stage five: Post-purchase process

This process is the last stage in the shopper choice-assembly procedure. When done buying, the shopper instantly matches the insights with the prospects and reflects his or her degree of gratification with the merchandise. An optimistic view might influence the additional buying of this specific brand or merchandise. Conferring with Blackwell, Miniard and Engel (2006: 83), the following buying choices in the similar merchandise subdivision turn out to be far smaller in the situation of fulfilled shoppers than before. Shoppers will utilise the information unchanged as an understanding for future purchases. Hoyer and MacInnis (2008: 272) maintained that even if the merchandise delivers well, shoppers still think about their choice.

Boone and Kurtz (2006: 178) named this kind of state post-purchase discord or reasoning discord. The less self-assured the shopper is with the acquisition, the more discord is felt. Repetitive and regular acquisitions seldom have a post-purchase assessment. Lamb, Hair and McDaniel (2008: 140) indicated that the shopper's choice does not continue all the time over all of these stages. The shopper might finish the procedure at any period or might not even continue buying. Shoppers might delay an acquisition up until they feel self-assured about the

information concerning the merchandise or facility (Johnson-Morgan and Summers, 2005: 77).

Nevertheless, Kotler and Keller (2011) stated that an important benefit of the shopper choice-assembly model is that it determined that the buying choice procedure begins way earlier than the real purchase and lasts once the acquisition has happened. It hinted that dealers require focusing on the whole choice-assembly procedure instead of the acquisition choice itself. Schiffman and Kanuk (2009: 480–481) highlighted four opinions associated with the shopper choice-assembly procedure, which were reinforced by Lamb, Hair and McDaniel (2008: 147). First is the financial opinion that shoppers rank interests as well as limit each substitute and then classify the finest substitute. Secondly, the inert opinion shows that shoppers act inertly and are prejudiced by marketing outfits. Thirdly, the expressive opinion is associated with shoppers' choices centred on their emotional relations about some merchandises. Finally, the reasoning opinion is where shoppers are regarded challenge crazy and are searching for merchandises that satisfy their needs. Schiffman and Kanuk (2009: 481) agreed that all four kinds of choice-assembly behaviours occur and must to be understood by companies.

Sonnenberg and Erasmus (2005) strengthened the declaration of Schiffman and Kanuk (2009: 480–481) that not all shopper choices are lucid. Shoppers frequently buy belongings and facilities for non-lucid details, such as rank, appearance, vanity, panic or fondness. These theorists offered a substantial argument that each shopper moves through a different buying choice-assembly procedure. Shoppers might have the curiosity of purchasing similar merchandise; however their wishes and needs guide every shopper on a different path to fulfil their desire. Consequently, it remains an enormous challenge for companies to fulfil the desires of their shoppers. In this framework, the following section clarifies the dissimilar marketing, ecological and separate issues that influence the choice-assembly procedure of the shopper (student or learner) in detail.

These stages of consumer decision-making are explained using a product scenario because much has been said about the stages when purchasing a product. However, in the Higher Education Sector, it is just assumed that students do not

even go through these stages before choosing their University or a University of Technology. But that is far from the truth. The students in this study are aware of DUT or MUT, searched for information about this particular institution, and compared it with the alternatives, then came to a decision as to which institution they will study and had to sit and actually revisit their process after taking everything else into consideration and agree or disagree with their decision. This study seeks to confirm, or rather find out if brand awareness and brand image attributes of the two Universities of Technology in KwaZulu-Natal had anything at all to do with the selection of one over the other and which attributes were more considered.

2.27 Conclusion

As at the time of this study, only a few studies had been conducted on brand image and awareness as a factor influencing the selection of a University of Technology among first-year students. This chapter focused on the literature that dealt with the core factors first-year students consider in selecting their respective tertiary institutions of learning. This chapter began with the data strategy implemented and then focused on the criteria for inclusion and exclusion. While still looking at the relationship between branding and marketing, the research had to constantly highlight the main factors of the study. Branding and selection of a university, challenges and analysis of all factors were extensively discussed.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

Chapter two dealt extensively with the literature review within the scope of the aim and objectives of the study. This chapter discusses the research methodology used for the study. Aspects such as the research design were outlined at the inception of this chapter. Also discussed were aspects such as population, sample size, sampling method, measuring instrument, validity and reliability. Furthermore, concerns such as data administration and collection, data analysis, limitation and delimitation, ethical consideration, anonymity and confidentiality were discussed. The researcher concluded the chapter by outlining the inclusive and exclusive criteria to be considered.

3.2 Research approach

According to Saunders, Lewis and Thornhill (2012), there are mainly two different types of research methods, namely qualitative and quantitative research methods. This study pursues a quantitative research method for collecting pertinent data because of the large number of students in first year at both DUT and MUT and the time-frame in which the study is set to gather the data. Furthermore, the study is aimed at gathering information in the form of quantifiable data as opposed to narrative and participant observation. Quantitative method is associated with analytical research, and its purpose is to attain the universal statement (Saunders, Lewis and Thornhill 2012). Questionnaires were administered to first-year students at DUT and MUT. Questionnaires are convenient in collecting and capturing the facts, behaviours and attitudes. The research design was cross-sectional as all the data was collected at the same time. This allowed the researcher to investigate by collecting a cross-section of information relevant to the research basing the questionnaires on the aim and objectives of the study. A cross-sectional study was seen as appropriate as it allowed the researcher to compare many different variables at the same time.

In order for the researcher to collect data from all respondents that were easily accessible, this study utilised a quantitative research approach with quantifiable and numeric data (Malhotra, Baalbaki and Bechwati 2013). This method offered a standardised measurement from respondents who are enrolled at the DUT and MUT. A quantitative research approach eventually asks specific, narrow questions; collects numeric data from participants; analyses the numbers using statistics; and conducts the inquiry in an unbiased, objective manner (Kolb 2018). One of the benefits of quantitative research method is that it can analyse data based on representative samples from a large population. An advantage of the qualitative research method is that it looks into people's feelings, emotions, opinions, attitudes etc. (Burns and Bush 2014: 145–148).

In this way, analysing data quantitatively is stronger than merely analysing it qualitatively, because it can persuade readers with its large-scale and numeric data. Furthermore, Feinberg, Kinnear and Tylor (2013) state that unlike quantitative research, which uses ad hoc procedures to define and measure variables, qualitative research tends to focus on describing the process of how to define and measure variables in everyday life. The study's aim is to determine the influence of brand awareness and brand image in the selection of a University of Technology (UoT), in Kwa-Zulu Natal (KZN) among first-year students. A quantitative research method is utilised for this study because of the advantages it carries over a qualitative approach.

3.3 Population, sample and sample size

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. A sample is a subset of that total population, and the sample size is the number that will make up a sample out of the population (Sekaran and Bougie 2010: 262–268). The target population in this study is the first-year students in DUT and MUT. According to Churchill, Brown and Suter (2010: 363–369) sample size in the 30-500 intervals of participants is apt for a consistent populace within the social sciences field. In line with this, 300 students from DUT, and 200 students from MUT were included in the study; which resulted in a sample

size of 500 students from both institutions. Both the financial and resource limitations must be taken into account when drawing up a sample size to study.

According to Sekaran and Bougie (2010:268), determining the sample size can be a challenging task, but there are aspects affecting decisions on sample size such as the research objective, the magnitude of accuracy desired, the cost and time restrictions, the unpredictability and size of the populace itself.

The population of the current study includes the students from the Universities of Technology within Durban in the KZN Province. The table below shows the total population of first-year students enrolled at the DUT and MUT. These figures are used as the number of respondents that will be available to complete the questionnaires. The population, target population and sample size are further illustrated in Table 3.1.

Table 3 1: Population, target population and sample size

Population	Target population	Population of first-year students	Sample size
UoTs in KZN	-	9 800	500
DUT	First-year students - Durban	6 000	300
MUT	First-year students	3800	200

Source: DUT and MUT websites, enrolment figures 2018

According to Sekaran and Bougie (2010: 295–296), sample sizes larger than 30 and less than 500 are appropriate for most research. This study has a population of 9800 and a sample of 500 participants because of the many variables the study wishes to analyse. A study of between 9000 and 10000 participants should have a sample size of 368 to 370 participants (Sekaran and Bougie 2010), however, the researcher made provision for non-response due to the nature of the sample, it was decided that a sample size of 500 would be acceptable.

3.4 Sampling method

Sampling is the technique of selecting a suitable number of accurate elements from the populace so that a study of the sample and understanding of its properties or characteristics make it possible for the researcher to generalise such properties or characteristics to the population components (Sekaran and Bougie 2010: 266). Leedy and Ormrod (2014: 213–221) indicate that there are two sampling designs, namely probability and non-probability sampling. In non-probability sampling, there are three types: convenience, purposive and quota. Convenience sampling involves collecting a sample that is easy, convenient and cheap but note it is not representative. (Bryman and Bell 2017). Purposive sampling occurs when the researcher chooses the sample based on the study's purpose. The current study has adopted quota sampling because it selects a sample of respondents that have the same proportions of characteristics found in the overall populace, but not in an unplanned manner. Hence, the study has concentrated on the first-year students; from the two mentioned institutions and selected them equally according to race and gender.

3.5 Measuring instrument

Questionnaires were administered to first-year students of the DUT and MUT. Questionnaires are useful in collecting and capturing the facts, opinions, behaviours and attitudes. (See Appendix One for a copy of the questionnaire).

3.6 Validity and reliability

Validity is defined as the degree to which variances in scores on a measuring tool echo real differences among individuals, groups or situations; in the characteristic that it pursues to measure true inconsistencies in the same individual, group or situation from one instance to another, rather than systematic or random inaccuracies.

Reliability is the ability of a measure to achieve comparable scores for the similar object, trait, or construct across time, across different evaluators, or across the items

forming the measure (Churchill, Brown and Suter 2010: 257). To demonstrate validity and reliability in the current study, the following measures were taken:

- A pilot test was conducted amongst 40 first-year students; in October 2018. This comprised a group of first-year students from the faculty of Natural Science from MUT was arranged, put together by different lecturers as their departments permitted. The questionnaires were administered by the researcher and two trained research assistants.
- The questions posed in the questionnaire were closely aligned with the study's aim and objectives.
- Straight forward and non-ambiguous questions were posed; all unclear questions were identified and then revised. The administration of these questionnaires took 15 minutes per respondent to complete the questionnaire.
- The questionnaires were supposed to be translated into isiZulu which is often the predominant language spoken by students in this region, but that was not possible because of the subject content and field-specific terms which cannot be translated. In addition, the research found the questionnaire to be straightforward, thus deemed accessible, when a pre-test was done before the pilot study was conducted, and the data from it collected.
- The questionnaires were self-administered. This meant that the researcher, together with trained field workers from DUT's Marketing Department, was available at the time the respondents filled out the questions to clarify any questions that they may not understand.
- In order to establish the reliability of the data to be collected, the Cronbach's Alpha was used to secure the reliability of estimates. For validity purposes, a pre-test of 25 students was conducted on different campuses at DUT, and a pilot study of 40 students was conducted on first-year students from MUT.

3.6.1 Reliability: Research instrument

Part of the objective of the pilot study was to assess the practicality of the research instrument in terms of its precision. It is significant that the two most important

aspects of precision are 'reliability' and 'validity'. Reliability is achieved by taking several measurements on the same subjects of interest, a reliability coefficient of 0.70 or higher is considered as 'acceptable'.

Refer to Table 5 (Appendix Five) which highlights the Cronbach's Alpha score for all the items measuring the brand awareness at the specified UoT. As shown below, the questions on brand awareness, in general, had a lower Cronbach alpha score (α 0.408). This suggests a degree on inconsistency in the rating of these questions by the participants. On the other hand, the question that addresses brand awareness at DUT/MUT was found to be good (α 0.867). This suggests a degree of consistency in the scoring pattern of the respondents. Overall, the reliability score for the brand awareness questions was noted to be above the acceptable Cronbach alpha score (α 0.785). It can, therefore, be concluded that the research instrument for brand awareness is reliable to collect data for this study.

The reliability assessment for the section that addresses brand image is described in Table 7 (Appendix Seven). It can be observed that subsection brand promise (α 0.908) and brand voice (α 0.909) have an excellent Cronbach alpha score. Equally, the subsection target audience (α 0.836) has a good Cronbach alpha score while subsection brand image (α 0.792), brand values (α 0.782), and brand positioning (α 0.790) have a Cronbach alpha score above the acceptable value.

On the other hand, the Cronbach alpha score for the subsection brand perception was noted to be below the acceptable value. The low score could be attributed to the differences in the individual participant's perceptions of this subsection. Overall, and given the excellent alpha score (α 0.951), it can be inferred that the instrument and items that measure brand image are reliable, thereby supporting their use for data collection.

3.6.2 Factor analysis

As earlier stated, reliability and validity are two methods to measure the precision of research instruments used in this study, which was the questionnaire. The previous section has assessed the reliability of the questionnaire proposed for this study using Cronbach alpha. In this section, the validity of the instrument was assessed using factor analysis. Factor analysis uses statistical procedures to reduce data. In this study, factor extraction method was to validate the identified underlying

constructs and patterns of relationships among the items (subsection) constituting the questionnaire.

3.6.2.1 Validating brand awareness

To help validate the items constituting the section on brand awareness, exploratory factor analysis making use of Principle component analysis (PCA) extraction method and Varimax rotation on all 22 statement that constitutes the Section B of the questionnaire was conducted. Before running the PCA, the suitability of the data for factor analysis was assessed. As a general rule, the Kaiser-Meyer value must above 0.5 while the Barlett's Test of Sphericity should be of statistical significance. As described in Table 8, the value of 0.56 exceeds the recommended value of 0.5 (Kaiser 1974), and the Barlett's Test of Sphericity was of statistical significance ($P < 0.001$). Hence, it is sufficient to say that the correlation matrix supports the use of factor analysis. Importantly, and using the eigenvalues-greater-than-one rule, the principal component analysis revealed eight components with a total variance of 78.9% (refer to Table 7 (Appendix Seven)).

Refer to Table 7 (Appendix Seven); following the PCA, all the statements excluding Q.9 and Q.12, have within the recommended value of 0.5. The resulted items were then reduced to twenty-one statements within eight components from the initial two constructs that constitute the survey (Section B). For example, the subsection on brand image (highlighted in yellow) were loaded as well as subsection DUT/MUT brand (highlighted in red) into four different components, respectively.

In terms of the brand image, the factor analysis reduces the data into four components namely: brands awareness from friends and family; brand awareness from institution, brand awareness from ex-student, and brand awareness from the internet. Concerning the DUT/MUT brand, the data reduction suggested the following subsections: influence of communication; influence of UoT educational policy; the UoT reliability, and the UoT reputation.

3.6.2.2 Validating the brand image

The items constituting brand image in Section C were validated using the exploratory factor analysis, as explained above. Using the eigenvalues-greater-than-one rule, the principal component analysis revealed five components with a total variance of 72.9%; Table 8 (Appendix Eight).

Refer to Table 8 (Appendix Eight), and following the PCA, the colour coded highlights statements that are within the recommended value of 0.5. The fourteen statements that constitute brand image were loaded into five components from one construct.

3.6.2.3 Validating the DUT/MUT brand image

The items constituting DUT/MUT brand image in Section C were validated using the exploratory factor analysis, as explained above. Using the eigenvalues-greater-than-one rule, the principal component analysis revealed eight components with a total variance of 76.8% and following the PCA, the colour coded highlights statements that are within the recommended value of 0.5. All statements that constitute the DUT/MUT brand image were loaded into eight components from the original six constructs. This suggests the reordering of the constructs to reflect the factor analysis reduction of the items.

3.7 Pilot study

Leedy and Ormron (2014: 205) refer to a pilot study as the process carried out on a smaller scale to 'test' the validity of the data collection instrument, in this study a questionnaire. This process is used to correct and eliminate any errors in the construction of the questionnaire, prior to the actual study being carried out. Thus, most pilot studies are conducted in a relaxed setting, as an informative exercise meant to detect any uncertainty or problems within the questionnaire (Leedy and Ormron 2014: 102–162). Even knowledgeable researchers conduct test runs of newly designed questionnaires to ensure that the questions are clear and will efficiently obtain the necessary data. This process is vital in the sense that it can

support the research in articulating the significant changes required to perfect the final questionnaire to ensure that the kinds of responses the researcher attains will be of satisfactory quality to help answer the research questions. (Leedy and Ormron 2014: 205).

A pilot study was conducted amongst 40 first-year students of MUT in October 2018, before the actual questionnaires of the study were administered. The students involved in this pilot study were excluded from the actual study. More so, the purpose of this pilot study was to determine the respondents' level of understanding of the questions in the questionnaire and to assist in answering the research question. After the pilot study, those questions that the respondents did not fully understand and those that were not helpful to the study were either rephrased or discarded.

3.8 Data administration and collection

This study has adopted the self-administered questionnaire as a data collection instrument. The administration of questionnaires in the current study was through the 'self-delivery' approach by the researcher, with the help of trained field workers to the participants of the study (Sekaran and Bougie 2010: 209–210). This approach has been adopted because it often increases the response rate; and more so, the researcher was able to clarify questions the respondents did not fully understand in order to determine which questions needed rephrasing and/or were to be excluded from the study. The questionnaires were collected immediately after each of the respondents completed them. This approach reduces the possibility of losing copies of questionnaires or having non-responses (Bowling 2005: 281–291).

The initial plan of the researcher was to administer questionnaires to first-year students (DUT) during the First Years' Orientation and Registration period (January– February 2019). However, the strike at the beginning of the semester made this unfeasible. Thus, the researcher administered questionnaires to respondents from the Durban University of Technology at their student residences (Stratford and Alpine). This was made feasible through the support of research

assistants who were also students residing in the same student residences. One hundred and twenty-one questionnaires were administered at these residences, while researchers administered the remaining 179 questionnaires to the students (DUT participants) during tutorial classes at the start of lectures.

The researcher followed a similar style at both DUT and MUT, whereby, questionnaires were administered to students at the student's residence. These questionnaires were distributed during the second week of March 2019. Sixty-one questionnaires were administered at the residence. The researcher arranged with four lecturers at the MUT to administer the remaining 139 questionnaires. These 139 questionnaires were administered to first-year students during their tutorial periods immediately when the classes began. These approaches in both UoTs' resulted in a high response rate. All 500 questionnaires were successfully administered.

3.9 Data analysis

Konyana (2013) defines analysis as the qualitative and quantitative considerations of data gathered by research. The data needs to be analysed to extract the needed information to solve the research problem. In this study, the data were analysed using the Statistical Package for the Social Sciences (SPSS). Leedy and Ormrod (2014) confirm that SPSS is a proficient statistical tool used in analysing quantitative data. Furthermore, the data is illustrated using tables and graphs. The emerging themes are in line with the study's aim and objectives.

The researcher followed a five-step procedure for the data analysis, as suggested by Vosloo (2014). These are:

- Validation and Editing (Quality control)
- Coding
- Data Entry
- Machine Cleaning Data
- Tabulation and Statistical Analysis

3.9. Validation and editing

The researcher checked that all the questionnaires to make sure that they were filled in as specified and contained no mistakes. According to Srinivasan (2017), editing detects errors and omissions and corrects them when possible so that the possible data quality is obtained. The researcher, through editing, confirmed that the data were accurate, complete, and properly entered.

3.9.2 Coding

Chowdhury (2015) refers to coding as the process of grouping and conveying numeric codes to the numerous reactions of a certain question. For the purpose of this study, numerical values were apportioned to each question in the questionnaire.

3.9.3 Data entry

A database was designed and all the data were entered straight from the questionnaires as to avoid errors that would happen by conveying data to a sheet before actual entry. The process of going directly from the questionnaire to the data entry device has proved to be more effective and precise (McDaniel and Gates 2010: 396).

3.9.4 Machine cleaning data

The data that were entered into the computer was finally checked for any inaccuracy. This was done by running the data into the program several times that was able to check for any apparent errors in the data before the final output.

3.9.5 Tabulation and analysis of survey results

Once all the above procedure was done as effectively and efficiently as the researcher could in the database, an SPSS was used to generate the pertinent graphs and tables that permitted the researcher to interpret the results into facts.

3.10 Limitations and delimitations

The predetermined limitation to this study is time and resource constraint. On the other hand, the study is restricted to two main variables, namely brand image and brand awareness. Furthermore, only first-year students from the DUT and MUT (Durban campuses) were participants of this study. Thus, due to the delimitation of the study, findings stemming from this study cannot be generalised to other UoTs or other Traditional Universities in KwaZulu-Natal or South Africa as a whole.

3.11 Anonymity and confidentiality

Saunders, Lewis and Thornhill (2012) explain anonymity as the process of concealing the identity of participants in all documents resulting from the research, the promise that even the researcher will not be able to identify by whom responses are made. Confidentiality relates to the right of access to the data provided by participants, in particular, to keep the data private as well as the promise made by the researcher not to reveal the identity of participants or present findings in a way that allows participants to be identified (Nardi 2018).

Additionally, empirical studies have shown that when participants of a study are assured of anonymity and confidentiality, there are greater prospects of honesty and the researcher gains more reliable and honest answers. More so, anonymity and confidentiality are in consonance to ethical considerations (Kanyangale 2019:5). As a means of maintaining anonymity in the current study, the names of the participants were not recorded. Data is only accessible from the researcher and supervisor to ensure confidentiality, and in most studies, participants and researchers sign confidentiality agreements to ensure that, the data is confidential (Desai, Ritchie and Welpton 2016: 3). Furthermore, five years after the conclusion of the study, all questionnaires will be shredded, and electronically stored data will be removed from all devices used in storing them with no possibility of retrieving the data (Ntoyakhe 2018:49).

3.12 Inclusive and exclusive criteria

The participants of the study are inclusive of first-year students of the DUT (Durban Campuses - Steve Biko Campus, Ritson Campus, City Campus and ML Sultan Campus) and that of the MUT. While on the other hand, non-first-year students of both Universities of Technology (DUT and MUT) were excluded; Pietermaritzburg Campuses (DUT) as well as all Traditional Universities in KZN.

3.13 Ethical considerations

In conducting a research study, the standard ethical guidelines or considerations apply, and these include protection from harm, voluntary and informed consent, and participants' right to privacy regarding anything they might reveal about themselves. Furthermore, the researcher had to obtain permission from the relevant committee at his or her institution for any research involving human beings or nonhuman animals (Leedy and Ormrod 2014:273). The current study has adhered to the ethical standards upheld by the Ethics Committee of the DUT and MUT.

3.14 Conclusion

This chapter dealt with the overall research methodology used for the research. The research approach, target population, sample selection and size, sampling method, data collection instruments and methods, and validity and reliability were discussed in a detailed pilot study.

The study adopted a survey approach that was self-administered by a structured questionnaire with predetermined response options (a Likert scale). The next chapter provides a presentation of the research findings and the analysis of the results.

CHAPTER FOUR RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discusses the findings obtained from the questionnaires. In this study, the questionnaire was the primary tool that was used to collect data having been distributed to students at the two Universities of Technology (UoTs) in KwaZulu-Natal (Durban University of Technology and Mangosuthu University of Technology). The data collected from the responses were analysed with SPSS (Version 24®) in relation to the objectives outlined in chapter one.

4.2 Biographical information

This section provides the biographical characteristics of the students, namely the respondents who took part in this study. They were surveyed from two Universities of Technology located in the KwaZulu-Natal province, South Africa.

4.2.1 Gender by UoT

In Table 4.1, the gender distribution of the respondents by their specific UoT is depicted. The Fisher exact tests failed to show significant differences in gender with respect to the university of the respondents ($P > 0.05$). Among the respondents from the Durban University of Technology (DUT), results showed that females (60.8%) dominated the males (38.6%). A similar trend was observed for the Mangosuthu University of Technology (MUT) respondents, with slightly more females (52.9%) than the males (47.1%). Overall, the DUT students (58.8%) constitute more of the respondents when compared to the MUT respondents (41.0%). This indicates consistency with regard to the estimated number of the general population in both institutes. It is noted that a few (0.2%) of the respondents from DUT declined to indicate their gender.

Table 4.1: Gender distribution by UoT

	University of Technology	Total
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			DUT	MUT	
Gender	Male	Count	113	96	210
		% within UoT	38.6%	47.1%	42.2%
	Female	Count	178	108	286
		% within UoT	60.8%	52.9%	57.4%
Total		Count	293	204	498
		% within Gender	58.8%	41.0%	100.0%
		% within UoT	100.0%	100.0%	100.0%
		% of Total	58.8%	41.0%	100.0%

Fisher Exact test = 0.086

4.2.2 Age group by UoT

The age group of the respondents per UoT is reflected in Table 4.2. As indicated by the level of significance, the Fisher exact tests suggest that the age group significantly differs among the respondents ($P < 0.05$). For example, it can be seen that the respondents within the age group 18–21 years constitute the majority for both the DUT (69.9%) and MUT (71.1%), respectively. Predictably, respondents within the age group above 25 had the lowest representative for DUT (3.0%) and MUT (2.9%). The low representation of the age group above 25 may be attributed to the South African education system where learners complete matric and enter the higher education institution within the age group of 18–19 years. This also could explain the dominance of the category of respondents (18–21) for both the UoTs surveyed.

Table 4. 2: Age group by UoT

Age group			University of Technology		Total
			DUT	MUT	
Age	Below 18	Count	36	5	41
		% within UoT	12.2%	2.5%	8.2%
	18-21	Count	207	145	352
		% within UoT	69.9%	71.1%	70.4%
	22-25	Count	41	48	89
		% within UoT	13.9%	23.5%	17.8%
	Above 25	Count	9	6	15
		% within UoT	3.0%	2.9%	3.0%

Total	Count	296	204	500
	% within UoT	100.0%	100.0%	100.0%
	% of Total	59.2%	40.8%	100.0%

Fisher Exact test = 0.000

4.2.3 Ethnicity by UoT

Table 4.3 describes the ethnicity of the respondents. The Fisher exact tests suggest that a very high significant difference exists amongst the various ethnic group ($P < 0.05$). Amongst the respondents from DUT, for example, African students (92.6%) were the majority while white students had the lowest representation (0.3%). Similar to MUT, African students constitute an overwhelming majority (99.0%), while Indian students had no representation. This indicates that the two institutions are well-known and preferred by the African population as compared to the other ethnic groups.

Table 4.3: Ethnicity by university

			University of Technology		Total
			DUT	MUT	
Ethnic Back-ground	African	Count	274	202	476
		% within UoT	92.6%	99.0%	95.2%
	Coloured	Count	10	1	11
		% within UoT	3.4%	0.5%	2.2%
	Indian	Count	11	0	11
		% within UoT	3.7%	0.0%	2.2%
	White	Count	1	1	2
		% within UoT	0.3%	0.5%	0.4%
Total		Count	296	204	500
		% within university	100.0%	100.0%	100.0%
		% of Total	59.2%	40.8%	100.0%

Fisher Exact test = 0.001

4.2.4 Faculty of study

The respondents' faculty for each respective UoT is shown in Table 4.4. The Chi-Square test reveals a very high significant difference in the representative faculties

($P < 0.05$). For the DUT respondents, students from the Accounting and Informatics faculty were more (50.3%); followed by Management Sciences (29.4%). MUT, by contrast, had more respondents from the Natural Sciences (47.5%), followed by the Engineering faculty (28.4%).

Table 4.4: Respondents' faculty of study by UoT

Programme			University of Technology		Total
			DUT	MUT	
Faculty	Accounting and Informatics	Count	149	1	150
		% within UoT	50.3%	0.5%	30.0%
	Applied Sciences	Count	19	0	19
		% within UoT	6.4%	0.0%	3.8%
	Arts and Design	Count	13	0	13
		% within UoT	4.4%	0.0%	2.6%
	Engineering	Count	13	58	71
		% within UoT	4.4%	28.4%	14.2%
	Health Sciences	Count	12	0	12
		% within UoT	4.1%	0.0%	2.4%
	Management Sciences	Count	87	48	135
		% within UoT	29.4%	23.5%	27.0%
	Natural Sciences	Count	0	97	97
		% within UoT	0.0%	47.5%	19.4%
Total		Count	296	204	500
		% within UoT	100.0%	100.0%	100.0%
		% of Total	59.2%	40.8%	100.0%

Chi-Square test = 0.000

4.2.5 Home language

The home languages of the respondents are shown in Table 4.5. As indicated by the level of significance, the Fisher exact tests revealed that the home language of the respondents from the respective UoT was not the same ($P < 0.05$). It was observed that isiZulu speaking students dominated the sampled students for both the DUT (77.0%), and MUT (85.8%), respectively. The higher number of isiZulu speakers could be attributed to the location of the institutions where isiZulu speaking

people are predominantly located. Nevertheless, it can also be gathered from Table 4.5 that the DUT has more distribution of students with diverse home languages when compared with the MUT. For example, there was no representation of Afrikaans, Tswana, Tsonga and Venda speakers among the MUT respondents.

Table 4.5: Respondents' home language

Language			University		Total
			DUT	MUT	
Home Language	Afrikaans	Count	3	0	3
		% within UoT	1.0%	0.0%	0.6%
	English	Count	16	3	19
		% within UoT	5.4%	1.5%	3.8%
	S-Sotho	Count	3	4	7
		% within UoT	1.0%	2.0%	1.4%
	Tswana	Count	3	0	3
		% within UoT	1.0%	0.0%	0.6%
	Tsonga	Count	3	0	3
		% within UoT	1.0%	0.0%	0.6%
	Venda	Count	1	0	1
		% within UoT	0.3%	0.0%	0.2%
	Swazi	Count	9	3	12
		% within UoT	3.0%	1.5%	2.4%
	Xhosa	Count	24	18	42
		% within UoT	8.1%	8.8%	8.4%
	Zulu	Count	228	175	403
		% within UoT	77.0%	85.8%	80.6%
	Other	Count	3	1	4
		% within UoT	1.0%	0.5%	0.8%
Total		Count	296	204	500
		% within UoT	100.0%	100.0%	100.0%

	% of Total	59.2%	40.8%	100.0%
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Fisher Exact test = 0.021

4.2.6 Residence

Given that both DUT and MUT are located in KwaZulu-Natal, it was necessary to know whether all the respondents resided within the province. As shown in Table 4.6, the Fisher exact test failed to show any significant difference with respect to the residence of the respondents from the two UoTs. Nonetheless, it can be seen that the DUT (83.4%) has a lower percentage of respondents residing within the KwaZulu-Natal province compared to the MUT (88.2%). In contrast, the DUT (15.9%) has a higher rate of respondents that claim to reside outside the province than the MUT (11.8%) respondents.

Table 4.6: KwaZulu-Natal residential status of the respondents

Residence within KwaZulu-Natal			University of Technology		Total
			DUT	MUT	
Original Residence KZN	Yes	Count	247	180	427
		% within UoT	83.4%	88.2%	85.4%
	No	Count	47	24	71
		% within UoT	15.9%	11.8%	14.2%
Total		Count	296	204	500
		% within UoT	100.0%	100.0%	100.0%
		% of Total	59.2%	40.8%	100.0%

Fisher Exact test = 0.241

Among the DUT respondents who reside out of the KZN province, 34.7% reside in the Eastern Cape, followed by those who reside in Mpumalanga, and other locations outside the listed provinces (18.4%). For the MUT respondents, the majority (62.9%) reside in the Eastern Cape, followed by those residing in the Free State (11.1%). In addition, while 4.0% of the respondents from the DUT reside in North West, no respondents from MUT resided in this province.

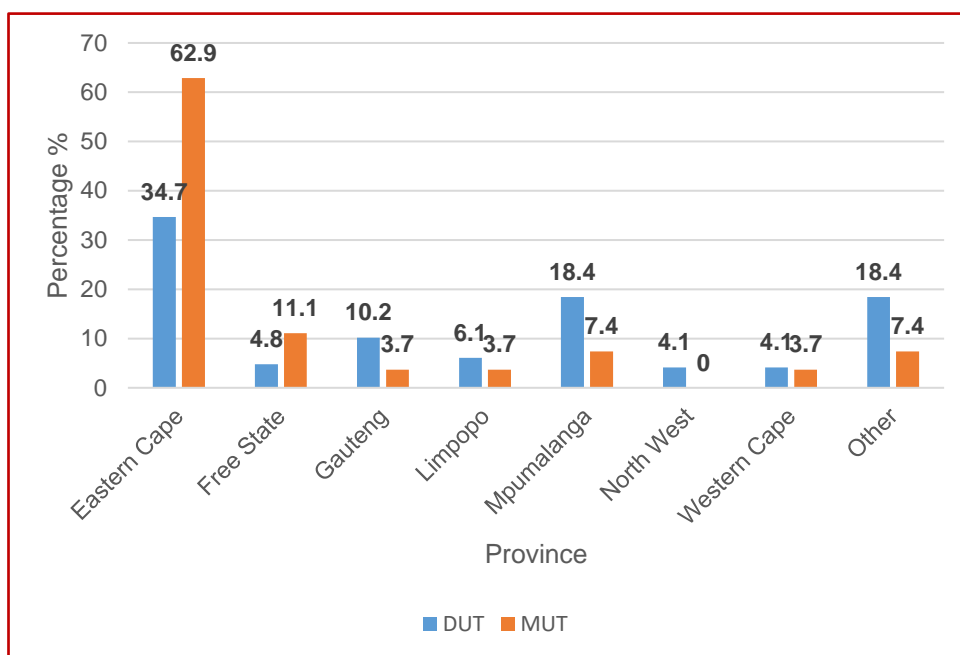


Figure 4.1: Respondents' residential province outside KwaZulu-Natal

4.2.7 Academic record

The academic record of the respondents from both UoTs is reflected in Table 4.7. The Fisher exact test revealed that the academic results of the DUT students were significantly better than that of the MUT students ($P < 0.05$). It was observed that DUT has 6.4% of respondents who scored 80% and above in their academic performance. Equally significant, the DUT respondents have more students (27.4%) with a 70–79% grade when compared against the MUT (16.2%). There are similar results for academic records scoring 60–69% between the DUT (59.5%) and the MUT (59.3%). However, the MUT respondents have more students (22.5%) with scores that are 59% or less. In both UoTs, the students with scores between 60–69% dominated in terms of number. This result indicates that the respondents are drawn from students with good academic performance.

Table 4.7: Respondents' academic records

Academic record			University of Technology		Total
			DUT	MUT	
	80% or more	Count	19	4	23

Average grade		% within UoT	6.4%	2.0%	4.6%
	70-79%	Count	81	33	114
		% within UoT	27.4%	16.2%	22.8%
	60-69%	Count	176	121	297
		% within UoT	59.5%	59.3%	59.4%
	59% or less	Count	20	46	66
		% within UoT	6.8%	22.5%	13.2%
Total		Count	296	204	500
		% within UoT	100.0%	100.0%	100.0%
		% of Total	59.2%	40.8%	100.0%

Fisher Exact test = 0.000

4.3 Reliability: Research instrument

The two most important aspects of precision are reliability and validity. Reliability is calculated by taking several measurements on similar subjects of interest, a reliability coefficient of 0.70 or higher is considered as 'acceptable' (Taber 2016: 10).

Table 4.8 highlights the Cronbach's Alpha score for all the items measuring the brand awareness at the specified UoTs. As shown below, the questions on brand awareness, in general, has an acceptable Cronbach alpha score (α 0.708). Similarly, the question that addresses brand awareness at DUT/MUT was good (α 0.875). This suggests a degree of consistency in the rating of these questions by the respondents. Overall, the reliability score for the brand awareness questions was noted to be above the acceptable Cronbach alpha score (α 0.861). It can, therefore, be concluded that the research instrument for brand awareness is reliable to collect data for this study.

Table 4.8: Reliability assessment for brand awareness

Focus Area	Section B	Subsection	N of Items	Cronbach's Alpha
8.1-8.6	Brand awareness	Brand awareness	6	0.708
9.1-9.16		DUT/MUT brand	16	0.875
Total			22	0.861

The reliability assessment for the section that addresses brand image is described in Table 4.9. It can be observed that the subsection brand promise ($\alpha 0.918$) and brand voice ($\alpha 0.915$) have an excellent Cronbach alpha score. Equally, the subsection target audience ($\alpha 0.800$), brand positioning ($\alpha 0.867$), brand values ($\alpha 0.832$), brand image ($\alpha 0.856$) also have a good Cronbach alpha score while subsection brand perception ($\alpha 0.751$) has a Cronbach alpha score above the acceptable value. Overall, given the excellent alpha score ($\alpha 0.965$), it can be inferred that the instrument and items that measure brand image are reliable, thereby supporting their use for data collection.

Table 4.9: Reliability assessment for brand Image

Focus Area	Section C	Subsection	N of Items	Cronbach's Alpha
10.1 -10.14	Brand image	Brand image	14	0.856
11.1a - 11.1e		Target Audience	5	0.800
11.2a -11.2j		Brand Promise	10	0.918
11.3a -11.3c		Brand Perception	3	0.751
11.4a - 11.4d		Brand Values	4	0.832
11.5a -11.5i		Brand Voice	9	0.915
11.6a -11.6e		Brand Positioning	5	0.867
Total			50	0.965

4.4 Brand awareness attributes

The previous section presented the demographics of the respondents. This section investigates the importance of brand awareness sources such as family and friends; school visits by institution staff; institution website; campus visits and open days; alumni; high school teacher, etc., in influencing students' choice of the University of Technology. This section obtains the respondents' responses on the brand awareness attributes they consider most important. The Friedman Test was used to rank the most important brand awareness attributes from each UoT.

4.4.1 The DUT brand awareness attributes

As described in Table 4.10, the Friedman Chi-Square test showed statistically significant differences beyond the 0.01 with regard to the DUT students perceived ranking of the most important brand awareness attributes ($X^2 (5) = 117.202$; $P < 0.001$). For example, it can be gathered from the table that more of the students consider institution website (33.4%), family and friends (30.7%) and high school teachers (23.0%) to be extremely important brand awareness attributes in their choice of UoT. On the other hand, alumni (27.7%) and school visits by institutions (26.7%) were viewed as not important at all in their choice of a UoT. However, campus visits (27.0%) was considered by more of the respondents to be very important in their choice of a UoT. Overall, and drawing from the mean values, the Friedman Chi-Square test ranked institutional website (1) as the most important brand awareness attribute, followed by family and friends (2). Alumni were ranked (6); the least important brand awareness attribute for students' choice of UoT.

Table 4.10: DUT ranking of the important brand awareness attributes

Brand awareness	N	Frequency							Friedman Chi-Square test	P
		Mean	Ranking	Not important at all of little	Important	Moderately important	Very Important	Extremely important		
Family and friends	296	3.48	2	12.8%	14.2%	15.9%	26.4%	30.7%	117.202	0.000
School visits by institution staff	296	2.96	5	26.7%	10.1%	22.0%	23.3%	17.9%		
Institution website	296	3.58	1	14.9%	6.4%	17.6%	27.7%	33.4%		
Campus visits and open days	296	3.03	4	24.0%	13.0%	17.2%	27.0%	18.6%		

Alumni	29 6	2.70	6	27.7%	16.6%	24.3%	20.9%	10.5%		
High school teacher	29 6	3.13	3	19.9%	14.9%	20.3%	22.0%	23.0%		

4.4.2 MUT's brand awareness attributes

The rating of the brand awareness attribute by the MUT respondents is shown in Table 4.11. As indicated by the level of significance, the Friedman Chi-Square test showed statistically significant differences beyond the 0.01 with regard to the MUT students perceived ranking of the most important brand awareness attributes ($X^2 (5) = 55.602$; $P < 0.001$). The results show that more of the students consider the institution website (28.4%), family and friends (28.4%) and high school teacher (26.5%) to be very important brand awareness attributes in their choice of a UoT. On the other hand, school visits by the institution (27.9%), campus visits (27.9%) and alumni (27.5%) were viewed as not important at all in their choice of a UoT. Overall, and drawing from the mean values, the Friedman Chi-Square test ranked institutional website (1) as the most important brand awareness attribute, followed by family and friends (2). School visits by the institution staff were ranked (6) as the least important brand awareness attribute for a students' choice of a UoT.

Table 4.11: MUT ranking of the important brand awareness attributes

Brand awareness	N	Frequency							Friedman Chi-Square test	P
		Mean	Ranking	Not important at all	Important	Moderately important	Very Important	Extremely important		
Family and friends	204	3.22	2	16.2%	16.2%	18.1%	28.4%	21.1%	55.602	0.000
School visits by institution staff	204	2.77	6	27.9%	17.2%	17.6%	24.0%	13.2%		

Institution website	20 4	3.36	1	16.7%	12.7%	15.2%	28.4%	27.0%		
Campus visits and open days	20 4	2.59	4	27.9%	24.0%	19.6%	17.6%	10.8%%		
Alumni	20 4	2.76	5	27.5%	19.1%	18.6%	19.1%	15.7%		
High school teacher	20 4	3.08	3	24.0%	12.3%	16.2%	26.5%	21.1%		

4.4.3 Comparison of the brand awareness attributes between the DUT and MUT

Drawing from the Friedman Chi-Square test above, it can be assumed that the rating of the brand awareness attributes that influence the choice of a UoT appeared to differ slightly between the DUT and the MUT respondents. While more of the DUT respondents rated family and friends, and the university website to be extremely important, their counterpart at the MUT rated these attributes to be very important. This section, therefore, uses the Independent T-Test to draw a further comparison between the two UoTs and the responses gathered.

Table 4.12 shows the mean, standard deviation and Independent T-Test result in the rating of the brand awareness attributes between the DUT and MUT. It can be observed that the mean value (3.14 ± 0.97) of the DUT respondents was statistically significantly higher than that measured (2.97 ± 0.90) for the MUT ($P < 0.05$). This suggests that the rating of the importance of the awareness attributes between the two universities were not the same. Based on the mean value, it is sufficient to say that more of DUT respondents had rated the awareness attributes to be 'moderately important' in the choice of a UoT while the MUT respondents rated the same attribute to be 'important'.

Table 4.12: Independent t-test comparison of brand awareness between DUT and MUT

	University	N	Mean	Std. Deviation	Std. Error Mean	P
Brand awareness	DUT	296	3.14	.97	.05625	0.035
	MUT	204	2.97	.90	.06268	

4.5 The DUT/MUT brand

This section deals with the influence of DUT/MUT brand in a student's choice of the UoT.

The section presents the scoring patterns of the participants per variable with respect to the DUT/MUT brand. 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, a One-Sample T-test was done. The results are summarised in Table 4.13 and Table 4.14, respectively.

4.5.1 The DUT brand

As indicated by the level of significance, the One-Sample T-test highlighted in Table 4.13 indicated that the extent to which the respondents agree or disagree with the statements on the DUT brand was significantly different ($P < 0.01$). This suggests that there were differences between the way respondents scored (strongly disagree, disagree, neutral, agree and strongly agree). It was observed that more of the respondents (62.5%) agreed (agree = 40.9%; strongly agree = 21.6%) that 'the DUT brand sends clear communication messages to me' (Q9.1). Similarly, there was high (56.7%) positive agreement (agree = 41.2%; strongly agree = 15.5%) noted for the statement (Q9.2) that the DUT brand is communicated consistently. Concerning the statement that the DUT brand reflects the UoT's vision (Q9.3), half of the respondents (50.4%) agreed (agree = 33.8%; strongly agree = 16.6%), while 35.8% were unsure. More so, it emerged that 68.5% of the respondents positively agreed (agree = 32.4%; strongly agree = 36.1%) that the DUT brand provides all students with equal access to learning opportunities (Q9.4). Given the high number of respondents who indicated that the DUT brands provide students with equal access, it was predictable that a high proportion of them (59.5%) were in agreement (agree

= 40.2%; strongly agree = 19.3%) that the DUT brands reflect the UoTs mission (Q9.5). Furthermore, 71.7% of the participants agreed (agree = 38.9%; strongly agree = 32.8%) that the DUT brand reflects their educational needs (Q9.6). It also emerged that 73.6% of the respondents agreed (agree = 36.1%; strongly agree = 37.5%) that the DUT brand is well recognised nationally (Q9.7). More so, 58.8% of the respondents agreed (agree = 39.2%; strongly agree = 19.6%) that the DUT brand reflects the visual expression of the UoT (Q9.8). Similarly, a high proportion (70.9%) of the respondents agreed (agree = 37.8%; strongly agree = 33.1%) that the DUT brand reflects engagement with all stakeholders (Q9.9).

Although 37.8% of the respondents were neutral, it was, however, noted that nearly half of the respondents 48.6% agreed (agree = 36.8%; strongly agree = 11.8%) that the DUT brand is a verbal expression of the UoT (Q9.10). Similarly, it was observed that a high number (36.1%) appear to be neutral while 48.8% agreed (agree = 36.8%; strongly agree = 11.8%) that the DUT brand fulfils specific stakeholders' needs (Q9.11). Moreover, more than half of the respondents, 53.7% agreed (agree = 40.5%; strongly agree = 13.2%) that the DUT brand is well accepted by stakeholders (Q9.12).

Furthermore, 58.5% of the respondents strongly affirmed (agree = 34.5%; strongly agree = 24.0%) that the DUT/MUT brand is well recognised internationally (Q9.13). Given the percentage of respondents who acknowledged the international brand of the DUT, it was highly expected that a high proportion (65.2%) of the respondents positively agreed (agree = 42.2%; strongly agree = 23.0%) that the DUT brand creates high levels of awareness (Q9.14). It is important to note that the majority (74.0%) of the respondents indicated (agree = 46.3%; strongly agree = 27.7%) that the DUT brand has real meaning or relevance to them (Q9.15). Consequently, it was no surprise that 63.9% of the respondents agreed (agree = 38.9%; strongly agree = 25.0%) that the DUT brand identity is strongly established in the minds of their stakeholders.

Table 4.13: The extent to which respondents agree on the DUT brand

Statement	No	Likert scale	Mean	Std.	P-value
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		SD	D	N	A	SA			
Q9.1	296	9.8%	6.1%	21.6%	40.9%%	21.6%%	3.58	1.179	0.000**
Q9.2	296	8.1%	6.4%	28.7%	41.2%	15.5%	3.50	1.086	0.000
Q9.3	296	11.1%	2.7%	35.8%	33.8%	16.6%	3.42	1.141	0.000
Q9.4	296	7.1%	5.4%	18.9%	32.4%	36.1%	3.85	1.178	0.000
Q9.5	296	7.1%	3.4%	30.1%	40.2%	19.3%	3.61	1.058	0.000
Q9.6	296	8.1%	2.7%	17.6%	38.9%	32.8%	3.85	1.151	0.000
Q9.7	296	6.4%	3.0%	16.9%	36.1%	37.5%	3.95	1.116	0.000
Q9.8	296	8.4%	4.1%	28.7%	39.2%	19.6%	3.57	1.108	0.000
Q9.9	296	10.5%	5.7%	37.8%	33.1%	12.8%	3.32	1.105	0.000
Q9.10	296	9.5%	5.1%	37.5%	36.8%	11.1%	3.35	1.060	0.000
Q9.11	296	8.8%	6.4%	36.1%	36.8%	11.8%	3.36	1.062	0.000
Q9.12	296	8.4%	3.4%	34.5%	40.5%	13.2%	3.47	1.044	0.000
Q9.13	296	8.8%	3.4%	29.4%	34.5%	24.0%	3.61	1.147	0.000
Q9.14	296	8.8%	2.7%	23.3%	42.2%	23.0%	3.68	1.124	0.000
Q9.15	296	7.8%	2.0%	16.2%	46.3%	27.7%	3.84	1.095	0.000
Q9.16	296	8.1%	2.4%	25.7%	38.9%	25.0%	3.70	1.117	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.5.2 The MUT brand

As indicated by the level of significance, the One-Sample T-test highlighted in Table 4.14 indicates that the extent to which the respondents agree or disagree with the statements on the MUT brand was significantly different ($P < 0.01$). In terms of the statement the MUT brand sends clear communication messages to me (Q9.1), it was observed that more (74.5%) of the respondents were in agreement (agree = 46.6%; strongly agree = 27.9%). Equally, 65.7% of the respondents positively agreed (agree = 48.5%; strongly agree = 17.2%) that the MUT brand is communicated in a consistent manner (Q9.2).

For the statement that the MUT brand reflects the UoT's vision (Q9.3), it was observed that 41.2% were unsure while more than half (52.4%) of the respondents agreed (agree = 38.2%; strongly agree = 14.2%). Further to this, it emerged that a

high proportion (75.5%) of the respondents positively agreed (agree = 35.8%; strongly agree = 39.7%) that the MUT brand provides all students with equal access to learning opportunities (Q9.4). Mostly, 59.3% of the respondents agreed (agree = 45.1%; strongly agree = 14.2%) that the MUT brands reflect the UoTs mission (Q9.5). More so, a majority of the respondents (75%) indicated that the MUT brand reflects their educational needs (Q9.6).

Furthermore, a good percentage (77%) of the respondents agreed (agree = 40.7%; strongly agree = 36.3%) that the MUT brand is well recognised nationally (Q9.7). Nonetheless, 34.8% of them appeared to be unsure whether the MUT brand reflects the visual expression of the UoT (Q9.8). This notwithstanding, it emerged that more than half (56.4%) of the respondents consider the MUT brand to reflect the visual expression of the UoT (agree = 45.1%; strongly agree = 11.3%). It can be concluded that nearly half (48.5%) of the respondents remain neutral on whether the MUT brand reflects engagement with all stakeholders (Q9.9).

Moreover, 41.7% of the respondents were neutral that the DUT/MUT brand is a verbal expression of the UoT (Q9.10). Similarly, it was observed that 46.6% also appear to be neutral while 44.0% agreed (agree = 38.7%; strongly agree = 5.9%) that the DUT/MUT brand fulfils specific stakeholders needs (Q9.11). Nevertheless, 40.7% of the respondents appear to be unsure (neutral) regarding the MUT brand acceptability by stakeholders while more than half (53.4%) of them agreed (agree = 40.7%; strongly agree = 12.7%) that the brand is well accepted by stakeholders (Q9.12).

Despite the large number that appeared neutral on the acceptability of the MUT brand, it was found that 59.8% of the respondents agreed (agree = 32.8%; strongly agree = 27%) that the MUT brand is well recognised internationally (Q9.13). Significantly, a high proportion (74%) of the respondents agreed (agree = 45.6%; strongly agree = 28.4%) that the MUT brand creates high levels of awareness (Q9.14). Similarly, 75% of the respondents claimed (agree = 45.6%; strongly agree = 29.4%) that the DUT/MUT brand has real meaning or relevance to them (Q9.15). Given the relevance of the MUT brand in the minds of the students, it was not a surprise that 65.2% of the respondents agreed (agree = 47.1%; strongly agree =

18.1%) that the DUT/MUT brand identity is strongly established in the minds of the stakeholders.

Table 4 14: The extent to which respondents agree on the MUT brand

Statement	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Q9.1	204	1.0%	3.4%	21.1%	46.6%	27.9%	3.97	0.848	0.000**
Q9.2	204	1.0%	5.4%	27.9%	48.5%	17.2%	3.75	0.836	0.000
Q9.3	204	1.0%	5.4%	41.2%	38.2%	14.2%	3.59	0.834	0.000
Q9.4	204	1.0%	9.8%	14.7%	35.8%	38.7%	4.01	1.010	0.000
Q9.5	204	1.0%	5.9%	33.8%	45.1%	14.2%	3.66	0.830	0.000
Q9.6	204	0.0%	5.9%	19.1%	45.6%	29.4%	3.99	0.851	0.000
Q9.7	204	0.0%	2.9%	20.1%	40.7%	36.3%	4.10	0.821	0.000
Q9.8	204	1.0%	7.8%	34.8%	45.1%	11.3%	3.58	0.830	0.000
Q9.9	204	2.9%	6.4%	48.5%	34.8%	7.4%	3.37	0.830	0.000
Q9.10	204	2.5%	7.4%	41.7%	37.7%	10.8%	3.47	0.873	0.000
Q9.11	204	1.5%	7.4%	46.6%	38.7%	5.9%	3.40	0.772	0.000
Q9.12	204	1.5%	4.4%	40.7%	40.7%	12.7%	3.59	0.823	0.000
Q9.13	204	2.0%	9.3%	28.9%	32.8%	27.0%	3.74	1.021	0.000
Q9.14	204	1.5%	2.9%	21.6%	45.6%	28.4%	3.97	0.867	0.000
Q9.15	204	1.0%	4.9%	19.1%	45.6%	29.4%	3.98	0.879	0.000
Q9.16	204	2.0%	0.5%	32.4%	47.1%	18.1%	3.79	0.812	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.5.3 Comparison of the DUT and MUT brand

In light of the above scoring pattern of the respondents on the DUT/MUT brands, this section uses the Independent T-Test to draw a comparison between the two universities.

Table 4.15 shows the mean, standard deviation and Independent T-Test result in the scoring pattern measured from the two universities. It can be observed that the MUT respondents agreed significantly more (3.74 ± 0.80) when compared against (3.61 ± 0.49) the DUT counterpart ($P < 0.05$). This suggests that the MUT respondents viewed their university more positively than the DUT respondents did.

Table 4.15: Independent t-test comparison of brand awareness between DUT and MUT

Comparison	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
DUT/MUT brand	DUT	296	3.6054	.80085	.04655	0.015
	MUT	204	3.7472	.49272	.03450	

4.6 The DUT/MUT brand image attributes

This section draws from the respondents' responses on the brand image attributes they consider the most important for their choice of UoT. The Friedman Test was used to rank the most important brand image attributes that are considered the most important from each respective university. The results are summarised in Table 4.16 and Table 4.17.

4.6.1 The DUT brand image attributes

As indicated by the level of significance, the Friedman Chi-Square test in Table 4.16 revealed a statistically significant difference beyond the 0.01 with regard to the DUT students perceived ranking of the most important brand image ($X^2 (13) = 152.795$); $P < 0.001$). This suggests that the way the respondents rank the brand image differs among them.

In terms of the DUT respondents, rating of the brand image attributes it can be deduced from Table 4.16 that more of them consider wide choice of subjects (38.2%), quality of teaching (39.5%), academic facilities (38.9%), entry requirement (36.5%), fees (32.8%), financial aid (35.1%), employment prospect (32.4%), flexible study mode (39.9%), image of the institution (39.9%) and reputation (38.2%) to be extremely important to their choice of UoT.

Equally important, more of the respondents viewed the location of the university (30.1%), social life on campus (24.3%), links with the industry (30.4%), as well as attractiveness of the campus (29.7%) to be very important in their choice of UoT.

Overall, and drawing from the mean values, the quality of teaching (1), followed by academic facilities (2) and image of the institution (3) were ranked the most important brand image attributes while social life on campus (14) was considered the least important image attribute in student choice of UoT.

Table 4.16: Ranking of the important brand image by DUT respondents

Brand image	N	Frequency							Friedman Chi-Square test	P
		Mean	Ranking	Not important at all	Moderately Important	Important	Very Important	Extremely important		
Wide choice of subjects	296	3.87	5	7.8%	4.1%	19.6%	30.4%	38.2%	152.795	0.000
Quality of teaching	296	4.01	1	6.4%	2.7%	13.9%	37.5%	39.5%		
Academic facilities	296	3.94	2	8.1%	2.7%	14.9%	35.5%	38.9%		
Entry requirement	296	3.88	4	8.1%	4.1%	16.6%	34.8%	36.5%		
Fees (cost)	296	3.69	9	10.5%	3.7%	25.3%	27.7%	32.8%		
Location	296	3.57	12	13.2%	6.1%	20.9%	30.1%	29.7%		
Social life on campus	296	3.21	14	16.6%	13.9%	23.3%	24.3%	22.0%		
Links with the industry	296	3.51	13	11.5%	5.4%	28.0%	30.4%	24.7%		

Financial aid	29 6	3.73	8	10.5%	5.1%	20.9%	28.4%	35.1%		
Employment prospects	29 6	3.67	10	10.5%	5.1%	23.6%	28.4%	32.4%		
Flexible study mode	29 6	3.80	7	10.1%	6.4%	16.2%	27.4%	39.9%		
Image of the institution	29 6	3.91	3	8.1%	3.4%	17.9%	30.7%	39.9%		
Attractiveness of campus	29 6	3.60	11	10.1%	7.1%	24.3%	29.7%	28.7%		
Reputation	29 6	3.81	6	9.8%	5.1%	17.9%	29.1%	38.2%		

4.6.2 The MUT brand image attributes

The responses gathered from the MUT respondents are given in Table 4.17. The Friedman Chi-Square test revealed statistically significant differences beyond the 0.01 with regard to the students perceived ranking of the most important brand image attributes ($X^2 (13) = 279.559$; $P < 0.001$). This suggests that the way the respondents rank the brand image attributes were not the same.

It emerged that more of the respondents consider brand image attributes such as quality of teaching (46.6%), entry requirements (42.2%), financial aid (41.7%), employment prospects (38.7%), flexible study mode (47.5%), image of the institution (34.3%) and reputation of the university (41.7%) to be extremely important in their choice of UoT.

Furthermore, the establishment is that more of the MUT respondents consider brand image attributes like the wide choice of subjects (36.3%), academic facilities (39.2%), and links with industry (30.9%) to be very important in their choice of UoT. Surprisingly, brand image attributes like fees (29.9%) and social life on campus

(23.5%) was viewed by more of the MUT respondents to be moderately important and important, respectively, to their choice of UoT.

Overall, and drawing from the mean values, the quality of teaching (1), followed by financial aid (2) was ranked to be the most important brand image attributes while social life on campus (11) was considered the least important image attributes in student choice of UoT.

Table 4.17: Ranking of the important brand image attributes

Brand image	N	Frequency							Friedman Chi-Square test	P
		Mean	Ranking	Not important at all of little	Moderately Important	Important	Very Important	Extremely important		
Wide choice of subjects	204	4.00	5	1.5%	3.4%	24.0%	36.3%	34.8%	279.559	0.000
Quality of teaching	204	4.20	1	1.5%	3.4%	15.2%	33.3%	46.6%		
Academic facilities	204	4.05	3	1.0%	5.9%	17.2%	39.2%	36.8%		
Entry requirement	204	4.03	4	2.5%	4.9%	21.6%	28.9%	42.2%		
Fees (cost)	204	3.50	10	4.4%	16.2%	29.9%	23.5%	26.0%		
Location	204	3.33	11	10.3%	18.1%	23.5%	24.0%	24.0%		
Social life on campus	204	2.88	12	19.1%	23.5%	22.1%	20.6%	14.7%		
Links with the industry	204	3.69	9	5.9%	8.8%	25.0%	30.9%	29.4%		

Financial aid	20 4	4.06	2	2.9%	5.4%	16.2%	33.8%	41.7%		
Employment prospects	20 4	3.92	6	3.4%	5.4%	26.0%	26.5%	38.7%		
Flexible study mode	20 4	4.05	3	2.5%	6.9%	21.1%	22.1%	47.5%		
Image of the institution	20 4	3.79	8	3.9%	9.3%	24.5%	27.9%	34.3%		
Attractiveness of campus	20 4	3.33	11	9.8%	16.7%	28.4%	20.6%	24.5%		
Reputation	20 4	3.86	7	5.4%	7.4%	24.5%	21.1%	41.7%		

4.6.3 Comparison of the DUT/MUT ranking of their brand image attributes

From the previous section, it could be gathered that although the DUT and MUT respondents ranked some attributes differently, quality of teaching was however considered the most important attribute that influences the student's choice of a UoT. Similarly, it was also gathered that the students from both UoT's ranked social life on campus to be the least important brand image attribute that influences their choice of a UoT. Given the similarities and differences that emerged from the ranking of brand image attributes between the respective universities, it was reasonable to compare whether any significant differences exist in their overall ranking. Hence, an Independent T-Test was used to compare the differences in the mean value ranking. The results are presented in Table 4.18.

Expectedly, the Independent T-Test revealed that there was no significant difference between the DUT and the MUT respondents ranking of the brand image attributes ($P > 0.05$).

Table 4.18: Independent t-test comparison of brand image attributes between DUT and MUT

	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand image attribute	DUT	296	3.7285	.86563	.05031	0.583
	MUT	204	3.7651	.61918	.04335	

4.7 DUT/MUT Brand Image

The previous section assessed what the respondents consider the most important attributes in the brand image of UoT. This section investigates the perceptions of the respondents in respect to the six key elements of brand (target audience, brand promise, brand perception, brand values, brand voice, and brand positioning) in student's choice of DUT/MUT.

4.7.1 Target audience

This section reports on the students scoring pattern of DUT and MUT respondents perceived target audience. A One-Sample T-Test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring target audience. The results are presented in the subsections below.

4.7.1.1 DUT target audience

Table 4.19 reflects the DUT respondents' scoring patterns on the statements measuring target audience. The One-Sample T-Test confirmed that the respondents' scoring pattern, that is the way they agreed, disagreed, strongly agreed, strongly disagreed, and neutral, were significantly different in all the statements ($P < 0.05$). For example, a total of 42.9% of the respondents were in positive agreement (agree = 22.3%; strongly agree = 20.6%) that the DUT target audience always delivers services on time while 28.0% were neutral. Equally, it emerged that 48.6% positively affirmed (agree = 33.1%; strongly agree = 15.5%) that the DUT target audience reflects the student-centred orientation of the UoT while 25.7% were neutral.

In terms of the statement, '*the DUT target audience reflects high-quality teaching*', 65.6% were in positive agreement (agree=39.2%; strongly agree=26.4%) while 22.6

were neutral. Given the high number of respondents who noted that the DUT target audience reflects high-quality teaching, it was not surprising that 73.7% positively agreed (agree = 39.3%; strongly agree = 34.5%) that the DUT target audience strives to improve excellence in academic programmes and thus the performance of their students. In addition, 74.6% of the respondents positively agreed that ‘the DUT target audience leads to the fulfilment of my dreams and aspirations as a student’.

Overall, and drawing from the mean value, it can be gathered that the statement ‘the DUT target audience leads to the fulfilment of my dreams and aspirations as a student’ had the highest positive value (3.96 ± 1.11).

Table 4.19: The DUT respondent scoring pattern on statement measuring target audience

Target Audience:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Always delivers services on time	296	16.6%	12.5%	28.0%	22.3%	20.6%	3.18	1.345	0.000**
Reflects the student-centred orientation of the UoT	296	14.5%	11.1%	25.7%	33.1%	15.5%	3.24	1.262	0.000
Reflects high-quality teaching	296	8.1%	3.7%	22.6%	39.2%	26.4%	3.72	1.138	0.000
Strives to improve excellence in academic programmes and thus the performance	296	7.8%	1.0%	17.6%	39.2%	34.5%	3.92	1.121	0.000

of their students									
Leads to the fulfilment of my dreams and aspirations as a student	296	6.8%	2.0%	16.6%	37.8%	36.8%	3.96	1.107	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3=neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.7.1.2 MUT Target Audience

Table 4.20 reflects the MUT respondents' scoring patterns on the statements measuring target audience. The One-Sample T-test confirmed that the respondents scoring pattern that is the way the agreed, disagreed, strongly agreed, strongly disagreed, and neutral were significantly different in all the statements ($P < 0.05$). 34.8% of the respondents were in neutral while 38.3% positively agreed (agree = 22.1%; strongly agree = 16.2%) that the MUT target audience always delivers services on time. Equally, 40.7% of the respondents were neutral while 51.0% positively affirmed (agree = 33.8%; strongly agree = 17.2%) that the MUT target audience reflects the student-centred orientation of the UoT.

Concerning the statement '*the MUT target audience reflects high-quality teaching*', 75.5% were in positive agreement (agree = 44.1%; strongly agree = 31.4%) while only 19.6 were neutral. Similarly, 76.9% positively agreed (agree = 42.6%; strongly agree = 34.3%) that the MUT target audience strives to improve excellence in academic programmes and thus the performance of their students. In addition, 78.4% of the respondents positively agreed that '*the MUT target audience leads to the fulfilment of my dreams and aspirations as a student*'.

Overall, and drawing from the mean value, it can be gathered that the statement '*the MUT target audience leads to the fulfilment of my dreams and aspirations as a student*' had the highest positive value (4.15 ± 0.84).

Table 4.20: The MUT respondent scoring pattern on statement measuring target audience

Target Audience:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Always delivers services on time	204	5.9%	21.1%	34.8%	22.1%	16.2%	3.22	1.128	0.000**
Reflects the student-centred orientation of the UoT	204	2.5%	5.9%	40.7%	33.8%	17.2%	3.57	0.926	0.000
Reflects high-quality teaching	204	1.0%	3.9%	19.6%	44.1%	31.4%	4.01	0.871	0.000
Strives to improve excellence in academic programmes and thus the performance of their students	204	0.5%	1.5%	21.1%	42.6%	34.3%	4.09	0.808	0.000
Leads to the fulfilment of my dreams and aspirations as a student	204	0.5%	2.5%	18.6%	38.2%	40.2%	4.15	0.843	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3=neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).									

4.7.1.3 Comparison of the DUT and MUT target audiences

The previous section captured the scoring pattern of the respondents from each university. This section aimed to compare the differences in the scoring pattern measured for the DUT and MUT respondents. It was observed that the mean value (3.81 ± 0.68) for the MUT respondents was significantly higher when compared (3.60 ± 0.90) against the DUT ($P < 0.05$). This suggests that the MUT respondents rated the brand target audience more positively than the DUT respondents.

Table 4.21: Independent t-test comparison of DUT and MUT target audiences

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Target Audience	DUT	296	3.6027	.89579	.05207	0.004
	MUT	204	3.8078	.67753	.04744	

4.7.2 Brand promise

This section reports on the students' scoring pattern of DUT and MUT respondents' perceived brand promise. The DUT respondents' views were first presented, and after that, the MUT respondents follow. A one-sample test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring brand promise. The results are presented in the subsections below

4.7.2.1 DUT brand promise

The scoring pattern of the DUT respondents on the perceived statements measuring brand promise are highlighted in Table 4.22. The One-Sample T-test indicates that the scoring pattern that is the way the respondents agreed, disagreed, neutral, strongly agreed and strongly disagreed to all the statements were statistically different ($P < 0.05$).

Regarding the statement that the DUT brand promise is resilient (strong), 67.9% were in positive agreement (agree = 43.2%; strongly agree = 24.7%) while 21.3% were neutral. Equally important, 67.3% positively affirmed (agree = 38.2%; strongly

agree = 29.1%) that the DUT brand promise is unique while 20.9% were neutral. Furthermore, more than half (65.4%) were affirmative (agree = 47.2%; strongly agree = 18.2%) that the DUT brand promise reflects competence while 22.6% were neutral.

In terms of the statement that the DUT brand promise reflects excellent service delivery, it was found that 62.1% were in positive agreement (agree = 42.2%; strongly agree = 19.9%) while 24.3% were neutral. Equally, and regarding the statement '*the DUT brand promise exceeds expectations in terms of promises*', 32.8% were neutral while more than half (51.0%) were affirmative (agree = 34.1%; strongly agree = 16.9%) that the DUT brand promise exceeds expectations in term of promises.

With respect to the statement that the DUT brand promise provides high-quality academic programmes, 65.6% of the respondents were in positive agreement (agree = 39.9%; strongly agree = 25.7%) while 21.3% were neutral. Despite 62.8% positively affirming (agree = 44.6%; strongly agree = 18.2) that the DUT brand promise is innovative, 21.3% were neutral. However, 65.2% thinks (agree = 39.2%; strongly agree = 26.0%) that the DUT brand promise is performing well in terms of their expectations.

Added to the above, while 28.0% of the respondents were neutral that the DUT brand promise reflects exceptional academic achievements, 59.1% positively agreed (agree = 38.5%; strongly agree = 20.6%). Notwithstanding this, 35.5% remain neutral that the DUT brand promise delivers on promises while half (50.7%) were in positive agreement (agree = 34.1%; strongly agree = 16.7%).

Overall, and drawing from the mean value (3.78 ± 1.12) the statement the DUT brand promise is unique was rated more positively by the DUT respondents.

Table 4.22: The DUT respondent scoring pattern on statement measuring brand promise

Brand promise:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			

Is resilient (strong)	296	6.8%	4.1%	21.3%	43.2%	24.7%	3.75	1.082	0.000**
Is unique	296	6.4%	5.4%	20.9%	38.2%	29.1%	3.78	1.118	0.000
Reflects competence	296	7.8%	3.7%	22.6%	47.2%	18.2%	3.65	1.066	0.000
Reflects excellent service delivery	296	6.8%	6.8%	24.3%	42.2%	19.9%	3.62	1.086	0.000
Exceeds expectations in terms of promises	296	7.4%	8.8%	32.8%	34.1%	16.9%	3.44	1.100	0.000
Provides high quality academic programmes	296	8.1%	5.1%	21.3%	39.9%	25.7%	3.70	1.147	0.000
Is innovative	296	9.1%	4.7%	23.3%	44.6%	18.2%	3.58	1.120	0.000
Is performing well in terms of my expectations	296	9.8%	3.4%	21.6%	39.2%	26.0%	3.68	1.182	0.000
Reflects exceptional academic achievements	296	8.8%	4.1%	28.0%	38.5%	20.6%	3.58	1.126	0.000
Delivers on promises	296	9.1%	4.7%	35.5%	34.1%	16.6%	3.44	1.106	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3=neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).									

4.7.2.2 MUT brand promise

The scoring pattern of the MUT respondents on the perceived statements measuring brand promise are highlighted in Table 4.23. The One-Sample T-test indicates that the scoring pattern that is the way the respondents agreed, disagreed,

neutral, strongly agreed and strongly disagreed to all the statements were statistically different ($P < 0.05$).

Regarding the statement that the MUT brand promise is resilient (strong), 54.0% were in positive agreement (agree = 37.3%; strongly agree = 16.7%) while 35.8% were neutral. Equally, 63.8% positively affirmed (agree = 46.6%; strongly agree = 17.2%) that the MUT brand promise is unique while 27.9% were neutral. Similarly, 64.2% were affirmative (agree = 47.5%; strongly agree = 16.7%) that the MUT brand promise reflects competence while 28.4% were neutral.

In terms of the statement that the '*MUT brand promise reflects excellent service delivery*', it was found that 37.7% of the respondents were neutral while 50% affirmed (agree = 42.2%; strongly agree = 19.9%) that the MUT brand promise reflects excellent service delivery. Equally, and regarding the statement '*the MUT brand promise exceeds expectations in terms of promises*', 33.8% were neutral while 36.3% agreed that the MUT brand promise exceeds expectations in term of promises.

With respect to the statement that the MUT brand promise provides high-quality academic programmes, 63.2% of the respondents were in positive agreement (agree = 39.7%; strongly agree = 23.5%) while 31.9% were neutral. Despite this, only 53.9% positively affirmed (agree = 38.2%; strongly agree = 15.7) while 39.7% were neutral that the MUT brand promise is innovative. However, 62.7% thinks (agree = 40.2%; strongly agree = 22.5%) that the MUT brand promise is performing well in terms of their expectations.

Added to the above, while 35.8% of the respondents were neutral that the MUT brand promise reflects exceptional academic achievements 57.3% positively agreed (agree = 43.1%; strongly agree = 14.2%). Notwithstanding this, 33.3% remain neutral that the MUT brand promise delivers on promises while only 46.6% were in positive agreement (agree = 34.3%; strongly agree = 12.3%).

Overall, and drawing from the mean value (3.82 ± 0.85) the statement the MUT brand promise provides high-quality academic programmes were rated more positively by the MUT respondents.

Table 4.23: The MUT respondent scoring pattern on statement measuring brand promise

Brand promise:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Is resilient (strong)	204	2.0%	8.3%	35.8%	37.3%	16.7%	3.58	0.930	0.000**
Is unique	204	2.0%	6.4%	27.9%	46.6%	17.2%	3.71	0.894	0.000
Reflects competence	204	2.5%	4.9%	28.4%	47.5%	16.7%	3.71	0.888	0.000
Reflects excellent service delivery	204	2.5%	9.8%	37.7%	29.9%	20.1%	3.55	0.999	0.000
Exceeds expectations in terms of promises	204	2.9%	16.2%	33.8%	36.3%	10.8%	3.36	0.975	0.000
Provides high-quality academic programmes	204	0.0%	4.9%	31.9%	39.7%	23.5%	3.82	0.849	0.000
Is innovative	204	1.5%	4.9%	39.7%	38.2%	15.7%	3.62	0.860	0.000
Is performing well in terms of my expectations	204	2.9%	5.9%	28.4%	40.2%	22.5%	3.74	0.972	0.000
Reflects exceptional academic achievements	204	2.9%	3.9%	35.8%	43.1%	14.2%	3.62	0.883	0.000
Delivers on promises	204	7.8%	12.3%	33.3%	34.3%	12.3%	3.31	1.086	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3=neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).									

4.7.2.3 Comparison of the DUT and MUT brand promise

The previous section captured the scoring pattern of the respondents from each of the respective universities. This section aims to compare the differences in the scoring pattern measured for the DUT and MUT respondents. The Independent T-Test revealed no significant difference in the mean value between the DUT and MUT respondents in terms of their scoring pattern with the statement measuring brand promise ($P > 0.05$).

Table 4.24: Independent t-test comparison of DUT and MUT brand promise

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand promise	DUT	296	3.6226	.88662	.05153	0.752
	MUT	204	3.6010	.64380	.04508	

4.7.3 Brand perception

This section reports on the students' scoring pattern of DUT and MUT respondents' perceived brand perception. The DUT respondents' views were first presented, followed by the MUT respondents. The One-Sample T-Test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring target audience. The results are presented in the subsections below

4.7.3.1 DUT brand perception

Table 4.25 reflects the DUT respondents scoring pattern with respect to the statements measuring the DUT brand perceptions. As indicated by the One-Sample T-Test, there was a statistically significant difference in the way the respondents scored (agreed, disagree, strongly agreed, strongly disagreed, and neutral) ($P < 0.05$). As gleaned from Table 4.25, 64.8% were in positive agreement (agree = 45.2%; strongly agree = 19.6%) that the DUT brand perception reflects transformation for quality while 25.3% were neutral. Similarly, 58.1% positively affirmed (agree = 36.5%; strongly agree = 21.6%) that the DUT brand perception

reflects pride including heritage, legacy, and traditions, etc. while 29.7% were neutral.

Equally significant, 63.5% were in agreement (agree = 42.6%; strongly agree = 20.9%) that the DUT brand perception is modern and up to date while 21.3% were neutral, and 15.2% in disagreement (strongly disagree = 10.5%; disagree = 4.7%).

Table 4.25: The DUT respondent scoring pattern on statement measuring brand perception

Brand perception:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects transformation for quality	296	8.4%	4.4%	25.3%	42.2%	19.6%	3.60	1.109	0.000**
Reflects pride (including heritage, legacy and traditions)	296	7.4%	4.7%	29.7%	36.5%	21.6%	3.60	1.103	0.000
Is modern and up to date	296	10.5%	4.7%	21.3%	42.6%	20.9%	3.59	1.179	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3=neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).									

4.7.3.1.1 MUT brand perception

Table 4.26 reflects the MUT respondents scoring pattern with respect to the statements measuring the MUT brand perceptions. As indicated by the One-Sample T-test, there was a statistically significant difference in the way the respondents scored (agreed, disagree, strongly agreed, strongly disagreed, and neutral) ($P < 0.05$). As gleaned from Table 4.26, 56.4% were in positive agreement (agree = 41.7%; strongly agree = 14.7%) that the MUT brand perception reflects transformation for quality while 37.3% were neutral. Similarly, 58.3% positively

affirmed (agree = 33.3%; strongly agree = 25.0%) that the MUT brand perception reflects pride including heritage, legacy, and traditions, etc. while 31.4% were neutral.

Further to the above, 53.9% were in agreement (agree = 34.3%; strongly agree = 19.6%) that the MUT brand perception is modern and up to date while 33.8% were neutral, and 12.2% in disagreement (strongly disagree = 4.4%; disagree = 7.8%). Overall, the statement the MUT brand perception reflects pride, including heritage, legacy and traditions had the highest mean value (3.70 ± 1.02).

Table 4.26: The MUT respondent scoring pattern on statement measuring brand perception

Brand perception:	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects transformation for quality	204	2.9%	3.4%	37.3%	41.7%	14.7%	3.62	0.883	0.000**
Reflects pride (including heritage, legacy and traditions)	204	2.9%	7.4%	31.4%	33.3%	25.0%	3.70	1.019	0.000
Is modern and up to date	204	4.4%	7.8%	33.8%	34.3%	19.6%	3.57	1.032	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.7.3.1.2 Comparison of the DUT and MUT brand perceptions

The previous section captured the scoring pattern of the respondents from each of the respective universities. This section aims to compare the differences in the scoring pattern measured for the DUT and MUT respondents. The Independent t-test reveal no significant difference in the mean value between the DUT and MUT respondents in terms of their scoring pattern with the statement measuring brand

perception ($P>0.05$). This suggests that the respondents scoring pattern of the statements measuring brand perceptions in the DUT and MUT were the same.

Table 4 27: Independent t-test comparison of DUT and MUT brand perception

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand perceptions	DUT	296	3.5968	.94938	.05518	0.674
	MUT	204	3.6291	.75752	.05304	

4.7.4 Brand values

This section reports on the scoring pattern of DUT and MUT respondents perceived brand values. The DUT respondents' views were first presented, followed by the MUT respondents. A one-sample test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring brand values. The results are presented in the subsections below.

4.7.4.1 DUT brand values

As indicated by the level of significance, the One-Sample T-test in Table 4.28 revealed that the way the DUT respondents scored (agreed, strongly agreed, neutral, disagreed, and strongly disagreed) were statistically different ($P < 0.05$). For instance, in terms of the statement the DUT brand values reflects good value for money, 58.8% of the respondents were in agreement (agree = 39.9%; strongly agree = 18.9%) while 29.1% were neutral and 12.1% in disagreement (strongly disagree = 8.4%; disagree = 3.7%).

Furthermore, while 62.5% were in agreement (agree = 41.2%; strongly agree = 21.3%) that the DUT brand conveys a high sense of reliability, 28.4% remain neutral. Similarly, it emerged that 63.5% were in agreement (agree = 43.2%; strongly agree = 20.3%) that the DUT brand values reflects strong values while 26.4% were neutral. In addition, 69.6% believed (agree = 43.6%; strongly agree = 26.0%) that the DUT brand values reflects transformation for fairness.

Overall, it can be gathered from Table 4.28 that the statement ‘*the DUT brand values reflects transformation for fairness*’ was viewed more positively (3.78 ± 1.08) by the DUT respondents.

Table 4.28: The DUT respondent scoring pattern on statement measuring brand values

Brand values	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects good value for money	296	8.4%	3.7%	29.1%	39.9%	18.9%	3.57	1.099	0.000**
Conveys a high sense of reliability	296	5.1%	4.1%	28.4%	41.2%	21.3%	3.70	1.013	0.000
Reflects strong values	296	7.8%	2.4%	26.4%	43.2%	20.3%	3.66	1.071	0.000
Reflects transformation for fairness	296	6.4%	4.4%	19.6%	43.6%	26.0%	3.78	1.080	0.007
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.7.4.2 MUT brand values

As indicated by the level of significance, the One-Sample T-test in Table 4.29 revealed that the way the MUT respondents scored (agreed, strongly agreed, neutral, disagreed, and strongly disagreed) were statistically different ($P < 0.05$). In terms of the statement the MUT brand values reflects good value for money, 43.2% of the respondents were in agreement (agree = 39.9%; strongly agree = 18.9%), 35.8% neutral, and 21.1% in disagreement (strongly disagree = 4.9%; disagree = 16.2%).

Furthermore, 40.2% were neutral that the MUT brand conveys a high sense of reliability while 51.9% in agreement (agree = 39.2%; strongly agree = 12.7%). Despite this, more (65.2%) of the respondents think (agree = 48.0%; strongly agree

= 17.2%) that the MUT brand values reflects strong values. In addition, 59.3% believed (agree = 41.7%; strongly agree = 17.6%) that the MUT brand values reflects transformation for fairness.

Overall, it can be gathered from Table 4.29 that the statement ‘the MUT brand values reflects strong values’ was viewed more positively (3.76 ± 0.82) by the MUT respondents.

Table 4.29: The MUT respondent scoring pattern on statement measuring brand values

Brand values	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects good value for money	204	4.9%	16.2%	35.8%	31.4%	11.8%	3.29	1.031	0.000**
Conveys a high sense of reliability	204	1.0%	6.9%	40.2%	39.2%	12.7%	3.56	0.837	0.000
Reflects strong values	204	1.0%	3.9%	29.9%	48.0%	17.2%	3.76	0.815	0.000
Reflects transformation for fairness	204	2.5%	5.4%	32.8%	41.7%	17.6%	3.67	0.913	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.7.4.3 Comparison of the DUT and MUT brand values

The previous section captured the scoring pattern of the respondents from each of the respective universities. This section aims to compare the differences in the scoring pattern measured for the DUT and MUT respondents. The Independent t-test reveals no significant difference in the mean value between the DUT and MUT respondents in terms of their scoring pattern with the statement measuring brand values ($P > 0.05$). This suggests that the respondents scoring pattern of the

statements measuring brand values in the DUT and MUT were the same (Table 4.30).

Table 4.30: Independent t-test comparison of DUT and MUT brand values

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand values	DUT	296	3.6774	.90631	.05268	0.129
	MUT	204	3.5699	.67208	.04705	

4.7.5 Brand voice

This section reports on the students scoring pattern of DUT and MUT respondents perceived brand voice. The DUT respondents' views were first presented, followed by the MUT respondents' views. The One-Sample T-Test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring brand voice. The results are presented in the subsections below.

4.7.5.1 DUT brand voice

The DUT respondents' scoring pattern about the statements measuring brand voice is highlighted in Table 4.31. The One-Sample T-Test indicated that there was a statistically significant difference in the way the respondents scored (agree, strongly agree, disagree, neutral, and strongly disagree) ($P < 0.05$). It was observed that majority (77%) of the respondents agreed (agree = 44.6%; strongly agree = 32.4%) that the DUT brand voice reflects respect for diversity. Equally, it was found that more (71.2%) agreed (agree = 45.9%; strongly agree = 25.3%) that the DUT brand voice creates a high level of confidence.

Furthermore, in respect with the statement 'the DUT brand voice signifies trustworthiness', it emerged that 65.5% agreed (agree = 41.9%; strongly agree = 23.6%). Nonetheless, 28.0% were neutral that the DUT brand voice reflects sophistication while 61.8% agreed (agree = 38.5%; strongly agree = 23.3%).

Regarding the statement ‘the DUT brand voice signals legitimacy’, 30.7% of the respondents were neutral while 60.2% agreed (agree = 39.6%; strongly agree = 20.6%) that the DUT brand voice signals legitimacy. Furthermore, 68.6% agreed (agree = 43.6%; strongly agree = 25.0%) that the DUT brand voice is advertised in a credible manner. Expectedly, 66.6% of the respondents agreed (agree = 40.2%; strongly agree = 26.4%) that the DUT brand voice is communicated in an honest manner.

Concerning the statement ‘the DUT/MUT logo reflects the brand identity of the UoT’, 73% agreed (agree = 45.6%; strongly agree = 27.4%) that the DUT logo reflects the brand identity of the UoT. In addition, 71.2% of the respondents affirmed (agree = 37.8%; strongly agree = 33.4%) that the DUT brand voice (learn, think, and do) slogan reflects the brand identity of the UoT. Overall, drawing from the mean value in Table 4.31, the statement the DUT brand voice reflects respect for diversity had the highest positive agreement score (3.96 ± 1.04).

Table 4.31: The DUT respondent scoring pattern on statement measuring brand voice

Brand voice	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects respect for diversity	296	5.7%	2.0%	15.2%	44.6%	32.4%	3.96	1.037	0.000**
Creates a high level of confidence	296	8.8%	2.0%	17.9%	45.9%	25.3%	3.77	1.120	0.000
Signifies trustworthiness	296	7.4%	1.4%	25.7%	41.9%	23.6%	3.73	1.071	0.000
Reflects sophistication	296	7.8%	2.4%	28.0%	38.5%	23.3%	3.67	1.097	0.000
Signals legitimacy	296	7.1%	1.7%	30.7%	39.9%	20.6%	3.65	1.050	0.000
Is advertised in a credible manner	296	7.8%	2.7%	20.9%	43.6%	25.0%	3.75	1.100	0.000

Is communicated in an honest manner	296	7.8%	2.7%	23.0%	40.2%	26.4%	3.75	1.114	0.000
The DUT/MUT logo reflects the brand identity of the UoT	296	7.8%	1.7%	17.6%	45.6%	27.4%	3.83	1.092	0.000
The DUT (Learn, Think, Do) or MUT (in pursuit of excellence) slogan reflects the brand identity of the UoT	296	7.8%	2.4%	18.6%	37.8%	33.4%	3.87	1.141	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.** Level of significance $p < 0.01$ (2-tailed).									

4.7.5.1 MUT brand voice

The MUT respondents' scoring pattern about the statements measuring brand voice is highlighted in Table 4.32. The One-Sample T-test indicates that there was a statistically significant difference in the way the respondents scored (agree, strongly agree, disagree, neutral, and strongly disagree) ($P < 0.05$). More of the respondents (62.7%) agreed (agree = 34.3%; strongly agree = 28.4%) that the MUT brand voice reflects respect for diversity. Equally, it was found that more (69.1%) agreed (agree = 41.2%; strongly agree = 27.9%) that the MUT brand voice creates a high level of confidence.

Furthermore, in respect with the statement 'the MUT brand voice signifies trustworthiness', it emerged that 58.3% agreed (agree = 42.6%; strongly agree = 15.7%). Nonetheless, 38.7% were neutral that the MUT brand voice reflects sophistication while 52.9% agreed (agree = 38.2%; strongly agree = 14.7%).

Regarding the statement ‘the MUT brand voice signals legitimacy’, 36.8% of the respondents were neutral while 55.4% agreed (agree = 35.8%; strongly agree = 19.6%) that the MUT brand voice signals legitimacy. Nevertheless, 58.4% agreed (agree = 41.2%; strongly agree = 17.2%) that the MUT brand voice is advertised in a credible manner. More so, 62.3% of the respondents agreed (agree = 41.2%; strongly agree = 21.1%) that the MUT brand voice is communicated in an honest manner.

About the statement ‘the DUT/MUT logo reflects the brand identity of the UoT’, 70.1% agreed (agree = 43.6%; strongly agree = 26.5%) that the MUT logo reflects the brand identity of the UoT. In addition, 71.6% of the respondents affirmed (agree = 40.7%; strongly agree = 30.9%) that the MUT brand voice (in pursuit of excellence) slogan reflects the brand identity of the UoT. Overall, and drawing from the mean value in Table 4.32, the statement the MUT brand voice (in pursuit of excellence) had the highest positive agreement score (3.98 ± 0.88).

Table 4.32: The MUT respondent scoring pattern on statement measuring brand voice

Brand voice	No	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Reflects respect for diversity	204	1.0%	5.4%	30.9%	34.3%	28.4%	3.84	0.936	0.000**
Creates a high level of confidence	204	1.5%	2.5%	27.0%	41.2%	27.9%	3.92	0.881	0.000
Signifies trustworthiness	204	1.5%	6.4%	33.8%	42.6%	15.7%	3.65	0.873	0.000
Reflects sophistication	204	0.5%	7.8%	38.7%	38.2%	14.7%	3.59	0.852	0.000
Signals legitimacy	204	2.0%	5.9%	36.8%	35.8%	19.6%	3.65	0.927	0.000

Is advertised in a credible manner	204	2.0%	5.9%	33.8%	41.2%	17.2%	3.66	0.899	0.000
Is communicated in an honest manner	204	1.5%	4.9%	31.4%	41.2%	21.1%	3.75	0.893	0.000
The DUT/MUT logo reflects the brand identity of the UoT	204	1.0%	3.9%	25.0%	43.6%	26.5%	3.91	0.869	0.000
The DUT (Learn, Think, Do) or MUT (in pursuit of excellence) slogan reflects the brand identity of the UoT	204	1.5%	2.0%	25.0%	40.7%	30.9%	3.98	0.879	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).									

4.7.5.3 Comparison of the DUT and MUT brand voice

The previous section captured the scoring pattern of the respondents from each of the respective university. This section aimed to compare the differences in the scoring pattern measured for the DUT and MUT respondents. The Independent T-test reveals no significant difference in the mean value between the DUT and MUT respondents in terms of their scoring pattern with the statement measuring brand voice ($P > 0.05$). This suggests that the respondents scoring pattern of the statements measuring brand voice in the DUT and MUT were the same (Table 4.33).

Table 4.33: Independent t-test comparison of DUT and MUT brand voice

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand	DUT	296	3.7759	.88338	.05135	0.938
Voice	MUT	204	3.7707	.61019	.04272	

4.7.6 Brand positioning

This section reports on the students scoring pattern of DUT and MUT respondents perceived brand positioning. The DUT respondents' views are first presented, and after that, the MUT respondents follow. The One-Sample T-Test was used to test the level of differences in the way the respondents strongly agreed, disagree, neutral, agreed, and or strongly agreed to the statement measuring brand positioning. The results are presented in the subsections below.

4.7.6.1 DUT Brand positioning

Table 4.34 reflects the DUT respondents' perception of the statements that measured the DUT brand positioning. As indicated by the level of significance, the One-Sample T-test revealed that their scoring pattern (agree, strongly agree, neutral, disagree, and strongly disagree) were statistically different ($P < 0.05$). For instance, it was found that more (71.3%) of the respondents agreed (agree = 44.3%; strongly agree = 27.0%) that the DUT brand positioning makes them feel like part of the UoT. Equally, and although 29.1% were neutral, more than half (58.1%) of the respondents agreed (agree = 36.8%; strongly agree = 21.3%) that the DUT brand positioning is differentiated from those of other UoTs in the country.

In terms of the statement '*the DUT brand positioning reflects academic value in line with stakeholder needs*', 55.7% agreed (agree = 41.2%; strongly agree = 14.5%) while 32.4% were neutral that the DUT brand reflects academic value in line with stakeholder needs. More importantly, it was gathered that 62.9% of the respondents positively affirmed (agree = 44.3%; strongly agree=18.6%) that the DUT brand positioning is superior to the competition. Hence it was not unexpected that 74% agreed (agree = 41.6%; strongly agree = 32.4%) with the statement '*I prefer the DUT brand to those of other UoTs*'.

Table 4.34: The DUT respondent scoring pattern on statement measuring brand positioning

Brand positioning	N	Likert scale					Mean	Std.	P-value
		SD	D	N	A	SA			
Makes me feel like part of the UoT	296	6.1%	4.1%	18.6%	44.3%	27.0%	3.82	1.066	0.000**
Is differentiated from those of other UoTs in the country	296	7.4%	5.4%	29.1%	36.8%	21.3%	3.59	1.107	0.000
Reflects academic value in line with stakeholder needs	296	7.4%	4.4%	32.4%	41.2%	14.5%	3.51	1.038	0.000
Is superior to competition	296	8.4%	3.7%	25.0%	44.3%	18.6%	3.61	1.093	0.000
I prefer the DUT/MUT brand to those of other UoTs	296	7.1%	2.4%	16.6%	41.6%	32.4%	3.90	1.103	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used.									
** Level of significance $p < 0.01$ (2-tailed).									

4.7.6.2 MUT brand positioning

Table 4.35 reflects the MUT respondents' perception of the statements that measured the MUT brand positioning. As indicated by the level of significance, the One-Sample T-test revealed that their scoring pattern (agree, strongly agree, neutral, disagree, and strongly disagree) were statistically different ($P < 0.05$). The results revealed that 67.1% of the respondents agreed (agree = 43.6%; strongly

agree = 23.5%) that the MUT brand positioning makes them feel like part of the UoT. Equally, and although 34.3% were neutral, more than half (57.9%) of the respondents agreed (agree = 40.7%; strongly agree = 17.2%) that the MUT brand positioning is differentiated from those of other UoTs in the country.

In terms of the statement '*the MUT brand positioning reflects academic value in line with stakeholder needs*', 54.5% agreed (agree = 42.2%; strongly agree = 12.3%) while 36.3% were neutral that the MUT brand reflects academic value in line with stakeholder needs. Despite this, only 58.3% of the respondents agreed (agree = 40.2%; strongly agree = 18.1%) that the MUT brand positioning is superior to competition. This notwithstanding, 66.7% agreed (agree = 41.2%; strongly agree = 25.5%) with the statement '*I prefer the MUT brand to those of other UoTs*'.

Table 435: The MUT respondent scoring pattern on statement measuring brand positioning

Brand positioning		N	Likert scale					Mean	Std.	P-value
			SD	D	N	A	SA			
Makes me feel like part of the UoT		204	0.5%	7.8%	24.5%	43.6%	23.5%	3.82	0.900	0.000**
Is differentiated from those of other UoTs in the country		204	2.0%	5.9%	34.3%	40.7%	17.2%	3.65	0.900	0.000
Reflects academic value in line with stakeholder needs		204	2.9%	6.4%	36.3%	42.2%	12.3%	3.54	0.895	0.000
Is superior to competition		204	2.0%	3.4%	36.3%	40.2%	18.1%	3.69	0.875	0.000

I prefer the DUT/MUT brand to those of other UoTs										
		204	2.9%	3.9%	26.5%	41.2%	25.5%	3.82	0.956	0.000
A Likert scale of 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral, 4 = agree (A), 5 = strongly agree (SA) was used. ** Level of significance $p < 0.01$ (2-tailed).										

4.7.6.3 Comparison of the DUT and MUT brand positioning

The previous section captured the scoring pattern of the respondents from each respective university. This section aims to compare the differences in the scoring pattern measured for the DUT and MUT respondents. The Independent T-test reveals no significant difference in the mean value between the DUT and MUT respondents in terms of their scoring pattern with the statement measuring brand positioning ($P > 0.05$). This suggests that the respondents scoring pattern of the statements measuring brand positioning in the DUT and MUT were the same (Table 4.36).

Table 4.36: Independent t-test comparison of DUT and MUT brand positioning

Attributes	University	N	Mean	Std. Deviation	Std. Error Mean	P-value
Brand positioning	DUT	296	3.6858	.90126	.05238	0.777
	MUT	204	3.7059	.68320	.04783	

4.8 Correlations

This section aimed to evaluate the relationship that exists among the six key elements (target audience, brand promise, brand perception, brand values, brand voice, and brand positioning) in student's choice of DUT/MUT. The Pearson correlation was used in this section to quantify the relationship.

4.8.1 DUT correlations

As shown in Table 4.37, the Pearson correlation value suggests that a strong positive relationship exists among the six key parameters.

Table 4.37: Pearson correlation coefficient for DUT

		Target Audience	Brand promise	Brand Perception	Brand values	Brand voice	Brand positioning
Target Audience	Pearson Correlation	1	.787**	.669**	.681**	.713**	.679**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	296	296	296	296	296	296
Brand promise	Pearson Correlation	.787**	1	.788**	.758**	.828**	.796**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	296	296	296	296	296	296
Brand perception	Pearson Correlation	.669**	.788**	1	.758**	.808**	.724**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	296	296	296	296	296	296
Brand values	Pearson Correlation	.681**	.758**	.758**	1	.777**	.715**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	296	296	296	296	296	296
Brand voice	Pearson Correlation	.713**	.828**	.808**	.777**	1	.817**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	296	296	296	296	296	296
Brand positioning	Pearson Correlation	.679**	.796**	.724**	.715**	.817**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	296	296	296	296	296	296
** Correlation is significant at the 0.01 level (2-tailed)							
a University = DUT							

4.8.2 MUT correlations

As shown in Table 4.38, the Pearson correlation value suggests that a strong positive relationship exists among the six key parameters.

Table 4.38: Pearson correlation coefficient for MUT

		Target audience	Brand promise	Brand perception	Brand values	Brand voice	Brand positioning
Target Audience	Pearson Correlation	1	.713**	.456**	.526**	.647**	.622**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	204	204	204	204	204	204
Brand promise	Pearson Correlation	.713**	1	.592**	.638**	.690**	.611**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	204	204	204	204	204	204
Brand perception	Pearson Correlation	.456**	.592**	1	.554**	.629**	.499**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	204	204	204	204	204	204
Brand values	Pearson Correlation	.526**	.638**	.554**	1	.705**	.516**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	204	204	204	204	204	204
Brand voice	Pearson Correlation	.647**	.690**	.629**	.705**	1	.731**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	204	204	204	204	204	204
Brand positioning	Pearson Correlation	.622**	.611**	.499**	.516**	.731**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	204	204	204	204	204	204
** Correlation is significant at the 0.01 level (2-tailed)							
a University = MUT							

4.9 Source of DUT/MUT brand awareness

The source of DUT/MUT brand awareness is reflected in Figure 4.2. For the DUT brand, the majority of the respondents indicated family and friends (20.6%) as their source of DUT brand awareness, followed by the internet (19.6%), and word-of-

mouth (13.2%). Examining the source of awareness of the MUT brand, and in contrast to the DUT, majority of the respondents indicated internet (19.6%), followed by MUT alumni (12.7%), and family and friends (12.3%). Overall, brand awareness through social media was the lowest source for both DUT (2.7%) and MUT (1.5%), respectively.

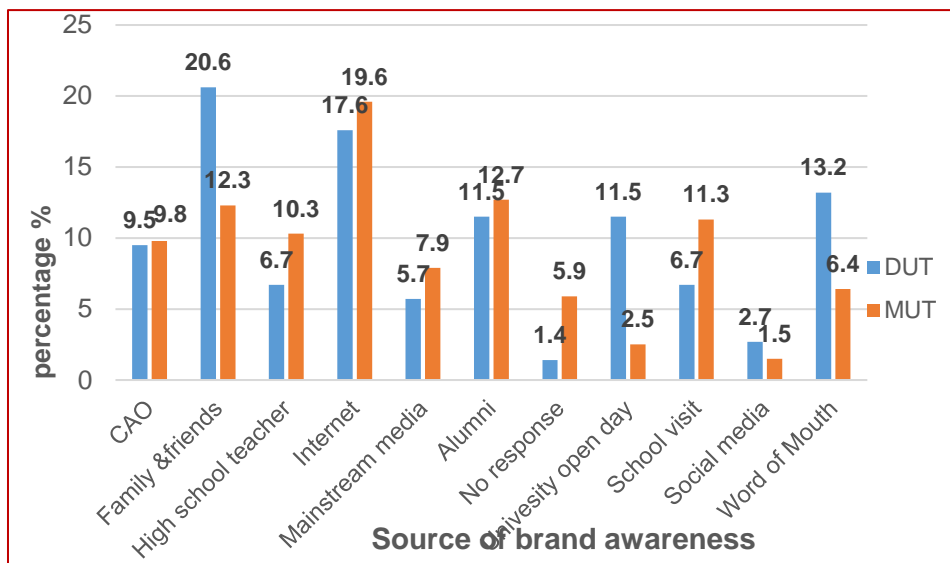
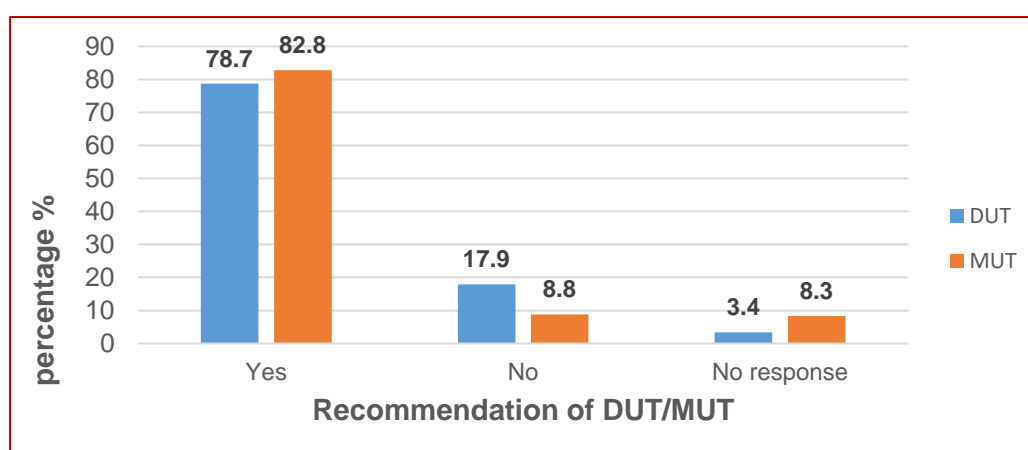


Figure 4.2: Showing source of DUT/MUT brand awareness

Drawing from the above figure, it is evident that the respondents heard about the DUT/MUT through various platforms, including social and mainstream media. More importantly, and prominent among these sources was the word-of-mouth as well as family and friends. Hence it was necessary to know whether they would recommend the DUT/MUT to anyone who would like to study at the UoT. As shown in Figure 4.3, the majority of the DUT (78.7%) and MUT (82.8%) respondent indicated that they would recommend the brand to other interested potential students. On the contrary, few 17.9% (DUT), and 8.8% (MUT) indicated against recommending the brand to other students.

Figure 4.3: Recommendation of DUT/MUT brand to potential students



4.9.1

Reasons for recommending the DUT/MUT brand

As indicated by Figure 4.3, more of the DUT students appeared not to be willing to recommend the DUT brand when compared against the MUT students. On the other hand, more of the MUT students were more willing to recommend the MUT brand when compared against students at the DUT. Given this dynamism, it was reasonable to know the reasons that influence the respondent's indication to recommend or not to recommend their respective institution.

In terms of the reasons indicated by the DUT respondents, and as highlighted in Table 4.38, the quality of education (30.9%), infrastructure/competent lecturers (6.4%), student-centredness of the institution (9.8%), practical orientation/wide range of courses offered (8.2%), among others were given to be factors influencing their desire to recommend MUT.

Table 4.39: Reasons indicated for DUT recommendation

Quality education (30.9%)	Infrastructure/competent lecturers (6.4%)	Student- centredness (9.8%)	Practical orientation/wide range of courses (8.2%)	Others (44.6%)
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<p>1. The school delivers good education.</p> <p>2. The quality of learning is high.</p> <p>3. Offer quality teaching.</p> <p>4. Provide quality education.</p> <p>5. It improved such as good education and training amongst student.</p> <p>6. It gives student high-quality.</p> <p>7. It a good and caring institution it provides quality education.</p> <p>8. High quality I would like anyone to study at DUT because you get quality education</p>	<p>1. It has all facilities for students to pass.</p> <p>2. Highly recommended facilities.</p> <p>3. Unique choices, faculties and well-educated lecturers.</p> <p>4. I would because it got infrastructure, and it is a well-known institution b.</p> <p>5. DUT have high experienced lectures.</p> <p>6. DUT have learning facilities for most student.</p> <p>7. Best lecture and professors</p>	<p>1. University is caring for the student</p> <p>2. They work hard to meet our expectation.</p> <p>3. Put student first.</p> <p>4. It works well and they understand students.</p> <p>5. it sustainable environment for the students.</p> <p>6. It gives everyone opportunity and makes sure all student problems are solved.</p> <p>7. Institution have students interest at heart</p>	<p>1. Because it has a variety of subjects.</p> <p>2. I would because it has variety of courses.</p> <p>3. I think it better than University because you get practical.</p> <p>4. DUT provide us with courses you can choose from.</p> <p>5. Because they provide both practical and theory.</p>	<p>1. Because it the institution has a good reputation and produced good result and professions.</p> <p>2. I would, it is a diverse place with lots of culture, but also a school where the leaners thrive to achieve good results and make a name for themselves.</p> <p>3. It provides opportunity for growth personality and intellectually.</p> <p>4. I recommend DUT because if you struggle Financially they allow NSFAS</p> <p>5. Entrance requirements are fair and reasonable.</p> <p>6. Because of location.</p>
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For the MUT respondents, the quality of education (33.9%), good academic lecturers (3.6%), student-centredness of the institution (5.4%), practical orientation/wide range of courses offered (16.1%), etc. were stated to be factors influencing their desire to recommend MUT (Table 4.40).

Table 4.40: Reasons indicated for MUT recommendation

Quality education (33.9%)	Good lecturers (3.6%)	Student- centredness (5.4%)	Practical orientation/wide range of courses (16.1%)	Others (41.1%)
<p>1. The knowledge and skills or confidence one acquires from MUT is great.</p> <p>2. Quality teaching.</p> <p>3. Quality studying material.</p> <p>4. Provide high quality of academic activities.</p> <p>5. MUT is one of the best UoTs, provides lots of information and makes us bear fruits from the teachings.</p> <p>6. It is unique and offers good resources and quality in terms of academics.</p>	<p>1. With all its ups and downs it has caring lecturers</p> <p>2. They have incredible lecturers.</p> <p>3. Lecturers make sure all students get equal knowledge.</p> <p>4. Because lecturers do their job.</p> <p>5. Regardless of the strikes, and suspension of lectures MUT has the best lecturers that South Africa could offer.</p>	<p>1. Provide students with equal learning opportunities</p> <p>2. It gives students high self-esteem and confidence and helps them find themselves in new environments.</p> <p>3. Because they give you all the support you need for your studies.</p> <p>4. Because students can express their views.</p> <p>5. Because of career advice and orientation</p>	<p>1. They offer both theory and practical.</p> <p>2. There are many fields of study.</p> <p>3. If you do not get into your first option, you can enrol in other courses.</p> <p>4. Because of the great WIL programme.</p> <p>5. Because of a wide range of facilities.</p> <p>6. Because it is the best with more practical's than theory</p>	<p>1. It is easy to access, in the township.</p> <p>2. Many well-known and successful people who studied at MUT.</p> <p>3. The university is accredited by the professional organisations.</p> <p>3. Requirements to enter are the most fair compared to other UoTs</p> <p>4. It is highly recognised by many companies.</p> <p>5. Because there is no discrimination on gender and race.</p>

7. <i>It delivers high quality of teaching.</i>				
8. <i>High-quality teaching, average fees and perfect academic facilities</i>				

4.9.2 Reasons for not recommending the DUT/MUT brand

On the other hand, among the 17.9% of the DUT respondents who had disagreed to recommend the institution (Figure 4.3), it emerged incessant violent strikes (17%), and poor service delivery (15.1%) were the prominent reasons given for the unwillingness to recommend the institution (Figure 4.4).

In terms of strikes, the critical points that emerged from the respondent's statement were:

- *No. because if it's not students striking, it's the staff*
- *No. I would not because if there is strike some people die*
- *No, because there is too much violence and strikes.*

It was not unexpected that one of the student respondents considered the above violent strikes, given the recent incident in January/ February 2019 that resulted in the death of a DUT student as a threat:

- *No. Death of students is a threat.*

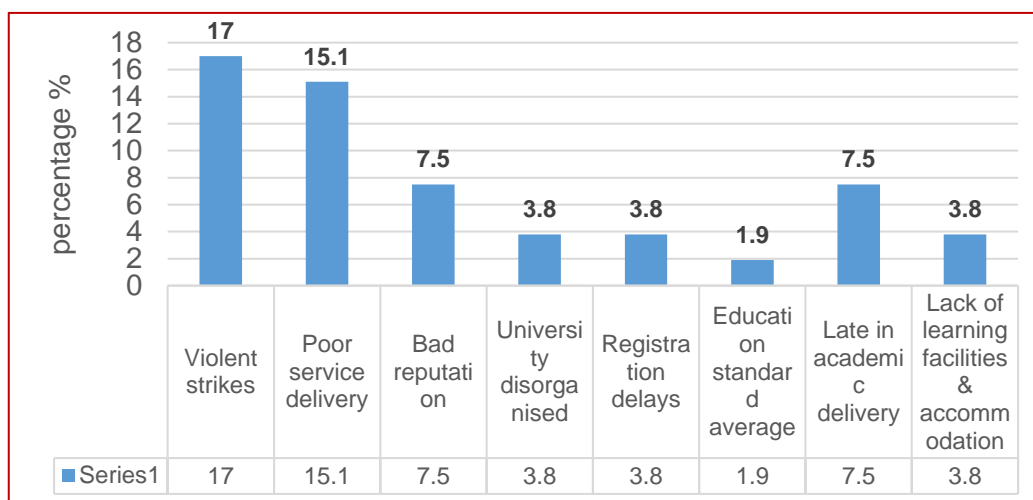


Figure 4.4: Reasons for not recommending DUT

8.8% of the MUT respondents who had disagreed in recommending the institution (Figure 4.3), cited delay in academic programme, violent strikes and attitude of the staff as their leading reasons (Figure 4.5).

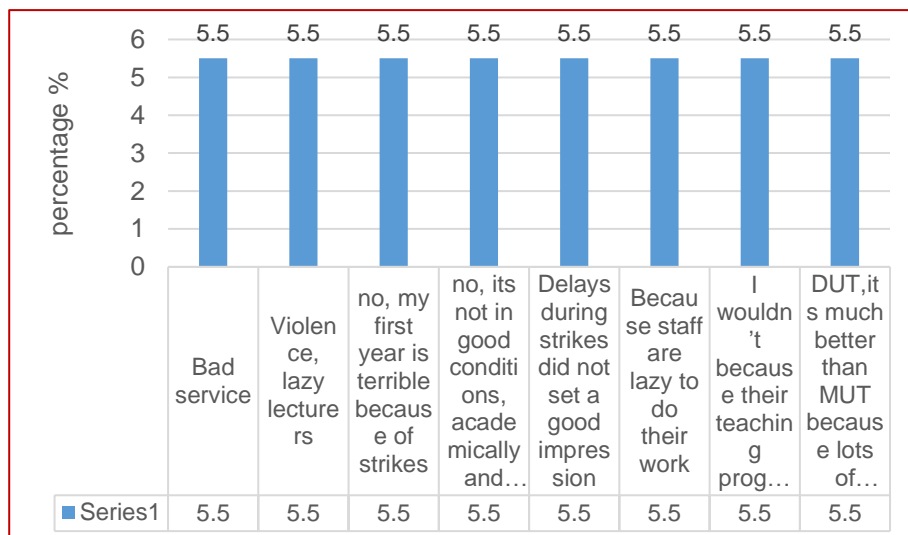


Figure 4.5: Reasons indicated for not recommending MUT

Drawing from the above, it can be gathered that both the DUT and MUT respondents expressed mixed feelings about recommending the institution. While some positivity emerged from their views, the respondents from each respective institution noted

concerns of violent strikes and the delays in academic and service delivery. Hence, it was expedient to know from their perspective whether the DUT/MUT brand is well-known. As depicted in Figure 4.6, an overwhelming percentage of the DUT (81.4%), and the MUT (80.4%) indicated that the institutions are well-known brands. The reason given for the response was that many students from other provinces and international students study in the institution. More so, the respondents indicated that the fact that the institution is trending in social media suggests that it is well-known.

Despite this, a few 14.9% (DUT) and 11.3% (MUT) respondents indicated negatively regarding the popularity of the brand. Concerning the DUT response, a few of the respondents pointed out that outside of KwaZulu-Natal, the DUT is not a well-known brand. Echoing similar sentiments, another of the respondents stated the following:

- *NO, as many students that attend DUT are from the same province. (DUT respondent)*

However, one of the respondents from the MUT said that there is not enough coverage and awareness in rural areas. While in apparent support of this, another respondent, a student at MUT suggested that the institution should improve their marketing by reaching out to other places. This is reflected in the following statement:

- *No, I do not think so because other provinces know little about MUT. They could improve their marketing and reach out to other places. (MUT respondent)*

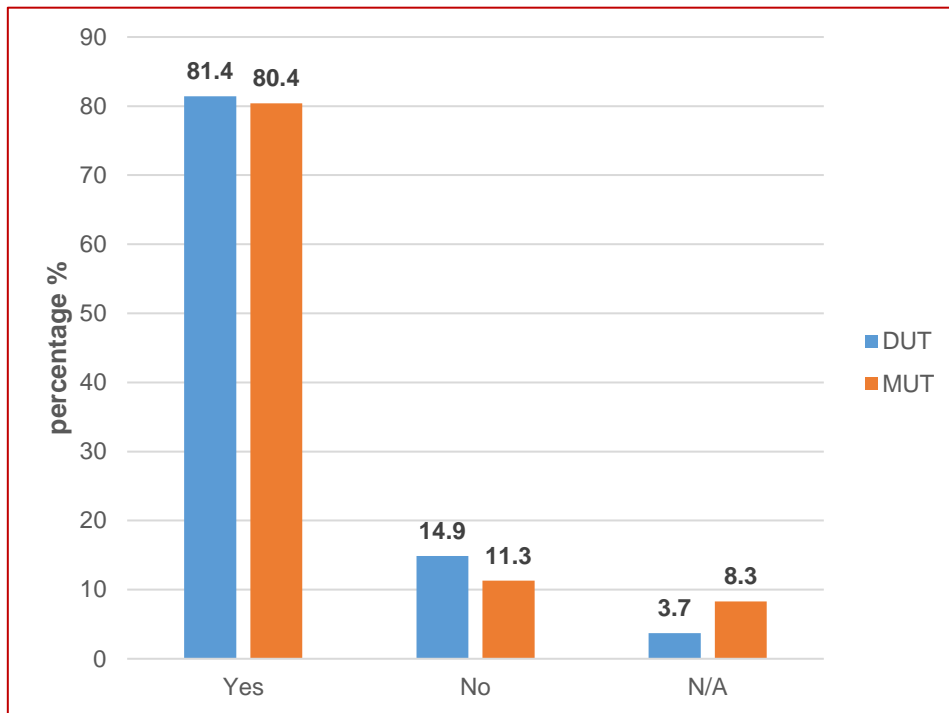


Figure 4.6: Familiarity of DUT/MUT brand

4.10 Conclusion

The chapter provided analysis and interpretation of results. These results were presented and described through the aid of graphs and tables. The analysis and interpretation of these results suggest that first-year students, similar to a conventional consumer, will undergo certain stages of decision-making in order to select their preferred higher education institution. This decision-making process is often influenced or affected by many different factors. Some such identified factors were inclusive of attributes of brand awareness and brand image the first-year students perceived to be essential.

The findings also suggest that external factors such as access to financial aid and social demographic concerns are considered before the selection of institutions among students. The study further suggests that brand awareness attributes such as institutions' website, family and friend influences, guidance from high school

teachers among other factors play an important role in selection process amongst DUT and MUT students. However, the brand image attributes such as quality of teaching, flexibility of study mode, image of the institution, among other factors are perceived to be important amongst DUT first-year students. On the contrary, first-year students at the MUT were mostly concerned with attributes such as entry requirements and reputation. Also considered important among MUT students were study mode flexibility and employment prospects.

The findings extracted in this chapter are further used to draw recommendations and conclusions in the final chapter, which are carefully aligned to the study's aim and objectives.

CHAPTER FIVE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the study, a summary of the findings, achievement of the aim, objectives. The conclusions drawn are discussed, and recommendations for further study are provided. Conclusions are drawn from the research findings. The limitations of the study are noted, and areas for further research are suggested.

5.2 Outline of the study

The aim of the study was to determine the influence of brand awareness and brand image in the selection of a University of Technology (UoT), in KwaZulu-Natal (KZN) among first-year students. This study focused mainly on the attributes of brand awareness and brand image and how they affect the selection process of UoT amongst first-year students in DUT and MUT.

All the data that was collected in the study were divided into three concepts, as follows:

- The importance of brand awareness to first-year students when choosing a UoT to attend
- The importance of brand image to first-year students when choosing a UoT to attend
- The effectiveness of the key elements of a brand.

The above three concepts formed the basis of the questionnaire, which was drafted to extract information serving to address all four objectives of the study.

Chapter two presented detailed literature on the influence of brand awareness and brand image in the selection of a UoT in KZN. The chapter also examined the challenges facing the recruitment and selection processes in South African tertiary institutions. The chapter further looked at the DUT and MUT's brief historical background and the role it played in the selection process, among other factors.

Ultimately, the literature was divided into three sections: the focus on higher education, marketing and branding, and the selection and decision-making process.

Chapter three gave a description of the research approach implemented in the study. This chapter also identified the measuring instrument and the sampling method used for the study. A questionnaire was designed to collect data from first-year students at both the DUT and MUT. The study adopted a quantitative, non-probability and quota sampling method to ascertain the respondents' perception of brand image and brand awareness. A detailed pilot study was conducted, and the reliability and validity of the instrument were tested.

Chapter four presented secondary data collected through the self-administration of questionnaires to first-year students of the DUT and MUT. It was identified from chapter two that both institutions have an estimated total of 9 800 first-year students: the SPSS (Version 24[®]) suggested that a total number of 500 questionnaires were to be administered in the DUT and MUT (Durban Campuses), of which all were collected, analysed and interpreted.

The Cronbach's Alpha score highlighted a degree of consistency in the rating of questions by the respondents. Overall, the reliability score for brand awareness and brand image questions were noted to be acceptable. It was then concluded that the research instrument used to collect data for the study was reliable. The biographical characteristics of the respondents were analysed and discussed.

5.3 Research objectives

- To establish what attributes of brand awareness entices first-year students when selecting a UoT at which to study
- To identify the attributes of brand image which entices first-year students when selecting a UoT at which to study
- To examine biographic variables and brand awareness when selecting a UoT
- To examine biographic variables and brand image when selecting a UoT.

The research objectives were addressed through the literature review (chapter two) and the data analysis (chapter four).

5.3.1 Objective 1: To establish what attributes of brand awareness entices first-year students when selecting a UoT at which to study

It was determined from the data collected that the brand awareness attributes that influence the choice of a UoT appeared to differ slightly between the DUT and the MUT respondents. While more of the DUT students rated family and friends (30.7%), and the university website (33.4%) to be of extreme importance, their counterpart at the MUT rated these attributes to be very important at 28.4% and 28.4% respectively. Furthermore, the data from the DUT students revealed that alumni (27.7%) and campus visits (24%) were not important, while MUT students showed that campus visits (27.9%) and school visits by institution staff (27.9%) were not important. This is affirmed by Coetzee and Liebenberg (2004: 70) when they suggested that prospective students make use of experiential channels of communication such as campus visits, alumni, family and friends amongst others when selecting an institution of study. Moreover, Hesel (2004: 01) stated that trips to higher education institutions (career exhibitions and open days) help potential applicants decide which institutions are best for them.

From the above, it can be concluded that both the findings of the study and the literature reviewed acknowledged the importance of brand awareness attributes in the decision-making process when selecting a UoT.

5.3.2 Objective 2: To identify the attributes of brand image which entices first-year students when selecting a UoT at which to study

The data collected from DUT students revealed that the brand image attributes such as wide choice of subjects (38.2%); quality of teaching (39.5%); academic facilities (38.9%); entry requirement (36.5%); fees (32.8%); financial aid (35.1%); employment prospect (32.4%); flexible study mode (39.9%); image of the institution (39.9%) and reputation (38.2%) are considered to be of extreme importance when choosing a UoT. Equally important, more of the respondents viewed the location of

the university (30.1%); social life on campus (24.3%); links with the industry (30.4%), as well as the attractiveness of the campus (29.7%) to be very important to their choice of a UoT. The data indicated an average of over 84% on the importance of brand image attributes, playing a critical role in the selection of UoT, and fewer students indicated the non-importance thereof.

It emerged that more of the respondents from MUT consider brand image attributes such as quality of teaching (46.6%); entry requirements (42.2%); financial aid (41.7%); employment prospects (38.7%); flexible study mode (47.5%); image of the institution (34.3%) and reputation of the university (41.7%) to be extremely important in their choice of UoT. Furthermore, the establishment is that more of the MUT respondents consider brand image attributes like the wide choice of subjects (36.3%); academic facilities (39.2%) and links with industry (30.9%) to be very important in their choice of UoT. Surprisingly, brand image attributes like fees (29.9%), and social life on campus (23.5%) were viewed by more of the MUT respondents to be moderately important and important, respectively, to their choice of UoT.

It can be concluded from the data that both the students from the DUT and MUT agree that most of the attributes of brand image entice their choice of a UoT. Although literature reveals very few papers that explicitly address higher education branding, there is an established literature on the marketing of higher education (Hemsley-Brown and Oplatka 2014: 67). Furthermore, empirical studies that exist highlight the importance of brand image and branding policies (Chapleo 2015: 150–160). However, Croxton (2017: 01) stated that whether these would be a success cannot be confirmed.

5.3.3 Objective 3 and 4: To examine biographic variables, brand awareness and brand image when selecting a UoT

The data collected revealed that the biographic variables play an important role in how students choose their institution of study. This is presented in tables and graphs and analysed and interpreted in chapter four. Among the respondents from DUT, results showed that females (60.8%) dominated the males (38.6%). A similar trend

was observed for the MUT respondents, as females (52.9%) was slightly more than the males (47.1%). Both male and female students from the DUT and MUT indicated greater awareness about the institutions' brand prior to registration and somewhat an understanding of the brand image. It is worth mentioning that a few (0.2%) of the respondents from DUT declined to indicate their gender. It was beyond the scope of this study to explore why. This might be an omission on the part of the respondents. However, given youth awareness of gender fluidity, it might be that they are aware of there being more than two categories of gender, that is male and female. This may be because of the exclusion of other genders as our society views gender beyond male and female (Mercer-Mapstone 2017).

The results also showed that the participants between the age group 18 to 21 years constitute the majority for both the DUT (69.9%) and MUT (71.1%) respectively. Unsurprisingly, the participants within the age group above 25 years had the lowest representative for DUT (3.0%), and MUT (2.9%). The low representation of the age group above 25 may be attributed to the South African education system where learners complete matric and enter the higher education institution within the age group of 18–19 years. This also could explain the dominance of the category of respondents (18–21) for both the UoTs surveyed. On the other hand, this could ascertain the period when learners start searching for an institution of higher learning which bring awareness to the existence of the different brands within the higher education sector.

Among the students from the DUT, African students (92.6%) were the majority, while white students (0.3%) constituted the lowest representation. This could be the reflection of the KZN populace. Similarly, to MUT, African students represented an overwhelming majority (99%) while Indians had no representation, and this could be the result of the location and culture of MUT. Furthermore, it was observed that isiZulu speaking students dominated the sampled students for both the DUT (77.0%), and MUT (85.8%), respectively. The higher number of isiZulu speakers could be attributed to the location of the institutions where isiZulu speaking people are predominantly located. Nevertheless, it was gathered that the DUT has more distribution of students with diverse home languages when compared with the MUT. Moreover, the DUT showed 83% of respondents residing within KZN province

compared to MUT that showed 88.2%. In contrast, the DUT 15.9% has a higher percentage of students claiming to reside outside the province than MUT (11.8%).

5.4. Contribution of the study

This study is significant in that it provides valuable insights into the reasons or factors that can be attributed to students' selection of a higher education institution. This study will also add value by determining the influence of brand awareness and the role of brand image in the selection process of a UoT by first-year students. Further, the study primarily benefits the institutions (DUT and MUT) in gaining an understanding of the factors attributed to the student's selection of their particular institutions. The study is imperative as it identifies the gaps in the existing literature to questions pertaining to South African UoTs.

5.5 Recommendations

This subsection provides a summary of recommendations obtained through deductions from the literature examined as well as input from the participants in this study.

5.5.1 Investment towards brand awareness and brand image

The study advocates tailor-made investments towards brand awareness campaigns and brand image at DUT as well as MUT. This recommendation is suggested as effective tailor-made investments on brand awareness campaigns and brand image will entice high calibre of students into these institutions of learning and may also entice International students from the African continent and beyond. International students will further enhance the sustainability and viability of these institutions, as international students pay a much higher tuition fee compared to local students (Durban University of Technology Brochure 2018).

5.5.2 Investment in security measures

A general consensus amongst DUT and MUT students was that security concerns were perceived as an issue of concern. A significant number of participants in both institutions expressed their dissatisfaction about security issues on their campuses. Given this, the DUT and MUT should take more proactive measures in protecting students and staff members as well as their property. Such safety measure may entice first-time students to enrol at these UoTs.

5.5.3 Capacitation of lecturers and staff members

As inferred from the study, a significant percentage of MUT participants did not have confidence in their lecturers. Some of these students claim their lecturers were not qualified enough, and thus, they were unwilling to recommend MUT to prospective students. Given this, it is recommended that the MUT makes efforts in improving the calibre of lecturers and or reassuring students of their staff members' qualifications. This may be achieved through capacitation exercises, the recruitment of highly skilled academics and developing a good retention strategy of the staff.

5.5.4 Brand awareness amongst rural communities

Due to the high proportion of students from rural communities in DUT and MUT, it is suggested that the Corporate Affairs Units among both institutions conduct awareness campaigns amongst high schools within rural communities. Such awareness campaigns could explain the variety of courses available at these institutions, establish brand awareness campaigns, while also creating a positive image among school learners.

5.5.5 Facilitation of smooth academic session

A consensus amongst the DUT and MUT participants was that violent strikes often impeded the academic calendar. Thus, staff members and students work under duress in fulfilling the required curriculum for the year. Hence, this study recommends an improved communication channel among university management and students as a means to curbing the institutional impasse.

5.5.6 Improved lecturer-student relationship

Improved communication channels, as suggested in the earlier recommendation, may be further cascaded between lecturers and students. This advocacy is being made due to the number of participants who raised the poor relationship they had with some of their lecturers. Invariably, poor communication channels may adversely affect the learning process at the institution (Wiese, Jordaan and van Heerden 2010). Hence, in concretising the student-centredness approach advocated by the DUT, workshops and training programmes may be conducted or incorporated into students' curriculum as a means of improving the lecturer-student relationship.

5.5.7 Reinvigoration of service delivery at MUT

A significant number of participants at MUT voiced their dissatisfaction over some of the services at their institution. For instance, some of the students alleged that often the equipment, chemicals, and other substances required for their practicals at the laboratories were delivered late. Such delayed deliveries adversely affected their studies. Furthermore, the study recommends that the MUT laboratories should be fully equipped, as students also mentioned this being a problem. Students also pointed out that when it came to damages or repairs, these were often late, which led to problems.

Should the management of the DUT and MUT consider the above recommendations, it could enhance brand awareness and brand image amongst these UoTs.

5.6 Suggestions for further research

The following can be recommended for future research:

- Similar research can be conducted including high school learners and second to last year students to determine if the findings are similar
- Similar research can be dedicated to determining the similarities or differences between UoTs and Traditional Universities

- Similar research can be dedicated to determining the similarities or differences between South African students and students from other countries in the African continent
- An in-depth study that focuses on the reasons why students view Universities of Technology, Traditional universities and TVET colleges differently and why they have preferences for each of these.
- HEIs in South Africa should research aspects such as:
 - Reasons for choosing an institution
 - Is image a reason for students to choose a particular institution?
 - Are institutions paying attention to brand awareness and social media usage of its targeted students?
 - Improving their understanding of how their students' needs evolve so that they implement better branding, marketing and communication strategies.

5.7 Limitations of the study

During the course of the study, the researcher encountered three limitations. Firstly, during the collection of data in the month of March 2019, the students' strike denied the researcher access to students making the process very difficult and dangerous because of the extreme activities of the protests that left DUT with a sad incident where a student was shot and killed. At MUT, the students were also evicted from their residences due to the violent behaviour portrayed during the strike and the campus was on a total shutdown. Both students and staff were denied access to the institution.

The geographical context of the study consists of the Universities of Technology in KwaZulu-Natal, which excluded the Traditional universities, TVET colleges and private colleges. The study was also limited to first-year students and not all the students in the institution. Due to these limitations, the results of the study might only be applicable to the target population.

5.9 Conclusion

The main focus of this chapter was to deliver a summary of the entire study, findings related to the collected data, draw conclusions, recommendations and suggestions for further research.

The study has analysed the influence of brand awareness and brand image in the selection of a University of Technology in KwaZulu-Natal. All the attributes of brand awareness and brand image were identified. The objectives from the first chapter were addressed, and the findings will assist both DUT and MUT improve on their brand image, awareness, positioning, perceptions, values, voice as well as their brand promise. Academics will gain, and this will contribute to the general body of knowledge regarding the undertaken topic.

The recommendations reflect only a portion of what can be addressed in the study. Both academics and the HEIs are welcome to utilise the findings and adapt them into their strategies.

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APPENDIX ONE QUESTIONNAIRE



Questionnaire

Dear student: Listed below are some aspects of institutions that students consider when selecting a university of technology. It will be appreciated if you can take a few minutes of your time to complete this questionnaire on what led you to enrol at your current university of technology. Please note that your answers will be regarded as strictly confidential and will be used for research purposes only. Please indicate your choice by placing an X on a number.

SECTION A: Personal Details

1. Indicate your gender

Male Female

Male	Female
1	2

2. Indicate your age

Below 18	
18-21	
22-25	
Above 25	

3. Indicate your ethnic background

African	Coloured	Indian	White	Other	If other, please specify
1	2	3	4	5	

4. Which university of technology are you attending and the Faculty?

MUT	DUT
2	1

4.1 Which Faculty at DUT / MUT do you belong to?

Natural Sciences	7
Management sciences	6
Health sciences	5
Engineering	4
Arts and Design	3
Applied Sciences	2
Accounting and Informatics	1

5. Indicate your home language

Afrikaans	English	N-Sotho	S-Sotho	Ndebele	Tswana	Tsonga	Venda	Swazi	Xhosa	Zulu	Other	If Other, please specify
1	2	3	4	5	6	7	8	9	10	11	12	

6. Are you a resident of the province in which this University of Technology is located (i.e. KwaZulu Natal)?

Yes	No
1	2

6.1 If not, which province are you from?

Eastern Cape	Free State	Gauteng	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape	Other	If Other, please specify
1	2	3	4	5	6	7	8	9	

7. What was your average grade (for all subjects) in your final grade 12 exam?

80% or more	70 – 79%	60 – 69%	59% or less
1	2	3	4

SECTION B: Brand Awareness

8. Please indicate how important each of the brand awareness attributes was to you in choosing a University of Technology to attend. Mark the applicable block with a cross (X).

	Not important at all	Importance	Moderately important	Very Important	Extremely Important
Brand awareness:					
1. Family and friends influence	1	2	3	4	5
2. School visits by institution staff	1	2	3	4	5
3. Institution website	1	2	3	4	5
4. Campus visits and open days	1	2	3	4	5
5. Alumni	1	2	3	4	5
6. High School Teacher	1	2	3	4	5

**9. Indicate to what extent do you agree or disagree with the statements below.
Mark the applicable block with a cross (X).**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The DUT/MUT brand:					
1. Sends clear communication messages to me	1	2	3	4	5
2. Is communicated in a consistent manner	1	2	3	4	5
3. Reflects the UoT's vision	1	2	3	4	5
4. Provides all students with equal access to learning opportunities	1	2	3	4	5
5. Reflects the UoT's mission	1	2	3	4	5
6. Reflects my educational needs	1	2	3	4	5
7. Is well recognised nationally	1	2	3	4	5
8. Reflects the visual expression of the UoT	1	2	3	4	5
9. Reflects engagement with all stakeholders	1	2	3	4	5
10. Is a verbal expression of the UoT	1	2	3	4	5
11. Fulfills specific stakeholder needs	1	2	3	4	5
12. Is well accepted by stakeholders	1	2	3	4	5
13. Is well recognised internationally	1	2	3	4	5
14. Creates high levels of awareness	1	2	3	4	5
15. Has real meaning (relevance) to me	1	2	3	4	5
16. The DUT/MUT brand identity is strongly established in the mind of stakeholders	1	2	3	4	5

SECTION C: Brand Image

10. Please indicate how important each of the brand image attributes was to you in choosing a university of technology to attend. Mark the applicable block with a cross (X).

	Not important at all	Moderately Importance	Important	Very Important	Extremely Important
Brand Image:					
1. Wide choice of subjects	1	2	3	4	5
2. Quality of teaching	1	2	3	4	5
3. Academic facilities	1	2	3	4	5
4. Entry requirements	1	2	3	4	5
5. Fees (cost)	1	2	3	4	5
6. Location	1	2	3	4	5
7. Social life on campus (Music festivals, dances, extra-mural activities)	1	2	3	4	5
8. Links with the industry	1	2	3	4	5
9. Financial aid	1	2	3	4	5
10. Employment prospects	1	2	3	4	5
11. Flexible study mode (Evening classes, use of computer, etc)	1	2	3	4	5
12. Image of the institution	1	2	3	4	5
13. Attractiveness of campus	1	2	3	4	5
14. Reputation	1	2	3	4	5

11. Indicate to what extent do you agree or disagree with the statements below. Mark the applicable block with a cross (X).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The DUT/MUT brand: 6 Key elements of brand					
1. Target Audience:					
Always delivers academic services on time	1	2	3	4	5
Reflects the student centred orientation of the UoT	1	2	3	4	5
Reflects high quality teaching	1	2	3	4	5
Strives to improve excellence in academic programmes and thus the performance of their students	1	2	3	4	5
Leads to the fulfilment of my dreams and aspirations as a student	1	2	3	4	5
2. Brand Promise:					
Is resilient (strong)	1	2	3	4	5
Is unique	1	2	3	4	5
Reflects competence	1	2	3	4	5
Reflects excellent service delivery	1	2	3	4	5
Exceeds expectations in terms of promises	1	2	3	4	5
Provides high quality academic programmes	1	2	3	4	5
Is innovative	1	2	3	4	5
Is performing well in terms of my expectations	1	2	3	4	5
Reflects exceptional academic achievements	1	2	3	4	5
Delivers on promises	1	2	3	4	5

3. Brand Perception:					
Reflects transformation for equity	1	2	3	4	5
Reflects pride (including heritage, legacy and traditions)	1	2	3	4	5
Is modern and up to-date	1	2	3	4	5
4. Brand Values:					
Reflects good value for money	1	2	3	4	5
Conveys a high sense of reliability	1	2	3	4	5
Reflects strong values	1	2	3	4	5
Reflects transformation for fairness	1	2	3	4	5
5. Brand Voice:					
Reflects respect for diversity	1	2	3	4	5
Creates a high level of confidence	1	2	3	4	5
Signifies trustworthiness	1	2	3	4	5
Reflects sophistication	1	2	3	4	5
Signals legitimacy	1	2	3	4	5
Is advertised in a credible manner	1	2	3	4	5
Is communicated in an honest manner	1	2	3	4	5
The DUT/MUT logo reflects the brand identity of the UoT	1	2	3	4	5
The DUT (Learn, Think, Do) or MUT (In pursuit of excellence) slogan reflects the brand identity of the UoT	1	2	3	4	5
6. Brand Positioning:					
Makes me feel like part of the UoT	1	2	3	4	5
Is differentiated from those of other UoTs in the country	1	2	3	4	5
Reflects academic value in line with stakeholder needs	1	2	3	4	5
Is superior to competition	1	2	3	4	5
I prefer the DUT/MUT brand to those of other UoTs	1	2	3	4	5

12. How did you become aware of the DUT/MUT Brand?

13. Would you recommend DUT/MUT to anyone who would like to study at a UoT? (Kindly give your reasons why you would or wouldn't)

14. Overall, would you conclude that DUT/MUT is a well-known brand? (Kindly explain your answer)

Thank you for your co-operation.

APPENDIX TWO CONSENT

CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research that may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature / Right
Thumbprint			

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study

Cleopatra Matli	August 2017	
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

APPENDIX THREE DUT GATEPEEPER PERMISSION

Directorate for Research and Postgraduate Support
Durban University of Technology Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7 Fax: 031-3732946



28th September 2018

Ms. Cleopatra Moipone Matli

c/o Marketing and Retail Management Faculty of Management Sciences Durban
University of Technology

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted Provisional Permission for you to conduct your research “A comparative study of the influence of brand awareness and brand image in the selection of a University of Technology in KwaZulu-Natal” at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRIC on completion of your studies.

Yours

sincerely

PROF CARIN NAPIER

DIRECTOR (ACTING) RESEARCH AND POSTGRADUATE SUPPORT
DIRECORATE

APPENDIX FOUR MUT GATEKEEPER PERMISSION



Mangosuthu
University of Technology

UMLAZI - KWAZULU NATAL

P.O. Box 12363 Jacobs 4026 Durban Tel: 031 907 7111 Fax: 031 907 2892

10 September 2018

Dear Ms. Matli

Title: A comparative study of the influence of brand awareness and brand image in the selection of a University of Technology in KwaZulu-Natal

Ref: M10/18/11

The Interim MUT Ethics Committee considered and noted your application for the proposed study at their meeting held on 10th September 2018. The permission for the study was granted.

Your acceptance of this approval denotes your commitment to comply with the South African National Research Ethics Guidelines of 2004 as amended, South African Good Clinical Practice Guidelines (2006) as amended, and the MUT Research Ethics Policy, Procedures and Guidelines. The approval is valid for one year, (10th September 2018 to 10th September 2019).

Your reference is ME 10/18/11

Furthermore, permission to conduct the project is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,

Dr Z.L. Kwitshana Interim Chairperson

Ethics Committee Mangosuthu University of Technology

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APPENDIX FIVE TABLE FIVE: Reliability assessment for brand awareness

Table Five: Reliability assessment for brand awareness

Focus Area	Section B	Subsection	N of Items	Cronbach's Alpha
8.1-8.6	Brand Awareness	Brand awareness	6	0.408
9.1-9.16		DUT/MUT brand	16	0.867
Total			22	0.785

APPENDIX SIX TABLE 6: Reliability assessment for brand image

Table 6: Reliability assessment for brand Image

Focus Area	Section C	Subsection	N of Items	Cronbach's Alpha
10.1 -10.14	Brand Image	Brand image	14	0.792
11.1b - 11.1e		Target audience	5	0.836
11.2a-11.2J		Brand promise	10	0.908
11.3a-11.3c		Brand perception	3	0.567
11.4a - 11.4d		Brand values	4	0.782
11.5a-11.5i		Brand voice	9	0.909
11.6a-11.6e		Brand positioning	5	0.790
Total			50	0.951

APPENDIX SEVEN TABLE 7: Extraction of the principal components of respondents' factors on brand awareness

Table 7: Extraction of the principal components of respondents' factors on brand awareness

Component	Initial Eigenvalues-greater-than (1)			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.898	26.81	26.8	5.898	26.81	26.81	3.442	15.648	15.648
2	2.44	11.09	37.9	2.44	11.089	37.898	3.155	14.342	29.99
3	2.037	9.259	47.2	2.037	9.259	47.157	2.454	11.157	41.146
4	1.859	8.448	55.6	1.859	8.448	55.605	2.166	9.844	50.99
5	1.623	7.379	63	1.623	7.379	62.984	1.831	8.321	59.311
6	1.363	6.193	69.2	1.363	6.193	69.178	1.508	6.856	66.168
7	1.119	5.086	74.3	1.119	5.086	74.263	1.41	6.408	72.575
8	1.012	4.599	78.9	1.012	4.599	78.863	1.383	6.287	78.863

	Factor description	Component							
		1	2	3	4	5	6	7	8
Q8.1	Brand awareness from friends and family	-0.069	0.010	0.043	0.093	0.154	0.908	0.016	-0.028
Q8.2	Brand awareness from the institution	0.121	-0.066	-0.129	-0.053	0.757	0.196	-0.095	0.098
Q8.3	Brand awareness from the internet	0.041	-0.060	0.024	-0.048	0.152	-0.001	-0.096	0.859
Q8.4	Brand awareness from the institution	0.012	0.335	-0.098	0.403	0.500	0.159	0.390	0.217
Q8.5	Brand awareness from ex-student	0.060	0.139	-0.035	-0.285	0.004	-0.057	0.794	-0.150
Q8.6	Brand awareness from the institution	0.079	0.133	0.303	-0.215	0.714	-0.041	0.107	0.004
Q9.1	Influence of communication	0.079	0.041	0.060	0.896	-0.174	0.163	-0.121	0.064
Q9.2	Influence of communication	0.066	0.187	-0.015	0.896	-0.040	-0.068	-0.121	-0.119

Q9.3	Influence of UoT education policy	0.690	0.179	0.262	0.211	0.219	-0.218	0.011	-0.071
Q9.4	Influence of UoT education policy	0.620	0.369	0.319	-0.034	-0.064	0.408	-0.107	-0.031
Q9.5	Influence of UoT education policy	0.521	0.074	0.485	0.051	0.242	0.003	-0.383	-0.167
Q9.6	Influence of UoT education policy	0.886	0.014	0.064	0.042	0.033	0.120	0.044	0.136
Q9.7	Influence of UoT reputation	0.241	0.826	0.198	0.239	0.077	0.098	0.031	-0.164
Q9.8	Influence of UoT education policy	0.539	0.250	0.381	-0.034	0.376	-0.226	0.233	-0.234
Q9.9	Influence of UoT reliability	0.165	0.336	0.750	0.157	-0.023	0.133	0.121	-0.128
Q9.10	The UoT reliability	0.122	0.064	0.825	-0.114	-0.019	-0.106	-0.248	0.174
Q9.11	The UoT reliability	0.058	-0.262	0.640	0.058	0.138	0.195	0.483	0.117
Q9.12	The UoT reliability	0.261	0.434	0.248	0.136	-0.219	-0.234	0.109	0.425
Q9.13	The UoT reputation	0.161	0.797	0.117	0.254	0.061	0.136	0.111	-0.212
Q9.14	The UoT reputation	0.458	0.659	-0.087	-0.113	0.317	0.050	-0.104	0.111
Q9.15	Influence of UoT education policy	0.886	0.247	-0.025	0.029	-0.004	-0.140	0.064	0.085
Q9.16	The UoT reputation	0.030	0.734	0.007	-0.079	-0.086	-0.366	0.068	0.328
		Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.							
		a. Rotation converged in 7 iterations.							

APPENDIX EIGHT TABLE 8: Extraction of the principal components of respondents' factors on brand image

Table 8: Extraction of the principal components of respondents' factors on brand image

Component	Initial Eigenvalues-greater-than (1)			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.008	28.626	28.626	4.008	28.626	28.626	2.870	20.501	20.501
2	2.179	15.561	44.188	2.179	15.561	44.188	2.451	17.507	38.008
3	1.856	13.259	57.446	1.856	13.259	57.446	2.068	14.775	52.782
4	1.116	7.973	65.419	1.116	7.973	65.419	1.703	12.163	64.945
5	1.053	7.524	72.943	1.053	7.524	72.943	1.120	7.997	72.943

	Factor description	Component				
		1	2	3	4	5
Q10.1		.019	-.013	.207	.871	.087
Q10.2		.000	.092	.860	.261	.156
Q10.3		.072	.091	.897	.113	-.058
Q10.4		.060	.097	.128	.850	-.105
Q10.5		.310	.255	.500	.162	-.601
Q10.6		.760	.091	.021	-.140	-.189
Q10.7		.836	-.072	-.021	.226	-.163
Q10.8		.535	.540	.248	-.004	.110
Q10.9		.499	.618	.100	.093	.036
Q10.10		-.081	.848	.308	-.099	.106
Q10.11		-.107	.844	-.105	.139	-.012
Q10.12		.677	.251	.116	.052	.328
Q10.13		.656	-.229	.017	.017	.249

Q10.14		.219	.356	.254	.049	.675
	<p>Extraction Method: Principal Component Analysis.</p> <p>Rotation Method: Varimax with Kaiser Normalisation.</p>					
	a. Rotation converged in 7 iterations.					