

**THE EFFECTIVENESS OF THE LANGUAGE USED IN THE MARKETING AND
ADVERTISING OF SELECTED ETHEKWINI AND ELANGENI TVET COLLEGES**

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DECLARATION

I, the undersigned, certify that:

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- Where I have used the work of others this has been correctly referenced in the study and again referenced in the reference list. Any research of a similar nature that has been used in the development of my research project is also referenced.
- This project has not been submitted to any other educational institution for the purpose of qualification.
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Signed.....Date.....

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DEDICATION

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ABSTRACT

TVET colleges have to overcome the negative views of the prospective students that their marketing strategies are meant to attract. This research offers an approach which focusses specifically on the language used in TVET marketing and the impact which this is likely to have on the prospective students.

The investigation targeted 40 first year students from 2 different TVETs in order to ascertain their responses to the language of the TVET advertisements. The researcher used questionnaires to collect data. . All of the respondents were randomly selected.

The findings of this study show that the targeted audience were not consulted or surveyed; language style did not suit the age and background of the average students it is meant to address; and the marketing strategies did not reach societies such as those in deep rural areas.

The study concludes that TVET marketing strategies are inadequate. TVET management has not interrogated the effectiveness of its marketing strategies. The US model that they adopted does not meet the expectations of the target population.

TABLE OF CONTENTS

Contents	Page Number
Title	i
Declaration	ii
Acknowledgements	iii
Dedication	v
Abstract	vi
Table of contents	vii
List of Annexures	xii
List of Tables	xiii
List of Figures	xiv
List Abbreviations	xv

Chapter 1: Introduction

1.1 Introduction	1
1.2 Problem Statement.....	2
1.3 Research Objectives	2
1.4 Research questions.....	3
1.5 Hypotheses	3
1.6 Rationale of the study.....	3
1.7 Delimitations and limitations.....	4
1.7.1 Delimitations and limitations	4
1.7.2 Limitations	4
1.8 Summary of Research Methodology	5
1.8.1 Research type	5
1.8.2 Population and Sampling.....	5
1.8.3 Data collection	6
1.8.4 Data analysis	6
1.8.5 Reliability and Validity.....	6
1.9 Chapter Outline	6
1.10 Conclusion	7

Chapter 2: The use of language in the marketing of TVET Colleges

2.1 Introduction	8
2.2 Marketing language as nucleus to TVETs.....	9
2.3 TVET in SA and the language of marketing	9
2.4 Language and the marketing of educational institutions.....	13
2.5 Factors affecting marketing of TVETs	15

2.5.1 Language.....	15
2.5.2 Marketing and advertising strategies	26
2.5.3 Management and marketing.....	36
2.5.4 Potential student’s reactions.....	40
2.5.5 Students as Customers	45
2.6 Conclusion of the literature review	46
Chapter 3: Research Methodology	
3.1 Introduction	47
3.2 Research design	47
3.3 Target population	48
3.4 Sampling method	49
3.4.1 Sample size of the study	49
3.5 Data collection methods.....	50
3.5.1 Advantages of self-administered questionnaires	52
3.5.2 Disadvantages of self-administered questionnaires	52
3.5.3 Open Questions.....	53
3.5.4 Closed questions	54
3.6 Data analysis.....	54
3.7 Pilot testing.....	57
3.8 Validity.....	59
3.9 Reliability.....	59

3.10 Ethical considerations	61
3.11 Confidentiality and Anonymity	62
3.12 Limitations	62
3.13 Conclusion	63

Chapter 4: Findings and Analysis

4.1 Introduction	64
4.2 The Sample	64
4.3 The Research Instrument.....	64
4.4 Reliability Statistics.....	64
4.4.1 Chi square	65
4.5 Section A: Biographical Data.....	66
4.6 Section Analysis	73
4.7 Hypothesis Testing.....	96
4.8 Correlations	97
4.9 Conclusion	99

Chapter 5: Conclusions and Recommendations

5.1 Introduction	100
5.2. Conclusion: Research Findings.....	100
5.3. Conclusion: Research Objectives.....	101
5.3.1 Objective 1: To analyze the standard of language used in existing TVET marketing campaigns	101

5.3.2 Objective 2: To investigate the alignment of communication strategies to effective language used by TVETs in their marketing campaigns	102
5.3.3 Objective 3: To demonstrate how language can be effectively adapted to attract prospective TVET students.....	102
5.4 Conclusion: Research problem	103
5.5 Recommendations	103
5.6 Suggestions for further research	104
5.7 Conclusion	104

LIST OF ANNEXURES

ANNEXURE A: Permission letter	121
ANNEXURE B: Permission to conduct research at eThekweni FET College	122
ANNEXURE C: Permission to conduct research at Elangeni TVET College	123
ANNEXURE D: Letter of Information and Consent	128
ANNEXURE E: Student Questionnaire	130
ANNEXURE F: TVET flyer	135
ANNEXURE G: TVET flyer	136
ANNEXURE H: TVET web site cover	137
ANNEXURE I: TVET Prospectus cover	138
ANNEXURE : Ethics Approval Letter	139

LIST OF TABLES

Table 4.1: Cronbach's alpha score all items that constituted the questionnaire ..	64
Table 4.2: Overall gender distribution by age	66
Table 4.3: Racial composition	67
Table 4.4: Language preference by students	68
Table 4.5: College and campus that the respondents attend	72
Table 4.6: College discovery	73
Table 4.7: Chi square on scoring patterns per statement.....	77
Table 4.8: College marketing responses	77
Table 4.9: College marketing for student attraction	78
Table 4.10: Chi square College marketing for student attraction.....	81
Table 4.11: College marketing reasons.....	81
Table 4.12: College advertisement channels	83
Table 4.13: Student's preferred attraction communication channel.....	84
Table 4.14: Motivation for preferred communication channels by students.....	86
Table 4.15: Chi square of the motivation for preferred communication channel by students.....	88
Table 4.16: Language understanding motivations.....	89
Table 4.17: Chi square of language understanding motivations.....	91
Table 4.18: Preferred language for advertising	92
Table 4.19: Responses to advertising language preference	92
Table 4.20: Kind of language to be included in TVET advertisements	94

LIST OF FIGURES

Figure 2.1: Most spoken South African Languages.....	16
Figure 2.2: Predominant languages by provinces	17
Figure 2.3: Service marketing triad	31
Figure 4.1: First language of the respondents.....	68
Figure 4.2: Reasons for language preference by respondents.....	69
Figure 4.3: College discovery	74
Figure 4.4: College marketing for student attraction.....	78
Figure 4.5: College marketing reasons.....	82
Figure 4.6: College advertisement channels	83
Figure 4.7: Students' preferred attraction communication channels.....	85
Figure 4.8: Motivation for preferred communication channel by students	86
Figure 4.9: Language understanding	88
Figure 4.10: Language understanding motivations	89
Figure 4.11: Responses to advertising language preference	93
Figure 4.12: Kind of language to be included in TVET advertisements	95

LIST OF ABBREVIATIONS

BM	: Brand Manager
DHET	: Department of Higher Education and Training
DoE	: Department of Education
DUT	: Durban University of Technology
FET	: Further Education and Training
HE	: Higher Education
IT	: Information Technology
KZN	: KwaZulu-Natal
NATED	: National Accredited Technical Educational Diploma
NCV	: National Certificate Vocational
NDP	: National Development Plan
NQF	: National Qualifications Framework
SA	: South Africa
TVET	: Technical Vocational Education and Training
TQM	: Total Quality Management
TV	: Television
TA	: Target Audience
UoT	: University of Technology

CHAPTER 1

INTRODUCTION

1.1 Introduction

Technical Vocational Education and Training (TVET) colleges are seen as a means through which historically disadvantaged people who have experience in critical skills areas might access education to improve their prospects of gaining employment (COSATU 2000). In this regard, Akoojee and McGrath (2008:141) point out that “TVET colleges attract a lesser number of students compared to the ones they initially aim for”. Furthermore, students are not keen to enroll with these institutions, based on the perception that they offer substandard qualifications and the students are unlikely to get employment after completing their TVET qualifications. In this regard, Needham and Papier (2011:6) advise that “the education and training sector is expected to address the competing demands of the industry for more skilled workers”. It is in this environment that TVET colleges have to operate.

The operations of TVET colleges, like any other institutions, depend on good strategies of communication that need to be implemented by the officials in order to attract the relevant student population. TVET colleges also need to align the language used in their communication strategies with the language used by its prospective students for effective communication to be achieved. Moreover, it is important that the TVETs first understand the background of their target audience so that they will have a clear understanding of the standard of language to be used and what communication channels would be easily accessible and understandable to the target audience. In this regard, Taillard (2012:146) clarifies that “one of our goals, when we communicate is to be understood. Another goal is to be believed: we try to affect our audiences’ beliefs, desires and actions”.

It is against this background that this research seeks to examine the effectiveness of the language used in various communication channels used by TVETs which would enable the message to be sent, received and understood clearly by the target audience. The language that is looked at and analyzed is the English language adapted for marketing and advertising purposes within the TVET colleges. In this regard, Robert (2013:61)

observes, “the language of advertising is audience oriented; this is because, notwithstanding the level of socialization and learning of the advertisement, he or she does not impose this on the listener, and rather language that is transparent is used”. Moreover, this research seeks to analyze the existing marketing and advertising material currently used by TVETs against the standard language used in marketing and advertising practice.

1.2 Problem Statement

The majority of registered students in TVETs are referred by universities. After completing grade 12, students do not opt for TVETs as their first option. These colleges are struggling with enrolments and student intake (Akoojee and McGrath 2008:141). Furthermore, as Akoojee (2009:128) points out, colleges have no influence in attracting students.

In as much as TVETs trust their content and curriculum, the targeted audience is not responding in a manner that meets their expectations. The future of TVETs as preferred educational institutions of higher learning remains uncertain due to poor marketing strategies. They need to do more on improving their marketing to militate against the massive student exodus. . It is in this context that the effectiveness of the language used in the marketing and advertising of eThekweni (Asherville) and Elangeni (Pinetown) TVET colleges will be looked into with an aim to come up with possible solutions to the challenge

1.3 Research objectives

This study seeks to:

1.3.1 analyze the standard of language used in existing TVET marketing campaigns.

1.3.2 investigate the alignment of communication strategies to improve the effectiveness of the language used by TVETs in their marketing campaigns.

1.3.3 demonstrate how language can be effectively adapted to attract prospective TVET students.

1.4 Research questions

1.4.1 What are the characteristics of the language currently used in TVET marketing and advertising?

1.4.2 How effective is the language being used by TVET colleges in their marketing and advertising?

1.4.3 How can the standard of language used in TVET marketing and advertising be better adapted to attract more prospective students?

1.5 Hypothesis

One of the reasons why TVET colleges do not attract prospective students is that of the unsuitability of language use in their marketing approach.

1.6 Rationale of the study

Upon choosing institutions in which to enroll, students have expectations and needs which they expect to be fulfilled by those institutions. A university or college's image in terms of marketing is very important to catch the attention of potential students who could enroll. In this regards, Elliott and Shin (2002: 197) assert, "universities can best attract and retain quality students through identifying and meeting students' needs and expectations. To this end, it is imperative for universities to identify and deliver what is important to students." Even Parasuraman, Berry and Zeithml (2003) attest that "students expect higher education institutions to deliver what they promise."

Browne *et al.* (1998) found that global satisfaction with a university was driven by a student's assessment of the quality of the course and other curriculum-related factors associated with that university. Thus, student satisfaction is related to the match between student priorities and the campus environment. It is a well-known fact that each TVET

campus strives to be the best by providing curriculum, facilities and services that will best suit the students.

Prospective students' decision to enroll with higher education institutions could be influenced by the way in which they perceive the desired service. According to Etzel *et al.* (2001:105), "perception plays an important role in the identification of alternatives and influencing consumers in deciding whether to purchase or not, as in the case of education in the TVET sector." The issue of language in marketing these institutions plays a huge role in persuading students to enroll and to provide clear and concise information about the colleges and what they offer.

Therefore, identifying language gaps in the marketing and advertising of TVETs would prompt the need for effectiveness; contributing towards portraying a good image of the TVETs with the hope of increasing their enrolment numbers.

1.7 Delimitations and limitations

1.7.1 Delimitations

Due to time and financial constraints, it was impossible to conduct this study in all 50 TVET colleges in South Africa. Therefore, this study was limited to the KwaZulu-Natal province and only two (2) colleges (eThekweni and Elangeni) were included in the study.

This study was also limited to full-time TVET 1st year students above the age of 18 years.

1.7.2 Limitations

The study was restricted to KwaZulu-Natal within the vicinity of Durban in only 2 TVET Colleges namely, eThekweni (Asherville) and Elangeni (Pinetown) TVET colleges. Both of these colleges were easy to reach for the researcher in terms of all the processes included within the completion study.

1.8 Summary of Research Methodology

This section briefly discusses the research type, population, sampling, questionnaire instrument, data collection and data analysis techniques, validity and reliability.

1.8.1 Research type

Due to the nature of this study a qualitative approach was adopted. Flick (2007:2) advocates that qualitative research uses text as empirical material (instead of numbers), starts from the notion of the social construction of realities under study and is interested in the perspectives of participants, in everyday practices and everyday knowledge referring to the issue under study. This research analyzed existing marketing material and corroborated the findings with insights obtained directly from respondents. Welman, *et al.* (2006:188) note that qualitative research can be described as an approach rather than a particular design or set of techniques.

1.8.2 Population and Sampling

The target population for this study consisted of respondents (students) who met the following criteria:

Full-time registered first-year students in either in NCV or Nated stream who were 18 years and older.

The purposive sampling method was applied in this study. The study was based in the KZN province and this choice was based on the fact that this province has the second largest population in South Africa, and it also has a large number of TVET colleges. Only 2 TVET colleges in KwaZulu-Natal (KZN) were included in the study. Quota sampling was used, this method was used to select the actual number of respondents per college/campus and convenience sampling was used to select the respondents. This method was used to select actual students, according to the quotas, to complete the questionnaires. The respondents were easily available and accessible.

1.8.3 Data collection

Permission to conduct research in all KZN-TVET colleges was granted by the Principals of both college campuses. Data was collected through questionnaires which were administered by the researcher to respondents in the 2 KZN-TVET colleges (Elangeni and eThekweni) consulted in the study. A covering letter informing respondents (students) about the nature and the purpose of the research was also provided. Lastly, full ethical clearance was granted by the Institutional Research Ethics Committee (IREC) at DUT (See Annexure J).

1.8.4 Data analysis

Primary data was collected through questionnaires from a sample size of 40 students. The data was captured onto Microsoft Excel spread-sheet and then converted for analysis using the statistical software package SPSS, version 20.0. On completion of all data entry processes, data was verified and descriptive and inferential statistics were extracted from the study for analysis.

1.8.5 Reliability and Validity

According to Claire (2006:156), validity refers to “the assurance that the research instrument would repeatedly represent the same results”. Validity was met through the construction of the questionnaire that provided questions that looked at answers relating to the analysis of the existing marketing material offered by TVETs in KZN. Strudwig and Stead (2001:138) define reliability as “the degree to which an instrument measures what it is intended to measure”. In this research, questionnaires elicited data from the targeted sample of respondents which addressed the concerns expressed in the research questions, by doing so the reliability of the study was enhanced.

1.9 Chapter Outline

Chapter 1: Introduction

Chapter one introduces the study and provides an overview of the research problem, the research objectives, the rationale of the study and the research methodology.

Chapter 2: Literature Review

Chapter two surveys the literature on the use of language in relation to marketing and advertising approaches used at the TVET colleges.

Chapter 3: Research Methodology

Chapter three examines the research methods employed to conduct this research project. It discusses the nature of the study as a whole, the survey method employed and the research instrument used and insights gained on language usage in this marketing context.

Chapter 4: Findings and Analysis

Chapter four provides findings of the study and conducts an analysis based on the findings.

Chapter 5: Conclusions and Recommendations

Chapter five draws conclusions based on the findings and thereafter proposes recommendations on how the language used in TVET college marketing could, perhaps, be approached.

1.10 Conclusion

Chapter one focused on outlining the background and the major concepts of this study. This chapter presented the research problem with regards to the language used in the marketing of TVET colleges in KZN, the research objectives, methodology of the research and the chapter structure of the study. In Chapter 2, a review of related literature on the effectiveness of the language used in the marketing and advertising in TVET colleges is discussed.

CHAPTER 2

THE USE OF LANGUAGE IN THE MARKETING OF TVET COLLEGES

2.1 Introduction

A literature review provides the researcher with important facts and background information about the subject under study. Such a review also enables the researcher to avoid duplicating previous research (Wellman, *et al.*, 2006:39). This chapter seeks to assess the effectiveness of the standard of language that is currently used in the marketing and advertising of eThekweni and Elangeni TVET colleges in the dissemination of information about the services they provide.

Furthermore, this chapter intends to scrutinize whether the language used in these marketing strategies could be better adapted to attract more prospective students. The chapter seeks to review studies that propose possible solutions and suggestions to the effective use of marketing language by TVETs in particular, and public businesses in general. These will be achieved by the review of various relevant academic literatures that have been developed by language scholars.

Subsequently, this literature review will explore the impact of language in advertising and marketing as well as the role played by TVET senior officials with regards to structuring and designing marketing and advertising strategies. It will also delve into the area of customer satisfaction through potential students' reactions on marketing and how it relates to the study. An in-depth look at language and the marketing of educational institutions as well as TVET in SA and the language of marketing will be strictly looked into. There are three questions that will be answered in this chapter. What are the characteristics of the language currently used in TVET marketing and advertising? How effective is the language being used by TVET colleges in their marketing and advertising. Also, which aspects of language used in TVET marketing and advertising, can be adapted to better suit and attract prospective students? Finally, this literature review will summarize separately the factors that affect the marketing of the TVET colleges in line with proper language usage.

2.2 Marketing language as nucleus to TVETs

Since the formation of the TVET sector in South Africa, many issues have been tackled, discussed and researched to contribute towards its improvement. McGrath (2000:68) highlights the policies of this sector and the impact they have on the economy. He further offers thoughts within the vision of the policies of the economic challenges faced by TVETs, with a particular focus on the treatment of the informal sector and the ways in which education and training can enhance informal livelihoods.

Early researchers (Xiao 2012: 11; McGrath 2012:644; Holmes 2009: 905) emphasized the transformation of TVETs with the aim of enabling them to meet demands of the society. In this regard, Walters (1999:222) suggests that “if the TVET is to fulfill its role in promoting lifelong learning, personal development, economic growth, nation building and the creation of a just and equitable society, it must be transformed.”

Some studies, however, have taken a different approach by looking not so much at the positive impact of TVETs since their inception but at the struggles faced by these colleges as well as the criticism directed at them. Brown (2012:118), for example, adds that “the country’s vocational colleges known as Technical Vocational Education and Training (TVET) colleges struggle to fill their classrooms. Seen by many students and analysts as choices of last resort, TVET colleges have long been bombarded with criticism for their high attrition and low job placement rates.”

In as much as most issues relating to TVETs have been discussed and researched, not so much has been said about the role of language in solving some of the problems faced by TVETs. This study addresses the issue of how language can contribute towards the TVET sector in communicating the message to the relevant targeted student population in a manner that best suits and benefits both parties.

2.3 TVET in SA and the language of marketing

The majority of South Africans in secondary school years aim to attend traditional Universities or Universities of Technology (UoTs) and not TVET colleges. With various factors contributing to access to such institutions, it happens that some students do not gain access and then turn back to TVET colleges which are then treated as “last option

choices”. TVET must adopt appropriate marketing strategies, especially language use, to improve their visibility to the target population. Goodyear (1996) agrees that the universal language of marketing conceals the diversity of meaning related to the elements of the marketing mix and the fields of advertising and research.

Normally, TVET colleges focus on providing skills to a certain breed of students, which according to Ceza (2008: 20), are structured in a way that they cater for the needs of these students. Hence, TVETs are viewed by most parents as suitable for students who are not intellectually but rather practically gifted.

On the other hand, Bisschoff and Nkoe (2005:204) state that the central mission of FET is to reach constituencies that have historically been excluded from education and training opportunities and to promote artisans. The failure may be a result of poor marketing strategies.

This then brings in the notion of making people aware about what they offer which boils down to marketing and the language used to do so. This concern cannot only be pinned down to a specific TVET in any region but it is a trend that has been observed in the whole of South Africa. In light of that, Russell (2005) emphasizes that education can be classified as a marketable service in the same way as any other service.

On the other side, Kraak and Hall (1999:19) advise that technical Vocational Education and Training colleges in South Africa face a multiplicity of problems. This is expanded further by Brown (2012:1) who emphasizes that Technical Vocational Education and Training (TVET) colleges have long been bombarded with criticism for their high attrition and low job placement rates. The perception is that TVETs are encountering a tarnished reputation stemming largely from their own deficiencies and a poor public image. This makes them the last option for students who cannot get into universities or technikons. The research for this, according to Beneke (2011:37), is that “students are increasingly becoming more selective about the institutions at which they enroll.”

Even the national government acknowledges that vocational colleges are largely failing to produce the kind of highly employable people their mission demands (Brown, 2012:2). The current research holds a firm view that much still needs to be done by these

institutions when marketing themselves to gain trust from their targeted audiences while taking the issue of language into consideration.

Beneke (2011:33) asserts that by saying “almost every aspect underpinning the continued existence of the institution is affected by the marketing thereof.” In order for students to know the services that are offered at TVETs, the colleges need to provide marketing strategies that would paint a positive picture to the students through sound marketing strategies. Beneke (2011:33) goes on to emphasize that “it would be foolhardy to assume that marketing and the institution are strange bedfellows.”

The reason why the issue of marketing TVETs seems to be important in terms of attracting the relevant target audience is because both the TVET management and the Department of Higher and Training (DHET) have a mission to accomplish as they have objectives they need to meet in terms of student recruitment and empowerment. It is further addressed in the (NDP, 2011:320) that “the priority is to strengthen colleges, address quality teaching and learning, and improve performance. A critical indicator of performance is the throughput rate and the ability of college programmes to provide the skills South Africa needs.”

Apart from other reasons, the researcher views this as a problem that might be influenced by the strategies which these institutions employ when marketing themselves; furthermore, the aspect of language is regarded as the most imperative one. No matter what strategy an institution decides on if the language contained does not cater for the targeted audience that strategy is likely to be labeled as unsuccessful. That is why Baisya (2013:99) stresses that “sometimes profitable businesses are also divested if they are nonstrategic.”

Both the TVET management and the Department of Higher Education and Training (DHET) have stressed that they have upgraded the content as well the curriculum within the TVET colleges to improve the competitive edge of these institutions (National Development Plan, 2011:320). With that understanding and the situation at hand, it is noteworthy that these institutions are still struggling to attract the relevant students who deserve to be part of their system and be educated there. It is further stated in the (Ibid,

2011: 320) that colleges should be strengthened to become institutions of choice for the training of artisans and producing other mid-level skills.

Thus, for any institution to operate effectively all the relevant parties need to be consulted and that is why Hemsely-Brown (2004:2) emphasizes that the school should actively communicate and promote its purpose, values and products to the pupils, parents, staff and the wider community. TVET colleges exist to solve a specific problem and to function as a solution towards the education crisis in South Africa. With that being said, it is clear that the client's needs must be identified, anticipated and satisfied, in order for the institution's objectives to be achieved. Ibid, (2004:3) states that one of the important aspects when marketing educational institutions is to "convey an effective image to parents and stakeholders". As the problem has been targeted that TVETs are treated as secondary or last choices, it is important to note how important language can be used to contribute towards the solution.

Russell (2005) observes that studies have been undertaken on factors that have an impact on the choice of an institution by prospective students. Previous studies, locally and abroad, point out that, among the factors that influence student choice of an institution, are that of an institution's image, branding and reputation, quality of teaching, financial aid and scholarships, location of the institution, student support facilities, academic and administrative issues, admission requirement and Quality of College Life (QCL). These factors have been shown, among others, to contribute to prospective students' choice of a higher education institution. Going forward, language could play a role where it defines each college and its uniqueness and the kind of students it aims at attracting.

It also happens that the TVETs end up fighting to admit similar students. In that matter the choice lies with the student on where to go. The power of language could be used in such a case to attract and show students the advantages of enrolling with any of the TVET colleges.

Marketing material and strategies alone cannot meet the desired outcome of attracting students and that is where language fits in to complete the whole puzzle. As TVETs are

found in all the provinces of SA it is up to the personnel responsible for marketing them to do feasibility studies on which language to use and where.

The bigger picture here would be that if TVET colleges are able to understand the nature, expectations and the caliber of the students they serve across the country many problems would be solved in the higher education sector like universities and Universities of Technology (UoTs) having to deal with walk-ins who would sometimes not meet the requirements, strikes and issues of funding. This would be solved if the students as customers are satisfied with the service provided by the TVETs. Ibid., (2005) emphasizes that highly satisfied customers spread positive word-of-mouth and in effect become a walking, talking advertisement for an institution whose service has pleased them, thus lowering the cost of attracting new applicants. Achieving satisfaction provides a key competitive advantage for higher education institutions.

2.4 Language and the marketing of educational institutions

Educational institutions exist to provide a service to potential or prospective students. It also happens that institutions offer similar qualifications in every aspect one can think of and the choice lies with a student in terms of in which institution they wish to enroll. The strategy of each institution attracting potential students includes the issue of marketing by extremely outlining why they are the best and why should students enroll with them. Kotler and Fox (1995) suggest that the public forms images of higher educational institutions on limited and even inaccurate information and that these images will affect the likelihood of people attending or recommending institutions to others.

The fact of the matter here is that no matter what marketing strategy is used to attract students; in reality language is used on any platform to convey the message to the target audience. Language could play a pivotal role not only in attracting students but also in assisting them to make a choice of what course to register for as it is not every student that knows what to study after completing grade 12. Language in this aspect could cover the issue of student preparedness and decision making.

Then, marketing a specific brand such as education would need an individual who will see to it that all the marketing processes are followed and that the brand being advertised

is profitable. In this regard, Baisya (2013: 23) asserts that “brand managers have to ensure that the brand they are managing is profitable over an extended period of the product life cycle.” With educational institutions this is very important as they have to attract the kind of the student they want which would fit and complement whatever they offer.

Public tertiary education institutions in South Africa have for decades followed very similar practices in order to entice students to apply to their institutions (Beneke, 2011: 29). Ibid., (2011) further notes that higher education institutions appear to be extremely concerned about their standing and image in the marketplace. To this end, their name or reputation often underpins their existence. That notion is the one that challenges institution brand managers (BMs) to develop and execute marketing and advertising programmes as a means of building an institution into a brand which will then provide them the courtesy and advantage to build a relationship with the customers. Likewise, Pulley (2003) observes, “building a strong institutional brand is, in fact, key to enticing customers into a relationship.”

In the past years a number of concepts have been used by organizations to engage with their external environments, among them being the production perspective that assumed buyers would favour products that are available and affordable. In this regard, it is vital for any institution to also understand the language that is used by their target audience so that it would be aligned with the marketing strategies that will be put into practice. Hemsely-Brown (2004:3) highlights the point that “marketing is another managerial philosophy based on the ideal relationships between the school and its community.”

As the competition between institutions of higher learning grows yearly it is vital for the people responsible for marketing these brands to ensure that their institutions have a better image than the rest. Baisya (2013: 18) further states that “the key function for brand managers is to create successful brands by effectively managing all key attributes so that the brand stands out in a clutter.” Institution could employ persuasive language in their marketing and advertising to pass on the message to the targeted students. This type of language is the one that could single out each institution and how different it is from the other at the same time stating the type of services they offer which are not similar to

anyone. Schmidt and Kess (2012:91) further note that “the pre-eminent means for transmitting a persuasive message is language and in the modern world mass media offer the largest and most accessible audiences.”

Antorini (2013:1) refers to the higher education objectives in line with the improvement of the TVET colleges in South Africa by saying that they “have to increase young people and adults chances of success in the job market by offering them practical training that is more aligned with the requirements of the labor market.” Ibid., (2013) goes on to state that

“the two main areas of focus for co-operation have been identified as Technical Vocational Education and Training, which is aimed at allowing graduates of colleges to acquire knowledge and skills which would qualify them for higher education in fields with promising employment potential, or those that directly lead to their employment. Another focus area has been identified in increasing adult employability by giving unemployed adults improved opportunities for obtaining employable skills through education and training.”

2.5 Factors influencing the marketing of TVETs

2.5.1 Language

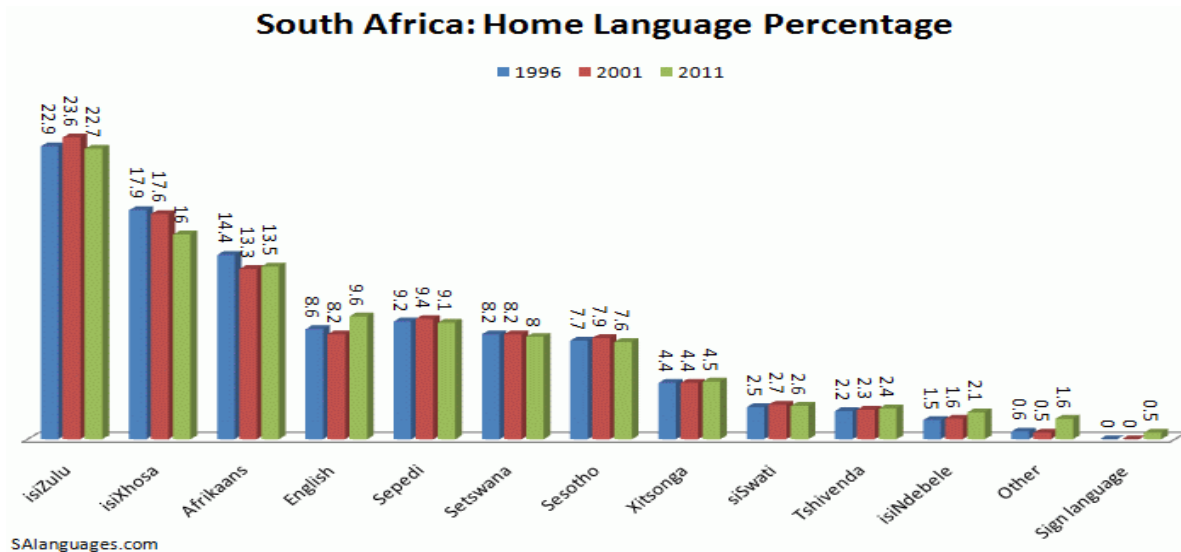
Language is a tool of communication which people use to interact with each other in society. People use language to express ideas, express emotions and exchange information about the world and the things in their daily lives. In addition, James (2012:228) mentions that “language can be used as a resource for creating power, and social causes of verbal power are examined in contexts ranging from informal conversations to newspaper headlines.” One has to know what to say and how to say it in order to communicate successfully. Each and every form of communication that people take part in occurs in a specific context where one has to understand why people say what they say and how they say it in that specific circumstance.

Language has always been an important aspect which should always be taken into consideration when employing any marketing strategy especially for an educational institution. When marketing a certain product, location is also looked upon very intensely. Understanding who your target audience is and where they come from, would provide an insight into which language they use or which language appears to be more appealing to

them. The function of language is to organize people’s common activities. In this regard, Finegan (2008:5) asserts that “the fundamental function of every language system is to link meaning and expression – to provide verbal expression for thought and feeling and for that expression to be comprehensible to others.”

Ball *et al.* (2003:134) point out that “the South African Constitution, then, on which the country’s national language policy is founded, recognizes eleven separate languages as official, nine of them constructed as indigenous.” Sperber and Wilson (1995) highlight the issue of language diversity and its impact on society by stating that “people speak different languages, they have mastered different concepts; as a result they can construct different representations and make different inferences.” So, the choice of language to convey specific messages with the intention of influencing people is vitally important.

Figure 2.1: South African home languages



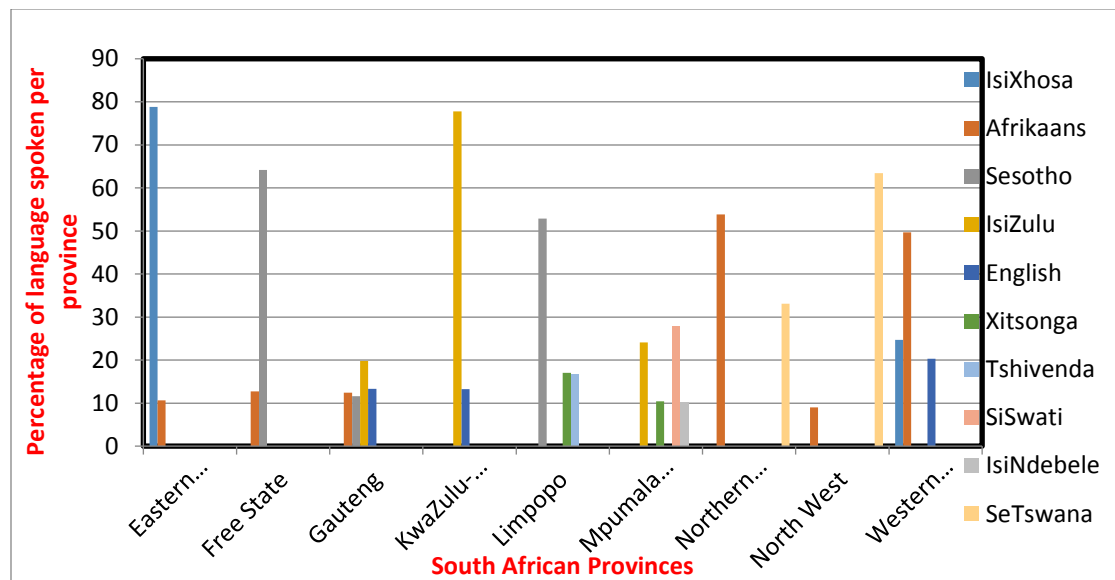
Source: Statistics South Africa (2011)

Figure 2.1 presents all of the South African official home languages in terms of which has been spoken the most within the period of 15 years (1996 – 2011). This information is not specified according to any region or province but covers the country as a whole. This clearly indicates that in as much as English is a medium of instruction, there are other languages that are well-known, received, understood and spoken by its people. In a multilingual country like South Africa, marketing should be done in the language or

languages that are understood by the majority in the country. The language which ought to be used in marketing the college and its programmes should be the one dominant in that specific region for easy access and understanding.

In reality each and every province will have more than one language spoken but there would be that one which would be dominant. IsiZulu is dominant in the KwaZulu-Natal (KZN) province. However, English is the medium of instruction in most South African schools. . Beck (2000:3) says that “South Africa has eleven official language groups with Zulu speakers being the largest first language community at 22.9 percent of the total population and spoken mostly in the province of KwaZulu-Natal.”

Figure 2.2: Predominant languages by province (Census 2011 figures):



Source: Statistics South Africa (2011)

Figure 2.2 above shows the distribution of South African languages per province.

The beauty of language and its versatility in performing different and unlimited functions deserves attention. The language of advertising, like every other field or discipline, has its own language; most of the time it does not follow the grammatical rules of the everyday Sternkopf (2005:210) says that “the language of advertising is able to take on any form that is required for communicating its message, thus covering and utilizing the entire linguistic continuum.” Disciplines such as law, medicine and accounting have kinds of

languages specific to them such that the linguistic features employed directs one to know the field that such language use belongs. This clearly shows the inescapable power of language and its capacity to influence people and their behaviors.

This is also true in the field of advertising where the choice of language affects the way messages are composed and conveyed and the way of possible varieties and usages to which the language lends itself. One common aspect between the different disciplines where language is used for advertising is that of the target audience which should always be taken into consideration. By understanding the target audience, it is evident that the place of origin of those people must be taken into consideration. Ibid, (2005:41) maintains that “the strategy of marketing describes what is communicated to whom and includes the definition of the target group, the positioning of the company and its products, the benefits of the products, which should be ideally reduced to a USP (Unique Selling Proposition), and which should be explained by reasons why.”

Broom (1978:28) observes that “the language of advertising is audience oriented...this is because, notwithstanding the level of socialization and learning of the advertiser, he or she does not impose this on the listener; rather, language that is transparent is used.” Normally, the language of advertising is used positively to sell and to convince the potential buyers on why the product being sold stands out from the rest. Robert (2013:61) articulates that:

“the language of advertising is normally very positive and emphasizes why one product stands out in comparison with another. It could be assessed from different areas of stylistic analysis such as: to compare and contrast language use in select newspaper, and magazine, discover what linguistic features are used and why these linguistic features are used instead of others.”

The language used in any specific marketing strategy depends on the medium used to advertise. Steinberg (1994:15) explains a medium as “the physical means by which messages are transmitted between two people; in other words it is a way in which the message is sent.” The medium also encompasses the kind of communication mix and the strategy to be used for that specific target audience identified. Sternkopf (2005:41) attests that “the decision on which an element of the communication mix proves right for a certain

task will depend on the objective, the message to be communicated, and the target audience.”

Every language that the BM decides to use for advertising is expected to be known by the target audience. The TVET colleges are educational institutions and it is assumed that the students would understand any type of marketing strategy and the information included there as well as the language where mostly English is used. According to Broom (1978:28), “the language of advertising is targeted at the audience’s ability to decode the message in the advertisement; therefore the advertiser does not bring to bear his level of sophistication when using language in advertising.” Commenting further on the language used in advertising, Broom (1978) notes that “transparent and easily accessible language is used so that the advertisement will bring clarity to the listener who expects first-hand information from any piece of advertisement.”

English as noted above is regarded as a language of communication in the whole world and most organizations and companies use it to market and advertise themselves. Wierbicka (2006:3) also testifies that “English is certainly the most widely used language. It is spoken by a large and ever-increasing number of people.” Judging from the number of official languages in South Africa, it is interesting to understand why a specific institution would choose to use a single language when advertising.

Kelly-Holmes (2005:76) observes that

“the global language of advertising and marketing is the English language. Needless to say, advertisers throughout the world use English words, sentences and even entire texts as an efficient strategy to sell their brands and products to consumers. English serves as a “lingua franca” that is understood by people in different countries. Why has English become the chosen language of advertising and marketing? English is associated with today’s dominant cultural values of western civilization and prosperity; and they in essence reflect Anglo-American models of internationalism, modernity, prestige, youth, globalization, cosmopolitanism and other positive stereotypes. Since English has become the international or global language it has turned into a “neutral” and “transparent” language, tied to no particular social, political, economic or religious system, belonging to everyone or to no one.”

People responsible for marketing certain brands in any company or organization are always required/ expected to prepare a feasibility study in terms of understanding their

targeting audience to avoid any assumptions on language of a specific group of people. Robert (2013:66) states that “it is important to assert that understanding of the society where the advertisement is rendered can guarantee the understanding of the particular advertisement.” This makes it easy for the advertisement initiators to know what to say and in what language.

One’s language also defines who one is and where one comes from. The origin of every individual has to do with the culture to which he belongs. Language is one significant aspect that can never be separated from culture as it defines one’s background and origin. Thomas and Bruns (2001:6) explain that “language is a defining feature of culture and an unmistakable mark of personal identity. It is essential to thought and personal expression, to forming interpersonal relationships, and to functioning and contributing within a democratic society. Language is the primary instrument of thought and the primary basis of all communication.” Now, it is quite evident that when creating any advertising material, language and culture should always be put into consideration by the initiator.

Marketing an institution is not a duty that should be handed over to specific individuals. Every member of an organization or company should take care of the brand as an employee of that specific institution. On this issue Ries (2011:134) states that a “proactive approach towards getting commitment is required to develop marketing behavior among all employees.”

The decisions that are taken during the constructing of marketing strategies and the use of language by the people responsible are also based on the culture of both the writer as well as the target audience. Robert (2013:62) says that “it is important to observe that the writer’s medium, language is a shared social activity and at the same time culture nourishes language. This means that the writer’s options are made for him by the culture in which his subject matter is rooted, and the language he employs in articulating it.” Traugott and Pratt (1980:29) also note that “language is the sum total of the structures available to the speaker and style concerns the characteristic choices in a given society.”

The issue of language used in businesses in SA is very interesting; in some cases language is a tool that is used by some brand managers to select their target audiences

from the whole society. It is not every language that is understood by everyone. People have money to purchase any kind of a brand they want but if they do not have the advantage to understand what is being said in some of the advertisements it is likely that they will not purchase that product. Carroll (2008:12) outlines that “a strategy advertisers use in designing ads is the use of autobiographical memory self-referencing in hopes of creating an effective response.”

Language can either make or break an institution depending on how it is used in the marketing strategies as well as who the targeted audience is. In some cases a BM can use a certain language that is understood by the target audience to whom he is selling the product but a technical aspect would be how the language is used as there are strategies of language usage when marketing. Likewise, Ibid, (2008:4) signifies that “the basic goal of marketing communications is at its root to present information to potential customers. When designing a print ad two main decision areas need to be addressed; the ad content and the ad style.” It is possible that some BMs would try to employ some language creativity within their marketing strategies with an intention of attracting the target audience and also to be a step ahead with their competitors. This strategy would work but it would also depend on the intellectual level of the target audience in terms of how well they understand and grasp the information provided.

Using language creatively in marketing campaigns does not mean that those that are responsible should confuse the target audience but the information must be creative and easy to understand to catch their attention. Hence, Taillard (2012:146) notes that “one of our goals, when we communicate, is to be understood. Another goal is to be believed: we try to affect our audiences’ beliefs, desires and actions.”

There is language that is for general use and which is understood by everyone because it is common, unmarked and unspecialized (Cabre, 2008:112). Subsequently, there is a language that is technical which is aligned to a specific profession which is also explained by Ibid, (2008:113) as a “natural language considered as a vector of the specialized knowledge.” As BMs are responsible for marketing educational institutions like TVET colleges, it is interesting to understand what strategy they use when advertising. As the varieties of languages available have been discussed then the question would be do

these BMs follow the technical or the general route? The technical route would comprise of the language that would be specific to what they offer and the general one would only explain and invite the target audience to come over for clarity.

Creating and using a specific language within a specific marketing strategy means that the target audience will be taken through a journey of experiences of that specific product being sold and made to be loyal to that brand where in the case of the TVETs it is education in terms of the courses that are offered there. Thomas and Bruns (2001:6) define one type of language which is called aesthetic and specifies that “it is an expressive language shaped and crafted to capture and represent experiences. It attempts to create and recreate experiences that the audience will enter through the imagination.”

Language can either be verbal or non-verbal. Louw and Du Plooy-Cilliers (2003:102) explain verbal communication as the one that “can be either vocal or non-vocal”, they further explain non-verbal communication as they say it “refers to the messages that people convey through their bodies, touch, vocal variation and their use of space, time and objects. In marketing, both of these kinds of language can be used in different ways depending on the BMs intention as well as his understanding of the target audience.

Choosing one of these strategies can either make or break the institution in terms of selling its products and services. Verbal language in advertising would include all the information that would be spoken or written in words depending on the medium used. Strydom (2000:353) emphasizes that “verbal and non-verbal symbols are transferred from the media to the receiver in a single advertising message.” Every advertising message sent would be through a specific communication channel in a specific language that is appealing to the target audience.

Most people would prefer this kind of language but in reality all the types of media channels that can be used to advertise an institution would cost according to the length of the message, either spoken or written. Trehan and Trehan (2010:22) asserts that “advertising is the main form of mass communication. Advertising involves mass media, e.g., television, radio, newspapers, magazines, directories, mass-transport vehicles, outdoor displays, etc. that can transmit the message to a large group of individuals at the same time with cost implications involved.”

On the other hand, if the advertisement lacks or comprises of little information it is possible that the target audience will not understand the message being conveyed. The result of that would be that the product won't sell and in the issue of the TVETs, the possibility is that they will have fewer numbers than those they have targeted. The same goes for the nonverbal language used in marketing which includes pictures and animations. Obviously when marketing a brand, the name of the company will always be available no matter what kind of a medium was used. Hacker (2008:5) points out that "advertising messages can be either verbal or non-verbal. They all share a common characteristic. However, the nonverbal ones are capable influencing behaviour, affect, or cognition without providing the receiver with an explicit verbal message." The target audience would surely see who the owner of the advertisement is but it is likely that it would not make sense to some of them if the message only consists of pictures or images which the target audience is expected to interpret. Bierma (2006:3) has a different view to this as he declares that "the ever-increasing emphasis in modern advertising on imagery means that pictures and images rather than language carry the advertising message."

No matter what kind of a linguistic strategy the BM and their team decides to use, it is imperative to include the brand name within that advertisement to provide clarity of who the owner is and to gain trust. Bierma (2006:3) stipulates that "the brand name should be regarded as an image element, rather than a linguistic one." This strategy can also assist in terms of competition among the TVETs as they offer somewhat similar qualifications. The only difference would be the geographic distance between them.

The language used must always give a clear indication of the brand and what it offers. That is because customers need to see and understand what they are being told and who is communicating with them. No matter what the product is or what courses are being included by the TVETs to attract the students, if the brand representing the institution is not there it is likely that the students will not have that much faith or even pay attention to it. Hence, Strydom (2000:204) argues that "consumers view a brand as an important part of the product and branding can add value to the product."

One of the key ingredients is the suitability of the language used in the marketing and advertising of the TVETs. In this regard, Shelley (2008:1) clarifies that "the language of

marketing involves practicing restraint and not assuming you know what someone needs before connecting with them.” Furthermore, visual content and design in advertising have a very great impact on the consumer, but it is language that helps people to identify a product and remember it.

TVETs can play a major role in changing the country’s educational situation by altering their content and training young people but the first step will be instilling proper language in their advertising and marketing to reclaim trust from students. Language used to advertise the colleges should provide sufficient information on the services they provide, success stories of previous students and how beneficial it is for the prospective students. In this regard, Kraak and Hall (1999:4) believe that “transforming TVETs to meet challenges of the present and future will not be an easy task. It will entail changing public perceptions and attitudes regarding the TVET brand.”

Higher education is facing pressure to improve value in its activities (Arpin; 2007:6). In view of this, Tan and Sei (2004) indicate that the “quality in education can be determined by the extent to which students’ needs and expectations can be satisfied.” Satisfaction depends on how TVETs market and advertise themselves to gain student interest. However, the message needs to be clear because “a lack of understanding of the targeted audience tends to make communication meaningless” (Seeco, 2010:11).

Understanding the target audiences’ language also prompts that the TVET should understand the cultures of the students as both of these aspects work hand in hand. For this reason, Premrov (2011:238) states that “unwanted effects, which can result in a product rejection, can be caused if marketing communications are based only on the language expertise without sufficient knowledge of cultural principles typical of certain societies.”

TVET colleges are situated in different parts of the KZN province where most people are IsiZulu speaking and they are part of the Zulu clan but that does not mean that every individual residing in KZN subscribes to a single culture. This clearly drives the TVET BMs to create different advertising and marketing strategies depending on the allocation of each and every TVET college because what makes sense to college A students may not make sense to college B students. Likewise, Ibid, (2011:238) articulates that “the role of

language and its proper application when drawing up an advertising text is not only a communicative tool but at the same time a mirror image of society and its development.”

In addition, McGuire and Mich (1999:134) note that “the advertiser or sender of an advertising message has to know consumers’ wishes, needs and expectations as well as the consumer’s knowledge about the world and the perception thereof.” As a result of the TVET colleges dealing mostly with the young people, it is vital that they try to associate all of their advertisements and marketing strategies to what they like and also with reference to the kind of environment they live in which influences how they see and perceive things.

We note that both the linguistic content and the social aspects in terms of background of the students have to be taken into consideration by the TVETs when creating their marketing strategies. Scott (1994:22) observes that “diverse social and cultural tendencies have to be considered in order to develop effective and productive marketing communications. Premrov (2011:238) argues that “certain linguistic characteristics and semantic rules need to be taken into consideration when drawing up advertising texts.”

Diverse social and cultural conditions can easily result in the occurrence of specific unwanted effects like the lack of understanding the language of the advertisement, slogans, titles, etc. Thus, Ibid, (2011:238) notes that “the country’s specific language strategies need to be taken into consideration in order to develop successful international marketing communication.” Thus, TVETs must use languages that are used for everyday communication by their target audience. This notion and understanding can be drawn back to the TVETs by stating that the well-known business language can be drawn back to fit in the everyday life and usage of the potential targeted audience for these institutions to be able to compete with higher education institutions.

Language elements are not only communication tools but they also influence perception and thinking. As it has been discussed earlier, it may happen that in cross-cultural communication that a certain term, directly transferred to another cultural or language group, may be understood differently or maybe it has a different connotation and maybe it becomes incomprehensible.

Ibid, (2011:239) avows some of the relevant factors that might cause this phenomenon and they are:

“differences between the sender’s and the receiver’s code, communication partners’ origin (age, sex and education differ), differences between the sender’s and the receiver’s knowledge about the world, sender’s and receiver’s communications conventions differ, external factors such as societies, social environment and cultural habits, matching communication message and actual receiver’s beliefs, opinions and experiential fields as well as matching the sender’s messages and receiver’s mental capability to perceive the communication process.”

With the understanding of all the factors outlined by (Ibid, 2011), it is perceived that the advertiser has to code the message in accordance with the receiver’s competences. Thus, it is advisable for the BMs to understand the background of their target audience in order to create marketing and advertising strategies that are appealing and easy to understand.

2.5.2 Marketing and advertising strategies

Advertising plays a fundamental role in modern society. Advertising has impacts people’s lifestyles directly and indirectly. Liu (2012:26) specifies that “since advertisements have penetrated our lives deeply, studies on it have been carried on before and more attention on it also appears necessary.” Advertisements are speech acts with simple aim, namely, to persuade consumers into buying or accepting certain products or services.

By marketing or advertising a certain product or service is introduced to the relevant audience so that it could be familiar. That requires proper instillation of the relevant language within the speculated marketing and advertising strategies. Ibid, (2012:32) clarifies that “advertising is a propagating activity that introduces new commodity or services to the public. It aims to arouse the consumers’ purchasing interests. Advertising language, as a special form of communication, exerts great and constant influence on the consumers’ purchasing action.” Language used in marketing is not similar to everyday language as it needs to have certain attraction features meant for the targeted audience.

Marketing involves designing the organization’s offerings to meet the target market’s needs and desires, using effective pricing, communication, and distribution to inform and

service the markets (Beneke; 2011:31). Furthermore, Ziegler (2002:160) notes that “when institutions use the term marketing, they actually mean promotion – brochures, direct mail, advertising, public relations effort, etc.” By fusing both of the above insights it is evident that educational institutions could possibly market themselves by using specific channels after understanding their target audience as well as the language it speaks. That on its own enables the initiators of any marketing material to know which language to use for what audience.

On the contrary, Beneke (2011: 31) argues that “tertiary education institutions still suffer from too little marketing.” Even Hawkins and Frohoff (2008:1) stress that “one of the challenges in promoting higher education is the assumption that students are not customers neither are their parents. Also many academics and university personnel are likely to view marketing as compromising academic freedom.” The only way to deal with such perceptions is to clearly explain to people, and that could only be done using appealing language which is what this study aims at tackling.

Communication within marketing refers to the kind of language that is used within the marketing and advertising strategies by the personnel that is responsible for that (Beneke, 2013). The role of language fused with these marketing strategies would be to attract the targeted customers with an aim of selling the product. Subsequently, Coulson (1984:83) pronounces that “the language of advertising is informative, persuasive and emotive and product claims.”

Robert (2013:62) ascertains that “the language of advertising serves the function of informing the public about the availability of a product on the market.” The TVET sector is one of the competitors within the education sector; the main aim of the strategies they employ is to possibly meet these requirements in order to get the right people for their products (programmes or courses) that they are offering. In this context, this study aims at providing an insight on the importance of including attractive marketing language which would perhaps have a sense of competitiveness and gaining trust from the target customers.

On the language of advertising, Jovkovic (2013:69) explains that “it has to be striking and memorable, universally and globally acceptable in order to reach the target audience.”

The language of advertising comprises of specific elements that need to be aligned with the strategies planned, Jovkovic (2013:71) describes them and says that “the language of advertising uses plain, clear, concise language elements, simple and catchy vocabulary, short and effective language structures for unique selling propositions, advertising slogans and the like.”

Moreover, Robert (2013) describes the language of advertising and states that “it is also a persuasive and emotive language meant to appeal to the minds of the consumers.” With regards to language appealing to the targeted audience, Ibid, (2013:70) clarifies that “since the purpose of the language used in advertising is to bring the message content to the customers, it has been discovered that language is strategically and significantly used in a way that appeals to the customers.” This speaks to the way in which the TVET colleges should also structure their advertisements in line with attractive language for audience pulling purposes.

When marketing an institution the focus should not only be based on what strategies to employ but also understanding the need for doing it. Beneke (2011:31) states that “marketing is a way of thinking that focuses on understanding and meeting customer needs.” Within the education sector students will always be on the centre either during the teaching and learning process or attraction. Officials responsible for marketing educational institutions need to make sure that they do not lose that kind of an understanding. Language in this case is said to be structured in a formal way as it mainly addresses strict education related topics but the trick will always be it appealing to the students.

Students will consult institutions based on the services that are offered and if they see that everything that is provided will work and be of benefit to them. Canterbury (1999:24) contributes to this discussion and says that “many prospective students and their families understand that they seek complex services from colleges although they may have difficulty specifying how they expect to be influenced by those services.” It is up to the TVET officials to seek and find out what is in demand at any time that can be needed by their target audience and communicate it through using relevant and appealing language.

Educational institutions need to gradually revise their marketing strategies with an aim of addressing their reputation. These institutions might lose the interaction with students if their marketing strategies are not constantly revived to suit the needs of the students. That led to Beneke (2011:31) assuring that “it is no longer a foregone conclusion that students will apply to study at a specific institution because there has been demand in the past.” Language can be used in this instance to showcase the good that institutions do and that could merged with proposed marketing strategies.

On the other hand, Kotecha (2003:4) asserts that “the sustained myth that surrounds institutions is that branding is not needed when the institution has a solid reputation and long tradition.” Beside the issue of relevance and reputation carried by the institutions there are other factors that contribute towards their reluctance to adapt to change as some are conservative in nature. Beneke (2011:32) clarifies these institutions as those that “resist change and are therefore slow to adapt to market conditions.” This study proposes that institutions should to be consistent in terms of keeping their positive reputation, to be able to achieve that, sound language used to update and inform the relevant parties combined with various marketing strategies is one strategic solution.

Traditionally, most higher education institutions in South Africa have been rather unprogressive in terms of marketing themselves to prospective students (Law, 2002). If education is viewed as a business then the students are the customers who are central to the whole process of marketing educational institutions. In this regard, Hay and van Gensen (2008) point out that “market orientation, whereby the customer is at the heart of service delivery, has eluded higher education institutions in South Africa for many years.”

Paramewaran and Glowacka (1995) note that “higher education institutions need to maintain or develop a distinct image to create a competitive advantage in an increasingly competitive market.” Developing and maintaining an image means that education institutions need to market and advertise themselves thoroughly to their targeted customers who are students using the language that best appeals to them. Subsequently, Brown (1998) explains the customers as “potential students are sometimes referred to as the customer base.” In addition, Ivy (2008:294) also comments on university image as he

states that “universities have been using their image for student recruitment for years and this factor confirms its importance.”

No matter how innovative and strategic the marketing strategies can be if they are not aligned with language which is understood by the target audience those strategies are perceived to reach a smaller number of the target audience. That means that marketing strategies and languages need to be always aligned to reach the goal of the institution which is attracting students; hence Beneke (2011:29) clarifies that “institution personnel must ensure that all branding elements are cohesively aligned.” Any institution can market itself in any language that suits its audience but the main difference will be the marketing strategies implemented and how persuasive they are when they are aligned with the proper language.

Advertising is all about knowing who your target audience is and what they want. The next step will be to create innovative ways which you would employ to sell your product. Robert (2013:61) argues that “it is discovered that the language of advertisement is persuasive, informative and it serves as a reminder to the consumer to patronize the products.” This also applies to the TVET colleges as they have their target audience which is the students as well as the product which they are selling that is education.

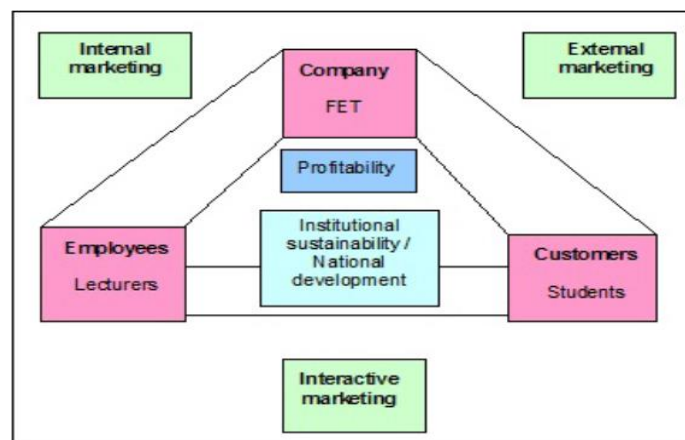
The reason why these educational institutions are being marketed and advertised in the first place it is that the higher education officials from different educational institutions recognize that they have competition among themselves. On this issue, Beneke (2011:30) points out that “everywhere the byword is competition – competition for students, for faculty, for research dollars, for donors, etc. The market now matters in higher education.” New players in the higher education market are adopting sophisticated marketing techniques to persuade matriculants to study at their institution instead of the competition (Ibid, 2011:30). For any institution to be on the right track in terms of positive competitiveness with other institutions, one would agree that communicating with students, showing the good that the institution does and providing sound reasons why students should trust them, are some aspects that should be taken into consideration.

Marketing educational institutions has only two primary reasons as stated by Ibid, (2011:31) which are “to attract the most desirable students and, to somewhat lesser

degree, academic and administrative staff and to attract government subsidies, research funding, private donations and grants.” Marketing is not only about attracting people to buy your product and as in the case of TVET colleges where they want to recruit students, it is also about recognition from other structures such as government that can fund educational institutions. One common principle to fulfil all of these would be precise language and relevant marketing strategies as it has been highlighted earlier.

Furthermore, larger public institutions are in fact expanding facilities to accommodate increasingly large intakes of students (Kenyon, 2004). With the past comment it means that the TVET colleges would need to compete with these larger institutions and at the same time try to revive and bring back the reputation they had before. These institutions need to transform themselves in order to regain their previously held favorable market status (Beneke, 2011:30). Institutions could have state of the art facilities but competing for students needs proper marketing strategies which in turn need cutting edge language infused within to attract the students.

Figure 2.3: Service marketing triad as adapted and applied in education environment



Source: adapted Kotler (1994)

Clow and Baack (2012:12) explain marketing strategies as the “broad, sweeping plans based on a company’s mission that provide directions and outline products to be sold.” These strategies should be leveled in appropriate and effective language to attract the targeted audience. Marketing is done internally where the strategies are presented to the

existing customers, Akoojee and McGrath (2008:139) elaborate on internal marketing by saying that “it points to internal processes that lead to successful client transactions.” Internal marketing requires all the employees to take part in the process and not to leave everything to certain individuals because as an employee you automatically represent the brand of your institution, Ries (2011:91) states that “the more people in the firm are involved in marketing, the greater the need for active internal marketing.” The need for proactive language usage within institutional internal processes is also vital to keep up the spirit and planning for what could possibly be taken out to the public.

- **Internal Marketing (relationship between the company and the employees)**

Internal marketing points to internal processes, which leads to successful client transactions (Akoojee and Mcgrath 2008: 139). It ensures that attention is paid to the role that employees play in the organisation. This element places emphasis on ensuring that employee satisfaction is achieved, inter alia, successful human resources practices, designed to maximise appropriate conditions under which work is undertaken, are likely to be the focus of attention in internal marketing. Further, satisfying the conditions for internal marketing is likely to result in increased employee motivation, offers the likelihood of retention, and ensures quality service delivery.

Ibid, (2008:139) further explain external marketing in education stating that: “it is understood primarily in terms of student recruitment.” All the strategies embarked on should be based on student recruitment and proper language of each targeted audience should be taken into consideration. The issue of diversity needs to be taken into consideration when one is dealing with the external marketing of the institutions. With that understanding, Lee and Kotler (2011:18) agree that “marketers know that the marketplace is a rich collage of diverse populations, each having a distinct set of wants and needs.”

- **External Marketing (relationship between the customer and company)**

The primary objective in the context of external marketing practices (see Figure 2.3), is directed as a brand awareness of the service in a particular target market (Akoojee and Mcgrath 2008: 139). Defining this target market and recognizing strategies to reach this market, represent the core function of marketing units, which is evaluated in terms of the

quantitative indicator of increased enrolments (Ibid, 2008: 139). External marketing in this perspective is understood in terms of student recruitment.

In this era there are many factors that need to be considered before deciding on the relevant strategies to be employed. Lee and Kotler (2011:27) go on to say that “social marketing’s basic purpose is to change behavior for the good or betterment of the society as a whole.” This has been raised as educational institutions contribute to the social well-being of the society in which it is located. This speaks to the interaction between the colleges and the students as the customers. Unlike internal marketing, external marketing focuses directly on strategies to reach the target audience. In relation to the discussion at hand, the only way to reach people regardless of any strategy proposed or employed, is the relevant language that would contribute towards spreading awareness to whatever that is sold.

- **Interactive Marketing** (relationship between the customer and employees)

This element, interactive marketing, is described in this model, as the relationship between the customer and employees in the organisation. Akoojee and McGrath (2008: 140) suggest that interactive marketing takes place mainly during the consumption process and is a key component of generating repeat sales. The active management of the buyer-seller relationship at every stage of the delivery (Ibid, 2008: 140) predicts this feature of the interactive nature of marketing.

There are several TVET colleges around KZN and they all offer more or less the same programmes and besides that there are other educational institutions that are available within the KZN province such as universities, Universities of Technology (UoTs) and technical colleges. All of these institutions have a similar goal which is to sell themselves and to attract students to their system. To keep up with the competition posed by other educational institutions, Wonders and Gyure (1991) advise that “owing to competitive pressures, institutions therefore need to become more proactive in their marketing endeavors.” Again, for institutions to sell themselves, sound marketing strategies merged with engaging language are very important to attract relevant students.

Being proactive could also mean that the TVET colleges need to analyze their competitors and then empower their employees in a way that would be of benefit by understanding which places to tackle and how. Kelley and Jugenheimer (2008:99) warn that “competitive analysis is crucial for establishing a point of difference for your brand as well as for developing the competitive attack plan.” It can further be stated that institution employees need to differentiate their institutions from the others through the services they provide. That can be possibly done through proper research and understanding of their competitors. The power of language in this case could play a vital role in terms of each institution defining itself and showing how different Ries (2011:253) states that “successful innovation teams must be structured correctly in order to succeed.” The success of these strategies employed by TVETs would mean that they do know and understand their target audience and that the strategies are clearly aligned with their planning and that is why Kelley and Jugenheimer (2008:118) ascertain that “targets are part of the planning to meet the objectives, rather than objectives in themselves.” Part of the planning and the meeting of targets should involve language as a tool that is used to stress out plans and measure success by ensuring if the message was sent and it made sense.

In particular, higher education brands may be used to send a strong signal to potential students about the quality and credibility of the institution (Thomson, 2002). One of the things that prompt the universities to attract more students as their customers will always rely on the fact that the officials understand their university before they try to ensure that other people (customers) know and love their brand. Beneke (2011:32) stipulates that “many institutions may preach the virtues of marketing to their business management students, yet fail to realize the implications this has for their own institution.”

Incorporating all the technicalities that have been discussed thus far within marketing strategies will help achieve the only common goal for TVETs which is to satisfy the students’ needs and expectations. Ivy (2008:289) states that

“when universities offer qualifications that satisfy student needs, distribute the tuition using methods that match student expectations, provide the data on which they can make informed decisions about qualification choices and price programs at a level that students see as providing value, courses are more likely to be filled.”

This clearly rests all the power with the higher education institutions on what exactly they are expected to do in order to keep their institutions growing. Language plays a significant role in terms of attracting student to choose whatever programme or course if it is explained well. There are many students who could end up gaining interest in any college as well as any field of study if the language used to market them was strategically and appropriately presented.

Understanding the versatility of marketing and what it entails, regardless of the nature of the business is discussed by (Ibid.,:289) who talks about the marketing mix which is explained as a “set of controllable marketing tools that an institution uses to produce the response it wants from various targets markets. It consists of everything that the university can do to influence the demand for the services it offers.” (Ibid., 289) talks about the 4Ps model which includes product, price, place and promotion. This model is also relevant within the context of higher education marketing including the TVETs.

Ibid, (2008:290) further elaborates by stating that “what is being sold. It is more than a simple set of tangible features; it is a complex of bundle of benefits that satisfy the customer needs.” The qualifications that the students enroll for and pay tuitions for are the products. (Ibid., 2008) further explains the price and says that “the pricing element not only affects the revenues that a university derives from its enrolment, but also affects student perceptions of the quality.” Students would also judge and approach a university for enrolment based on how it structures it fees. The trick could be how the information is portrayed language wise; if language is correctly used students will not even bother with the prices but would be interested in the brand (college) as a whole.

Ibid., (2008:291) explains a place as “a distribution method that the university adopts to provide the tuition to its market in a manner that meets, if not exceeds, student expectations.” The location of the institution also plays a huge role in terms of decision making of the students on where they are likely to enroll. Finally, (Ibid., 291) describes promotion of the product by stating that “it encompasses all the tools that universities can use to provide the market with information on its offerings: advertising, public relations and sales promotional efforts.” The above mentioned aspects of the marketing model, the

one that directly involves language is promotion as it directly deals with selling the institution as well as the services it offers. Intense considerations on attractive language should be enforced in promoting the colleges in every aspect.

One common aspect in all the components of the model in relation to this study is that they are all meant to attract the students and language plays an important role for each of them to be fulfilled. If all of these components should be mastered well by the TVETs and language incorporated correctly from each of them, it is likely that positive results can be achieved.

2.5.3 Management and marketing

The management of TVETs is anticipated to be the body responsible for marketing and advertising of these institutions by creating relationships between the institutions and the students. Shelley (2008:2) emphasizes that: “the objective of marketing is to build relationships with relative strangers so they become comfortable to allow you to care for them.” Creating relationships and proper marketing strategies requires proper planning from the people responsible for such in these institutions. What would be relationships without language? Hence the issue of language fits correctly in this aspect. Hemsley-Brown and Oplatka (2006:332) add that “marketing should be an integral component of the development planning.”

Sirvanci (1996:99) maintain that by emphasizing that “in order to successfully implement quality in educational institutions, the true customer must be determined. Higher education institutions need to pay more attention to the educational marketplace.” Beneke (2011:32) further says, “the primary function of the higher education marketing team is to build the institutional brand.” It can be observed that for that specific brand to appeal to the target audience, a relevant and graspable language should always be included.

Management should provide effective strategies to increase enrolment and that is why Akoojee and McGrath (2008:139) further state that “in education marketing, the emphasis on increasing enrolment is the only critical indicator of marketing effectiveness.” An apparent perception is that educational institutions would fail to increase their numbers due to the fact that the people responsible for marketing them do not understand the

meaning of marketing and that it is not applied appropriately. Admittedly, Beneke (2011:32) states that “it is also claimed that the adoption of the marketing concept into an unconventional sector, such as higher education, can create problems, particularly if the meaning of marketing is misunderstood or inappropriately applied.” One of the possible reasons for failure of some of the marketing strategies is because they never appealed to the target audience in terms of language used.

The role of the brand managers of the TVET colleges is to manage the brand and to assure that there is a strong bond between the institutions and the students so as to retain the reputation of the institution. Beneke (2011:37) believes that “managing a brand of the institution has been identified as a priority for any educational institution.” The people regarded as customers should understand the brand inside out and be able to recognize every aspect of the brand without any difficulties. On the one hand, as noted by Bierma (2006:1), “the brand name should be regarded as an image element, rather than a linguistic one.” On the other hand, Hayes (2008) notes that “the university must work together to deliver what today’s students are looking for – a total educational experience.” This totally means that understanding the brand means fulfilling the student needs and expectations by giving them what they want and the way they want it through engaging language.

Strydom (2000:203) defines a brand as “a name, term, design, symbol or any other feature that identifies your product as different from those of the competitors.” Ries (2011:15) explains the brand as “a symbol which distinguishes a company’s products and services from others in the same category and certifies its place of origin depicted through its unique style, pattern, design, color scheme and graphics which help one brand to be identified from other competing brands and its value through registration and confirmation.” Thus, each and every institution needs to manage and make sure that its brand is marketed to the relevant target audience alongside proper, engaging and appealing language.

Consequently, Jovkovic (2013:69) underscores the importance of using the appropriate language for advertisements created by different organizations and opines that “advertising and marketing experts are devoting their greatest attention to the use of

language because they are very much aware of the power of effective messages, slogans, taglines and other language structures.” Language plays an immense role in the construction and formulation of the aspects of marketing, it also provides clarity and gives life to the message being transferred.

It is assumed that if the TVET officials responsible for marketing fail to understand that these institutions need to be treated as businesses it is possible that they will lose to other institutions with which they are competing. Hancock and McCormick (1996) recommend that “administrators at institutions of higher learning need to begin to recognize that they need to function more like a business and market their offerings utilizing sound strategies.” This understanding allows proper planning for brand managers and be able to face the competition executed by other institutions through rigorous communication strategies.

Oplatka (2007:1) emphasizes that “the introduction of school choice programs into the educational system has led to more competitive environments.” With similar understanding, Hawkins and Frohoff (2008:5) pronounce that “universities must not only get the right information into the right hands, they must clearly differentiate themselves from competitors and fulfill the brand promise throughout all phases of engagement, including inquiry, matriculation, student and alumnus.”

To survive in this environment, many institutions have given an increased priority to the marketing of their programmes and activities (Foskett and Hemeley-Brown, 2001). The idea of tackling the marketing strategies and reviving them into a manner that would best suit the target audience needs the brand managers not only to deal with marketing related technical issues but also the needs of the customers must be taken into consideration. That could possibly be dealt with by using language appropriately and attractively in a sense that all unique services provided are stated. Institutions need to carefully examine the needs of its clients and customers in order to meet those needs precisely (Hanson, 1996).

The people responsible for marketing TVETs should not only operate on their own as they also need support from all of the structures that are available within these institutions especially the management so that they would come up with functioning and progressive

strategies. Mulnix (2013:7) maintains that “it is difficult to imagine that communication practitioners can affect marketing ideologies without direct support of the institution’s top management team.” This highlights the importance of internal communication (language) by college employees before engaging the outside world.

The implementation of internal marketing strategies and a language known by people already in the system which is likely to be learnt by those they plan to attract. On that note, Champeny (2003:1) proposes that “a good brand should not only resonate with external audiences, but should also speak to internal audiences like faculty, staff, students, donors, etc. and instill pride in the institution.” Beneke (2011:37) goes on to say that “the authors argue that internal factors need to be optimized before the external brand can shine.”

All of the marketing and advertising has to be strategized according to specific plans and objectives to fulfill the outcomes of the TVETs. One specific plan in any given setting should always include language and how practical it can be used to appeal to the target audience. On the contrary, Hawkins and Frohoff (2008:6) observe that “one challenge marketers in an academic setting face is the lack of stated plans, goals and objectives by either the institution as whole or individual academic units upon which a marketing plan would logically be passed.” This forces all the stakeholders within the TVET sector to work hand in hand in order to fulfill the aims of the TVETs. Thus, Mulnix (2013:3) argues that “the aim and mission of a marketing approach are what are key.”

Consequently, Ibid., (2013:3) also emphasized that “marketing is key to today’s institutions, and that this had grown out of a mission to serve the need of education in the community. As such, institutions must understand their markets, be able to attract resources, convert such resources into the appropriate programmes, and then efficiently distribute them to their consumers.” Thus, the trick will be at the distribution stage where the language choice will be of importance.

One of the roles of the brand managers is to generate association between moral and instructional leadership that is committed to education, innovation, values, and improvement, and the marketing-related tasks in their role (Oplatka, 2007:11). The commitments that the BMs are being suggested to pay attention to, need to be looked

into both on the internal and external marketing perspectives as the components mentioned below include both the external community regarded as customers as well as the employees within the institutions. It can be further noted that all of the connections between all of these stakeholders require precise language usage to be instilled within the marketing strategies for the target audience to better understand the product that is being sold to them.

2.5.4 Potential student's reactions

As this study looks at how TVET colleges structure their marketing strategies by using the significant language to better attract relevant students, it is logical that the reaction of the customers (students) after they have seen the advertisements is also analyzed. In this regard, feedback from students can inform improvement in higher education institutions and be part of the students' role in university management. To be effective it is important to 'close the loop': from student views, through identifying issues and delegating responsibility for action, to informing students of the action resulting from their expressed views (Watson; 2003:145).

Informing students is practically employing the right strategies as well as the precise language that is well understood by the customers who are students. Hence, Robert (2013:65) outlines that "the language of advertising is characterized by the use of transparent or simple diction irrespective of the advertiser's level of education." It is supposed that the language incorporated within the TVET strategies should target every student irrespective of their being a first year or a returning student. What is important is that they all get the message.

Students have their own views and how they want things to be done so that they can cooperate and one has to play along those lines in order to champion the desired goal. In this regard, Watson (2003:145) states that "a key stage of the process is to ensure that student views are translated into action and that students are informed of the improvements." Informing students would mean that the TVET colleges would employ strategies and language that is appealing to students for their benefit and that would be visible whenever these strategies are being put into practice.

Employing strategies that are appealing to students also includes the use of a language that would be common to everyone for the betterment of the products being sold by the TVET colleges. Robert (2013:65) claims that “the simplicity of the language is so that the aim of the advertisement reaching out to a large number of potential customers/clients would not be defeated with the employment of complex and opaque language.”

Fletcher (2006:6) also states that:

“today’s students are smart, and they know what they like and what works for them. They are our customers, and a successful business makes sure to ask its customers what is working for them and what is not. We need to check in with our customers more often, especially in implementations of cost-intensive programmes such as 1-to-1. We might learn something.”

Engaging with the target audience does not only allow BMs to structure their plans well but it is also advantageous as it is a learning curve that draws institutions closer to the students and to understand them better.

Customer feedback serves as a catalyst for organizational changes that are needed to ensure competitiveness (Newhouse, 1997:60). Effective service recovery is vital to maintaining customer and employee satisfaction and loyalty, which contribute significantly to a company's revenues and profitability. Customer feedback is essential for improving products and services, and correcting problems at an early stage (Tax and Brown, 1998:75). Correcting problems means that the responsible individuals would have accepted the loop holes within their marketing strategies and from any other form of feedback attained from the students.

Any form of feedback (negative or positive) is bound to be used in a positive manner; either rectifying the mistakes made or upgrading the standards more, hence Newhouse (1997:60) says that “excellent feedback takes a combination of strong individual initiative, exceptional teamwork, and relentless executive leadership.”

TVET feedback can be measured with the number of students that enroll during the beginning of the year after precise language has been included in marketing and advertising. High figures on student enrolment will depend on how the TVET management

prepare themselves on marketing and that is why Shelley (2003:3) states that “the solution to almost all marketing challenges is developing yourself professionally and increasing your know-how, including communication.” Each and every organization measures the rate at which its product is selling by knowing how the target customers react towards it and that is the number of sales made. Furthermore, for colleges and other educational institutions their feedback based on the marketing strategies they have employed will be based on the turnout of how many new students consulted them for registration.

The turnout of education as well as the language used in marketing strategies both has an impact to determine and grow an interest to the potential students targeted. Scott (2003:18) states that “if you are interested in tapping into the huge contribution that quality can make your organization, then focus on the people that make or break your company.”

It can be assumed that dealing with student feedback needs people who are attentive and who will be able to strategize and work towards rectifying such mistakes in order to reach that targeted number of students each year. Newhouse (1997:60) states that “employees at all levels adopt the responsibility for listening to the customer and then acting on the information as dictated by the circumstances.”

There is a strong possibility that higher education institutions do not consult the relevant stakeholders whenever they create certain marketing strategies. One would argue about the impossibility of the consultation but that can be done using the students who are already in the system and those that have applied to join the TVETs. Watson (2003:147) elaborates by saying that “the recognition of a range of stakeholders whose views should be taken into account is much more widely accepted.” (Ibid., 147) goes further by saying that these stakeholders include students, parents, government and communities.

Students already within the system are likely to drop out or deregister and search for greener pastures if they see that the institution is not doing it for them. (Ibid., 147) warns that “a further bonus of identifying issues that could be improved is that satisfied students are less likely to drop-out.” Sometimes dropping out can refer to students not as failures but paints them as the people who had lost faith in a brand and feel that it is not working

out for them. One way to solve that is through revived marketing strategies and up-to-standard language created to address the target audience.

One of the main issues that are a concern towards this study is the money paid by the students. In as much as students are in need of information and education but they are customers who need a run for their money and the possibility is that they can be stubborn because they are aware of the vast number of other institutions that they can go to, so they need something that will appeal to them. For this reason, (Ibid., 147) points out that “students may behave like consumers and expect value for their money; they may be more demanding of aspects of their student experience and of having their voice heard.” Responding to such issues, it is perceived that the TVET management needs to provide only what is needed and expected by the students through research. As there is competition among institutions, students need to be convinced why they should enroll in a specific college and that requires very strategic and innovative language usage.

One other suggestion is that the TVETs do not have to deal with students directly whenever they try to level themselves against what the students expect but they need to deal with the issues that have been raised in order to attract more students in the future. Attraction is marketing and marketing is language that is precise and appealing. Watson (2003:148) states that “students will have a range of expectations of the course and institution’s resources. Emphasis should be on students’ expectations rather than meeting them directly, that is, even if expectation cannot be met, there is a need to provide feedback to students following consideration of their views.” This is solely based on the actions that TVET brand managers need to partake on by offering strategies that are aligned with the language that is appealing to students, by doing so it is supposed that the information will be clear and all the courses offered by the TVETs would be well-known to relevant students.

Usugami (2012:608) establishes that feedback contributes to your customer service improvement. Feedback in this context refers to the turn out that the TVETs have every beginning of the year with regards to enrolment numbers after they have advertised their institutions. This also looks at how BMs deal with the feedback they get from stakeholders and their customers with regards to the well-being and operation of their institution. On

the contrary, Watson (2003:149) notes that student feedback involves collecting feedback from students to aid quality improvement decisions and measures is not clear cut.” On the other hand, Green (1994:107) suggests that “it is perhaps useful to regard student feedback data as quality indicators, allowing students a voice in their educational experience and its potential improvement.” In essence student feedback boils down to language which is used to respond to whatever was meant for customers. Responding to customers’ needs a finer way so as not to chase the customer away.

Each and every institution will have different methods of collecting and dealing with feedback they get from their students. One must not forget that the aim will be to improve the quality of the institution both academically and externally. Powney and Hall (1998) found that the methods of collecting feedback can be fragmented, with little coherence between information collected at programme-level and at the institutional level. There is a possibility that a poorly structured set of feedback collection methods is likely to result in poorly structured methods of feeding back to students.

It is believed that methods of feedback and their impact are bound to be understood by the employees of the TVETs so that they could add value to their brand. It is possible that some officials will not see the need for student feedback and its impact. Watson (2003:151) explains that “managers and academics within universities may have different understandings of the significance of the feedback that is provided to students. This will, therefore, affect the content and style of feedback.” Consequently, Carnell (2003:60) accepts that “to start creating an accurate picture of how well you are satisfying your customers, there are two crucial things you need to do: identify all your customers and inventory their input.” Gathering feedback from the students could also assist the TVET colleges in understanding what kind of language to use, where to it and how to use it.

By valuing customer’s inputs it is important for BMs to understand that anything they supply to a customer can affect the customer’s satisfaction level. On that note Watson (2003:154) states that “feedback to students can provide them with a benchmark by which to measure improvement and help to shape their reasonable expectations.”

In relation to the TVET, customer feedback mechanisms can be measured with the number of students that they enroll every year as first year students. This will show if the

strategies they had created the previous year worked or not. It is vital that when the students are within the system some information retrieval mechanism should be created to get the students feelings and understanding of the marketing and advertising strategies that led them to apply and enroll.

2.5.5 Students as Customers

Various researchers have questioned whether students in an education context are customers. Bisardi and Ekwulugo (2003: 319) state that, in the education service sector, it is being debated whether students are raw materials, graduates the products and employers the customers (Kotler and Fox, 1985). Some scholars and contemporary academics consider this idea as absurd and strongly agree that education is a unique experience that is different from the ideal customer experience (Ehigie and Taylor 2009: 503).

The idea of students as customers started in the mid-1980s, when the Total Quality Management (TQM) was introduced into the business world. As delineated by Ivy (2008: 289), employers seldom pay education institutions for their graduates. It is far more common to have students paying HE for the service received which is ultimately when students are awarded a certificate/diploma/degree. Based on this argument, students are customers and certificate/diploma/degrees are product as the designing of these certificates/diplomas/degrees are central elements of the marketing mix (Ibid., 2008: 289).

Two distinct views on students as customers are offered by Yoe (2008: 269). One view is that which regards students as primary customers associate them as being involved in the input and output of the learning process. The other one is that students' potential employers are primary customers. They argue that it is imperative to consider the economic reality of the situation, where lesson content should be tailored to employer's needs. Students, in both contents, are regarded as internal customers.

Although education prepares students over a long-term for the future, students have no concept of what they need (Jaraiedin and Ritz, 1994: 33). It is in this long-term view that

potential employers are regarded as primary customers, while students are regarded as secondary customers.

2.6 Conclusion

In this chapter the focus has mainly been on the use of language in the marketing of TVET colleges. Various areas of this were covered in detail to provide a clear-cut understanding of the role that language could play in marketing TVET colleges. The researcher focused on the notion of marketing language as nucleus to TVETs with an aim of discovering the contribution of language in TVET advertisements. The aim of doing that was to highlight the impact that language has on marketing of TVETs. This is relevant to this study in the sense that it underscores the importance of using language as a strategic instrument in the marketing of TVETs. In chapter three, a review of the research methods and strategies employed to gather data for this study will be viewed in-depth.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology adopted for this study. Research methodology is explained by Terre Blanche and Durrheim (1999:96) as the manner in which a researcher goes about studying what they believe can be learnt. The two broad categories under which research is conducted are referred to as qualitative and quantitative research. The former refers to studies that are statistical in nature while the latter is normally conducted within the sphere of social sciences and lends itself to a more descriptive format (Newman and Benz, 1998:2). The main focus of this chapter is on the research design and methodology that were used to address the research problem. Babbie and Mouton (2001:141) advise that the methodology section of the study focuses on the processes of research and tools or techniques used.

3.2 Research design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection (Creswell, 2008:3). This study adopted a qualitative approach with an aim of developing and understanding the effectiveness of the language used in the marketing and advertising of TVET colleges.

Flick (2007:2) states that qualitative research uses text as empirical material (instead of numbers), starts from the notion of the social construction of realities under study, and is interested in the perspectives of participants in everyday practices and everyday knowledge referring to the issue under study. In addition, Welman, *et al.* (2006:188) describe qualitative research as an approach rather than a particular design or set of techniques.

The qualitative method was chosen to allow insights from the respondents with regards to the language used in marketing of TVET colleges. Another reason for using the qualitative method was to observe and measure the objectives, feelings and opinions of the respondents in relation to the study (Welman and Kruger, 2003:7).

This study was descriptive and the method that was used was qualitative. According to House (2008:192), descriptive research tries to determine what, who, why or where and its goal is to explain phenomena. The descriptive study was used to explore, develop and understand the effectiveness of the language used in TVET advertisements and what role it played in students making decisions on which college to enroll.

Data was collected using questionnaires. A questionnaire with closed ended questions was used. A quantitative technique was used to provide information on the biographical information of the students as well as a section that explored college discovery. Lastly, the researcher analyzed the TVET marketing material (flyer, website, and prospectus) against the answers from the respondents and aligned them with the objectives of the study.

3.3 Target population

According to Welman *et al.* (2006:52), population is the study object and consists of individuals, groups, organizations, human products and events, or the conditions to which they are exposed. In this study, the target population was made of TVET first-year students. First year students were chosen on the basis that they are freshmen at college: they would have recently seen the TVET advertisements and would easily recall the impact they made on them. . A target population is necessary because it is not easy to collect data from the entire population (Sekaran and Bougie, 2013:243). The reason why the study focused only on students is because they are the ones who get to see, read and interpret the advertisements. Since they are the ones who make decisions and have choices as to which college they want to enroll in, it was necessary to investigate the standard of language used in existing TVET marketing campaigns and what effect it has in them making choices.

The sample comprised of 20 first-year students from each of the 2 campuses in eThekweni (Asherville) and Elangeni (Pinetown) around Durban in KZN. The respondents were chosen based on the streams (Nated and National Certificate Vocational) they represent. All of the respondents were 18 years old and above.

McGrath and Akoojee (2009:151) explain that the NC (V) is a qualification at each of Levels 2, 3 and 4 of the NQF. This qualification is designed to provide both the theory and practical aspects of the specific programmes. The practical component of the study may be offered in a real workplace environment or in a simulated workplace environment. It will provide students with an opportunity to experience work situations during the period of study. Cosser *et al.* (2011) say that National Accredited Technical Education Diploma (NATED) programmes are delivered under the auspices of the Department of Higher Education and Training. The programmes consist of 18 months theoretical studies at colleges and 18 months relevant practical application in work places. Engineering studies range from N1-N6 while Business and Utility Studies range from N4-N6. The ultimate goal of the Nated courses is to award the student studying the course an N6 Diploma.

3.4 Sampling method

Sampling is the process of taking a representative portion of a population with some common defining characteristic for study (Creswell, 2008:158). A sample of 20 participants was selected from the total population through the use of purposive sampling. Bazeley (2013:48) explains purposive samples as the kind of samples that are selected to meet particular research goals or provide variation; they are then supplemented by a theoretical sample which is designed to allow exploration of questions that arise from initial analyses.. A sample for this study was chosen on the basis of the dynamics of the research that the sites (TVET colleges) were accessible.

Specific sampling techniques are chosen by researchers with an aim of determining or controlling the likelihood of individuals being included or excluded in the study. Podesva and Sharma (2014:74) state that most researchers only target some people in the group in such a way that their responses and characteristics reflect those of the group from which they were drawn.

3.4.1 Sample size of the study

According to Struwing and Stead (2001:125), it is not possible to identify whether a sample is good or bad and the researcher must consider the goal and the purpose of the study. Sekaran (2003:294) says that sample sizes, which are larger than 30 and less than

500, are considered most appropriate for research studies. According to Welman *et al.* (2006: 74), no matter how hard the researcher tries, it is impossible to select the perfect sample.

Due to financial constraints only 2 institutions (eThekweni TVET College and Elangeni TVET College) were chosen for this study and they are both in the Durban region which made them accessible to the researcher. Both TVET Colleges offer 10 different courses namely; Civil Engineering, Electrical Infrastructure Construction, Engineering and related design, Finance, Economics & Accounting, Hospitality, IT & Computer Science, Primary Agriculture, Safety in Society as well as Tourism.

The researcher chose 2 students per course which made a total of 20 respondents per college. The overall total number of the respondents of this study from both colleges was 40. This was done with an aim of getting insights and views from 2 different respondents on the questions provided in the questionnaire. This was in line with the remark made by Neuman (2011:242) as he considers this sampling technique as the one that is less demanding and a better choice in terms of time and financial expenses. This total number of respondents was manageable for the researcher. In this regard, Dawson (2009:48) stipulates that if a smaller sample is chosen carefully using the correct procedure; it is possible to generalize the results to the whole research population.

3.5 Data collection methods

Data was collected through the use of a questionnaire. Welman and Kruger (2003:128) stipulate that all measuring data collection procedures are based on systematic observation. By systematic observation, it is meant that it should be replicable. In other words, independent observers other than ourselves should also be able to observe and report whatever we, as researchers, observe and report. In addition, Cohen *et al.* (2001:112) argue that the more diverse the methods, the greater the researcher's confidence.

A survey was used for data collection via a questionnaire. A survey is a detailed and quantified description of a population – a precise map or a precise measurement potential

(Gray, 2014:236). A survey was used by the researcher with an aim of establishing thorough and inclusive insights from the sampled population.

Using a survey does not require that there be a visual or other objective perception of the information sought by the researcher. Abstract information of all types can be gathered by questioning others (Ibid., 1998:287).

The questionnaire technique has its shortcomings compared to surveys. The major weakness is that the quality and quantity of information secured depends heavily on the ability and willingness of the respondents to cooperate (Ibid., 1998:287).

Also, Picardi and Masick (2014:148) observe that data collected through survey research can be used for descriptive, comparative and explanatory purposes. Finally, the use of survey research designs is a common approach in a great deal of applied research as this is a method that can yield a large amount of data despite the typical constraints of data collection in field settings, specifically limited financial resources, assistance and time (Ibid., 2014:137).

According to Cooper and Schindler (1998:287-311), Picardi and Masick (2014:137-148) and Gray (2014:236-240), there are different types of surveys. These are:

- **Descriptive surveys:** these surveys are designed to measure the characteristics of a particular population, either at a fixed point in time, or comparatively over time. They are designed to measure what occurred, rather than why. These surveys are used in a wide range of areas such as market research, public opinion polling, voting intention surveys and media research (ratings surveys).
- **Analytical surveys:** these surveys attempt to test a theory in the field, their main purpose being to explore and test associations between variables.

Following a descriptive survey approach, a questionnaire, as a data collecting tool, was used in this study. According to Lancaster (2005:139), a questionnaire is a series of questions designed to provide accurate information from every member of the sample. Bless and Higson-Smith (1995: 111) state that the questionnaire is the primary data collection tool used by social science researchers to cover both small and large

populations within a short time with minimum cost. Swisher and McClure (1984: 80) elaborate that it is a very flexible method which allows both open-ended and closed questions to be used.

In this study a self-administered questionnaire was considered the most suitable instrument for data collection due to the nature of the data required to answer the research questions.

3.5.1 Advantages of self-administered questionnaires

There are numerous advantages of self-administered questionnaires but the following were considered relevant and appropriate for this study:

- Collecting data through a self-administered questionnaire is more efficient in that it requires less time, it is less expensive, and permits collection of data from a large sample (Powell, 1985).
- Questionnaires provide the respondents with time to think before answering the questions asked (Powell, 1985).
- Questionnaires can be constructed so that data are relatively easy to analyze (Powell, 1997).
- The questionnaire can facilitate collection of a large amount of data in a relatively short-period of time (Powell, 1997).
- The self-administered questionnaire eliminates interview bias, in that it provides a fixed format of questionnaires, which eliminates variation in the questioning process. Once the questions have been written in their final version and included in their questionnaire, content and originality will not change (Powell, 1985).

3.5.2 Disadvantages of self-administered questionnaires

There are also some disadvantages in using self-administered questionnaires as a data collecting tool which the researcher needs to address.

- Bless and Higson-Smith (1995) advocate that self-administered questionnaire requires the level of literacy and familiarity with the language used. In sending out questionnaires, it is not easy to discover in advance whether or not respondents

have the minimum level of literacy. However, this was not a problem in the study as the population consisted of first year college students who were familiar with the language used in the questionnaire.

- Hadebe (2010) notes that in a self-administered questionnaire, respondents may not understand the questions asked or may give answers that they think the researcher wants to hear. In addition, if the respondents are not interested in the topic the response rate tends to be low. However, this did not prove to be a problem as the researcher was available to provide the necessary support to the respondents in terms of providing clarity and attending to the queries they had during the questionnaire filling process.

A questionnaire can contain questions that can be categorized as either open or closed. According to De Vos (1998), for a study of this nature closed-ended questions are recommended.

3.5.3 Open Questions

According to Ibid., (1998), a questionnaire with open ended questions allows the respondents an opportunity to express themselves as much as they can. The disadvantage of open questions is the difficulty in analysis. In addition, Ibid., (1998) observe that a questionnaire could contain both open and closed questions. Hence, in such a case the researcher must aim at using as many closed questions as possible, even though there will always be information which is difficult to generate by closed questions, so that open questions are unavoidable. Open questions are time consuming because the respondents could take time expressing themselves when answering questions stipulated.

The researcher did not use open-ended questions and required respondents to select from options provided in form of a Likert scale. *Welman et al.* (2006:156) notes that the Likert scale consists of a collection of statements about the attitudinal object. In respect of each statement, subjects have to indicate the degree to which they agree or disagree with its content. Some contents represent a positive attitude, whereas others reflect a negative attitude.

3.5.4 Closed Questions

Babbie and Mouton (2001) argue that closed questions ask the respondents to select an answer from among a list provided by the researcher. Ibid., (2001) also point out that closed questions are very popular because they provide a greater uniformity of responses and are more easily processed. Such questions limit the respondents' potential answers but closed questions are limited, because they do not allow respondents to express themselves as much as they would like. The researcher's structuring of the responses may overlook some responses, for example, leaving out certain issues that respondents would have mentioned as important (Ibid., 2001).

According to De Vos (1998), using only closed questions can leave out important information, as these questions can never completely provide for the variety of response options which may exist on any particular subject. Ibid., (1998) also stated that the ideal is a section of the questionnaire consisting of closed questions which are suitable for statistical processing by computer on the one hand and open questions which have to be processed manually, on the other hand. Thus, the students' questionnaires consisted mostly of closed questions in a form of a Likert scale (See paragraph 2 in 3.5.3) as well as open questions in the current study.

3.6 Data analysis

As mentioned earlier, this study adopted the qualitative approach. Kumar (2011:104) emphasizes that the main focus of qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. A preliminary exploratory process was undertaken before data was analyzed and that was done to test if all the instruments were comprehensible and if the respondents understood what was asked from them. After that process the instruments proved to be comprehensible and appealing to the students and a few questions were unpacked and clarified for easy understanding and grasping from the respondents to provide adequate answers.

Data collected from the questionnaire responses was captured and analyzed with the aid of the computerized statistical software (SPSS version 23.0) by an external expert. Data

was analyzed and presented in graphical representations in the form of graphs and charts using descriptive statistics which are univariate and bivariate analysis. *Welman et al.* (2006:231) says that descriptive statistics are concerned with the description and/or summary of the data obtained from a group of individual units of analysis. If one variable is involved in our study, we call it univariate analysis; if two variables are involved, it is called bivariate analysis. These data were thereafter interpreted to draw conclusions.

Tabular presentations were used and, according to *McBurney and White* (2010:141), they help summarize data and understand the relationships between variables. *Babbie and Mouton* (2006: 428) assert that given the risk that a relatively small percentage of respondents might choose the two extreme responses to Likert scale or rank order questions, the two ends of the range of variations can be combined or collapsed to avoid distorted interpretation of data.

From the provided tabular data the following graphical representations were prepared using *Statsgraphics Centurion 15.1* (2006) and *Microsoft Excel 2007*:

- Bar charts, displays our data in bars, or blocks, whereby the higher a bar is, the higher the data value is (*Rasinger, 2013:105*)
- Pie charts, can be drawn for both qualitative data and variables measured on a continuous scale but grouped into categories (*Kumar, 2011:304*)
- Cross-tabulations, the table distributes cases into the categories of multiple variables at the same time and shows us how the cases, by category of one variable, are “contingent upon” the categories of other variables (*Neuman, 2011:397*)

De Vos et al. (2005:227) notes that these graphical presentations aid the comprehension of the essential features of frequency distribution and comparative analysis. Furthermore, they contribute towards making decisions about theorized states of the world, which therefore inherently implied drawing inferences from qualitative data collected and analyzed. *De Vos et al.* (2007:337) further suggest that the qualitative researcher, wanting to capture the meanings of what respondents say or do in a report, should be very attentive to the words and phrases used by the respondents.

This study followed the deterministic model which was used to draw inferences on the causes of the effectiveness of the language used in the marketing and advertising of eThekweni (Asherville) and Elangeni (Pinetown) TVET colleges. Babbie and Mouton (2006:65) state that the deterministic model is founded on the assumption that one's behaviour is the product of one's personal willpower or of forces and factors in the world beyond one's control. In handling the factors that might contribute towards the perceptions that people might have in relation to the questions posed by this study, the questionnaire was crafted to provide the respondents with an ability to state their personal views on the matter.

According to the deterministic model, people's actions are essentially beyond their control or choice as they are driven by forces such as childhood experiences, inherited religious affiliations, customs and traditions and similar factors (Ibid., 2006: 65).

Furthermore, existing TVET marketing material in a form of prospectus, flyers and the website were analyzed with an aim of comparing student responses and what already exists. Questionnaire distribution and the analysis of marketing material qualified this study as the one that followed the triangulation process. According to O'Donoghue and Punch (2003:78), triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data.

Dorosamy (2012:68) highlights the point that if similar results are obtained from different methods of data collection, then there is greater confidence of the findings as it points to the true location of the phenomenon being studied.

Altrichter *et al.* (2008:147) contend that triangulation gives a more detailed and balanced picture of the situation. Subscribing to credibility of the research findings in pursuit of effective and consistent data, De Vos *et al.* (2005:160) asserts that the measurement procedures and the measurement instruments to be used have acceptable levels of reliability, validity and objectivity. Furthermore, Babbie and Mouton (2006:275) agree that triangulation is generally considered as one of the best ways to enhance validity and reliability in qualitative research.

Using the questionnaire to collect data from the respondents and also analyzing the existing marketing material used by colleges, afforded the researcher an opportunity to back his arguments using data from a variety of sources. Ibid., (2006:275) emphasize that through the use of multiple measures of the same phenomenon, the capacity to collect substantial information is substantially enhanced since weaknesses of one instrument might be overcome by the strengths of the other.

Relying only on the questionnaire was not going to do justice to the authenticity of the research hence the existing TVET marketing material was used by the researcher as a source of formulating questionnaire questions and comparing student responses. Analysis of student responses was also measured against the existing marketing material with an aim of formulating trustworthy findings supported by comprehensive future recommendations. Through triangulation, the approach used contributed to content validity and instruments used covered the domain being researched justly and comprehensively.

Therefore, the findings of this research are deemed as trustworthy because of the analysis of collected data which was linked against the existing material used by the TVETs. The responses provided by the respondents answered the questions posed by this research.

3.7 Pilot testing

Bazeley (2013:55) says that the researcher puts all his proposed research procedures, including strategies for analysis, through a dry run with the kind of settings or people who will eventually become his research focus. This will allow the researcher to determine whether his design will generate analyzable data that are relevant to his purpose and will help the researcher assess how long analysis is likely to take. An extended piloting period may be needed to get an accurate survey in the sense of a close fit between what was meant to be asked, how it is understood and what the answers mean over a wide range of types of people in different places, to increase accuracy further, give the enumerator or interviewer an opportunity to write down details of any difficulties they came across (Olsen, 2012:84).

Furthermore, Babbie and Mouton (2006) assert that there exists a need for a pilot study in cases where more than one cultural or language group is included in the study. Cohen *et al.* (2001:129) stress that a pilot study must be conducted ensuring that observational categories are appropriate, exhaustive and effectively operationalized for the purpose of the study.

Wellman and Kruger (2003:141) address the issue of conducting a pilot study on a limited number of subjects from the same population as they state that it is to detect possible flaws in the measurement procedures and to identify unclear or ambiguously formulated items. Not only should the actual questions be put to the participants but they should also be asked to indicate how they have interpreted the formulated questions. The pilot was aimed at assessing the competence of the individuals in the sample and to detect and identify mistakes. In this regard, the pilot was conducted within the 2 TVET colleges with a smaller number of participants (not in the sample) and that informed the researcher to alter or modify the content within the instruments. Only 5 students from each TVET college were used in the pilot which gave a total of 10 respondents. That was all done to enhance the validity of the whole research process. Wellman and Kruger (2003:141) explain that it may be even necessary to investigate the validity and reliability of such instruments in an independent project.

Some of the findings discovered in the pilot study showed that most people prefer being officially addressed in their native language which in this case it is isiZulu as this study was conducted in KwaZulu-Natal where the most spoken language is isiZulu. The reason for that language was mainly because the respondents felt that the language is more appealing and understandable to them and they are also comfortable using it. On the other hand, most respondents noted that the language used by most TVET advertisements is not that much difficult but it does not explain much and provides clarity as less information is provided within the advertisements. Lastly, the respondents clearly stated that there are only a few TVET advertisements they have seen in various media platforms unless one directly goes to campus to personally enquire.

3.8 Validity

In According to Claire (2006:156), validity refers to the assurance that the research instrument would repeatedly represent the same results. According to Cooper and Schindler (1998:166 -170) and Picardi and Masick (2014:73-88), there are basic ways to access validity and they are:

- **Content validity:** is the extent to which the measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe of subject matter of interest, then content validity is good.
- **Criterion-related validity:** this approach reflects the success of measures used for prediction or estimation. You may not want to predict an outcome or estimate the existence of a current behavior or condition.
- **Construct Validity:** this approach evaluates a measure by how well the measure conforms to theoretical expectations.

The validity of this study was tested using content validity. Validity was ensured through the construction of the questions in the questionnaire which had to seek answers relating to the analysis of the existing marketing material offered by TVETs in KZN. In this regard, validity refers to the agreement between the value of a measurement and its true value. Assurance of validity entailed the measuring device providing an adequate or representative sample of items that represent the concept or instances of the phenomenon being measured (De Vos *et al.*, 2005: 161). The consistency of the questionnaire was established through a pilot study. The questions in the questionnaire provided in the pilot study were thoroughly checked to ensure validity before the actual data collection process for the study. This was done to ensure if the terms used were clear and understandable so that the questionnaire could be improved.

3.9 Reliability

Reliability focuses on the consistency and stable management of data as well as replicability. Strudwig and Stead (2001:138) define reliability as the degree to which an instrument measures what it is intended to measure. In this research, questionnaires

elicited data from the targeted sample of respondents which addressed the concerns expressed in the research questions (which are the characteristics of the standard of language currently used in TVET marketing and advertising), the effectiveness of the language being used by TVET colleges in their marketing and advertising as well as the standard of language used in TVET marketing and advertising also addressed was how it could be adapted to attract more prospective students. By doing so, the reliability of the study was enhanced.

Poor reliability reduces the precision of a single measurement and decreases the ability to track changes in measurements in experimental studies. Reliability is defined as the proportion of the variability in the responses to the survey that is the result of differences in the respondents. This means that answers to a reliable survey will vary because the respondents have different views, not because the survey is confusing or has multiple interpretations.

Reliable instruments are robust, they work well at different times under different conditions. Cooper and Schindler (1998:171-172) define the perfectly used perspectives on reliability which are:

- **Stability:** a measure is said to be stable if you can secure consistent results with repeated measurements of the same person with the same instrument. An observational procedure is stable if it gives the same reading on a particular person when repeated one or more times.
- **Equivalence:** this considers how much error may be introduced by different investigators or different samples of items being studied. Equivalence is concerned with variations at one point in time among observers and samples of items.
- **Internal consistency:** this uses only one administration of an instrument or test to assess consistency or homogeneity among the items. The split-half technique can be used when the measuring tool has many similar questions or statements to which the subject can respond.

To confirm the accuracy of the instrument and to ensure reliability of the study the following was done:

- A pilot test was done for measurement before the final version. The testing was conducted with 10 participants from each college campus. The aim was to establish how reliable the instrument would measure the subject being researched. This was done to determine consistency in terms of measuring the subject under the same condition using a Likert scale. Furthermore, simple and straightforward questions were created to ensure easy understanding. Finally, reliability of the study was enhanced since the participants were able to fill in the questionnaire without any hassles and that the statistician was able to enter and analyze them.

3.10 Ethical considerations

Generally, data collection is central for the successful completion of the research in general and it must conform to ethical issues of social research. Babbie and Mouton (2006:521) say that subscribing to the tenets of ethics is paramount, as social research is an intrusion to other people's lives, requiring them to reveal personal information to strangers. Therefore, data collection was preceded by the researcher having obtained permission from several parties, including ethical clearance from the Durban University of Technology and permission from two TVET Colleges (Appendix A). In this regard, Thomas (2013:45) asserts that the process of ethical review must happen before the start of any active empirical working including any pilot studies. A letter (Annexure D) outlining the research topic and purpose and requesting consent was read, dated and signed by all participants.

Furthermore, Nueman (2011) argues that as research has an ethical-moral dimension. This requires that the researcher maintains a moral and professional obligation to be guided by ethics, even when the researched are unaware. Basic rules of ethics in research entrust this responsibility to the researcher to protect the respondents or the participants from any harm. That is the reason why in the letter that was provided to the participants, issues of no harm, voluntary participation right to withdraw, privacy anonymity and confidentiality were addressed. That was done to ensure that the participants were comfortable in participating in the research.

3.11 Confidentiality and Anonymity

Anonymity ensures that the participants are unknown, while confidentiality means that the researcher is able to identify a respondent and his/her response but essentially promises not to make the connection to the public; the researcher is bound to keep all the information private and not accessible to the public. Hence, Neuman (2011:152) argues that respondents should be kept anonymous to protect their identity.

The following measures were taken into consideration. Respondents were requested to fill in their names and sign the consent letters for quality control in data collection and verification purposes. No names were required on the questionnaire or mentioned during the process of analyzing data. However, all the identifying information was removed as soon as it was necessary and placed in a safe place for utilization if ever there is contradicting information. This information will be destroyed after a period of 15 years (Ibid., 2011:154).

Furthermore, all the respondents that were interviewed were assured that the transcriptions were undertaken by the researcher and were only made available to the supervisor when requested.

According to Cooper and Schindler (1998: 112-113) and Picardi and Masick (2014:32-33) confidentiality and anonymity are very important in research for the following reason:

- to improve the value and trustworthiness of the responses;
- to protect the participant's privacy; and
- to encourage participants in the study.

3.12 Limitations

The findings based on the data from the chosen sample are not easily generalizable to the general context of South Africa. The knowledge shared in this research is local and only applies to the people within the vicinity where the study was conducted which was Durban. High possibilities show that students and TVET employees from other places might not relate to the findings simply because they use other methods of advertising and marketing as well as language. Denzin and Lincoln (1994:204) clarify that this knowledge

is local, situated in a local culture embodying stereotypes and ideologies, race, class and gender, and is embedded in organizational sites, lacking universality but rather time and place and bound.

There are TVETs around the whole of KZN and South Africa as a whole but due to constraints of money and time, it was logical for the study to be conducted in the institutions which are easy to access for the researcher. Moreover, Ibid., (1994:42) express that generalizability of ethnographic research findings is based on an idiosyncratic approach premised on a world that is ontologically absurd but always meaningful to those who live in it. Consequently, this does not mean that findings cannot be applied to other contexts.

Therefore, generalizations and recommendations in this research will be confined to this particular cluster; information found here might be used to provide new lenses through which other research data with similar demographics may be inspected.

3.13 Conclusion

This chapter described the methodological framework for this research study. It provided significant motivation for the research design, sampling, ethical consideration and data collection methods employed. The process of piloting and administering of questionnaires was discussed. This chapter also highlighted some limitations of this research study. Finally, the chapter provided an in-depth review of different data analysis strategies in relation to issues of credibility, consistency, accuracy and validity of the findings. Moreover, this chapter identified methodologies and the data analysis processes that were selected for the practical investigation of the research propositions. Chapter four below presents data analysis.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter presents the results of this study. The questionnaire was the primary tool that was used to collect data from students at eThekweni College and Elangeni College. The data was analysed using SPSS version 23.0. The results are presented in the form of descriptive statistics using graphs, cross tabulations and diagrams. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values.

4.2 The Sample

In total, 40 questionnaires were despatched and 40 were returned which gave a 100% response rate. The high response rate was because of the cordial relationship and the proper planning between the researcher and the TVET representatives (staff) who were very keen on assisting me in carrying out this study.

4.3 The Research Instrument

The research instrument consisted of 19 major items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 2 sections which measured various themes as illustrated below:

Section A – Biographical Data

Section B – Discovering your college

4.4 Reliability Statistics

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”.

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

4.4.1 Chi square

Welman *et al.* (2006: 231) elaborates that Chi squares determine if the discreet classes into which an interval or ratio variable are grouped, are statistically significantly related to another variable, and that the relationship is not caused by chance. In this study, the Chi Square was used to calculate the scoring patterns per statement and question that was asked and the responses provided.

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

Question	Number of Items	Cronbach's Alpha
B2.3 (Yes)	3 of 5	.551
B2.3 (No)	3 of 4	.885
B2.6	4 of 5	.738
B2.8	6 of 7	.482
B2.10	3 of 4	.659
B2.11	3 of 4	.595

The reliability score exceeds the recommended Cronbach's alpha value of 0.600 for a newly developed construct for 4 of the 6 sub-sections. This indicates a degree of acceptable, consistent scoring for these various sections of the research.

The remaining 2 sections are only slightly less than the acceptable value.

4.5 Section A: Biographical Data

This section summarises the biographical characteristics of the respondents.

Table 4.2: The table below illustrates the overall gender distribution by age.

		Gender		Total	
		Male	Female		
Age	18 - 20	Count	3	11	14
		% within Age	21.4%	78.6%	100.0%
		% within Gender	27.3%	37.9%	35.0%
		% of Total	7.5%	27.5%	35.0%
	21 - 22	Count	5	9	14
		% within Age	35.7%	64.3%	100.0%
		% within Gender	45.5%	31.0%	35.0%
		% of Total	12.5%	22.5%	35.0%
	23 - 24	Count	3	4	7
		% within Age	42.9%	57.1%	100.0%
		% within Gender	27.3%	13.8%	17.5%
		% of Total	7.5%	10.0%	17.5%
	25 and above	Count	0	5	5
		% within Age	0.0%	100.0%	100.0%
		% within Gender	0.0%	17.2%	12.5%
		% of Total	0.0%	12.5%	12.5%
Total	Count	11	29	40	
	% within Age	27.5%	72.5%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	
	% of Total	27.5%	72.5%	100.0%	

Overall, the ratio of males to females is approximately 1:3 (27.5%: 72.5%).

Within the age category of 18 to 20 years, 21.4% were male. Within the category of males (only), 27.3% were between the ages of 18 to 20 years. This category of males between the ages of 18 to 20 years formed 7.5% of the total sample. The last age category which is labelled as “25 and above” had no male representation and had 5 females who accumulated a total percentage of 12.5% which is totally 100% in terms of percentage

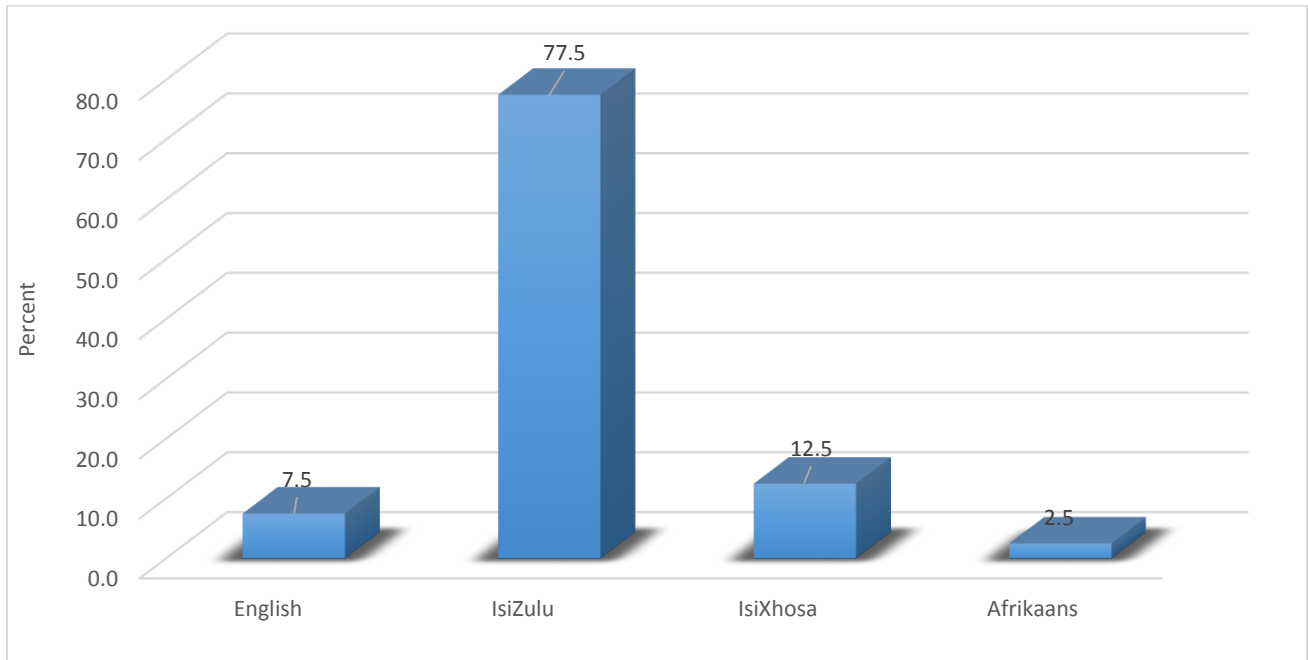
within age. Furthermore, the females are the ones who have had higher percentages compared to males within this sample. This provides an idea that in 2015 there were more female first-year students than males at both TVET colleges. For the purposes of this study, age and gender play a crucial role in terms of assisting the originators of marketing material with an understanding of the kind of language to be used and how it should be structured to appeal to the targeted audience. This is in line with objective 3 of this study which states that the study aims to demonstrate how language can be effectively adapted to attract prospective FET students. Eisend (2009) outlines the point that advertising frequently uses gender roles to promote products and researchers have therefore shown remarkable interest in the portrayal of men and women in advertising since the 1960s.

Table 4.3: The racial composition is shown below

	Frequency	Percent
Blacks	37	92.5
Coloured	3	7.5
Total	40	100.0

The sample was predominantly Blacks with a percentage of 92.5. The remainder of the percentage represented Coloureds at a percentage of 7.5. The majority of the respondents are Blacks. Race can thus be treated as a constant for biographical analysis. Race was interrogated to understand the origin of the respondents and what role could be played by their background in understanding any material created for them by the marketing team within the TVET colleges.

Figure 4.1: The figure below indicates the first language of the respondents



The majority of respondents, as illustrated in Figure 4.1, indicated that isiZulu was their first language (77.5%). In as much as both the TVET colleges are in KwaZulu-Natal and Durban to be precise, isiXhosa speaking students were second with 12.5%, followed by English at 7.5% and lastly, Afrikaans with 2.5%. As indicated in Table 4.3, most of the respondents were Blacks which explains why there is a high percentage of isiZulu and isiXhosa speaking students. Understanding the language spoken by the respondents gives an indication of what language could possibly be used by the TVET marketing team within their strategies to attract students.

Table 4.4: Language preference by respondents

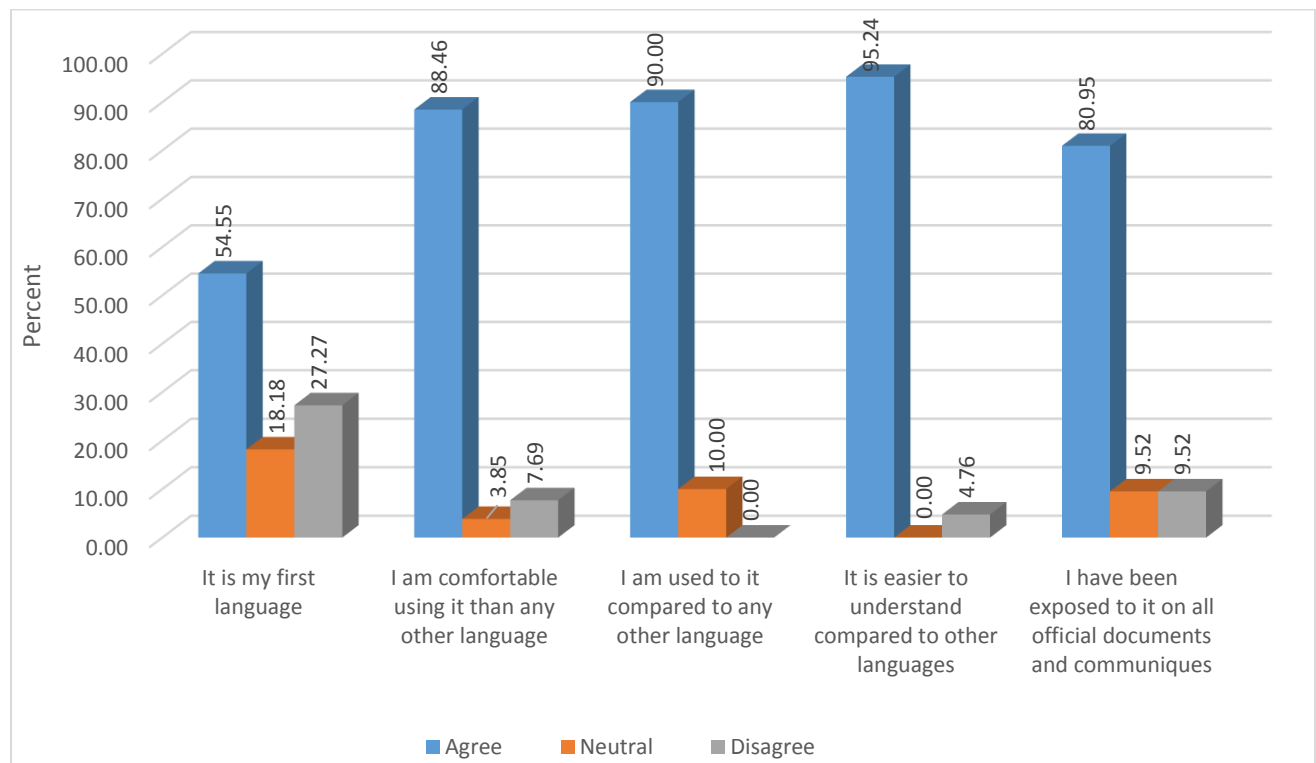
	Frequency	Percent
English	38	95.0
IsiZulu	1	2.5
IsiXhosa	1	2.5
Total	40	100.0

Table 4.4 indicates the language of preference in which the students would like to be addressed in. Of the 40 respondents, 38 with a percentage of 95% stipulated that they

prefer to use English and the remaining 2 was shared by isiZulu and isiXhosa with a percentage of 2.5 each, respectively. In as much as 92.5% (Table 4.3) is accumulated by Blacks and the highest number of first language speakers is at 77.5% belonging to those that speak isiZulu, it appears that regardless of their race and first language, students still prefer to use English as a medium of communication.

The reasons for the responses above are shown below.

Figure 4.2: Reasons for language preference by respondents



Even though only 7.5% indicated that English was their first language, many respondents considered English as being “their main language” (54.55%) for the following reasons

- It is my first preferred language of communication.

A high percentage of 54.55 within this reason was scored by those that agreed that they would rather use English as their preferred first language in terms of formal communication. A second highest percentage which was 27.27 was for those that indicated that English is not their preferred language. The remaining 18.18% were neutral, suggesting that in as much as English is their first language, they are also comfortable

using any other language. Although a high percentage (77.5%) of the respondents are 1st language speakers of isiZulu, they prefer using English in formal domains Wolff (2012:142) notes that its people's attitudes towards a language that can be stumbling blocks to their being receptive of using that language. Even Ferguson (1996) echoes this sentiment when he stated that a language will revive only if its speakers portray a positive attitude towards it.

- I am more comfortable using it than any other language.

88.46% stated that they are comfortable using English compared to using any other language regardless of English not being their first language. 7.69% are not comfortable using English rather than any other language and that might give an indication that those respondents prefer using their native language first (see Figure 4.1) and they are comfortable with it. Moreover, 3.85% of the respondents were neutral.

- I am used to it compared to any other language.

90% of the respondents stated that they prefer using English because they are used to it.. Even respondents who are not first language speakers of English would not mind using it for information retrieval and as a preferred language even though it is not their mother tongue, Webb *et al.* (2010:281) state that the Bantu languages have not yet been developed into fully-fledged standard languages. Webb *et al.* (2010) further contend that the strong preference for English as a medium of instruction among black learners is largely responsible for their inadequate educational performance, particularly since most of these learners do not have the required skills in English. The remaining 10% were neutral. Clearly, the students in TVET colleges prefer the use of English to their home languages, namely, isiZulu and isiXhosa.

- It is easier to understand compared to other languages.

As English is a language which has its own dynamics, 95.24% stated that they prefer using it because they believe it is easier to understand as compared to any other languages when it comes to advertisements and any other information prepared for them. This could explain why most TVET advertisements are in English. Pandor (2006) warns that the future of African languages as mediums of instruction is bleak if nothing is done immediately. Since the study is based in KZN and the language that is mostly used in this

province is isiZulu (see figure 2.2 in chapter 2) the respondents prefer English. Geysler, *et al.* (2001) states that an investigation at tertiary institutions reveals that not much has been done to promote isiZulu, an officially recognised African language. In fact, Zungu and Pillay (2010:111) highlight that isiZulu appears to be “losing ground” at tertiary institutions in the province. This might be the case why students prefer English in their communicating process with the respective TVET colleges. 4.76% disagreed. Since this study looks at language in marketing, there is also a possibility that the reason why they cannot understand it is because of how some advertisements are constructed and the concise and attractive language used. No respondent showed any indication of being neutral with this statement.

- I have been exposed to it on most official documents and communiques.

A high percent of respondents (80.95%) indicated that the reason why they prefer English is that they have been exposed to it on most official documents and communiques they have come across which are within and outside TVET colleges. 9.52% belonged to those that disagreed and those that were neutral. There is a sense that in as much some respondents have been exposed to official documents they could not understand what was said, expressed or explained since they do not understand English. This realization clearly shows that some of the material presented by TVET was not understood and well-grasped by the students as expected mainly because of language preference and the mediums used.

Furthermore, there are high levels of agreement with all of the other options in Figure 4.2. Most respondents prefer the medium of instruction which is English and most are therefore familiar with the use of English. Lastly, of all the reasons that have been provided and graphically illustrated in Figure 4.2, the one that had a high percentage (95.24%) of those that agreed with it was the one where respondents stated that English is easier to understand as compared to other languages in terms of communication material. The least percentage where respondents agreed is 54.55% where they stated that it is their first language of preference in terms of communication.

27.27% of the respondents stated that English is the first language which the respondent prefers using. The lowest level of disagreement was 0.00% where respondents had

indicated that they are used to English as compared to any other language. 18.18% were neutral.

The college and campus that the respondents attend is shown below.

Table 4.5: College and campus that the respondents attend

			Kindly indicate the college you belong to		Total
			Elangeni	eThekwini	
Please indicate the campus you study in	Pinetown	Count	20	0	20
		% within Kindly indicate the college you belong to	100.0%	0.0%	50.0%
	Asherville	Count	0	20	20
		% within Kindly indicate the college you belong to	0.0%	100.0%	50.0%
Total		Count	20	20	40
		% within Kindly indicate the college you belong to	100.0%	100.0%	100.0%

The target population for this study included TVET first-year students. The sample comprised of 20 first-year students from each of the 2 campuses in eThekwini (Asherville) and Elangeni (Pinetown) around Durban in KZN who were chosen based on the streams (Nated and NCV) they represent, which added up to a sum of 40 (*See Target population in Chapter 3 number 3.3*).

Both TVET Colleges offer 10 different courses namely; Civil Engineering, Electrical Infrastructure Construction, Engineering and related design, Finance, Economics & Accounting, Hospitality, IT & Computer Science, Primary Agriculture, Safety in Society as well as Tourism. The researcher chose 2 students per course to get insights from 2 different people on the questions provided within the questionnaires. Furthermore, the researcher engaged with 2 staff members from the TVET colleges as well as DUT and that was done with an aim to also get insights and perspectives from two different people.

Constraints of time, human and financial resources contributed towards the restriction that led to a purposive sample which is explained by Bazeley (2013:48) as the kind of samples that are selected especially to meet particular research goals or provide

variation. They are then supplemented by a theoretical sample which is designed to allow exploration of questions that arise from initial analyses.

4.6 Section Analysis

The section that follows analyses the scoring patterns of the respondents per variable per section. Where applicable, levels of disagreement (negative statements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements).

The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

4.6.1 Section B – About your college

This section deals with understanding how the respondents got into their respective colleges and specifically understanding how they reacted and adapted to the language that was used within each advertisement or marketing strategy. Furthermore, views of the respondents from how they view the marketing and advertising used by TVETs will further be analysed and dissected accordingly using the responses attained from the data collection tool that was used for this study which was a questionnaire.

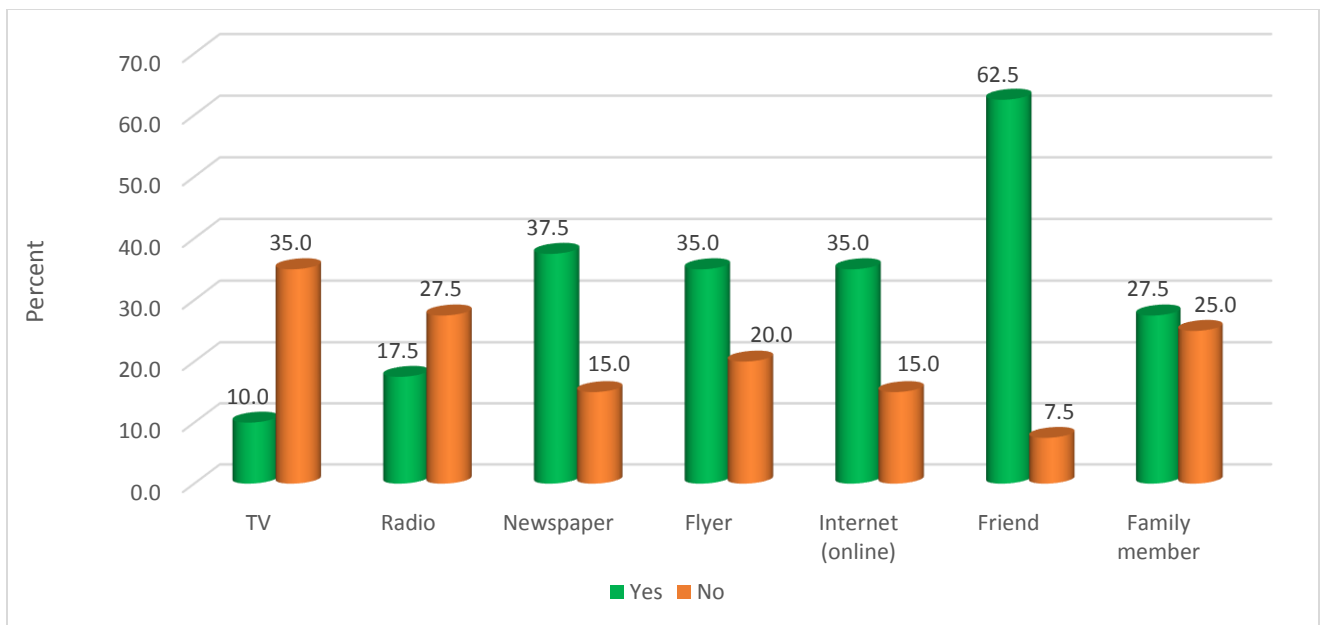
B2.1 How did you hear about your college?

Table 4.6: College discovery

	Yes	No
TV	10.0	35.0
Radio	17.5	27.5
Newspaper	37.5	15.0
Flyer	35.0	20.0
Internet (online)	35.0	15.0
Friend	62.5	7.5
Family member	27.5	25.0

The researcher first gained information from the college on how they market their colleges and luckily it was discovered that at beginning of every year a survey is conducted by each college to get an insight into how the students heard about the college. The very same mediums of communication were tabled on a 'Yes' and 'No' scale where students were asked how they heard about their respective college. Table 4.6 and Figure 4.3 illustrate the responses from the respondents. Multiple responses were allowed for each respondent to state what applies to him/her which is why some percentages per question will not add up to hundred.

Figure 4.3: College discovery



(Multiple responses were allowed. Hence the percentages per question would not add to hundred.)

The following patterns are observed:

- Print media was deemed favourable as compared to broadcast media (radio and television).
- Approximately a third of the respondents (35.0%) preferred modern technology which includes the internet.

- Most respondents heard about their college through a close friend(62.5%). This trend allows a view that young people might have a tendency of following what their friends do and that again might have many underlying reasons. It is possible that one would enroll for a programme and finish it in time and also get employment. Then a friend might also want to enroll in a similar course/programme to easily get employment like the friend. It is worth noting that this example is not limited to what has been stated as there might be multiple other reasons.

The following responses on results were attained from the respondents on each question and option that was given:

- TV

With regards to TV, only 10.0% of the respondents agreed that they heard about the college on TV, consequently, the percentage (35.0%) of those that said they never heard about the college on TV was the highest. The respondents pointed out that there are not so many advertisements on TVETs within the TVs.

- Radio

Many (27.5%) respondents said that they had not even heard about TVET advertisements on radio. This was greater than those that said they had heard of them at a certain stage (17.5%).

- Newspaper

Newspaper information had a high rate 37.5% of the students who specified that they had heard about TVET college advertisements and how to access such institutions which led them to go directly to those that suited their academic needs. Only 15.0% indicated that they had not ever heard of any advertisements. Both of these statements have much underpinnings and questions which would need to be explored like finding the choice of radio the respondents listen to and what language is used by that radio station. Furthermore, one would be interested in knowing if the respondents understood that language. Finally, student decision in terms of radio choice is also a possible aspect that contributes largely to this response.

- Flyer

A higher percentage (35.0%) of the students indicated that they saw TVET flyers (see annexure F & G) and the smaller percentage (20%) was that of those that denied they had seen TVET flyers. Flyers are normally provided within the TVET premises or in places within the same vicinity. Finally, the fact that there is a higher percentage of those that saw TVET flyers clarifies the point that the language used to express such information was clear. It could also be noted that the language that was intense but gave students clear indication on going direct to the TVET to enquire more, this is supported by the information found on the cover of the prospectus (Annexure I) which shows the details of where each TVET can be found.

- Internet (Online)

Most of the students recently have been labelled as technology savvy as their use of text is varied and constantly evolving, as they are multi-taskers and digital natives (Prensky, 2001) who expect to be able to find information and to communicate using digital technologies. This statement is supported by the analysis of the age groups of respondents that was done in Table 4.2 and Figure 4.3. 35.0% indicated that they obtained the information on TVETs websites. On the other hand, only 15.0% disagreed.

- Friend

Of all the categories that were placed on this question, the one where respondents agreed that they heard about TVETs from their friends was 62.5% was the highest of them all. Only 7.5% established that they had not obtained any information from their friends. The visible trend here is that some respondents believe their friends so much that they even accessed TVETs due to their referral. It could happen that those friends are returning students and that they spoke highly of these specific TVETs.

- Family member

Respondents that indicated that they obtained information about TVETs from a family member were 27.5%, which is greater than those that disagreed, with who had a percentage of 25.0. The numbers indicate that most respondents trust their friends more

than their family members. There is a possibility that no family member had studied at any of the colleges.

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

The results are shown below.

Table 4.7: Chi square on scoring patterns per statement

	Chi square	df	Asymp. Sig.
TV	5.556	1	.018
Radio	0.889	1	.346
Newspaper	3.857	1	.050
Flyer	1.636	1	.201
Internet (online)	3.2	1	.074
Friend	17.286	1	.000
Family member	0.048	1	.827

The highlighted sig. values (p-values) are less than 0.05 (the level of significance). This implies that the distributions were not similar. That is, the differences between the way respondents scored (yes, no) were significant.

B2.2 Do you think your college is well-marketed to attract students to enrol?

Table 4.8: College marketing responses

	Frequency	Percent
Agree	29	72.5
Neutral	2	5.0
Disagree	9	22.5
Total	40	100.0

Nearly three-quarter of the respondents (72.5%) believed that the college is well marketed.

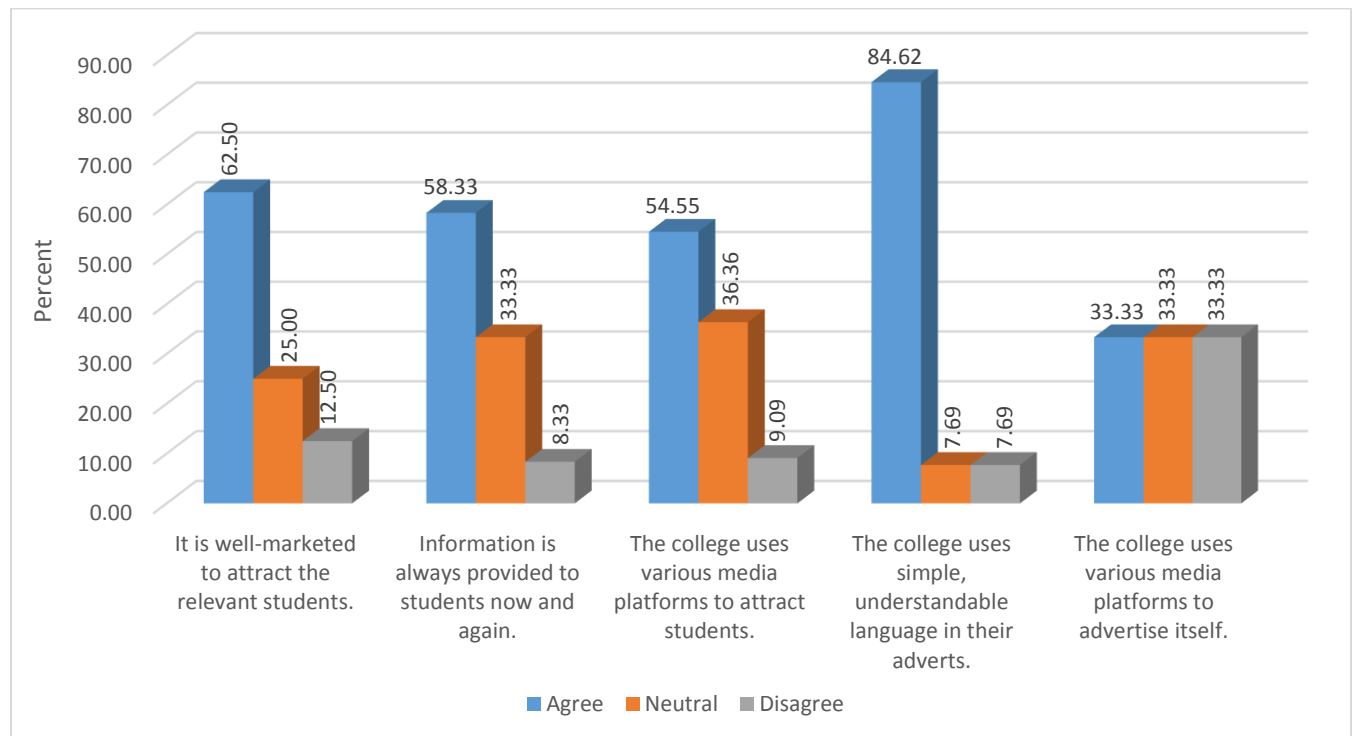
B2.3

For those that agreed with the statement in B2.2, the following reasons were given.

Table 4.9: College marketing for student attraction

	Agree	Neutral	Disagree
It is well-marketed to attract the relevant students.	62.50	25.00	12.50
Information is always provided to students now and again.	58.33	33.33	8.33
The college uses various media platforms to attract students.	54.55	36.36	9.09
The college uses simple, understandable language in their advertisements.	84.62	7.69	7.69
The college uses various media platforms to advertisements itself.	33.33	33.33	33.33

Figure 4.4: College marketing for student attraction



The first 4 responses show higher levels of agreement with the last having equal responses for each option. Below are the descriptions of the percentages for each statement:

- 62.50% agreed that the colleges are well-marketed to attract the students. This is followed by 25.00% from the respondents who were neutral which states that they might agree that it is marketed but does not attract students that much but they are fine with it. Finally, 12.50% of the respondents disagreed. The case here would be to explore the language used in the marketing and advertising comparing it with the strategy used by TVETs which the respondents see as acceptable.
- The higher percentage of respondents who agreed that colleges are well-marketed because information is always provided to students is 58.33 as compared to 8.33% of students who disagreed that information is not provided to students on a regular basis. That might be because of the medium used and the kind of language used to address such issues. The remaining 33.33% indicated that the set of respondents were neutral.
- A low 9.09% of respondents clearly indicated that colleges do not use various media platforms to attract students which might be that they are there but they are not enough. That is surpassed by a high 54.55% of respondents who agree that colleges use various media platforms to attract students and that shows satisfaction. With that being said, the researcher has analysed various adverts used by TVETs on different platforms (see Annexure, G, H, I, J). 36.36% of respondents stipulated their sense of neutralism which might say they are fine with what they have been offered but they would not see some developments. T
- An impressive 84.62% of respondents commended the language used by colleges in their advertisements as simple and understandable which is why they agree that these institutions are well-marketed to attract students. Surprisingly, both the respondents that disagreed and those that were neutral to the statement had a similar percentage of 7.67%.
- Besides attracting students the colleges have a duty to advertise and sell themselves on various media platforms about what kind of institutions they are and how different they are. This category had neutral responses on percentages on all

the entries which was 33.33%. The views of respondents are mixed as some would be satisfied with how colleges advertise themselves and some are totally against it. Some just appreciate the efforts and are neutral in response.

The reasons for the higher levels of agreement are as follows:

- A higher percentage of the respondents believe that the colleges are well-marketed to attract the students which could be the reason why they ended up enrolling at such colleges. The colleges could have used platforms and a language more appealing to the respondents.
- The respondents feel that colleges provide students with information again and again to update them with all the proceedings and general information. Again, passing of information requires certain strategies and an understandable language to be able to address the students.
- Unilateralism in terms of media platforms to attract the kind of students that access education within colleges nowadays would not be a great idea. The colleges have mastered the strategy of using various marketing platforms and the respondents are complimenting that.
- Language is the most important aspect regardless of platform and strategy used by colleges to address students. When an appealing and an easily understandable language is fused with correct strategies, it is bound to attract more students and the respondents agreed to that trend. With each category description the language understanding one had the highest (84.62%) of them all compared to those that agreed. Looking at the TVET flyer (annexure F & G) the type of words used are not complex and are easy to understand. The introduction speaks of the TVETs themselves and what they offer and it is stated as “The programmes offered are customised and responsive to the needs of the learners and the industry; the careers encourage are essential to the economic upliftment of the South African economy.” This statement gives a clear indication of what students should know about the courses offered by the TVETs. The students are given an opportunity to decide from the word go.

The chi square test results are shown below.

Table 4.10: Chi Square College marketing for student attraction

	Chi square	df	Asymp. Sig.
It is well-marketed to attract the relevant students.	6.5	2	.039
Information is always provided to students now and again.	4.5	2	.105
The college uses various media platforms to attract students.	3.455	2	.178
The college uses simple, understandable language in their advertisements.	15.385	2	.000
The college uses various media platforms to advertise itself.	0	2	1.000

The first and fourth statements indicate significant differences in the scoring patterns.

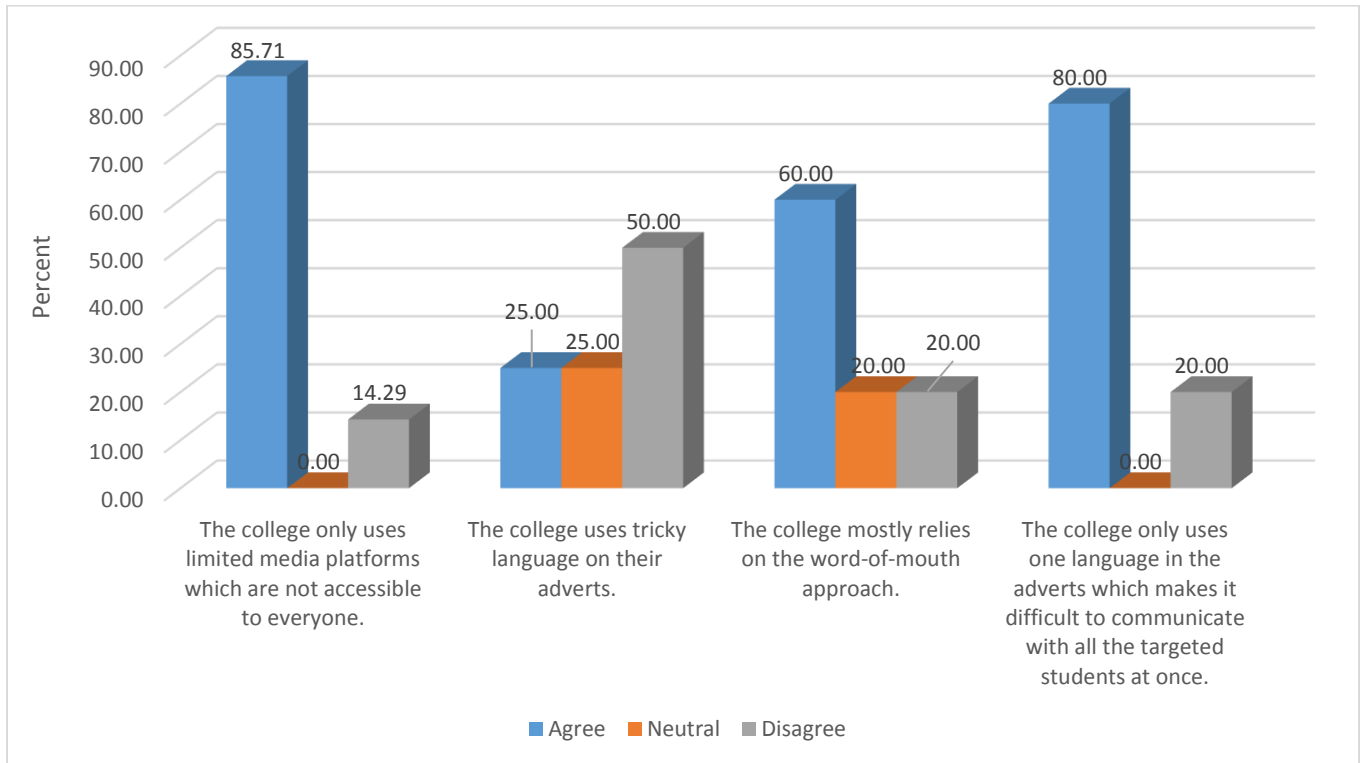
B2.3

For those that disagreed with the statement in B2.2, the following reasons were given.

Table 4.11: College marketing reasons

	Agree	Neutral	Disagree
The college only uses limited media platforms which are not accessible to everyone.	85.71	0.00	14.29
The college uses tricky language on their advertisements.	25.00	25.00	50.00
The college mostly relies on the word-of-mouth approach.	60.00	20.00	20.00
The college only uses one language in the advertisements which makes it difficult to communicate with all the targeted students at once.	80.00	0.00	20.00

Figure 4.5: College marketing reasons



The following patterns are observed:

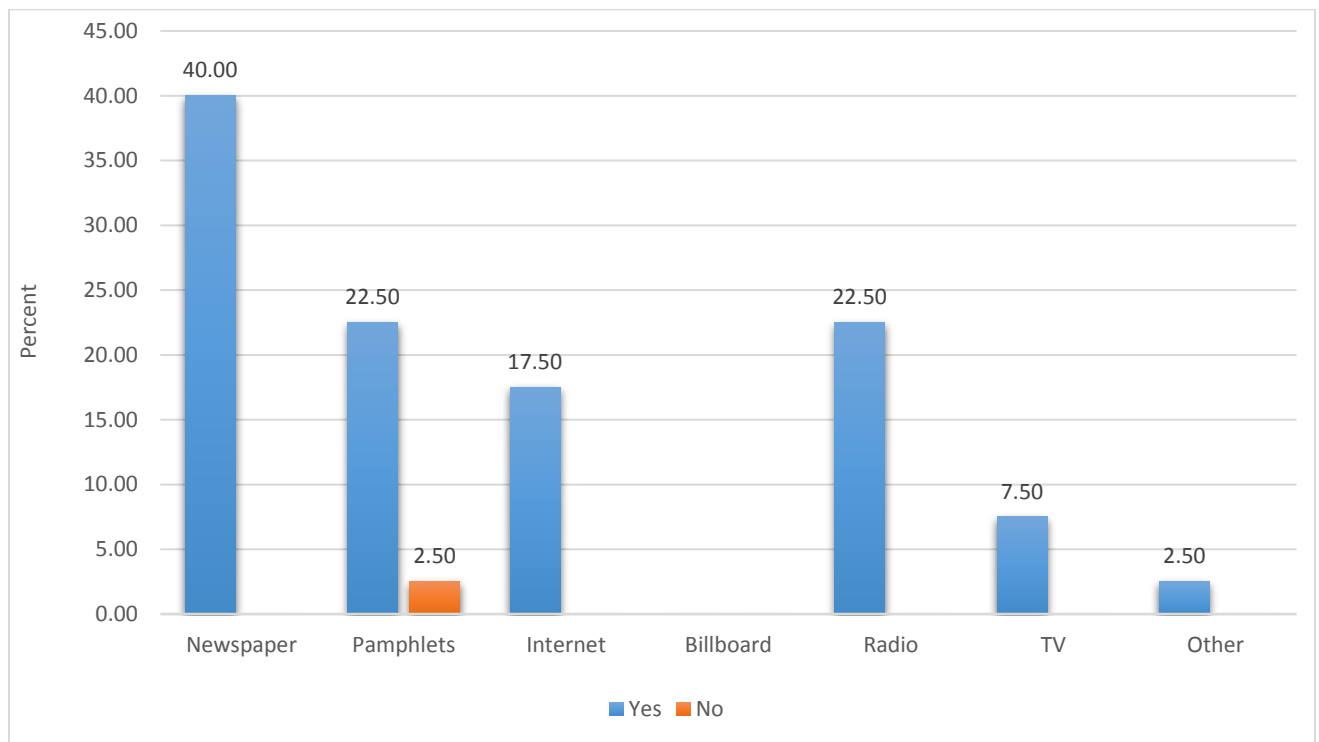
- The highest percentage of 85.71 belonged to the respondents that agreed that the colleges uses limited platforms which are not accessible to everyone. This is followed by 80.00% who indicated that colleges only use one language in their advertisements (see annexure F, G, H, I) which makes it difficult to communicate with all the targeted students at once. That on its own clearly shows that there is a need for diverse language usage in college advertisements.
- 50% of the respondents disagree that the college uses tricky language on their advertisements and that simply states that they are comfortable and they understand the language used.
- The third highest percent of 60.00% belonged to those that denied that the college relies on the word-of-mouth approach.

B2.4 Which of the following channels did you see your college being advertised on?

Table 4.12: College advertisement channels

	Yes	No
Newspaper	40.00	0.00
Pamphlets	22.50	2.50
Internet	17.50	0.00
Billboard	0.00	0.00
Radio	22.50	0.00
TV	7.50	0.00
Other	2.50	0.00

Figure 4.6: College advertisement channels



(Multiple responses were allowed. Hence the percentages per question would not add to hundred.)

The following patterns are observed:

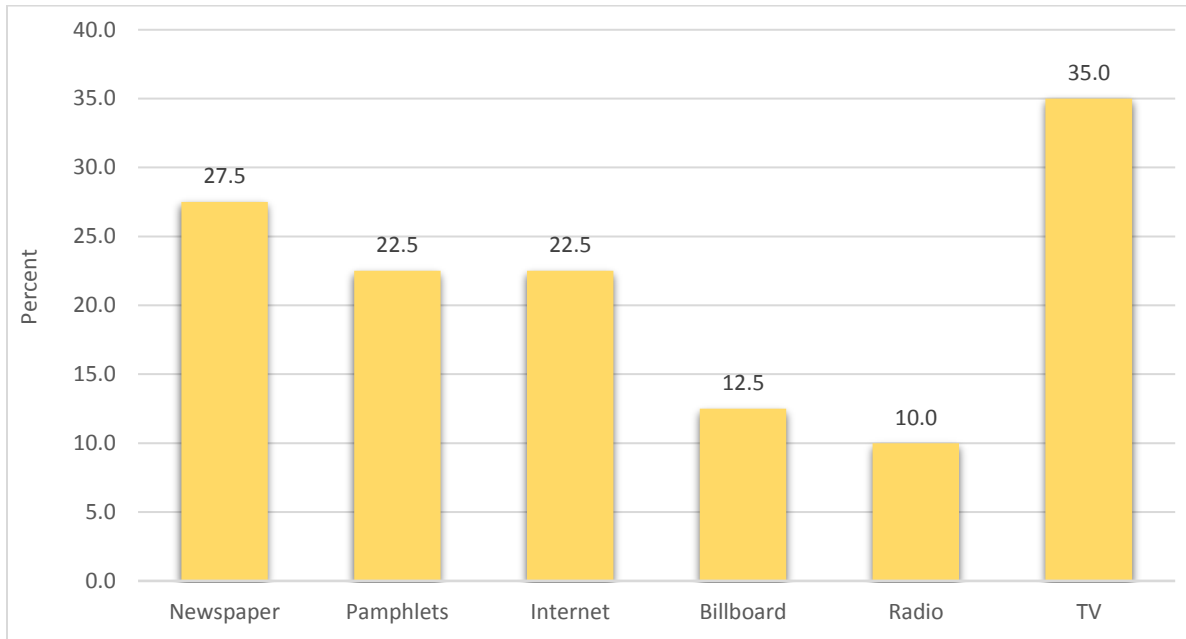
- Most respondents saw college advertisements in print media (Newspapers & pamphlets) or on TV and radio.
- An equal percentage of 22.50% of the respondents indicated that they saw college advertisements on pamphlets and radio.
- Only 17.50% agreed that they saw college advertisements on the Internet. Contrary to that, no respondent saw any college advertisement on the billboards.
- The lowest percentage of 2.50% shows the respondents that disagreed that they saw college advertisements on pamphlets. Also a similar percentage views a category labelled as “other” where respondents heard about the college which might be word-of-mouth, direct consultation, referral from a relative or friend.

B2.5 Which communication channel do you think the colleges should use to attract students?

Table 4.13: Student’s preferred attraction communication channel

	Yes
Newspaper	27.5
Pamphlets	22.5
Internet	22.5
Billboard	12.5
Radio	10.0
TV	35.0

Figure 4.7: Student's preferred attraction communication channel



The following patterns are observed:

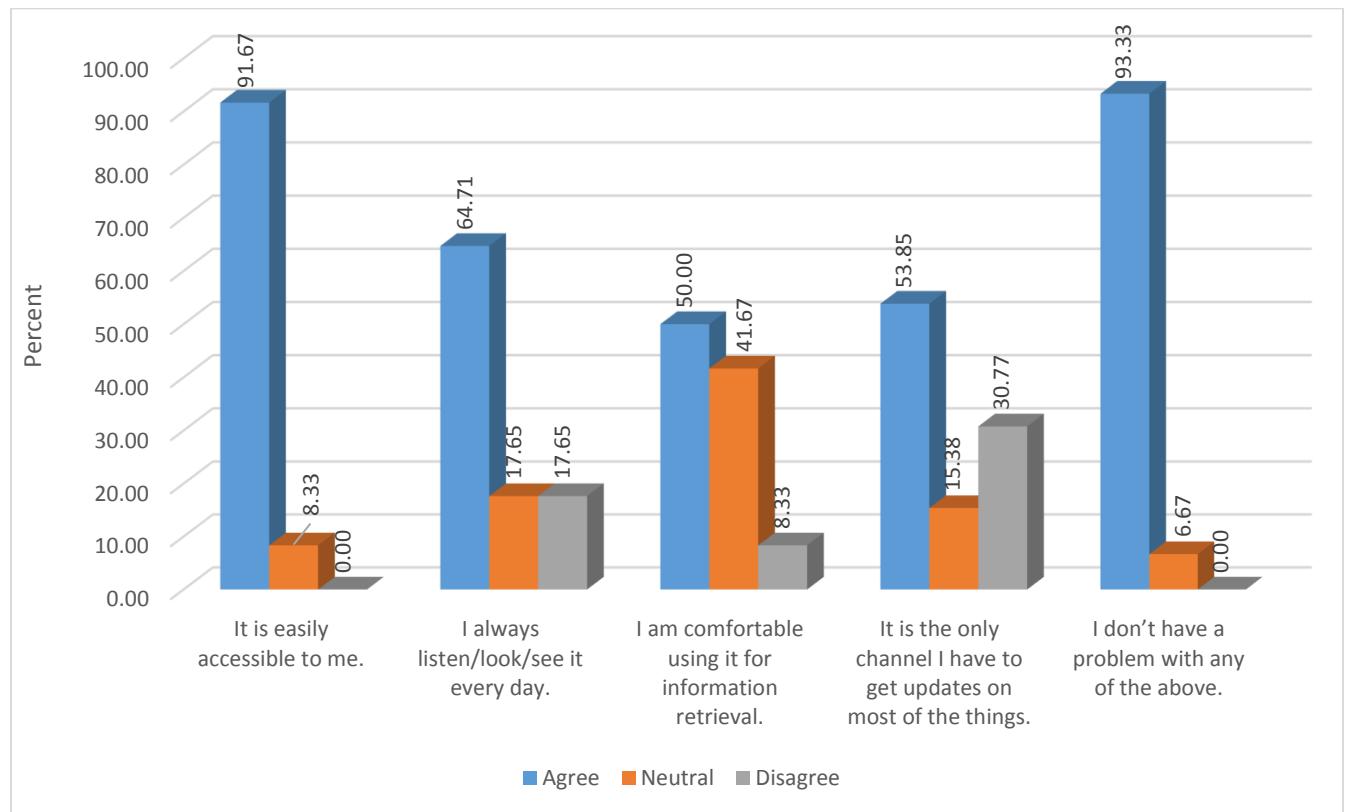
- Respondents favoured broadcast media over print media on their preferred communication channel as TV has a higher percentage of 35.0%. On the very same type of media, radio had the lowest percentage of preferred rate of them all which is 10.0%.
- Print media in a form of newspapers and pamphlets were the second and third preferred choices with 27.5% and 22.5%, respectively. The internet and pamphlet sources had a similar percentage of 25% suggesting that in as much as information might be available and accessible online, the students feel that they should have something to refer to in the palm of their hands especially for those that may not have access to the internet.
- Previously (Figure 4.6) the respondents indicated that they had not seen any advertisement on billboards. Now the respondents indicate that they would be pleased to see colleges being advertised on billboards. That amounted to a percentage of 12.5%.

B2.6 Motivate your answer to 2.5 above

Table 4.14: Motivation for preferred communication channel by students

	Agree	Neutral	Disagree
It is easily accessible to me.	91.67	8.33	0.00
I always listen/look/see it every day.	64.71	17.65	17.65
I am comfortable using it for information retrieval.	50.00	41.67	8.33
It is the only channel I have to get updates on most of the things.	53.85	15.38	30.77
I don't have a problem with any of the above.	93.33	6.67	0.00

Figure 4.8: Motivation for preferred communication channel by students



The following patterns are observed:

- 91.67% of the respondents preferred the channels they picked because they are accessible to them. Only 8.33% was neutral and 0.00 belonged to those that

disagreed. Providing the customers what they want and in a platform they are comfortable in is the way to go for TVETs.

- The visibility and accessibility of communication channels is of paramount importance and that is why 64.71% of the respondents agreed that their reason for choosing their preferred channels is that they always listen/look and see those channels every day. A similar trend of 17.65% between those that agree and those that are neutral is visibly the same.
- Half of the portion (50.00%) of the respondents stipulated that they are comfortable using such communication channels for information retrieval. The remainder of the percentage is shared amongst those that disagreed (41.67%) and those that were neutral (8.33%).
- Each and every individual has a preferred channel which they see as fit to assist them in knowing and getting information. 58.35% indicated that they prefer such communication channels because that is where they get updates relating to the TVETs. 30.77% of the respondents disagreed with this statement and only 15.38% are neutral.
- The highest and lowest percentages on this answer belonged to a description that addressed the issue where the respondents indicated that they do not have a problem with any of the above and they were 93.33% and 0.00% respectively. It can further be deduced that the students are quite satisfied with the channels (brochures, website, and prospectus) used by TVETs and that on its own provides the students with a courtesy of choosing whatever medium that they are comfortable with. Subsequently, 6.67% showed those respondents who indicated that they are neutral.

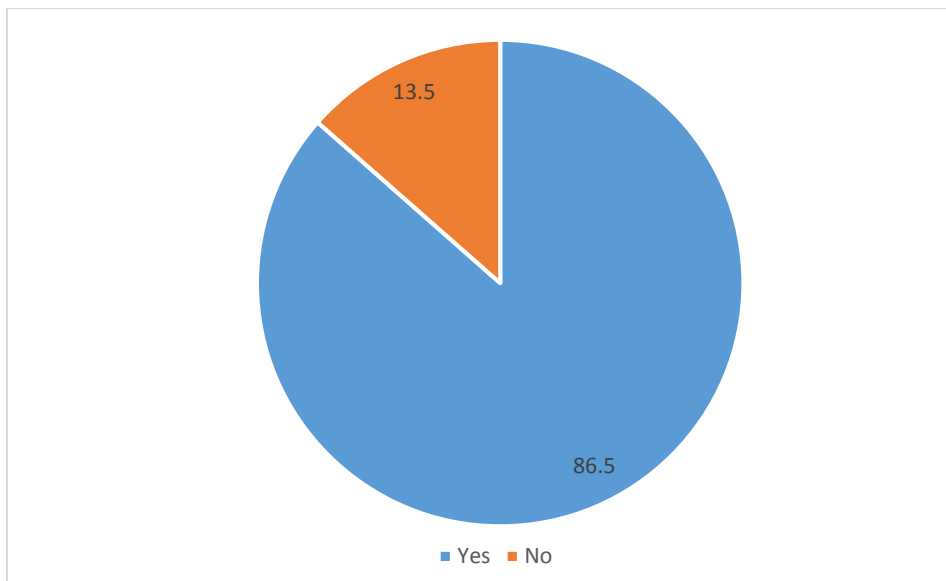
The levels of agreement are higher than disagreement for all statements. In 3 instances, the differences are significant, as indicated by the highlighted p-values in the table below.

Table 4.15: Chi square of the motivation for preferred communication channel by students

	Chi square	df	Asymp. Sig.
It is easily accessible to me.	16.667	1	.000
I always listen/look/see it every day.	7.529	2	.023
I am comfortable using it for information retrieval.	3.5	2	.174
It is the only channel I have to get updates on most of the things.	2.923	2	.232
I don't have a problem with any of the above.	11.267	1	.001

B2.7 Was the language used in the advertisements you saw easily understandable?

Figure 4.9: Language understanding



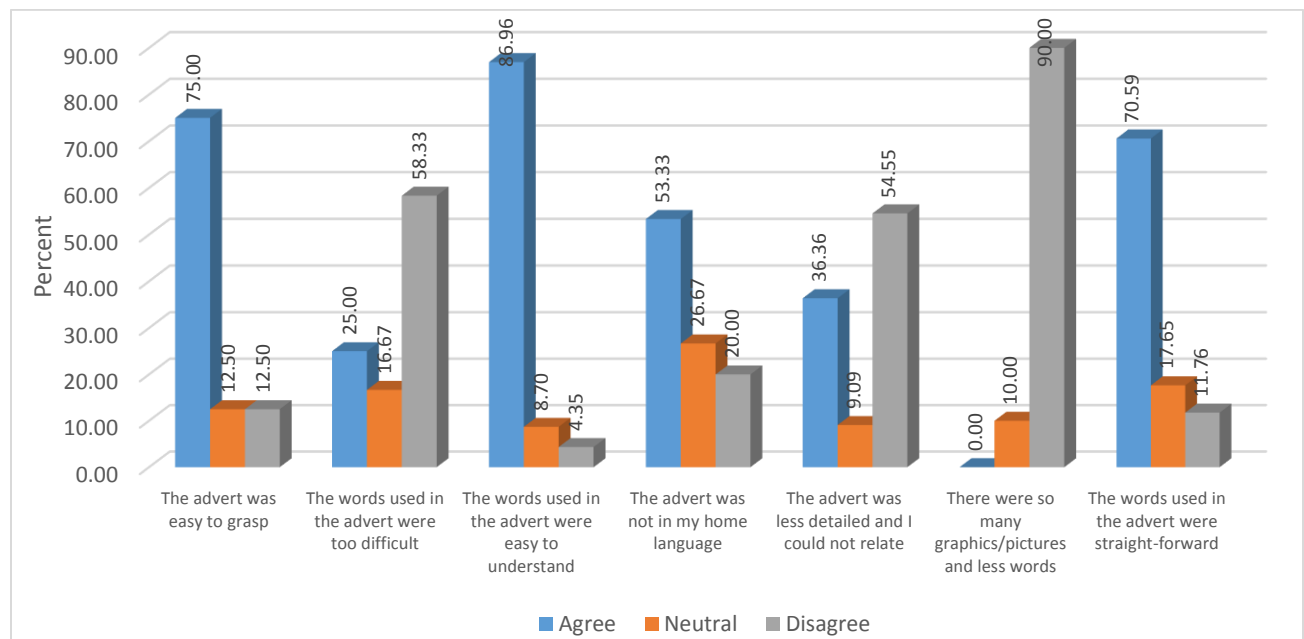
Nearly 90% of the respondents felt that the language was easily understandable. Looking at the information shared amongst all the platform for marketing by TVETs, it is evident that they have used English throughout and the students are finding it easy to understand.

B2.8 The motivations for the responses provided above are listed below.

Table 4.16: Language understanding motivations

	Agree	Neutral	Disagree
The advertisement was easy to grasp	75.00	12.50	12.50
The words used in the advertisement were too difficult	25.00	16.67	58.33
The words used in the advertisement were easy to understand	86.96	8.70	4.35
The advertisement was not in my home language	53.33	26.67	20.00
The advertisement was less detailed and I could not relate	36.36	9.09	54.55
There were so many graphics/pictures and less words	0.00	10.00	90.00
The words used in the advertisement were straight-forward	70.59	17.65	11.76

Figure 4.10: Language understanding motivations



The following patterns are observed:

- 4 of the 7 statements have higher levels of agreement with the remaining 3 having higher levels of disagreement.

Description of the patterns in detail:

- The respondents asserted that the language was easily understandable in the category where they stated that the advertisement was easy to grasp. Those that agreed had a percentage of 75.00% and the remainder of the spoils was equally shared by those that disagreed. Those that were neutral were on 12.50%. Those that disagreed could have had problems with the language that was used and its forms of diversity. The TVETs flyer (see annexure F) comprises of an umbrella topic coined as “Who We Are?” this describes the TVETs and what programmes they offer. This is further supported by 4 other subtopics which are Enrolment, course fee, Bursaries, accommodation. All of the information was straightforward and easy to understand due to the easy terms of words used. The flyer also shows all the lists of programmes offered and what requirements each potential student needs to be accepted.
- In as much as some respondents attested that the advertisements and language used in it was not easy to grasp, some respondents disagree that the words used in the advertisements were too difficult as the percentage of 58.33% is shown. With that being said, only 25.00% agreed that the words were too difficult. The remaining 16.67% viewed those that were neutral.
- 86.95% of the respondents agreed that the words used in the advertisements were easy to understand and that is higher than that of those who agreed that the words used in advertisements were difficult, which is 25.00%. There is a difference of 4.4% between those that disagree and those that are neutral respectively.
- Some students demonstrated that they did not understand the language used within the advertisements because the advertisements were not in their home language and a high percentage of those that agreed on that perspective was 53.33%. This is in line with what the respondents had indicated before when they strictly stated that they prefer using English for formal communication than their native languages. 20.00% of the respondents indicated that they disagree with this statement which means that the advertisement was in the language they understand possibly their home language. 26.67% was neutral to the category.

- It is not every individual who would understand all the advertisement that are crafted for the target population. It happened that 54.55% disagreed that the advertisement was less detailed which means they could relate. 36.36% of the respondents agreed that the advertisement were less detailed and that means they could not relate. 9.09% belonged to those that were neutral.
- Of all the categories where the respondents disagreed the highest is 90.00% where the respondents articulated that the advertisement did not have many pictures/images and fewer words. No respondent (0.00%) agreed to this statement meaning that most of the advertisement by colleges had enough words or descriptions. 10.00% were neutral.
- The previous statement saw 90% of the respondents who agreed that the advertisement had less images and more information. On that note, 70.59% of the respondents agreed that the advertisement were straight-forward. Furthermore, 11.76% disagreed that the advertisement were straight-forward which might belong to those that were neutral previously. On this instance, 17.65% clearly showed that they are neutral.

Table 4.17: Chi Square of language understanding motivations

	Chi square	df	Asymp. Sig.
The advertisement was easy to grasp	12.5	2	.002
The words used in the advertisement were too difficult	3.5	2	.174
The words used in the advertisement were easy to understand	29.826	2	.000
The advertisement was not in my home language	2.8	2	.247
The advertisement was less detailed and I could not relate	3.455	2	.178
There were so many graphics/pictures and less words	6.4	1	.011
The words used in the advertisement were straight-forward	10.706	2	.005

B2.9 Which language do you think the colleges should use when advertising?

Table 4.18: Preferred language for advertising

	Frequency	Percent
English	39	97.5
IsiZulu	1	2.5
Total	40	100.0

Of all the respondents on the sample (40) and regardless of racial composition (Table 4.3), a total of 97.5% of them think that colleges should use the English language to advertise themselves and only 2.5% prefer isiZulu.

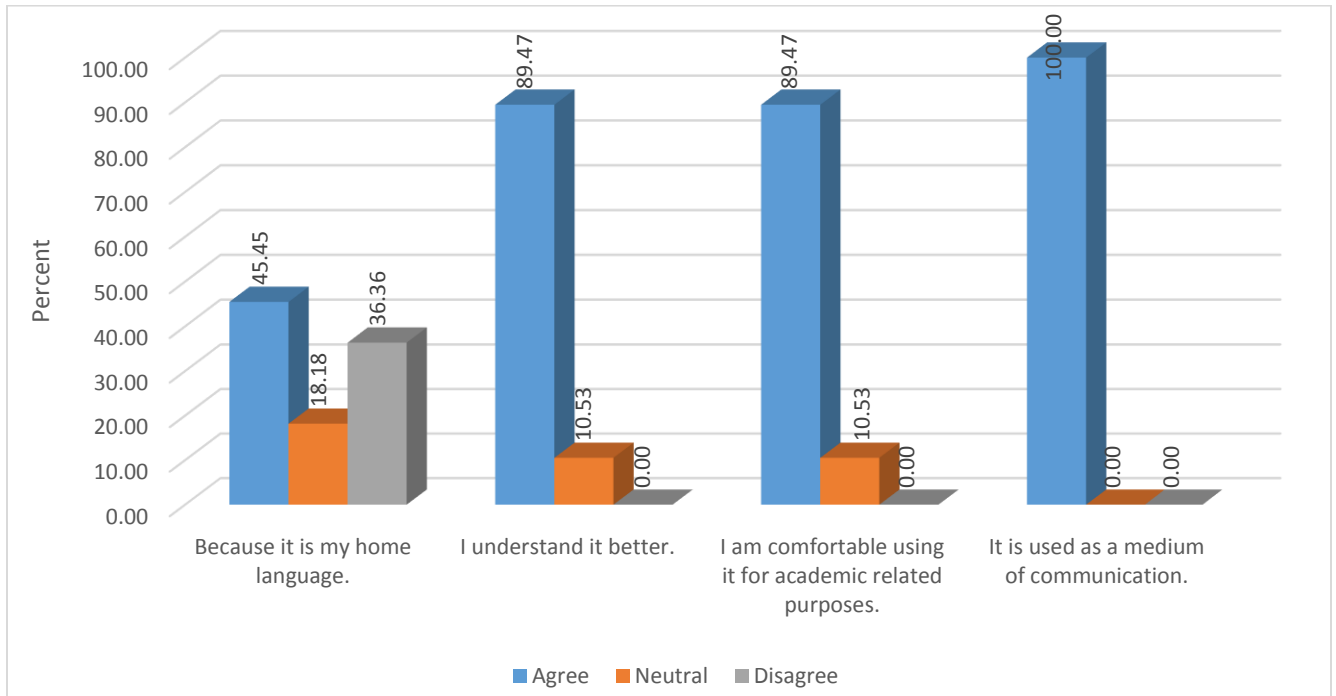
B2.10 Which of these statements best suits your answer above?

Table 4.19: Responses to advertising language preference

	Agree	Neutral	Disagree
Because it is my home language.	45.45	18.18	36.36
I understand it better.	89.47	10.53	0.00
I am comfortable using it for academic related purposes.	89.47	10.53	0.00
It is used as a medium of communication.	100.00	0.00	0.00

The graph below views the responses provided by the respondents and the descriptions thereafter.

Figure 4.11: Responses to advertising language preference



The following patterns are observed:

- 3 of the 4 statements have higher levels of agreement and the 3 having higher levels of disagreement within the similar responses.

-

Description of the patterns in detail:

- Some of the respondents prefer English to be used in college advertisements because it is their home language and 45.45% agree to that with only 36.36% not agreeing to the course. Only 18.18% are undecided and classified as neutral. Furthermore, the other students prefer English to be used in advertisements because they understand it better regardless of racial composition. 89.47% of the respondents agree that they understand English written in advertisements better than any other language and none of them disagreed (0.00%) with only 10.53% neutral.
- English is classified as a medium of communication and it is increasingly being used as the medium of instruction (Ferguson, 2007:10). 89.47% of the

respondents clarified that they are comfortable with English used within TVET college advertisements as they are comfortable using it for academic related purposes. There is a sense that they appreciate using it when they are in a formal setting and then switching back to their home language. A similar level of disagreement and neutralism in terms of percentage appears to be similar with that of the previous category. All (100%) of the respondents agree that they believe English should be used in TVET advertisements as it is a preferred medium of communication.

The p-values indicate significant differences in the last three statements.

	Chi square	df	Asymp. Sig.
Because it is my home language.	1.273	2	.529
I understand it better.	11.842	1	.001
I am comfortable using it for academic related purposes.	11.842	1	.001
It is used as a medium of communication	12.342	1	.000

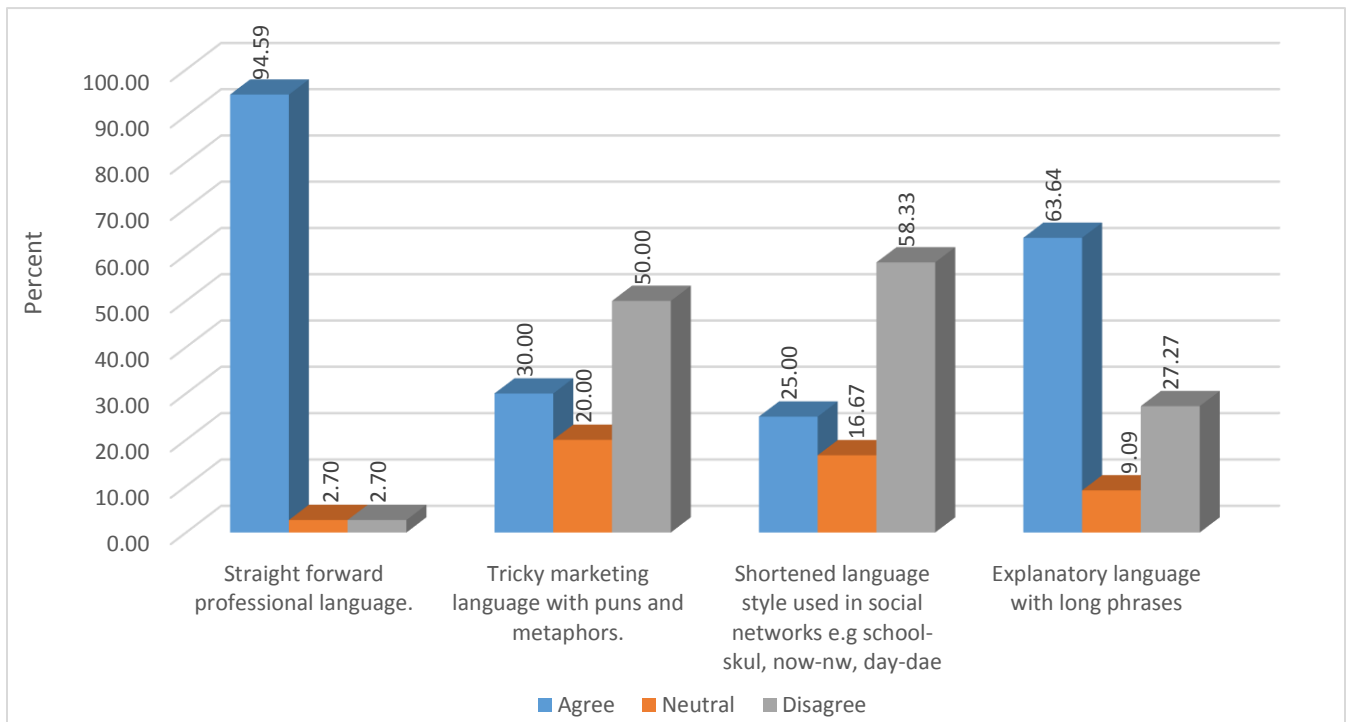
B2.11 What kind of language do you think should be included in the TVET advertisements to attract students?

Table 4.20: Kind of language to be included in TVET advertisements

	Agree	Neutral	Disagree
Straight forward professional language.	94.59	2.70	2.70
Tricky marketing language with puns and metaphors.	30.00	20.00	50.00
Shortened language style used in social networks e.g school-skul, now-nw, day-dae	25.00	16.67	58.33
Explanatory language with long phrases	63.64	9.09	27.27

The graph below views the responses provided by the respondents and the descriptions thereafter.

Figure 4.12: Kind of language to be included in TVET advertisements



Description of the patterns in detail:

- It is believed that language used in advertisements should be concise due to how expensive marketing is. 94.59% of the respondents agreed that the kind of language to be used in TVET advertisements should be straight forward and professional. On that note, 2.70% was a percentage of both those that disagreed and those that were neutral.
- Marketing is very tricky with an aim of attracting the targeted audience. Only 50% of the respondents said that they disagree that tricky marketing language with puns and metaphors should be used, while only 30% agreed that this kind of language is suitable and acceptable, with only 20.00% being neutral.
- Language has always developed and changed over time and currently the language mostly used in social media is shortened to suit the needs of those utilising it as they normally say it is short and saves typing time. 58.33% (the highest) belonged to those that disagreed that this kind of language should be

used. This indicates that in as much as this language is mostly favoured by the youth, in academic matters they see the importance of using formal English language. Only 25.00% of the respondents feel that this language should also be used for advertising purposes which might be disadvantageous to those that are not familiar with it. Finally, only 16.67% were neutral to this statement which means that they are comfortable with both.

- Different people grasp different messages depending on how they are crafted and what role are they expected to play per audience. In a category where respondents articulated that the kind of language to be included in TVET advertisements should have explanatory language with long phrases: 63.64% of the students agreed to this statement and 27.27% disagreed and 9.09% were neutral. With the high percentage being taken by those that agreed, it simply means that most people see the need for having all the information being thoroughly stipulated for them to grasp.

There is a significant difference for the first statement. All the other statements do not shown significant differences in the scoring patterns.

	Chi square	df	Asymp. Sig.
Straight forward professional language.	62.486	2	.000
Tricky marketing language with puns and metaphors.	1.4	2	.497
Shortened language style used in social networks e.g school-skul, now-nw, day-dae	3.5	2	.174
Explanatory language with long phrases	5.091	2	.078

4.7 Hypothesis Testing

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic**. A significant result is indicated with "p < 0.05". These values are highlighted with a *.

A second Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

The table summarises the results of the chi square tests. (See Excel Sheet – Hypothesis Testing)

For example: The p-value between “I have been exposed to it on all official documents and communiques” and “Age” is 0.029. This means that there is a significant relationship between the variables highlighted in yellow. That is, the age of the respondent did play a significant role in terms of how respondents viewed exposure to the language on all official documents and communiques.

All values without an * (or p-values more than 0.05) do not have a significant relationship.

4.8 Correlations

Bivariate correlation was also performed on the (ordinal) data. The results appear on the tables illustrated and explained above.

The results indicate the following patterns:

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

For example, the correlation value between “The College uses simple, understandable language in their advertisements” and “I am used to it compared to any other language” is 0.750. This is a directly related proportionality. Respondents indicate that the simpler the language used, the easier it is to understand and vice versa.

The following patterns were observed and analysed with reference to their proportionality which is direct:

The relationship between “I have been exposed to it on all official documents and communiques” as well as “It is easier to understand compared to other” is 631.

Respondents indicate that they understand English better especially when it is used officially on documents.

758 is the correlation value between “It is easier to understand compared to other languages” and “I am comfortable using it than any other language”. Being able to understand the language is the reason why the respondents are comfortable using it.

“It is well-marketed to attract the relevant students” and “It is my first language” both have a correlation value of 675 and both of these statements are directly related proportionally. Respondents indicate that the colleges are well-marketed and their strategies make sense because they use a language which is a first language for the respondents.

Direct proportionality of a correlation value of 821 where respondents mean that the effectiveness of the college marketing strategies is because the information they provide frequently is concise, derives from the following statements “The college uses simple, understandable language in their advertisements” and “Information is always provided to students”.

A nearly similar correlation value to the one above with a difference of 21 which is 800 applies to the statements “the colleges uses various media platforms to advertise itself” and “it is well-marketed to attract the relevant students”. The reason why the colleges appeal to the students is that they use various media platforms is what is being referred to by the respondents.

All of the information needed by the respondents to access the colleges is readily available and that is derived from the statements that say “It is easily accessible to me” and “I have been exposed to it on all official documents and communiques” with a correlation value of 571.

The most important aspect of the colleges in terms of recruitment is having information readily available for the students to access and especially in a language they best understand. “I am comfortable using it for information retrieval” and “Information is always provided to students now and again” both with a correlation value of 935.

The trick to admitting students lies with how each college advertises itself and the language they use to do so. The statements “The advertisement was easy to grasp” and “The college uses various media platforms to advertise itself” claims that the respondents understood the language that was used and that the platforms of media used were easily accessible and vice versa. These statements have a correlation value of 885.

It happens that an advertisement is not in one’s home language but it could appeal and make sense to them. The statements “The advertisement was not in my home language” and “It is well-marketed to attract the relevant students” attest to the previous statement as they are directly proportional with a correlation value of 775.

Negative values imply an inverse relationship. That is, the variables have an opposite effect on each other. That is, as one increases, the other decreases.

4.9 Conclusion

According to Welman *et al.* (2006:227), once the data has been collected, the researcher has to make sense of it. Hence, the results of the empirical study were presented and analysed with a discussion of the findings in the next chapter. Firstly, these findings indicated that the majority of the respondents were aged between 21-22 years and 72.5 percent are female. Secondly, the study showed that print media was deemed favourable as compared to broadcast media (radio and television). Lastly, approximately a third of the respondents (35.0%) preferred using modern technology which includes the internet in terms of information sharing and access with regards to colleges.

The results showed that 92.5% of the respondents are African and only 7.5% are Coloureds. Even so, a staggering 95.0% clearly stipulated that they prefer being officially addressed in English and so prefer the marketing material to be in English as they stated that they understand it better than any other language and that they are comfortable using it for academic related purposes.

The following chapter consists of the conclusions and recommendations, pertaining to the empirical finding of this study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter four, the results of the data from the sample of 40 respondents were presented and interpreted, based on the conceptual framework developed in the literature, with the aid of descriptive and inferential statistics.

The study aimed to research the effectiveness of the language used in the marketing and advertising of selected eThekweni and Elangeni TVET colleges. To achieve this, a qualitative approach was adopted. The questionnaire was the primary tool that was used to collect data and was distributed to students at both college. Chapter five encompasses the discussion of the results and findings with respect to a conclusion, implications, limitations and recommendation of the study objectives.

5.2. Conclusion: Research Findings

The study focused on interrogating the effectiveness of the language used by selected KZN TVET colleges in their marketing and advertisements strategies. This was done with an aim to contribute towards assisting the TVET colleges in satisfying the student needs. Birsardi and Ekwulugo (2003:318) state that for educational institutions, such as TVET colleges who face the challenges of meeting student needs, all marketing activities must be geared towards customer needs (students).

The results demonstrated that the language used by the TVETs in the advertisements is effective. However, since the language preference by the respondents is totally different from their indication of their racial composition, this says something about the language which the respondents prefer for information access and retrieval. As shown in table 4.3 and table 4.4 92.5% of the respondents indicated they are Blacks but 95% clearly outlined that they prefer using English over their first language which is isiZulu and isiXhosa as indicated.

Table 4.3 shows the answers from the respondents on how they heard about each TVET college. The highest percentage of them was 62.5% where they indicated that they had heard from their friends. This surpassed all other options even those that the TVETs had used as part of their strategies. Most (72.5%) of the respondents (table 4.8) agreed that the colleges are well-marketed. A highest percentage of 40% indicated that the most used medium by TVETs is the newspaper when advertising. A higher percentage of 35% still feel the need to see colleges using TVs for advertisements. These gaps indicate a lack of fulfilling customer expectations and needs by service centers at TVET colleges. This requires management to take action.

According to Lotz (2009:27), expectations are what customers ideally want, for example what customers wish for, what they expect from an excellent service provider, what the customer hopes for and what they think should happen in their next encounter.

Finally, the colleges should use the language preferred by their customers within the various forms of media.

5.3. Conclusion: Research Objectives

The achievement of the research objectives are herewith presented, analyzed and discussed.

5.3.1 Objective 1: To analyze the standard of language used in existing TVET marketing campaigns

Chapter two provided a literature review outlining an understanding of language as a nucleus to TVET colleges, factors affecting marketing of TVET colleges, marketing and advertising strategies and potential student's reactions to marketing. Respondents were surveyed with several questions that looked to address this objective. 90% of the respondents felt that the language was easily understandable (see figure 4.9). Some of the respondents raised a concern with the difficulty in understanding some of the words that were used in the advertisements (See figure 4.10). This calls for the initiators to understand their target audience first, then create material that would be transparent to everyone. In analyzing the language preferred by the respondents, 97.5% preferred English over isiZulu and isiXhosa. In as much as a high percent of the respondents

showed that they are African, they still prefer English more than their home language. What arises from this finding is that the language should be generic and more explanatory terms should be used to ensure that the students understand all the technical terms used in the adverts such as NCV, Nated, and NQF which are used throughout the flyer but no deep explanation is provided.

5.3.2 Objective 2: To investigate the alignment of communication strategies to effective language used by TVETs in their marketing campaigns

The literature review provided an insight by comparing the marketing strategies used by the TVET colleges to communicate with the students, aligning it with the relevant language which is ought to be understood by the TA. Robert (2013: 62) ascertains that “the language of advertising serves the function of informing the public about the availability of a product on the market.” One other significant aspect is that of knowing which communication channel is relevant for which target audience, then the language could be decided afterwards.

Respondents gave their take on which medium of communication they saw the TVETs being advertised in (see figure 4.6) and they also stated the ones which they prefer (see figure 4.7). All of that was accompanied by the reasons why they preferred such. Analysis of all the responses provided on this aspect resulted in a recommendation that a feasibility study should be conducted on what language is preferred by the target audience and which communication channels they prefer in terms of accessibility. There would be no use in employing certain language and marketing strategies that would not be seen or appreciated and understood by the target audience.

5.3.3 Objective 3: To demonstrate how language can be effectively adapted to attract prospective TVET students

With an aim to tackle the effective language that could be adapted to attract prospective students, Figure 4.10 shows the reasons that were favored by the respondents in an attempt to solve this. The respondents favoured the following statements: advertisements should be easy to grasp; the words used in the advertisements should not be difficult (mostly the abbreviations used in flyers and the prospectus as seen in annexure F, G, H,

l); the advertisement should be detailed so that the respondents could relate; there should be a considerate number of words and graphics/pictures (see annexure G of the inner part of the flyer that has no graphics but words only); and the words used in the advertisements should be straight-forward. If the mentioned suggestions favoured by the respondents could be followed, the advertisements created by the TVETs could be attractive to students.

5.4 Conclusion: Research problem

The business problem is that TVET colleges are struggling to attract enough students, as there is a perception that TVET colleges are second choice institutions. Marketing these institutions with reference to the language used is seen as one factor contributing to this notion. In addressing this problem, this experimental study has shown that there is room for improvement. Student inputs on questions crafted within the questionnaire, as well as the visitation of different theories and findings of various scholars and analysis of the existing material TVET marketing material, contributed to the measuring of the effectiveness of the language used by the TVETs as well as recommendations in proposing some of the strategies that could be employed to solve the problem. The study has indicated that, in order for TVET college management to attract and increase the student population, the language used should be the one preferred by the students and should also be used within the medium they can easily access.

5.5 Recommendations

Based on the recommendations from the students as discussed in Chapter Four, the researcher recommends that:

- The advertisements should be created in a language that is preferred by the respondents and that should not be judged by what first language they speak, as this study has proven otherwise.
- TVET colleges must do a feasibility study to check what language is preferred by their students in terms of communication purposes.

- The TVET colleges must use relevant mediums of communication that the students would access easily so that they ensure that the information they give out reaches the right people at the right time.
- TVET staff responsible for creation of the advertisements should be knowledgeable of language and its dynamics so that they create advertisements that would be valuable and meaningful to themselves and the students.
- The advertisements created should contain both illustrations and words to support whatever message is being sent to the target audience.
- All the information stated in the advertisements should be detailed so that the respondents can easily grasp it.

5.6 Suggestions for further research

The present study investigated the effectiveness of the language used in the marketing and advertising of selected eThekweni and Elangeni TVET colleges. It is recommended that studies similar to this should be done in other regions of the province and across all other provinces in South Africa. This study can also be repeated within KZN as student inputs and views on language could constantly change over the years. It is important to also note that during the data collection process students wanted to state their views, so in future an in-depth study that would personally interview students is recommended.

Furthermore, studies on marketing language preference by students can be of value to know what direction could be taken to provide the service in a manner required by the prospective and potential students. A study that could include TVET staff within the marketing department would also be ideal to get an understanding of what procedures they follow or what they take into consideration whenever they create advertisements. Lastly, student attitudes on language is worth looking into especially on the marketing and advertising field to assist in knowing exactly what they think and feel about language created to communicate information to them.

5.7 Conclusion

In conclusion, the study highlighted what students feel about the current language used in marketing as well as the strategies that are employed by the TVET colleges. This was

done with an aim to measure the effectiveness of language used and what could be done to improve it the way the respondents want it. This study also looked at students as customers who should be satisfied and given what they want, the way they want it, for the brand to be sustainable and relevant.

The appropriate implementation of the relevant and preferred language by the students fused with communication mediums they prefer would properly place TVET colleges as first choice institutions. By constantly assessing language effectiveness, in line with the marketing and advertising strategies and establishing each colleges' internal weaknesses and strengths, the findings guarantee customer (students) satisfaction that can lead to an increase in market population (student numbers).

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ANNEXURE A



Department of Media, Language & Communication
Language and Translation
Miriam Bee Building
ML Sultan Campus
PO Box 1334
Durban
4000
Tel: (031) 373 6804

REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITHIN THE FURTHER EDUCATION AND TRAINING COLLEGES IN KWAZULU-NATAL

Dear Sir/Madam

My name is Ntokozo G. Zulu and I am currently studying for a Master's degree in Language Practice at the Durban University of Technology. This project will be conducted under the supervision of Dr R. Hondy and Mr F. Awung. I am conducting a study entitled "**The effectiveness of the language used in the marketing and advertising of selected eThekweni and Elangeni TVET colleges**".

This research seeks to interrogate the language currently used in the marketing and advertising of FET colleges when they are distributing information about the services they provide. The study intends to investigate whether the language used in these strategies could be adapted to better attract the prospective students. Furthermore, it aims to identify the most suitable communication strategies aligned with effective language that could be used by FETs in their marketing campaigns.

I would really appreciate it if you grant me the permission to conduct this study because the findings will benefit the FET sector as a whole. Thank you for your time and considering this matter.

Yours sincerely,

Mr Ntokozo G. Zulu

Durban University of Technology
074 334 7246

ANNEXURE B



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Enquiries: PA to the Principal
Imibuzo: Ms N Dlamini
Navrae:

Telephone: 031 250 8400
Fax Number: 031 250 8404
Address:

Date: 25-04-2016
Usuku:
Datum:

Mr. NG Zulu

Dear Sir

RE: REQUEST FOR USING COLLEGE AS SITE OF RESEARCH

Thekwini TVET College has no objection to you using our College as a site of research on the **Effectiveness of the language used in the marketing and advertising of selected TVET Colleges.**

However, the following conditions for external research apply:

- The College will have right to approve content with regard to research instruments and research analysis.
 - The relevant documents must be forwarded to the College Principal and approval of usage will be given by the College Principal in writing.
- The name of the College or any of its sites cannot be used in any documents
- The name/s of staff employed by the college cannot be used.
- The use of any findings that reflect negatively on the College, its partners or any related body must be approved in writing by the College Principal.

Please note that the failure to comply with all of the above conditions will result in the necessary legal action against you.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

Mr. NE Mchunu

College Principal

I have read the content of this letter and I accept the conditions

NTOKOZO ZULU

NAME

SIGNATURE

25/04/2016

DATE

ANNEXURE C



**higher education
& training**
Department
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DHET 004: APPENDIX 1:
**APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES**

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mr	
1.2	Name and surname	Ntokozo Zulu	
1.3	Postal address	PO Box 78169, Empangeni, 3880	
1.4	Contact details	Tel	031 373 2091
		Cell	074 3347 246
		Fax	
		Email	Ntokozulu34@yahoo.com
1.5	Name of institution where enrolled	Durban University of Technology	
1.6	Field of study	Language Practice	
1.7	Qualification registered for	Please tick relevant option:	
		Doctoral Degree (PhD)	<input type="checkbox"/>
		Master's Degree	<input checked="" type="checkbox"/>
		Other (please specify)	

2. DETAILS OF THE STUDY

2.1	Title of the study
	The effectiveness of the language used in the marketing and advertising of selected eThekweni and Elangeni FET colleges

2.2	Purpose of the study
	To identify the most suitable communication strategies aligned with effective language that could be used by FETs in their marketing campaigns.

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please indicate the types of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, Support Staff, Heads of Departments), including the number of participants for each activity.

		Expected participants (e.g. students, lecturers, College Principal)	Number of participants
3.1	Complete questionnaires	a) Students	20
		b) Communication personnel	2
		c)	
		d)	
		e)	
3.2	Participate in individual interviews	Expected participants	Number of participants
		a)	
		b)	
		c)	
		d)	
3.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a)	
		b)	
		c)	
		d)	
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		a)	
		b)	
		c)	
		d)	
3.5	Undertake observations Please specify		
3.6	Other Please specify		

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

4. SUPPORT NEEDED FROM THE COLLEGE

<i>Please indicate the type of support required from the College (Please tick relevant option/s)</i>			
Type of support		Yes	No
4.1	The College will be required to identify participants and provide their contact details to the researcher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	The College will be required to provide official documents. <i>Please specify the documents required below</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Gatekeeper letter (acceptance letter)		
4.4	The College will be required to provide data (<i>only if this data is not available from the DHET</i>). <i>Please specify the data fields required, below</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Existing marketing material		
4.5	<i>Other, please specify below</i>		

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

<i>The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College</i>	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal approved by a University

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

6. DECLARATION BY THE APPLICANT

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- c) I will obtain signed consent forms from participants prior to any engagement with them.
- d) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- e) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- h) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- i) I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- j) Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- k) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- l) I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

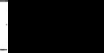
I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE	< [REDACTED]
DATE	26/04/2016

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

Please tick relevant decision and provide conditions/reasons where applicable	
Decision	Please tick relevant option below
1 Application approved	<input checked="" type="checkbox"/>
2 Application approved subject to certain conditions. <i>Specify conditions below</i>	<input type="checkbox"/>
3 Application not approved. <i>Provide reasons for non-approval below</i>	<input type="checkbox"/>
NAME OF COLLEGE	Elongeni TVET College
NAME AND SURNAME OF HEAD OF COLLEGE	Thongithini Juliet Anyetey
SIGNATURE	
DATE	13/06/2016

ANNEXURE D

LETTER OF INFORMATION

Title of the Research Study: The effectiveness of the language used in the marketing and advertising of selected eThekweni and Elangeni TVET colleges

Principal Investigator/s/researcher: Mr. Ntokozo Gregory Zulu, M Tech in Language Practice

Supervisor/s: Dr R. Hondy (Supervisor); Mr F. Awung (Co-Supervisor)

Brief Introduction and Purpose of the Study: This study intends to investigate the impact of the language used in marketing and advertising of TVET colleges in KZN. It aims at identifying the most suitable communication strategies aligned with effective language that could be used by TVETs in their marketing campaigns.

Outline of the Procedures: The questionnaire will take roughly 10-15 minutes to complete. The respondents are requested to fully complete the questionnaire as this will allow the researcher to analyse and interpret the responses accurately.

Risks or Discomforts to the Participant: There are no risks to respondents.

Benefits: This study will potentially benefit the respondents and the entire fraternity of the Further Education and Training sector by making recommendations for a more suitable and efficient language within marketing and advertising designed to attract students to enroll at the TVETs. There will be no financial benefits to respondents.

Reason/s why the Participant May Withdraw from the Study: Participation is voluntary, respondents may withdraw at any time.

Remuneration/ Costs of the Study: No remuneration will be received by respondents for participating in this study.

Confidentiality: Respondents' responses will be kept confidential and their names will not be mentioned in the research report nor in any subsequent publications.

Research-related Injury: No injuries can be expected in this study.

Persons to Contact in the Event of Any Problems or Queries: Dr. R. Hondy (Supervisor) at 031 373 6804/6737, or Mr. N.G. Zulu (Researcher) on 074 334 7246 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.



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 computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

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

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

Full Name of Researcher	Date	Signature
--------------------------------	-------------	------------------

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

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

ANNEXURE E

THE EFFECTIVENESS OF THE LANGUAGE USED IN THE MARKETING AND ADVERTISING OF SELECTED ETHEKWINI AND ELANGENI TVET COLLEGES

STUDENT QUESTIONNAIRE

SECTION A - PERSONAL DETAILS

Please provide relevant answers to the questions below and tick/circle in the appropriate boxes as stipulated below:

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	2	3	4	5

1.1	Gender	
	Male	
	Female	
	Other	
1.2	Age	
	18 - 20	
	21 - 22	
	23 - 24	
	25 and above	
1.3	Race	
	Indian	
	Black	
	Coloured	
	White	
	Other	
1.4	What is your first language?	
	English	
	IsiZulu	
	IsiXhosa	
	Sepedi	
	SeTswana	
	Venda	

	Tsonga					
	Afrikaans					
	Ndebele					
	• Other (please specify) :					
1.5	Which language do you like to be addressed in officially?					
	English					
	IsiZulu					
	IsiXhosa					
	Sepedi					
	SeTswana					
	Venda					
	Tsonga					
	Afrikaans					
	Ndebele					
	Other (please specify) :					
1.6	Motivate your answer to 1.5 above.	SA	A	N	D	SD
	It is my first language.	1	2	3	4	5
	I am comfortable using it than any other language.	1	2	3	4	5
	I am used to it compared to any other language.	1	2	3	4	5
	It is easier to understand compared to other languages.	1	2	3	4	5
	I have been exposed to it on all official documents and communiques.	1	2	3	4	5
1.7	Kindly indicate the college you belong to					
	Elangeni					
	eThekwini					
1.8	Please indicate the campus you study in.					
	Pinetown (Elangeni)					
	eThekwini (Asherville)					

SECTION B

Discovering your college

2.1	How did you hear about your college?		
	Indicate whether or not you heard about the college from the following sources:		
		YES	NO
	TV		

	Radio		
	Newspaper		
	Flyer		
	Internet (online)		
	Friend		
	Family member		
	Other (specify):		

2.2	Do you think your college is well-marketed to attract students to enrol?	
	Strongly Agree	1
	Agree	2
	Neutral	3
	Disagree	4
	Strongly Disagree	5

2.3	Motivate your answer to 2.2 above.					
	IF YOUR ANSWER WAS 'YES' PLEASE SELECT ONE ANSWER BELOW:	SA	A	N	D	SD
	It is well-marketed to attract the relevant students.	1	2	3	4	5
	Information is always provided to students now and again.	1	2	3	4	5
	The college uses various media platforms to attract students.	1	2	3	4	5
	The college uses simple, understandable language in their advertisements.	1	2	3	4	5
	The college uses various media platforms to advertisements itself.	1	2	3	4	5
	IF YOUR ANSWER WAS 'NO' PLEASE SELECT ONE ANSWER BELOW:	SA	A	N	D	SD
	The college only uses limited media platforms which are not accessible to everyone.	1	2	3	4	5
	The college uses tricky language on their advertisements.	1	2	3	4	5
	The college mostly relies on the word-of-mouth approach.	1	2	3	4	5
	The college only uses one language in the advertisements which makes it difficult to communicate with all the targeted students at once.	1	2	3	4	5

2.4	Which of the following channels did you see your college being advertised on?	
	• Newspaper	
	• Pamphlets	
	• Internet	
	• Billboard	
	• Radio	
	• TV	
	• Other (specify) :	

2.5	Which communication channel do you think the colleges should use to attract students?	
	• Newspaper	
	• Pamphlets	
	• Internet	
	• Billboard	
	• Radio	
	• TV	
	• Other (specify) :	

2.6	Motivate your answer to 2.5 above.	SA	A	N	D	SD
	It is easily accessible to me.	1	2	3	4	5
	I always listen/look/see it every day.	1	2	3	4	5
	I am comfortable using it for information retrieval.	1	2	3	4	5
	It is the only channel I have to get updates on most of the things.	1	2	3	4	5
	I don't have a problem with any of the above.	1	2	3	4	5
		1	3	3	4	5

2.7	Was the language used in the advertisements you saw easily understandable?	
	Yes	
	No	

2.8	Motivate your answer to 2.7 above.	SA	A	N	D	SD
	The advertisements was easy to grasp	1	2	3	4	5
	The words used in the advertisements were too difficult	1	2	3	4	5
	The words used in the advertisements were easy to understand	1	2	3	4	5
	The advertisement was not in my home language	1	2	3	4	5
	The advertisement was less detailed and I could not relate	1	2	3	4	5
	There were so many graphics/pictures and less words	1	2	3	4	5
	The words used in the advertisement were straight-forward	1	2	3	4	5

2.9	Which language do you think the colleges should use when advertising?	
	• English	
	• IsiZulu	
	• IsiXhosa	
	• Sepedi	
	• SeTswana	
	• Venda	
	• Tsonga	
	• Afrikaans	
	• Ndebele	
	• Other (please specify) :	

2.10	Which of these statements best suits your answer above?	SA	A	N	D	SD
	Because it is my home language.	1	2	3	4	5
	I understand it better.	1	2	3	4	5
	I am comfortable using it for academic related purposes.	1	2	3	4	5
	It is used as a medium of communication.	1	2	3	4	5

2.11	What kind of language do you think should be included in the TVET advertisements to attract students?	SA	A	N	D	SD
	Straight forward professional language.	1	2	3	4	5
	Tricky marketing language with puns and metaphors.	1	2	3	4	5
	Shortened language style used in social networks e.g school-skul, now-nw, day-dae	1	2	3	4	5
	Explanatory language with long phrases	1	2	3	4	5

Thank you for your cooperation!

Who are we?

Elangeni College for FET strives to be a self-reliant Further Education and Training College that provides meaningful education and training.

The programmes offered are customised and responsive to the needs of learners and industry; the careers they encourage are essential for the economic upliftment of the South African economy. An FET vocational programme will equip you for a successful career.

ENROLLMENT

For annual programmes, students must present the end of the year, for the following academic year. Enrollment forms must be accompanied by proof of payment of the non-refundable registration fee. Please bring a certified copy of your ID and latest school report or certificate for enrolment purposes. Contact the Campus for further information. All courses are subject to student numbers.

COURSE FEES

Fees are payable strictly in advance, are subject to change and non-refundable. Cash is not accepted on premises. When enrolling, you will be

provided with banking details in order to deposit fees at any branch of First National Bank.

BURSARY

Elangeni College now offers bursaries for qualifying NCV and Nated students (through the DSET Financial Aid Scheme). Interested applicants must contact their nearest campus for more details.

ACCOMMODATION

A ladies hostel is available on Campus.

Student support services (SSS) are available to our students. These include Academic Support, Tutorial, Bursary Assistance, Career Guidance, Counselling, Life Skills Programme, etc.

Please note: NCV Engineering and ICT programmes have Maths as a compulsory subject. All other programmes have Maths Literacy. Proficiency will be required accordingly.



Towards



Elangeni College
Technical Vocational Education and Training

Betterment

- Eight Campuses
- Full Time Programmes
- Part-time Programmes
- Distance Education

Pinetown Campus

PINETOWN CAMPUS
38 Bamboo Lane, Pinetown.
Tel: 031 702 3260

CENTRAL OFFICE

General Enquiries: info@elangeni.edu.za
Tel: 031 716 6700 | Fax: 031 716 6777
Physical: 15 Portsmouth Road, Pinetown, 3600
Postal: Private Bag X9032, Pinetown, 3610

www.elangeni.edu.za

CAMPUS BROCHURE

Information Technology & Computer Science

English First Additional Language, Mathematics & Life Orientation

Introduction to Information Systems (NQF 2 only)	Computer Hardware & Software (NQF 3 only)
Electronics (NQF 2 only)	Principles of Computer Programming (NQF 3 only)
Introduction to System Development (NQF 2 only)	Project Management (NQF 3 & 4)
Electronic Control and Digital Electronics (NQF 2 & 3)	Data Communication & Networking (NQF 4 only)
System Analysis & Design (NQF 3 & 4)	Computer Programming (NQF 4 only)
Career Opportunities: Computer programming, Information Technology Management, Computer systems, Engineering, Data processing, etc.	

Office Administration

English First Additional Language, Maths Literacy & Life Orientation

Business Practice (NQF 2, 3 and 4)	Applied Accounting (NQF 2, 3 and 4)
Office Practice (NQF 2, 3 and 4)	New Venture Creation (NQF 2, 3 and 4)
Office Data Processing (NQF 2, 3 and 4)	
Career Opportunities: Office Management, Admin Clerk, filing Clerk, Receptionist, Telephonist, General Administration, etc.	

Tourism

English First Additional Language, Maths Literacy & Life Orientation

Science of Tourism (NQF 2, 3 and 4)	Tourism Operations (NQF 2, 3 and 4)
Client Services & Human Relations (NQF 2, 3 and 4)	Client Services & Human Relations (NQF 2, 3 and 4)
Sustainable Tourism in South Africa (NQF 2 only)	Sustainable Tourism in South Africa (Regional Travel) (NQF 3 only)
Sustainable Tourism in South Africa & Internationally (NQF 4 only)	
Career Opportunities: Accommodation Management, Conference etc.	

Hospitality

English First Additional Language, Maths Literacy & Life Orientation Hospitality Generics (NQF 2, 3 & 4), Hospitality Services (NQF 2, 3 & 4)

Hospitality Generics (NQF 2, 3 and 4)	Food Preparation (NQF 2, 3 and 4)
Food & Beverage Services (NQF 3 and 4)	Client Services & Human Relations (NQF 2, 3 and 4)
Career Opportunities: Waiter, Barman, Receptionist, etc.	

Finance Economics & Accounting

English First Additional Language, Maths Literacy & Life Orientation

Applied Accounting (NQF 2, 3 and 4)	Financial Management (NQF 2, 3 and 4)
Economic Environment (NQF 2, 3 and 4)	New Venture Creation (NQF 2, 3 and 4)
Career Opportunities: Private and Public Accounting, Banking etc.	

NSF SKILLS PROGRAMMES

National Certificate Sport Administration, IDOL

Occupational Programmes

Level: National (Qualifications Framework Level 4 and 5)
Duration: 2-year full-time study (a Certificate exit opportunity exists after 1 year)
Minimum Requirements To Enter: Grade 12 pass or equivalent; Personal interview

Certificate in General Trends (NQF 4)	Options in Retail Travel (NQF 5)
Certificate in Food & Beverage Management (NQF 4)	Options in Food & Beverage Management (NQF 5)
Certificate in Professional Cookery (NQF 4)	Diploma in Professional Cookery (NQF 5)

NATED PROGRAMMES: ENGINEERING (N2-N3)

Electrical Engineering
Mechanical Engineering

NATED COURSES: BUSINESS STUDIES

Level: N4, N5 and N6
Duration: 6 Months per level (Part-time/Distance options available on enquiry)
Minimum Requirements: N4: Senior Certificate or National Certificate N3 or Grade 12 or an equivalent qualification. An admission test may be required.
National Diploma: All students who have completed their N6 certificate are required to complete 18 months of practical in-service training in their relevant field of study (certified by the employer), to qualify for a National IV Diploma (NQF 5).

Financial Management

Financial Accounting (N 4, 5 & 6)	Entrepreneurship (EBM) (N 4 & 5)
Management Communication (N 4, 5 & 6)	Entrepreneurship and Business Management

Management Assistant

Communication (N 4, 5 and 6)	Office Practice (N 4, 5 and 6)
Information Processing (N 4, 5 and 6)	Computer Practice (N 6)
Computer Practice or Entrepreneurship (EBM) (N 4 and 5)	
Employment Opportunities: Personal Assistant, Typist, Administrator, Receptionist, Secretary	

Business Management

Computer Practice (N 4, 5 and 6)	Financial Accounting (N 4, 5 and 6)
Entrepreneurship (EBM) (N 4, 5 and 6)	Management Communication (N 4)
Sales Management (N 5 and 6)	
Employment Opportunities: Business Sector, Office Manager, Self-Employment, Public Sector	

Human Resource Management

Computer Practice (N 4 and 5)	Personnel Training (N 5 and 6)
Entrepreneurship (EBM) (N 4 and 5)	Personnel Management (N 6)
Financial Accounting (N 4 and 5)	Labour relations (N 6)
Management Communication (N 4)	Economics (N4) (N 6)
Employment Opportunities: Human Resource Management/Assistant, Self-Employment, etc.	

ENGINEERING PROGRAMMES (N2 - N3)

Electrical Engineering
Mechanical Engineering

SKILLS PROGRAMME (6 MONTHS/LEVEL)

Basic Computer Skills
Mail and internet User

WHO IS ELANGENI TVET COLLEGE

Elangeni TVET College is a Technical and Vocational Education and Training Institute. Situated in and around Durban, KwaZulu Natal. We provide higher education learning supported by the South African Department of Higher Education and Learning. We also approved by the South African Bureau of Standards.

We offer full-time, part-time and long distance learning with a range of programmes from eight of our campuses. We provide bursary programs including the National Students Financial Aid Scheme (NSFAS) and other financial support services.



DOWNLOADS

[Vacancies and Tenders](#)
[College Newsletter](#)
[Campus Brochures](#)
[College Calendar](#)

Elangeni TVET College now offers bursaries for qualifying NCV and Nated students (through the DHET Financial Aid Scheme). Interested applicants must contact their nearest campus for more details. Don't hesitate - you too can study the programme of your dreams! Click here for more information.

[CLICK HERE FOR ELANGENI COLLEGE CAMPUSES](#)



ANNEXURE I



Contact Us

College Prospectus 2016

Central Office.

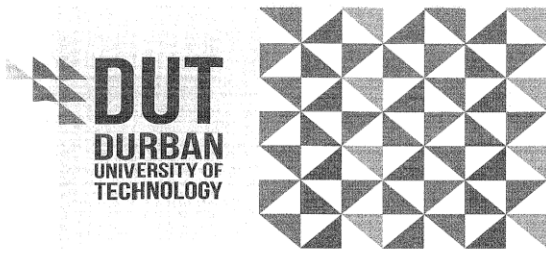
Email: info@elangeni.ac.za
Phone: 031 716 6700 Fax: 031 716 6777
Office: 15 Portsmouth Road, Pinetown, 3600
Postal: Private Bag 29032, Pinetown, 3610

Campuses.

Isanda. 131 of Street 108812 Isanda Tel: 031 519 09394	KwaDabeka. 141 Khuzaleka Road Clemont Tel: 031 711 0313
KwaMashu. 75 Mandela Road KwaMashu Tel: 031 503 97889	Mpumalanga. 380 Shed Main Road Mpumalanga Tel: 031 771 01482548
Ndwebwe. P100 Main Road Ndwebwe Tel: 074 582 9178	Ntuzama. G 384 Bendeke Drive Ntuzama Tel: 031 509 1934
Pinetown. 31 Bamboo Lane Pinetown Tel: 031 702 3260	Qad. Zulu Reserve Road Bethal Hill Tel: 031 777 1742

Elangeni TVET Elangeni College

ANNEXURE J



Institutional Research Ethics Committee
Faculty of Health Sciences
Room MS 49, Mansfield School Site
Gate 8, Ritson Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2900

Fax: 031 373 2407

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

4 April 2016

IREC Reference Number: **REC 52/15**

Mr N G Zulu
P O Box 78169
Empangeni
3880

Dear Mr Zulu

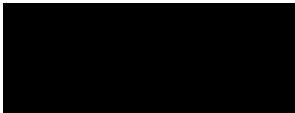
The effectiveness of the language used in the marketing and advertising of selected Durban Coastal FET colleges

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tools.

Please note that Full Approval is granted to your research proposal. You may proceed with data collection.

Kindly ensure that participants used for the pilot study are not part of the main study.

Yours Sincerely,



Professor J K Adam
Chairperson: IREC

