INFORMATION NEEDS AND SOURCE PREFERENCE OF PROSPECTIVE LEARNERS AT TERTIARY INSTITUTIONS: AN INTEGRATED MARKETING COMMUNICATION APPROACH

By

JEANNE BONNEMA

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Abstract

Since 2000, the educational landscape in South Africa has been undergoing immense changes, which have impacted on the perceptions and consumer behaviour of prospective students. Public tertiary institutions were merged during the period 2000-2004 to form new institutions, while a National Qualifications Framework (NQF) was implemented to regulate the programmes that should be provided by tertiary institutions. Due to the above changes, universities and technikons (now known as universities of technology) have been reorganised to meet the needs of different target markets in South Africa (Department of Education, 1998:19-20). In the Cape Metropole, there are now three FET colleges and four universities. There were previously nine of the former and five of the latter. All the current institutions continue to serve the same geographical area as before, while continuing to recruit students from the same target market.

Against these changes in the market place, the objective of this study was to determine what the information needs and preferred sources are of high school learners in the Cape metropole, and what definitive subgroups exist within this target market, in order to develop a tailor made IMC plan to effectively reach this market.

A review of the literature shows that limited studies have been carried out to measure the high school learner's information needs regarding further study (Bruwer, 1996; Gaika, 2002; Imenda & Kongolo, 2002). Certain studies have focussed on the perceptions of students attending a university or a technikon. Studies on Further Education and Training colleges have evaluated marketing strategies from the perspective of internal publics, but have not researched the actual information sources used by the market at whom the strategies are aimed.

The main component of the research was quantitative empirical research, using questionnaires to determine the information sources high school learners use, the factors they consider important when selecting a tertiary institution and their specific characteristics. Grade 11 learners residing in the Cape Metropole were surveyed, using their secondary schools as the disseminating and surveying point. Nineteen schools in the above areas were surveyed, and just over 920 surveys were administered.

It was found that five distinct subgroups exist within the target market, each sharing similar information needs and source preferences when obtaining information about attending a tertiary institution. This information was suitable to be used in proposing an IMC plan for a tertiary institution within the Cape Metropole.

Information needs of different subgroups were found to be varied. Information is not limited to only one type of need for the entire target market, but it is recognised that subgroups value certain types of information in order to make decisions about studying further. These needs seem to be impacted by the individual's socio-economic circumstances, needs that the potential student wishes to meet, and career ambitions.

In the same light, the types of sources that the members of different subgroups prefer to consult indicate that each subgroup has specific preferences and that these, too, are influenced by the individual's socio-economic circumstances. Within the media sources category, the use of specific media vehicles is also specific to each subgroup.

The study therefore shows that, for an institution to target the potential student target market as a whole within the Cape Metropole, it has to take cognisance of the different subgroups that exist, and tailor-make the content, presentation and media used according to the preferences of each. The study shows that treating

the target market as a single homogeneous market with one message to 'fit all sizes' will not successfully reach the market or meet their individual needs.

Finally, as in an IMC approach, these individual messages and media need to be integrated and co-ordinated in the institution's overall marketing strategy.

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CHAPTER 1

Orientation and motivation

1.1 INTRODUCTION

Since 2000, the educational landscape in South Africa has been undergoing immense changes, which have impacted on the perceptions and consumer behaviour of prospective students. Public tertiary institutions were merged during the period 2000-2004 to form new institutions, while a National Qualifications Framework (NQF) was implemented to regulate the programmes that should be provided by tertiary institutions. The result was the formation of a number of newly-named institutions intended to meet the requirements of both the NQF and

the specific needs of industry in the South African economy (Department of Education, 1998:19-20).

Due to the above changes, universities and technikons (now known as universities of technology) have been reorganised to meet the needs of different target markets in South Africa (Department of Education, 1998:19-20). These changes have been implemented with the intention of reaching government's objectives for equity, efficiency and development (Pandor, 2005:2).

In addition, the initiative by the South African Government, Accelerated and Shared Growth Initiative for South Africa (AsgiSA), has set the objective of 5% growth in the South African economy in order to reach its set social targets. One of the six binding constraints identified in AsgiSA is the lack of skilled professionals, managers and artisans in South Africa, coupled with an uneven quality of education. As a result, Further Education and Training (FET) colleges are being upgraded, with a recapitalisation of R1,9 billion by 2010 (AsgiSA). These three changes currently taking place in the tertiary education environment all impact on who tertiary institutions will recruit, and how they will do this.

In the Cape Metropole, there are three FET colleges and four universities. There were previously nine of the former and five of the latter. All the current institutions continue to serve the same geographical area as before, while continuing to recruit students from the same target market.

Table 1.1 Institutions in South Africa prior to and after mergers. (Wyngaard and Kapp, 2004:187)

Tertiary institutions prior to 2003	Number of institutions before amalgamations, incorporations, mergers and closures	Number of existing or envisaged institutions after 2003
Technical colleges	152	51
Colleges of education	94	0
Universities and	36	21

technikons		

The marketing implications of these mergers will entail a change in both the expectations of the target market and the relevant programmes on offer to them. As a result these new institutions have had to be re-branded, and new programmes being offered have had to be marketed accordingly.

Along with these changes in the educational landscape, marketing and marketing communication have also undergone significant changes. Up to the late 1980s, tertiary institutions had operated in a regulated environment, with guaranteed subsidies and the resulting students. Marketing was then viewed as a commercial concept that was relevant to commercial organisations but not to educational institutions (Mzimela, 2002:1-2). However, a top-down approach to communication is no longer relevant. Markets are now exposed to a 'sphere of cross influences' from a number of different information sources (Edelman, 2004:7). Marketers therefore need to review existing marketing communication practices, if they are to meet the new information needs of their markets. New technologies and media forms necessitate proper market segmentation and positioning by tertiary institutions if they wish to remain competitive.

The Cape Metropole consists of six regional administrations, and is spread over a geographic area of 2454,7210 km^2 (www.demarcation.org.za. [Accessed 2006-07-16]). In the 2001 Census, the population of Cape Town was counted at approximately 2, 9 million people.

This study investigates the specific information needs and source preferences of the target market of tertiary institutions in the city of Cape Town. It analyses the target market and their specific information needs when selecting a tertiary institution for furthering their academic careers, and proposes a strategy that could be applied to reach this market.

Within the Cape Metropole, prospective learners at tertiary institutions are drawn from a diverse range of communities with different demographic characteristics and, presumably, different information needs.

In addition, the nature of South Africa's political history, and the resulting levels of the socio-economic circumstances of different South Africans have created a market place where student recruitment practitioners will have to produce marketing strategies that are both informed and heterogeneous (Mzimela, 2002:2).

Tertiary institutions will have to address these heterogeneous target markets using communication strategies that take these differences into account. According to Goff, Patino and Jackson (2004:796), communication messages that do not take into account the social and economic circumstances and consequent information requirements of the market may have little or no success.

A review of the literature shows that limited studies have been carried out to measure the high school learner's information needs regarding further study (Bruwer, 1996; Gaika, 2002; Imenda & Kongolo, 2002). Certain studies have focussed on the perceptions of students attending a university or a technikon. Studies on Further Education and Training colleges have evaluated marketing strategies from the perspective of internal publics, but have not researched the actual information sources used by the market at whom the strategies are aimed.

In promoting the different types of institutions within the National Qualifications Framework (NQF), it would be of value to both university and college marketing communication practitioners to obtain information about the preferred sources and information needs, as well as the subgroups within their target markets, in order to create an Integrated Marketing Communication (IMC) plan that would be specific to the Cape Metropole.

1.2   PROBLEM STATEMENT

In view of the above orientation, the research problem is formulated as follows. Marketing communication practitioners in this industry have not yet identified specific subgroups with similar characteristics within the target market, and do not always know which preferred sources learners consult when deciding on a tertiary institution for further or higher education. In addition, little is known about prospective students' information needs when deciding which institution to attend.

The questions that consequently arise pertain to what subgroups exist within the target market, which media sources high school learners use in determining their choice of tertiary institution, their information needs when they make the choice, whether potential learners from different subgroups seek information from different sources when considering tertiary institutions and the type of information critical to their decisions.

The problem to be investigated, therefore, is that of determining the subgroups within the target market, and the preferred information sources and information needs of potential tertiary institution learners to be drawn from particular populations in the Cape Metropole region. Once this information has been established, the results can be used to develop a targeted IMC plan for a tertiary institution in the Cape Metropole.

The research questions are:
1. What subgroups exist within the target market?
2. What are the preferred information sources on tertiary institutions consulted by high school learners?
3. What are the information needs of learners regarding the tertiary institutions they consider attending?

1.3. OBJECTIVES OF THE RESEARCH

The objective of this study is to determine what the information needs and preferred sources are of high school learners in the Cape Metropole, and what definitive subgroups exist within this target market, in order to develop a tailor made IMC plan to effectively reach this market.

The objectives are:

1. To determine whether subgroups with similar characteristics, information needs and source preferences exist within this target market.
2. To determine what information sources on tertiary institutions high school learners prefer to consult.
3. To determine the information needs of high school learners when selecting tertiary institutions.
4. To propose a tailor-made IMC plan to assist tertiary institutions with their marketing efforts.

1. 4   METHOD OF INVESTIGATION

1.4.1 Research Method

The research design of this study is a survey. According to Mouton (2004:152), it is appropriate to use surveys when obtaining information from communities and about attitudes. With information obtained from the survey, an IMC Plan will be drawn up for one of the institutions mentioned in the survey that can be used to market this institution to the relevant target market.

The questionnaire used by the University of Houston-Downtown (2004) for a study conducted among American High School learners to gain an understanding

similar to that needed here was used as a guideline. For the purpose of this study, questions were adapted for the specifically South African context. While the above-mentioned questionnaire was adapted to determine the same information, this study is not a comparison or replication of the Houston-Downtown study (Goff, Patino & Jackson, 2004).

The questionnaire therefore asked questions that would provide answers to the set aims of this dissertation. The questions are divided into four main categories.

1. This category deals with the extent to which learners are likely to attend specific institutions. This would indicate whether they would be attending a tertiary institution, as well as the type they envisaged attending.
2. The second category of questions aims to elicit information the learners would value acquiring about any institution in order to make their decision.
3. The third category of questions is aimed at gaining specific information on the media and sources learners use.
4. The final category of questions focuses on the demographics of learners in order to determine whether subgroups exist.

1.4.2 Pilot study

A pilot study was conducted with 39 respondents from the target population to determine the range of information sources and information needs to be included in the questionnaire. An evaluation of the literature provided an initial list of information needs, which was combined with the results of the pilot surveys to draw up a conclusive list of information sources to be included in the survey questionnaire.

1.4.3 Survey of selected populations by means of questionnaires

The main component of the research was quantitative empirical research, using questionnaires to determine the information sources high school learners use,

the factors they consider important when selecting a tertiary institution and their specific characteristics. Permission was received from the Western Cape Education Department to undertake this research at relevant schools (See appendix 1).

1.4.4 The sample

Grade 11 learners residing in the Cape Metropole were surveyed, using their secondary schools as the disseminating and surveying point. To ensure that a representative sample of learners in the Cape Metropole was used, schools were divided into the four main districts according to the historical classification of each school. This would be a guide as to the socio-economic status of the learners. Random sampling of schools was then carried out according to the desired quota required from each group.

The questionnaires were administered to learners with the assistance of a research assistant. Nineteen schools in the above areas were surveyed, and just over 920 surveys were administered. A further description of the target market will be given in Chapter 2.

1. 5   DEFINITION OF TERMS

For the purpose of clarity in this study, the succeeding terms have been defined by the author as follows:

Learner   A school-going pupil is referred to as a learner.

Student   A student refers to an individual attending university or college.

Tertiary Institution A tertiary institution refers to any academic institution that is not a school, and into which a learner can articulate after either partially or entirely completing high school.

Information Needs Term referring to the information a learner requires in order to make a decision about attending a tertiary institution.

Source Preference Term referring to the types of sources a learner prefers to consult in order to make a decision about attending a tertiary institution.

1.6   DEMARCATION OF CHAPTERS

Chapter 1: Orientation, problem and objectives

Chapter 1 discusses the specific problems and objectives of this study in the context of previous research. It also describes the existing educational landscape in which Western Cape tertiary institutions are operating.

Chapter 2: Consumer behaviour and decision-making of prospective learners

Chapter 2 will discuss the consumer decision-making process and the relevant elements required to draw up an IMC plan. The need for segmentation of target markets will be discussed, as well as external factors impacting on the decision-making behaviour of consumers.

The chapter will also identify the characteristics of the relevant stakeholder groups in the Cape Metropole and their media consumption. Finally, the specific characteristics of Generation Y will be discussed, because this target group falls into this generational category.

Chapter 3: Integrated marketing communication and learner recruitment for tertiary institutions

This chapter will discuss IMC in greater detail, along with the elements that make up the promotional mix. There will be some focus on learner information needs and media usage. The Uses and Gratifications approach will also be discussed to contextualise the use of media by prospective learners. This will include the

choices of media in the Cape Metropole, the market and the way in which they use the information.

Chapter 4: Research design and methodology

Chapter 4 will discuss the research design of the study, including details of the questionnaire, the sample, the survey method and data capturing. The demographic distribution of the Cape Metropole and the target population will also be discussed in greater detail.

Chapter 5: Research findings

Chapter 5 will discuss the findings of the research in detail. The specific subgroups, their specific information requirements and their preferred sources will be discussed.

Chapter 6: Conclusions and recommendations

In Chapter 6, conclusions will be drawn from the results obtained and recommendations made regarding the set aims and objectives. An IMC plan, based on the findings from respondents' plans to attend a particular tertiary institution will also be developed in this chapter, with recommendations for an institution on how it should communicate with its target market.

CHAPTER 2

Consumer behaviour and decision-making by prospective learners

2.1   INTRODUCTION

Chapter 1 outlined the broad research objectives of this study. As these are intended to acquire information on the specific consumer behaviour of the target audience, it is necessary to consider in some detail the nature of consumer behaviour and decision-making, and how it influences high school learners.

Chapter 2 will therefore describe the marketing landscape within which the study of consumer behaviour was realised, give a brief explanation of consumer behaviour and discuss the internal and external factors that   influence it. The decision-making process will be discussed, followed by a detailed account of the target market this study researches.

2.2   ORIENTATION ON CONSUMER BEHAVIOUR

The underlying marketing philosophy behind consumer behaviour, known as the 'marketing concept', originated during the 1950s, when producers discovered that they could sell more products more easily provided they produced goods that the consumer wanted to buy. This led to consumers' wants and needs becoming the primary focus of organisations. As the marketing concept took hold during the 1960s, organisations became increasingly aware of the need to study consumer behaviour, which entailed extensive research. As a new field of study with no body of research, the field borrowed from other disciplines like

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economics, psychology, anthropology, sociology and social psychology. This field of study is referred to as consumer behaviour (Shiffman & Kanuk, 2000:5).

Early theories were based on the economics notion that individuals would act rationally and maximise their benefits, but later research revealed that consumers were just as likely to purchase impulsively, influenced by mood, situation and emotion (Shiffman & Kanuk, 2000:5-6).

Consumer behaviour therefore proved to be a complex, multi-dimensional field of study. An understanding of consumer behaviour is integral to an IMC plan. There are, according to Smith and Taylor (2004:90), three key questions about the consumer to be answered before an IMC plan can be developed. They are:

- Who are the buyers (learners)?
- Why do they buy and how? (What aspects are important and what sources do they consult first?);
- When and where do they buy? (What type of institution and the location) (Smith & Taylor, 2004:90).

These comprise all the activities and thought processes that the consumer has to go through to make the decision to purchase and re-purchase a product or service. The study of consumer behaviour focuses on how consumers make the decisions on how to spend their income. It answers the questions 'What do they buy, why do they buy it, when and where do they buy it, how often do they buy it and how often do they use it?' (Shiffman & Kanuk, 2000:5).

Customer behaviour therefore includes not only the physical actions involved but also the mental activities that result in the purchase or non-purchase of a product or service (Walters & Bergiel, 1989:9).

For the purpose of this study, the concept 'consumer behaviour' is defined in Engel, Blackwell and Miniard (1995:4) as the 'activities that are directly involved in obtaining, consuming and disposing of products and services, including the decision processes that precede and follow these actions'.

The consumer is influenced by both the external and internal factors affecting the final decision to purchase a product or service. When developing an IMC plan, it is necessary to understand how these internal and external factors influence the consumer.

2.3   EXTERNAL FACTORS AFFECTING CONSUMER BEHAVIOUR

Certain external factors impact the decision-making process. In this study the three main external factors are discussed with reference to how they impact the decision to attend a specific tertiary institution.

In determining the existence of subgroups within the Cape Metropole, it is necessary to acquire an understanding of how subgroups are influenced by external factors like their reference groups, family groups and the subcultures that exist within the target markets. All of these external factors ultimately impact on learners and how they align themselves with a particular subgroup.

2.3.1   Reference groups

Reference groups are defined as a person or group serving as a reference point for comparison in forming values, beliefs and attitudes or deciding on appropriate behaviour (Belch & Belch, 2004:129). Reference groups become the standards and norms by which consumers judge and determine their own consumptive behaviours (Engel *et al.*, 1995:716).

Their value for marketers is that they help shape consumer behaviour in terms of purchasing and consumption. Their value is further enhanced by the fact that a consumer does not have to belong to a group for it to be a reference group. Groups can be of any size and may even be symbolic. A symbolic reference group is indirect and usually represents movie stars, sports heroes, political leaders, television personalities or other figures with whom the consumer may never have direct contact, but admires nonetheless (Shiffman & Kanuk, 2000:264-265).

Certain factors determine the influence of a reference group on an individual and how likely it will be that the group's input will affect the purchasing decision. First, the individual's actual experience and first-hand information will impact on his need to obtain any or more input from a reference group. In the case of education, the person would not have attended a tertiary institution as a student, but may have visited an open day and obtained sufficient first-hand experience of the institution to make a decision. Secondly, the credibility, attractiveness, and power of the reference group will impact on the consumer. If a consumer is concerned with obtaining accurate information, a reference group with high credibility will be of value. In comparison, a consumer seeking to please a reference group because of the power it exerts on him/her will choose a product that conforms to the group's norms. Similarly a consumer will adopt a product similar to one adopted by the reference group if he/she is concerned with gaining the group's approval.

Finally, the conspicuousness of the product will affect the consumer's choice. If it is an item to be used in the privacy of one's home, such as washing powder, there is less likelihood that a reference group will affect such a decision. Conversely clothing, cars and other luxury items that will be noticeable to reference groups will conform to their norms (Shiffman & Kanuk, 2000:265-266).

It is also relevant to note the impact of celebrity appeal on consumer behaviour, particularly as far as the age group seeking tertiary education is concerned. Typically, celebrities can exert a powerful effect on consumer behaviour on account of admiration, aspiration, empathy and recognition (Shiffman & Kanuk, 2000:270). The influence of television role models has been studied in terms of their impact on adolescent occupational goals. It has been found that these role models have a significant effect on the career aspirations and educational choices of young adults (Martin & Bush, 2000:443).

The influence of the reference group has specific significance in the South African context. Traditionally, various types of reference group can be identified among white South Africans, who form status groups around aspirations, occupations, neighbourhood and lifestyle (Du Plessis & Rousseau, 2003:371).

Urban black people traditionally looked to the African-American lifestyle as a reference point, but, with the onset of democracy, the subsequent increase in black pride and identity have replaced the American reference with a strong African reference (Du Plessis & Rousseau, 2003:371).

2.3.2 Family influence

A family is traditionally defined as two or more persons related by blood, marriage or adoption who reside together. They may also be described as a 'basic social group that live together and interact to satisfy their personal and mutual needs' (Shiffman & Kanuk, 2000:275). In South African society, however, many households consist of more than just the nuclear family. Instead, there is also the extended family, including aunts, uncles and unmarried people living together under one roof (Du Plessis & Rousseau, 2003:371).

These households or families perform four functions that impact on consumer behaviour. They provide economic well-being, emotional support, family lifestyle

and the socialisation of family members (Du Plessis & Rousseau, 2003:375). This implies passing on basic values and modes of behaviour to children, including the skills, knowledge and attitudes necessary for them to function as consumers (Shiffman & Kanuk, 2000:277). Du Plessis and Rousseau (2003:375-6) note that, in South Africa, families or households are important social systems for two reasons. Firstly, large arrays of products like food, shelter, transport and medical expenses are consumed jointly by households. Secondly, the purchase of products that may usually be considered individual choices are largely affected by the family's input.

Younger children model their consumer behaviour on that of older family members, whereas adolescents are more likely to look among their friends for models of 'acceptable consumer behaviour' (Shiffman & Kanuk, 2000:277).

In the context of education, the role of family members plays a significant role in the final decision-making process. Another important consideration in this process is that the user is not usually the buyer. Kotler and Fox (1995:258) identify five 'buyer roles' involved in the decision on education. The family unit, and particularly the parent or guardian, often has a large part to play. There is the initiator (such as a guidance teacher, or school counsellor), the influencer (parents, teachers, or friends), the decider (who can be the student or the parent), the buyer (the person who will ultimately execute the decision, and even pay for the tuition) and the user (the student). Each of these roles has implications for the marketer in designing the IMC plan (Belch & Belch, 2004:129).

2.3.3 Culture and subculture

Owing to the large number of cultures and subcultures in South African society, it is of value to consider the impact of culture on consumer behaviour. Culture is the learned norms, beliefs, values and customs serving to direct the consumer

behaviour of members of a society (Belch & Belch, 2004:127). A subculture is a 'distinct cultural group that exists as an identifiable segment within a larger, more complex society' (Shiffman & Kanuk, 2000:346). The impact of culture on society is often taken for granted because it is so natural and automatic.

An understanding of a society's culture gives the marketer insight into the accepted 'rules' governing appropriate behaviour as well as what is considered to be luxury or necessity (Shiffman & Kanuk, 2000:323-4).

The learning of new cultures is known as acculturation (Shiffman & Kanuk, 2000:326). This has become an interesting phenomenon in South Africa, where members of society are being exposed to other cultures and subcultures as a result of the end of apartheid and segregation (Du Plessis & Rousseau, 2003:398). South Africa is regarded as a country whose culture is changing dramatically (Du Plessis, Jooste & Strydom, 2001:309).

In addition, many values new or unfamiliar to South Africa have developed, such as freedom, democracy, assertiveness and entitlement (Du Plessis & Rousseau, 2003:398). Two cultural types have also gained recognition in South African society. They are Eurocentricity and Afrocentricity. The main difference between these two cultures is that Eurocentric cultures tend to be task-oriented, while Afrocentric cultures tend to be relationship-orientated. Many black South Africans have embraced a mixture of both cultures. This mixed culture is characterised by a more ambitious outlook, and a move towards being more self-motivated, with a drive for self-improvement and the need for education. Similarly, white South Africans have accepted a decline in the roles of the hierarchical authority and the protestant work ethic, and have replaced these with the need for self expression and an acceptance of political reform (Du Plessis & Rousseau, 2003:400).

Subculture in South Africa is based on the language spoken, religion and race, but is also affected by lifestyle choices, as in, for example, gay communities, or among youth in urban areas. Age has proved to be an important factor in South African subculture, seeing that 18 million people are under the age of 18. The needs, aspirations and lifestyles of the youth differ significantly from those of older members of society (Du Plessis & Rousseau, 2003:404).

Another type of subculture is the generation into which a consumer is born. The impact of the environment in which a generation grows up, particularly when it comes to values, defines generations as specific subcultures. The study of generations and how they differ is known as Generational Theory. This theory aims at identifying groups who have similar worldviews because of the era in which they were born. The terms 'Baby Boomers' and 'Generation X' are references to recent generations. The term serving to describe children born between 1980 and 2000 is 'Millennials' (or Generation Y), and refers to the fact that this generation would be the first to graduate from high school in the new millennium. The target population of this study, therefore, consists of individuals who are members of the Generation Y subculture. This generation is characterised as tolerant, caring, honest, balanced, independent, optimistic and clean-cut (Robinson & Codrington, 2002:1). They have grown up during the first ten years of democracy in South Africa, and are 'stimulus junkies' who become easily bored. They are tolerant in terms of diversity (Naidoo, 2005:2)

In addition, this subculture has a name unique to South Africa, the 'Born Frees', implying the generation whose formative years were in post-apartheid South Africa. They are 'colour-blind' in a society still divided by race, and are yet convinced that they can change the world (Study South Africa, undated).

The attitudes of the millennial generation have been formed by new technology and global changes. The prevalence of AIDS impacts their views about marriage, family and relationships. As consumers, real-time information and customisation

of information will make them discerning consumers (Burnett & Moriarty, 1998:148). They are described as being idealistic, socially conscious, individualistic and anti-corporate (Kapner, 1997:2).

The unique characteristics of this subculture play an important role in determining the information requirements and preferred media sources of high schools students. It means that marketing communications practitioners targeting this group need to be aware of the attitudes of the audience towards the media and branding. As this audience prefers advertising to come to them, it is crucial to know which forms of media they use. Because these potential students prefer to receive information in an 'unvarnished' format, marketing practitioners must acquire insight into the messages that are important to learners.

2.4 INTERNAL FACTORS INFLUENCING CONSUMER BEHAVIOUR: NEEDS AND WANTS

The specific needs and wants of the consumer are defined as internal factors and are central to the consumer decision process. Consumers act with one goal in mind, which is to obtain goods and services that will meet their specific needs and wants (Walters & Bergiel, 1989:9).

A need can be defined as any physical or emotional body requirement, while a want is a requirement learnt through experience. Needs are therefore not learnt but felt automatically (Walters & Bergiel, 1989:59). As McCarthy, Shapiro and Perrault (in Mahatoo, 1989:29) state, needs are basic forces which motivate an individual to do something. Wants are needs which are learned during an individual's life'. The choice the consumer makes when acting on a need is a want. Importantly it is the anticipated pleasure from acting on a want that drives it more than sustaining life. A want can be defined as non-essential and can therefore be put off more easily. It is of relevance to marketers that this does not

mean that a want is less compelling to the consumer than a need (Walters & Bergiel, 1989:59-60).

It is the role of the marketer to make the consumer aware of his needs and thereby start the consumer decision- making process.

The most widely-accepted model of different needs that the consumer may experience is that of Maslow, in which five levels are identified as the motivators of behaviour (Belch & Belch, 2004:109). Each of these factors can be applied to the decision-making process of the high school learner who is considering applying to a tertiary institution.

Maslow's hierarchy of needs identifies the following five levels of need:

Physiological needs (for example, food, water, sleep)
In most first-world countries, these needs are usually fulfilled among consumers, and a combination of other needs with physiological needs is used to sell products like food. Some consumers may doubt their ability to meet their basic needs like housing and food, whilst still affording tuition fees.

Safety needs (such as physical safety and protection)
Although safety needs were previously not a matter for concern in Western society, the global fear of terrorism and the increase in crime means that people once more have to satisfy this need. In the case of education, potential students and their parents may have to prioritise safety on campuses and in residences (Kotler & Fox, 1995:253).

Love or social needs (such a sense of belonging and love)
This need is defined as the consumer's need for belonging and affection, in other words, the need to be loved and to love. It is the need for belonging and being able to relate harmoniously with others (Walters & Bergiel, 1989:63). Social

needs are commonly addressed in educational institution marketing material used at educational institutions. Social fit is an important element of attending university or college, and may be a priority for many potential students (James, 2002:4).

Esteem needs (pertaining to evaluation of the self)

This can pertain to someone's evaluation of himself or to his perception of how others evaluate him. Consumers express this self-evaluation in their purchasing behaviour, and marketing messages are accordingly often aimed at fulfilling this need. The fact is that each individual wishes to maintain a favourable image or impression of himself (Walters & Bergiel, 1989:65). Kotler and Fox (1995:254) point out that many institutions emphasise reputation in their marketing communications, while James (2002:3) indicates that reputation plays a role in selecting an educational institution, as does also the status attached to certain programmes and universities.

Self-actualisation needs ('what you can be, you must be')

Highest in Maslow's hierarchy is the need for self-actualisation. The need for self-fulfilment is the very essence of needs (Stanley, 1982:39-41). This represents the individual's desire to achieve according to his potential (Walters & Bergiel, 1989:65), and emphasising the values held by different schools may appeal to this need. Students who have an intrinsic interest in a particular field fulfil their need for self-actualisation through education (James, 2002:4), and their aspirations influence their decision to study (Chapman, 1981:494).

Walter and Bergiel (1989:62) note two additional groups of needs: the need to know and aesthetic needs.

The need to know

The first addresses the individual's curiosity and need to be informed about any particular subject, which can be achieved by obtaining an education or a

qualification. However, more than just obtaining an education, the second group addresses the individual's need to seek the truth, which implies more than just being educated (Walters & Bergiel, 1989:65-6).

Aesthetic needs

Aesthetic needs reflect the individual's requirement for beauty and order in the world (Walters & Bergiel, 1989:67). Many products are marketed with a focus on the aesthetic enhancement that they bring to the individual's environment. Educational institutions where the environment is particularly beautiful are able to address this need, which can be appealed to in marketing.

Although Maslow's needs hierarchy proposes that needs on the lower levels must be met before other needs can be addressed, Belch and Belch (2004:109) point out that it is unlikely that the consumer will meet the needs in a 'stairs step manner'. It is more likely that different needs will arise at different times, and that the consumer will address them accordingly.

In the educational context, satisfaction of wants and needs differs. Education itself is not a basic need but it can empower the consumer to satisfy other social needs (Kotler & Fox, 1995:9-10).

Satisfying the wants and needs of students must not overlook the other benefits that are distinctive characteristics of an educational institution. This is further complicated by the fact that a student's initial need to obtain an education differs from the final need of being satisfied, which may include getting a job, or holding a qualification that has certain intrinsic values (Kotler & Fox, 1995:10).

It is impossible for tertiary institutions to meet the hierarchy of needs of all potential students. Tertiary institutions should therefore focus on what is relevant to their target audiences and meet the needs as best they can (Kotler & Fox, 1995:254). Kotler and Fox (1995:10) suggest that the institution take into

consideration not only the consumers' wants and needs, but also their long-term interests and those of society.

The long-term interests of the individual are identified by Harker, Slade and Harker (2001:2-3) in the following way:

> 1. Final consumption: to equip oneself with the general culture and intellectual equipment needed to 'lead a good life';
> 2. Self investment: to enhance one's earning capacity given the relevant out-of-pocket and opportunity costs of doing so;
> 3. Social positioning: to attain or maintain, either for one's family or oneself, membership in a social or political class or clique by securing appropriate marital or business partners.

The interests of society are addressed by the adequate education of individuals, which in turn improves conditions for society as a whole. This would include, for example, providing scarce skills and highly employable individuals (Kotler & Fox, 1995:10).

An educational institution's IMC plan should take these wants and needs into account and relate them to the specific consumer behaviour of their audiences. The IMC plan can address students' wants and needs in the promotional effort to assist them with the decision-making process. Understanding of these motives must be reflected in the IMC effort (Kotler & Fox, 1995:353).

2.5 THE DECISION-MAKING PROCESS OF PROSPECTIVE LEARNERS

Once the marketer has an understanding of factors affecting decision-making behaviour, these can be applied to the actual decision- making process. This process usually goes through the following phases, which have been compiled with reference to Belch and Belch (2004), James (2002), Moorgan, Barron and

Harris (1999), Wells, Burnett and Moriarty (1998), Kotler and Fox (1995), Gabbott and Hogg (1994) and Chapman (1981).

2.5.1 Phase 1: Need arousal

It is in this phase that the consumer may become aware of a need that is not being fulfilled and looks for a way of satisfying it (Belch & Belch, 2004:107). During this phase, the promotional mix of the marketing organisation needs should fulfil a need-arousal function, where the message alerts the consumer of a latent need.

In the case of education, as the individual comes to the end of his or her schooling, several internal and external triggers will take place. Friends, teachers, guidance councillors, or family members may start raising questions about the consumer's future decisions. Students may be asked to attend open days, and career exhibitions, or may receive mailings telling them more about career choices (Kotler & Fox, 1995:252-3).

2.5.2 Phase 2: information Seeking

Once the consumer is aware of the need for a product or service, the next phase will ensue, involving the search for relevant information to help him make a decision. This phase entails gathering information from both internal and external sources.

The process of gathering internal information starts when the consumer scans the memory for information that could assist in making a decision. An internal source, based on previous experience, is usually the most credible for the consumer, especially if it is a service that is being sought. If this cannot be found, the consumer turns to external sources (Gabbott & Hogg, 1994:315).

When the available information is not sufficient, particularly when purchasing a service like education, the consumer is likely to turn to external sources for decision-relevant information (Gabbott & Hogg, 1994:316). If a product is classed as 'high involvement', such as a car or a holiday, more effort will be put into this phase (Wells *et al.*, 1998:193).

The risk is further increased when the consumer has little knowledge of the criteria that should be used in the evaluation phase. Word of mouth is therefore an important source of information for high-involvement products and services like education (Moorgan *et al.*, 1999:213.

The tertiary institutions must ensure that adequate information is available to the consumer who is in this phase, increasing the likelihood that the consumer will purchase their product.

For this reason it is important to understand the information-gathering process of the prospective student. Identifying the factors that are of importance to consumers will ease the next stage of the process for them (Kotler & Fox, 1995:253).

2.5.3 Decision evaluation

Decision-evaluation is characterised by the consumer's own process of determining a shortlist or choice, setting out a list of products from which to choose. By applying criteria to the products of which he is aware, the consumer settles on a choice set of products that meets most of the criteria (Gabbott & Hogg, 1994:316).

Belch and Belch (2004:116) point out that the consumer evaluates the set of products according to criteria that may be both objective and subjective. In this phase, advertising plays an important role, as it helps the consumer determine

the features of different products and eases the decision-making (Wells *et al.*, 1998:194).

Owing to the high levels of risk associated and the intangible nature of education, the prospective student is likely to gather a lot of information (Moorgan *et al.*, 1999:213). According to Chapman (1981:492), one of the first authors to write about student choice behaviour, the student college choice is influenced by three categories of external factors. They are significant persons, the characteristics of the institution and the institution's efforts at communicating with the prospective student.

Significant others shape the expectations of the prospective student regarding the nature of a college. Direct advice offered as to where the student should study and where the significant others themselves attended college also influences the decision (Chapman, 1981:495). But it is harder to determine the attributes against which a service can be evaluated than it is for a product (Gabbott & Hogg, 1994:316). The consumer is more likely to look for tangible clues about the tertiary institution, such as the state of the grounds, or the location. In this phase, the consumer may evaluate the institution by means of criteria like brand image, utility function and product attributes (Kotler & Fox, 1995:262).

The fact that the consumer, or potential student, wishes to be accepted by the institution differentiates education from other services. Once the choice set has been determined, the consumer may also go through a phase of waiting to hear whether an application has been accepted. During this time of waiting, no action can be taken. This phase may also include waiting for final marks to be released (Kotler & Fox, 1995:249; James, 2002:2).

2.5.4 Phase 4: Decision execution

It is in this phase that the consumers implement the decision that they have taken, based on the evaluation made. It is, however, possible for certain factors to intervene at this stage.

The consumer could be affected by anticipated or unanticipated situational factors that could make it impossible to implement the purchase decision. For example, the outlet could be out of stock (Smith & Taylor, 2004:96). Once the consumer is in the outlet, competitors' products may also seem more attractive and the marketing communications mix must therefore ensure that the product is easily found and recognised (Belch & Belch, 2004:120).

In the case of selecting an educational institution, it is possible that the learner might not be accepted at every institution on the choice set. This being the case, acceptance or rejection also impacts on the decision execution.

2.5.5 Phase 5: Post decision assessment

Once the consumer has purchased the product, the expectation is that the initial need will have been satisfied. This will lead to repeat purchase of a product, while dissatisfaction will lead to a feeling of post-purchase doubt or 'cognitive dissonance' (Belch & Belch, 2004:121).

The consumer may try to justify the purchase decision to reduce tension. If the product does not meet the consumer's need, it could lead ultimately to the consumer openly criticising the product to its detriment (Gabbott & Hogg, 1994:317). The IMC plan should channel by word-of-mouth in favour of the organisation to ensure future purchases by other consumers. Similarly, the organisation should pursue follow--up communications with the customer to ensure repeat purchases.

The consumer decision-making process gives the marketer insight into the buying process that the individual may consider when purchasing a product. In the case of fast-moving goods, the consumer may move through the process itself much faster, even leaving out phases like information gathering. However, when considering an educational institution, or any other high-involvement product or service, the consumer is more inclined to consider each step of the decision-making process to ensure the right choice.

2.6 TEENAGERS AS PROSPECTIVE LEARNERS

As this study deals with the consumer behaviour of the target audience, who are aged between 16 and 21, it will be of value to consider more closely the specific consumer behaviour of the Millennial generation, or Generation Y, to which they belong. Currently, three generations are economically active in the workplace, with completely different characteristics stemming from different norms, values and beliefs. They are defined as Baby Boomers (born between 1946 and 1962), Generation X (born between 1963 and 1978) and Generation Y (born between 1977 and 1988) (Jorgensen, 2003:42-43).

2.6.1 Generation Y and their response to marketing

Generational theory is based on the premise that value systems of generations have been affected by the environmental conditions during childhood and impacts on their subsequent consumer behaviour (Robinson & Codrington, 2002:1).

Members of Generation Y are particularly media savvy, which has many implications for the marketer. As they are more resistant to advertising than the previous generations, they are an elusive market and harder to reach (Wolburg & Pokrywczynski, 2001:33). They have grown up in a media- saturated society.

This implies communication 'overload' and means that methods of targeting these consumers through the media must be extremely specific if they are to be reached. They respond to advertising differently and have preferences as to where they want to encounter advertising. This generation does not seek out advertising messages but prefers messages to come to them. A good example of how to reach this generation is for media messages to come to where they congregate, in places like sports fields (Neuborne & Kerwin, 1999:2).

Millennials are also skeptical of advertising, and respond to media messaging differently from other generations. A far as they are concerned, advertising cannot pretend to understand them. Messaging must be humorous or ironic, and should represent the 'unvarnished truth'. Years of media exposure have made these consumers cynical about advertising, and they have learnt to expect the worst of the advertiser (Neuborne & Kerwin, 1999:2-3). They reject false images and dishonesty, and can easily detect when advertisers are lying to them (Cheng, 1999:2). As mentioned above, it is crucial to make sure that the appropriate message is sent, that the target audience takes note of it, and that their information needs are addressed.

Generation Y poses a new challenge to marketing, as they are more heterogeneous than preceding generations, seeking information and entertainment from a diverse range of media vehicles. In addition, the fragmentation of media that addresses these different groups makes communicating with them an overwhelming undertaking (Wolburg & Pokrywczynski, 2001:33). The characteristics of this generation therefore call on marketing practitioners to identify both the subgroups that exist within this generation and identify the right media and sources to reach them. It also calls on marketers to package their marketing messages in a format that will reach this audience and not go unnoticed, which is the danger.

Understanding of this audience's unique characteristics is therefore integral to drawing up an IMC plan, which must take into account their unique view of advertising messages, their perception of marketing organisations and their preferred sources of information. Their demand for truth and factual information, or the rational appeal in advertising, defines the type of marketing communication that must be tailor-made for this audience, while their specific information needs and preferred media sources have to be clearly defined and understood if they are to be reached successfully.

2.7 CONSUMER BEHAVIOUR AND THE MARKETING STRATEGY

It is of paramount importance for the marketing strategy to fit the consumer behaviour. Consequently, the strategy must fit both the target market and the sound segmentation of the market.

2.7.1 Strategy that fits the target market

Several marketing scholars have noted the importance of understanding consumer behaviour in drawing up successful marketing strategies. As an organisation's marketing strategy is the basis for its activities in the market place, a deeper understanding of how and why customers make choices, as well as the wants and needs they wish to satisfy, are crucial to an organisation's success in the market place.

Moreover, the importance of the marketing within the corporate strategy also lays the foundation for understanding the context of the IMC plan. The corporate strategy can be defined as the organisation's matching of its resources with its relationships with external parties, such as the suppliers, competitors and customers within the economic and social environment in which it operates. It is about the organisation determining its future course of action within the confines of available resources, threats and opportunities. Without the involvement of

marketing in the strategic plan, perspective on the customer and competitor is lost.

Within the corporate or business strategy, the marketing strategy represents how the organisation will approach the market place, and consists of elements like selection of target markets, value propositions and the marketing mix.

Along with the marketing strategy and the definition of the target audience goes the need to understand the consumer and consumer behaviour. Understanding the customer in entirety is a requirement for the long-term success of the marketing strategy (Du Plessis, Jooste & Strydom, 2001:2-10).

Consumers are highly complex individuals with physiological, psychological and social needs. These needs differ considerably among consumer segments, so the marketing organisation is required to study consumer behaviour in depth (Shiffman & Kanuk, 2000:5) to ensure that the marketing strategy addresses their specific needs. This also adds more value to their product in comparison with that of their competitors (Hawkins, Best & Coney, 1995:7).

Walters and Bergiel (1989:4) point out that marketing strategy has to be directed at satisfying the common wants and interests of several target groups simultaneously. A key assumption of the 'marketing concept' is that the organisation should determine the wants and needs of its target market and deliver to them better than does its competition (Shiffman & Kanuk, 2000:5). The organisation therefore needs to ensure that not only are these needs satisfied, but also anticipated by understanding customer behaviour and making this the basis of a marketing strategy (Hawkins *et al.*, 1995: 7). Walters and Bergiel (1989:14) point out that the organisation consequently has to design a coordinated marketing mix that is responsive to the identified needs and wants of its target markets.

In summary, a marketing strategy must answer the question: How can the organisation best meet its customers' needs? The answer lies in an integrated marketing mix (Hawkins *et al.*, 1995:7).

2.7.2 Segmentation of markets

Because consumers do not share the same wants and desires, as well as the same background and experience, mass marketing does not suffice as marketing strategy. Greater customer satisfaction is gained from providing products and services that meet the diverse requirements of different customer groups. This means that marketers have to segment markets into homogeneous groups (Shiffman & Kanuk, 2000:33).

The task of advertising would be impossible without segmenting the market into distinct target groups (Wells *et al.*, 1998:164). Marketing strategies that target every consumer are not viable, so subgroups that exist within the greater target audience also have to be identified according to their unique characteristics. The market needs should therefore be divided into broad classes that have the same needs and will respond similarly to specific marketing actions (Belch & Belch, 2004:44). In fact, it is virtually impossible for a marketing communications strategy to succeed if it has not first identified the prime target market (Russell & Lane, 2002:175).

The basic proposition of segmentation is that most markets are not monolithic but consist of many sub-markets that are relatively homogeneous in terms of what they need or want from the market place. These sub-groups share similarities in demographics, lifestyles, or the type of business or industry, for example. For a group to classify as a market segment, however, they must share needs and wants and respond to a specific marketing programme differently from other groups. This means that market segments are groups of people who respond similarly to a specific marketing mix (Myers, 1996:16).

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Certain necessary conditions are required for successful segmentation. These are: a sufficiently large population, with enough income to spend, and sufficient diversity to be divided into sizeable segments according to demographics, psychographics or other variables (Kotler & Fox, 1995:212-213; Belch & Belch, 2004:43-4).

Segmentation research is used to identify the media most appropriate for placing advertisements according to these viable segments. Media vehicles also use segmentation research to determine the characteristics of their audiences and use the data for obtaining advertising sales (Shiffman & Kanuk, 2000:35).

By segmenting the market, the organisation can design marketing strategies that match the different segments' needs and wants, using the right media to reach them. This segmentation is based on the consumers' characteristics and behaviour as well as on their geography and product usage level (Wells *et al.*, 1998:164).

In terms of the promotional effort, Belch and Belch (2004:44) point out that managers should consider whether a segment is substantial enough to support an individualised strategy, and whether the group can be reached by means of a communications strategy.

Bases for segmentation include geographic segmentation (for example, according to nation, country, and neighbourhood); demographic segmentation (such as gender, age, family size, education and income); psychographic segmentation (lifestyle); behaviouristic segmentation (product or brand usage, the extent of use and brand loyalty); and benefit segmentation (satisfaction of a need or want) (Belch & Belch, 2004:46-49).

Socio-cultural segmentation focuses on how group and culture variables, family life cycle variables, social class and culture can be used to divide groups into homogeneous segments (Shiffman & Kanuk, 2000:43-47). In recent years, generational theory has also been used as a method of segmenting markets.

As far as tertiary education is concerned, institutions need to know whether the market segments that they are targeting are substantial enough to support their annual intakes (Kotler & Fox, 1995:183).

2.8 THE CAPE METROPOLE AS A UNIVERSUM OF PROSPECTIVE LEARNERS OF TERTIARY INSTITUTIONS

As this study has been conducted among potential students in the Cape Metropole, it is of value to consider previous studies conducted on South African and Cape Town-based students to determine their choice behaviour in terms of selecting a tertiary institution. It is also of value to take a look at the specific demographics and media usage of this section of the South African population.

The specific distribution of the survey population will be discussed in Chapter 4 (Table 4.1)

2.8.1 Studies on decision-making regarding tertiary institutions

Studies conducted on the student choice process and their relevance to designing a marketing communication strategy have focused on the responses to four main questions that have to be answered when designing a marketing communication strategy.

2.8.1.1 Studies on the impact of Socio-Economic Status

Previous studies conducted on the consumer behaviour of potential students have shown that the Socio Economic Status (SES) and specific demographic characteristics of learners play an important part in their choice of type of institution. A study conducted by Goff, Patino and Jackson (2004) at the University of Houston-Downtown, showed that learners with a lower Socio Economic Status were more inclined to attend a two-year college than a four-year college. Learners with similar demographics also showed a tendency towards the same types of institutions. The same tendency was proved by Davies and Guppy (1997) who determined that learners from higher Socio Economic Circumstances were more likely to enter fields of study with a higher earning potential, and chose institutions that were more select.

Locally, Cosser & Du Toit (2002) determined in a study conducted among Grade 12 learners that there was a clear correlation between learners' SES and their choice of either university or technikon. It was found that learners with a lower SES were more inclined to consider the technikon than the university. Similarly, their study showed that certain population groups with similar demographic characteristics demonstrated specific tendencies towards education, for example, the low percentage of entrants of Coloured South Africans into Higher Education.

These studies show that a clear understanding of target audience is critical to the marketing communication campaign of each type of institution.

2.8.1.2 Studies on the identity of the decision-maker in the selection of a tertiary institution

Both Bruwer (1996) and Imenda and Kongolo (2002) also determined that learners see themselves as the most important decision-maker in the education choice process. This factor gives tertiary institutions valuable input on who

should be the target of marketing strategies. Further, both these studies showed that the choice process for a tertiary institution began before the learner was in Grade 12 (the Matriculation year).

2.8.1.3 Studies on the preferred sources of information for prospective learners

Another clear question emerging from the literature is that of where to reach learners and what their preferred sources of information are. This is relevant to the IMC plan, but has particular bearing on the educational marketplace.   Most studies have shown that word-of-mouth experiential accounts by current and past students is a critical source of information for recruits (Bruwer, 1996; Cosser & Du Toit, 2002; Goff *et al.*, 2004; Johnson & Stewart, 1991). This indicates the need for tertiary institutions to implement Integrated Marketing Communication plans, in which the entire student experience is underpinned by the same plan.

2.8.1.4 Studies on the information needs of prospective learners

The final question examined in other studies asks what factors are relevant to learners in determining which institutions they will attend. First, IMC plans must include messaging relevant to the target audience. If an institution does this, it will help prospective students in the final decision-making process. Absher & Crawford (1996) identified 'practical aspects', such as the cost and quality of courses, as being the most important factors for the majority of students surveyed. South African studies have shown that image and academic reputation have also proved to be important considerations for potential university students (Bruwer, 1996; Imenda & Kongolo, 2002). In the South African tertiary education sector, where institutions have been merged to create new entities, reputations and images are still in the process of being created.

2.8.2 Socio-demographic statistics for the Cape Metropole

It is valuable to look at the population demographics of the Cape Metropole as well as at the recorded media usage by the relevant population, as determined by the South African Advertising Research Foundation. Combined, this information gives an overview of the population this research has studied from the perspective of both their demographics and socio-economic circumstances, and their typical media usage.

The following data has been drawn from the 2001 South African National Census as produced by Statistics South Africa (2001). This is the most recent official statistical data available and is the official source of statistical information about the South African population. AMPS (2004) and RAMS (2005) figures are also reflected in the media usage by a broad target market within the Cape Metropole.

Table 2.1

Age Profile of the population of the Cape Metropole:

Age Group	Persons
0 to 4 years	252 827
5 to 14 years	518 195
15 to 34 years	1 111 827
35 to 64 years	866 230
Over 65	144 168

Source: Stats SA Census 2001

The relevant target of this study falls within the 15-34 years of age group. This section of the population is the largest, measuring 1,111,827 people in the 2001 Census. It is also the largest nationally.

Table 2.2

Language profile of the population of the Cape Metropole:

Home Language	Persons
Afrikaans	1 198 989
English	808 608
IsiNdebele	1 826
IsiXhosa	831 608
IsiZulu	7 329
Sepedi	1 451
Sesotho	19 208
Setswana	4 137
SiSwati	1 390
Tshivenda	1 005
Xitsonga	1 449
Other	16 246

Source: Stats SA Census 2001

The three main languages spoken in the Cape Metropole are Afrikaans (1,198,989), English (808 608) and Xhosa (831 608). Other languages spoken in the Cape Metropole are spoken by only 2% of the population. Afrikaans, English and Xhosa are therefore the main languages used in the survey questionnaire administered to respondents in the study.

Table 2.3

Educational Institutions attended by 5-24 Year olds in Cape Metropole:

Institution Being Attended	Persons
None	369 480
Pre School	38 760
School	628 454
College	16 796
Technikon	14 849
University	22 653
Adult Education Centre	1 774
Other	3 420

Source: Stats SA Census 2001

The majority (57%) of 5-24 year olds are attending primary or high school. Only 5% of this age group currently attend a tertiary institution (including college, technikon and university).

The target market for tertiary institutions will be the 628 454 learners who currently attend high school in the Cape Metropole, but it will also include those in this age group who are not attending any institution. This figure amounted to 369 480 persons in the 2001 Census.

Table 2.4

Types of dwelling in Cape Metropole:

Type of dwelling	Persons
House or brick structure on a separate stand or yard	445 533
Traditional dwelling/hut/structure made of traditional materials	14 773
Flat in block of flats	75 513
Town/cluster/semi-detached house (simplex: duplex: triplex)	53 389
House/flat/room in back yard	19 255
Informal dwelling/shack in back yard	32 803
Informal dwelling/shack NOT in back yard e.g. in an informal/squatter settlement	110 179
Room/flatlet not in back yard but on a shared property	6 056
Caravan or tent	2 077
Private ship/boat	187

Source: Stats SA Census 2001

Most Cape Metropole households live in a house or brick structure. However, a large number reside in informal settlements. The learners' type of dwelling is a strong indicator of their Socio Economic Circumstances, and it is valuable to consider this when studying their demographics. The type of dwelling also impacts on the circumstances in which they find themselves on a daily basis and on how desperate they may or not be to escape those circumstances by means of education.

2.8.3 Media usage by 16-24 year olds in the Cape Metropole

It is of value to take note of the media usage by 16-24 year- olds as measured by the All Media And Products Survey (AMPS, 2004) and Radio Audience Measurement Survey (RAMS, 2005), undertaken annually by the South African Advertising Research Foundation. This gives an indication of the media used by this target market, and can be compared to the preferred media sources obtained by this study.

Table 2.5

Magazine usage by 16-24 Year Olds

Magazines 16-24 Cape Metro	
Magazine	**Audience Size**
You	113 000
Huisgenoot	79 000
TV Plus	75 000
Jet Club	65 000
Sunday Times Mag	60 000
Car	58 000
Cosmopolitan	54 000
FHM	51 000
People	50 000
Mens Health	49 000

Source: AMPS 2004

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Magazines create the opportunity for marketers to target specialized segments of the market according to interest as well as geographic distribution. Their long shelf life and the prestige associated with magazines make them a valuable vehicle for advertisers. (Russell & Lane, 1998:181). In the Cape Metropole, the AMPS survey shows that general interest magazines such as You, Huisgenoot and TV Plus form the majority of types of magazines read by this target group, which is not a highly segmented publication but rather aimed at a very broad audience.

Table 2.6

Newspaper usage by 16-24 Year Olds

Newspapers 16-24 Cape Metro	
Newspaper	**Audience Size**
Son	79 000
Sunday Times	74 000
Cape Argus	52 000
Dailies (sport)	44 000
Burger (Sat)	44 000
Saturday Argus W End	41 000
Rapport	41 000
Cape Argus Tonight	36 000
Die Burger	34 000
Sunday Argus Weekend	33 000

Source: AMPS 2004

Newspapers have a wide exposure and are an excellent local medium (Russell and Lane, 1998:177). In the Cape Metropole, the AMPS survey shows that weekly newspapers such as Son and Sunday Times are more popular than daily newspapers such as the Cape Argus.

Table 2.7

TV Station usage by 16-24 Year Olds in the Cape Metropole

TV Stations 16-24 Cape Metro	
TV Station	**Audience Size**
ETV	342 000
SABC 1	341 000
SABC 2	299 000
SABC 3	264 000
MNET	140 000
Hired video/DVD	42 000
DSTV	35 000
Movie Magic	23 000
Movie Magic 2	23 000

Source: AMPS 2004

Television reaches a wide audience and is able to create impact through both colour and motion (Russell & Lane, 1998:178). However, in the Cape Metropole, reach remains limited to free TV stations that are most accessible. Pay-channels like MNET and DSTV reach only a minority of viewers.

Table 2.8

Radio Station usage by 16-24 Year Olds in the Cape Metropole

Radio Stations 16-24 Cape Metro	
Radio Station	**Audience Size**
Good Hope FM	156 000
KFM	113 000
P4	83 000
Metro FM	82 000
5 FM	71 000
Umhlobo Wenene	68 000
Bush Radio	43 000
Tygerberg	26 000
Zibonele	21 000
VOC	17 000

Source: RAMS 2005

Radio has a wide reach in South Africa, where access is available to all sections of society. Audience segments can be extremely well-defined, and this creates a platform from which to reach preferred segments with ease (Russell & Lane, 1998:179). RAMS 2005 (Radio Audience Measurement Survey, executed by the South African Advertising Research Foundation) shows that the four regional, mainstream radio stations are the most popular among the target audience, followed by two national stations. Community radio stations have the smallest audiences.

2.9 SUMMARY

In conclusion, the specific characteristics of the target audiences for tertiary institutions in the Cape Metropole, combined with the consumer decision- making process, will call for a specific, tailor- made IMC plan.

The impact of reference groups, family, culture and subculture, combined with the specific Generation Y, and their unique attitudes towards marketing and advertising, will dictate that educational institutions carefully evaluate the messages directed at their target audience and the specific media that will reach them successfully.

The next chapter will further explore further the elements to be considered in an IMC plan and the use of media in order to obtain information regarding decisions on tertiary education.

CHAPTER 3

IMC and learner recruitment for tertiary institutions

3.1 INTRODUCTION

Chapter 2 of this study gave a description of the consumer's decision-making behaviour and the factors that impact on this. Once this information about the target market has been determined, an IMC plan can be developed, taking these factors into account. This chapter, which concludes the theoretical section of this study, will review the available literature on the subject in order to gain a better understanding of IMC and the role that this approach could play in assisting tertiary institutions in the Cape Metropole to recruit students.

Central to IMC is an understanding of what marketing communication is and where it belongs in an organisation's marketing function.   It could be seen as integrating and co-ordinating all organisational goals (Van der Waldt, 2005: 7).

Marketing communication is defined as the process whereby information about an organisation's products and services are disseminated to its target audiences (Du Plessis, Jooste & Strydom, 2001:340). Marketing communication is also known as promotion, one of the so-called four Ps in the marketing mix. Koekemoer (2004:2) identifies the marketing mix as the controllable variables of the marketing plan. Once defined, they form an organisation's marketing plan and give structure to the organisation's marketing (Smith & Taylor, 2004:6). The elements of the marketing mix, or traditional four Ps, are:

1. The **product**, which refers to the design and development of the product, as well as the branding and packaging. Product also refers to intangible products like services (Koekemoer, 2004:7). For the tertiary institution, which is, in fact, offering a service, the product refers to courses or programmes, and other visible and tangible elements of the service offering such as buildings, cleanliness, and the quality of tuition. A service is 'intangible, inseparable, variable and perishable' (Kotler & Fox, 1995:278).

2. The **place**, which refers to distribution of the product, also includes the channels used when moving the product to the consumer. In the case of a tertiary institution, it refers to location and the teaching facilities available to the students.

3. The **price** encompasses both the selling price of the product and establishing the profitability of the product. For tertiary institutions, this encompasses not only the tuition fees, but also accommodation, books and transport to and from the campus.

4. The **promotion** refers to the marketing communication involved in selling the product. It includes elements like personal selling, advertising, public relations, sales promotion, direct marketing and point-of-sales/packaging (Wells *et al.,* 1998:94). It is important to note that successful marketing communication requires understanding the consumer's needs and communicating with the consumer to meet his information requirements (Koekemoer, 2004:11). Tertiary institutions implement a number of promotional activities. The integration of these activities is of relevance to this study, and will be discussed in more detail.

Highlighting the importance of this function, Wilmshurst and Mackay (2002:109) call the marketing mix the heart of the marketing programme.   It is the

appropriate application of each of these elements that determines the success of the marketing activities.

Marketing communication, or the promotional element in the marketing mix, is the most relevant aspect of the marketing mix to this study, as it communicates the key marketing messages to target audiences (Wells *et al.,* 1998:105) and also determines where and when marketing messages will be sent to the target market.

As mentioned above, this study deals with the information needs and source preferences of prospective students at tertiary institutions in order to develop an IMC plan. It is therefore necessary to gain a deeper understanding of IMC as an approach to the promotion of an organisation and its products.

3.2 AN ORIENTATION REGARDING INTEGRATED MARKETING COMMUNICATION

Described by some scholars as the most important communication development of the last decade (Burnett & Moriarty, 1998:14; Kitchen & De Pelsmacker, 2004:18), IMC is defined as the process by which all marketing communications tools are unified to send target audiences a consistent and persuasive message that promotes company goals (Burnett & Moriarty, 1998:14). But IMC is not just about disseminating a unified message. It also ensures that the organisation's message deals directly with the information needs of the customer. It is a process that starts with the customer and works back to determine the message and media that must be developed for the customer's specific needs (Kitchen & De Pelsmacker, 2004:7). IMC is about 'analysing the needs and priorities of stakeholders and then tailoring marketing and communications programmes that meet these needs and priorities' (Mulder, 2004:228).

The growth of interest in IMC can be attributed to several factors. These include the demise of the popularity of mass media advertising and the movement towards the use of below-the-line marketing communication tools. IMC is driven by the subsequent need for a customer-oriented, customer-driven promotion mix (Kitchen & De Pelsmacker, 2004:7).

Within the last decade, there has been a media explosion and fragmentation leading to the emergence of greater market segmentation and niche markets. Tsai (2005:431) points out that:

> fragmented media, clever and articulated consumers, and the rise of freethinking and savvy customers are factors that have helped create an atmosphere in which marketing is more challenging than ever.

The impact of developments in information technology and digital technology, as well as greater sophistication in database software (Kitchen & De Pelsmacker, 2004:18-19) have all contributed to a greater need for targeted marketing communication that can reach the consumer through the information overload experienced as a result.

Changes in the market place, such as the empowerment of consumers by consumer bodies, political changes leading to greater freedom of movement and speech, and technological developments that have improved companies' abilities to store customer data and communicate over a number of media vehicles with easily-measured results, have all resulted in a new era of marketing, where IMC as an approach must be used to reach customers successfully (Koekemoer, 2004:2).

3.2.1   Understanding the customer's needs is key

Companies wishing to implement IMC will have to configure themselves around customer preferences and groups and not around the products they supply. Knowing the customers and building long-term relationships by anticipating their needs and offering experiences they value are key determinants of a company's survival in the new market place (Mader & Semenchuk, 1999-2000:1). There must therefore be a correct understanding of the buyer position in order to create marketing messages that use persuasive forms of communication. This encourages the required behaviour (Kitchen & De Pelsmacker, 2004:7). Owing to the increase in competition both locally and globally, the customer now has a greater choice of product or service, and is better equipped to evaluate how his purchase will satisfy his individual requirement (Koekemoer, 2004:3).

What differentiates IMC from previous approaches to marketing communications is the understanding that the same advertising vehicle cannot fit everyone's needs. The message and medium should be tailor-made to meet the specific requirements of each target group or subgroup that the organisation wishes to reach. The mass media approaches of the previous century, in which the same vehicles were used to deliver the message to the entire market, can no longer be applied (Schultz, 1996:139).

IMC aims to persuade the customer by means of communication, to affect the behaviour rather than just the attitude of customers. It will start with the customer and then work backwards in order to develop the most effective communications methods (Kitchen & De Pelsmacker, 2004:7).   It is indeed an in-depth understanding of the customer's needs that will determine the message to be communicated by the organisation.

As pointed out in the previous chapter, the development of an IMC plan therefore starts with an understanding of the internal factors, that is, the needs and wants

of the consumer, the external factors like the reference group, family influence or culture, and, finally, the consumer decision-making process. Only once the marketing organisation has understood these aspects of the target market can the most effective message and communication method be determined.

Central to the message is an understanding of the customer's needs, motivations, attitude and behaviours, which in turn ensures that all the communications from an organisation integrate a single message (Journal of Integrated Marketing Communications website, 2005. [Accessed 2005-06-03]).

3.2.2 An IMC plan that relies on customer relationships and retention

The focus of IMC is on customer retention, while high value is placed on long-term relationships with stakeholders. Customer service, regular customer contact and high customer commitments are fundamental to IMC (Mulder, 2004: 229). Responsiveness to the needs of the individual consumer is more crucial than ever before (Reich, 1998:26).   The customer has reversed the balance of power and now demands that organisations get to know him. Organisations consequently have to make it easy for the customer and understand that the customer is buying more than just the product (Mader & Semenchuk, 1999-2000:2-3).

It is clear that the implementation of an IMC strategy relies on creating trust and long-term relationships with customers by consistently communicating the same message across all channels (Mulder, 2004:228). A tailor-made message that meets the target market's information needs has to be communicated consistently to this audience, using forms of media that the audience prefers. It is crucial, however, to see that in IMC the audience expects a relationship with the marketing organisation, not merely occasional fragmented messages.

The IMC plan has to determine the information requirements of the target audience meet the objectives of the marketing strategy, combine the marketing mix to inform the target markets, and determine the budget, timing and evaluation of the communication mix elements (Du Plessis *et al.*, 2001:340). Not only does the IMC plan have to identify the most important audiences, but strategic and consistent messages must be developed and delivered to each audience with maximum effectiveness (Drobis, 1997-8:2-3). This involves combining all the elements of the promotional mix into a unified and also preferred brand image (Tsai, 2005:434).

Successful implementation of IMC will lead to an increased impact on communications, greater affectivity of creative ideas, greater communications consistency and a greater return on communication investment (Kitchen & De Pelsmacker, 2004:19).

Services are not duplicated, and the customer receives clear, congruent messages (Mulder, 2004:230). However, it remains difficult to measure the success as well as time- and cost-effectiveness of IMC (Kitchen & De Pelsmacker, 2004:20).

Looking ahead, there is a move toward Integrated Communication (IC) of the organisation rather than the implementation of only Integrated Marketing Communication. Although this study will not deal with the topic of Integrated Communication, it is of value to take note of the differences between the two approaches.

IC takes a holistic view of the organisation, not focusing only on messages aimed at customers, as does IMC. Instead, IC encompasses all forms of communication with all stakeholders, both internal and external to an organisation. There is an emphasis on two-way communication (Niemann, 2005:55). Finally, the most significant difference between the two approaches lies in their origins. IMC is

driven by the marketing or communication department, whereas IC must be driven by management on a strategic (not tactical) level in order to be successful (Niemann, 2005:76).

However, this study focuses only on IMC and the role played by the marketing communications department in recruiting students for institutions by understanding their preferred media sources and information needs.

3.3 THE PROMOTIONAL MIX IS CENTRAL IN THE IMC

The application of the elements of the promotional mix will be determined by the information requirements of the potential buyers, the nature of the product or service being offered, the nature of the target markets and the capacity of the organisation (Du Plessis *et al.*, 2001:341).

Communicators using an IMC approach have to 'consider all forms of communication, all message delivery channels, customers and prospects, and all brand contact points while they plan and implement marketing and marketing communication strategies' (Kitchen *et al.*, 2003:1419). All the elements of the promotional mix must be congruent with each other and consistent, or the brand equity will be diluted in the consumer's mind (Kitchen *et al.*, 2003:1420).

The increase in media clutter has given the target audience the ability to control the communications process. Moreover, the receiver now chooses which messages he will or will not receive (Drobis, 1997-8:3). The strategic and integrated use of a promotional mix is therefore crucial to ensuring that the message will reach the desired audience.

Each of these elements is advantageous when used in the IMC strategy, depending on the target audience and the product being marketed. In order to understand the role that each of these marketing communication tools can play in

recruiting students for tertiary institutions, it is necessary to give a broad description of each, the role that each element can play in an IMC strategy and how these tools are used in recruiting students.

The following elements of the promotional mix could be reflected in an IMC plan:

3.3.1. Advertising

Advertising has been defined as 'paid non-personal communication from an identified sponsor using mass media to persuade or influence an audience' (Wells, Burnett & Moriarty, 1998:11). The fact that the message is paid for and controlled by the advertiser is a key factor in advertising.

Advertising was the dominant force in marketing until media fragmentation, electronic technology and database management made it possible to target customers more precisely and with greater cost efficiency, which has led to greater expenditure on below-the-line elements of the marketing mix (Kitchen & De Pelsmacker, 2004:33). In fact, these changes in communication technologies and segmentation techniques have threatened advertising agencies' dependence on the use of mass media advertising (Hutton, 1996:156).

As part of an IMC plan, the biggest challenge in advertising is how to measure the effectiveness of advertising, both as a separate function and in partnership with other marketing communication tools (Kitchen & De Pelsmacker, 2004:43).

The easiest solution to this, and possibly the greatest role that advertising can play in an IMC plan, is to generate customer information that can facilitate targeted communication through database management. Advertising can be used to 'tangibilise' a company's service offering by means of visual imagery and providing relevant facts (Carlson, Grove & Dorsch, 2003:70).

Finally, advertising can fulfil two important roles for tertiary institutions. First, it serves to build the long-term image of the institution or of a particular programme on offer. In addition it can be used to provide information about specific programmes or events (Kotler & Fox, 1995:368).

3.3.2 Personal selling

In contrast, personal selling is face-to-face contact between the marketing organisation and the prospective seller (Wells *et al.*, 1998:105). Personal selling can be flexible in its message, because the sales person is able to modify the message to the customer while responding to the latter's behaviour. It is also one of the few elements of the marketing mix where the entire sales process can be carried out (Wilmshurst & Mackay, 2002:158). Koekemoer (2004:13) points out that, owing to the high cost of personal selling, the marketing organisation has to ensure that the expense is justified before incorporating it into the marketing mix.

In meeting the needs of an IMC plan, the face-to-face interaction of personal selling assists the marketer in determining the exact customer information needs and requirements. In addition, the interaction allows for increased updating of customer information. However, the individual executing the transaction has to ensure that all communication, verbal and non-verbal, continues to transmit the unified message of the organisation (Koekemoer, 2004:13).

In marketing education to target markets using personal selling, teaching and frontline staff in particular can play a role in communicating to the target audience. Many potential students visit institutions to obtain further information on campuses, at which time they interact informally but face-to-face with staff members. If the institution does not implement an integrated approach to communication, the desired unified message may not be communicated. It is therefore crucial for personal selling to be integrated with traditional elements of the promotional mix.

3.3.3 Sales promotion

Sales promotion are incentives that run for a limited period of time with a specific purpose (Koekemoer, 2004:13), and with the characteristic of motivating the customer to 'buy now' (Wells *et al.*, 1998:106).

Sales promotion, like advertising, provides the benefit of generating customer details and information for the purposes of an IMC plan.

In education, promotions like competitions are used to obtain customer lists of students who would like to study at an institution, with details of their specific career interests.

3.3.4 Direct response marketing

Measurability is what differentiates direct response marketing from other elements of the marketing mix. It is defined as 'an interactive system of marketing that uses one or more advertising media to affect a measurable response or transaction at any location' (Koekemoer, 2004:14). Direct response marketing has increased in popularity because marketers have to show the effectiveness of campaigns, and this promotional tool allows for accurate measuring of results. However, the proliferation of junk mail, and 'spam', the Internet's version of junk mail, have led to criticism of direct-response marketing (Koekemoer, 2004:14).

Kotler & Fox (1995:364) point out that the use of direct mailers is a major form of marketing to potential students in the USA. These direct mailers usually contain a self mailer, a brochure, an application form and a personally-addressed letter to the potential student. The primary use of direct marketing is used for high-involvement products like education (Percy, 1997:123).

In an IMC plan, the direct mailer gives the marketer a tool with which to communicate directly with the consumer, evoking a two-way flow of communication. The greatest drawback remains the fact that this is often perceived as junk mail and a contributor to information overload. It is important to note that there is a strong element of direct response marketing in new media, which will be discussed later in this chapter.

3.3.5 Public relations

Public relations are used to enhance an organisation's marketing efforts (Koekemoer, 2004:14) through influencing people's attitudes about the company or product (Wells *et al.*, 1998:106). It is defined by the Public Relations Institute of South Africa (PRISA) as 'the management, through communication, of perception and strategic relationships between an organisation and is internal and external stakeholder'.

The growth in popularity of IMC has in many cases fuelled a controversy between marketing practitioners and PR practitioners, who have traditionally belonged to separate functions within organisations. For an organisation's marketing communication to be executed successfully, the marketing and PR functions have to amalgamate their efforts to produce a single unified message (Kitchen *et al.*, 2003:1417).

Several objectives can be achieved by public relations for the IMC plan of a tertiary institution. These include building alumni loyalty and support, attracting donors, and maintaining and enhancing the institution's image. Moreover, together with the other elements of the marketing communication mix, public relations can assist by providing information about the institution, attracting students and encouraging enrolment (Kotler & Fox, 1995:350).

3.3.6 New media

New media now included in the promotions mix include the internet, e-mail and mobile technology (Koekemoer, 2004:15). E-marketing is defined by Smith and Taylor (2004:620) as identifying, anticipating and satisfying customer needs online. This has the benefit of offering customers a platform for feedback and enhances the opportunities for Customer Relationship Management (CRM). Belch and Belch (2004:490) point out that the role of websites has changed significantly since the inception of the Internet. Websites are no longer just 'online catalogues' but now promote brand images, offer promotions and also sell products and services online.

Importantly, the Internet has the ability to bring together all the elements of the IMC plan, making it more effective (Belch & Belch, 2004:485). In addition, the Internet can be used with other communication tools (Belch & Belch, 2004:496). These include advertising, such as banners and sponsorships, sales promotion, which is easily implemented online via websites, e-mail, sms, public relations via online news media and press offices, and direct marketing by means of mass e-mails (Belch & Belch, 2004:500).

As the target audiences of tertiary institutions are becoming more media savvy, and spending more time online, using interactive communication tools in the promotion mix has become a necessity (Wolburg & Pokrywczynski, 2001:8).

3.3.7 Exhibitions

Exhibitions give marketers the opportunity for face-to-face contact with their target audience and, in most instances, the chance to demonstrate their product (Wilmshurst & Mackay, 2002:219). It is a unique marketing communications tool in that it brings the whole market together under one roof, including buyers, sellers and competitors (Smith & Taylor, 2004:504).

In the IMC plan, exhibitions are the communication tool that not only allows for face-to-face interaction, but also provides the opportunity for bringing the product to the market (Smith & Taylor, 2004:504), in this case, the single messaging of the organisation. This further strengthens relationships (Smith & Taylor, 2004:504).

Exhibitions have proved to be a key tool in marketing educational institutions to prospective students. They create the opportunity for interacting in person with potential students, and asking questions.

3.3.8 Towards the best mix for the target market

The integration of the promotional mix plays a crucial role in the IMC plan. If there is no effective coordination of the messages emanating from the organisation, the result could be confusion, misinformation and speculation in the market place (Drobis, 1997-8:1).

The marketing communications mix consists of communications elements like advertising, personal selling, sales promotions, public relations and direct marketing. Smith and Taylor (2004:8) include other elements, such as sponsorships, exhibitions, packaging, point-of-sale, e-marketing, corporate identity and even word of mouth.

Owing to the fragmentation of markets, the use of traditional forms of mass communication has become less effective in reaching specific target audiences. There is consequently a need for different promotional tools that are able to reach different segments but that can nevertheless ensure optimal market penetration (Stewart, 1996:147). Promotion is not seen as a 'unidirectional set of activities' but as a form of communication in which information flows in a two-directional manner between marketer and consumer (Koekemoer, 2004:11). IMC

has emerged as the solution to coordinating varied marketing tools that target multiple and diverse audiences (Stewart, 1996:147).

This coordination of the marketing mix also leads to less overlap and concomitant cost savings. The emphasis on IMC for integrating promotion and marketing communication has made it an attractive alternative for practitioners faced with the need to leverage scarce resources (Stewart, 1996:147).

By understanding how their market uses media and then creates a communications mix in a balanced package to deliver a consistent campaign (Brannon, 1998:4), the organisation 'simultaneously consolidates its image, develops a dialogue and nurtures its relationships with its customers' (Mulder, 2004:230). This results in the organisation overcoming marketing communication challenges, while at the same time ensuring minimum expenditure.

3.4 SERVICE MARKETING

As education is a service and not a product, it is of value to take a look at the definition of a service, and its characteristics.

A service is defined as an activity or benefit that one party can offer another party that is intangible, and does not result in ownership of anything (Kotler, 1995:278). The use of 'intangible' implies that the service can only be experienced but not seen, touched, heard or smelt. In addition, a service is experienced in real time during the performance, thereby making the production and the simultaneous consumption thereof inseparable. The delivery of a service is usually an individual experience based on both the person delivering the service and the consumer's perception of it. This makes a service extremely heterogeneous and means that each consumer is likely to receive a different service experience (Gabbott & Hogg, 1994:313).

In addition, services are high involvement as opposed to routine purchases, which are low involvement (Smith & Taylor, 2004:92). Because the choice, first to study, and then where to study, is a complex decision, the decision-maker's task 'centres on how to reduce risks and to hear tangible details about universities' (Naude & Ivy, 1999:133).

It is important to note that education is not only a service but is also a high involvement purchase. This means that the consumer has to make a decision about attending an educational institution without being able to experience the product until he has been enrolled. In some cases, enrolment equates with a commitment of three or four years (Moorgan *et al.*, 1999:213).

The use of integrated marketing communication can aid the marketing of a service through the consistent positioning and communication of the tangible elements and outcomes of a service through the various elements of the promotional mix (Carlson *et al.*, 2003).

The level of involvement of a purchase also affects the choice of communication tools. For this reason, an integrated marketing communication plan can assist the marketer in selecting the right mix of communication tools to ease the purchase process for the customer. For instance, high involvement would involve more personal selling than advertising (Smith & Taylor, 2002:13).

This study hopes to provide insight into the marketing communication mix that could ease the decision-making aspect of this high-involvement service.

3.5 THE MEDIA MIX AND IMC

The media mix can be defined as the combination of media like newspapers, magazines or billboards, and the IMC plan to successfully reach the target audience. The choice of the combination of media to be used is dependent on considerations like the media budget, the IMC objectives and the characteristics of the product or service (Belch & Belch, 2004:313). The elements of the media mix include both print and broadcast media. Some of these are highlighted below, emphasising both their advantages and disadvantages, with reference to Belch and Belch (2004: 330), Russell and Lane (1998:177-184) and Du Plessis et al.(2003:58-60).

Television has the capacity for mass coverage but, within that, to target very specific audiences who may be watching at a particular time. The multimedia aspect of a TV advertisement gives the message the added dimension of sound and motion, and therefore allows the advertiser to demonstrate the product if necessary. The TV advertisement is also prestigious, seeing that not every company can afford television advertising. Production and flighting, however, make TV advertising very expensive and, as consumers are more likely to change channels during commercial breaks, the audience's attention can be easily lost. However, regardless of the high costs involved, it remains an efficient means of targeting large audiences.

Radio has the advantage of being cheaper than TV in terms of production and flighting. Audiences for radio stations are usually specific, which makes them easier to target. Some audience, like those of community radio stations, may be very small. Radio requires repetition, because this form of advertising does not easily attract the audience's attention. Further, the radio medium carries a great deal of clutter. The mobility of radio as a medium is a great advantage, because it is, for example, heard by the customer in the market place.

Magazines have a particularly long lead time, which makes the medium more inflexible than others. It is, however, much easier for magazines to target their audiences, because they have very specific readerships. In addition, magazines have a much longer lifespan than most advertising mediums. Magazines are viewed as being among the most prestigious media so they provide a select environment for advertisers.

Newspapers have the advantage of being able to reach large audiences at relatively low cost. There is a great deal of flexibility in that the lead time is short, which means that the advertising remains current. Unfortunately, the high advertising content of newspapers creates a significant amount of clutter, resulting in only a few advertisements being read.

Outdoor advertising (or use of billboards) has the advantage of size, so there is a large audience impact, with people often being exposed to a particular billboard on a daily basis. The drawbacks, however, are, first the limited space in which to communicate a message, and secondly the difficulty and expense of changing the message frequently, unless it is an electronic billboard. Naturally there is also much wastage, as it is difficult to target an outdoor advertisement at a specific audience. Outdoor advertising is a good way of supplementing other media, because the advertisement itself cannot contain much copy and therefore cannot stand alone.

Unfortunately a lot of direct mail is regarded as junk mail and consequently perceived by the audience as clutter. Direct mail is, however, targeted, provided that mailing lists remain current, and it gives the consumer the opportunity of controlling the content to which he is exposed. Owing to the targeted nature of direct mail, its effectiveness is easily measured.

With Internet and interactive media, the marketer is also able to use greater segmentation to reach the target audience. As with direct mail, the message can

be targeted directly at the consumer. Banner advertising has, however, not been successful, as it usually requires the user to click through to another page. There is also limited access to the Internet in the South African consumer market.

Cinema advertising, like billboard advertising, offers large impact, but also has a captive audience. Cinema advertisements are usually expensive to produce and the number of outlets in South Africa is rather limited.

Leaflets, generally known as flyers, have the benefit of local appeal, as they are usually distributed in close geographical proximity to the marketing organisation. They are, however, often viewed as junk and disposed of before the message has been read. The main advantage of leaflets is that they are a quick and inexpensive way in which to publicise a special offer.

Posters, like billboards, carry only a limited amount of information and target no definite audience other than the geographic one. However, posters are cheap to produce and serve well to reinforce a marketing message.

3.5.1   Media planning for an IMC plan

Media planning for an IMC plan involves taking a broad look at media to maximise the attainment of the communications objectives set out in the plan (Percy, 1997:137).

The media plan is, in effect, a blueprint of how the communication plan will be brought to the market (Burnett & Moriarty, 1998:515). The media plan has to evaluate and choose vehicles 'that will deliver the marketing communications message to the target audience at the right time, place and cost' (Burnett & Moriarty 1998:515).

The key to an IMC media plan is to integrate the media and message from the point of view of the consumer (Schultz in Percy, 1997:137).

Several factors determine the media planning decisions. They are the marketing objectives themselves and the way in which the IMC plan can help achieve them, as well as the phase of the product lifecycle that the product is currently in, as well as the way in which the product is positioned to the market. It is essential for the product to be advertised only in areas where it is available. More importantly, each aspect of the media plan within the IMC plan must go towards ensuring that the other objectives of the plan will be met, and that the message will be communicated in a manner that appeals to the customer (Burnett & Moriarty, 1998:515).

To this end, an effective media plan will consist of four steps. They are: (1) selecting the best media vehicles for reaching a target audience; (2) deciding on the frequency of the advertising and the number of times a message will have to be repeated; (3) the scheduling of the media efforts over the planned period of time; and (4) estimating costs involved and allocating the allocated budget among the required vehicles (Burnett & Moriarty, 1998:650).

3.5.2 Learner uses and gratifications of the media

Since the implementation of an integrated marketing communication approach deals primarily with the specific needs of the consumer, and with providing a communications message that will address these needs, it is of use to evaluate the Uses and Gratifications approach, and the role this approach plays in Integrated Marketing Communication.

Littlejohn (2005:286) indicates that the Uses and Gratifications approach has as its starting point not the media message, but the media consumer. Viewing the consumer as an active user of media, this approach posits that the consumer is

not necessarily affected by media but rather that he chooses to use the message as he sees fit.

Similarly, Integrated Marketing Communication, as an approach, starts with the consumer and works back to the appropriate message for the consumer's requirements.

The Uses and Gratifications approach to mass communication suggests that the media consumer is in control, 'rather than being controlled by the mass media message' (Mersham & Skinner, 2001:28). The theory views the audience as having goals toward media usage, and chooses specific forms of media to satisfy the user's needs (Mersham & Skinner, 2001:28).

This approach seeks to satisfy the functions that the media fulfils for the audience and therefore focuses on the receiver of the message and not on the sender of the message (Severin & Tankard, 1979:250). The audience member, in selecting media, is therefore viewed as active, not passive (De Fleur & Ball-Rokeach, 1989:187).

Although many studies on Uses and Gratifications theory dealt with the use of television, radio and printed media, Ruggiero (2000:14) points out that the advent of new technology has revived the theory from dormancy. Audiences are now presented with a greater choice of media, so motivation and satisfaction have become crucial components of audience analysis (Ruggerio, 2000:14).

New media also offer three characteristics that differentiate them from traditional media. These are interactivity, demassification and asynchroneity. Interactivity means that the user is able to respond and interact with the media, and can control them. Demassification means that the user can select media from a large variety or menu, and it allows the user to tailor messages according to his needs.

Asynchroneity gives users the choice of when they will read and interact with messages as they wish (Ruggiero, 2000:15-16).

Ruggiero (2000:13-14) lists a number of studies in the modern application of the Uses and Gratification approach. These include studies on VCR use (Lin, 1993), Cable subscription in the USA (la Rose & Atkin, 1991), the use of television remote control devices (Walker & Bellamy, 1991), and computer and video game effects (Funk & Buchmann, 1996). Traditionally this approach has been applied to measuring editorial rather than advertising content, but, as advertising does have 'utility value', it also provides gratification (Wolburg & Pokrywczynski, 2001).

So, too, the Internet also presents users with a more ways of controlling the media and advertising to which they are exposed and what they will do with it. Because of the interactive nature of Internet advertising, consumers can 'take an active role in determining when and how advertising messages will be presented to them' (Yang, 2004:430). The consumer's motives will determine the extent of exposure to advertising and the resulting effects (Rossiter & Bellman, 1999:17).

Changes in the market place have led to an overlap of IMC and the uses and gratifications approach.

Today's consumer is inundated with so much media clutter from an abundance of new media options, as well as new mass and personal media technologies, that the 'control over the communications process has shifted away from the sender to the receiver' (Drobis, 1997-8:3). With the number of choices of information sources available to consumers, they are able to determine which messages, opinions and standpoints they want to hear, and to tune out those they do not (Drobis, 1997-8:3). Ownership and control of the communication alternatives available to customers are forcing organisations to take notice of the Integrated Marketing Communication approach in order to recruit and retain customers (Schultz, 1997-8:13). As consumers gain access to information technology, so, too, do they gain power in the marketplace. This will change the way in which

Integrated Marketing Communication is developed and practised (Schultz, 1997-8:14).

These changes in media have led to a shift in the balance of power. The consumer now not only has the choice as to which messages he wants to receive, but is also able to create, package, target and send his own communications (Drobis, 1997-8:3). The dawn of the blog in the late 1990s, and the later commercialisation of this tool, have further equipped the Internet user to control news and media (www.wikipedia.com). These changes in information technology are forcing concomitant changes in the need for Integrated Marketing Communication (Schultz, 1997-8:12). Communication systems are controlled no longer by the marketer, but by the customer. As Schultz (1997-8:15) says: 'Customers in the 21st century are not targets, they are compatriots. They are not people we talk to or with, they are people to whom we listen and respond'. The marketing communications practitioner now has a responsibility to listen to the customer's needs and respond appropriately, thus moving away from the unidirectional message.

Schultz (1997-8:16) further explains this point, saying that the key to Integrated Marketing Communication will be learning where, in what form, at what time and under what conditions the customer wants to hear from the marketer. 'The message delivery system will be what customers want to hear, not what we, as marketers, want to say'.

The customer needs tie in closely with the three assumptions that are integral to the study of the Uses and Gratifications approach. First, it is assumed that the consumer is goal-orientated, secondly that the user chooses media to meet his needs, and is aware of what needs he wishes to fulfil (or gratify) and thirdly, that media compete with other media to gratify the specific needs of the user (Littlejohn, 2005:286).

Marketing communication practitioners will thus not only have to develop and manage planned messages to their markets (the consumer being 'goal orientated'), but will also have to manage the information sources that the consumer will use to help make a purchase decision (the consumer's choice of media). In addition, he will have to respond to the consumer's information demands (the needs the consumer wishes to fulfil) (Schultz, 1996:146).

3.6   SUMMARY

The success of in IMC plan for a tertiary institution is reliant on the institution understanding the target audience's information needs and communicating them in a consistent and unified manner.

Traditionally, student recruitment at tertiary institutions has not been based on the principals of IMC planning. According to Kotler and Fox (1995:394), tertiary institutions traditionally use one of three approaches when student numbers drop:

1. Some institutions continue to implement the plans they have been following, but with a more aggressive selling approach, which usually results in some temporary interest.
2. The second set of institutions opt to increase their present approach to a hard sell with additional media advertising and the implementation of gimmicks that may attract more student interest.
3. The third group of institutions implement a marketing approach consisting of market research, matching their products and services to market needs and serving to appeal to student needs.

Naude and Ivy (1999:129) note in their article *Marketing Strategies of Universities in the United Kingdom* that most institutions have drawn up long-term business strategies but not more short-term marketing plans. Their study

found that older universities in the United Kingdom did not actively recruit students, but relied on the delivery of programmes to bring them new students. Newer universities were reaching out to students early in the decision-making process, trying to influence their perceptions (1999:132-133).

Baldwin and James (2000:146) comment that Australian Higher Education Institutions were marketing themselves to potential students with little tangible detail, but were claiming to be 'all things to all people'.

In the South African context, tertiary institutions existed in a regulated market until the late 1980s, under which system they were guaranteed a steady income and students. Since the deregulation of the market, these tertiary institutions have been faced with the predicament of a heterogeneous market from which they have to attract students. Tertiary institutions have fallen short of this challenge by using the blanket approach of multicultural images of students in marketing material expected to suit all segments of the market (Mzimela, 2002:1).

Changes therefore call on institutions to become aware of the need for targeted IMC plans that take into consideration the subcultures within their target markets.

Every aspect of the marketing communications mix needs to take into consideration not only what the target audience wishes to know, but also how this message can be communicated consistently throughout the IMC plan.

An IMC Plan, in which each element integrates with the others to communicate a consistent message, is crucial to the successful application of the marketing communications mix (Smith & Taylor, 2004:14).

This chapter concludes the theoretical component of this study. The following chapters will deal with the empirical research undertaken to answer the aims and objectives stated in Chapter 1.

CHAPTER 4

Research design and method

4.1   INTRODUCTION

Chapter 4 marks the end of the theory section. Chapter 1 outlined the specific problems and objectives of this study in the context of previous research. It also described the existing educational landscape in which Western Cape tertiary institutions are operating

Chapter 2 discussed the consumer decision-making process and the relevant elements required to draw up an IMC plan. The need for segmentation of target markets as well as external factors impacting on the decision-making behaviour of consumers were put forward. In addition the characteristics of the stakeholder groups, and that of Generation Y were discussed.

Chapter 3 demonstrates the importance of understanding the different segments that an organisation may wish to target by means of an IMC plan.

This chapter documents the design and methodology followed during the fieldwork for this study aimed at obtaining information about the different market segments that exist within the Cape Metropole. These will be required in drawing up an IMC plan.   The specific research objectives to be achieved are included. The chapter describes the measurement instrument, the sample design, data collection method and data-capturing procedure.

4.2   RESEARCH DESIGN

Cooper & Schindler (2006: 146 & 762) explain that the research design is the blueprint for fulfilling research objectives and answering questions.   The present research design is exploratory in nature, since there were no similar South African studies undertaken. Within the South African context few studies exist on this topic as indicated on the following two search engines: EbscoHost (http://innopac.up.ac.za/validate/http%3A%2F%2F0-journals. ebsco.com.innopac .up.ac.za %3A80%2FHome.asp) and Emerald, (http://innopac.up.ac.za/validate/ http%3A%2F%2F0www.emeraldinsight.com.innopac.up.ac.za%3A80%2Fvl%3D 994161%2Fcl%3D84%2Fnw%3D1%2Frpsv%2Fcgibin%2Femeraldft%3Faction% 3Dnew).   These are important issues that remain unexplored or need further validation within the South African context.

The research design is a quantitative survey questionnaire that was administered to groups of Grade 11 learners in their school environment.

The questionnaire measured on a quantitative basis the aspects of a tertiary institution that learners value in their decision-making process, as well as the sources they would consult for more information about a tertiary institution. The questionnaire also aimed to obtain relevant demographic information on the respondents.

The information obtained from the survey was used to conduct first a factor analysis and then a cluster analysis. The rationale for these initial analyses were to explore if certain items group together under identifiable factors for information needs and preferred sources and to determine if certain sub-groups that share these preferences exist within the target market.

 The analyses were conducted on the data to determine:
   a.   what categories of sources exist (based on the factor analysis);

b. what categories of variables affecting choice of institution exist (based on the factor analysis);

c. what segments or sub-groups exist within the target market that share similar characteristics, preferred sources and factors (based on the cluster analysis).

4.2.1 Research objectives

This study explored the information needs and media requirements of high school students, comparing the specific information and media needs of different demographic groups. It also compared the varying needs of students attending different types of tertiary institutions.

The research objectives are:
1. To determine whether subgroups with similar characteristics, information needs and source preferences exist within this target market.
2. To determine what information sources on tertiary institutions high school learners prefer to consult.
3. To determine the information needs of high school learners when selecting tertiary institutions.
4. To propose a tailor-made IMC plan to assist tertiary institutions with their marketing efforts.

4.2.2 The questionnaire

As this questionnaire is based on a similar study done by staff and students at the University of Houston-Downtown, Texas (Goff, Patino & Jackson 2004), some of the factors contained in this questionnaire are similar or even exactly the same. However, owing to the vast differences between an American and a South African audience, the questions had to be updated to reflect more local responses. Mouton (2004:102) points out that European and American

instruments are not easily applied to a multi-cultural and multi-ethnic society like South Africa. A perusal of the available literature on similar studies also gave insight into more appropriate items to include for a South African population.

The research was administered using a structured, non-disguised questionnaire covering four broad categories:

1. the likelihood that learners will attend specific institutions in the Cape Metropole;
2. an evaluation of the information that learners consider important when selecting a tertiary institution;
3. questions aimed at providing insight into the media sources learners use;
4. demographic questions about the learners, where they live and their socio-economic circumstances.

Questions in the first category asked learners to rate their likelihood of studying further after completing their Grade 12 schooling, and then to rate this on a scale of 1- 5.

Learners were then asked what type of institution they wished to attend.

Learners were asked to rate their inclination (or likelihood) to attend any of a number of specified institutions in the Cape Metropole on a Likert-type scale from 1 - 5.

The next category of the questionnaire asked learners to rate the factors that would influence their choice of an academic institution. These factors had to be rated on a Likert-type scale from 1-5.

In the third category of questions, the respondents were asked to rate the importance of sources for obtaining information about tertiary institutions. Once again these were rated on a Likert-type scale from 1-5.

Finally in the fourth category, learners were asked some demographic questions, the answers to which give an indication of their socio-economic circumstances and their specific demographic profiles. The questions and possible answers posed here were used with kind permission of the HSRC. These were taken from a study conducted by Cosser and Du Toit in 2002, entitled *From school to higher education,* which was answered by high school learners throughout South Africa. The researcher used the same questions, because they had been worded specifically with high school learners in mind, and would take into consideration any sensitive feelings likely to be aroused by the demographic questions. (See Appendix 2: for the English version of the final questionnaire.)

As there are three official languages in the Cape Metropole area, English, Afrikaans and Xhosa, it was necessary to translate from English into the other two languages in case inadequate language proficiency affected respondents' ability to complete the questionnaire honestly.

The survey was translated into Xhosa by an independent translation company, after which it was checked by a Xhosa first-language teacher to ensure its accuracy. The Afrikaans translation was done by the research field worker and checked by a professional translator. All three questionnaires asked the same questions.

4.2.3 The pilot study

The questionnaire was pre-tested on three groups of learners who were representative of the survey population. In each instance, respondents were asked to give feedback on the content of the questionnaire and the clarity of the

questions, and to highlight any difficulties experienced. After each pre-test, recommended changes were made before administering the survey to the next group. A total of 39 questionnaires were administered in the pre-testing of the instrument.

Because many respondents found difficulty with the language, it was clear from the pre-test that the questionnaire had to be worded simply, and, if possible, translated into the respondents' home language. A series of questions asking about the reliability of sources also proved confusing to the respondents, and was removed during this phase.

Respondents also pointed out that questions on their demographics, in particular their population group and their type of accommodation, were uncomfortable to answer. In some cases, these questions were even experienced as offensive. The respondents agreed that, if the context for asking the questions was included, they would be more willing to answer them.

4.2.4 The sample

Permission to conduct the research had to be obtained from the Western Cape Education Department. This was granted in a letter to be presented at each school (See Appendix 1 for the letter of approval.).

A stratified random sample of schools was drawn. This "is a probability sample that includes elements from each of the mutually exclusive strata within a population." The rationale for using this method of sampling were to increase the sample's efficiency, to provide adequate data for analyzing the various subpopulations and to enable different research methods to be used in different strata (Cooper & Schindler, 2006:448).

First, the list of schools in the Cape Metropole area was divided into a list of historically advantaged and disadvantaged schools, because the socio-economic circumstances of the learners would differ in the majority of cases. Secondly, the schools were divided into the four district councils in the Cape Metropole to which learners belonged. As these districts are not equal in size, a proportionate number of schools were randomly selected from each district. This should have produced a sample of schools proportionately reflecting the actual circumstances and breakdown of schools in the Cape Metropole.

Thirdly, each school was contacted and was requested to provide the researcher with a group of approximately 50 Grade 11 learners who were considering studying further. The selection of these learners was left to the school's discretion, and was therefore a form of convenience sampling.

On visiting the school, the researcher/fieldworker was presented with a group of learners representing these characteristics.

4.2.5   The sample realisation

The survey was group-administered to learners in a classroom situation. According to Du Plooy (2002:171), the advantages of a group-administered survey are the comparatively low costs, a high response rate, brief data-collection time and the standardisation of responses. In addition the field worker is present to answer questions by the respondents. Disadvantages include the fact that respondents are not anonymous (although responses could be kept anonymous) and follow-up questions cannot be asked of the respondents.

During 19-28 July 2005 the survey was conducted at 18 high schools in the Cape Metropole. Fieldworkers administered all the questionnaires save those from three schools where the learners were sent home to complete the questionnaires.

Once the questionnaire was administered to respondents in a classroom environment, a fieldworker explained how to complete the questionnaire and described what the data would be used for. Pre-testing had shown that respondents were sceptical and even offended by having to complete personal information, such as their type of dwelling and their population group. The fieldworker had to explain the necessity for this information, as well as emphasising that the data could be used to redress inequalities of the past through targeting potential disadvantaged learners.

Respondents were handed a survey in the language of their choice. Usually this was the medium of the school. Xhosa-speaking respondents were inclined to select the language survey they preferred, regardless of the medium in which they were being taught. Once completed, surveys were collected for coding.

In the case in which three particular schools did not allow for the questionnaires to be completed at the school, the survey was handed to teachers to disseminate. Once the questionnaires had been collected, the fieldworker was contacted to come and collect the completed questionnaires. The absence of the fieldworker, who would have administered and explained the questionnaire, negatively impacted the quality of these results.

However, at least three of the randomly selected schools were 'girls only' schools. This impacted on the number of females completing the questionnaire, giving 633 (65.8%) females as opposed to 328 (34.1%) males completing the questionnaire.

Table 4.1 below gives an outline of the actual schools visited, the dates of visits and the number of learners in each group. This table also indicates the category and district of the school.

Table 4.1
Category of school and district of school

Questionnaire number	School	Category	Education Management District Council	Number of respondents	Date surveyed
0001-0051	Immaculata RC Secondary	Disadvantaged	South	51	19 July 2005
0052-0095	Cape Town High School	Advantaged	Central	44	21July 2005
0096-0157	Beauvallen Senior Secondary	Disadvantaged	North	62	22July 2005
0158-0223	Zola Senior Secondary	Disadvantaged	East	65	22 July 2005
0224-0245	Wynberg Girls High School (1)	Advantaged	South	22	21 July 2005
0246-0315	Windsor High School	Advantaged	Central	70	25 July 2005
0316-0351	Fezeka Secondary	Disadvantaged	South	36	25 July2005
0352-0419	Pelican Park High School	Disadvantaged	South	70	26 July2005
0420-0472	The Settlers High School	Advantaged	North	52	26 July2005
0473-0546	Belgravia High School	Disadvantaged	Central	73	27 July 2005
0547-0574	Langa Secondary	Disadvantaged	Central	27	27 July 2005
0575-0626	Tembelihle High School	Disadvantaged	East	52	28 July 2005
0627-0655	Wynberg Girls High (2)	Advantaged	South	29	26 July 2005
0656-0709	Manzimtombo Secondary	Disadvantaged	North	54	29 July 2005
0710-0774	Cedar Secondary	Disadvantaged	South	65	28 July 2005
0775-0840	Fairmont High School	Advantaged	North	36	unspecified
0841-0893	Rustenburg Girls High	Advantaged	Central	53	unspecified
0898-0981	Strand Hoerskool	Advantaged	East	84	unspecified

The above table shows the spread of respondents across the four Metropole areas of Cape Town as well as the spread between disadvantaged and advantaged schools. The sampling aimed at ensuring that a proportionate number of learners came from each of this Metropole areas and advantaged/disadvantaged schools. The distribution of the respondents according to geographical area is reflected in Table 4.2 below.

Table 4.2

Geographic distribution of respondents according to school district

	Count	Percent
South	215	29.98%
Central	210	29.28%
North	151	21.05%
East	140	19.52%

Table 4.2 shows that, with the southern and central education districts being the largest, almost 60% of respondents were drawn from these two districts. A refinement of the geographical area according to school district of the respondents is shown in Figure 4.1.

Figure 4.1

Geographic distribution of respondents according to school district
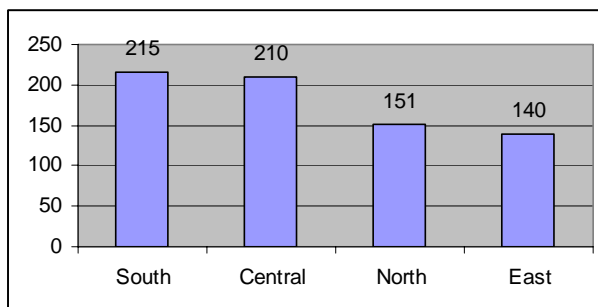
The respondents were sampled to reflect the relative size of each Education Management District (EMDC) in the Cape Metropole, of which the EMDC south and EMDC central are the largest (Cornelissen, 2005).

Recent studies of the South African youth market, such as Trend Youth 2002 (Power: 2003) have shown that the South African population is still differentiated according to financial or economic wellbeing. Trend Youth (Power: 2003) refers to these groups as 'Have nots' and 'Have lots'. It was therefore of value to

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sample the respondents of this survey according to advantaged and disadvantaged schools, as seen in Figure 4.2 below.

Figure 4.2
Number of advantaged and disadvantaged respondents surveyed
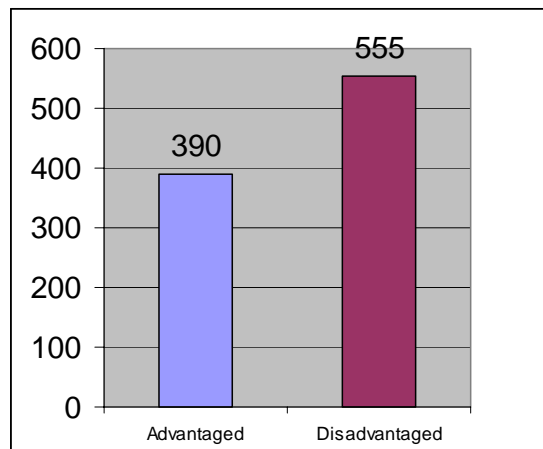
Figure 4.2 shows that 41% of respondents came from advantaged schools and 59% from disadvantaged schools.

In order to further indicate the difference between advantaged and disadvantaged schools in the survey, table 4.3 shows the annual class fees for each of the schools surveyed. The difference between fees paid in advantaged suburban schools and those paid in disadvantaged schools in townships is indicated. The table verifies that the schools drawn as advantaged and disadvantaged in the survey were accurately indicated at that time.

Table 4.3
Annual school fees for all schools in survey (2005)

School	Annual fees
WYNBERG GIRLS' HS	R 11,980
RUSTENBURG GIRLS' HS	R 11,900
FAIRMONT HS	R 7,400
THE SETTLERS HS	R 6,670
STRAND HS	R 5,280
CAPE TOWN HS	R 4,400
WINDSOR HS	R 3,000
IMMACULATA RC SEC	R 1,050
PELICAN PARK HIGH SCHOOL	R 864
CEDAR SEC	R 650
BELGRAVIA SEC	R 600
BEAUVALLON SEK	R 300
LANGA SEC	R 200
ZOLA SENIOR SEC	R 200
THEMBELIHLE HS	R 200
MANZOMTHOMBO SEC	R 200
FEZEKA SEC	R 200

4.2.6   Data collection

Data collection took place over a period of two weeks in the last part of July 2005, during which time the research fieldworker visited schools drawn from the sample. Permission to visit schools had to be obtained from the Western Cape Education Department, as well as from the principals of the schools selected, three of whom refused permission to visit their school. This was largely owing to busy schedules, or the fact that other researchers had already visited during the year, so schools did not wish to disrupt their timetable further.

The research fieldworker made appointments with each school, at which a classroom or hall was made available, where the learners were introduced to the research fieldworker. The rationale behind the survey, as well as what was expected from the respondents, was explained. As pointed out above, the sensitivities regarding personal demographic information were also explained in order to ensure that learners would complete these sections. Learners completed

the surveys in silence. Once they had completed filling in the survey questionnaire, they handed it back to the fieldworker.

4.2.7 Data capturing and analysis

Once the surveys had been collected, they were coded. This was carried out to ease the data-capturing process. Questionnaires were numbered from 1- 981.

Once coded, the data was captured and analysed by the Statistics Services Department of the University of Pretoria (Statomet).The captured data was then checked against the actual survey questionnaires to determine whether there were any errors. These were discarded.

The data was then regrouped and consolidated where required. This included the open-ended questions and questions that made provision for 'other' material, such as the favourite radio station, magazine, newspaper or website, as well as language(s) spoken at home. Where responses to answers represented less than 1% of the total group, these were regrouped with others, or excluded.

Specific age groups were also classified, and postal codes were grouped into areas. In the case of institutions, factors influencing the choice and preferred sources of information regarding the institution, and responses for which numbers were not enough to be meaningful were also consolidated. Once the responses had been regrouped and consolidated, a factor analysis or data reduction on institutions, factors and information sources was run.

4.2.8 Validity and reliability

Internal validity is the ability of the questionnaire to measure what it is purposed to measure. This research emphasises the content validity by means of which

the content of the items adequately represents the universe of all relevant items (Cooper & Schindler, 2006:349).

To ensure the content validity of the information gathered from the questionnaire, instrument administration practices were standardised as far as possible throughout the research.

Clear instructions were given to all respondents in the classroom to make sure they understood how to complete the questionnaire. Additional instructions on the questionnaire were also given in written format in the respondents' choice of language. The field researcher demonstrated how to complete the measurement scales with a sample scale.

Conditions remained the same at all the schools as far as possible. Respondents completed the survey during school hours between 8:00 and 14:00. Physical environmental aspects such as the size of the room or comfortable chairs could not be controlled, but things like adequate writing material and being able to complete the questionnaire in silence were addressed at all the venues.

The key requirement of confidentiality was addressed with each group, and was also emphasised on the questionnaire itself. Respondents were not given a space on the questionnaire to enter their names, and were assured of anonymity.

In the case involving questionnaires that were not administered by the field worker, but were taken home by the students to complete and return, these aspects of instrument administration practices could not be enforced. As a result, data obtained from these schools did, in some cases, prove to be of a poor quality. These questionnaires were discarded.

Cronbach's alpha was used to measure the internal consistency reliability of the constructs measured. The purpose of this exercise is to determine how

successfully items that measure the same construct cede similar results. Generally, a Cronbach alpha value of 0.7 or more indicates that the questionnaire is internally consistent (Cooper & Schindler, 2003:237-238). However, Nunnally (1967), suggests that reliabilities of 0.5 and 0.6 will suffice for early stages of basic research. (Smith,1999:113). As this study is exploratory in the South African context, a lower alpha value is therefore acceptable.

The internal validity variables of media sources is 0.86, for social sources is 0.72 and for direct sources is 0.68. These alphas are relatively high considering that the items arbitrarily clustered under the factors labelled source factors. The identified information factors were also relatively high considering the explorative nature of the research. These labelled factors' coefficient alphas are: sporting aspects 0.9, course content 0.6, financial aspects 0.59, overall student experience 0.63 and employability aspects 0.59. These coefficients are consistent with the early stages of exploratory research.

It is clear from the above that the internal reliability of the instrument is satisfactory according to Cronbach's alpha.

4.2.9 Problems in coding of questionnaires

Once data had been captured, certain errors were found in the coding. As respondents were asked to provide their favourite magazine and website in an open question, the list of options given was extremely long. This led to a number of questionnaires not having this question coded up front, so the data had to be coded and entered during the checking.

A great number of languages are spoken in South Africa besides the nine official languages, so the list of languages compiled became very lengthy as well. The questionnaire had not made provision for such a long list.

Some respondents were unwilling to produce information that they found too sensitive, and either left the questions blank or gave invalid answers. Unfortunately some respondents were unable to provide information or answer questions at all, and it is speculated that their literacy levels and language ability were not up to the standard of those of other Grade 11 scholars.

4.2.10 Sample profile

In order to gain a better understanding of the research findings, it is of value to consider the profile and characteristics of the sample. A more detailed description of the sample profile is given in Appendix 3.

The final number of satisfactorily completed questionnaires used consisted of 716 respondents, of which 66% were female. The majority of respondents spoke English (52%), and the age spread of the respondents was primarily between 15 and 17 (78%). Table 4.4 gives a breakdown of the respondents per school.

Table 4.4

Number of respondents in each school surveyed.

	Count	Percent
Immaculata	37	5.16%
CT High	37	5.16%
Beauvallen	35	4.88%
Zola	37	5.16%
Wynberg	48	6.69%
Windsor	62	8.65%
Fezeka	20	2.79%
Pelican Park	56	7.81%
Settlers	48	6.69%
Belgravia	59	8.23%
Langa	10	1.39%
Tembelihle	36	5.02%
Manzimtombo	20	2.79%
Cedar	54	7.53%
Fairmont	48	6.69%
Rustenburg	42	5.86%
Strand	67	9.34%

Figure 4.3

Number of respondents in each school surveyed
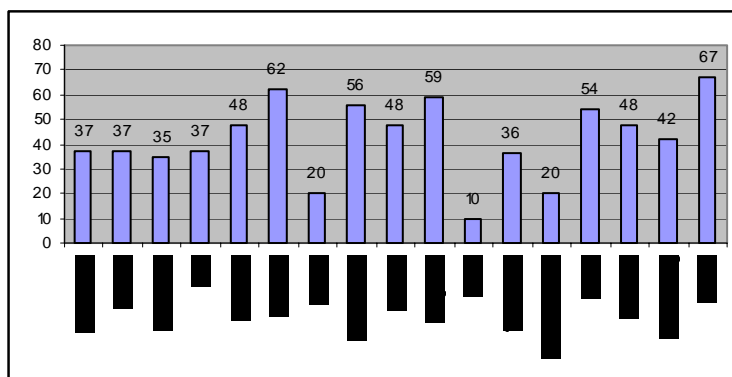
The above tables indicate the number of respondents from each school. Windsor High School and Strand Hoërskool noticeably had the largest number of respondents.

As mentioned in earlier, at least three of the randomly selected schools were girls-only schools, resulting in a higher number of female than male respondents. The sample reflects a breakdown of the educational landscape according to school districts in the Cape Metropole. Language, gender and population group in the study differ slightly in relation to the actual population of the Cape Metropole.

4.3   SUMMARY

This chapter describes the process of designing the survey tool, the actual data collection and the analysis of the data. Chapter 5 will provide a detailed breakdown of the cluster analysis and its results. Aspects of the study by Goff et al. (2004) will be explored within the South African context in order to determine what the preferred sources and information needs of learners in the Cape Metropole. This information will be further used to develop an IMC plan for a tertiary institution.

CHAPTER 5

Research findings

5.1   INTRODUCTION

Chapter 4 presents an account of the research design and method used to obtain information about the preferred sources and information needs of high school learners in the Cape Metropole. Using a factor analysis and a cluster analysis, it was possible to determine that five distinct subgroups exist within the target audience.

This chapter presents the findings of the research study, giving a description of each subgroup, taking note of the information needs and preferred sources of each subgroup. The demographic breakdown accompanies this information.

This information could be used to develop an IMC plan for an educational institution in the Cape Metropole, as shown in Chapter 6. This chapter presents the findings according to: (1) the initial factor analyses and (2) the initial cluster analyses, and then according to the research objectives. The factor and cluster analyses were conducted specifically to determine what information needs and source preferences could be grouped together and what subgroups exist among the target market.

5.2 FACTOR ANALYSIS AND CLUSTER ANALYSIS OF DATA

In order to achieve the objectives of this study, a factor analysis and a cluster analysis had to be run on the data obtained from the survey questionnaire. The factor analysis was necessary to determine how preferred sources and

information needs could be grouped together into main themes or categories within the target market. The cluster analysis was required to determine what main subgroups existed within the target audience. The subgroups had to display similar characteristics.

Ten factors emerged out of the factor analysis. The first two factors pertain to institution type, namely university and college/technikon. Five factors emerged pertaining to information requirements namely, employability aspects, aspects of course content, overall student experience aspects, sporting aspects and financial aspects. Three factors emerged pertaining to preferred sources, they are social sources, direct sources and media sources.

The cluster analysis resulted in the emergence of five subgroups. A discussion on each of these analyses follows under the separate headings factor analysis and cluster analysis.

5.2.1 Factor analysis

A factor analysis is used to identify major characteristics or factors considered to be important to respondents. The purpose of the factor analysis is to determine whether responses to several statements are highly correlated (Boyd, Westfall & Stasch, 1989:629-630). For the purposes of this study, the major characteristics refer to the types of preferred sources of high school learners and their information needs when considering a tertiary institution. The factor analysis would be able to indicate what the major categories of preferred sources and information needs are among the respondents. The following discusses the steps taken to run the factor analysis.

Step 1: The 36 learners, or 3.86%, who had indicated that they would definitely not study further after completing Grade 12 were removed. Based on the

answers given by the other learners to the institutions they considered attending, institutions were clustered into colleges / technikons and universities.

The colleges or technikons comprised the Boston City Campus, the Cape Peninsula University of Technology, the College of Cape Town, Damelin College, False Bay College, Northlink College and Varsity College.

Universities comprise the University of Stellenbosch, the University of Cape Town and the University of the Western Cape.

The VARCLUS procedure was used for this part of the analysis. This procedure clusters the numeric variables in the data set, starting with one cluster and splitting the clusters until all the clusters have, at the most, one eigenvalue greater than one. After two clusters had been formed, no further clusters were found with an eigenvalue of 1 or approximately 1. The sample data showed that there was no difference between the likelihood of students attending either a college or a technikon, so these two types of institution were clustered together (Coetzee, 2006).

Unlike the foregoing responses, which made no distinction between colleges and technikons, learners showed that, in mind, they separated universities from other tertiary institutions.

Step 2: Once the respondents' inclination to attend certain institutions had been determined, data reductions or factor analysis was carried out on the preferred sources and information requirements to determine the main themes in these categories. This was carried out to reduce the number of preferred sources and information needs to a more manageable amount of information.

Factor loadings indicated how strongly variables aligned with loads, and divided the responses into factors. A detailed table featuring the results of the factor analysis follows under the discussion of the research objectives.

The resulting ten factors with high eigenvalue were grouped under the following labelled factors:

1. **University**

   This category includes the three universities in the Cape Metropole.

2. **College**

   This includes universities of technology (previous technikons), private colleges and public FET colleges.

3. **Employability aspects**

   These are aspects of the institution that will enhance the chances of gaining employment after completion of studies.

4. **Aspects of course content**

   This includes the academic and practical components of the course.

5. **Overall student experience aspects**

   These are whatever impacts the students' experience in travelling to the institution and spending time on campus.

6. **Sporting aspects**

   These are the opportunities for and quality of sport at the institution.

7. **Financial aspects**

   Costs involved in studying and the available assistance.

8. **Direct Sources**

   These are sources stemming directly from the institution.

9. **Media Sources**

   Print, electronic and outdoor media sources.

10. **Social Sources**

    Sources stemming from individuals with whom the learner may interact.

The specific factor loadings on source and information needs are discussed under the research objectives later in this chapter. See Tables 5.1 and 5.3 for full detail.

5.2.2   Cluster analysis:

A cluster analysis identifies different groups or respondents who are similar to one another, but who differ from respondents in other groups. It is usually applied in studies in which the data consists of a number of variables, and for which a large sample has been collected. Distance, most commonly Euclidean distance, is used to measure similarity (Boyd *et al.*, 1989:621-4).

In this cluster analysis, Euclidean distances were measured using Ward's method of clustering, in which a dendogram (a graphical device) was used to identify possible clusters or subgroups. According to the dendogram, it was clear that five subgroups had been identified. The mean or average score for each respondent for each of the ten factors was calculated. Scores were standardised, putting the means scores for all ten factors on the same scale with the same variance (Coetzee, 2006).

A K-means cluster analysis was then run, using Ward's method and Euclidean distances. Respondents were clustered into five subgroups in terms of standardised mean factor scores (Coetzee, 2006).

The plot of the mean or average score for all respondents in each cluster gave an idea of the relevant importance of each factor to the respondents in each subgroup.

Figure 5.1

K-Means Cluster Analysis indicating the plot of means for each subgroup
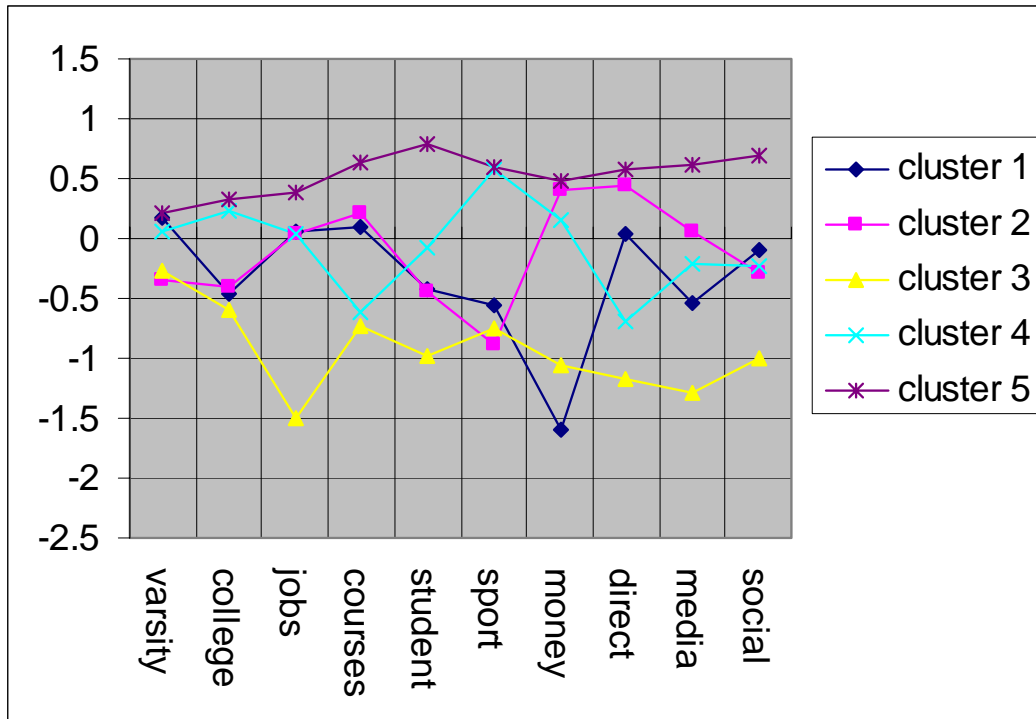
The above K-means cluster analysis shows the particular preferences of each subgroup in terms of the ten factors derived.

Frequency tables and histograms were also created, giving percentages and summaries of respondents in each subgroup, as well as their characteristics and responses to each survey question.

5.3   PRESENTATION OF RESULTS

5.3.1 Research objective 1:

To determine whether subgroups with similar characteristics, information needs and source preferences exist within this target market

As pointed out above, the method of analysis used in this study was a K-means cluster analysis, resulting in the identification of five subgroups within the sample.

Some key similarities among the group as a whole emerged from the study. It appears that population group and socio-economic circumstances still impact on the subgroups within this target group. Each subgroup displays particular characteristics relating to population group and socio-economic circumstances, which impacts on their decisions regarding further study. A detailed description and reasoning will be given in each instance.

Five main information needs themes were derived from the factor analysis. In each instance, the theme gives an indication of respondents' beliefs and subsequent motivations, and therefore has to be considered in the responses of each subgroup. They are:

Jobs (employability aspects):

Respondents who rate employability aspects highly consider the long-term implications of education. They consider their own ability to find a job after qualifying and whether the institution will help them find employment. This shows a concern for long-term need fulfilment and not just the short-term aspects of being a student. It may indicate the need to find a successful career, or to be self-sufficient.

Courses (aspects of course content):

Respondents who rated course content highly consider the actual delivery of the programme and which factors they would regard as important in receiving an education. Academic aspects rate highly here, as well as the language of tuition and the practical course content.

Student life (overall student experience):

Aspects of student life refer to the more personal aspects of an institution and how these impact the day-to-day experience of attending one. They include such considerations as whether the student will find accommodation at the institution, whether there is easy transport to the institution and whether the campus is a safe place. Students who rate these factors highly are concerned with the environment in which they find themselves daily. They need to satisfy an aesthetic need, but are also are concerned about the logistics of attending an institution, and not only the long-term benefits of an education.

Sport (sporting aspects):

It is important to note that sport implies also a number of social factors, such as winning, being part of a team, team social events and meeting people. All of these points contribute to social life on campus. They also contribute to the self-esteem that comes with being part of a team, especially a winning team.

Money (financial aspects):

The financial aspects of attending an institution include the cost of the tuition and the availability of financial aid. Students who rate these aspects highly consider the practical implications of being able to afford an education.

The following is a description of the characteristics of each subgroup in terms of the specific demographics of the subgroup and their specific factor themes according to information requirements and preferred sources.

5.3.1.1   Subgroup 1: 'have lots'

The members of this subgroup appear to come from wealthy homes where they have few material needs that cannot be met. As a result, they have been labelled the 'have lots'.

This subgroup is made up of 83 respondents, most of whom are females (75%). They are predominantly English-speaking (70%), aged between 15 and 17, and are mostly white or coloured.

Most telling about this group is that they attend the most advantaged schools in the sample: Wynberg Girls' High, Settlers High School, Fairmont High School and Rustenburg Girls' High.

Figure 5.2

K-Means cluster analysis of Subgroup 1 'Have lots'
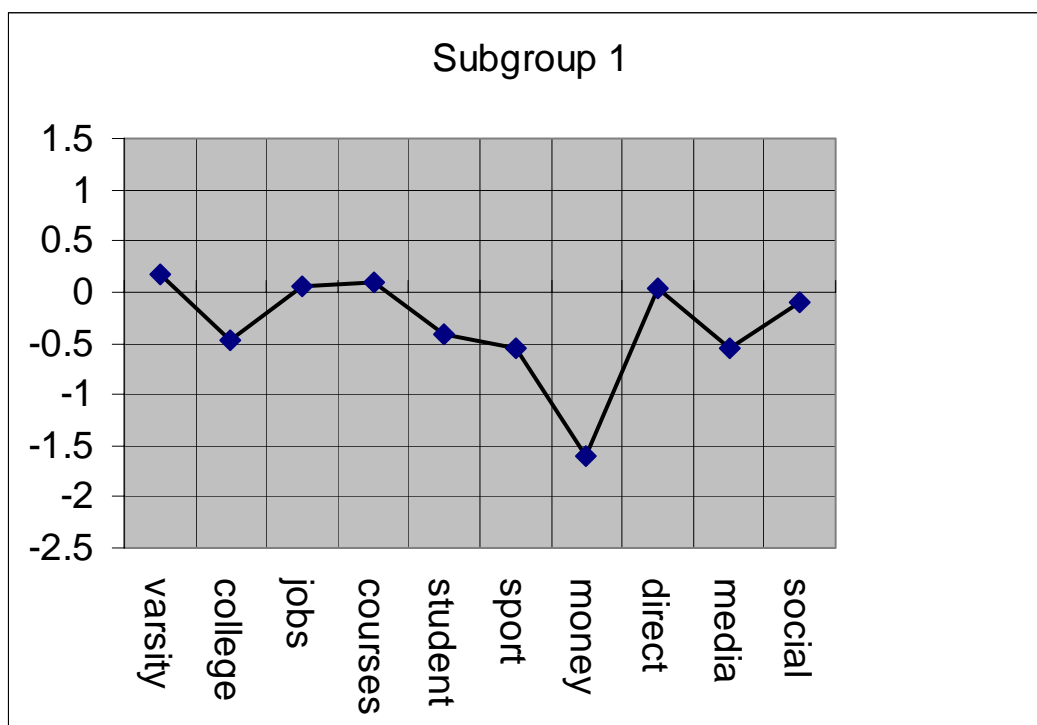
In the K-means cluster analysis, members of this subgroup overwhelmingly plan to attend university rather than college or technikon. This correlates with findings of other studies in which students from a higher socio-economic background are more inclined to select universities rather than colleges or technikons (Cosser & Du Toit, 2002; Davies & Guppy, 1997; Goff *et al.*, 2004).

Their main considerations in selecting an institution are factors relating to employability, and the specific course they wish to study. Student life and sporting factors rate lower, with aspects relating to the affordability of the institution rating extremely low.

Regarding information sources, this subgroup will rely on direct sources, that is, information from the institution itself, but members do not value media sources. Social sources also rate highly.

They place no emphasis on the experience of being at university, but rather consider the long-term implications of what they study. It is clear that their material circumstances mean that money is not a significant consideration, and will not impact on what or where they study.

Judging by the sources they prefer, they show that they are not intimidated by the institution, but believe that the institution's sources will be the most direct and honest in providing information. On the other hand they are sceptical of the advertising that may come from an institution, perhaps believing that it will be dressed up in marketing terms, and will not reflect the truth about the institution. This shows the group to be quite media-savvy, which accords with the media behaviour of Generation Y.

In terms of media usage, this subgroup shows a specific interest in young women's interest magazines like *Cosmo Girl* and *Seventeen*. Their favourite radio stations are Good Hope FM and 5FM. It appears that a higher percentage in this group also listen to the smaller community station Bush Radio, and the local radio station KFM. This subgroup is the most web-savvy subgroup of all, with 55% of the subgroup having a favourite website. Proportionately more of the respondents in this subgroup favour music websites.

The majority of respondents in this subgroup live in a house in a suburb. The

highest level of education in the household is a degree. Most students believe that their parents will pay for their education and only an unusually small number will consider applying for some form of financial aid.

5.3.1.2   Subgroup 2: 'aspiring have lots'

The members of subgroup 2 come from less affluent backgrounds than those of subgroup 1, but share the same aspirations. For this reason the subgroup is labelled 'Aspiring have lots'.

The members of subgroup 2 have their sights firmly set on being more like subgroup 1. Most aspects of their lives are quite similar to those of subgroup 1, but financial constraints still hold them back from being exactly like the first subgroup. Their parents have the same intentions for them.

This subgroup consists of 168 respondents, 77% of whom are female. More than half (51%) are coloured, but there is a high proportion of white respondents. The majority of respondents speak English at home, and are aged between 15 and 17, most being 17 already.

Respondents in this group once again attend the more affluent schools in the survey, such as Strand Hoërskool, Settlers High School, and Windsor. The group also includes Belgravia High, which is more affordable. Noticeably, the very affluent school Rustenburg Girls' High is noticeably under-represented in this subgroup. Fewer respondents in this subgroup attend girls-only schools.

The K-means analysis for subgroup 2 indicates that the respondents in this group plan to attend university, but quite possibly a technikon or college, with the mean for this factor being very similar.

In contrast to the previous subgroup, affordability is a primary consideration for

this group when it comes to selecting a tertiary institution, and may be a prime reason for the close rating of both types of institutions. Notably, colleges and technikons are more affordable than universities.

Figure 5.3

K-Means cluster analysis of Subgroup 2 'Aspiring have lots'
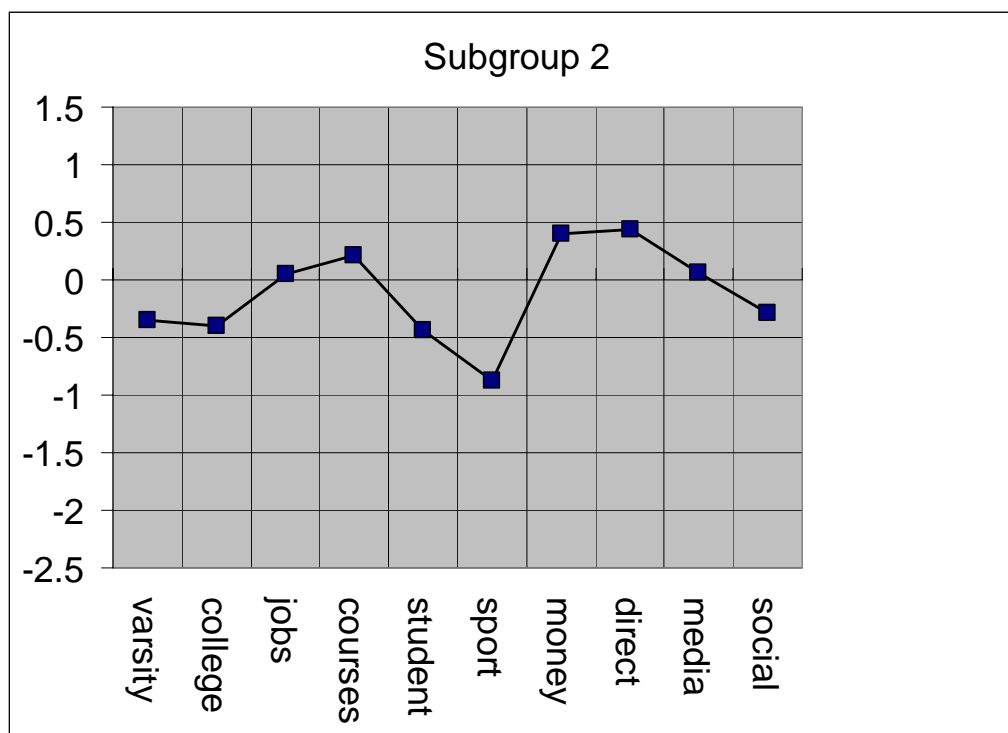
Following on the issue of affordability, members of this group look to specific courses and jobs when applying to an institution, rating the social aspects of sport and student life a lot lower. This shows that they are, in fact, very serious and ambitious, but have to deal with the initial reality of being able to afford their tuition. This appears to be a subgroup whose parents have made the necessary sacrifices for their children to get a good high school education, but may not have the requisite funds to pay for a tertiary education.

Members of this subgroup also trust direct sources from the institution when it comes to finding information about studying further. They do, however, rate

media sources higher than social sources, indicating that they may be more trusting of media than of sources that they may know.

This subgroup watches TV channels like ETV and MNET, and has very limited access to DSTV. There is also a higher proportion of students who watch SABC 2 and 3 in this subgroup. They listen to Good Hope FM and 5FM, while some of them tune in to P4, unlike other subgroups.

This group are more inclined to read general interest magazines like *People*, *You* and *Huisgenoot* rather than female interest magazines like *Cosmopolitan*.

Although this group mainly consume the English daily press, such as the *Cape Argus* and the *Cape Times*, a high proportion also read the tabloid *The Voice*.

This group has the lowest number of web-savvy users, at only 35%. This further emphasises that they probably do not come from affluent families with web access at home, but access the Internet when given the opportunity at school.

Most of the respondents in this group live in a house in the suburbs. In terms of the highest level of education in the household, this subgroup has a higher proportion of respondents for whom college and technikon qualifications are the highest level of education at home, as opposed to degrees among the previous subgroup.

In terms of payment method, ironically most students still hope that their parents will pay for them, with a high proportion saying that they do not know how they will pay for their tertiary education.

### 5.3.1.3	Subgroup 3: 'university lifers'

Respondents in this subgroup show a greater interest in the social aspects of

going to university than in any of the long-term benefits of such an education. They indicated in their responses that the university experience is their primary objective in attending such an institution, which earns them the label 'university lifers'.

This is the smallest subgroup, with 79 respondents. The group is made up of 63% females and 36% males, reflecting a very similar ratio to that of the survey respondents as a whole. Forty five percent of respondents in the group are coloured, and 32% white. The majority (68%) speak English at home.

This is also a subgroup in which the majority of learners attend privileged schools. Less privileged schools are highly under-represented in this subgroup. The majority of respondents in this subgroup attend Rustenburg Girls' High, Fairmount High School, The Settlers High School, and Windsor High.

Figure 5.4

K-Means cluster analysis of Subgroup 3 'university lifers'
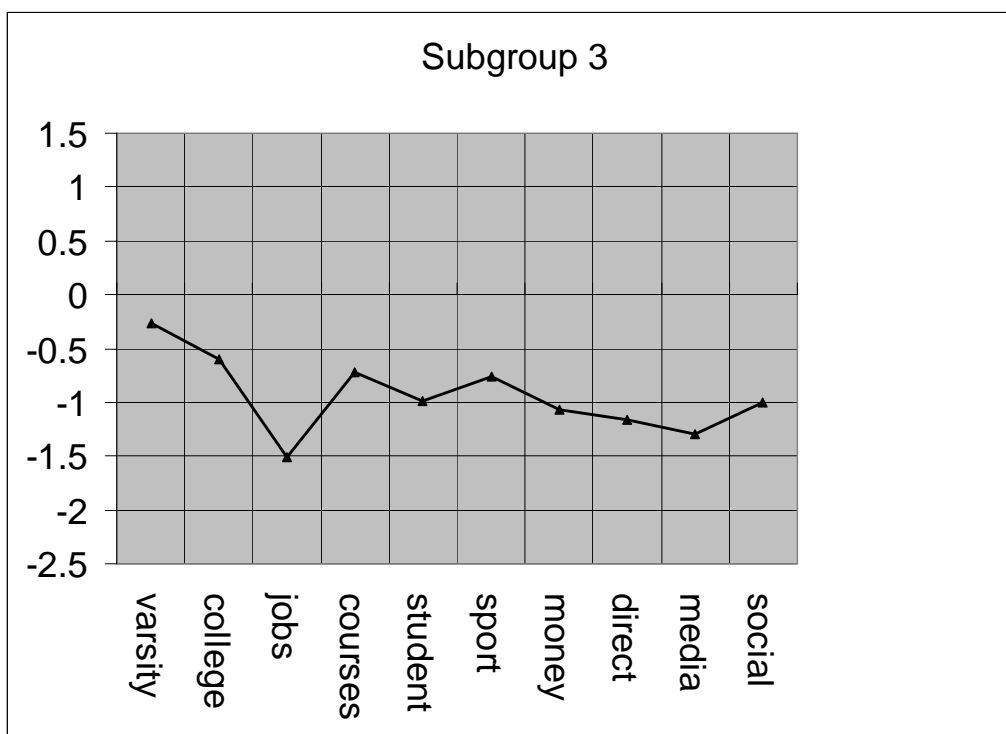
Respondents in this group clearly plan to attend a university rather than a college or technikon. It seems that their main driver in choosing an institution lies with factors that will impact the student experience as a whole, such as the content of the course, the sporting aspects and aspects of student life. They are least concerned with affordability and the longer-term prospects of employability. Their main sources are social sources, particularly who will be able to give them a more honest report on what it is really like to attend a certain institution. This group is also less trusting of media sources, indicating some degree of media-savvy, which is typical of Generation Y.

In terms of media consumption, this group of respondents prefers the pay TV channels DSTV and MNET. They are also keen listeners to 5FM and Good Hope FM. Proportionately fewer respondents in this subgroup read *You* and *People* magazine. The most popular magazines among this subgroup are *Cosmopolitan* and *Seventeen*. Besides the usual Cape Town daily newspapers, a number also read the *Sunday Times* and the Afrikaans tabloid *Die Son*.

In line with their limited concerns about money, this group is the second most web-savvy group, with 43% having a favourite website. The most popular sites proportionately are those aimed at teenagers.

The majority of respondents live in a house in a suburb, with the highest level of education being a degree, followed by a diploma. This subgroup represents a high proportion of respondents for whom a diploma is the highest level of education in the household.

Most respondents in this subgroup will rely on their parents to pay, but an unusually large proportion will apply for study loans too. This may indicate that this subgroup is not intimidated by the idea of debt, and may be quite well educated by relying on the accessibility of financial aid.

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5.3.1.4   Subgroup 4: 'little direction'

The members of this subgroup, in comparison with the other subgroups, show little knowledge of the opportunities open to them in terms of studying, coupled with very little motivation. This lack of direction as far as studying further and their futures in general are concerned has earned them the label of 'little direction'.

This is the second largest subgroup, with 172 respondents. It consists of a considerably larger proportion of males than any other group. It is a largely African and Coloured group, with a relatively even spread of English, Afrikaans and Xhosa speakers, although the proportion of English speakers in relation to the group as a whole is lower. The majority of respondents are between 15 and 17, but a very high proportion of respondents are older than 18.

The highest proportion of learners in this subgroup attend disadvantaged schools like Manzimthombo, Beauvallen, Langa, Zola, Cedar, Thembelihle, Belgravia, Pelican Park and Fezeka. There are very few girls-only schools in this subgroup.

The 172 respondents in this subgroup make it the second largest of the subgroups. This subgroup can be described as a streetwise, masculine subgroup, whose members are older and more sceptical. They are, however, somewhat intimidated by the thought of studying further.

Figure 5.5

K-Means cluster analysis of Subgroup 4, 'little direction'
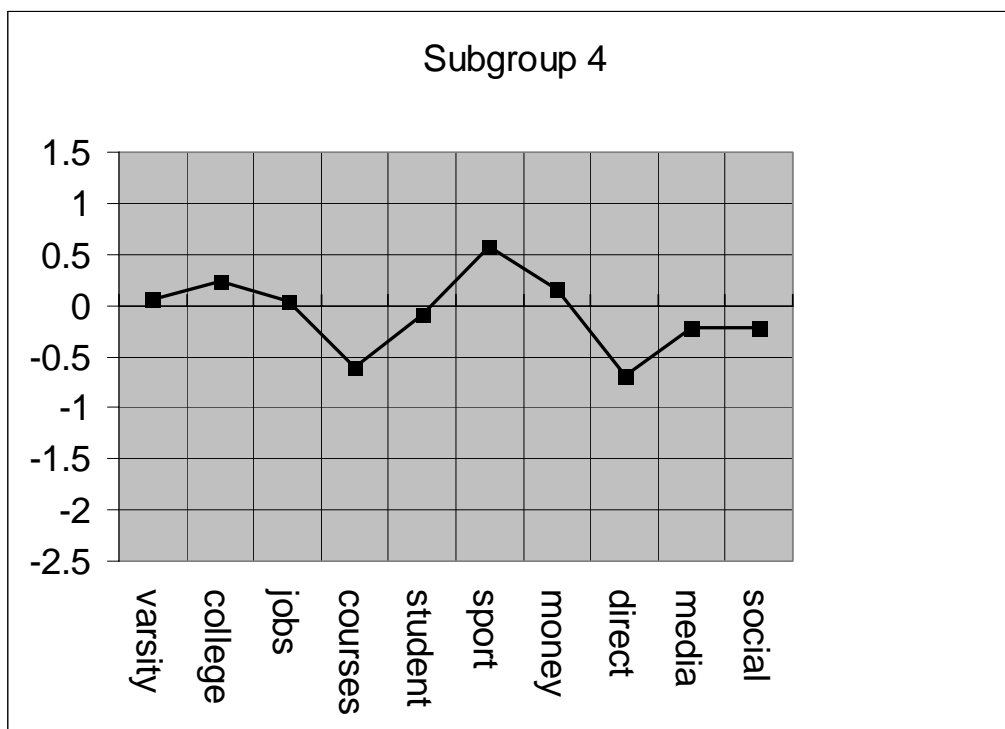
The above K-means analysis shows that respondents in this subgroup are more likely to attend a college or technikon than a university.

This group rates sport as the most important reason for attending an institution, followed by affordability. Course content rates the lowest. Perhaps this point gives the best indication about the group, as it implies that their knowledge of programmes and available courses is probably very limited. They rely on media and social sources to obtain more information about tertiary institutions, and are not inclined to consult direct sources. This may be because they have had limited exposure to institutions and find the thought of approaching an institution too daunting. Turning to social sources and to advertising (media sources) is both more familiar and less intimidating.

In terms of media consumption, this group predominantly watches SABC 1 and

ETV. Besides Good Hope FM and 5FM, they also have a high number who listen to Bush Radio, Metro FM, P4 and Umhlobo Wenene. The most popular magazine is *You*, but readers of *Bona* and *FHM* are also proportionately high.

Besides the *Cape Argus,* which has a large number of readers, this group also read the Afrikaans daily *Die Burger*, the tabloid *Die Son* and the local papers. The *Sunday Times* is also popular.

This group has a high number of web users. The highest proportion favour sites that are grouped together as 'unsavoury sites', including pornography and the macabre.

Proportionately more of these respondents live in informal housing and townships, indicating that they are from disadvantaged homes.

Many respondents do not know what the highest level of education in their household is, with proportionately more households in this subgroup having a high school or primary school education as the highest level of education in the household.

Many of these respondents will either look to their parents to pay for their studies, or apply for a bursary. As college or technikon is often more affordable, this may be a fairly realistic expectation.

5.3.1.5   Subgroup 5: 'new lifers'

The respondents in this subgroup indicate that their main aim is to escape the circumstances in which they currently find themselves, hoping that obtaining an education will be the key to this. For this reason they have been labelled the 'new lifers'.

Consisting of 215 respondents, this is the largest subgroup in the study. Sixty nine percent of respondents are female and 31% male, making it only a slightly more female subgroup than those in the study as a whole.

The majority of respondents are Coloured or African, speaking mostly Afrikaans or Xhosa. Proportionately this subgroup has more Xhosa speakers than any other subgroup. Similarly, it has the highest proportion of Africans.

In terms of age, this group contains a large proportion of respondents over the age of 18. This is therefore a group that can be classified as being comprised of older African and coloured females.

Figure 5.6

K-Means cluster analysis of Subgroup 5 'new lifers'
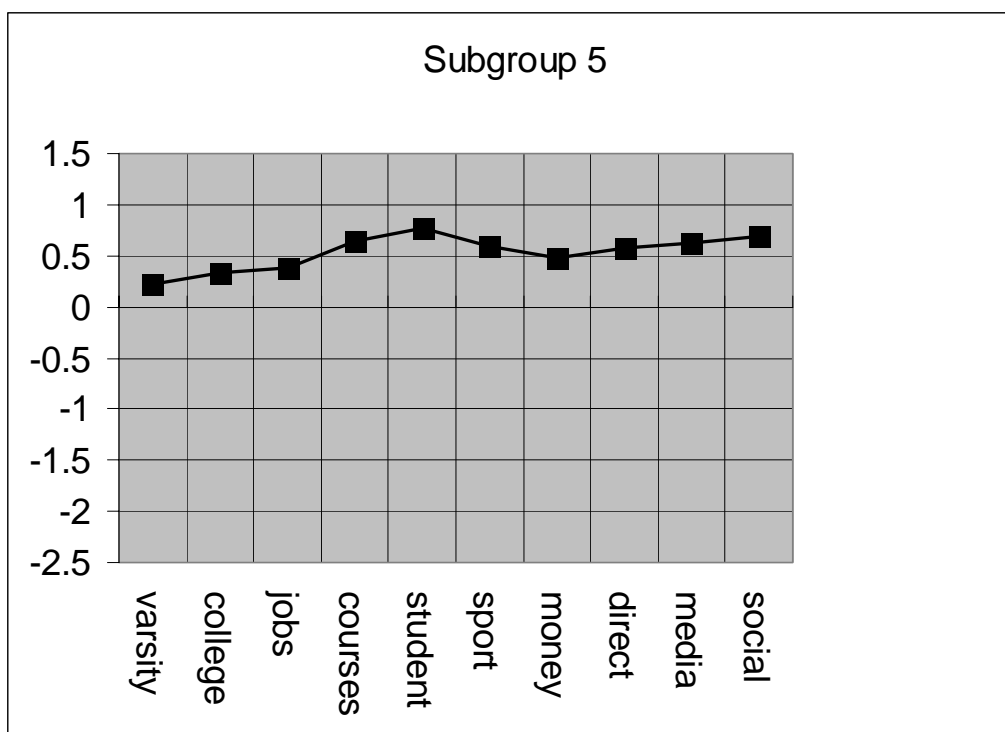
On the whole, these respondents believe that they will apply to a college or a technikon rather than to a university. They rate aspects of student life as most

important, followed by the course content and sporting aspects. The long-term aspects of employability do not feature highly amongst this group. It is possible that the top three factors here imply that students look for a safe haven during the day, and for better circumstances to go to. It is documented that life in disadvantaged circumstances in Cape Town's townships holds many hardships, which respondents may feel they can escape by attending an institution (Ramphele, 2002:12). Education is also seen as the only option for escaping the disadvantaged circumstances in which these students find themselves (Ramphele, 2002:61).

These respondents look primarily to social sources for information on where to study. This correlates with subgroup 3, who also value aspects of student life, and who, like subgroup 5, prefer social sources of information. Respondents in this group also rate direct sources the lowest, indicating a similar aversion to that expressed by subgroup 4, and may find it intimidating to seek information directly from an institution.

In terms of media usage, this subgroup prefers to watch SABC 1, with low numbers having access to the pay-TV channels MNet and DSTV. Good Hope FM and 5Fm continue to feature highly, but the Xhosa-speaking stations Umhlobo Wenene and Radio Zibonele have a higher proportion of listeners in this subgroup.

The most popular magazine is *You*, with *Drum* and *TV plus* featuring proportionately high in this subgroup.

The web usage in this subgroup is second lowest at 38%. Proportionally more respondents view educational websites. This may indicate that the only websites they have access to are at school, and pertain to education, or one of the sites may be the school website.

The respondents in this subgroup reside, for the most part, in flats, rural houses or informal housing in townships. Proportionally, the highest level of education in most households in this subgroup is either primary or secondary school education, with some college education. Diplomas and degrees are very few.

Respondents in this group do not expect their parents to pay but will rely on scholarships, bursaries and loans to finance their studies.

The factor and cluster analyses have shown that there are five specific subgroups within this target audience that display similar characteristics and preferences regarding the type of institution to attend, the preferred sources, and information needs.

This provides the institution with information specific to the audience they wish to target.

5.3.2 Research objective 2:

To determine the information sources high school learners prefer to consult regarding tertiary institutions

Factor loadings indicate how strongly a variable aligns with each of the five factors. Loadings equal to or larger than 0.3 are considered acceptable. The following table (table 5.1) indicates which variables aligned according to their factor loading, thereby dividing into three information source factors. The three factors are in line with the information sources as determined by Goff *et al.* (2004), and are therefore named accordingly.

Table 5.1

Division of preferred sources into categories according to factor loadings

	Factor 1 Media Sources	Factor 2 Social Sources	Factor 3 Direct Sources
Websites of institutions	0.046	-0.03	0.444
Information brochures from institutions	0.124	-0.051	0.463
Advertisements on billboards	0.654	0.03	0.069
Advertisements on television	0.867	-0.005	-0.085
Advertisements on radio	0.877	-0.034	-0.098
Advertisements in magazines	0.662	0.042	0.053
Advertisements in newspapers	0.636	0.046	0.068
Career exhibitions	-0.055	0.032	0.632
Open days at institutions	-0.089	-0.041	0.571
Careers assessments	-0.016	0.179	0.452
Free publications distributed at schools	0.276	0.04	0.357
Advice from a close friend	0.039	0.542	-0.015
Advice from past or current students of institutions	0.056	0.434	0.146
Advice from school counsellors / guidance teachers	0.188	0.381	0.08
Advice from parents and guardians	-0.027	0.754	-0.097
Advice from family members (other than parents & guardians)	-0.076	0.715	-0.024
Eigenvalue	4.52	1.84	1.77
Percentage of variance explained	24.2	8.57	7.14
Factor mean	3.65	3.83	4.28
Factor standard deviation	0.98	0.77	0.6
Cronbach alpha	0.86	0.72	0.68

The study shows that there are specific categories of information sources that each subgroup prefers to consult when seeking information about tertiary institutions.

The study has also shown that media or advertising sources are not always the preferred source, but that social sources, word of mouth or direct sources from the institution are sometimes preferred.

The following table (table 5.2) gives a summary of the preferred information sources for each subgroup. It also lists each subgroup's preferred type of institution.

Table 5.2

Information Source preference of each subgroup

Subgroups	Preferred source 1	Preferred source 2	Preferred source 3	Preferred institution
Subgroup 1 Have lots	Direct	Social	Media	University
Subgroup 2 Aspiring Have lots	Direct	Media	Social	University, followed closely by Technikon or College
Subgroup 3 University Lifers	Social	Direct	Media	University
Subgroup 4 Little Directions	Media	Social	Direct	College/Technikon
Subgroup 5 New lifers	Social	Media	Direct	College/Technikon

This gives an indication of the type of marketing communication the institution will need to use to attract members of each segment. Bearing in mind that, in many instances, tertiary institutions are in the process of redressing the past and hoping to attract historically disadvantaged students to have a student body in line with the greater population of the country, the information relating to each subgroup will be of use.

5.3.3 Research objective 3

To determine the information needs of high school learners when selecting tertiary institutions

The following table (Table 5.3) indicates which variables aligned according to their factor loading, thereby dividing into five information needs factors.

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Table 5.3

Division of information needs into categories according to factor loadings

	Factor 1 Sporting aspects	Factor 2 Course Content	Factor 3 Financial Aspects	Factor 4 Overall student experi-ence	Factor 5 Employ-ability aspects
A parent or guardian's preference	0.047	0.091	0.092	0.009	0.163
The institution's ability to place you in a job after qualifying	0.043	-0.119	-0.028	-0.087	0.906
Available employment opportunities after graduation	-0.029	0.039	-0.015	0.057	0.486
The language of teaching of the institution	-0.054	0.264	0.068	0.113	0.04
The amount of practical content in the programme	0.068	0.482	-0.01	0.068	0.007
The amount of academic content in the programme	0.073	0.826	-0.08	-0.132	-0.029
The specific academic courses that are on offer	-0.056	0.492	0.058	-0.049	-0.012
Receiving personal attention in classes	0.022	0.072	0.021	0.3	0.142
The distance of the institution from home	-0.002	-0.01	0.268	0.202	-0.01
The attractiveness of the campus (architecture, buildings, landscape)	0.06	-0.057	0.038	0.393	-0.024
The availability of hostel/ residential facilities	0.078	-0.105	0	0.599	0.01
Student life at the institution	-0.04	0.052	-0.047	0.617	0.032
Academic reputation of the institution	-0.083	0.289	0.007	0.22	0.131
The sporting excellence of the institution	0.875	0.017	0.014	0.034	0.055
The sporting opportunities at the institution	0.903	0.009	0.013	0.056	-0.02
The cultural opportunities at the institution	0.149	0.168	0	0.336	-0.038
Safety on campus	-0.056	0.126	0.119	0.286	0.102
The cost of tuition at the institution	-0.06	0.02	1.057	-0.121	-0.067
The availability of financial aid and scholarships at the institution	0.176	-0.016	0.389	0.016	0.124
Eigenvalue	3.58	1.93	1.34	1.28	1.22
Percentage of variance explained	8.5	11.99	9.75	4.67	3.6
Factor mean	3.35	4.11	4.26	3.68	4.46
Factor standard deviation	1.36	0.64	0.89	0.7	0.76
Cronbach alpha	0.9	0.6	0.59	0.63	0.59

Table 5.3 indicates that five specific categories of information needs are identified among the target market. As discussed in section 5.3.1, each subgroup was found to have specific information needs that needed to be met in selecting a tertiary institution. A description of each subgroup's information needs is given in table 5.4 below.

Table 5.4

Information needs of each subgroup

	Information need 1	Information need 2	Information need 3	Information need 4	Information need 5
Subgroup 1 Have lots	Courses	Jobs	Student life	Sport	Money
Subgroup 2 Aspiring Have lots	Money	Courses	Jobs	Student life	Sport
Subgroup 3 University Lifers	Courses	Sport	Student Life	Money	Jobs
Subgroup 4 Little Directions	Sport	Money	Jobs	Student life	Courses
Subgroup 5 New lifers	Student life	Courses	Sport	Money	Jobs

It is clear that the respondents in each subgroup have particular preferences in terms of what information they need to make the decision. This gives institutions the tools with which to determine what information to use in marketing to specific groups.

5.3.4 Research objective 4

Proposed tailor-made IMC plan for a tertiary institution in the Cape Metropole

The findings of the factor analysis and cluster analysis provide the information necessary to develop a proposed tailor-made IMC plan for a tertiary institution in the Cape Metropole. This proposed plan is addressed in Chapter 6 of this study.

5.4   SUMMARY

In conclusion, it is clear that five very distinct clusters or subgroups exist within this study, each with specific concerns and priorities when it comes to studying further.

These subgroups indicate that the target audiences of educational institutions in the Cape Metropole are divided according to their beliefs about the factors considered important regarding tertiary education, and are further divided in many ways according to the socio-economic circumstances in which the subgroups find themselves. As other studies have shown, the socio-economic circumstances of potential students continue to impact on the choices they make to attend an institution.

This study also gives valuable information on the preference for sources of students who are planning to study further. The fact that not all subgroups depend on the same themes for sources, that is, media, direct sources and social sources, indicates that the IMC plan must be tailor-made to address the specific needs of each subgroup by means of a varied marketing communication mix. This is further illustrated in the case study IMC plan drawn up in Chapter 6.

CHAPTER 6

Conclusion and recommendations

6.1   CHAPTER SUMMARY

Chapter 1 outlined the problem and objectives of the study. Investigation into the existing literature shows that little research has been carried out to determine the exact information needs and preferred sources of information of learners in the Cape Metropole in selecting a tertiary institution. Three general research objectives were put forward with the outcome to develop an IMC plan for student recruitment at tertiary institutions. Such a study would also be able to supply information about what sources are most often consulted by these learners when it comes to selecting a tertiary institution.

Chapter 2 indicated that there are a number of internal and external factors influencing consumer behaviour, particularly that of the subgroups to which the learners in this study belong. The target market generation, Generation Y, or the Millennials, as they are also known, is characterised by its use of media and its views on the media as these relate to marketing organisations. This generation has shown itself sceptical of advertising and marketing messages, and expects media 'to come to them'. This attitude towards media and messages plays a strong role in determining learners' preferred information sources and media needs.

Chapter 3 discussed Integrated Marketing Communication in the context of tertiary education. It dealt primarily with the traditional marketing mix and IMC; the promotional mix and IMC; learner recruitment and IMC; the media mix and IMC, and learner uses and gratifications of the media. It was made clear in this chapter that both these approaches take into consideration the specific media

and information requirements of the target market. These approaches call on the marketer to use a marketing mix that takes into account the target market's specific needs, while consistently communicating a unified message.

Chapter 4 described the research design and method used in the study. A quantitative survey of Grade 11 learners from a stratified random sample of schools in the Cape Metropole was conducted. Once the data had been collected, a factor analysis was run on the results, followed by a cluster analysis. These analyses determined that five cluster or subgroups exist within the target market, each with its own specific information requirements, preferred sources and preferred type of institution. While each cluster has specific demographic characteristics, the clusters have characteristics in common with the other members of the subgroup.

Chapter 5 discussed the specific characteristics as well as preferred media sources and information requirements of each cluster in further detail. The chapter set out what an IMC plan would have to take into consideration when targeting each individual subgroup. It also confirmed the objectives posed in Chapter 4 concerning the subgroups and their preferences for information sources and needs.

6.2 CONCLUSION

This study has identified five individual subgroups that exist within the target market of tertiary institutions in the Cape Metropole. Each group has its individual perception of information sources and therefore its own preference for the sources its members wish to consult.

Coupled with their choice of preferred type of sources, these subgroups have also indicated what information is critical to them in terms of their decision to attend an institution. This information is an indicator of their expectations of a

tertiary institution and what their needs are in relation to it. It also gives the marketing communication practitioner the relevant insight into determining what messages are required when communicating with these individual subgroups.

Objective 1

To determine if subgroups with similar characteristics, information needs and source preferences exist within this target market

The cluster analysis of the data collected from the survey showed that there are five specific subgroups among learners in the Cape Metropole. Each of these subgroups showed that they shared similar characteristics in terms of demographics, but, more importantly, that they shared their preference for information sources and requirements within each subgroup. The five subgroups that were labelled can be described as follows:

1.   'Have lots'
This subgroup appears to come from wealthy homes, where few material needs cannot be met.

2.   'Aspiring have lots'
The members of subgroup 2 come from less affluent backgrounds than those   of subgroup 1, but share the same aspirations.

3.   'University lifers'
This subgroup shows greater interest in the social aspects of attending a university than in any of the long-term benefits to be gained from such an education. Their responses indicate that the university experience is their primary objective in attending an institution.

4.   'Little direction'
The members of this subgroup show little knowledge about the opportunities

open to them in terms of studying, coupled with very little motivation in comparison with the other subgroups.

5.   'New lifers'

The respondents in this subgroup indicate that their main aim is to escape the circumstances in which they currently find themselves, and they hope that obtaining an education will be the key to this escape.

Table 6.1 (below) summarises each cluster with its specific preference for the type of institution, information source and information needs. Each cluster has a unique combination of each of the above.

Table 6.1

Summary of subgroup preference of institutions,

Information sources and information needs

Subgroup	Preferred institution type	Preferred information source	Most important information needs
Subgroup 1 Have lots	University	Direct sources	Aspects of course content
Subgroup 2 Aspiring have lots	University, followed closely by Technikon / College	Direct sources	Financial aspects
Subgroup 3 University lifers	University	Social sources	Aspects of course content
Subgroup 4 Little direction	College/ Technikon	Media sources	Sporting aspects
Subgroup 5 New lifers	College/ Technikon	Social sources	Overall student experience aspects

Objective 2

To determine what information sources high school learners prefer to consult about tertiary institutions.

The factor analysis of the data clearly showed that the different types of sources consulted by learners can be divided into three different types of factor, namely direct sources, media sources and social sources.

Furthermore, the cluster analysis showed that learners have preferences as to which type of source they prefer to consult about tertiary institutions.

Objective 3

To determine what the information needs of high school learners are when selecting tertiary institutions.

Using the answers to the questions in the survey, and the subsequent factor analysis on the information needs, it was determined that five different types of information need exist among the target market, namely: employability , course content, overall student experience, sport and finance.

These five groups of information needs indicate the information from marketing communication required by the learners when selecting a tertiary institution.

Objective 4

To propose a tailor-made Integrated Marketing Communication plan that can be drawn up to assist tertiary institutions with their marketing efforts

It is possible to develop a tailor-made IMC plan using the information gained from this study to assist a tertiary institution in their marketing efforts. The proposed IMC plan for a tertiary institution in the Cape Metropole will be discussed under a separate heading later in this chapter (6.4).

6.3   RECOMMENDATIONS

The following recommendations are put forward in view of the findings and conclusions under the set objectives:

Objective 1

To determine whether subgroups with similar characteristics, information needs and media preferences exist within this target market

The study has shown that subgroups do exist within this target market, with shared characteristics, which makes marketing to these groups easier, more cost effective and more relevant to their specific information needs.

It is therefore recommended that tertiary institutions should therefore take cognisance of the specific target groups they wish to reach through their IMC plans, and tailor their communication to their specific needs. It has been shown in this study that the success of IMC is related to meeting consumers' needs through meeting their information requirements and then providing the information in the source the consumer uses. Taking cognisance of prospective students' preferred sources and tailor-making messages according to their specific requirements remains crucial for tertiary institutions in reaching their target market. Also essential to the success of an IMC plan is taking cognisance of the generation the target market falls into, that is, Generation Y. Their unique attitudes towards advertising and marketing organisations must be taken into account. Further, their need for unvarnished truth and honesty in marketing messages will help direct the formulation of the IMC plan.

Objective 2

To determine what sources high school learners prefer to consult about tertiary institutions

From the findings, it is clear that the sources consulted by high school learners fall into three distinct categories. It is therefore recommended that tertiary institutions targeting these learners should take cognisance of these three sources, that is, media, direct sources and social sources, recognising also which

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ones are preferred by their target market. Use of the appropriate type of source can help institutions maximise their advertising efficacy and avoid duplication of media vehicles.

Objective 3

To determine what the information needs of high school learners are when selecting tertiary institutions

High school learners have specific information needs that could be met through marketing communication. This would help them decide which tertiary institution to select. It is recommended that tertiary institutions should take cognisance of the essential messages they need to include in their communication if they are to be successful. Unless the relevant messages are imparted, the marketing communication will not appeal to the target market, and the desired objectives will not be achieved. These messages can be categorised as five distinct types of information learner needs: employability; course content; the overall student experience; finance; and sport.

Objective 4

To propose a tailor-made Integrated Marketing Communications plan that could be drawn up to assist tertiary institutions in their marketing efforts

Basing the proposal on the information obtained in the study, a tailor-made IMC plan is proposed for any institution in the Cape Metropole. A plan detailing how to reach the target market of such an institution follows in section 6.4. The Belch and Belch (2004:27) Integrated Marketing Communication planning model is used as the basis for the design of this IMC plan, but has been adapted for purposes of this study. The plan gives an outline of the various aspects that must be taken into consideration when designing an IMC plan, and is in line with the data collected from this study.

6.4 PROPOSED IMC PLAN FOR A TERTIARY INSTITUTION IN THE CAPE METROPOLE

The proposed IMC plan is divided into three phases. The three phases are:

Phase I: Preliminary market analysis. This phase consists of the marketing plan review, analysis of the promotional programme situation and budget determination.

Phase II: Consumer analysis in which a detailed analysis is made of the target market, the consumer behaviour and the communication process.

Phase III: Implementation phase where the activities in the plan are developed, the plan is implemented and finally monitored and evaluated.

6.4.1 Phase I: Preliminary market analysis

Before the organisation can draw up an IMC plan, it should review the marketing plan and marketing objectives of the institution to ascertain that the IMC plan is in line with the institution's marketing goals (Belch & Belch, 2004:25). This would also include a detailed analysis of the environment in which the organisation functions, and a competitive analysis.

During this phase, the institution should carry out an internal analysis. This includes analysing the past successes and failures of promotional plans, the current staff component, and their abilities. This is also an opportunity for the institution to consider whether to employ an external agency or implement the programme themselves. The product or service should also be analysed to determine what its essential strengths and weaknesses are, as well as its unique selling points (Belch & Belch, 2004:27-29).

The prospective learner's decision stage with regard to tertiary institution selection could impact on the openness or receptiveness of marketing actions/efforts.

As discussed in Chapter 2, the consumer goes through certain phases in the consumer decision process. These phases are also applicable to the potential student. The following table summarises the phases of the consumer decision process specific to the high school learner.

Table 6.2 indicates five distinct phases on the following page that include: need arousal, information seeking, decision evaluation, decision execution and post decision assessment.

Table 6.2

Phases of the consumer decision process specific to the

high school learner

Phase	Description
Need arousal	The need arousal phase takes place when the potential student reaches the end of his/her schooling career and needs to start considering future options. Typically, teachers and guidance counsellors start arousing the learners' awareness of the need to consider future options from Grade 9 onwards.
Information seeking	The information-seeking phase for the potential student may take place over a number of years, or within a short space of time. Education is a high involvement product, and usually requires much more information-seeking. This is the phase in which the information needs and the specific source preferences of the learner are of value to the marketer. Each of these is discussed in detail for each cluster under market positioning.
Decision evaluation	During this phase, the learner has limited his choice to an evoked set of institutions. Once again, the specific information needs and source preferences must be taken into consideration in the marketing communications mix to ease the decision-making process.
Decision execution	Decision execution for a tertiary institution is not dependent only on the learner's choice. This falls to the institution to which the student has applied. Acceptance may be reliant on final school marks that may not be available until the very end of the learner's school career.
Post-decision assessment	Students can really evaluate their choice only once they have enrolled and completed some or all of their tertiary education. As many of the clusters in this market rely on social sources for information, it is crucial that positive word of mouth from existing students be harnessed by the marketing communication of the institution.

It is clear that the tertiary institution needs to be aware of the different phases that the learner goes through when selecting an institution and to ensure that the IMC plan takes the different phases into consideration.

A budget for the IMC plan can also be determined in this phase. It is dependent largely on finance available in the greater marketing budget. The institution has to determine how much money can be allocated for the implementation of an

IMC plan, as well as how this money will be allocated to the different aspects of the IMC plan (Belch & Belch, 2004:29).

6.4.2. Phase II: Consumer analysis

In this second phase of developing an IMC plan, the institution needs to take cognisance of the specific characteristics of the market segments, and also the correct positioning of the organisation for each segment.

6.4.2.1 Market segmentation

The target market for such an institution can be segmented into five distinct subgroups based on the cluster analysis drawn from this study. Each subgroup has its own unique demographics, social factors and information needs to be met. The positioning statement for the institution will also vary according to the specific needs of each cluster.

The question arises whether an institution should target all five subgroups in the Cape Metropole regardless of the type of institution it is, and what the market has indicated as a preference. In line with similar studies (Bruwer, 1996; Cosser & Du Toit, 2002; Goff *et al.,* 2004) that have been undertaken, it is clear that learners from lower socio-economic circumstances choose to attend college and technikon and not university. The converse is also true, in that learners from advantaged backgrounds elect to attend a university rather than a college or a technikon.

Similarly, two of the five subgroups identified in the target market indicated that they do not plan to attend university.

It is necessary to point out that the mission of most tertiary institutions is to recruit learners from all backgrounds and redress the challenges of the apartheid

legacy. As a result, the IMC plan for a tertiary institution based in the Cape Metropole has to include all five segments of the market in their marketing communication activities. Special emphasis has to be placed on encouraging learners in the latter two segments to consider selecting a university. Naturally, learners who do not qualify academically for a university will not be considered, but it can be assumed that there are learners in each of the segments who would qualify.

The five distinct subgroups in this market and proposed message that to each of these can be described as follows:

Subgroup 1: Have lots

This group consists of primarily white and coloured English-speaking females from advantaged homes. They are media-astute and technologically savvy. They will determine their choice of educational institution on their career aspirations, and how these can be achieved. Money is not a matter for concern in their choice of institution.

Message: A world-class institution with a wide variety of programmes that lead to excellent career opportunities.

Subgroup 2: Aspiring have lots

This group is also comprised of predominantly white and coloured females. They attend the more privileged schools, but come from households where money is not as readily available as in the 'have lots' homes. Although they aspire to be like the 'have lots', these have to face the reality of first obtaining financial aid before they can consider where or what they will study. They are also aspiring to have good careers.

Message: A world-class institution, accessible to all, with a wide variety of programmes leading to excellent career opportunities.

Subgroup 3: University lifers

This group come from privileged homes and schools and are a mix of males and females. Their main concern with an education is to enjoy the actual experience of being a student. They are squarely set on going to university, and not to a college or technikon. They are concerned with playing sport and the finer details of the courses they take. It is important to note that sport implies a number of social factors, such as winning, being part of a team, taking part in team social events and meeting people. All these points contribute to the quality of social life on campus.

Message: World-class courses, in a social, sporting environment.

Subgroup 4: Little directions

This large group of respondents come from disadvantaged backgrounds and attend disadvantaged schools. They are mostly males over the age of 18. They have very little knowledge about what they want to study, and settle for a college or technikon education, probably because of their financial circumstances. They are also concerned first with the social aspects of an education, and then with affordability. In order to attract this group, the institution will initially have to educate them on accessibility to tertiary education and the opportunities available to them.

Message: Creating career opportunities for all.

Subgroup 5: New lifers

This segment consists of both males and females over the age of 18. They come from disadvantaged households and schools, and intend attending college or technikon. This segment rates aspects of student life the highest, followed by course content, indicating that they value the complete college experience as a student. Affordability and long-term aspects of getting a job are not a concern. It is clear from their answers and circumstances that this group is seeking a new

life, or a new future. Because they come from a disadvantaged background, education is the key to changing their circumstances.

Message: Offering careers and accessible education to create new futures.

Furthermore the institution needs to do a detailed comparison of the demographics, and factors that will influence each subgroup in their decision-making. A detailed outline of these characteristics could be applied by a tertiary institution in the Cape Metropole.   Table 6.3 on the following pages reflects these specific characteristics in a user friendly column format. Due to the volume of information in the comparison of each subgroup's characteristics in table 6.3, it is necessary to print the content in landscape format on the next pages.

Table 6.3

A concise comparison of each subgroup and its unique characteristics

Subgroup name	Have lots	Aspiring have lots	University lifers	Little Direction	New lifers
Demographic description of subgroup:	Language: Majority English-speaking, some English and Afrikaans-speaking. Age:15-17 years Advantaged households Primarily white and coloured. Mostly female.	Language: Predominantly English-speaking Age: Mostly 17 year olds, some 15-16. Households appear to be less affluent, but managing to afford good high school education. Mostly coloured and white Mostly female.	Language: predominantly English-speaking. Age: A younger group with more students in the 15-16 age group than aged 17. Advantaged households, money factors are rated very low. Mostly white and coloured. Evenly divided between males and females.	Language: Xhosa and Afrikaans Age: This is a much older group, in which most respondents are 18 and older. Primarily African and coloured. Disadvantaged households and schools.	Language: Xhosa and Afrikaa Age: 18 years and older. Mostly African and Coloured. Mostly disadvantaged home schools. Slightly more females than m
Preferred type of institution:	University	University, followed closely by technikon/college	University	College or Technikon	College or Technikon
Purchasing Decision:	Final decision to purchase lies with potential student.	Lies with both student and parent/s.	Lies with the student	Both parents and students have the final say in where to study.	Parents or combined dec making between parents students.

Continued on next page

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Table 6.3

A concise comparison of each subgroup and its unique characteristics

Subgroup name	Have lots	Aspiring have lots	University lifers	Little Direction	New lifers
Social factors influencing the decision:	Family influence: highest level of education in households is university degree. This correlates with personal desire to attend university, and shows the influence of a role model. As in the case of other studies quoted in this study, learners with a higher socio-economic status are more inclined to consider university than college or technikon. 'Have lots' are also typical of Generation Y – sceptical of media advertising, and more technologically savvy than any of the other clusters.	Highest level of education in households of 'aspiring have lots': most have a college education, or a technikon diploma. Some also have a university degree. This is once again in line with the group's own educational goals. Members of this group are not typical Generation Y members. They are not web savvy, and rate media sources somewhat higher than social sources. This indicates that they are not as sceptical of advertising as the 'have lots'.	Highest level of education in household: mostly diploma or degree. Most of these students plan to attend university.	The highest level of education in these households is primarily a high school education. Many do not know what the highest level of education in the household Is. This is once again in line with the cluster's own aspirations to study further. Social sources play an important role in finding information about studying further. This is in line with the role of family influence in African society.	Highest level of education household: some primar secondary school education. have completed schoolin obtained a college certificate.
Method of payment:	Parents are expected to pay for tuition and other expenses. Very few 'have lots' consider turning to financial aid.	Many don't know how they will pay for education, with many considering bursaries. Some still hope parents will pay for tuition.	Although money is not listed as a factor in determining their education, many will apply for a study loan. This indicates that they are not intimidated or fearful of the long-term implications of a loan, in line with their other short-term views of education. Some believe parents will pay.	This group will turn to their parents, and to financial aid to fund their education.	Will apply for financial aid bursaries. Do not believe p can pay.

Table 6.3

A concise comparison of each subgroup and its unique characteristics

Subgroup name	Have lots	Aspiring have lots	University lifers	Little Direction	New lifers
Factors determining purchase :	**Job related factors:** • The institution's ability to place you in a job after qualifying • Available employment opportunities after graduation **Course-related factors:** • The language of teaching at the institution • The amount of practical content in the programme • The amount of academic content in the programme • The specific academic courses that are on offer • Academic reputation of the institution	**Financial aspects**: • The cost of tuition at the institution; • The availability of financial aid and scholarships at the institution; **Course-related factors**: • The language of teaching at the institution • The amount of practical content in the programme • The amount of academic content in the programme • The specific academic courses that are on offer • Academic reputation of the institution	**Sporting aspects:** • The sporting excellence of the institution; • The sporting opportunities at the institution; **Course-related factors:** • The language of teaching at the institution • The amount of practical content in the programme • The amount of academic content in the programme • The specific academic courses that are on offer • Academic reputation of the institution	**Sporting factors:** • The sporting excellence of the institution; • The sporting opportunities at the institution; **Financial aspects:** • The cost of tuition at the institution; • The availability of financial aid and scholarships at the institution. **Job related factors:** • The institution's ability to place you in a job after qualifying • Available employment opportunities after graduation	**Student life aspects** • Receiving personal atten[tion] classes; • The distance of the inst[itution] from home; • The attractiveness of [the] campus (archite[cture,] buildings, landscape); • The availability of [the] residential facilities • Student life at the institut[ion] • The cultural opportunities [at the] institution Safety on campus **Course-related factors**: • The language of teachi[ng at] the institution • The amount of practical c[ontent] in the programme • The amount of aca[demic] content in the programme • The specific academic co[urses] that are on offer • Academic reputation o[f the] institution

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Table 6.3

A concise comparison of each subgroup and its unique characteristics

Subgroup name	Have lots	Aspiring have lots	University lifers	Little Direction	New lifers
Preferred sources:	**Direct Sources:** • Websites of institutions • Information brochures from institutions • Career exhibitions • Open days at institutions • Careers assessments • Free publications distributed at schools **Social Sources** are also important in influencing their decisions: • Current or past students • Guidance counsellors • Parents and family members • Close friends	**Direct Sources:** • Websites of institutions • Information brochures from institutions • Career exhibitions • Open days at institutions • Careers assessments • Free publications distributed at schools **Media Sources** • Advertisements on billboards • Advertisements on television • Advertisements on radio • Advertisements in magazines • Advertisements in newspapers	**Social Sources:** • Current or past students • Guidance counsellors • Parents and family members • Close friends **Direct Sources:** • Websites of institutions • Information brochures from institutions • Career exhibitions • Open days at institutions • Careers assessments • Free publications distributed at schools	**Media Sources** • Advertisements on billboards • Advertisements on television • Advertisements on radio • Advertisements in magazines • Advertisements in newspapers **Social Sources** • Current or past students • Guidance counsellors • Parents and family members • Close friends	**Social Sources** • Current or past students • Guidance counsellors • Parents and family memb • Close friends **Media Sources** • Advertisements on billboa • Advertisements on televis • Advertisements on radio • Advertisements in magaz • Advertisements in newsp

The above table 6.3 gives an outline of the specific marketing communication requirements of each subgroup. This includes a demographic description of the subgroup, the type of institution they prefer to attend and the main purchasing decision-maker in the subgroup. It also describes which social factors influence their decision to study and how they anticipate paying for their tertiary education. The subgroups' preferred sources and information needs are also described in this context.

As described in Chapter 3, the IMC plan has to tailor-make the communications message to the customers' needs. The fragmentation of the market, as is seen by the five distinct subgroups, also requires the organisation to tailor-make its IMC plan to meet each group's specific information needs.

6.4.2.2 Consumer behaviour analysis

As discussed in Chapter 2, the consumer's wants and needs are important internal drivers in the decision-making process. The following table (Table 6.3) gives an outline of the short-term and long-term needs of each subgroup in the target market.

Table 6.4

Description of needs analysis of each subgroup

Subgroup	Short –term/ Initial needs	Long-term needs
Have lots	The need to know: this group is more concerned with the longer-term benefits of studying i.e. career opportunities. However their short-term need is to acquire the knowledge that will allow them this opportunity.	Self-actualisation: by studying the right course, these students hope to have new career possibilities open up to them. In turn, the right career will lead to their becoming fulfilled individuals.
Aspiring have lots	These students' primary need is to afford education, and to do so without cost to their other physiological needs. Once this matter has been addressed, they look to fulfilling the need to know, and obtaining an education. It would be of value to address both these needs, not just the issue of affordability.	Their long-term need is to invest in themselves and enhance their earning capacity.
University lifers	This subgroup aims to fulfil social needs while at university. They have little or no concern with what will follow their eventual graduation. They are basing their selection of institution on the course content, the sporting possibilities and the student life experience.	The long-term need of this subgroup is not clear. It can be assumed that, with their interest in course content, it may be the need to know, or to fulfil needs by getting a university education in a highly-regarded field.
Little direction	This group's short-term needs are social ones that will be fulfilled by taking sporting opportunities. Group members do not seem to have clear goals and wants, while sport is an opportunity to socialise rather than a reason for selecting an institution.	Long-term needs look to the physiological and safety needs that will be met by having a job, and esteem needs that come from having secured one.
New lifer	Social needs: this subgroup is primarily concerned with the social needs that will be fulfilled at a college or a technikon, and with the new circumstances that attending an institution will bring to their daily life	Their long-term needs tend towards obtaining a job and having a good earning capacity. Education is seen as the only way for them to escape the circumstances in which they find themselves now, and a means of affording a better lifestyle.

This table makes it clear that each subgroup has unique drivers that determine the type of institution they wish to attend. Both their short-term and long-term needs must be considered by the institution to ensure that the IMC plan has the desired effect.

The subgroups identified also display similarities in terms of the identity of their primary and secondary influencers when selecting a tertiary institution. As influencers are a key external factor in terms of assisting the high school learner with the decision-making process, it is of value to take note of who influences each subgroup. Table 6.5 below gives a breakdown of the influencers identified in each subgroup.

Table 6.5

Influencers of high school learners when selecting a tertiary institution

Subgroup	Primary influencer	Secondary influencer
Have lots	This subgroup believes that they have the final say in what or where they will study. This means that the message must be directed primarily to them.	'Have lots' do not feel their parents will have the final say in what or where they will study. They do, however, rate social sources relatively high, which means that they turn to people they know for advice on where to study. Social sources include: close friends, current and past students, school counsellors and family members (including parents).
Aspiring have lots	'Aspiring have lots' believe that both they and their parents have the final say in what and where they will study. They themselves can be considered to be the primary influencer.	Parents are thus considered to be the secondary influencer. Social sources are not rated highly by this group and should therefore not be considered an important channel of influence on them.
University lifers	Similar to the 'Have lots' this subgroup believe that they will have the final say in where to study.	Social sources are rated highest in this subgroup. Word of mouth will give these students the most honest information about what it is really like to attend an institution. Social sources include: close friends, current and past students, school counsellors and family members (including parents).
Little direction	This subgroup does not believe that they alone will have the final say in where they will study, but think that they and their parents will come to an agreement together. Many believe their parents will have the final say and that the student will have none.	Social sources also rate highly with this subgroup, indicating that close friends, current and past students, school counsellors and family members (including parents) could all have an important part to play in this decision-making.
New lifers	Parents will have the final say as to where and what these students will study. Many of these students also believe that it will be a mutual decision between them and their parents.	These students rate social sources the highest, which once again suggests that positive word of mouth messages must be harnessed by this institution. Social sources include close friends, current and past students, school counsellors and family members (including parents).

6.4.2.3 Analysis of the communication process

Owing to the high-involvement nature of education, the consumer is expected to seek in-depth information about the institution before making a decision. Figure 6.1 indicates a possible communication process that the prospective student may go through in terms of acquiring information about the institution. This gives the institution a number of opportunities to communicate with the prospective student. This process also creates scope for a number of sources and channels for the institution to use in communicating with prospective students.

Figure 6.1

Communication process with prospective student and sources applicable
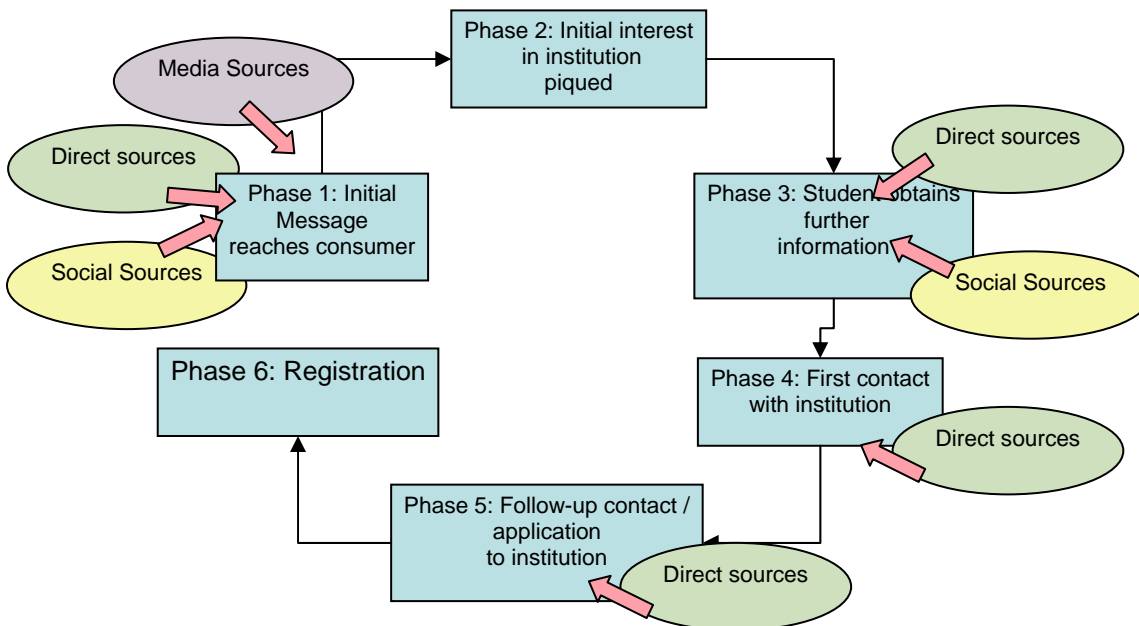
It is therefore necessary to consider the different types of source that prospective students prefer using, as well as the possible phase of the consumer decision-making process they may be in.

6.4.3 Phase III: Implementation phase

Specific communication objectives need to be set for the IMC plan to reach. Examples of communication objectives that must be reached in order to measure the success of the IMC plan for a tertiary institution could include:

a)   Create awareness of the institution's specific courses;

b)   Create awareness of financial aid available to students;

c)   Break down perceptions preventing less-advantaged market segments from applying at institution through relevant messages;

d)   Communicate the positive aspects of attending the institution.

The application of these objectives will vary according to the specific market segment being targeted.

The IMC plan can then be develop accordingly. A unified message must be determined for the tertiary institution that meets the institution's needs and those of the greater target market. The underlying message of the IMC plan should take into account the organisation's mission, and the target market's information requirements. The emphasis in the message would have to be adapted to each market segment.

Each element of the promotional mix will have to be applied to each individual market segment in a way that meets their information requirements and uses their preferred media sources. This includes determining the objectives of the element, the strategy to be used and the appropriate message and media tactics to be implemented.

A detailed description of how each element can be applied is given in Appendix 2. A short description of each element and how it can be applied follows.

Promotional mix element: advertising

Advertising can be used to target those segments showing a preference for media sources rather than direct sources. In the case of students who prefer direct sources, advertising can be used to point these students to direct sources.

Media that comes to the market, in particular those who do not have a preference for media sources can be used to point these students to direct sources like university websites. In each instance, the message in the media must address the target market's specific need. For example, in the case of 'have lots', the message should direct them to the factual information they want. In the case of 'university lifers', the advertising should address their need for more than just studying at university, so fulfilment of their social needs at university must be given attention.

Promotional mix element: online advertising

Online media will not appeal to the majority of the segments targeted by the institution, but only to those who have shown an interest in and have access to the Internet. This includes the 'have lots' and the 'university lifers'.

In each instance, an appropriate online campaign could be used to target these students and direct them to the institution website or source of appropriate information about the institution. The same messaging used in the advertising would be used here.

Promotional mix element : sales promotion (exhibitions and open days, guidance counsellors, parents)

Many of the segments prefer direct sources, so exhibitions and open days could be used appropriately to reach the target market with suitable information. In the case of 'aspiring have lots', direct sources are rated highly, and could be used to give potential students detailed information about financial aid available at the institution. In the case of 'little direction' and 'new lifers', direct sources should come to the segment rather than expecting its members to come to them. This can be done by, for instance, attending meetings in the communities and bringing exhibitions to the community centres.

Promotional mix element : PR / publicity

PR and publicity could be used to reinforce the messages communicated to the segments by use of other elements in the promotional mix. Success stories of other students who could act as role models could be related to target segments like the 'little directions' and the 'new lifers'. In the case of 'university lifers' the institution's successes, such as in those on the sports field, or representations of cultural activities could be highlighted through PR and publicity.

Promotional mix element: direct marketing

The other elements of the promotional mix could be used to acquire a database of students interested in studying at the institution. These students could be given more information on what is of concern to them.

For each cluster, there is value in following up with direct marketing, ensuring that financial aid is covered in the information sent to members of the 'aspiring have lots', or that information on overcoming other barriers to entry reaches the 'little directions' and the 'new lifers'.

Once the programme has been developed, the actual implementation could take place. This would include creating the physical marketing material like advertising and brochures, as well as purchasing the required media according to the media plan.

It is crucial for the success of the IMC programme to be monitored and evaluated to determine which elements have been successful and which need to be adjusted. This information would have to be used in the implementation of the current strategy and the design of future strategies.

6.4.4 Summary of phases

The above plan is proposed as an effective means of reaching prospective students for a tertiary institution within the Cape Metropole. Specific characteristics of each subgroup need to be taken into consideration for the successful application of such a plan.

6.5 LIMITATIONS OF THE STUDY

6.5.1 Limitations based on the literature review

The following limitations based on the literature review can be listed:

1. Most literature available on Generation Y or Millennials refers to youth in Europe and North America, and does not take into consideration the specifics of South Africa or other developing countries.

2. Most literature available about learners' or students' choice behaviour, particularly in the South African context, relies on the opinion of marketing practitioners, and is not based on studies carried out with learners themselves.

3. A limited literature amount of literature is available on the current use of media and other sources by the target market and how they use the information they obtain from these sources.

6.5.2 Limitations based on the empirical research

The following limitations can be highlighted based on the research and the results of this study:

1. Few learners have any realistic understanding of what their abilities are and what type of education they are best suited to. As a result, their responses are probably motivated by financial and social circumstances rather than their academic abilities.

2. Although socio-economic circumstances play a significant role in the choices that potential students make, it is difficult to accurately measure the exact circumstances of these subgroups.

3. Media sources have become increasingly fragmented, particularly within this target market. Categorising these sources is therefore increasingly difficult.

6.6 CONCLUDING REMARKS

The above IMC plan indicates how the data obtained from this study could be incorporated to market to the five distinct segments that exist within the target market of tertiary institutions in the Cape Metropole. These five segments represent subgroups in the market place that have shown

unique characteristics, thereby showing that unique communication messages in the relevant sources should be developed in order to maximise marketing impact.

What is significant about this study is that, although democracy has been in place for the majority of these young lives, the lines of socio-economic separation still exist in South Africa and continue to impact on how subgroups are formed. This holds a challenge for marketing communication specialists who need to take cognisance of these characteristics and customise messaging that will take the circumstances of such subgroups into consideration.

Youth from disadvantaged households still believe that access to university is unattainable, so set their targets lower at technikon and college. The absence of role models in these communities also heavily impacts on their decisions to study further. Marketing strategies would be well targeted at establishing how to break down the barriers to entry, and also how to create role models in these communities by means of marketing communication that could change mindsets.

It is clear from the results that the broad generational theory about Generation Y is not applicable to all the segments in this market. This is largely owing to the fact that the theories are based on European and American youth, and do not take into account the specifics of developing countries like South Africa. One cannot presume that generational theory cannot be applied to this market, because there exists, in fact, a need to refine the theory for the South African market.

It is clear from the study that the information needs of different subgroups remain varied. Information is not limited to only one type of need for the entire target market, but it is recognised that subgroups value certain types of information in order to make decisions about studying further. These needs seem to be impacted by the individual's socio-economic circumstances, needs that the potential student wishes to meet, and career ambitions.

In the same light, the types of sources that the members of different subgroups prefer to consult indicate that each subgroup has specific preferences and that these, too, are influenced by the individual's socio-economic circumstances. Within the media sources category, the use of specific media vehicles is also specific to each subgroup.

The study therefore shows that, for an institution to target the potential student target market as a whole within the Cape Metropole, it has to take cognisance of the different subgroups that exist, and tailor-make the content, presentation and media used according to the preferences of each. The study shows that treating the target market as a single homogeneous market with one message to 'fit all sizes' will not successfully reach the market or meet their individual needs.

Finally, as in an IMC approach, these individual messages and media need to be integrated and co-ordinated in the institution's overall marketing strategy.

6.7 FUTURE PERSPECTIVES

The following future research can be recommended:

- More detailed study on the characteristics of each segment identified and how generational theory applies to them;
- A more detailed study of generational theory in the South African context, with particular reference to Generation Y;
- Determining the barriers to entry into tertiary institutions of high school students, and deciding how best to communicate in overcoming them;
- As the sources have been divided into three categories in this study it will be of value to determine why each subgroup preferred the specific category of source it selected and how these sources can best be used to market tertiary institutions.
- Similarly, it will be of value to determine why each subgroup has the specific information needs identified, and what specific wants and needs the students are seeking to satisfy.
- As indicated in the limitations – the empirical testing of the proposed IMC plan to determine if it were a functional proposal.

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Appendix 1
Permission from Western Cape Education Department to conduct research

Navrae Enquiries IMibuzo	**Dr RS Cornelissen**
Telefoon Telephone IFoni	(021) 467-2286
Faks Fax IFeksi	(021) 425-7445
Verwysing Reference ISalathiso	20050525-0013

Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

Mrs Jeanne Bonnema

Dear Mrs J. Bonnema

RESEARCH PROPOSAL: INVESTIGATING INFORMATION NEEDS AND MEDIA SELECTION IN FORMULATING AN INTEGRATED MARKETING COMMUNICATION STRATEGY FOR A CAPE METROPOLE TERTIARY INSTITUTION.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **1st June 2005 to 23rd September 2005.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2005).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as attached to the letter.
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

>   **The Director: Education Research**
>   **Western Cape Education Department**
>   **Private Bag X9114**
>   **CAPE TOWN**

8000
We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 19th July 2005

List of Schools

Buren High
Cape Town High
Fairmont High
Fezeka Secondary
Helderberg High
Holy Cross Convent (Maitland)
Immaculata (RK) Secondary
Langa Secondary
Livingstone High
Manzomthombo Secondary
Pelican Park High
Strand High
The Settlers High
Thembelihle High
Wynberg Girls' High
Zola Senior Secondary.
Belgravia Secondary
Cedar Secondary
Rustenburg Girls High
Windsor High
Beauvallon Secondary.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 19th July 2005

Appendix 2

Research questionnaire (English)

Appendix 3:

Profile of respondents

APPENDIX 3: PROFILE OF RESPONDENTS

The following tables and figures indicate the specific characteristics of the sample and compares their demographics to that of the Cape Metropole.

Number of female and male respondents in sample

	Count	Percent
Male	235	0.33145
Female	471	0.66431

Number of female and male respondents in sample
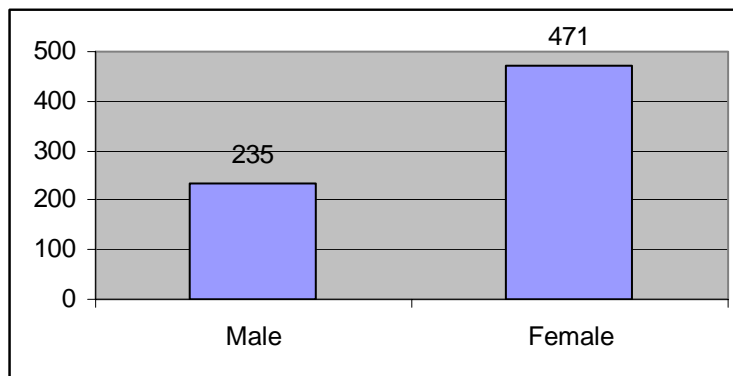
Population Groups in Cape Metropole
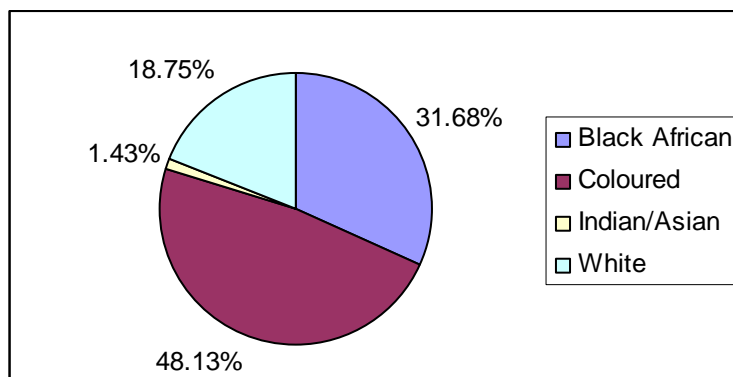
Source: Stats SA 2001

Population groups in study

- 21.41%
- 24.14%
- 6.47%
- 47.99%

Legend:
- Black African
- Coloured
- Indian/Asian
- White
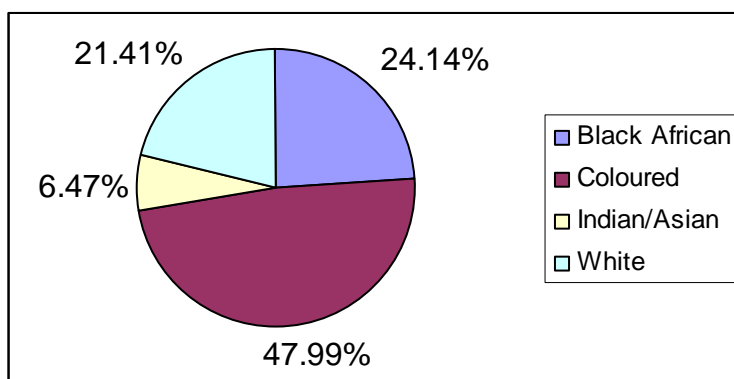
Exact number of respondents per population group.

	Count	Percent
African	168	23.69%
Coloured	334	47.10%
Indian	45	63.40%
White	149	21.01%

Language distribution in the Cape Metropole

- 1%
- 32%
- 34%
- 33%

Legend:
- IsiXhosa
- English
- Afrikaans
- Other
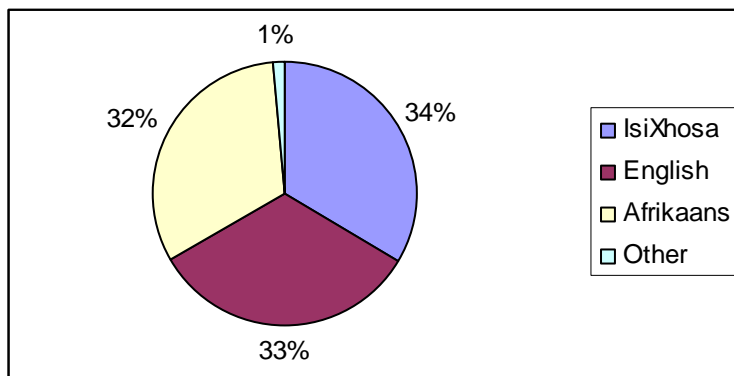
Source: StatsSA 2001

Language preference of respondents.

	Count	Percent
Afrikaans	139	19.60%
English	370	52.19%
Xhosa	156	22.00%
Eng and Afr	21	2.96%
2 or more SA	3	0.42%
Other foreign	9	1.27%

Age categories of respondents in survey.

	Count	Percent
15-16	267	37.65%
17	288	40.62%
18	77	10.86%
19	34	4.80%
20+	22	3.10%

Age breakdown of total survey respondents
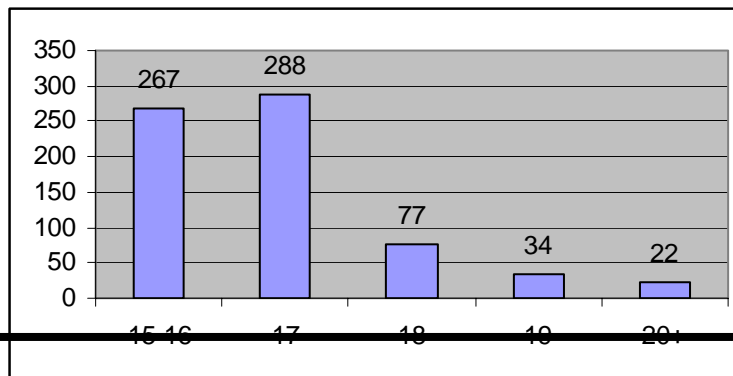
Appendix 4
Histograms of subgroup analyses

Appendix 4: Histograms of subgroup analyses.

Schools per Subgroup:

Subgroup 1: Have lots
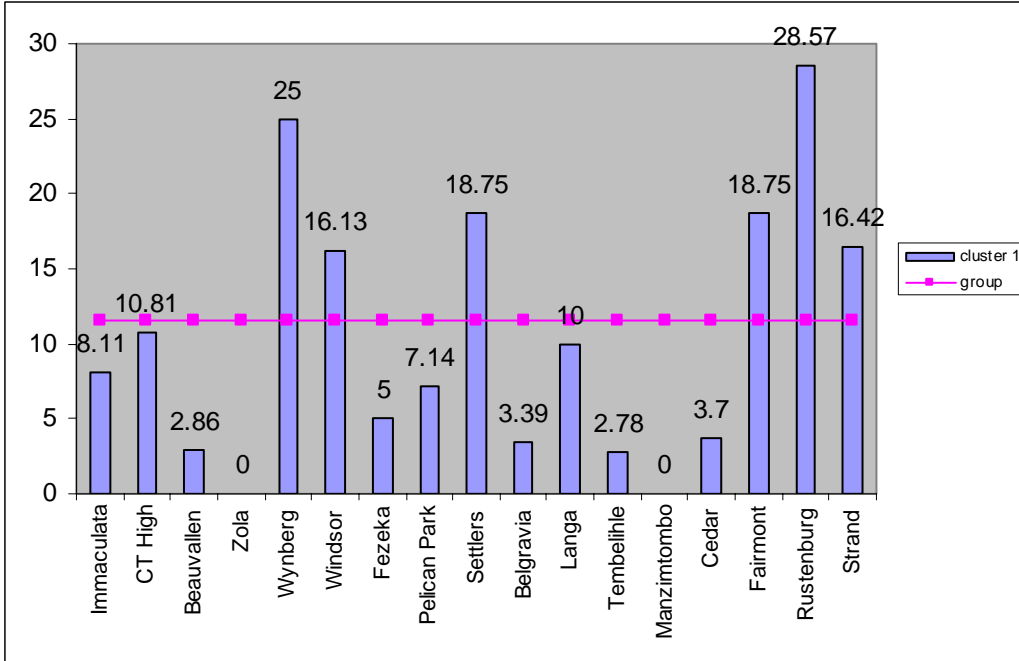
Subgroup 2: Aspiring have lots
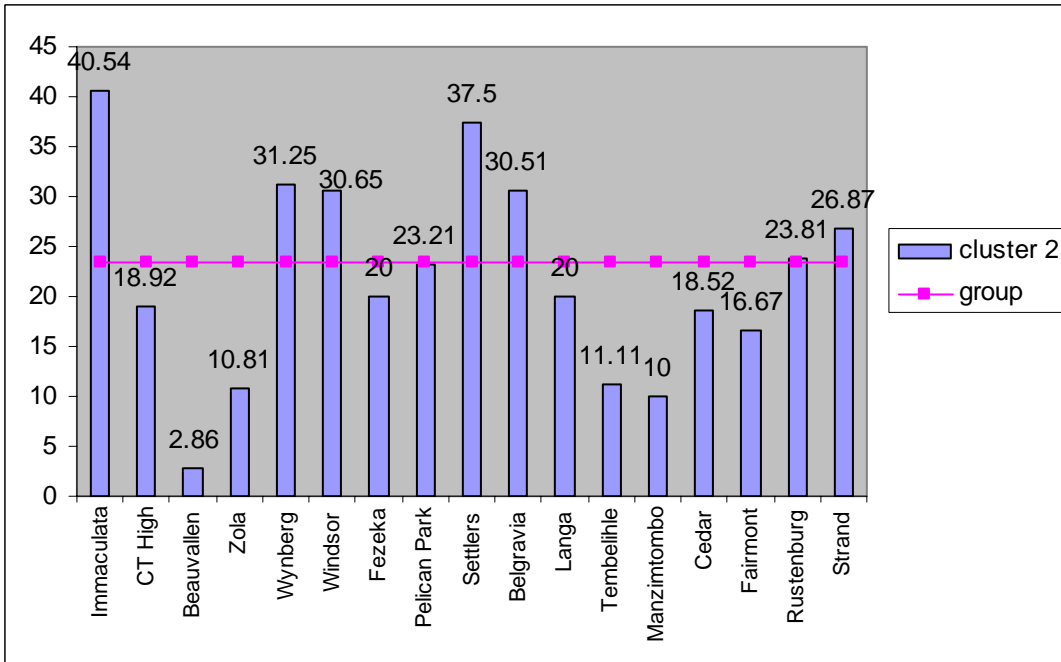
Subgroup 3: University Lifers
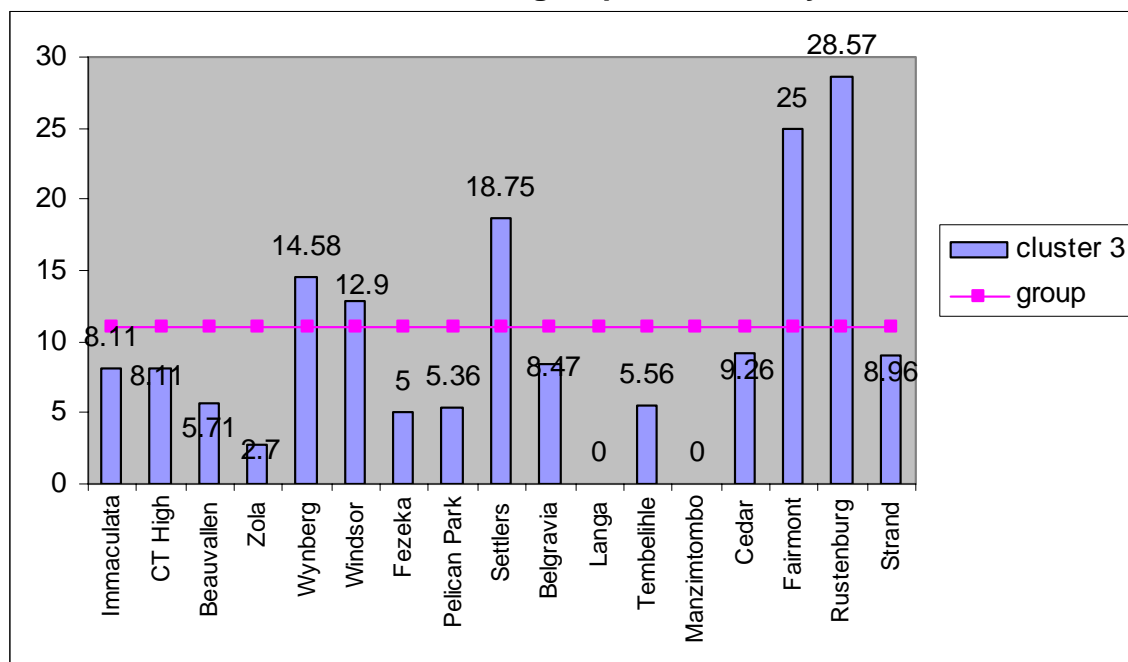
Subgroup 4: Little directions
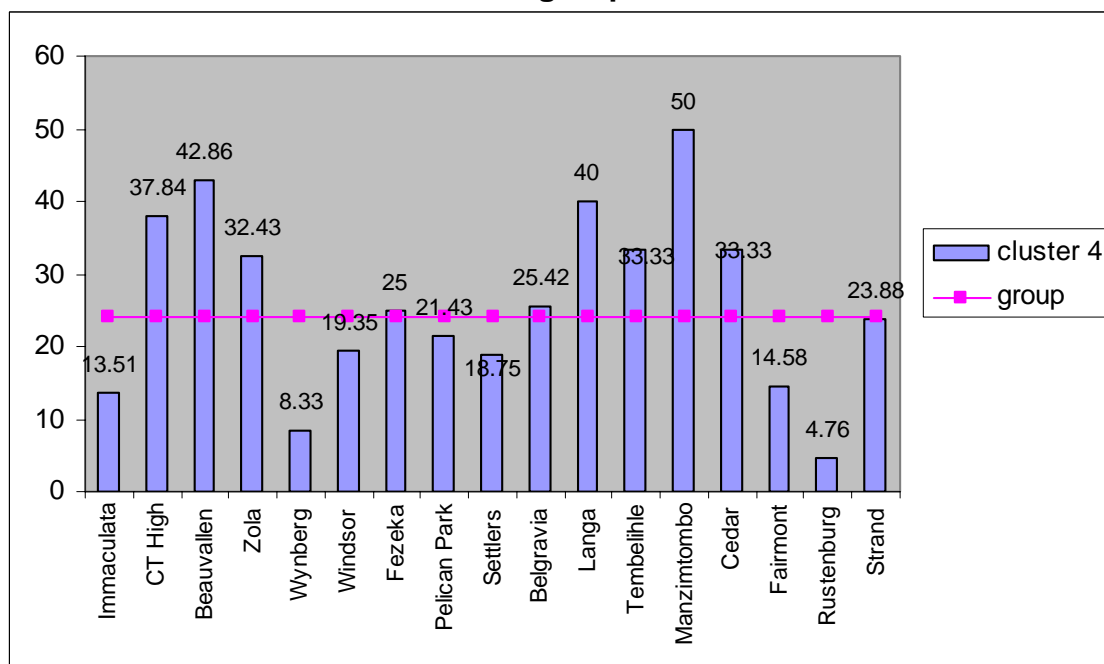
Subgroup 5: New lifers
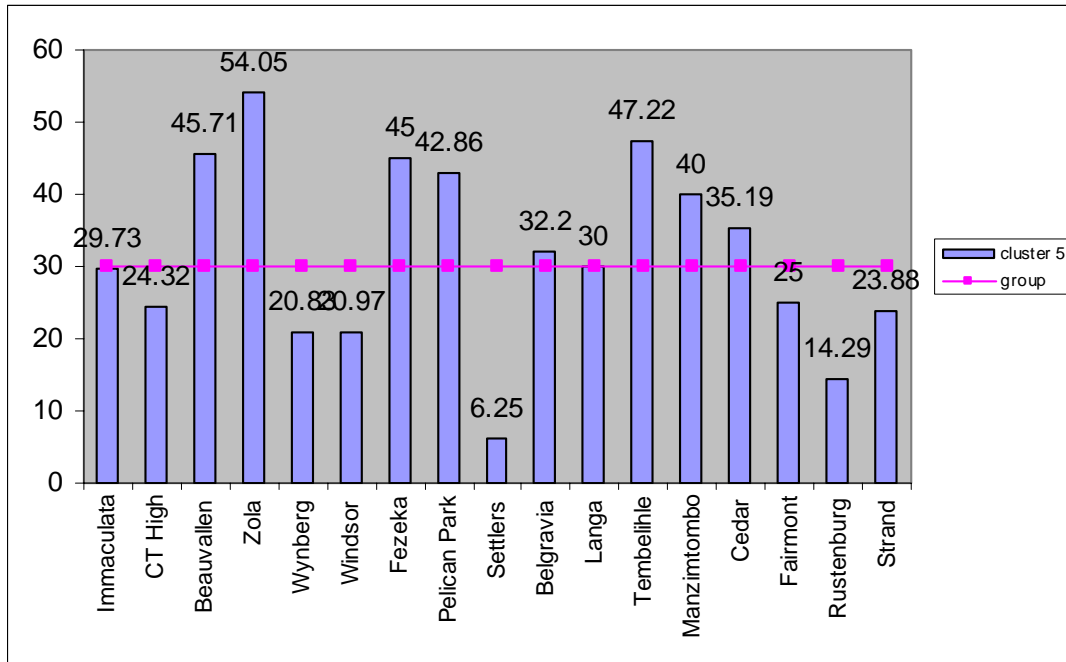
Age per Subgroup:

Subgroup 1: Have lots
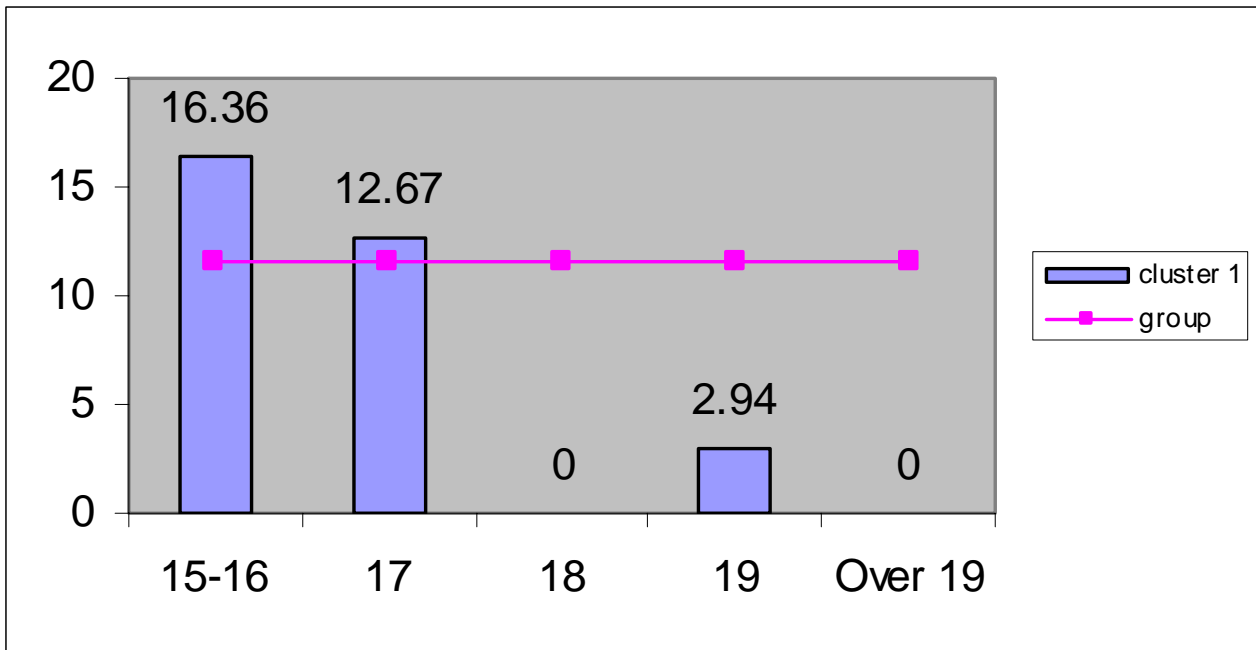
Subgroup 2: Aspiring have lots
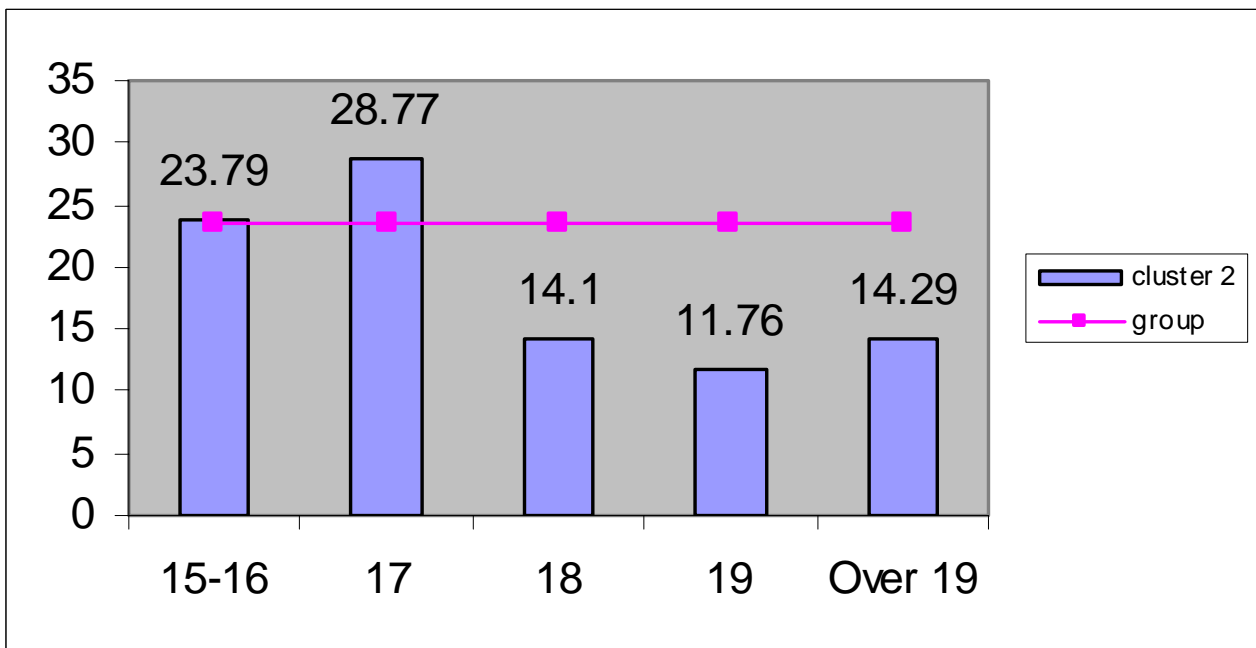
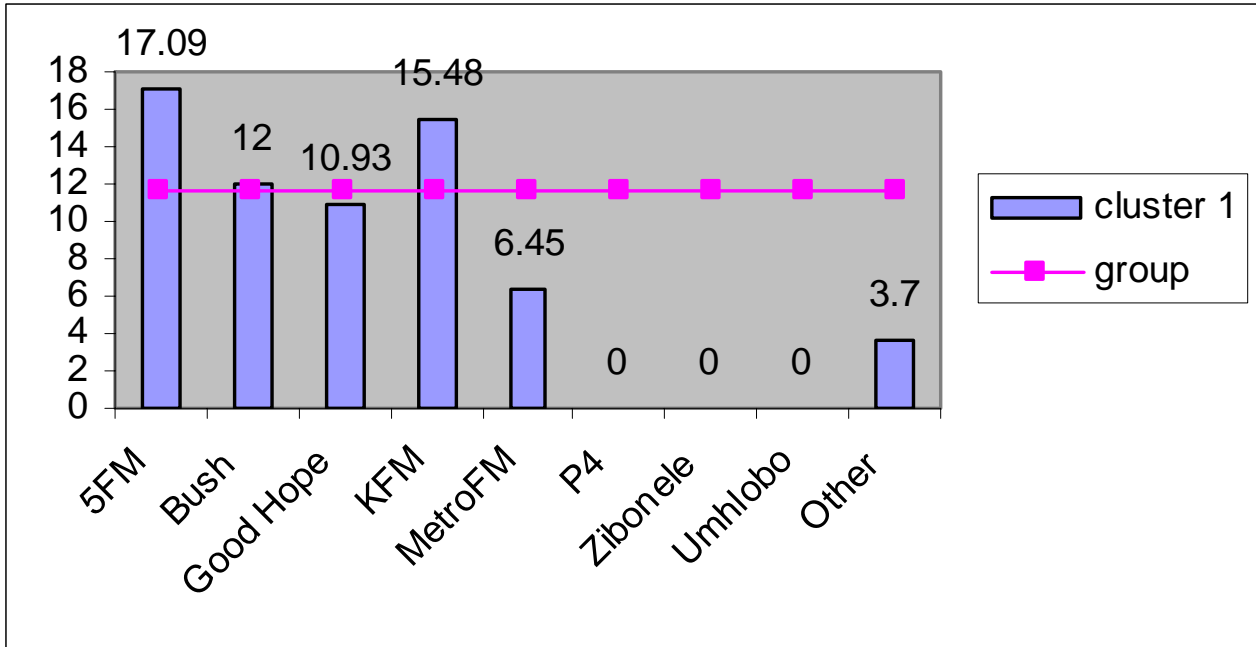### Subgroup 3: University Lifers
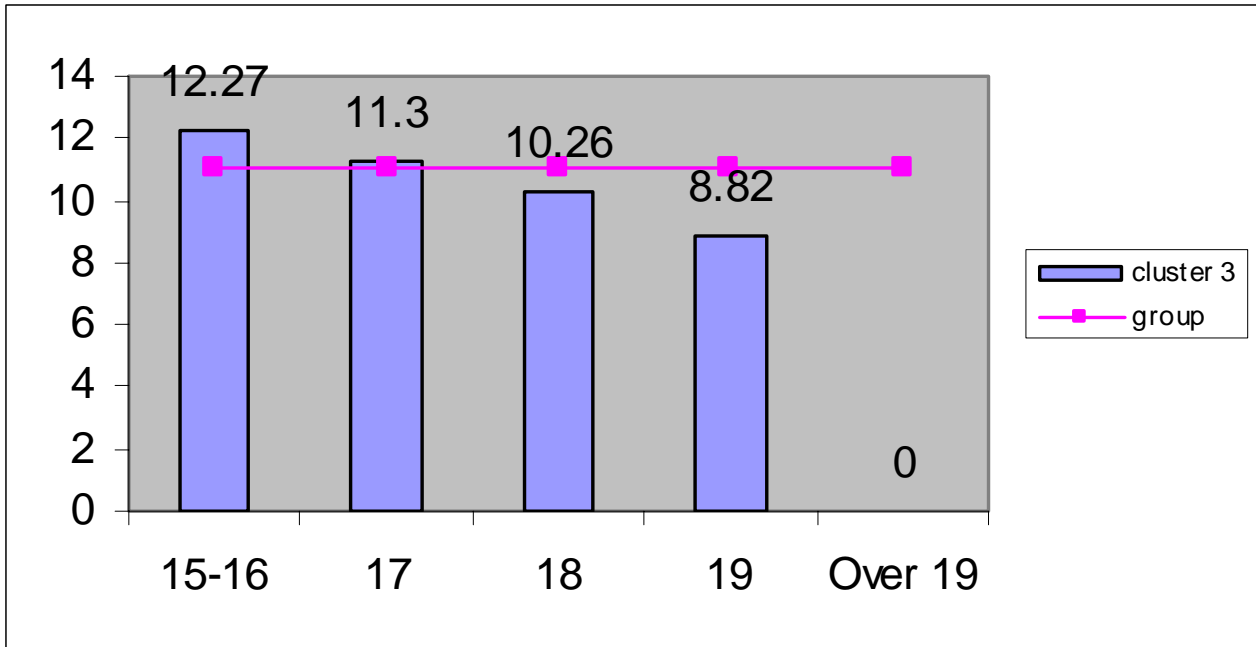
Subgroup 4: Little directions
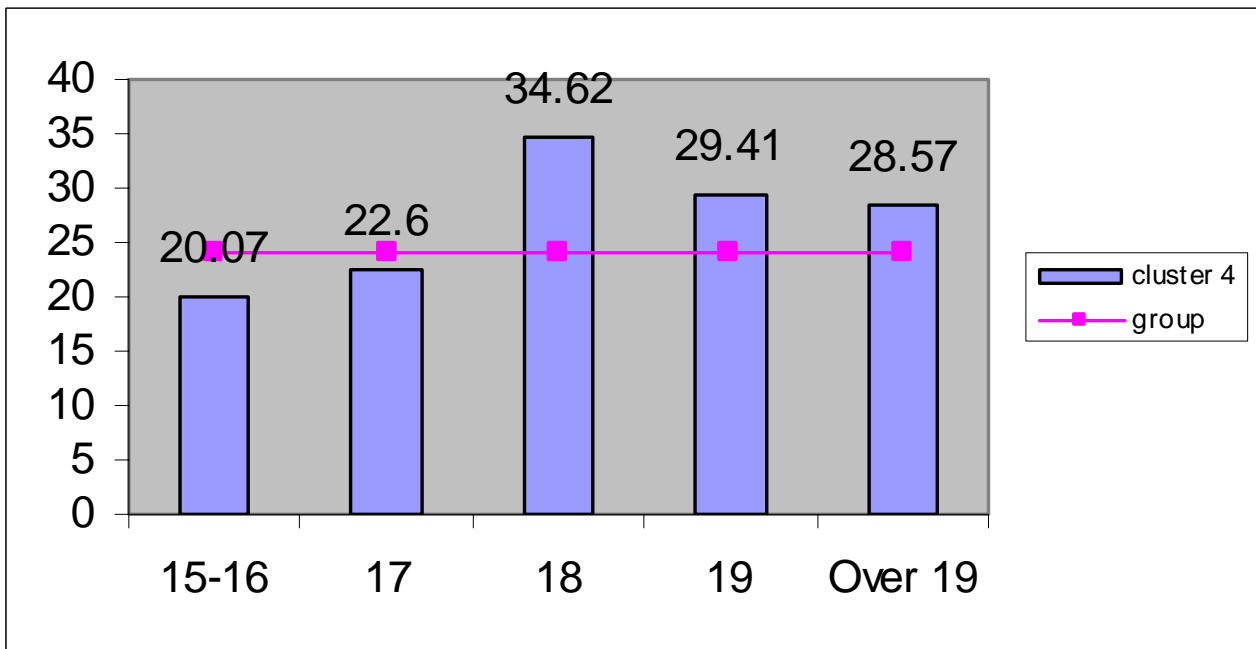
Subgroup 5: New lifers
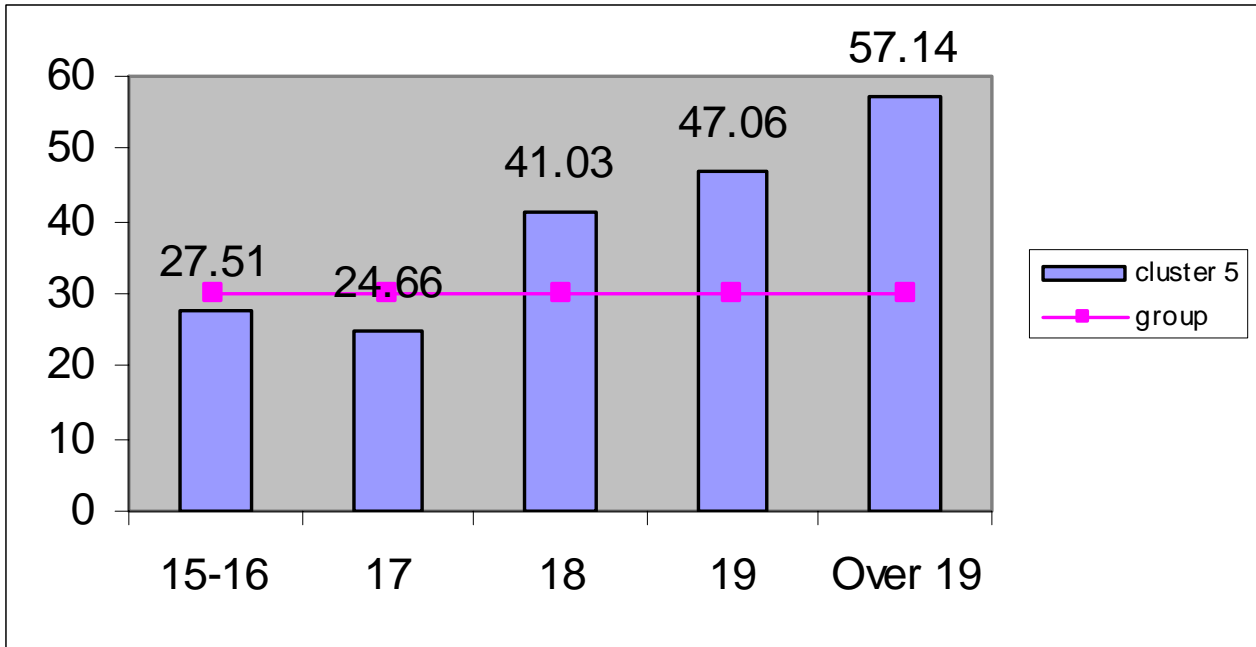
Language per Subgroup:

Subgroup 1: Have lots
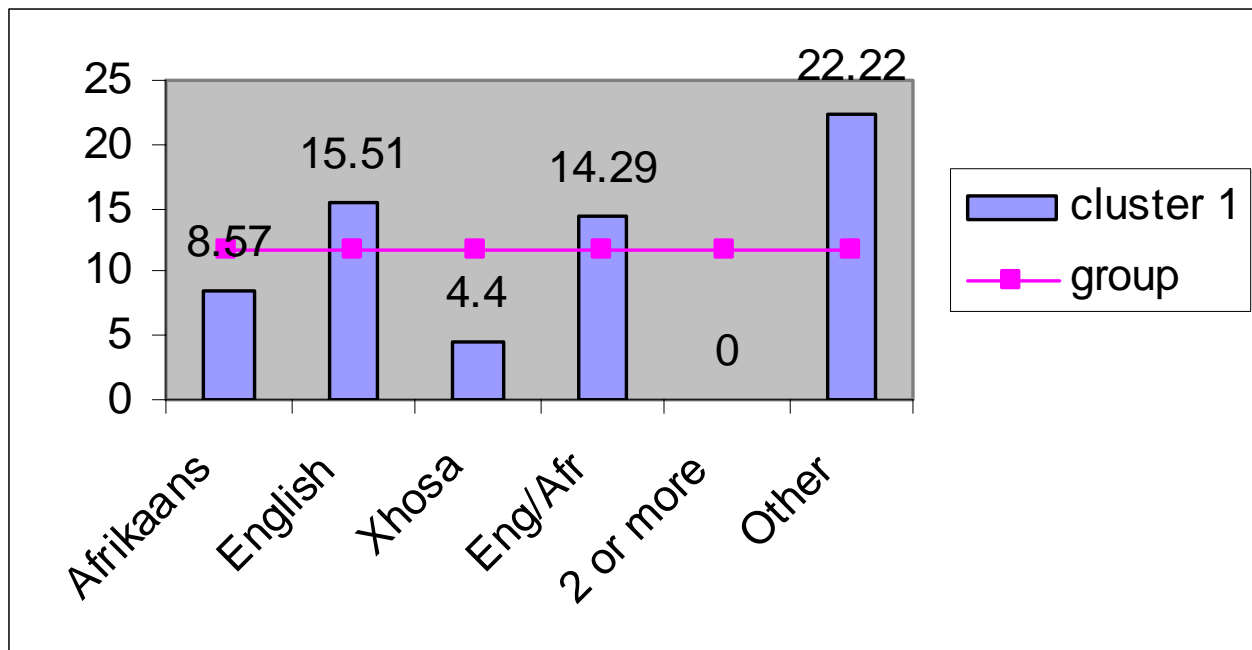
Subgroup 2: Aspiring have lots
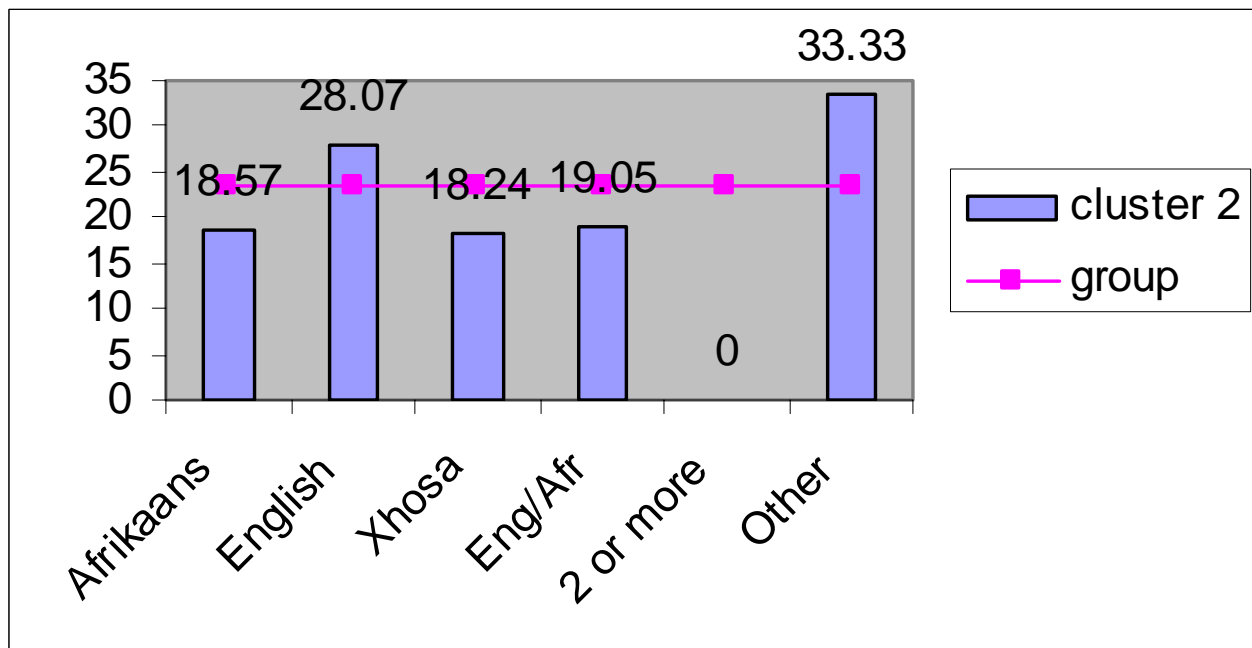
Subgroup 3: University Lifers
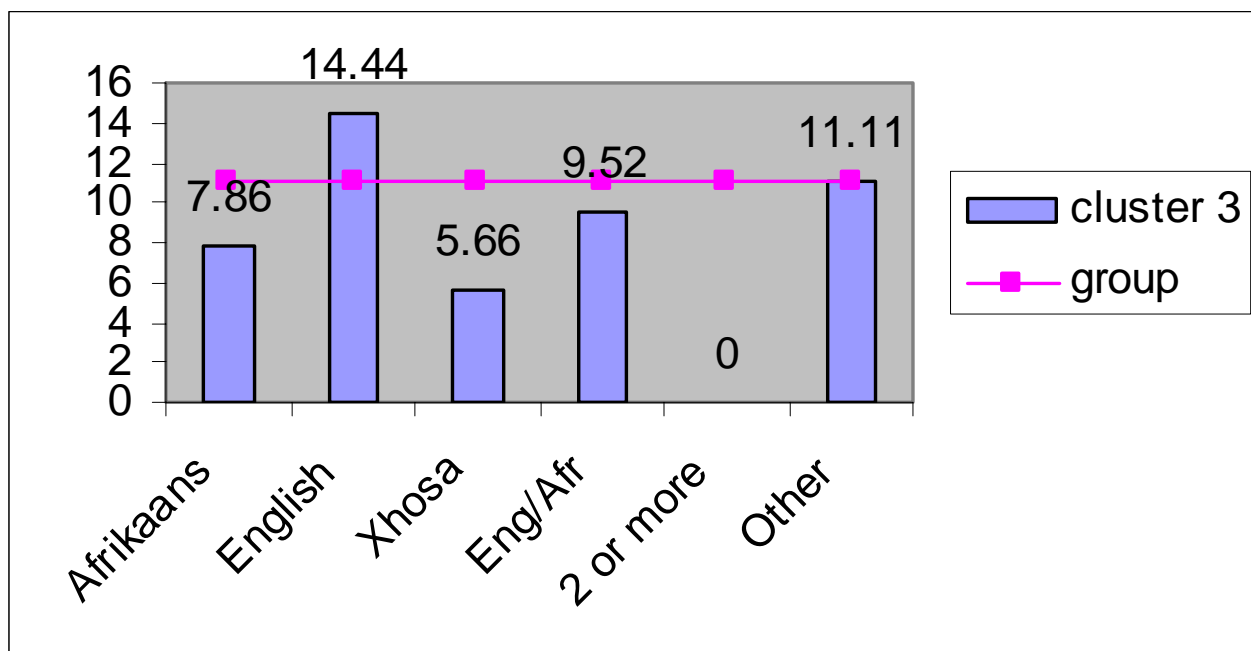
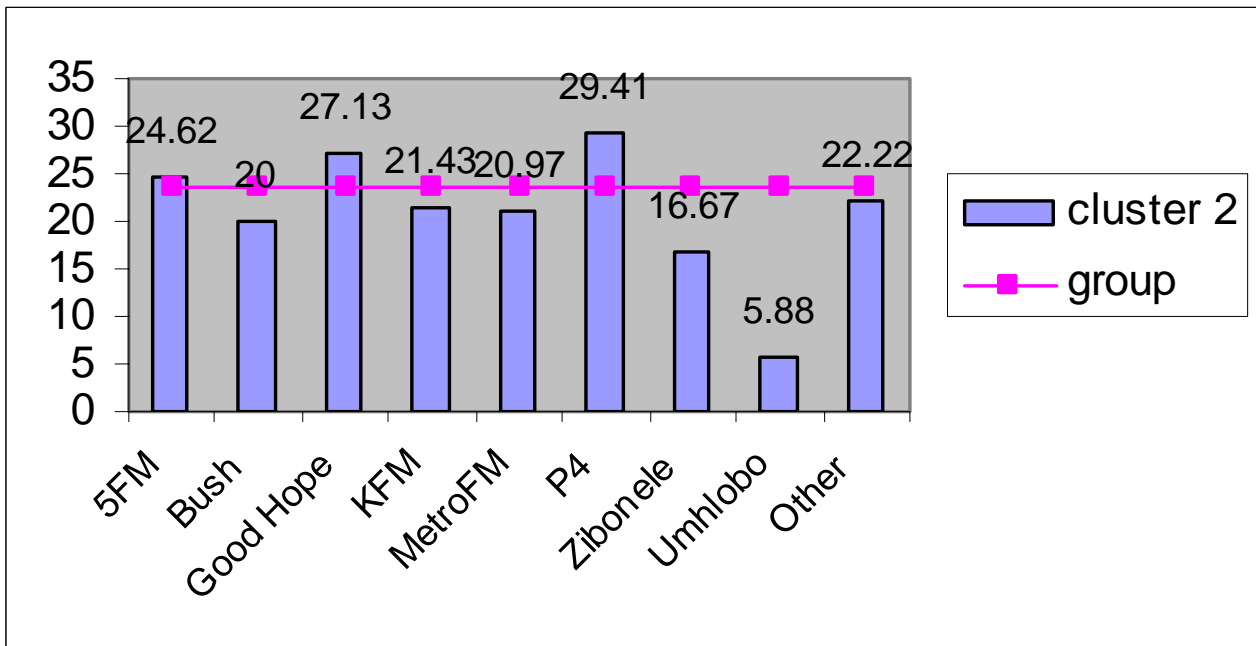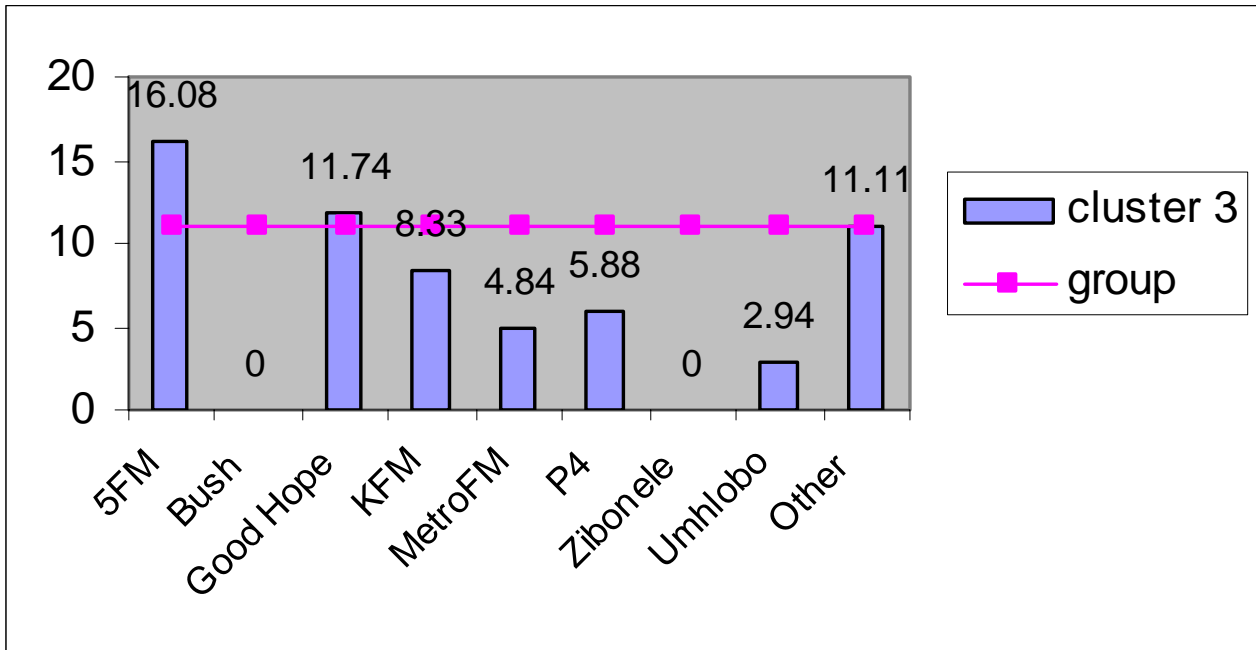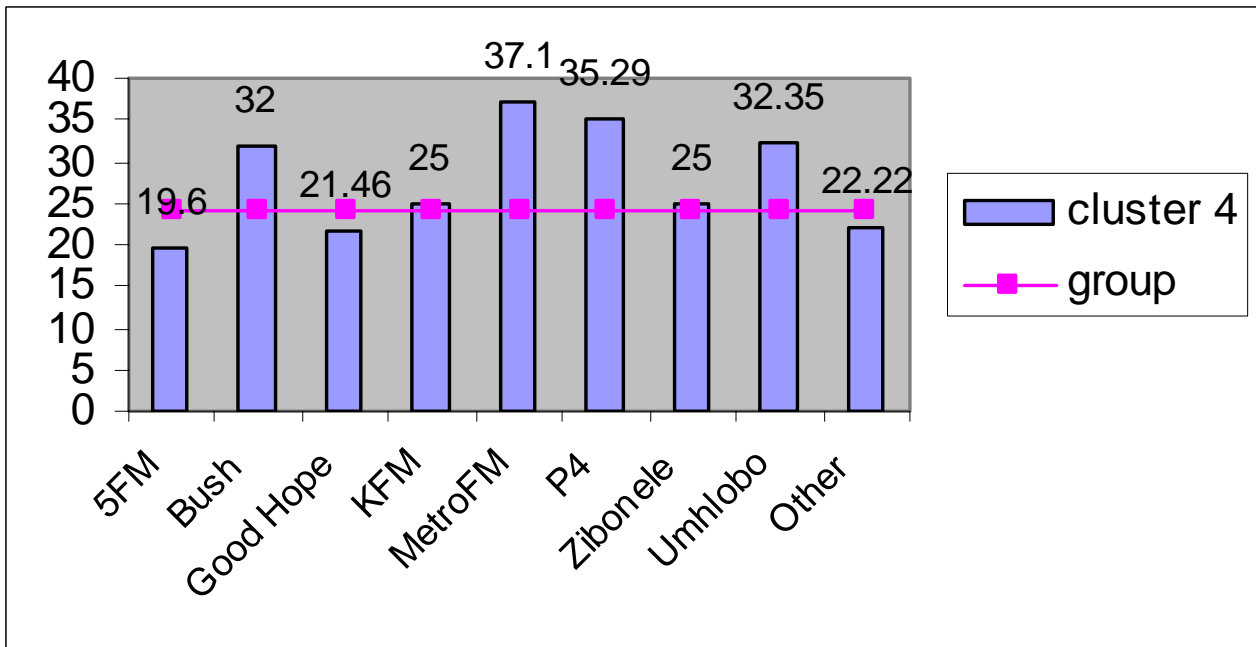**Subgroup 4: Little directions**
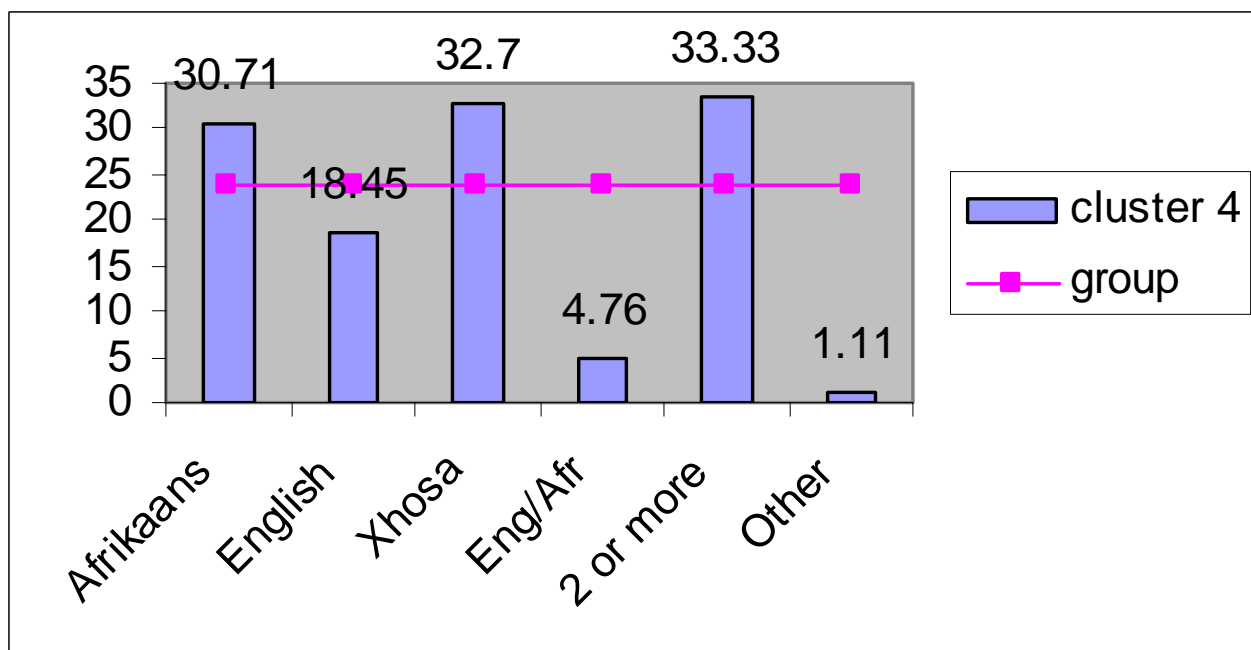
Subgroup 5: New lifers
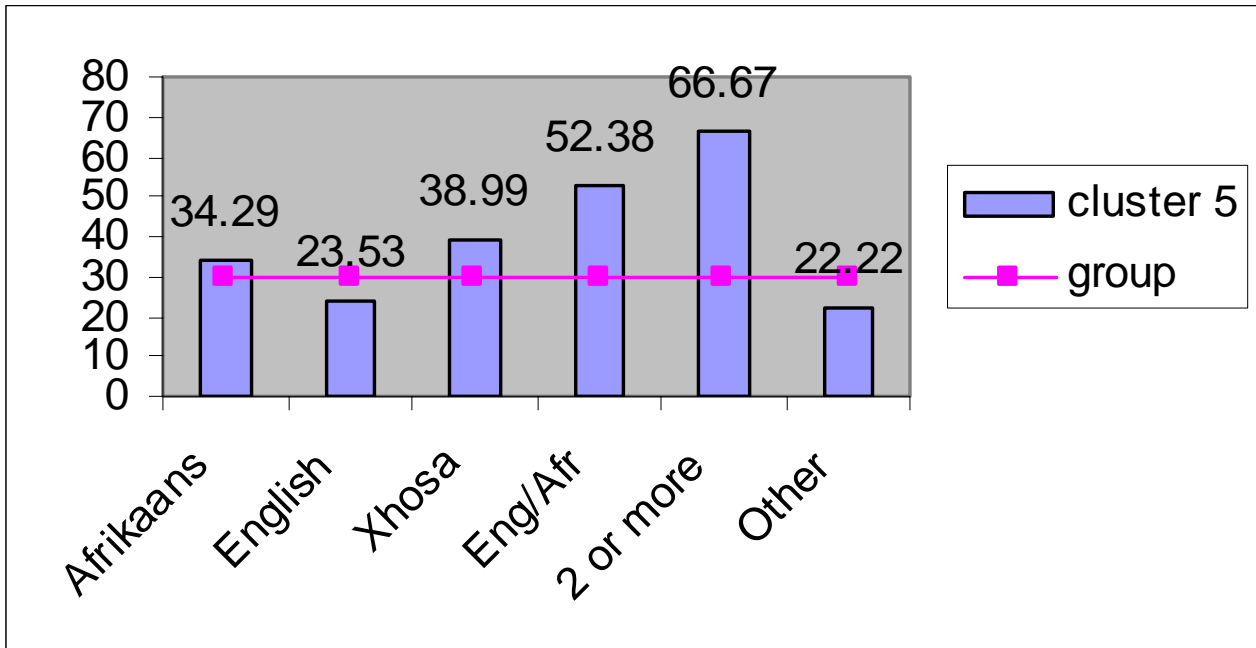
Population group per Subgroup:

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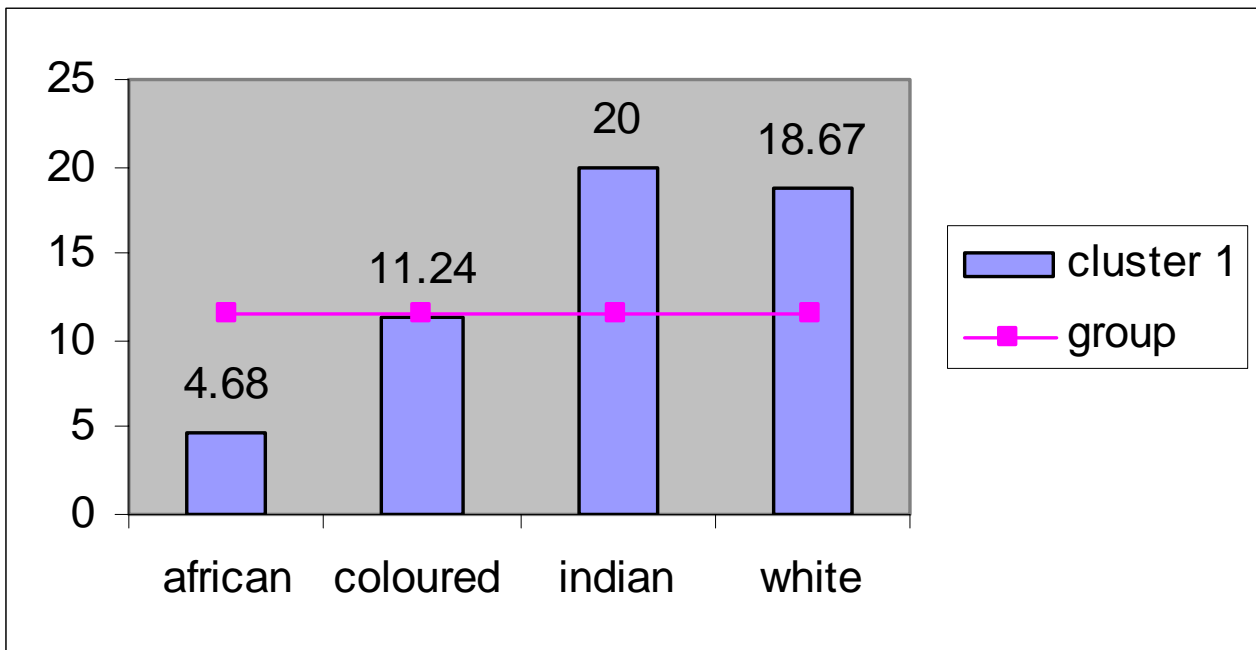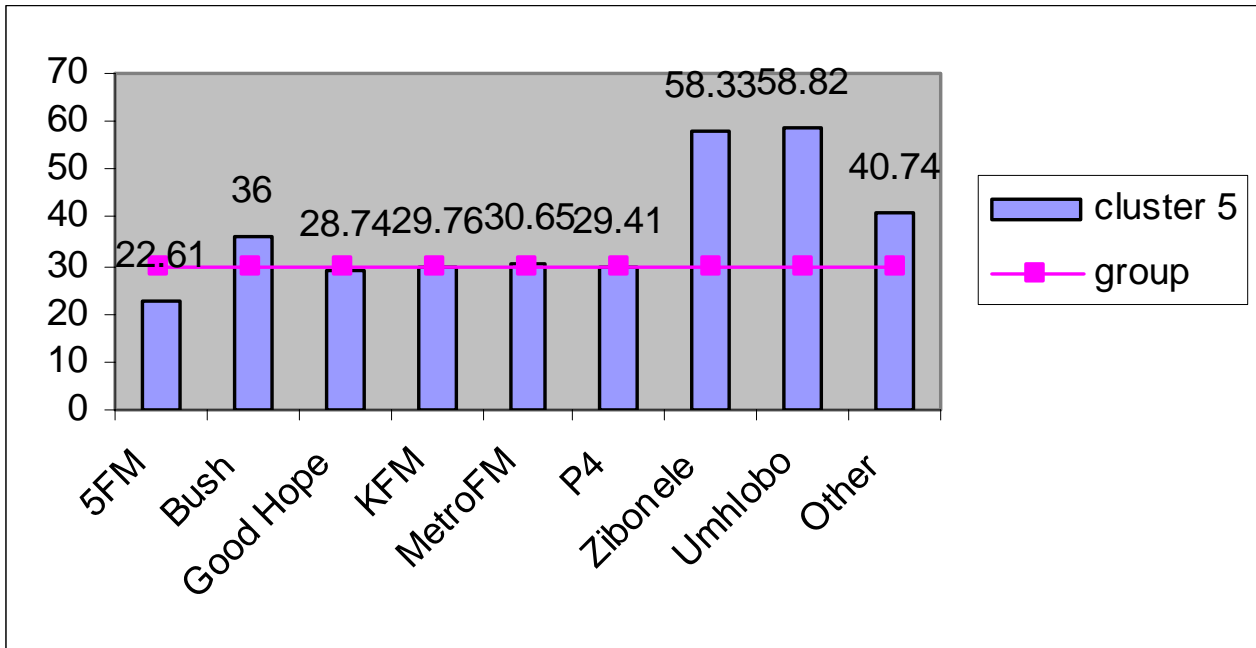

Subgroup 2: Aspiring have lots
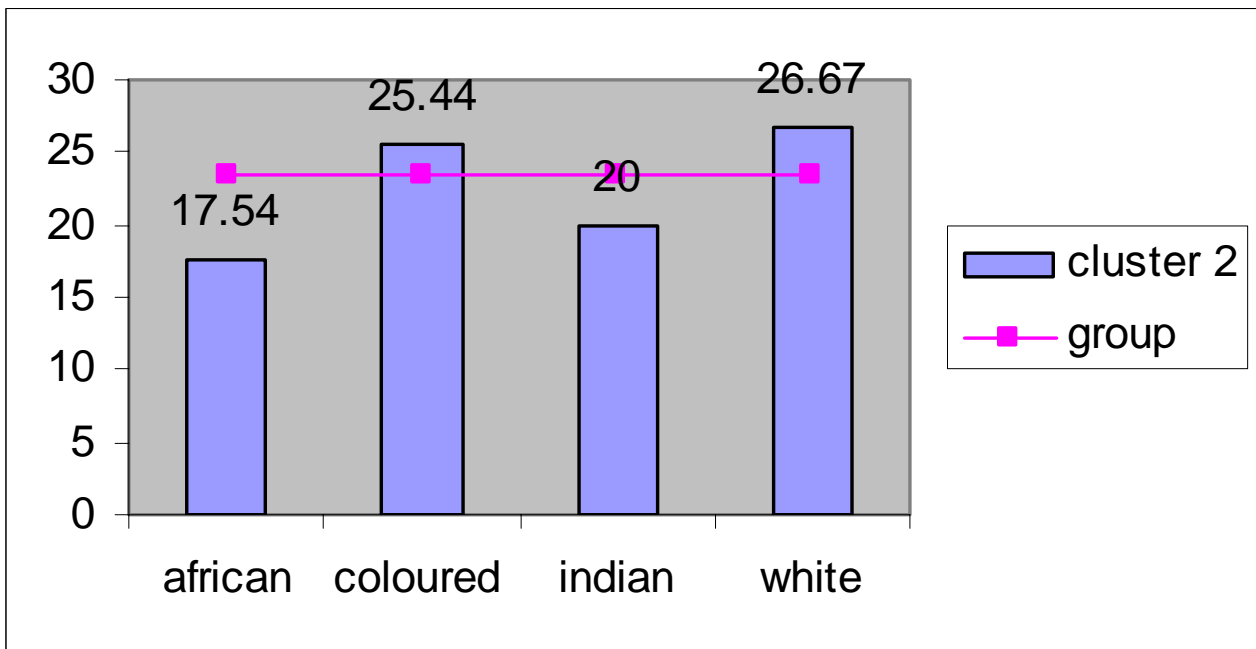
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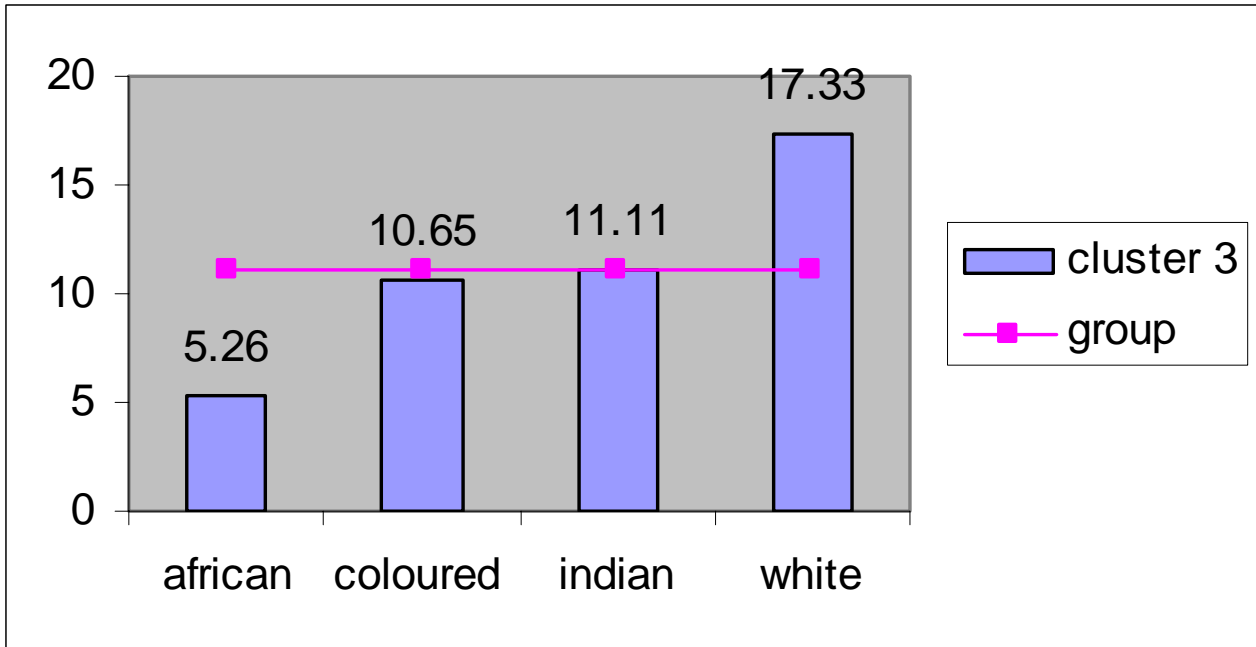
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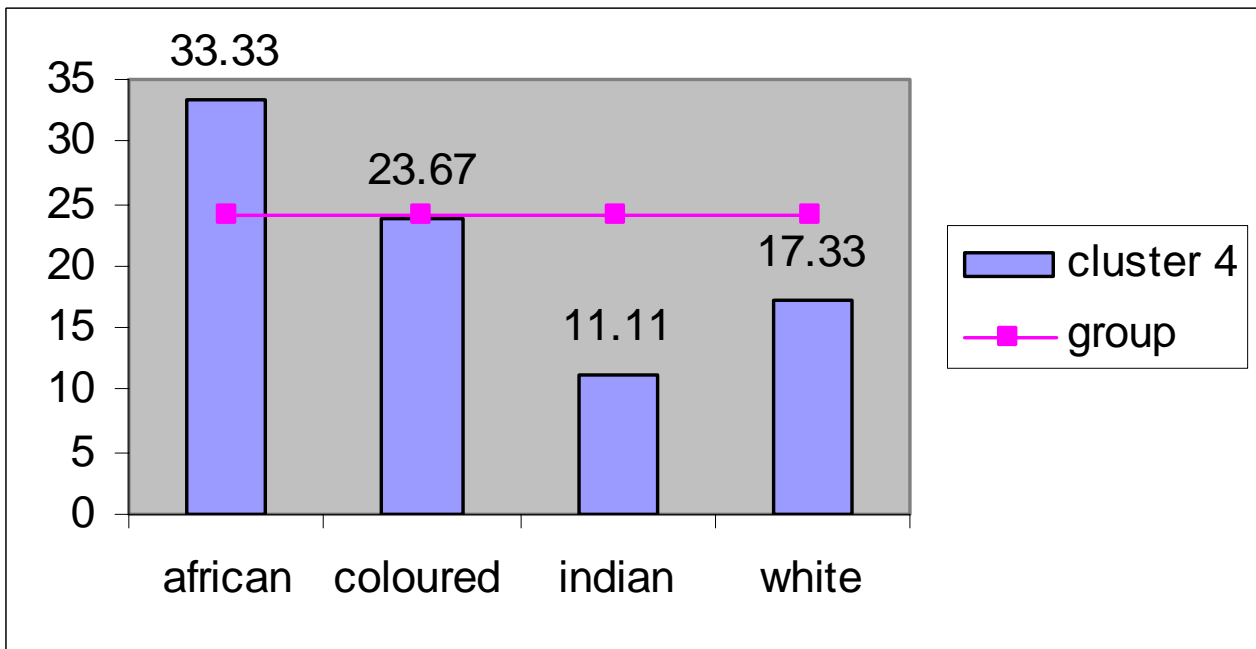
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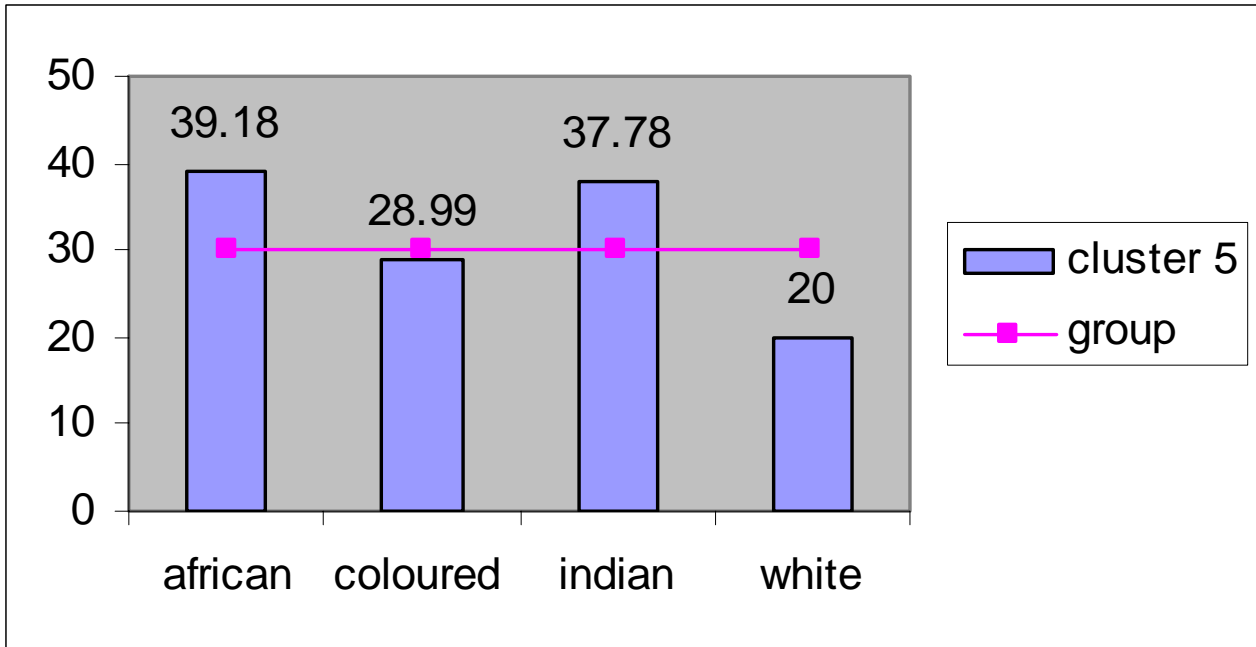
Gender per Subgroup

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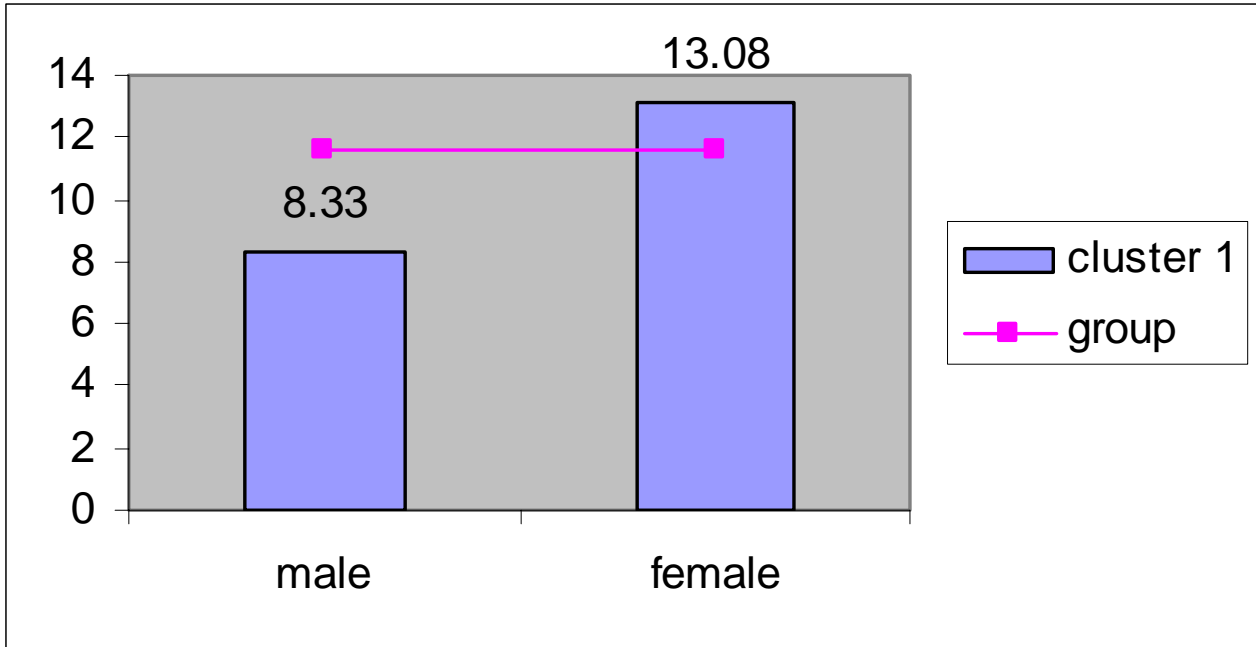
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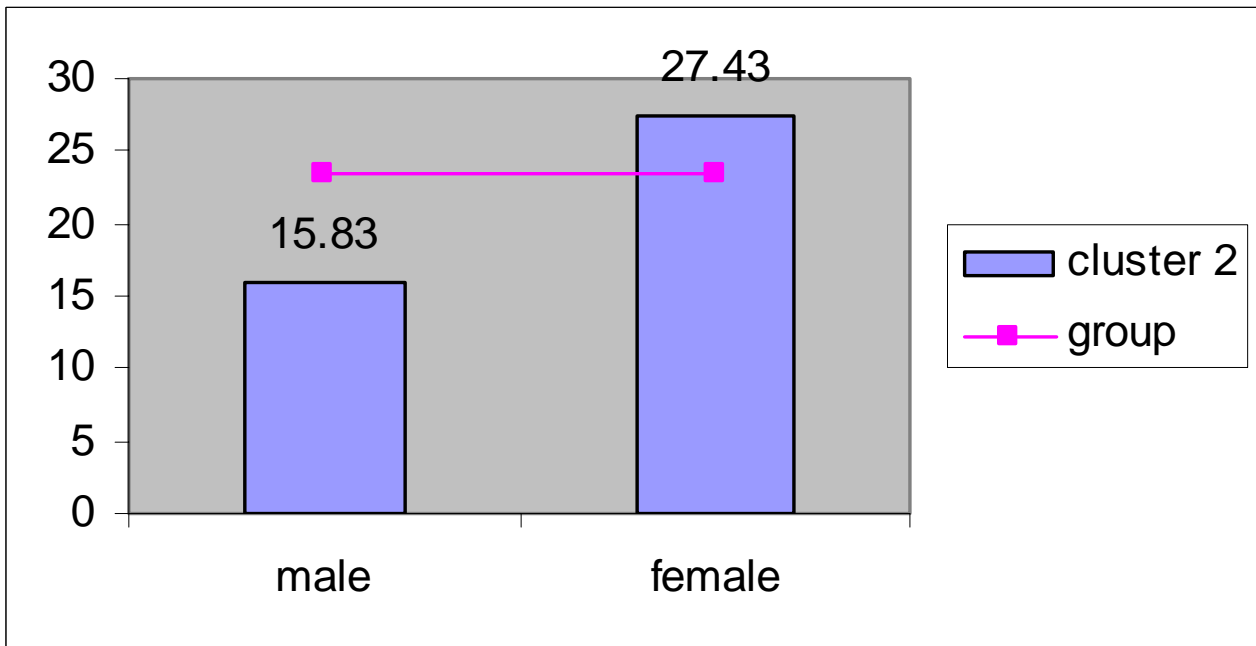
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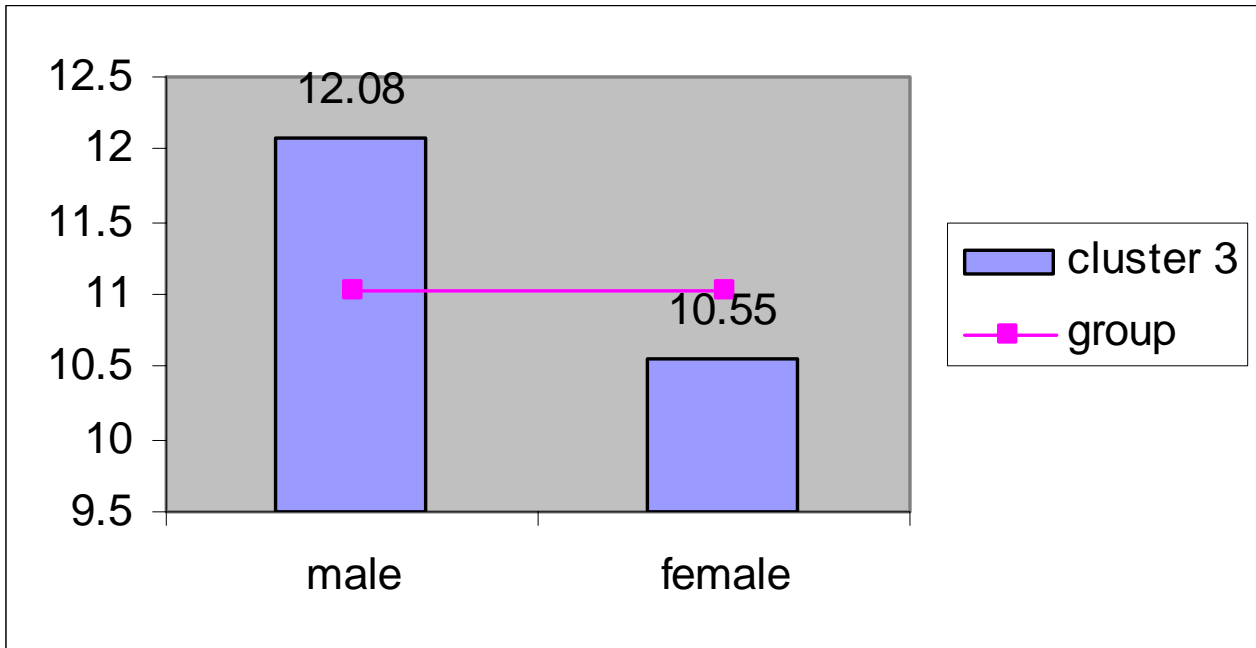
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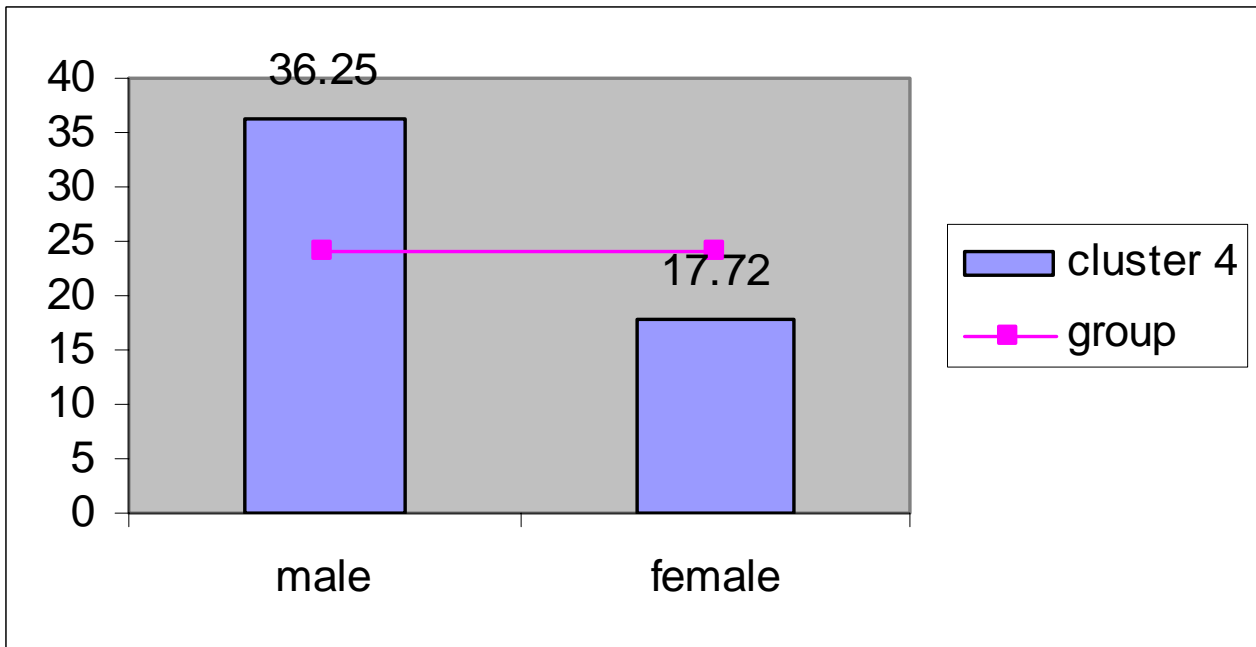
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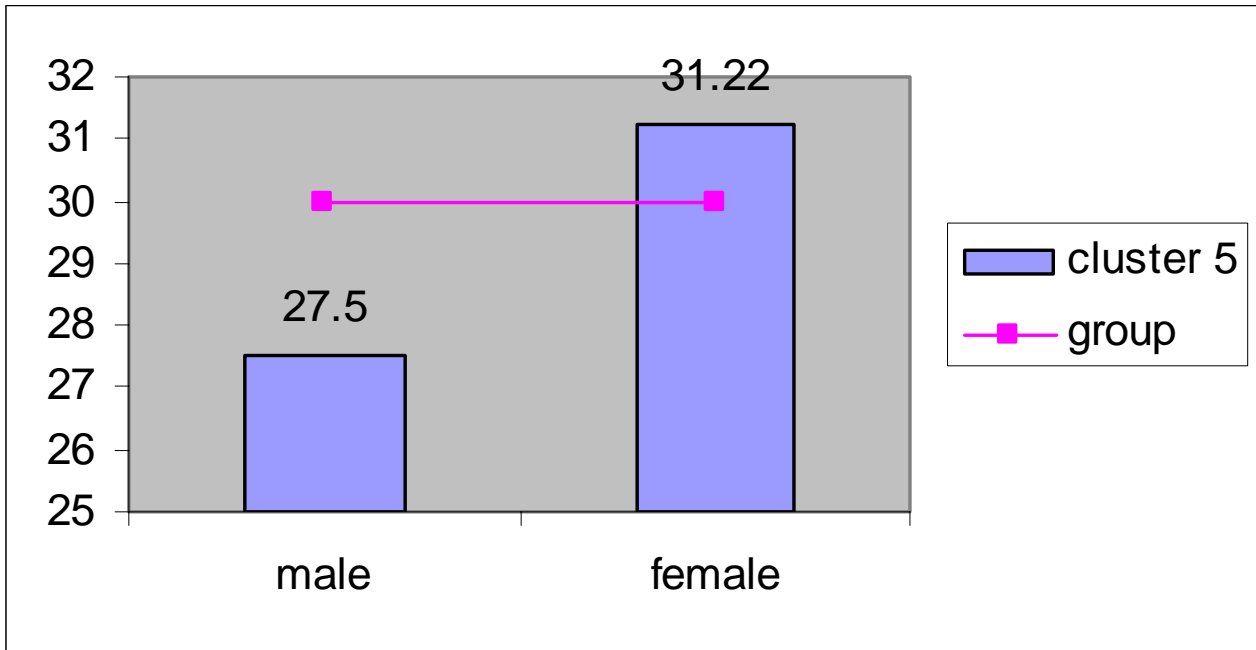
Housing per Subgroup

Subgroup 1: Have lots
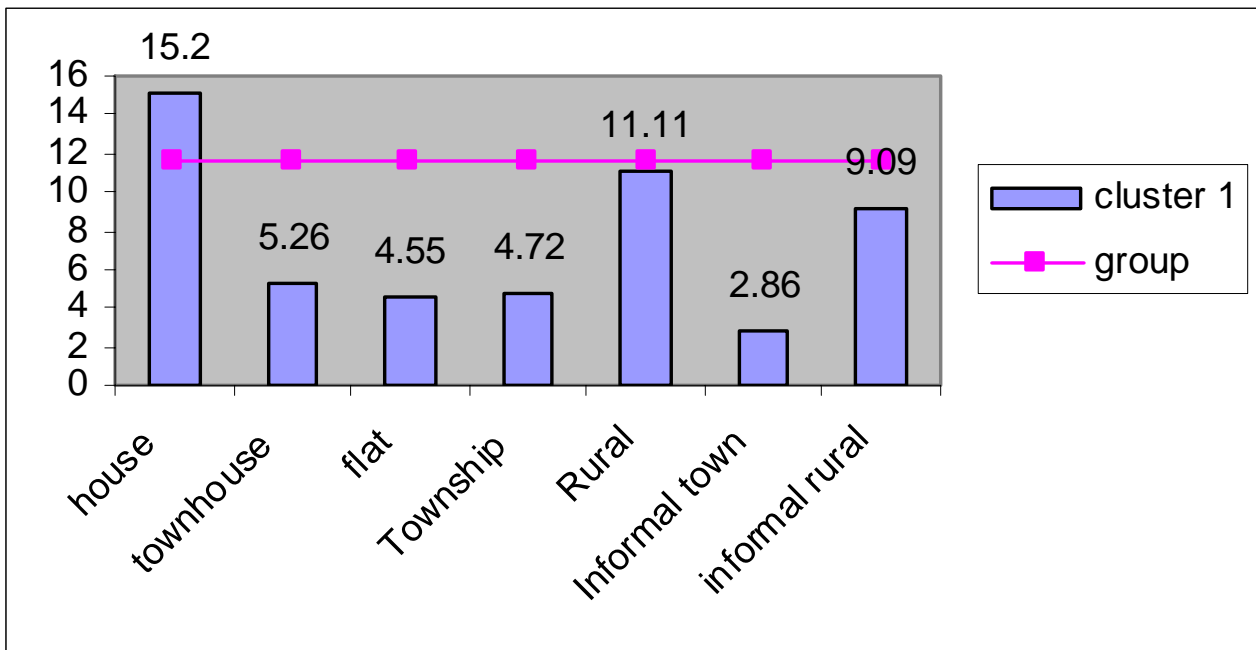
Subgroup 2: Aspiring have lots
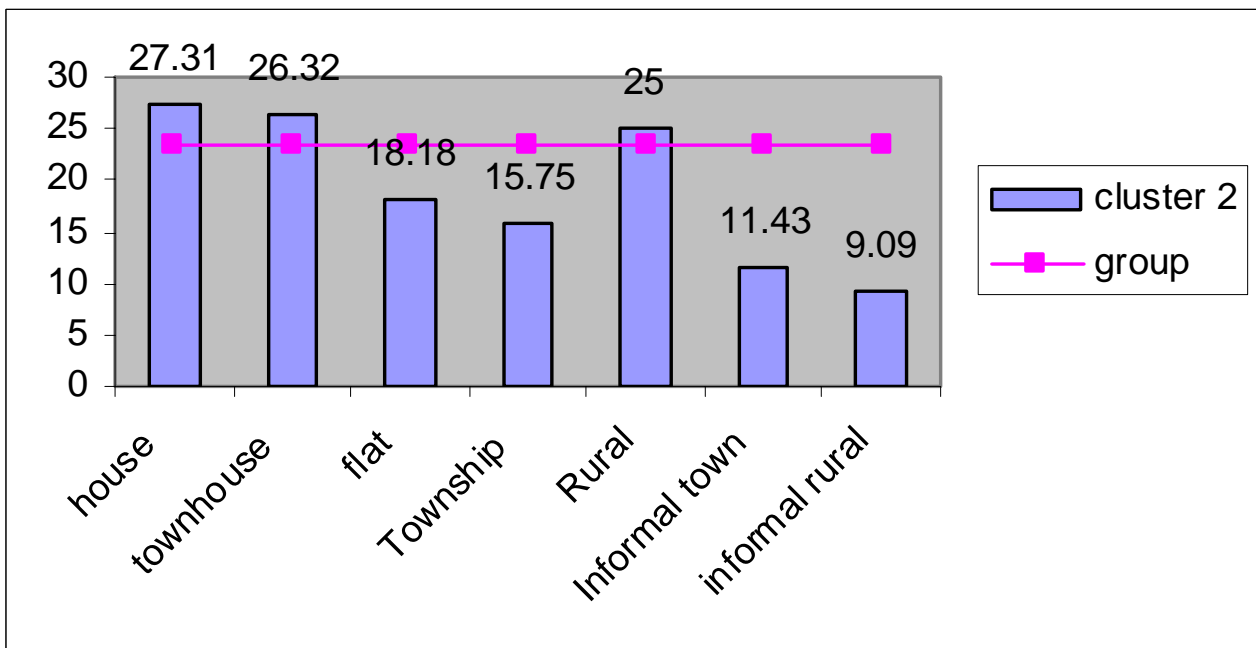
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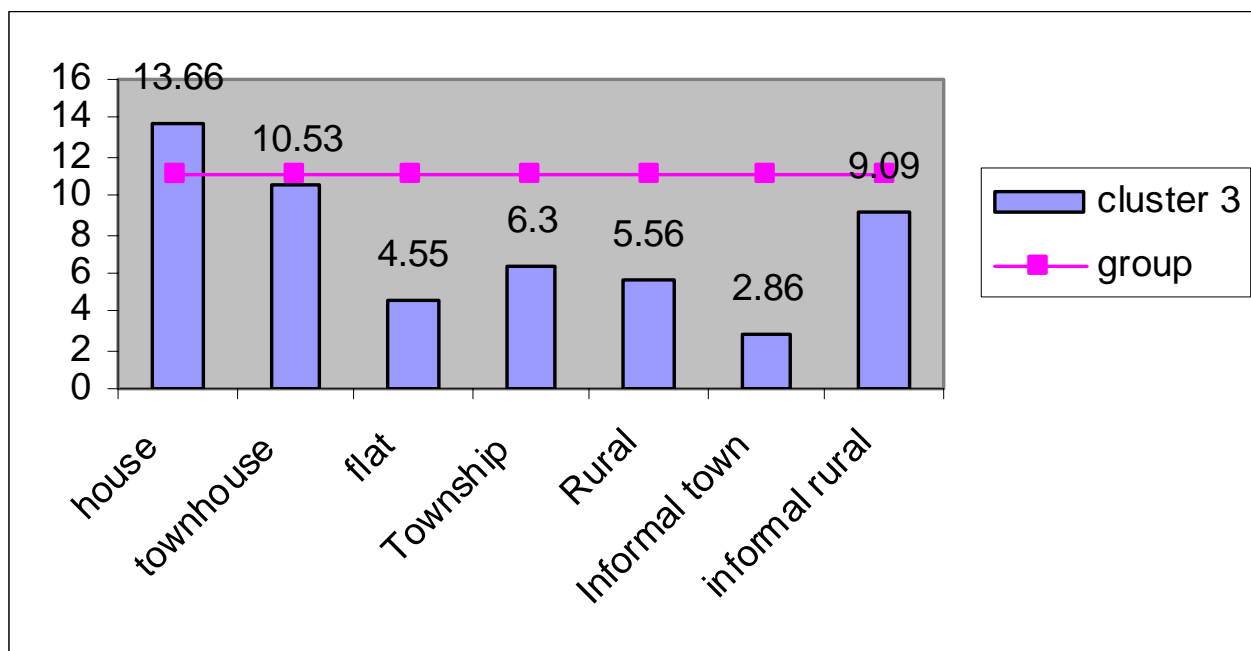
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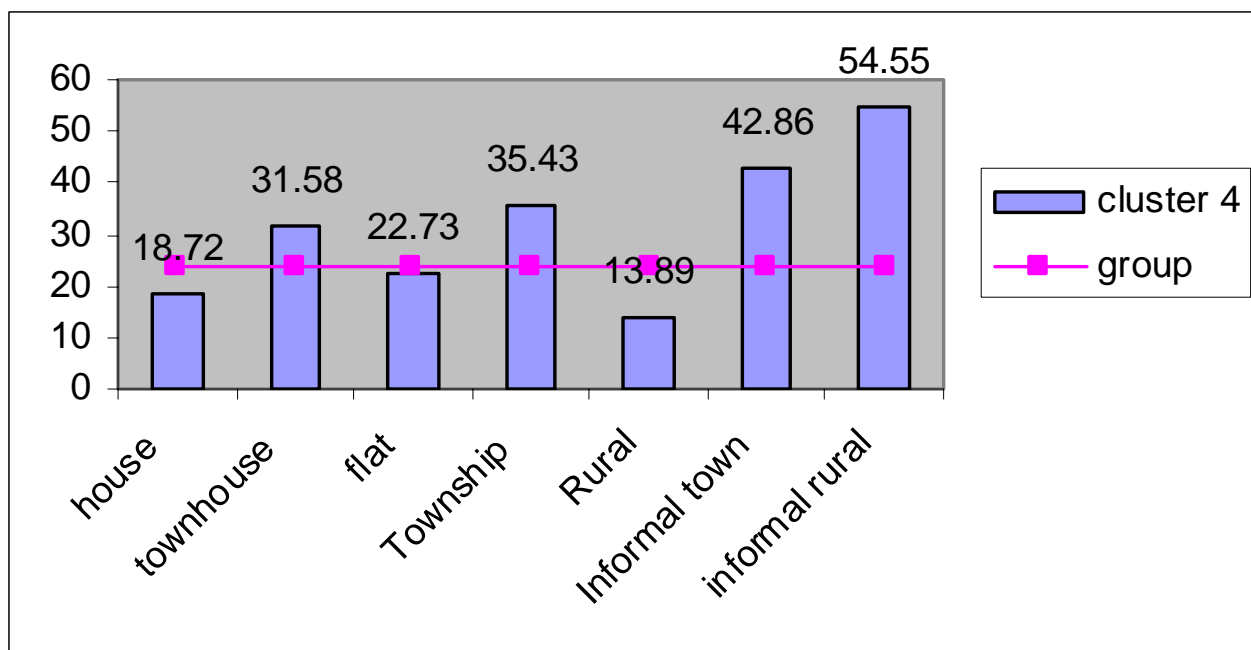
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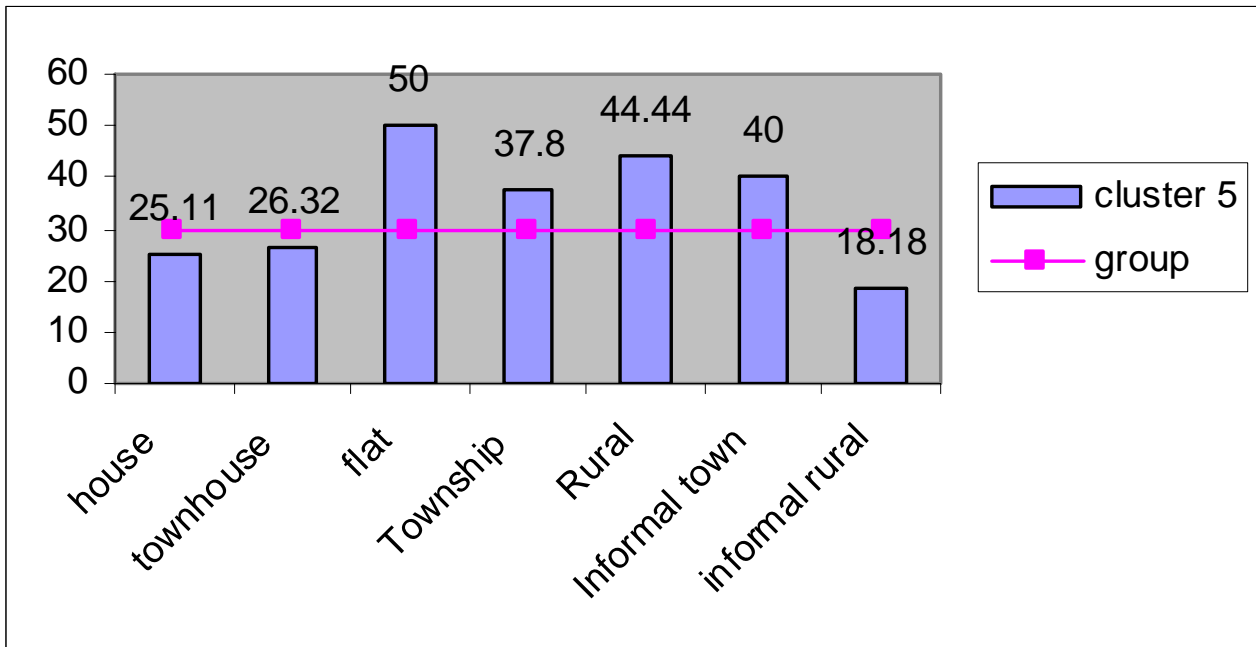
Highest level of schooling in household

Subgroup 1: Have lots
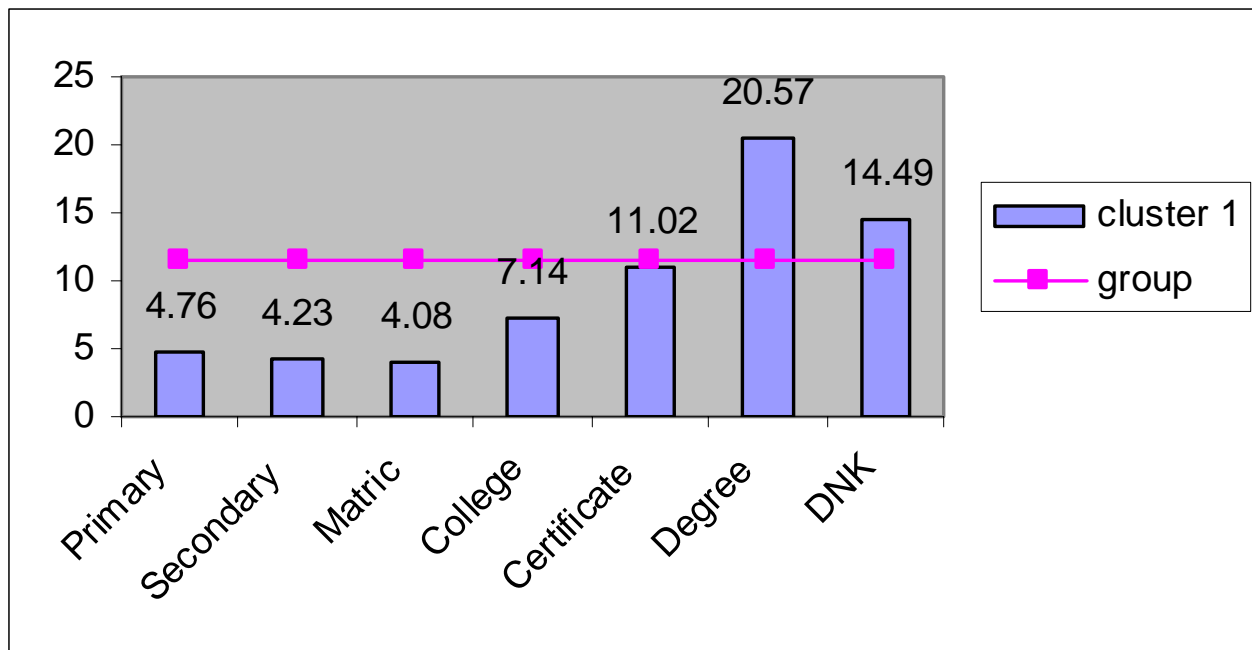
Subgroup 2: Aspiring have lots

cxc
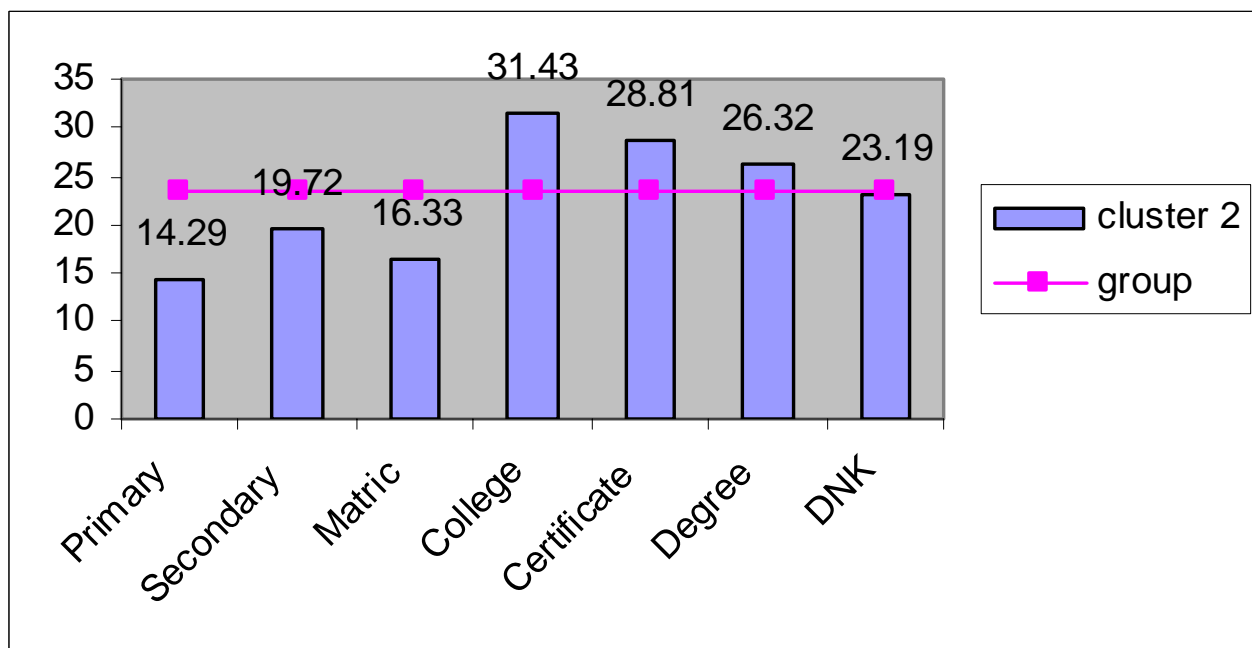
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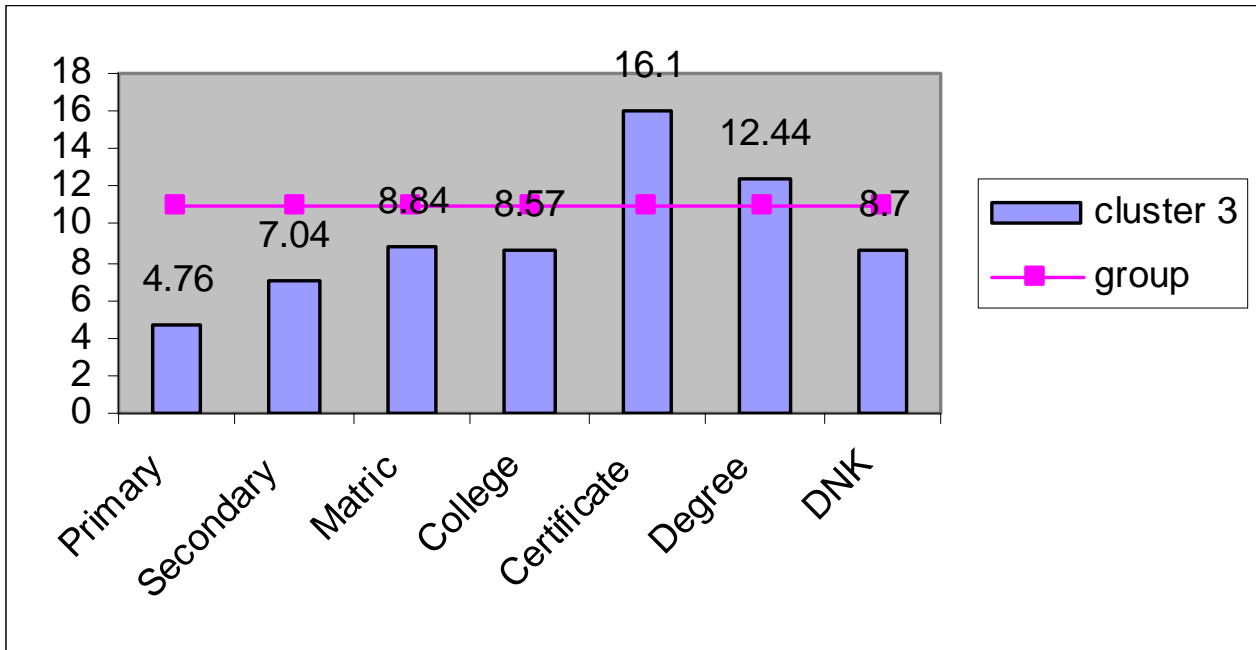
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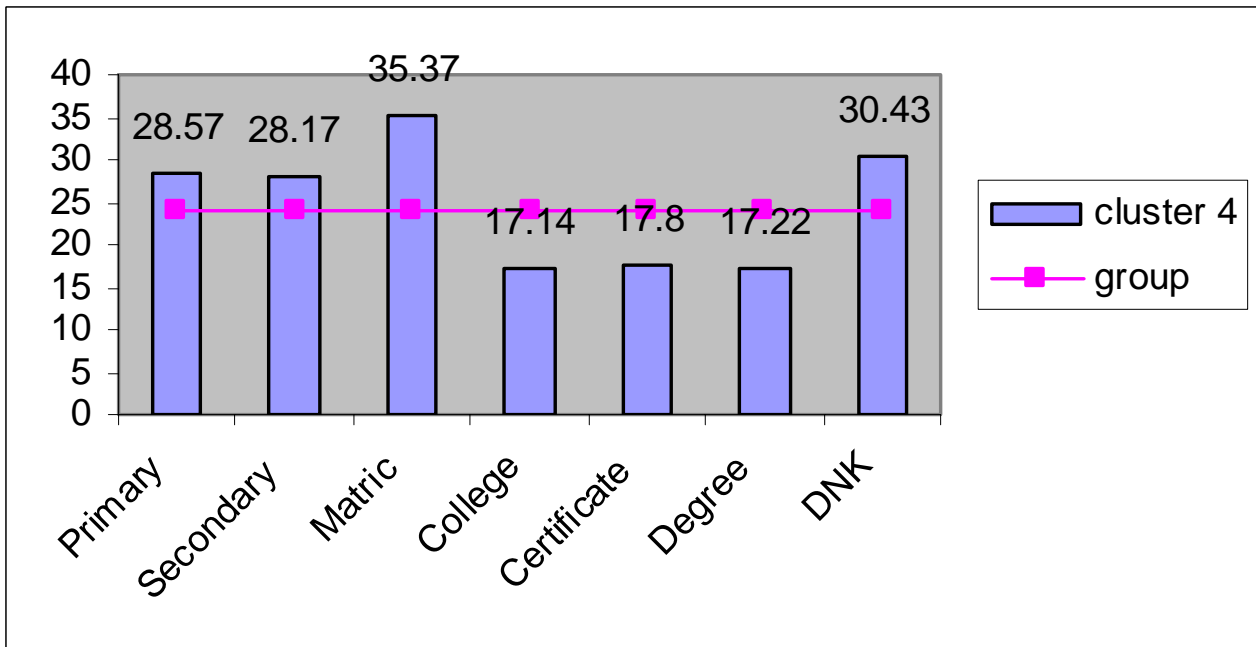
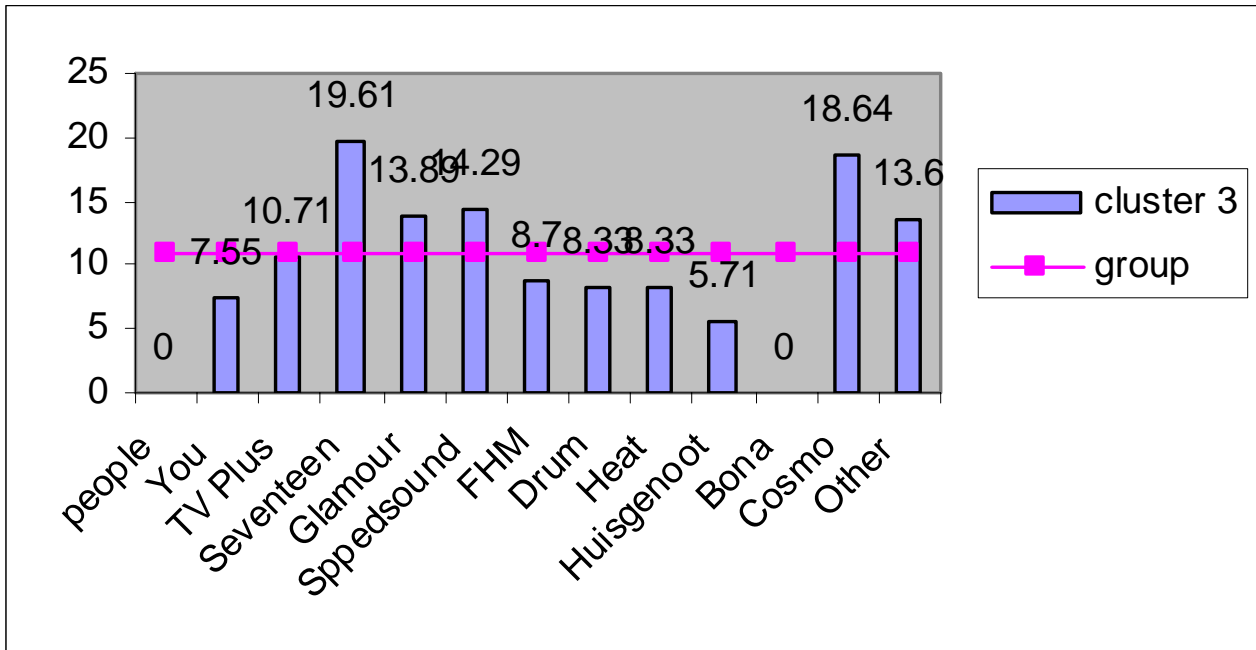**Subgroup 5: New lifers**
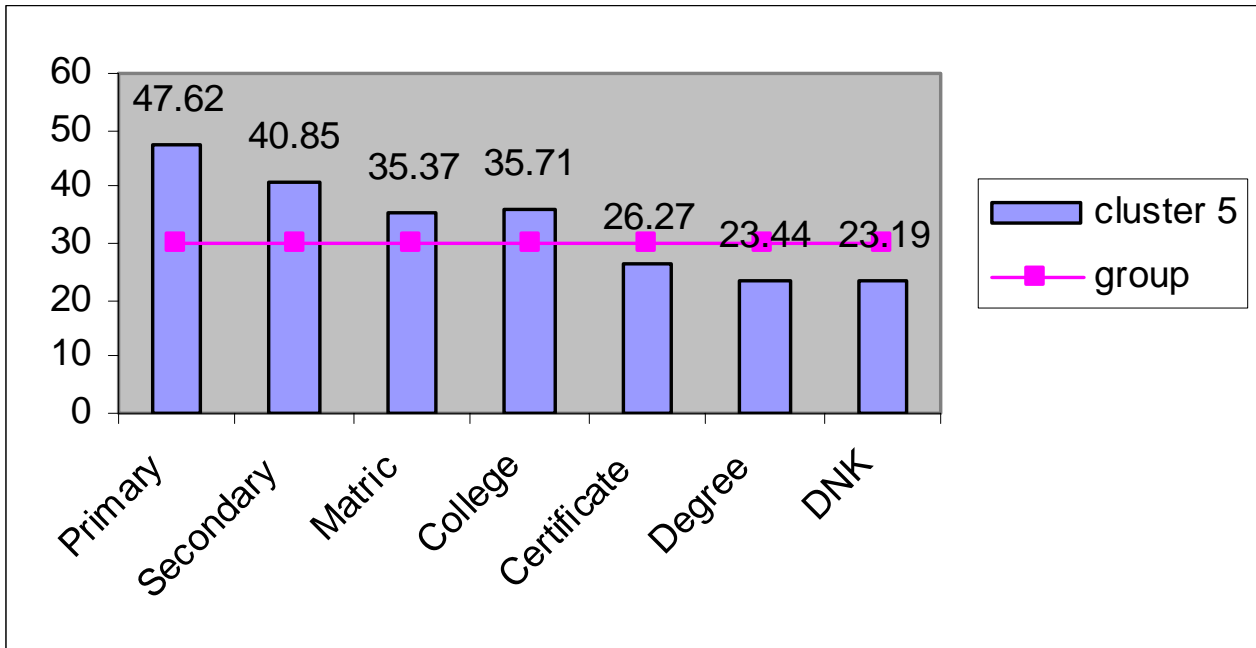
Decision making per Subgroup:
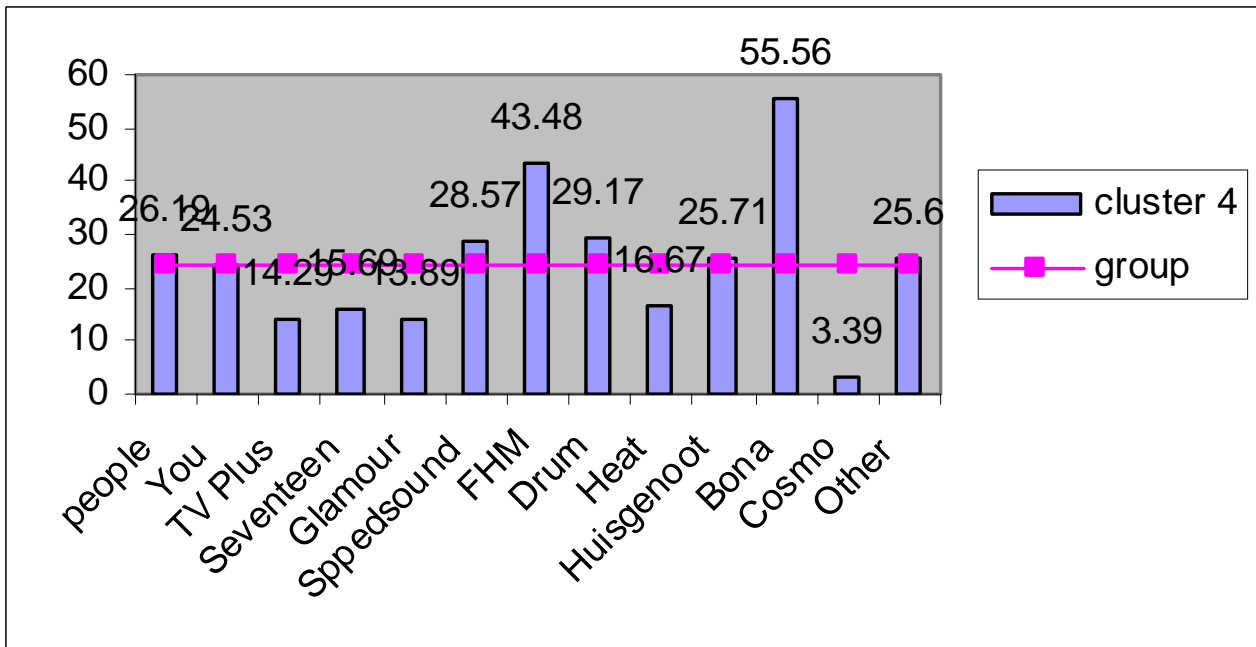
Subgroup 1: Have lots
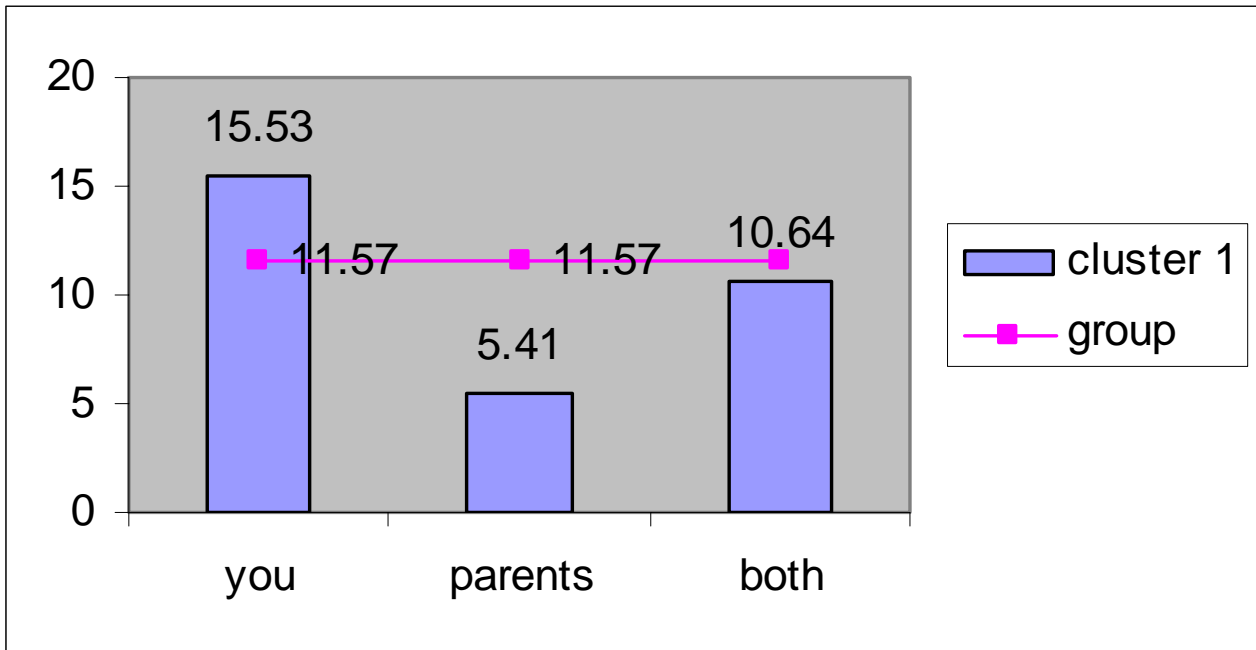
Subgroup 2: Aspiring have lots
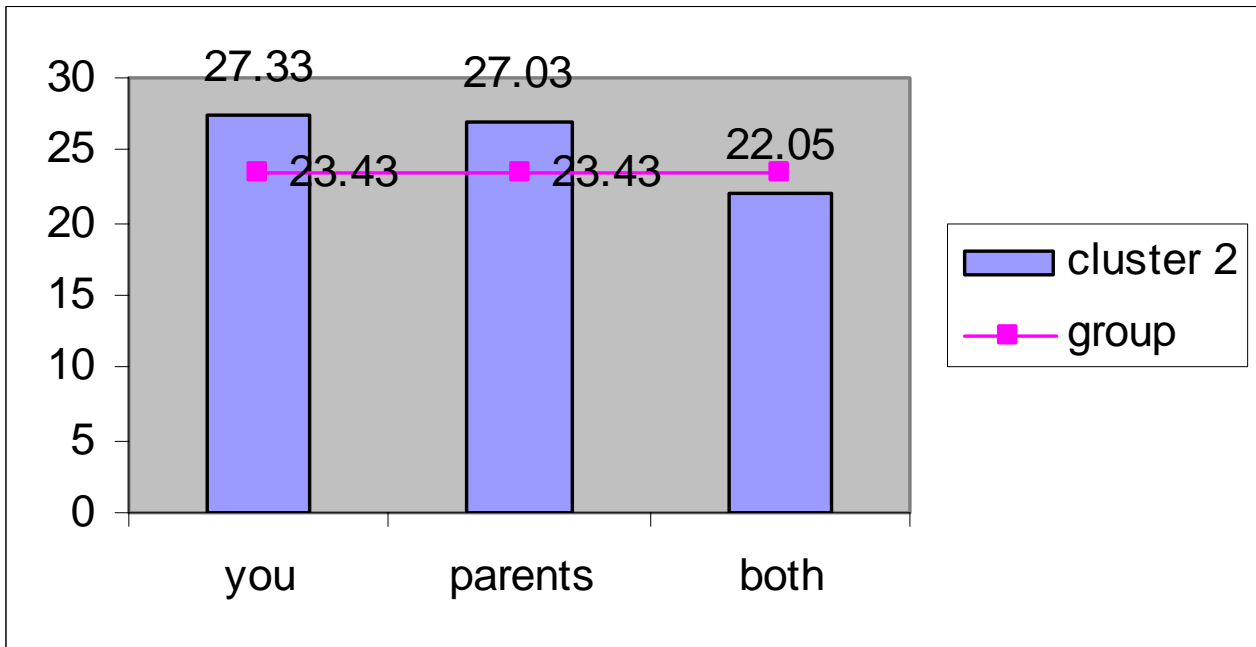
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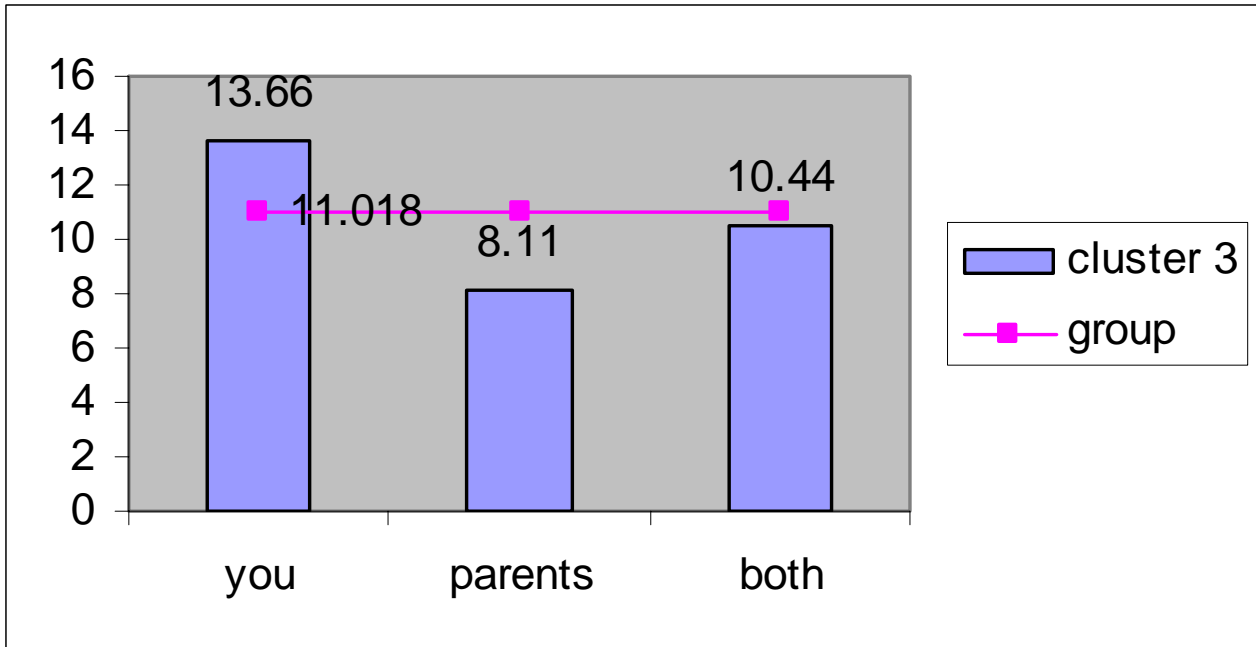
Subgroup 4: Little directions
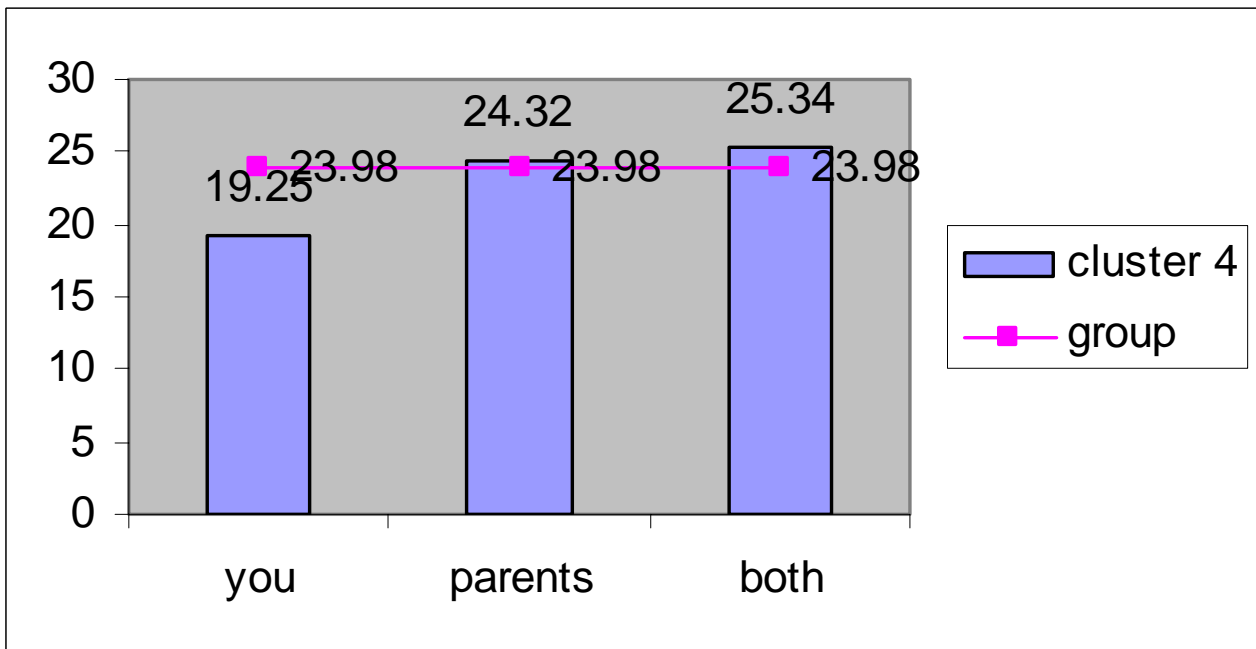
Subgroup 5: New lifers
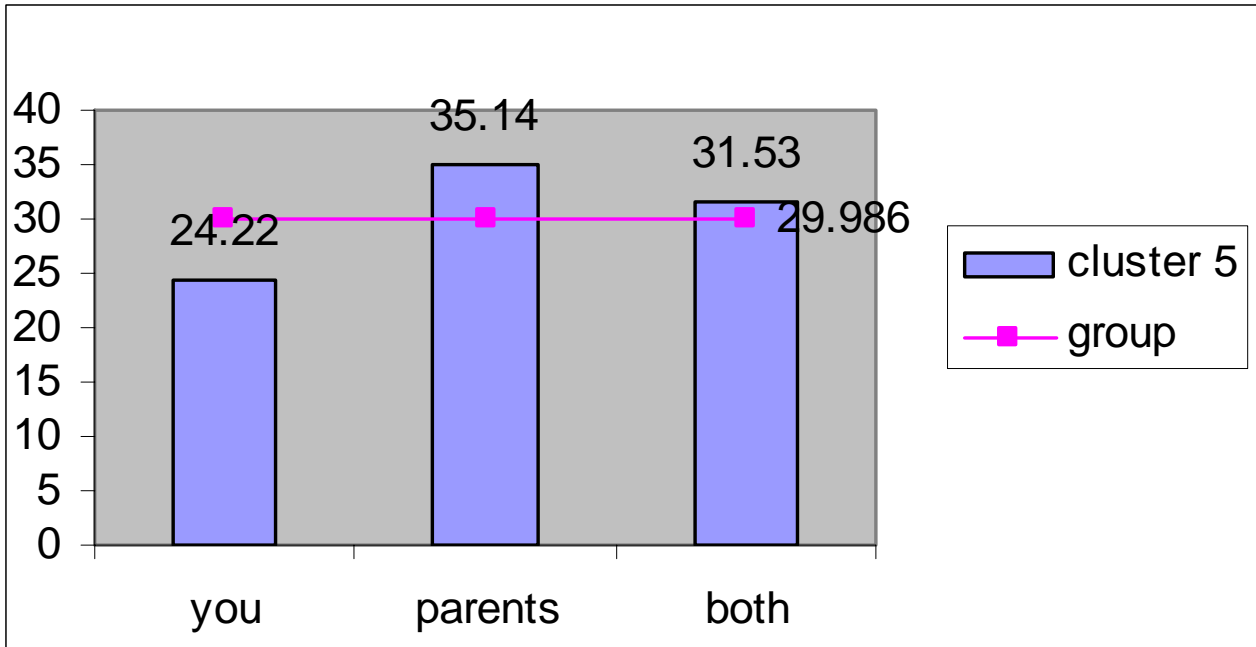
Method of payment per Subgroup

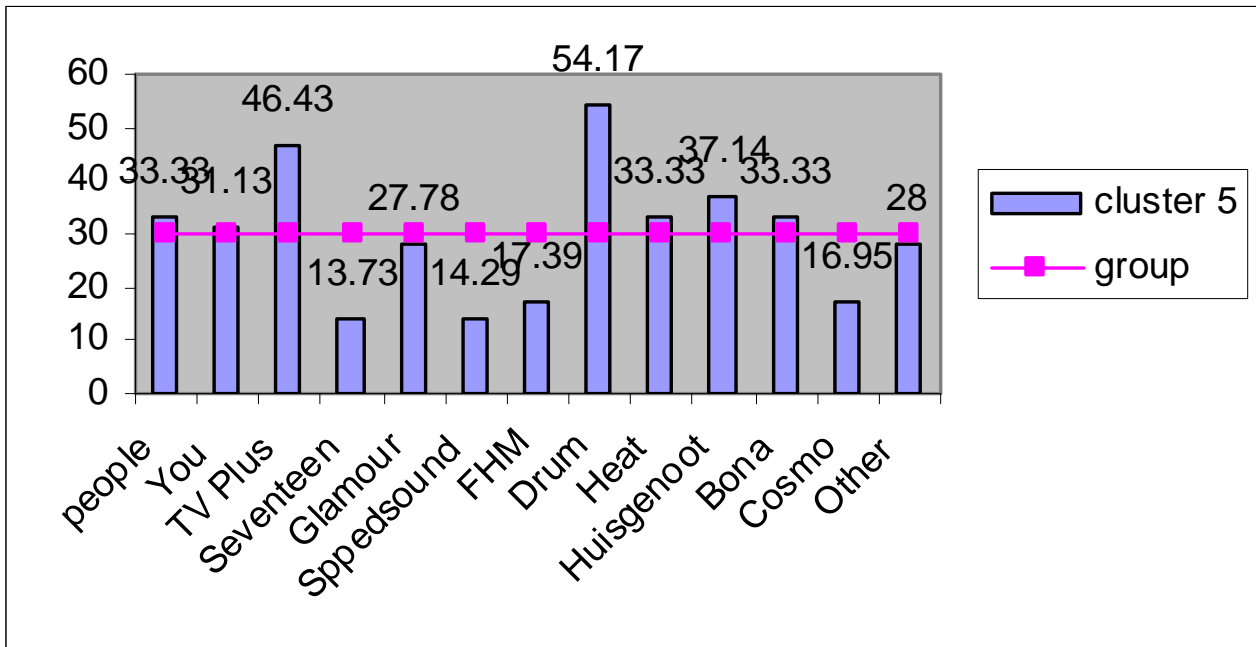**Subgroup 1: Have lots**
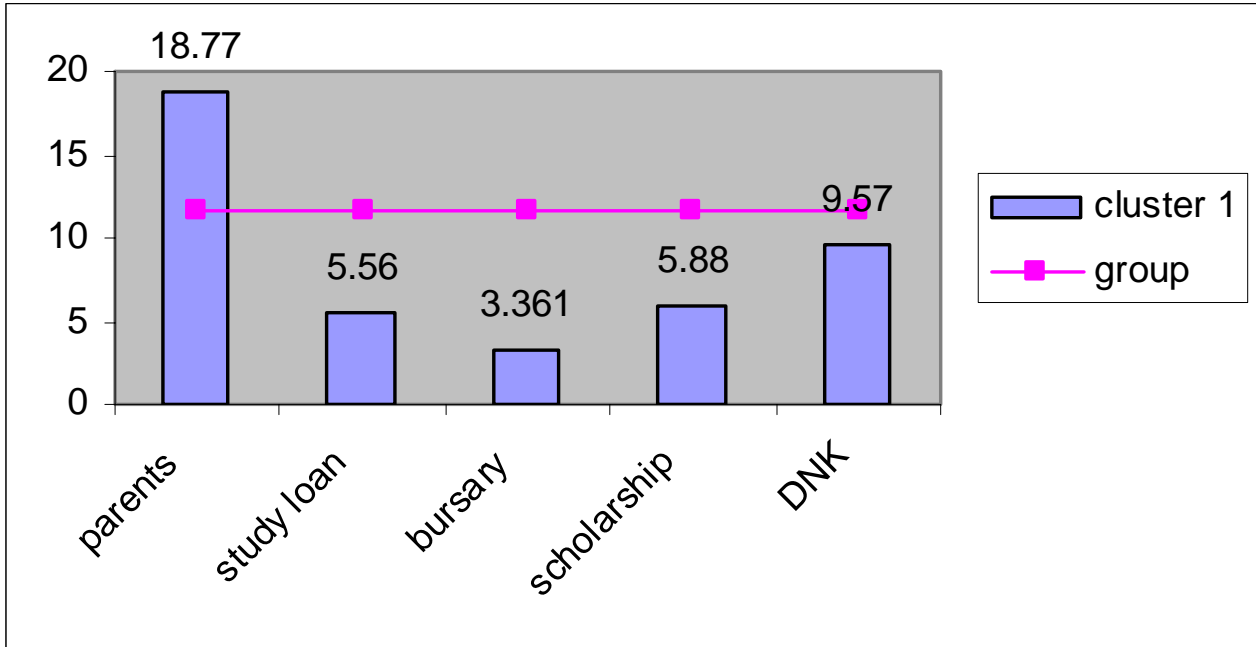
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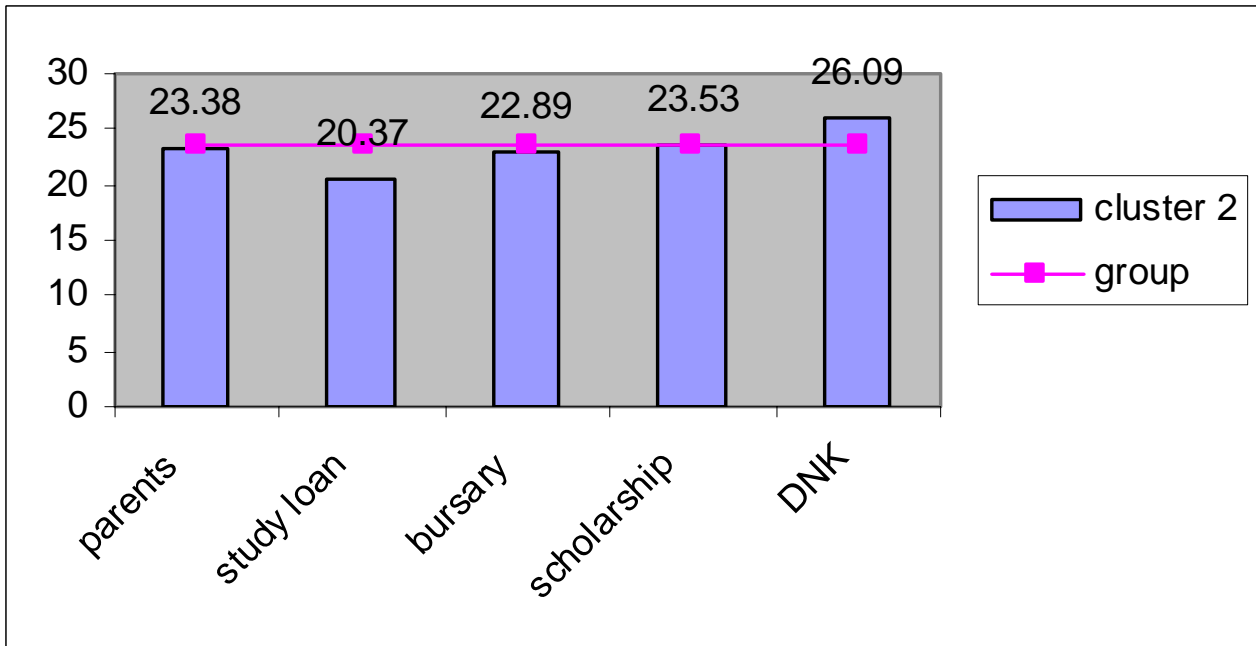
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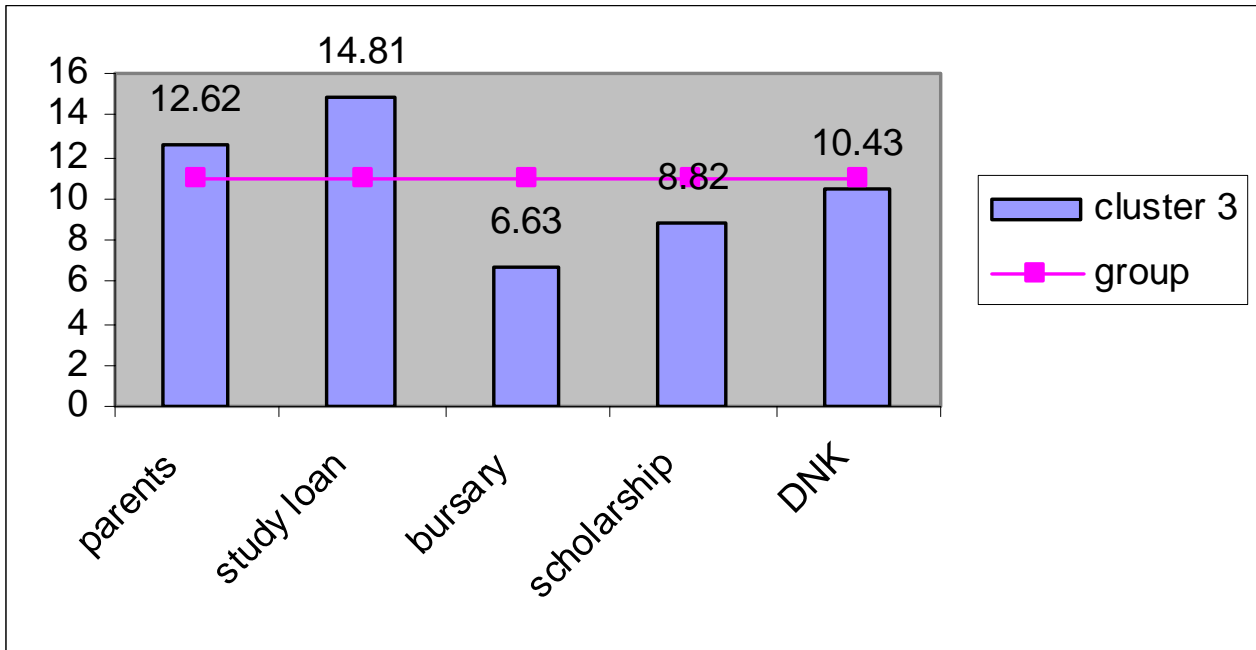
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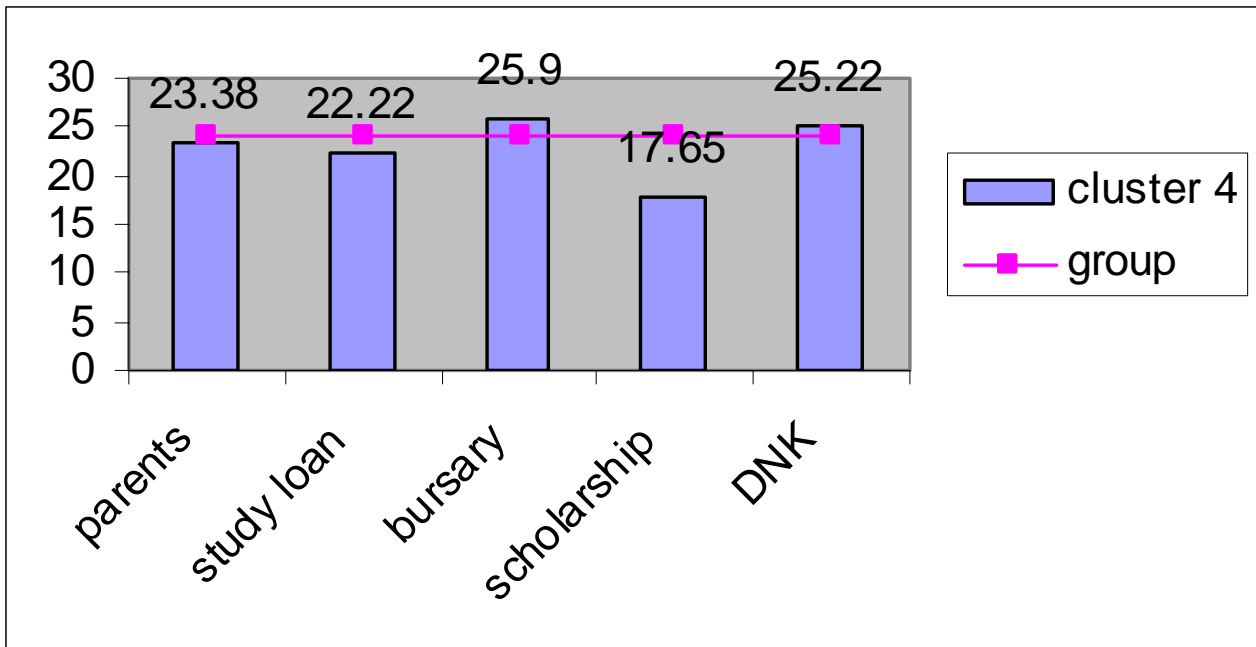
Subgroup 5: New lifers
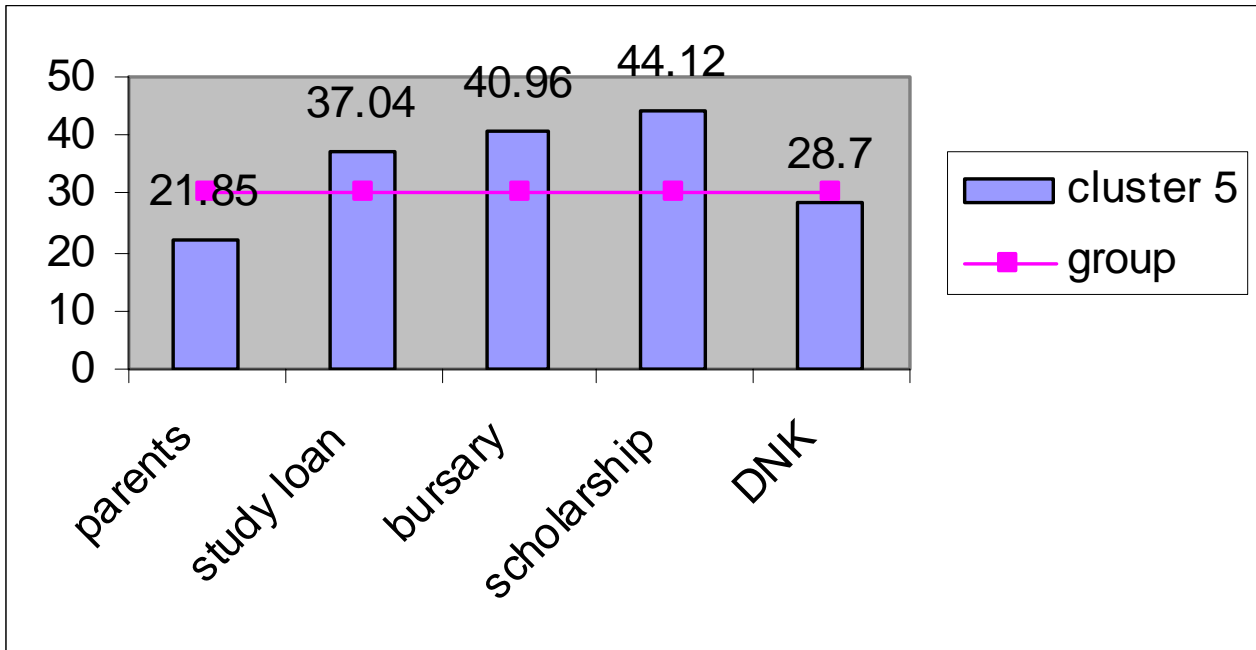
TV Channel Preference
Subgroup 1: Have lots
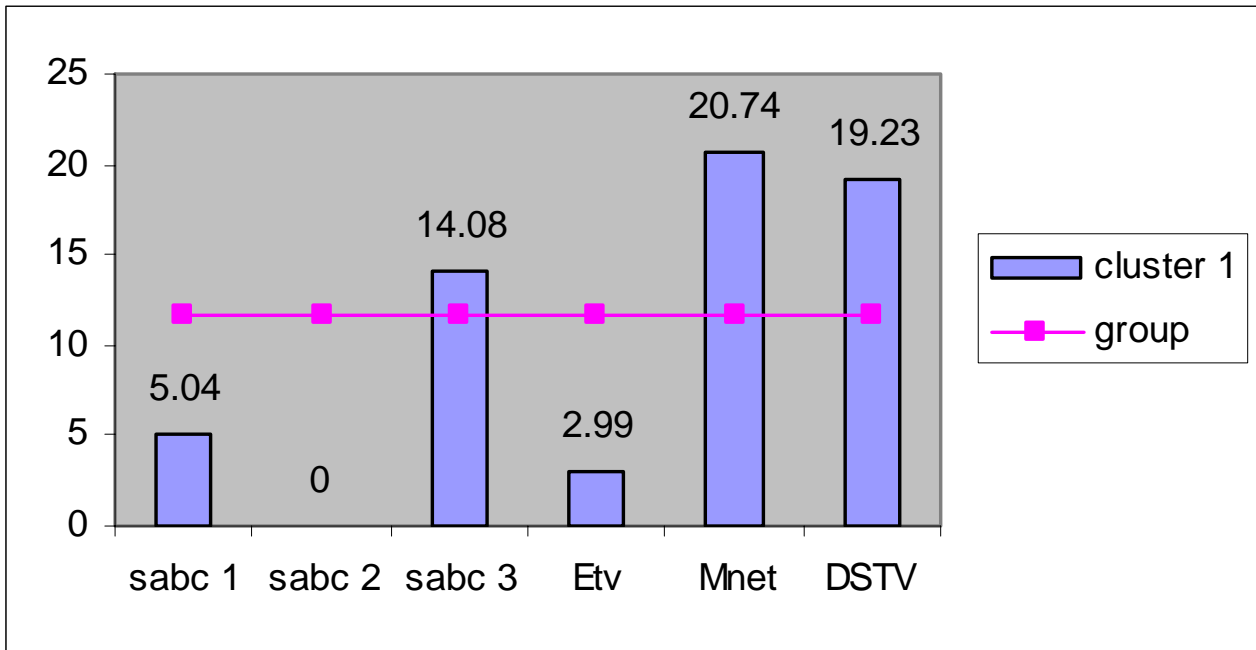
Subgroup 2: Aspiring have lots

Subgroup 3: University Lifers

Subgroup 4: Little directions

cc
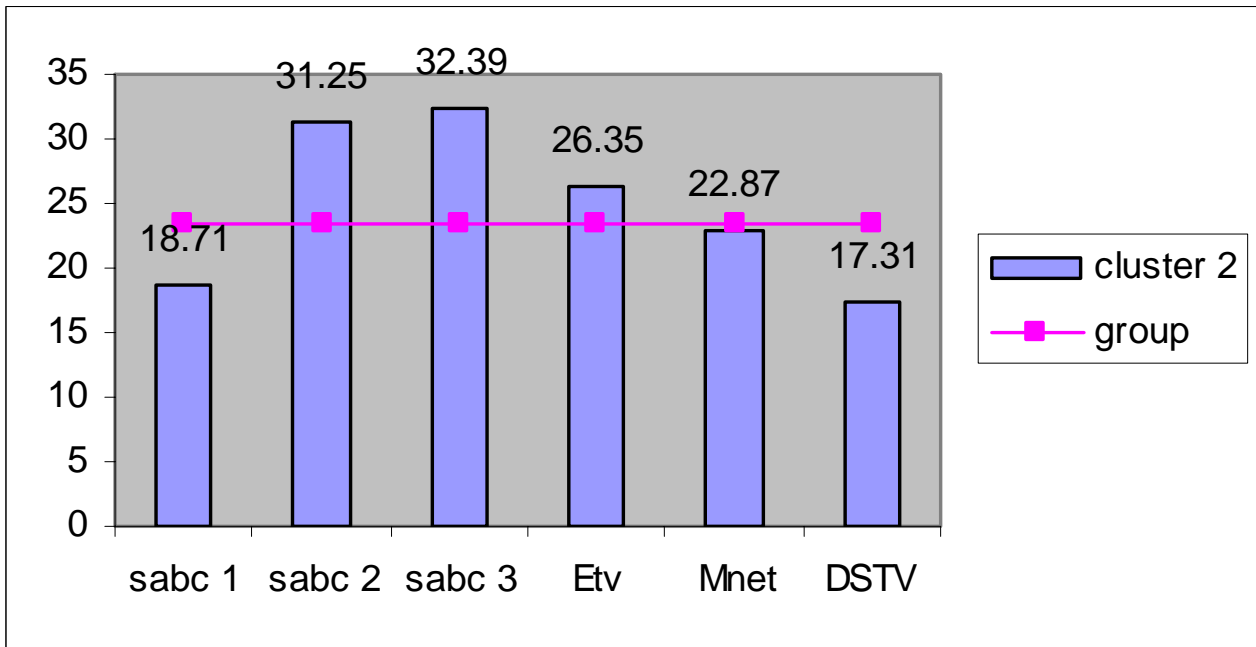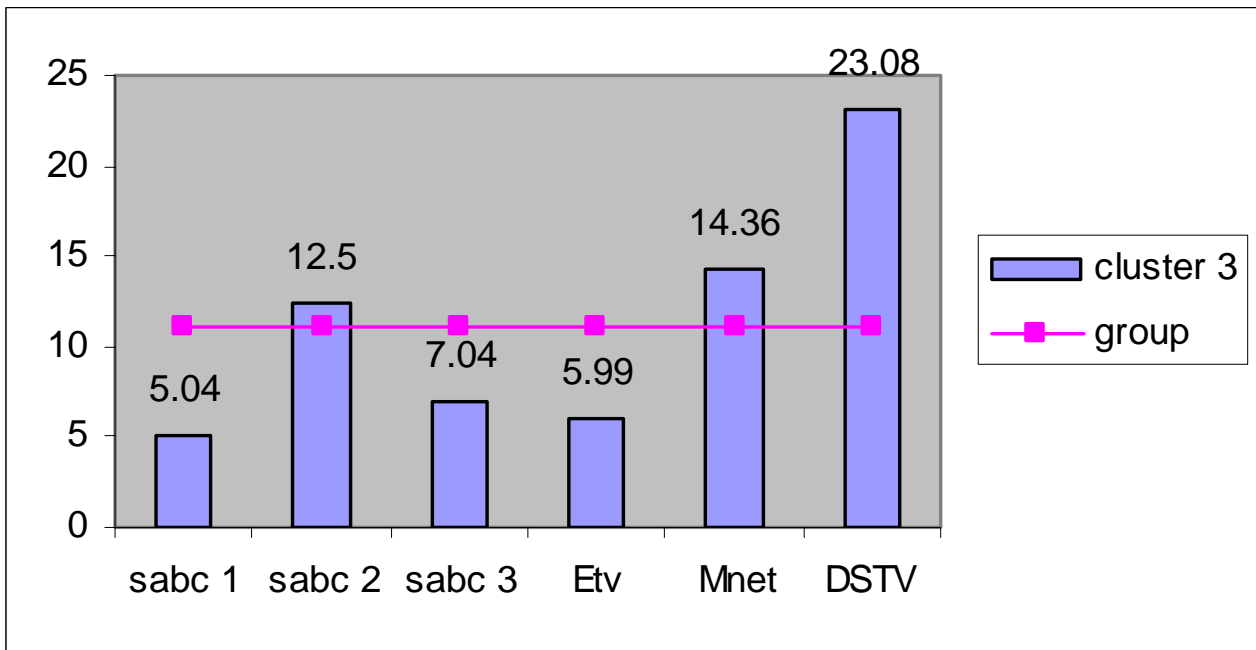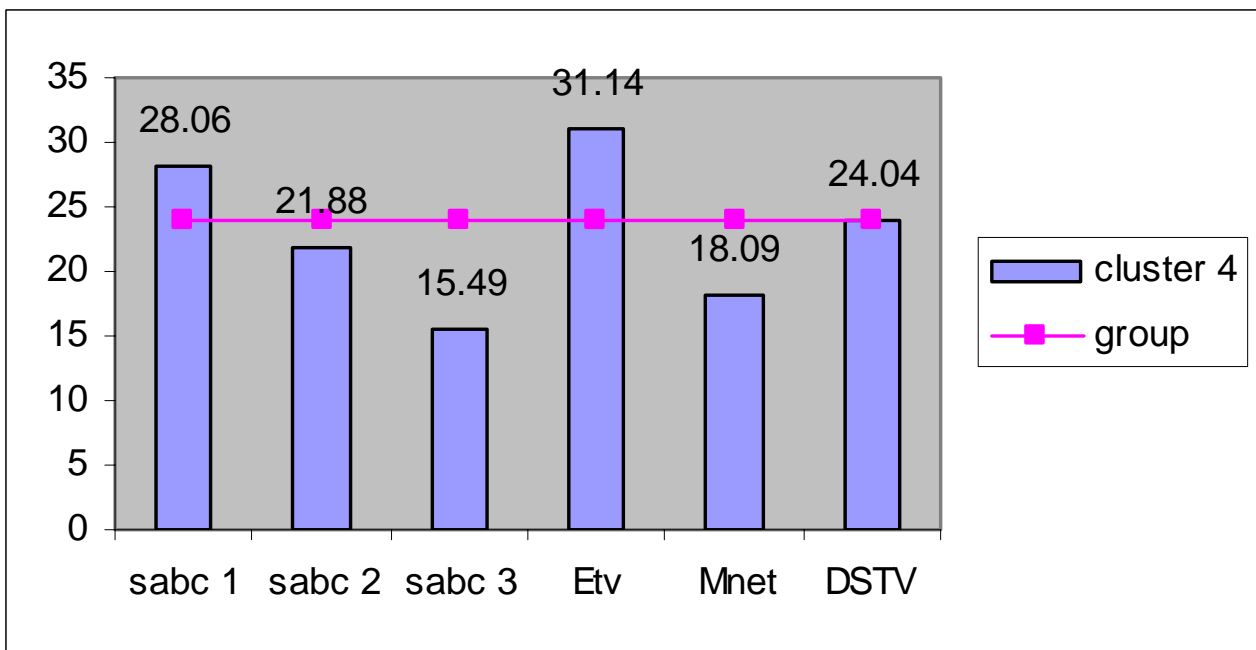
Subgroup 5: New lifers
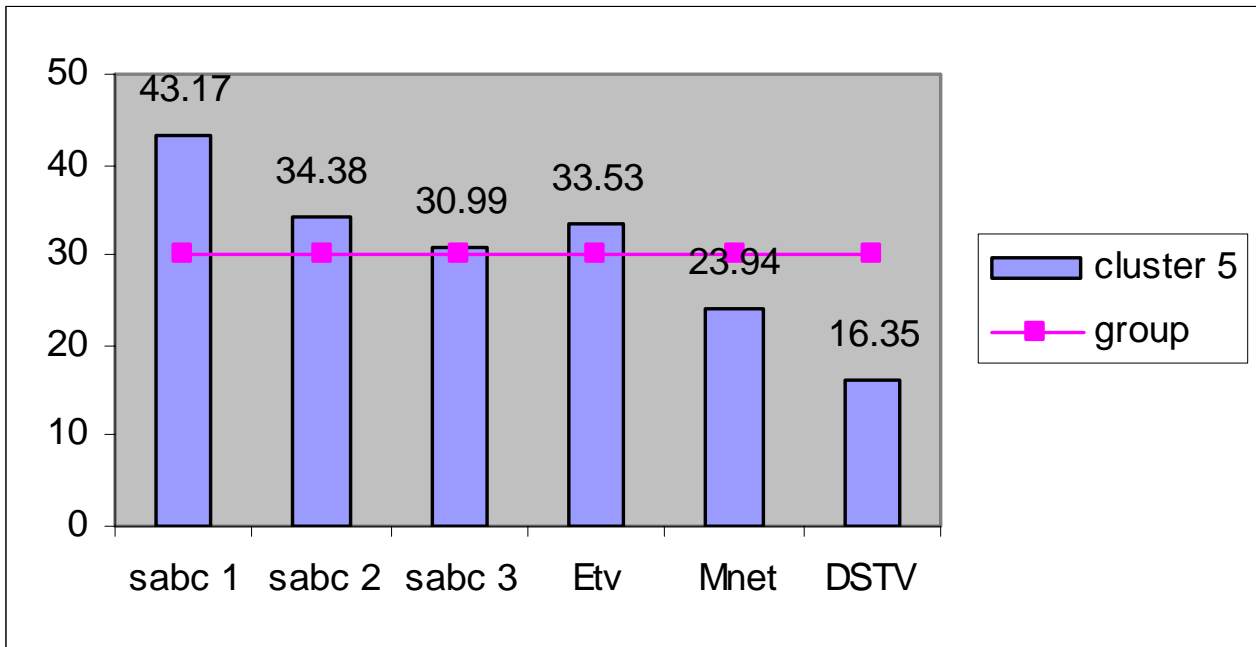
Radio Station preference

Subgroup 1: Have lots

Subgroup 2: Aspiring have lots

Subgroup 3: University Lifers
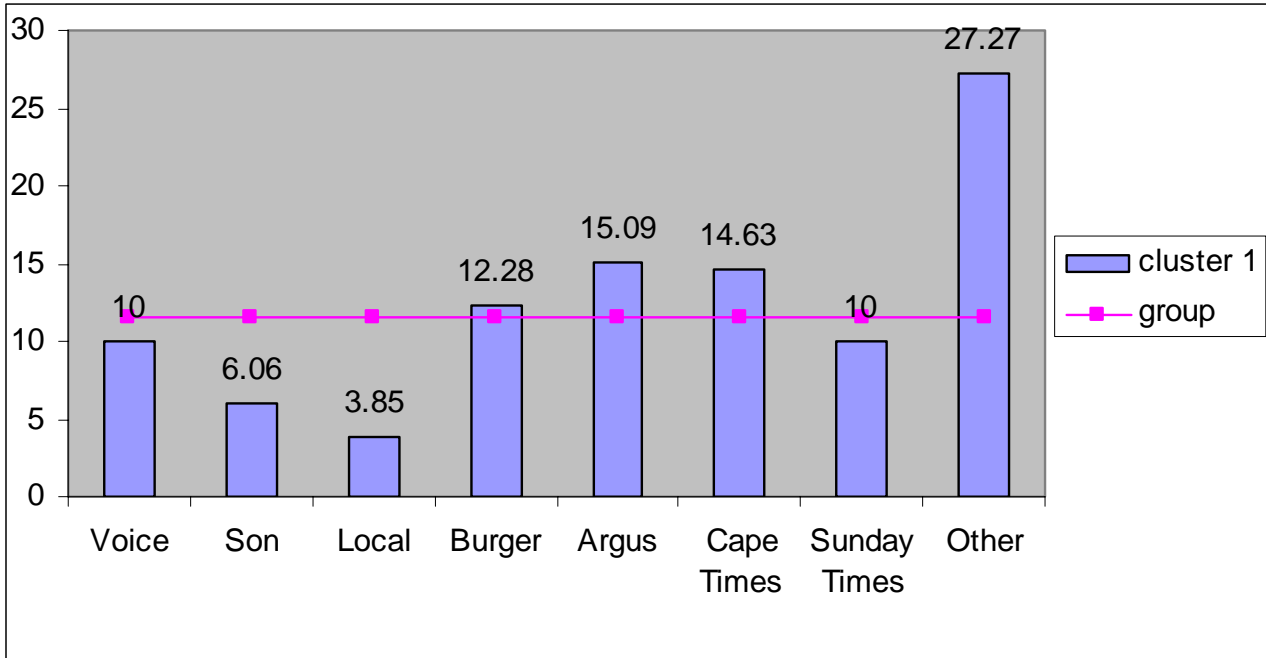

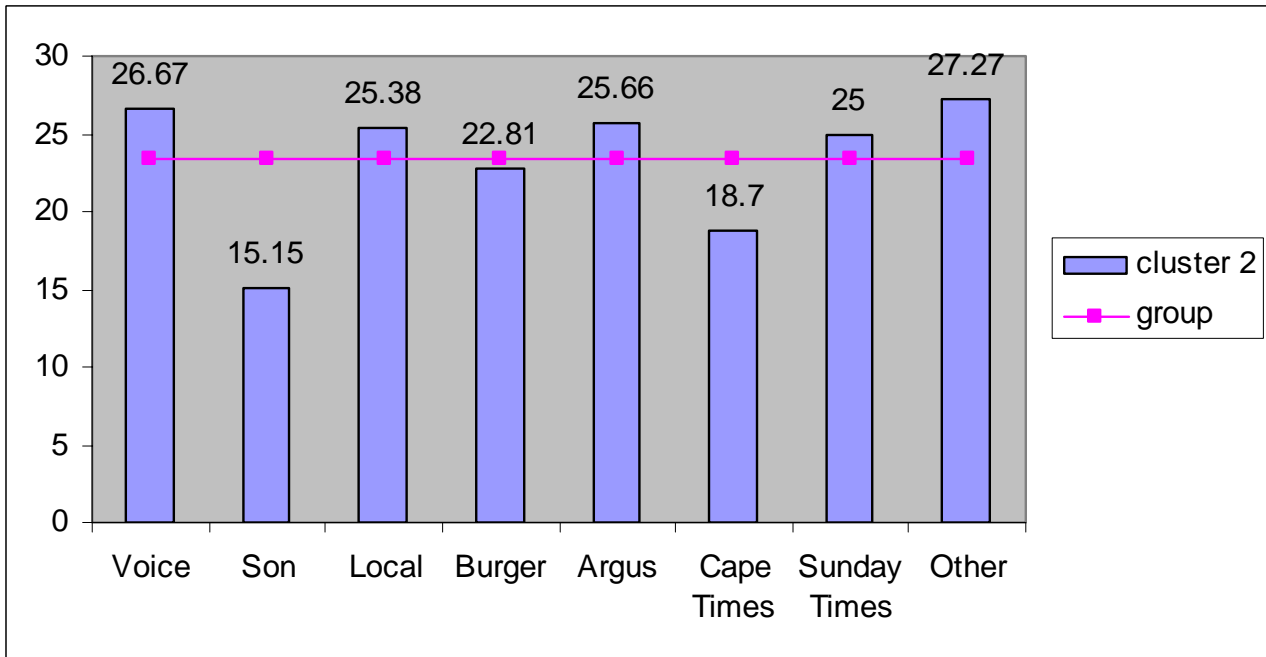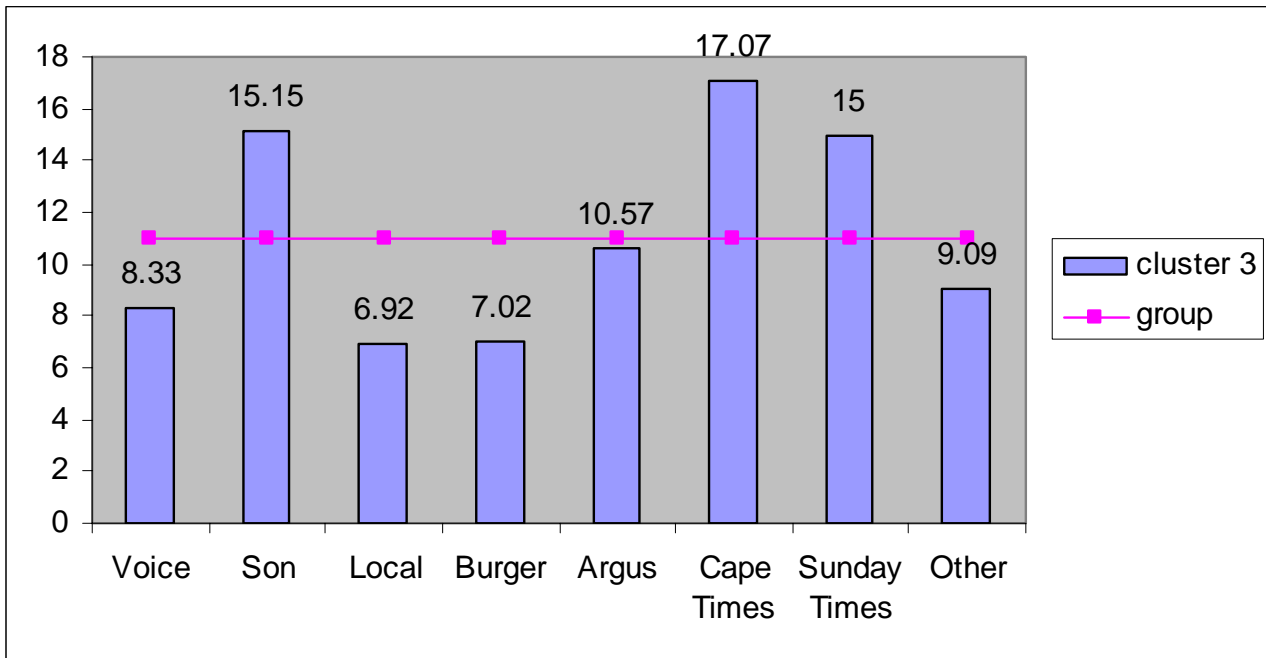**Subgroup 4: Little directions**

Subgroup 5: New lifers

Magazine preference per Subgroup
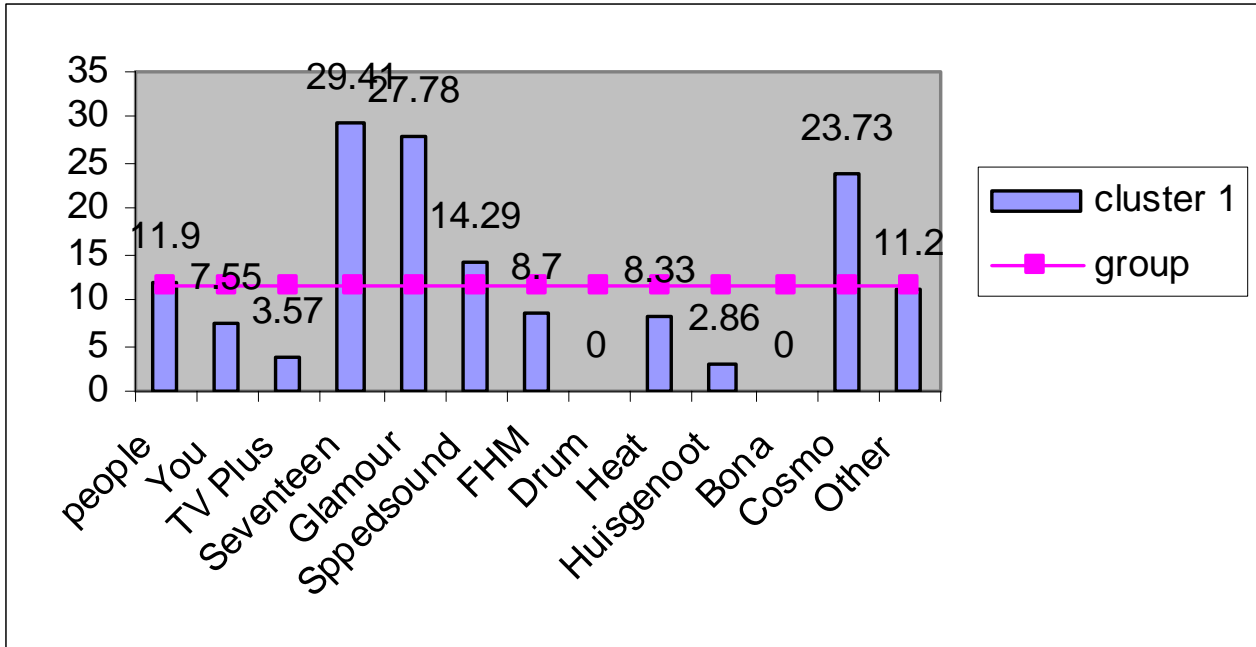
Subgroup 1: Have lots

Subgroup 2: Aspiring have lots

ccv
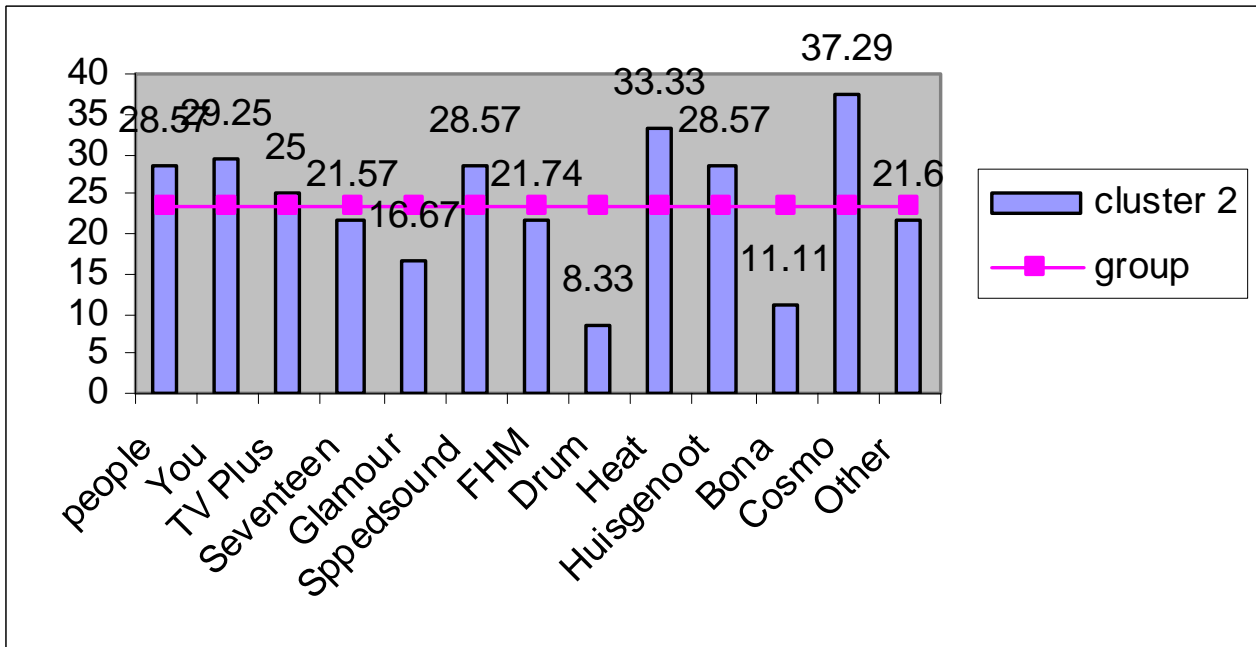
Subgroup 3: University Lifers

Subgroup 4: Little directions

Subgroup 5: New lifers

Newspaper preference per Subgroup

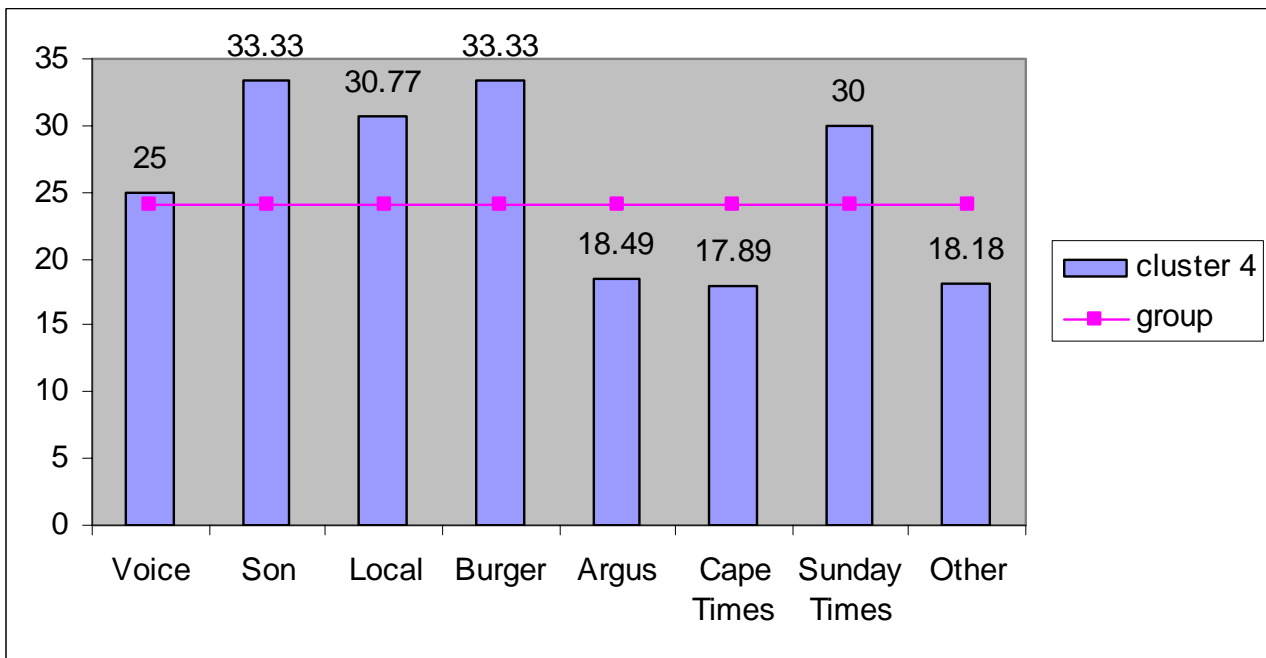### Subgroup 1: Have lots

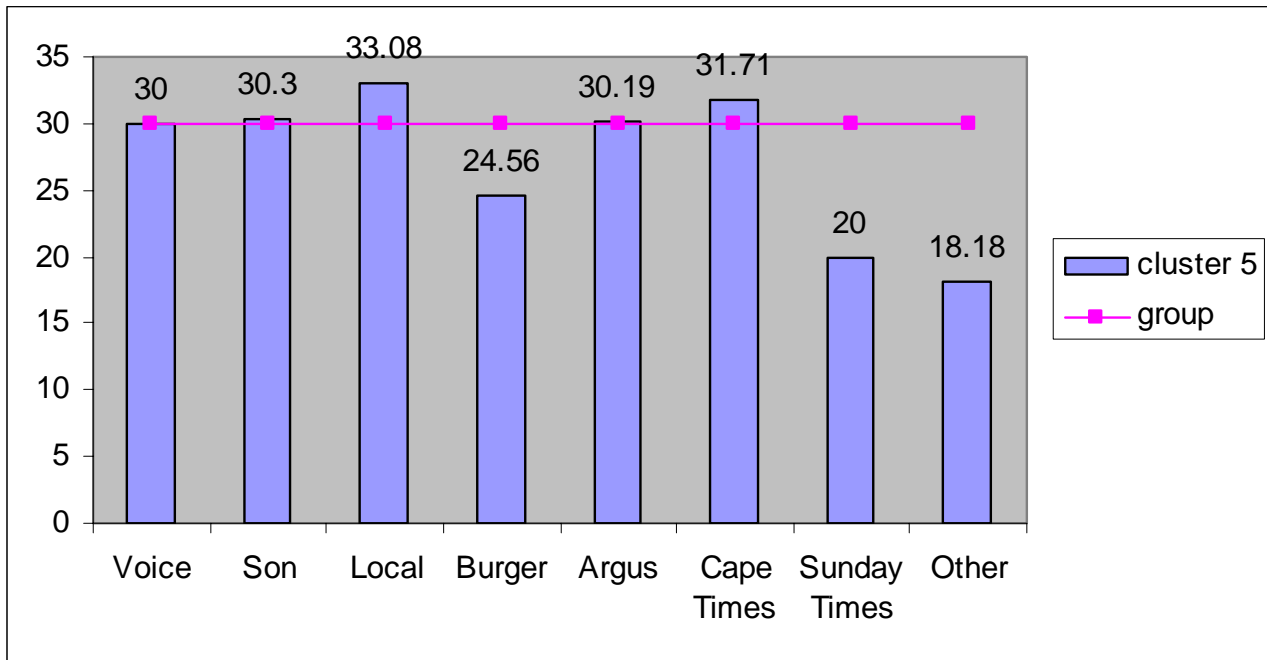### Subgroup 2: Aspiring have lots

Subgroup 3: University Lifers
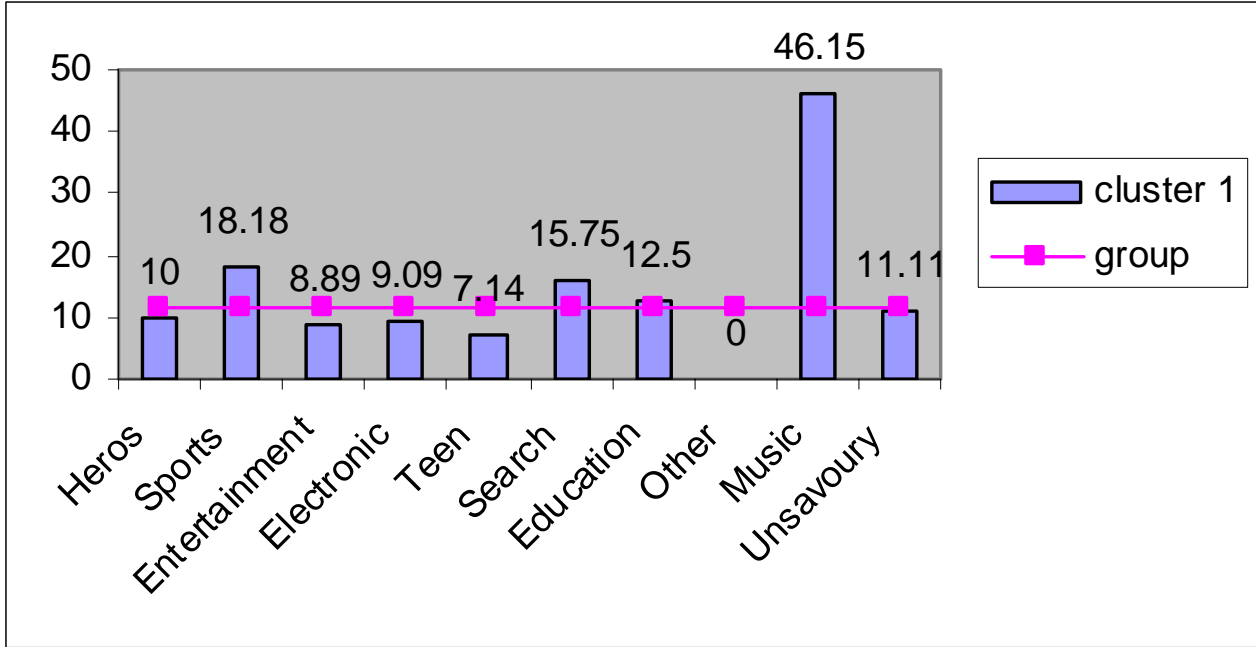

Subgroup 4: Little directions

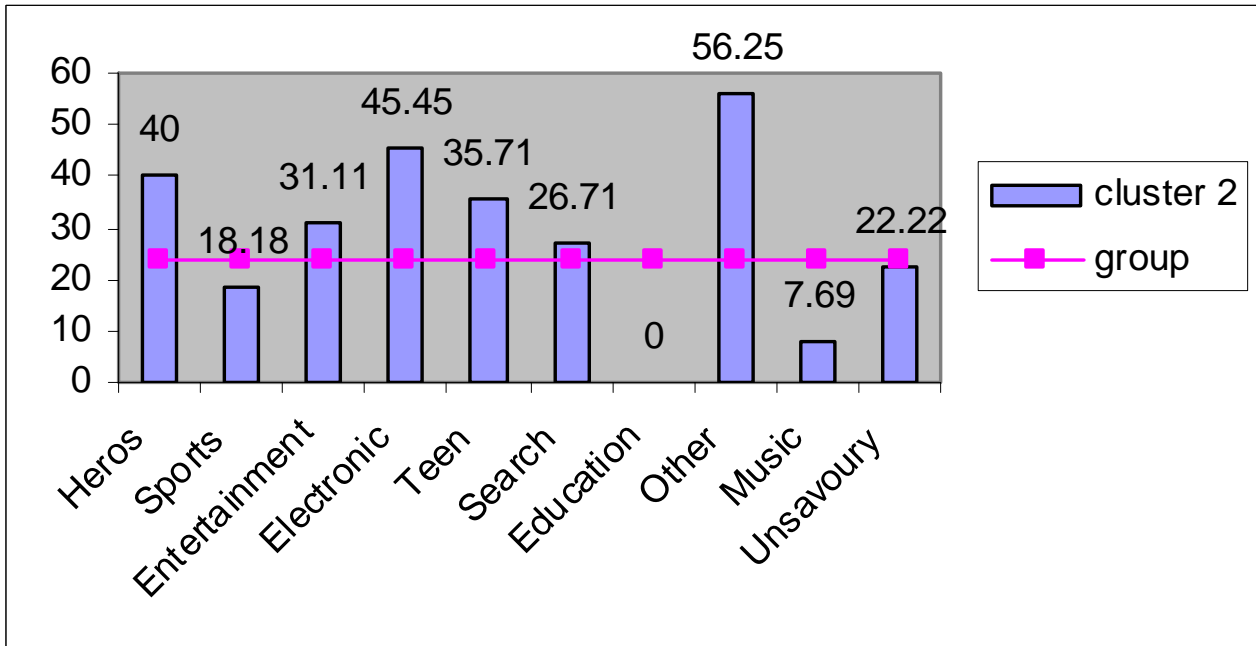**Subgroup 5: New lifers**
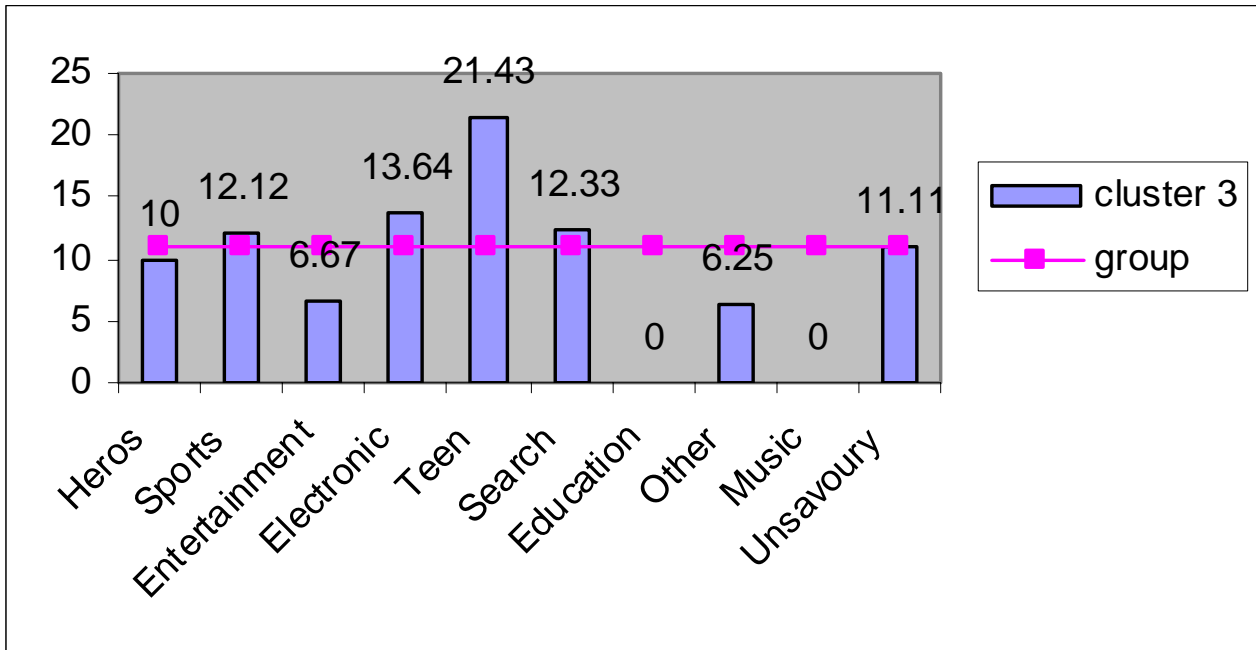
Websites preference per Subgroup

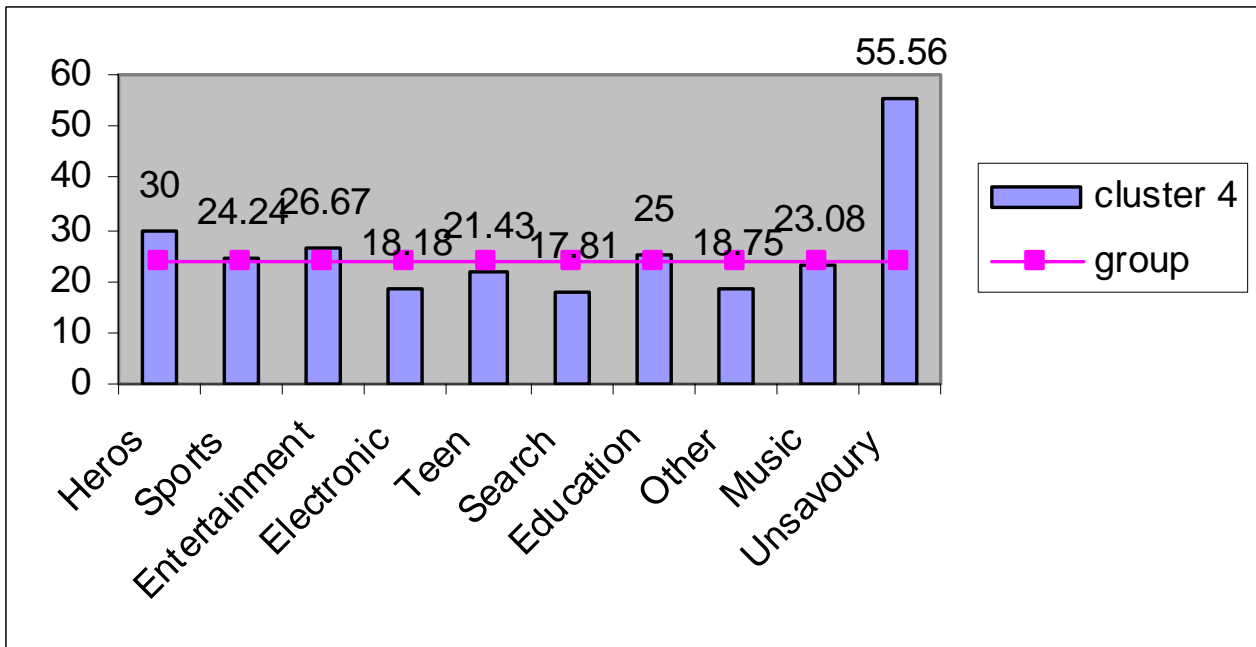**Subgroup 1: Have lots**
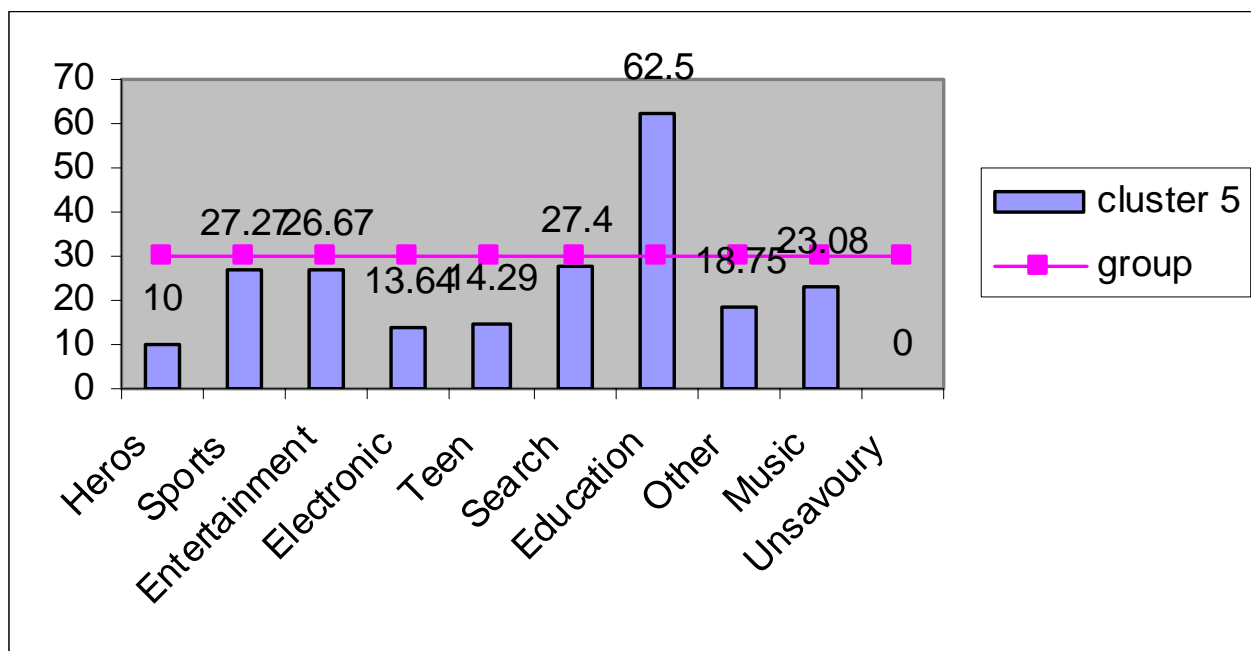

Subgroup 2: Aspiring have lots

Subgroup 3: University Lifers

Subgroup 4: Little directions

Subgroup 5: New lifers

APPENDIX 5: APPLICATION OF PROMOTIONAL ELEMENTS OF IMC PLAN INCLUDING OBJECTIVE, STRATEGY, MESSAGE AND MEDIA TACTICS.

Promotional mix element: Advertising

	Have lots	Aspiring have lots	University lifers	Little directions
Objective	To create awareness of the courses available at Institution.	To create awareness of financial aid available at institution and then career opportunities available.	To create awareness of institution's courses, but also of the sporting /social aspects of being a student.	To breakdown barriers that may be preventing segment from considerir institution.
Strategy	Use media to direct students to direct sources, as they are sceptical of	This segment are more open to advertising. Advertising can be used to	Use advertising to create an image of the institution where sport and study	Use advertising to publicise the career opportunities available t

	media sources. Direct sources need to be clear and to the point, giving the student information to ease the decision making process	create initial awareness of financial aid, and career opportunities. Advertising can also provide students with information on where to obtain more information (i.e. direct sources such as brochures, open days etc)	meet. Media is not important to this audience, but can be used to create an image of the institution. Current students need to be used to harness positive word of mouth as this segment prefer social sources.	all students through Institution, as well as bridging programmes ar financial aid available to make entry possible. Us role models (social sources) educate segme on career possibilities available to them.
Message and media strategy and tactics	Message: Get the facts about career opportunities. Media strategy: Limited media advertising that comes to the user, e.g. billboards in their neighbourhoods, publicising institution website, institution open days, and career exhibitions. Use of daily English newspapers also recommended in this context	Message: Institution creates access to great careers for all. Media strategy: Use of local and daily press, mainstream radio stations to create awareness of financial aid.	Message: There's more than just studying at Institution . Media strategy: Use some newspaper advertising to create a visual image of institution other than studying.	Message: Education is not only for the rest. Media Strategy: Use of role models in advertising, as these are not available in home circumstances. Media to include local newspape Afrikaans daily newspapers, and Sunda newspapers. Billboards can be effectively used i a role model campaign. Community radio statior can feature advertising with role models as cent figures

Promotional mix element: Online advertising

	Have lots	Aspiring have lots	University lifers	Little directions
Objective	To direct students to institution website to get more information about actual careers	This cluster are not web savvy, and would not be best reached through online advertising	Direct this segment to the institution website.	Not a web savvy market and therefore not an applicable method of marketing.
Strategy	Segment are web savvy and prefer music websites. Message needs to be factual and not appear to be marketing and trying to fit in with the segment. Like to hear the facts, and prefer the unpretentious marketing organisation.		A web savvy segment, who enjoy teen interest websites.	
Message and media strategy and tactics	Message: Get the facts about career opportunities. Media strategy: Use links on South African music websites to link students back to institution site.		Use banner advertising on relevant South African sites to encourage these students to visit the institution's website. Landing page should however not be regular home page, but rather a page emphasising different aspects of institution life.	

Promotional mix element: Sales promotion (exhibitions and open days, guidance counsellors, parents)

	Have lots	Aspiring have lots	University lifers	Little directions	New lifers
Objective	Give students	Give students	Give students	Create an	Provide students

	adequate information to be able to determine if the career they are looking for is at the institution.	adequate information about courses and financial aid available at institution.	enough face to face information about courses on offer and additional sporting /social aspects of institution.	awareness with students that they can access institution, but also to give them a greater understanding of what courses are available at institution.	with information that will help them access education through financial aid, and inform them of specific courses available.
Strategy	Segment prefers direct sources. Ensure that institution attends all career exhibition opportunities, and holds regular open days. Information provided, needs to be to the point, honest and sufficient.	Segment rate direct sources highly. Good opportunity to interact face to face and supply students with the necessary information about financial aid and career opportunities. As with first segment use all opportunities to attend exhibitions and host open days.	Segment prefers direct sources. Use exhibitions and open days to introduce segment to past and present students.	Create opportunities for students and their parents to interact with institution on their own terms – not at institution itself. Include role models.	Create opportunities for students and their parents to interact with institution on their own terms – not at institution itself. Include role models.
Message and media strategy and tactics	Institution needs to make available sufficient staff members who can visit as many schools and career exhibitions as	Use same tactics as for segment 1, ensuring that the staff are well versed in aspects of financial aid to give segment	Once again the institution needs to have well trained staff who can market at exhibitions and open days. In	Staff and role models to use every opportunity to give students, guidance counsellors and family members as much clear	Same tactics as for segment 4 ensuring that communities have access to information about how to access

	possible. Staff need to be well trained in career guidance and specifics of each course. Institution needs to visit regularly with guidance counsellors of schools and supply them with adequate information, to use them as advocates. Opportunities need to be found to speak to parents of students, through interaction with guidance counsellors.	adequate information, along with career information.	addition, it may be of use to have existing students present who can give the prospective student information about the social aspects of studying. Stands manned by students and sports clubs or cultural clubs should also be included in Open days.	information about courses available, bridging programmes and financial aid. Preferably within schools and communities themselves.	financial aid and bridging programmes that can ease entry into institution.

Promotional mix element : PR / publicity

	Have lots	Aspiring have lots	University lifers	Little directions	New lifers
Objective	To create awareness of some of the career opportunities available with an education from the institution.	Create awareness of career opportunities as well as financial aid that is available.	Create awareness of sporting and social aspects of institution along with the actual courses available.	Create a greater understanding of the actual programmes available at the institution, as well as the possible career opportunities.	Create a greater understanding of the programmes available at the institution, and financial aid and bridging programmes.
Strategy	To use press to run features about new career choices, available careers through institution programmes.	Same as for cluster 1, but also including success stories of students who gained access to financial aid.	Use local papers to publicise events and successes of institution.	Use role models in press articles explaining the details of careers students can follow, as well as how they got there.	Use role models from communities who have achieved through accessing financial aid and bridging programmes, to compile human interest.
Message and media strategy and tactics	Stories in media will be perceived as direct sources as opposed to advertising. Institution to create feature articles along with local press (in particular English dailies) featuring careers.	Success Stories about students who accessed financial aid to be targeted at local press. This will be targeted at cluster 2 and not cluster 1.	Sports pages of local newspapers, and dailies need to feature as many articles as possible on the sports achievements of the institution. These should go in hand with the tactics applied for cluster 1 and 2	Feature articles in relevant media such as Afrikaans dailies, Sunday papers and local papers.	Utilise local radio stations and newspapers to publicise human interest stories of successful students.

			regarding courses.		

Promotional mix element: Direct marketing

	Have lots	Aspiring have lots	University lifers	Little directions	New lifers
Objective	To give students opportunity to get further information about institution.	Same as cluster 1 but include information about financial aid.	Give students opportunity to get more information about the courses on offer as well as the social/sporting aspects of institution.	Provide information on breaking down barriers to entry and educate on careers opening up to students.	Provide information on making institution accessible to all students and career opportunities through courses.
Strategy	Create a database of students interested in studying further and market directly from institution. Utilise interactions with schools, and career exhibitions to create database	Same as cluster 1	Same as cluster 1	Same as cluster 1, include opportunities in communities to obtain student details for database.	Same as cluster 1, include opportunities in communities to obtain student details for database.
Message and media strategy and tactics	Using other means of contact such as open days, school visits etc, compile database of interested students. Follow up with relevant information, application forms and invitations to institution for further information.	Same as cluster 1, ensuring the institution has included information about financial aid packages.	Same as cluster 1 and 2, ensuring students can indicate if they want information about sport and social aspects of institution.	Follow up with information focusing on how to barriers to entry such as bridging courses and financial aid.	Follow up with information focusing on how to barriers to entry such as bridging courses and financial aid.

Application of promotional elements of IMC plan including objective, strategy, message and media tactics